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Communicative Activities in English for Different Age Groups
Komunikační aktivity v angličtině napříč věkovým spektrem

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Cíl, metody, literatura, předpoklady:

Diplomová práce se zabývá rozvojem komunikace v angličtině u různých věkových skupin žáků a studentů. Představuje aktivity obecné i specifické pro tři různé věkové kategorie (žáci základní školy, středoškoláci, dospělí) a také popisuje nejdůležitější pedagogické aspekty, které by měla výuka těchto věkových kategorií postihovat. Práce se dále zaměřuje na moderní výukové metody (např. skype, výuka přes telefon, atd.). Praktická část bude obsahovat drobný výzkumný prvek, např. dotazníkové šetření z výuky dospělých, dotazníky či rozhovory se žáky, rozbor jejich činnosti, apod., větší prostor ale bude věnován práci se žáky na 2. stupni základní školy. Cílem práce bude naznačit, jak se komunikace v angličtině postupně rozvíjí od nižších věkových kategorií a jak to může učitel podpořit.

Harmer, J. The Practice of English Language Teaching. různá vydání Harmer, J. How to Teach English. Pearson Longman 2007. Ur, P. A Course in English Language Teaching. CUP 2012. Hedge, T. Teaching and Learning in the Language Classroom. OUP 2000. Baker, J., Westrup, H. Essential Speaking Skills. Continuum 2003. Goh, C. C. M., Burns, A. Teaching Speaking: A Holistic Approach. CUP 2012. Thornbury, S., Slade, D. Conversation: from Description to Pedagogy. CUP 2006. Bygate, M. Speaking. OUP 1987. Bell, J. Doing Your Research Project. McGraw-Hill Education 2010.

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Prohlášení

Prohlašuji, že jsem tuto diplomovou práci vypracoval pod vedením vedoucí diplomové práce samostatně a uvedl jsem všechny použité prameny a literaturu.

V Hradci Králové dne

.....

Podpis

Poděkování

Tímto bych chtěl poděkovat vedoucí práce, Mgr. Pavle Machové, M.A., Ph.D., za odborné vedení, spolupráci a cenné rady, kterými přispěla k vypracování této práce.

Anotace

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Klíčová slova: Komunikace, Dotazníky, Moderní výukové metody, Výuka, Rozhovor, Rozbor

Annotation

PETR, Jan. *Communicative Activities in English for Different Age Groups*. University of Hradec Králové, Faculty of Education, 2018. 86 pp., Master's Degree Thesis.

The aim of this diploma thesis is to describe the development of communication in English among students of different age groups. It presents both general and specific activities for three different age groups (pupils of primary and secondary schools and adults) and also takes look at the most important pedagogical aspects which should be present in the teachings of these three age groups. The thesis also describes modern teaching methods such as teaching via phone or Skype that are often used. The practical part provides a research (questionnaire research from lectures for adults, interviews with students, analysis of their actions and so on.); however, more detailed observation is devoted to working with students of primary school. The goal of the thesis is to show how communication in English gradually develops and improves from the youngest to the oldest students and how teachers can support it.

Keywords: Communication, Questionnaire, Modern teaching methods, Teaching, Interview, Analysis

Prohlášení

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List of abbreviations, symbols, terms and marking

Zkušenu - NA ZKUŠENOU CZ. *Jazykové zkoušky z angličtiny.*

MŠMT - Ministerstvo školství, mládeže a tělovýchovy.

LITE - LITE MLUVIT, MLUVIT, MLUVIT ANGLICKY. *Výuková metoda LITE.*

Praha- ANGLIČTINA PRAHA 9. *Metody.*

Bonmot- BONMOT. *Přípravný kurz na certifikáty z angličtiny KET,PET,FCE,CAE,CPE.*

Introduction

The communication aspect of each language should be the primary objective for students and teachers should help and guide them with by means necessary. The topic was easy to choose because the content is entertaining as well as contributing to future English teachers. I am also very familiar with this topic, because I have a part-time job as a tutor teaching English in the company Edo. During my practice, I realised that communication leads to improvements in various aspects. My leading teacher was exceptional and taught me that success could be achieved by the use of appropriate techniques, methods, and activities which should vary every lesson to fulfil the real potential of students.

The diploma thesis, as a whole, focuses on how communication in English should be taught throughout different age groups (pupils in elementary schools, students in high schools and adults who can use specific services of various language schools.) The theoretical part presents communication as a process and describes many types of practising the spoken language for three different age groups. It also demonstrates the use of modern technical tweaks which help with teaching English (computer programs, teaching via Skype, mobile phones and so on.)

The first half of the practical part is devoted to the six students who were chosen (two students of elementary schools, two students of high schools and two adult learners) for the survey. Our conversations were recorded, and their results were shown a month after the research was conducted.

The second component of the practical part is the reactions of the students from three classes to the communication activities which were used during the practice in the elementary school Nový Hradec Králové. There is a description of the activities; introducing rules of a given activity, the first reactions of students, the process of an activity and the problems which arose during the activities. Their improvements are presented at the end of the chapter. These were the methods I used: survey, observation and interviews with students.

The first chapter of the whole thesis is about the list of methods of communication which are used in communicative learning approaches. It gives us the general insight of what and how to teach regarding communicative English.

The second chapter focuses on techniques used to improve communication in the classroom. The third chapter introduces communicative games for children and adults. It shows

their advantages and disadvantages. The fourth one explains the roles of the teacher. It teaches us that a teacher has to change his/her role numerous times during the lesson.

The fifth chapter introduces the need of the learners. The chapter is about how to adjust the learning process for young learners, adolescents and adults. It touches the school documents like RVP (Framework Education Programme for Elementary Education) which sets requirements for all given subjects, including English, for students. The RVP also provides a guide on how each school subject should be taught in elementary and high school. The chapter also briefly presents the content of the Secondary school leaving exam.

The sixth chapter offers a list of institutions which provide educational services concerning English. It proceeds with language certificates you can get in the Czech Republic. The seventh chapter deals with modern technology and how it can enhance the educational process. The use of interactive boards, websites and teaching via Skype is explored in the chapter. The last chapter before the practical part is devoted to the company Edoo which is described in full detail.

The practical part starts where the last theoretical chapter ends content-wise. It presents Edoo's survey and its components. The condition of the survey is described there. The clients, their lessons and results are shown in the chapter. The second chapter of the practical component deals with the school survey. It describes settings, classes and communicative activities. Every activity is evaluated concerning students' results and reactions.

The last chapter gives the closure to the practical part. It provides the general observation from the surveys. It shows achieved results and it provides a recommendation about things which proved to be useful in both pieces of the research.

1 Communication

Dictionary Cambridge (2017, online) states that language is, arguably, one of the most important forms of communication; therefore, before analysis of various language teaching methods can be considered, a thorough understanding of communication is necessary, as communication is the foundation of this thesis. There are multiple definitions of communication. The definition in Cambridge dictionary explains communication as a means to share information with others by: speaking, writing, using one's body, or other signals.

Another definition describes communication similarly. McHeat (2012, p. 8) explains that "*Communication is the art and process of creating and sharing ideas. Effective communication depends on the richness of those ideas.*" The mediator of communication is language, which is essentially a system of sounds and sound symbols. It is about having an idea and transforming it into language code. Our bodies are then forced to produce the code so that the listener can receive it, decode it, and understand the message.

It is imperative to utilise specific communicative skills to be effective in conveying a message to others. McHeat also defines communication skills. He (ibid., p. 9) states that "*Communication skills are the tools that we use to remove the barriers to effective communication.*" There are various barriers, such as different expectations, experiences and perspectives that can hinder effective communication. Every individual, but especially foreign language students must acquire communication skills to make the process easier.

Each individual is born with a unique communication style; however, communication styles are not static, they are dynamic and change throughout one's life due to different experiences and situations. McHeat (2012, p. 28) emphasises that "*Communication style refers to the choices we tend to make when communicating with others. It involves two basic dimensions: the assertiveness level of our communication and the emotiveness lever of our communication. We also use different styles depending on with whom we are communicating. Differences in communication style can lead to barriers in communication success;*" for example, some learners utilise a communication style that involves asking many questions while others are less active (with regards to speaking) during a conversation and prefer, instead, to listen. English teachers should strive to understand their student's communicative style, assist the student in becoming aware of that style, and teach the students skills to make communication more useful for them.

Teachers should also make an effort to tailor their teaching methods towards different styles so that a student can have a more enhanced learning experience.

To understand how communication in English needs to be taught, it is necessary to list all the aspects that have to be present. Firstly, the tasks of language teachers should be explored in detail. What is recommended for a teacher to do while teaching speaking? Does a lesson plan need certain aspects added by the teacher? The roles of a responsible and productive teacher are listed in the chapter “Teacher and students”. Another aspect which needs to be analysed are the learners. Every group has certain characteristics: needs, tendencies, and preferences which must be considered.

This thesis explores various aspects of the effective teaching of communication, such as oral ability and motivation. Other techniques on how to improve communication such as reading aloud and mechanical drills are also analysed. Furthermore, this thesis analyses various types of communication and describes interactive teaching methods (games, group work and drama). The materials and technology used in the primary school are described, and their impact on the educational process is explained.

1.1 Oral productive skill

The communication process itself is described in the previous chapter, but there are some other pedagogical implications worth mentioning to have a lesson full of effective discussions.

Byrne (1986, p. 9) points out that teachers should understand that listening skills are imperative for teaching communication. Without an appropriate approach to teaching listening, students would not understand what is said to them which would inhibit the ability to speak. Students must have a better reception of sounds and words, than in their native language, for them to be able to communicate well in a foreign language.

Oral productive skill is also connected with reading skills, but the majority of textbooks often offer only artificial texts. These texts do not simulate daily conversations that occur in reality, and it becomes a problem for students outside the classroom. That is why the teaching of proper listening skills has to start as soon as possible. When conversing, people switch roles between speaking and listening; thus, both listening and reading skills are equally important.

Byrne (1986, pp. 10-9) explains that the primary goal of the course is to obtain oral fluency. The best way to achieve that is to force students to step out from only imitating a piece

of conversation to trying to create their thoughts and ideas. The imitating and free use of language comes hand in hand, and it should change how the course proceeds. Another important factor is accuracy, which is more pursued at elementary schools. In contrast, at the advanced level, fluency is the most significant focus.

Hedge adds the definition of fluency. He (2000, p. 261) explains that the term fluency means: *“Responding coherently within turns of the conversation, linking words and phrases, using intelligible pronunciation and appropriate intonation, and doing all of this without undue hesitation. This implies that speakers can interpret assess the meaning of what they hear and formulate appropriate responses.”*

Byrne (1986, pp. 11-12) says that to communicate effectively, the grammar, vocabulary and also phonology need to be taught as well. Knowing how to pronounce each phoneme and also being able to recognise critical sounds such as /l/ and /n/, for example in words light and night, is very important for intelligibility. If students are taught to have a very broad word-stock, it will be easier for them to express their thoughts accurately and the discussion will be more effective. The same idea applies to grammar; knowing the basic pieces enables one to have a better discussion.

Teaching oral productive skill through reading and listening is the most effective approach, but reading and writing cannot be forgotten. Many articles, which are in the textbooks, can be an excellent tool for developing oral skills because they are interesting. While speaking about the content of the articles, students acquire new vocabulary and grammatical skills. If writing tasks are adjusted for working in pairs or small groups, students have the opportunity to converse because they must talk about to accomplish the task.

Straková (2005, p. 44) states that an ideal foreign language user is a person that has good receptive and productive skills. Receptive skills are for receiving and comprehending messages in the foreign language. The productive skills, as the name suggests, are for conveying a message clear enough for a recipient to understand.

1.1.1 Types of communication

In a language class, there are various ways that people can communicate. Students can converse: in pairs, in a group, in a class discussion, or for a project. Naturally, each type has its advantages and disadvantages; therefore a teacher should be aware of them and use them to the best possible effect.

1.1.2 Discussion

Ur writes about discussion and its options. She (1981, pp. 2-3) states that discussion is a very broad term which can include anything from speaking in front of a class to more something more specific such as a debate. The best possible discussion in a classroom is the one in which students speak as much as they can.

The advantages of discussion are clear and direct feedback, enabling teachers to target specific grammatical, and pronunciation or vocabulary problems in the student's speech. Students overcome their "stage fright" by speaking in front of the whole class, in a group or during a roleplay. If the topic is provoking, it could encourage students to convey their ideas and thoughts, thus improving their speaking skills.

The disadvantages of focusing on the discussion are that sometimes students are not interested in the topic or do not want to talk. If the goals, concerning speaking, are set too high, students could even be hostile towards a teacher, making the atmosphere in the classroom very intense. Another problem is that some students prefer to receive feedback individually, rather than in front of a class, so they become resistive to discussion.

1.1.3 One to One Teaching

Kaye (2008, online) explains that one to one teaching is mainly aimed at adults who want improve a specific aspect of language, but it is also applicable on catch up classes for students who have learning issues. Indeed, it is very challenging for a teacher because he has to adjust all the materials according to the wishes or disposition of learners. One to one teaching is advantageous because it gives teachers autonomy over the lessons and flexibility in time. The motivation of a one to one learner is very often high; therefore, the teacher can focus on the teaching process rather than on raising children. The main advantage is that a learner has more significant control over various things (goals, the pace of the lesson, methods, and techniques and so on.).

Kaye follows the previous thought and explores the biggest drawbacks. He (ibid., online) emphasises that one of the biggest disadvantages is that a teacher and student may not get on well. A learner wishes to have the support of his classmates and the dynamic which only a group of people can provide. Practising language, and naturally making mistakes in front of the teacher alone, can be very stressful. A teacher can also fail to provide an adjusted syllabus and activities

when students are bored or ineffective. The feedback of a teacher could be also very hard to make because there is no real comparison with other learners.

1.1.4 Group Work/ Pair work

Ur (1981, pp. 7-9) explains that group work is a standard approach where specific factors need to be considered. The group should consist of 3 to 8 learners, not more. The groups should be somehow semi-permanent, at least in younger classes; otherwise, students could be confused every time they have to join a different set of people, which would cause a massive loss of time. The students should be around the same level. It is crucial to control participants during a discussion because they often switch the languages from L2 to L1, they speak about something else, or they do not speak at all. Once the monitoring is at a reasonable level, each student has a space for talking, sharing ideas and expressing their thoughts and feelings. In addition, shyness is reduced because learners speak among themselves. A teacher has time to help slower learners and can walk from group to group providing necessary advice or feedback. The most prominent disadvantage of group work is that a teacher has less time to dedicate to individual students who may be struggling. The time-consuming process of creating a group, misbehaviour and non-participation are also disadvantages. They are all tightly connected to the discipline of students and organisation skill of a teacher. Once they are on a good level, the downsides disappear. The pair work functions based on these criteria too.

1.1.5 Role- Play

Harmer introduces Role-Play and gives tips about it. He (2007, p. 125) states that, in these three types presented above, learners speak about various topics; however, in case of role-playing, they have to simulate someone else in a real-life situation. There are many situations suitable for this type of communication. Students are usually given specific roles and instructed on how to interact in a particular situation. After the problem is explained, they are given role-cards with all the necessary information.

Zakhareuski (2017, online) shows that two types of role-playing are at our disposal; the first one (scripted) can be found in the exercise book where everything is described in detail for students. They can just read through the instructions, make pairs and practise the performance. The second one is non-scripted, giving students roles and nothing else. Everything has to be thought by students (thoughts, intentions, motivation of the assigned role.).

The idea of Zakhareuski is widened by the author Budden. He (2014, online) explains that success depends on how thoroughly a teacher can explain and describe the role-play activity. The linguistic aspect, setting and background has to also be clear. There are also various grammatical and vocabulary drills that students can practice before their performance. Utilizing props and arranging the furniture to fit the scenario is an excellent way to make the activity seem more realistic and believable. A teacher can have three different roles during or after a role-play activity. The teacher can be a facilitator, providing vocabulary during rehearsal time. The teacher can be a spectator, simply observes the role-play giving comments after the activity. Lastly, the teacher can sometimes even be a participant in the role-play. Mistakes can be corrected during the actual performance or afterwards by the teacher. Another option is to record the performances. During the playback of the recording, students then have the opportunity to self-correct mistakes or have their classmates correct it for them.

Ur (1981, pp. 9-11) teaches us that roleplaying has many advantages. Firstly, students can relate to their roles and situations, so they are more engaged when speaking. Since the scenarios are often based on regular occurrences, in reality, these conversations are useful for everyday situations. Students do not need to come up with complicated sentences or phrases; they can repeat sentences and only choose what they want to say, enhancing their confidence and self-esteem. The disadvantage is that, sometimes, even the best activity explained in detail, does not necessarily work because many students cannot pretend to be someone else. Despite “language feeding”, they just cannot express their thoughts, and they have nothing to say. If students do not have a vivid imagination, a role-play often loses its purpose, which leads to failure and embarrassment.

1.2 Techniques for improving communication

In this subchapter, the three techniques (reading aloud, mechanical drills, and meaningful practice) of improving conversation are presented. Each technique gives students a different experience, which is very helpful for improving the spoken language.

1.3 Reading aloud

Reading aloud is introduced by Celce-Murcia. She (2001, p. 196) explains that, when teachers use the technique called Reading Aloud, they have to be sure that their students studied

this text and knew what they read. Every teacher should do a proper preparation with his/her students before the actual technique. The preparation involves a teacher instructing students on intonation, emphasis and what emotions could be invoked during the dialogue. Only then, can students read it and try to apply all the instructions which were given by the teacher. The technique improves a student's comprehension, intelligibility, fluency, and pronunciation. It could be argued that when reading aloud, only a few students are involved; although this may be so, the whole class actually benefits from this activity. Gold (2017, online) states that "*Listening to others read develops key understanding and skills, such as an appreciation for how a story is written and familiarity with book conventions, such as "once upon a time" and "happily ever after". Reading aloud demonstrates the relationship between the printed word and meaning-children understand that print tells a story or conveys information- and invites the listener into a conversation with the author.*"

1.4 Mechanical Drills

Mechanical drills and reading aloud are used by the majority of teachers. Harmer (2007, pp. 272-273) explains that mechanical drills are a widespread technique used by the majority of teachers because of their effectiveness. The task of the students is to repeat words and phrases, either as a chorus or individually. Then the students are given very similar phrases which they practice under the teacher's supervision.

Teaching English for Foreign Language (2017, online) shows that there are many types of drills, some of which include: the Repetition Drill, the Substitution Drill, the Statements drill, and the Questions and Answers Drill. These drills focus on various grammatical aspects. The learners intensively repeat particular word or phrases. It also helps with pronunciation of difficult sounds; additionally, students can be prompted to imitate intonation. The immediate feedback for the learners is one of the advantages. The students remember common language patterns and language chunks.

On the other hand, the repetitiveness of very similar phrases becomes mundane, as such, students often begin to misbehave. It is not recommended to build up a lesson solely on a drill; rather, drills should be dosed reasonably according to students' skill, mood and behaviour.

1.5 Meaningful Practice

The author Ur compares reading aloud and mechanical drills to meaningful practice. She (1996, p. 34) explains that this technique has some differences compared to the technique described above. The learners create sentences of their own according to a set pattern; the choice of vocabulary is entirely up to them. The range of responses is also partly up to the students. In some cases, the students are given a visual or situational cue, and they are prompted to create their sentences; nevertheless, they still have to answer according to the given structure.

Teaching English for Foreign Language (2017b, online) states that, for example, communicative drills do not emphasise communicative content, rather, they drill grammar. The teacher should apply a guessing game during a lesson. The teacher thinks of various things, jobs or events and the students must guess that thing by using yes or no questions.

The main difference from mechanical drills is that the students have space to convey their thoughts, ideas and opinions into sentences, according to a given pattern.

1.6 Games

Games, in any form, are a contribution to a learning process; however, they must be carefully elaborated with a specific and clear goal, and they have to be entertaining as much as possible. They can be played with the whole class or students can be divided into teams. Students also can work in groups or pairs. A critical task of the teacher, during these games, is to monitor the students and to give them points for correct answers.

The ideas which were successfully applied in the practical part of the thesis are confirmed by the author Przsez. He (2017, online) points out that, there are several criteria which can be helpful in choosing the right activity. At first, there has to be a clear and meaningful purpose for using the language. The goal helps young learners develop a desire to communicate. The challenge is the next criterion. If the teacher can make the activity challenging, the students are more involved in it and, as such, perceive the language more deeply. The third criterion is entertainment. The activity has to be amusing, but more importantly, it has to have a clear language- learning purpose. The fourth criterion is the rules. When designing an activity, there must be rules which necessitate the use of the second language as much as possible. The last criterion is to have well-structured activities which allow the learners to use creative thinking skills and experiment with the language.

Byrne (1986, p. 100-101) shows there are two types of games, oriented to two different goals. During the first type, the students practise a specific piece of: grammar, vocabulary, sounds, and spelling. These types are called accuracy-oriented games. It means that their purpose is to enhance and possibly extend what has been already taught. The students remember new knowledge through repetition on which such games are based on. Alongside with repetition, there is another crucial factor - competition. If a game is structured well, the students want to win in these activities. During such a game, students are motivated, enabling them to perceive learning process as not forced, which is very important. This type of game is mainly for the practice and pre-production stage. Many new lexical items could be introduced in such games.

The second type of games is called fluency-oriented. Essentially, students are given an opportunity to express themselves freely, rather than to practise a given piece of language. When the teacher prepares the game, he thinks of a task which needs to be completed by students. The learners have to try to express their thoughts, ideas and opinions with the language as best as they can. The rules of such games need to be explained in detail, and the students have to obey them.

Some of these aspects were used in the activities in the practical part, and the author Byrne provides a theoretical explanation. He (Ibid., p.100- 101) explains that two aspects are used in this type of games, the information gap aspect and the opinion gap aspect. The information gap aspect means that one student does not know the information of the second student. He/she tries to obtain or deduce the data from the conversation. The opinion gap aspect is mainly about persuasion. One student attempts to persuade the second student about his/her opinion and express his/her opinion efficiently. The second type belongs to the production stage and, thus, provides a new dimension to the various activities. There are, of course, many games which combine these two aspects.

1.7 Specific games

The games used during the practical part of this thesis are listed and theoretically explained in the following paragraphs. All games could be an effective way to teach a piece of the language if they are carefully structured according to student's needs and age.

1.7.1 Info- gap race

Simplified versions of the activity were used in the practical part, and British Council states the facts about it. It (2017a, online) explains that students need to find out the information

for completing the task, in this activity. To complete the task, students need to obtain the information from each other through discussion. The advantages of this activity are that they represent real communication. Students are very often highly motivated. The students need specific skills such as clarifying meaning and re-phrasing.

For example, the students are given the two similar worksheets, but each sheet contains different pieces of missing information. It is up to the students to ask questions and obtain the necessary information.

1.7.2 Surveys

British Council (2017b, online) explains that the learners in this activity ask and answer multiple questions to complete a questionnaire based on various topics. After the discussion and answers are collected, the analysis of new information takes place. The range of topics can be vast (family, school subjects, school...and so on). Two teachers, who teach different subjects, can survey on an inter-subject topic, which is very helpful and innovative. Surveys can also be designated for every age group.

Harmer adds a specific example. He (2007, p. 83) states that, *“for example, the learners may be asked to prove or disprove the claim the men take after their fathers and women take after their mothers. The idea is that learners prepare- in pairs or small groups- survey- type questions, such as Is (or Was) your father interested in football? Are you? Etc., and then mill around, asking the questions, noting the answers, before returning to their original groups to collate their results. A spokesperson from each group then reports the group’s findings to the class, whereupon the class decides, as a group, whether the claim is justified or not.”*

1.7.3 Guessing games

Harmer (2007, p. 84) explains that, during a guessing game, the teacher usually asks yes or no questions. Both the teacher’s questions and student’s answers are the same in that they use the same structure of questions and answers. There is an element of unpredictability, as in everyday conversation. The focus is on the outcome, not the language being used to get there.

Many of these games were used in the practical part, and the author Lavery clarifies the rules. He (2017, online) shows that one of the guessing games is called Guess the Word. The teacher chooses five words relating to recent conversational themes. The teacher then writes sets

of clues to help students guess the words. Another step is to use all words in one session. Lavery (Ibid., online) states that Example clues for the word “destiny” could be:

1. I am a noun and I am very important.
2. I begin with the letter ‘d’.
3. Many people believe in me.
4. I am a famous movie series.
5. I am related to pre-determined life.

2 Teacher and students

Byrne (1986, p. 1) points out that, there are vital factors which every teacher of a foreign language must take into consideration. The first is to realise that we, as teachers, do not mainly give information about the language; rather, we help students to acquire abilities to use it in daily communication. Caution has to be applied to possible problems that can arise concerning: the number of students, how the classroom is arranged, the number of hours devoted for teaching, and, sometimes, the syllabus itself. If the number of students is too large or the position of desks is unsuitable for communication, a teacher should know the procedures which can overcome these inconveniences.

The primary task for teachers is to secure and create the best possible conditions for teaching. Byrne (1986, pp. 2-3) explains that there are three stages in a lesson that needs to be maintained to ensure those mentioned above:

- He (Ibid., pp. 2-3) mentions Presentation: The teacher chooses what to present, how long and in what order the information should be given.
- He (Ibid., pp. 2-3) mentions Practice: Students should have a discussion under the supervision of a teacher. The practice should be constructed in a manner that is as meaningful and memorable as possible. Each student should be allowed to have equal space for the expression of his/her thoughts. If a major mistake occurs, disrupting intelligibility and comprehensibility, it has to be corrected during the discussion.
- He (Ibid., pp. 2-3) mentions Production: This stage is often ignored. Students have to practice the language freely without supervision. If these opportunities are created intelligently by teachers, students feel that the curriculum is useful. This stage serves as the true motivation for students.

The previous thought Byrne elaborates more. He (1986, p. 3) explains that these stages are not to be taken too literally because numerous aspects need to be considered. Various amounts of time can be devoted to each stage. The different levels of students' require a different length of stages. In some cases, entire sequences can be omitted, or the whole scheme can be mixed up. The most important role of a teacher is to motivate students in anything that they do. Teachers should carefully assess their: topic choice, own performance, teaching skills, presentation, and activities (ensuring that they are interesting). The balance between an

authoritative and friendly approach is imperative in the process of becoming a role model for students.

The author Ur and her ideas follow the thought of Byrne. She (1996, p. 22) states that to overcome many difficulties while teaching speaking, a teacher could implement the following technique, group work. Group work is an efficient way to involve more students in discussion. Monitoring is more difficult, and all the mistakes cannot be detected and corrected, but the actual time spent on speaking by each student is significantly higher than in the full-class setup. The grammar in these discussions needs to be very easy, permitting students to speak fluently. The vocabulary for the activity could be revised. During this activity, a student can be chosen as a supervisor to ensure that students are talking the selected language (English in this case) properly. In most cases, though, the teacher is the one that supervises the activity

Patel (2008, pp. 15-17) present that, there are also various learning techniques which are connected to the learning/teaching process. Students learn by imitation by repeating words, phrases and sentences after a teacher. During the lesson, the native language should be used (mainly at the elementary level), because beginners cannot yet comprehend various explanations in English; therefore, using the mother tongue when necessary is effective. Learning by the situation is about setting the environment right for explaining a new piece of grammar or introducing a new topic. If model situations are similar to what students can experience in their mother tongue, it is an auspicious way to get excellent results concerning knowledge acquisition.

In general we, as teachers, need to balance numerous things – primarily, our personalities. Students want to see our true selves, not just the role of a teacher. Every person has a different, and it is up to us to show our strong and even weak points to gain students' trust and fondness. The ideal combination is where the real us is blended with the role of teacher, showing the best from both. Another thing to consider is adaptability; to be capable of quick, flexible and firm decision based on an ever-changing situation.

What can significantly enhance the trust of students is when a teacher can overcome various obstacles when teaching, such as misbehaving students or constant interruptions. Being able to swiftly change from the role of teacher to one of a promoter, assessor or controller is also imperative. It is part of the teacher's responsibility to perform all these roles at different times for the best effect. The relationship between students and teachers should be positive and respectful. A positive relationship can be fulfilled through knowing students properly, such as

knowing: their names, attitudes to various things, their hobbies, interests, and appearances. Each teacher should develop a strategy to remember as much information as he/she can in the smallest possible amount of time.

Harmer (2007, pp. 23-27) explains that Listening to students speak about their personal or school problems, making notes what activities they like or do not like and knowing which activities they learn well or poorly is also key to having a healthy relationship with students. The last thing which needs to be mentioned is respecting students. It involves correcting them carefully without sarcasm, mocking or showing their weaknesses in front of the whole class. The feedback also must be clear and easy to understand. On the other hand, praising all the time leads to unhealthy addiction to acclaim. Every student is unique and therefore the style of correcting needs to be adjusted accordingly. Knowing the different personality of each student (extrovert x introvert, forthcoming x shy) is a way to prevent an insensitive directive response.

Byrne (1986, pp. 11-12) informs that, there are also many tasks linked explicitly with improving oral ability. The first is to show students that their development in the language is constant by, for example, practising several activities over and over again and showing them their progress. The second has been already mentioned above, and that is monitoring while a discussion is in progress. The rule is to not to discourage students but to find a balance between correcting mistakes and letting students express themselves freely. Sometimes students want to express some ideas but do not have necessary skillset to do so; this is the moment for teachers to step in and provide an alternative (and easier) phrases or expressions. The last thing needed is not necessarily a skill, but more of an understanding that every student cannot reach the highest level of oral ability. The goal is to acquire a reasonable level of comprehension (understanding the meaning of the message and responding to it accordingly).

There is a general notion that there are certain types of teacher and Byrne acknowledges it. He (Ibid., p. 11-12) presents that, there are three types of teachers worth mentioning – the Explainer, the Involver and the Enabler. The Explainer is exceptionally knowledgeable about a given subject. The Explainer's methodology is lacking, and the teaching process itself is without any enthusiasm or imagination, resulting in boredom. Students mainly just listen, make notes and hardly ever have space to contribute with their opinion. This approach is heavily one-sided and should not be used.

Byrne (1986, p. 11-12) points out that, the Involver is familiar with facts about how the language works and also knows the methodology. Conveying the knowledge by lecturing or using a frontal type of teaching method is only one technique among many employed by the Involver. The Involver is excellent at organising and making students actively involved in activities, which are carefully chosen to fit the best student's abilities and interests.

Scrivener follows the Involver with the Enabler. He (2011, pp. 17-18) asserts that the last, and probably the most demanding type, is the Enabler. This type put confidence in students by giving them a part or the whole control over a taught topic. If the conditions and relationship are great, students and a teacher can be partners, allowing them to discuss various decisions together. If everything goes well, this teacher would be rarely visible and would be there just to provide the necessary information to students. The personality of the Enabler is very active, flexible and energetic. The Enabler is always motivating students to reach their maximum potential. These three categories, of course, overlap in real cases. Every teacher should aim to be more of the Enabler than anything else.

To summarise, there are a few key things that every foreign language teacher should know. The effective teaching of communication needs a balance with the teacher's personality; to know when to be authoritative, friendly or reserved. The methodology has to be hand in hand with the knowledge of the language itself. The person has to be a good motivator, organiser and flexible in all activities. The positive, truthful and respectful relationship between teachers and their students needs to be reached to have reasonable discussions during all lessons.

2.1 The learners and their needs

The diploma thesis concerns three groups of learners. Each of these groups needs a specific: approach, type of teaching, methods, and activities; additionally, every group is unique, making teaching very demanding and challenging at the same time. Although there are differences, there are also some similar patterns that can be implemented in every group if a teacher is familiar with them. The chapter is all about these general needs of the learners.

Some basic generalisation can be made concerning the instruction of all three groups (children, adolescent and adults). Sometimes these generalisations are reliable and relatively applicable, but on the other hand one needs to realise that every student is unique, so it is not

always advisable to label or put students into some stereotyped categories. Knowledge of basic principles of each age group, however, can be beneficial.

2.2 Young children

Harmer (2007, p. 36) states that young learners have a faster learning rate for a foreign language because of the plasticity of their brains. Their learning is without problems, and they can pass obstacles much faster than any other age group. Adults, on the other hand, are said to have fundamental issues with motivation and cooperation, which makes them a very problematic teaching target. Past experiences and older age are some of the barriers that adults face against effective learning.

Scott (1990, pp. 1-3) asserts that, children from five to seven years old can do following things; they can plan activities. They can argue for something and tell you why they think what they think. They can use logical reasoning. They can use their vivid imaginations. They can use a wide range of intonation patterns in their mother tongue. They can understand the direct human interaction. They have a very short attention and concentration span. They understand situations more quickly that they understand the language used. Young children sometimes have difficulty in knowing what fact is and what fiction is Young children are often happy playing and working alone but in the company of others. They do not always understand what we want them to do. Young children love to play and learn best when they are enjoying themselves. But they also take themselves seriously and like to think that what they are doing is real. Young children are enthusiastic and positive about learning

Scott summarises basic principles of another age group. He (1990, p. 4-5) explains that the children from 8 to 10 years old have similar characteristics, but they continually ask various questions, make decisions about their learning and work with other. Learning from others is something unique for this category. They can understand abstracts and symbols. Between the age of 7 to 8, children start to distinguish the real adult world from a fictional one, understanding what they say in a foreign language. The system of language from that age begins to make sense to young learners, and it is taken as a general pattern.

2.3 Adolescents

Teaching adolescents is perhaps the most demanding challenge that a teacher could encounter during their career. Some would argue this group is ungrateful, non-cooperative and even hostile towards the teacher. This argument is partly true if a teacher does not understand their reactions, feelings and behaviour, all which are affected profoundly by puberty. Knowing children's needs at this age – that they are intensively searching for their identity and peer approval - is critical for effective learning. Their lives overflow with new things which are often very hard to process and might cause bad behaviour during classes.

Harmer (2007, pp. 37-38) points out that, these kinds of eventualities have to be anticipated and accepted by a teacher. A teacher should consider these possibilities and ensure to treat the students with respect. If a teacher can overcome these obstacles and be supportive rather than strict and authoritative, students reward him/her with their full attention and devotion to the learning process. It is also up to a teacher to pick absorbing materials, topics and activities that are mainly connected with their lives and daily problems. Throughout all lessons, the self-esteem and identity of such students have to be enhanced to make the teaching more effective. One can also discuss more difficult abstract topics with pupils and encourage them to share their ideas and opinions. These type of conversations, under supervision, help develop their intellectual abilities. The key to successful teaching of adolescents is to: understand them, help them find their identity, boost their self-esteem, and choose appropriate activities applicable to their lives.

2.4 RVP (Framework Education Programme for Elementary Education)

The document itself has undergone many changes concerning the education of students of Elementary schools. It has been modified many times, and it is indeed not at the end of adjustments, because education itself keeps evolving due to more and more specific needs of students. Although the main educational goals are firmly set, it applies to other subjects too. In the section of a foreign language, however, are many rewrites.

MSMT (2013, online) states that Expected outcomes in the first period are worded as follows: listening and understanding; students understand simple orders and questions of a teacher. The orders and questions are said slowly and with precise pronunciation. Students should

react both verbally and non-verbally. They repeat and use word phrases with which they encountered during the lesson. They understand the content of a simple and short written text better if they have visual support at disposal. The same requirements imply a simple short spoken text. Students match spoken and written form of the same word or word phrase. Students write words and simple sentences according to a textual and visual model.

MSMT (Ibid., online) explains that, in the case of speaking, students understand simple orders and questions which have to be expressed slowly and with precise pronunciation. They understand it as long as the focus is set on the taught topics (for example home, family, school, free time, jobs, human body and so on.). The reading part is very similar to the speaking part with regards to the comprehension of simple texts and searching for information related to the topics.

The document states next aspects of language curriculum. It (ibid., online) presents that, the curriculum of English language includes a phonetic component and a graphical component. The graphical element concerns the relationship between phonetics and the graphical form of words. Students know phonetic signs passively and already usually possess basic pronunciation habits. Vocabulary which needs to be memorised focuses on the above-mentioned topics, and they can be used in daily communication. The basic work with a dictionary is also present. Grammar structures and simple types of sentences are required. Elementary mistakes, which do not completely disrupt intelligibility and comprehensibility, are tolerated. All these outcomes determine the ideal skill set of students of the first school.

MSMT (Ibid., online) points out that, from 5th grade to 9th grade, the outcomes differ in several aspects. Listening is the same as before in that the intention is still to understand. The only difference is that there is a greater emphasis on detailed information in listening texts. The expectations here are different than in the first school. Students' speaking skills should have improved, and they should be able to ask questions about basic information, and they should be able to react in formal and informal situations adequately. Students should be able to talk about their: parents, friends, school, free time, and other topics. Students should be able to tell simple stories or events and describe people, places and things from their daily lives.

The document analyses reading skills in detail. It (Ibid., online) explains that reading skills are not just limited to relatable topics; the further requirement is that students must possess the ability to search for information within the daily authentic material; however, all other conditions concerning reading skills remain the same. The curriculum is quite extended in the

phonetic and graphical component. Students develop in pronunciation and in skills related to: distinguishing the elements of the phonological system of language, word and sentence stress, intonation, and knowledge of proper spelling. The stock of vocabulary is the same as for the first school, only extended with many new words. The grammar is more advanced, and it is mainly focused on intelligibility and comprehensibility in speaking.

The requirements are straightforward and are easy to follow by teachers. Students, on the other hand, generally have various difficulties to meet the demands. The document is high-developed, but there is also a space for the teacher's ideas. There are also specifics on how to educate students.

2.5 Secondary school leaving exam

In this diploma thesis, only the speaking part of Secondary school leaving exam is included. At the beginning of the exam, every student draws a number. Each number represents one student's task sheet, and there must be at least five sheets for drawing.

Kadlec (2011, online) states that there are four significant parts, in the student's task sheet. These parts are divided into smaller tasks. The students are also given a separate sheet with pictures to describe. During the first thirty seconds, a student usually introduces him/herself upon the interlocutor's instigation. In the first task, which lasts approximately two and a half minutes, the interlocutor asks three to five fairly simple open-ended questions. Part two is usually divided into three tasks, and a separate hand sheet is used.

Kadlec (Ibid., online) explains that in this part, the student chooses one of two pictures and describes it in the first subtask. There are conversational hints in the student's sheet. For example, when the student talks about the room which is depicted in the picture, he/she can talk about: place, size, space, colours, light, atmosphere, and things in the room. The second subtask deals with comparing the two pictures. The goal of subtask three is to encourage the student to talk about his/her room because the topics of the sheet are about: Personal Identification, Housing/Living, Education, and Travelling. Part two should last four minutes.

From the sheet of the publisher Kadlec we can obtain more information. He states (Ibid., online) that, part three consists of two tasks which deal with the theme of education. In subtask one, the interlocutor asks students to describe the educational system in the Czech Republic. In the second subtask, the student talks about his/her school. Both subtasks offer conversational

hints such as Compulsory Education, Levels of Education, Length of Education, Examinations, and so on. Part three should last five minutes.

The last part of the sheet of the publisher Kadlec gives the final information. He explains (Ibid., online) that, the last part is a discussion between the interlocutor and student. This discussion is focused on various topics. The topic in this particular student's sheet is "Class Summer Trip". The student is asked several questions about this topic, for example: What kind of accommodation are we staying at? Where are we going? Are there any sports activities? Can I come or leave earlier or later? The discussion should be three minutes long. The length of the whole speaking part of the GCSE exam is 15 minutes.

It is the only example of one sheet. CERMAT created it. There have to be five more sheets than senior students during the exam.

2.6 Adult learners

Harmer states (2007, p. 40) that there are vast differences between adult learners and adolescent learners. The reasons for these differences are attributed to higher age, more developed cognitive skills and ability to think about abstract ideas. For the foreign language to flourish among adult learners, they need to make a conscious effort to practice more often than children, for which foreign language acquisition occurs more naturally. Due to a highly developed ability to think abstractly, it is not necessary to base lessons on games or songs; however, what should be noted is that adults already have their learning patterns; therefore, teachers need to make an effort not to unintentionally impose their learning style on them.

Harmer explores the thought of the various aspects of teaching adults. He asserts (Ibid., p. 40) that, there are several benefits to teaching adult learners. Although not applicable in every case, some of the advantages of teaching adults are that they are more resistant to boredom, they are less prone to behavioural problems, and they are goal oriented. Due to these characteristics, teachers can focus solely on teaching rather than on combating non-educational issues. Most adult learners come to classes with a firm goal in mind, enabling them to overcome many difficulties during learning. These, of course, are the differences worth celebrating; however, there are some differences which make the teaching process difficult.

Harmer (Ibid. p.40) states that previous experiences and deep-rooted teaching patterns can be beneficial to the educational process or can pose a problem. These aspects accelerate the

learning process when the teaching style correlates, but when the teaching style is opposite to these aspects, the learning process can become complicated, stagnant or even inhibited. A mismatched teaching and learning style can create tension and hostility between the two parties involved. Furthermore, many adult learners underestimate their learning capabilities because of previous unsuccessful attempts at learning a language or because they believe that they are too old. These negative feelings inhibit the learning process.

Harmer also shows how every teacher should work. He (2007, p. 40-41) explains that knowing the strengths and weaknesses can help a teacher to craft great lessons. Teachers should devote more time to each activity, use indirect learning through listening, reading and communicative speaking allowing adult learners to use their intellect consciously. Any positive learning experience of the adult learner should be implemented as often as possible. Negative learning experiences, on the other hand, should be used minimally, if at all. Everything needs to be modified to minimise the adverse effects of past learning experience.

Scrivener (2011, p. 83) states that it is important to note that teachers do not teach individuals but a group of people; therefore, there is not enough time to treat every student as an individual. Often, many teachers attempt to overcome this problem by viewing the class as a relatively homogenous group with the same educational experiences and level and with similar: behaviour, preferences, interests and learning style. This method is not always beneficial to the students. Instead, teachers should focus on finding a common link among most students and try to implement this into the lessons. This not only makes the teaching process easier, but it also makes the learning more effective for the students. On the other hand, differences between students are always there and must be taken into account.

Not only can distinguishing between age groups help teachers, but also the level of students. A group composed of beginners can either be promising or daunting. It is important for the teacher to motivate students and minimise any setbacks that could make them give up learning the language. Intermediate students are very tricky to teach and motivate. These students have an excellent grasp of the basics and beyond. In many cases, these students can speak almost fluently so teachers may often think that there is nothing left to teach and it might be difficult to see progress on a daily basis.

Harmer also speaks about stagnation. He states (2007, pp. 18-19) that, this stagnation is regarded as the plateau phase. Giving students more difficult tasks and activities and then

analysing them more thoroughly is a way to overcome this phase. Constantly reminding them about their goals is very important. Advanced students are also in danger of plateau effect. Teachers should focus on using the right language in the right situation, connotation (whether the words have a negative or positive tinge) and inference (how we can read behind the words to get a writer's true meaning). Teachers should also hold students responsible for their learning.

Teachers who follow these pieces of advice will experience greater effectiveness in their teaching. Every teacher should know what different age groups are capable of regarding: cognitive skills, speaking, listening, and writing. Obstacles such as misbehaviour, boredom and lack of motivation should be dealt with caution. Every teacher should use as many methods and provide as many activities necessary to produce the best result for each group. Finally, it is essential to use a combination of group teaching and individual teaching.

3 New technologies in language learning

Modern technology is used in every aspect of our lives. Computers, tablets, Smartphones, and other electronic devices are used in virtually every profession. These technologies allow for much more efficient work. On the other hand, if the technology is not used responsibly or adequately, it could do more harm than good. This idea also applies to the educational process itself because the teacher needs to know how and when to use technology. There are several types of technology that can be used during lessons

Dudeny (2007, pp. 7-8) explains that it is a development which inevitably leads to implementing technology in schools all around the world. The students grow up with technology because most of them have access to the internet. The internet is a useful thing that children can use regarding the language. It is an excellent tool for cooperation and mainly for communication between learners who are from different countries. It offers many new materials for English learning, mostly ELT ones. Technology also provides new ways of practising language and assessing performance. The high mobility, flexibility and interactiveness of technology are one of the most important advantages that technology can provide.

Dudeny continues with his thought. He (2007, p. 7) asserts that using language technology in teaching language is not new. Technology has been used in teaching for many years. Tape recorders, later CD players, videos, overhead projector and video, have been used in classrooms around the world.

The author Dudeny also explains types of technology. He (ibid. p. 7) states that there are two main types of technology which is used during teaching language. The first one is CALL (Computer Assisted Language Learning) which has been known since the early 1980s. The usual tasks in CALL are filling words into gaps in a text, multiple choice activities, matching the halves of sentences. The feedback for these activities is of two kinds; simple one which points out whether the student's answer is correct or not and the second, more sophisticated one, shows the explanation why a student is mistaken and offers possible solutions. The second type of technology is TELL (Technology Enhanced Language Learning) which is primarily used due to development of the internet and communication technology.

3.1 Interactive Whiteboards

The interactive whiteboard is a very modern piece of technology, and it has been used for quite some time at schools. The tool, when it is used right, helps to increase motivation, attention and interactivity among the students.

Povjakalova (2003, pp. 17-18) explains that there are numerous advantages of using the interactive whiteboard. Teachers can use it for many purposes because it is well adapted to whole class teaching. It enables to use a variety of multimedia resources and faster work-pace through the use of prepared materials. It also encourages sharing materials among other teachers. Teachers are forced to try new ways of teaching, using more ICT, because of this technology. The learning can be very spontaneous and flexible if the teacher can extract information from several internet resources. As it is mentioned above the interactive board also raises student's motivation and engagement in learning and makes student's concentration and attention better.

Povjakalova also introduces drawbacks of an interactive board. She (ibid., p. 18) explains that there are a few disadvantages that need to be listed here. The first one is that the board is a costly piece of technology and not every school can afford to buy it. If the board is repeatedly used each lesson, children might get bored with it very quickly, and their abstract thinking can be suppressed. In some cases, the interactive board is attached or installed permanently, and its height may not be suitable for different pupils and teachers.

3.2 Websites

Povjakalova (2003, pp. 27-28) states that there are infinite numbers of web pages with countless amounts of topics, activities and projects, which is ideal for structuring lessons variously. All that is needed is relatively stable internet connection which is ordinary nowadays. Even if there is no possibility of stable internet connection, the teacher can print these pages. The ideal place where to use the internet is a computer lab with the set of networked computers.

Povjakalova states how teachers should advise students on using the internet. She (ibid., p. 28) explains that, before the teacher can use the websites, he/she should inform students of using the internet. The students should be asked how, when and what they use internet for. The explanation about how the internet is not a plaything but a proper teaching aid should be given to the students.

Povjakalova presents two types of websites. She (2003, pp. 29) explains that the teacher has two options of choosing either authentic websites or ELT websites. The first option requires a lot of searching for the right topic and the level of language, but if the teacher manages to find the right one, he/she is rewarded with the students who are highly motivated and able to work hard. The students can also be trained in issues of 'total comprehension' that plenty of learners have to deal with at some point of their studies. The possible task for them could be to understand the content of the page without knowing every word on the screen. The second option is suitable when the teacher wants the students to do more controlled language work. It is an ideal tool when the student needs to review a specific piece of language, or he/she prepares for an exam. The lack of original topics in ELT websites could be a disadvantage.

3.3 Teaching via Skype

There is a big difference between having the students physically in the class and teaching them via a chat program. However, if the teacher can plan the activities carefully and if they are flexible and student-centred, then Skype could be a very effective way of teaching the language. There is an unwritten set of rules which should be followed.

Lomax (2015, online) explains that the lecturer should provide straightforward and effective instructions because there is a possibility of problems with connection or power cuts. If the teacher can reduce oral instructions to a minimum, the teacher talking time (TTT) is shorter, which is always a positive thing. Another rule is to reserve some time to have a voice-meeting with the students before an actual lesson and explain the difficult parts or activities to them. It saves time during the actual lesson. The lecturer should accept the role of a facilitator rather than a leader.

Lomax presents the idea of the content of the lesson via Skype. He (2015, *ibid.*, online) explains that the content of a lesson via Skype should not differ from the regular lessons. It has to include warmers, or ice-breakers at the beginning of something, and then it should contain role plays, surveys and whole-class mingling activities. The games which rise competitiveness need to be included at some point, because the big task of the lecturer, who is often on the other side of the world, is to make the atmosphere vivid. The tricky part is to take care of classroom management while the lecturer is apparently not present in the classroom. It can be arranged by an agreement between a lecturer and volunteer students who can effectively take care of the classroom

management. The most obvious rule for a lector is to get to know the settings and options of Skype. Perhaps the most useful function is the ‘share screens’ which enables the learners to see the desktop of the lector.

To summarise it, if the learners have lesson via Skype filled with carefully manufactured activities which are fun as well as entertaining with valuable learning content, the absence of the lector is paradoxically a positive thing allowing the students to be the centre of the educational process. The lector needs to know everything about Skype and should be very creative with activities and their form to provide a meaningful and effective lesson. The best option when to use Skype is when the lector teaches only one learner because the problems of taking care of classroom management disappear.

3.4 EDOO

The company EDOO was founded on 16th July 2012 in Prague. The only subsidiary is located in Hradec Králové. EDOO has a unique and highly developed system that is innovative when compared to similar companies. The primary focus of EDOO’s services is to improve conversational speech, but unlike other service providers, they also concentrate on grammar and vocabulary.

Edoo (2017, online) states that the services of Edoo are focused for all levels of English. Firstly, clients can choose from three main courses which differ in length, intensity of vocabulary and grammar, and progress. Clients then select either a course focused on generic English or one aimed at business English. EDOO also offers preparatory courses for the PET and FCE exams. Clients can be refunded if they are not satisfied with the course after a one week trial.

The webpage Edoo provides information about the courses. It (Ibid., online) clarifies that, after choosing a course, clients have to submit an online test and select a suitable time in which they can be called. During the first lesson, the client’s level of English is specified, and all questions are answered. Immediately afterwards, clients receive a text message and an e-mail containing an evaluation of their language level.

Edoo (Ibid., online) asserts that, before the course commences, clients obtain pertinent information (username and password), enabling them to create their account on edoo.eu. In this account, a summary of completed lessons can be found along with additional information such as

lesson content, comments of lectors, client's notes, access to grammatical tools (flashcards, tests and practices), and excuses from lessons.

Clients are called according to their specified preferences. They can be called in the morning (7- 10 AM) or the afternoon (4- 8 PM). Every client selects two-time slots where they wish to be called.

A client who has chosen a slot from 7-8AM and 6-7PM must be called during these slots at least three times. If a phone call is not answered for the third time, a client loses a lesson. If clients know that they do not have time for a lesson, they can call a day before and excuse themselves from it. When a lesson ends, the client receives a new vocabulary list and comments concerning significant mistakes made during the conversation; additionally, clients also receive a link to an online test where they can practice the new words they have learned. The webpage Edoo briefly explains the grammatical cards. It (Ibid., online), shows that, lastly, clients are also emailed a link to a grammatical card which explains the grammar utilised in that particular topic.

Edoo (Ibid., online) states that the next feature is a daily test which is based on practising vocabulary and grammar. The test is usually completed in 3 to 4 minutes and is intelligent. The testing system remembers words which the client managed well and does not offer these words for revision. On the other hand, words (or grammatical content) which the client struggled with are available for revision during the next few days. An advantage of Edoo is that clients can go through materials and tests individually according to their skills, needs and time. The revision test is available until midnight of the day during which a lesson was completed.

Each lesson with a lector runs for 5 minutes. Edoo (Ibid., online) explains that a client who converses with a lector every day will speak anywhere from 25 to 40 minutes of intensive English during the week. This amount of talking is sufficient enough to make great progress over a short period. At the beginning of each lesson, lectors announce the name of the topic and continue with the first question. Clients then start to speak on their own, answering the questions. If necessary, lectors will ask the additional questions which are listed in the topic. During the conversation, lectors can correct the client immediately after a mistake is made, or corrections can be made at the end. At the end of each lesson, a lector reiterates the corrections and writes them down in the comment section.

There are numerous topics for every level. Recently, many new topics have been added and sublevels, like A1+ and B2+, have been created to meet the specific demands of clients. Each

topic has its questions which lecturers can use; however, lecturers are also free to fabricate questions provided it relates to the topic at hand. The topics are the backbone of the syllabus. Lecturers should present the topics in a logical sequence, according to syllabus; however, if clients do not want to speak about a specific topic, lecturers can switch topics because they have an option to choose a different topic from the same level or a different level. There are also a plethora of business topics for clients who want to practice business English. Every lecturer has a specific way of leading the dialogue, correcting mistakes and encouraging clients, which has a great impact on clients' ability to understand English.

From a lecturer's perspective, the system which is developed uniquely for EDOO is intuitive, well arranged and user-friendly. The only equipment necessary is a mobile phone, a notebook or PC with the Edoo system and a pair of headphones. The lecturers can find each client in the database, look up their personal information (name, date of birth, work, phone number ... and so on), level of English and completed topics (with notes about mistakes, vocabulary connected with a topic, grammar ... and so on.). Specific notes can be added to a client's profile - for example, if a client wants to discuss topics only related to travelling, that note would be added to their profile. These notes, which can be seen by every lecturer, allow the lecturers to adjust topics to a client's specific need and make communication among lecturers easier.

Clients only need a mobile phone to complete each lesson. The use of just a mobile phone (on the client's end) is very advantageous because a client can be anywhere and still have their lesson. A different lecturer leads every topic. Most often, clients will not speak with the same lecturer consecutively, which is very beneficial for the client as it helps the client adapt to different accents, vocal tones and intonations. Speaking with different lecturers also helps decrease stress, shyness, and fear that clients may experience.

The aforementioned issues are based on real daily occurrences. Many students cannot find someone who is willing to speak with them in English. If they do manage to speak English, they are limited to the couple of sentences that they learn in school or an English course. Topics are not varied, and they become accustomed to one accent, one tone, and one speed. When encountering foreigners who approach them, clients often mention feeling afraid or anxious because they did not think they would understand them. Many clients struggle in work when they have to call a foreigner to arrange something. Since Edoo hires lecturers from various backgrounds

and nationalities (America, Canada, UK, Ireland, Middle East ... and so on), clients have the opportunity to hear English in different ways, which can help eradicate the above problems.

The first practical component of the thesis was written based on one selected group which was taught at Edoo. The summary was put together based on written notes about the recurring mistakes of different clients. The summary describes specific mistakes and whether or not the clients were able to learn from these mistakes. Various open-ended and closed questions were sent to the group, and they answered all of them. The results are shown in the practical part of the thesis.

Next Institutions of language teaching adults alongside with the list of language certificates can be found in Appendix 1 Institutions of language teaching adults.

4 Research Edo

The practical component of this thesis consists of two parts. The first part is devoted to a survey focused on thirty conversations (from certain clients) which were recorded over a period of a month. The goal was to analyse each conversation based on set criteria. The criteria were unique to each because the: topic type, amount of questions, English level, and educational background varied among clients.

4.1 Edo survey- basic information

The survey was conducted from 1st to 31st January 2018. One month appeared to be an ideal research period because it would allow for effective analysis of the client's progress. The equipment necessary to conduct the research were: a mobile phone with a recording programme, batteries, a charger, a set of headphones, and a notebook with Edo's database of clients. Six clients were chosen, and their consent was attained before the research was executed.

There were six people chosen from different age groups. The age groups are as follows: two students from elementary school, two students from high school and two adults. The criteria which were used to determine who would be chosen was based on: age, experience with English, educational background, level of English, occupation/ type of school, reactions during lessons, General/ Business English, use of Edo system (how active they are with the system doing daily tests, additional tests, pronunciation exercises and so on), membership at Edo course, and consent to be included in the research.

All information, with regards to the research, was given to the client. Clients were informed about: how many recordings would take place, how long the research would last, what would be done with the recordings, and what criteria would be analysed. Prior to each lesson, every chosen client had to reaffirm their consent; subsequently, the conversations were recorded on the mobile phone before being transferred to a computer. The decision was made not to include clients' names in this thesis in order to protect their privacy.

During each week in February, one conversation for a given topic was recorded either on Monday or Wednesday. Other lecturers led remaining lessons. Additional data on progress (or lack of) was confirmed by the feedback of other lecturers on the remaining lessons. The exceptions which arose are described below. The length of every conversation varied from 5 to 8 minutes. The majority of the lessons were 5 minutes long, but when the situation allowed for it, they were

a bit longer. The topics were given by the Edo system; therefore the choice of topics was limited.

4.2 Lessons

Certain rules were necessary to be observed during every conversation. Each lesson had to begin with an introduction which included the name of the lector, the name of the company and an inquiry of the client's current availability. An example of such an introduction would be the one utilised throughout this research; "Hello. It's Honza from Edo calling; do you have time to talk?" There are many variations of this introduction, but all serve the same purpose - to put the client in the mood for English conversation. Another rule, which was necessary to follow, was to read the exact wording of a topic and the first question aloud; "The topic for today is ...". After the first question has been communicated to the client, the client begins talking. Based on the client's level, mistakes were either corrected immediately, or they were corrected at the end of the lesson.

During the research, when clients did not know what a topic was about, an English explanation was provided to them. A Czech explanation was only given in two instances: when a client could not comprehend a topic even with various English explanations provided, or when a client insisted on a Czech explanation.

Each of the clients required a specific approach, which could vary at times. Students from elementary school needed more repetition of their given corrections (when they said a phrase or sentence wrong, the right sentence regarding grammar and pronunciation was repeated to them several times). The two high school students were on opposite ends of the spectrum -- one was very advanced in English, so the focus was primarily on fluency, the other only had a rudimentary knowledge of English, so Czech explanations and translations were necessary. With regards to the adults, they were somehow in between the beginner and intermediate level, so they required a combination of various approaches (using Czech translations, repeating right answers, explaining grammar mistakes immediately after a mistake/ providing feedback at the end of a lesson).

Each of the chosen clients received a questionnaire with twelve questions mapping their experience with English. The last question was sent to them at the end of the research. Two questions have various choices for answers, and the rest of them are open-ended. The questionnaire can be found in Appendix 2 – Questionnaire.

4.3 Topics

The majority of topics had the same structure. They were structured mostly as a dialogue between a lector and client. The first question is obligatory for lectors to ask. The following 6-8 questions are optional and are left to the discernment of the lector. In most cases, lectors opt to ask these additional questions because clients quickly finish answering the first question. During the research, the majority of these questions were used; however, in some cases, additional questions were, and the lessons were more spontaneous. There is one escape question for every topic. Escape questions are used when all additional questions have been asked, and there is still a significant amount of time left. Each topic had 6 to 11 assigned words (vocabulary) which the clients received once a lesson was finished.

During the research, different types of topics were used; roleplaying topics (participants of conversation get roles, and a conversation approaches real situation), philosophical topics (a topic where you have to state your opinion) and factual topics (you have to provide accurate knowledge). According to the answers collected from the questionnaire, the most intriguing topics were roleplaying ones because clients were fully immersed in their roles and tried hard; furthermore, their motivation was higher during these lessons because they felt they would need it in real life. On the other hand, philosophical and factual topics were not well liked by clients.

With philosophical and factual topics, the clients often did not know what they could speak about, even in the Czech language. During philosophical conversations, many questions were asked and both sides needed to be spontaneous. With regards to factual topics, there were differing opinions. Some clients had problems when they had to come up with certain factual information, despite being repeatedly told that their facts do not need to be correct as long as they could communicate effectively. The rest completely understood that the content of their speech could be thought up even during factual topics. Overall, every topic was more or less understood for what it was. It should be noted that some clients preferred a monologue rather than a conversation.

4.4 Conducting research

The Data collection was difficult when clients could not pick up their phones or wished to be excused. This problem was quickly resolved because the lesson was executed and recorded on another day. There were a few problems concerning how to smoothly record the lessons. The first

problem was that every client had different time slots for suitable calling. Often, even with calling within their requested slots, clients were not available. Hand in hand with this problem was their location at the time of a call. When they were in the car, public transport or outside, communication was hampered by background noises or humming from the sub-par signal. This type of recording was not very useful, and the entire process had to be repeated on a different day (other than Monday or Wednesday).

There were also other issues with the conversations. One major problem was a lack of a proper signal or issues with technology, mainly concerning the headphones which were used. Clients could not hear very well. Asking them to change their location (or position) or switching the headset being used often improved signal problems. Another issue was the selection of topics. Some topics were not suitable to adequately improve their level of English. Despite telling them that it is not necessary to be truthful, they had difficulties to talk about certain things. It could be mainly observed when the two students of the elementary school were given difficult “adult” topics. The client’s mood heavily affected their speaking skills. Sometimes clients were sad or upset (due to personal problems), were disinterested in the topic, or they simply were not in the mood for speaking English. These “negative” mood displays were apparent in their speech and hampered their performance.

On Friday of each week, lessons were transferred to the laptop. A folder for each client was created, and a file was renamed as follows: name, level of English, name of a topic and date of executing a lesson. The process repeated for four weeks until the end of January. At the beginning of the second part, recorded lessons were transcribed. This process, while lengthy, showed where the majority of mistakes were done. All available transcriptions can be seen in an appendix section. While transcribing, a recording was paused every two or three seconds, and it was very often oversteered, to have the transcription correctly made. By using this approach, recordings were heard repeatedly and in detail.

The subsequent process involved reading these transcripts repeatedly and deciding criteria for each client. Using unique criteria for each client was necessary. It follows that any comparison made, among clients, would be pointless because all subjects in the research had different experiences with learning English. All criteria are based on information from the School Education Programme, more specifically, what each client is supposed to know based on their respective level.

These criteria were applied to each lesson, and the goal of the observation was to evaluate whether or not there was a progression in these fields. The last question of the questionnaire was sent to every client at the end of the research to see if they shared the same opinion about progress.

4.5 Clients

This section focuses on the information that can be found in the profile of each client recorded. The card of each client is presented there. All cards start with basic information about a client, excluding the name. Instead of a name “Student x” written. Other information include: date of birth, current occupation, date of the beginning of the course, date of the approximate end, level of English at the beginning of the course, current level of English, choice of either general or business English, list of topics with the dates when they were used, and criteria (applied to all topics).

The second part of the card contains one analysed lesson of the given client. All the clients’ answers to the questionnaire alongside with the next four examined lessons can be found in Appendixes- *Client A – F*.

4.5.1 Elementary school clients

Edoo does not have many elementary school clients. Therefore, the selection was limited; however, two suitable clients were chosen to take part in the research.

The first Client, A, had no extended experience with English because she is very young. I, as a lector, tended to push her into the conversation because children are timid and they are often under a lot of stress when they have to speak, primarily by phone. Her motivation and mood were quite high all the time but, as is written below, she sometimes struggled with the willingness to speak. She had the A1 level, so there were obvious problems with grammar and vocabulary. The feedback was given at the end of the lessons, and it was received with humble gratitude. The tricky part with this client was the dates of recording. During two out of three weeks, the lessons were recorded on different dates because many of her lessons were excused and there were also problems with signal on many occasions.

Client B was signed to Edoo by her parents. She is older, and therefore, had more experience with the language. Her mood and motivation were slightly worse than in the case of Client A. It seemed that she was forced into this course and sometimes she did not want to

participate in a conversation. When she was in the mood for speaking, she could bring interesting ideas and well-structured sentences far exceeding the grammar and vocabulary of the level A2. Feedback was given either during a lesson or at the end of it. It was accepted with no keen interest. With regards to recordings, there were problems with her not answering the phone. In four cases out of five, the lessons were recorded on different days. In contrast with the Client A, the Client B was not shy. In both cases, motivation was external, not internal.

4.5.1.1 Client A

Name: Client A

Date of birth: 2.6. 2004

Occupation: Student of Elementary school

Date of beginning of the course: 20.11. 2017

Date of approximate end of the course: 10.6. 2018

Level of English at the beginning of the course: A1

Current level of English: A1

Type of English: General

Topics: Places (4.1.2018), Planning a party (8.1 2018), Post Office (16.1. 2018), Kitchen (26.1. 2018), Sports (31.1. 2018)

Criteria: past simple, incorrect verb form, prepositions, inability to answer with the whole sentence, comprehension

1. My kitchen

There were not so many mistakes regarding incorrect/missing verbs as in the previous lessons. The client understood all the questions, which was a big success on its own. The past simple once again could not have been practised, since the topic did not offer such an opportunity. The recurrent mistakes were the inability to answer with the whole sentence. On the other hand, there were two complete, correct answers from the client, which was something new and positive.

Table 1 - Client A – Mistakes and Corrections

	Mistakes	Correct forms
Past simple	no mistake	no mistake
Incorrect/missing verb	1. No.... my mum is	1. No, my mum does

	ehhh not read cookbooks.	not read cookbooks.
Prepositions	1. umm... Pictures in the fridge	1. Pictures on the fridge
Comprehension	None	
Inability to answer with the whole sentence	<p>Lector: Can you describe your kitchen in detail? For example: How many chairs, tables, drawers are there ? Client A: 5 chairs, one table</p> <p>Lector: How many forks, knives and spoons do you have there? Client A: two spoons ... and... umm...and ... many robots or ... cook</p>	
Improvements	<p>Lector: Do you also have lunch there (in the kitchen)? Client A: No ummm, I have lunch ehmm in school</p> <p>Lector: What colours are the kitchen cabinets? Client A: They are red and white.</p>	
Fluency	The client's willingness to interact in the conversation grew. The new thing was that she started to have long pauses between her answers. The positive side of this, when the client started answering, the answers were fluent.	

The next four analysed lessons alongside with all the clients' answers to the Questionnaire are in the *Appendix 3 – Client A*.

4.5.1.2 Client B

Name: Client B

Date of birth: 30.9.2003

Occupation: Student of Elementary school

Date of beginning of the course: 9.10.2017

Date of approximate end of the course: 20.5. 2018

Level of English at the beginning of the course: A1

Current level of English: A2

Type of English: General

Topics: Lack of time (5.1.2018), Stolen Wallet (11.1. 2018), Photography (17.1. 2018), Money (24.1. 2018), Obesity (31.1. 2018)

Criteria: Fluency, incorrect verb form, indefinite articles, unknown vocabulary,

Topic:

5. Obesity

The topic included only questions where present simple was used and the client had no problems answering them correctly and accurately. There was only one word which the client was not familiar with and some mistakes concerning indefinite articles were made. Based on this performance the client was ready to become A2+ level.

Table 2 – Client B – Mistakes and Corrections

	Mistakes	Corrections
Indefinite articles	1. I usually eat typical junk food. 2. ... umm healthy menu... for me is...	1. I usually eat a typical junk food. 2. a healthy menu for me is
Incorrect verb forms/unsuitable verb	none	none
Unknown vocabulary	1. overweight	
Improvements	Lector: Why are now people fatter than people 100 years ago? Client B: umm People are fatter because... because they don't eat junk food. Lector: How can you lose weight? Client B: I can...lose weight by exercising a lot Lector: Do you do any sports? Client B: I play tennis, floorball and I do judo. I have umm five trainings a week.	

Fluency	When the client used primarily only present simple, she was way above the standard fluency of someone who is on the A2 level. The pauses were very short, not a single filler was used, and the mentioned sounds almost disappeared from her speech.
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The next four analysed lessons alongside with all the clients' answers to the Questionnaire are in the *Appendix 4 – Client B*.

4.5.2 High school clients

First of all, when we take in to account a theory what are dangerous factors which have to be taken in consideration while teaching adolescent students we can assume that the teaching of these two clients would be difficult since their motivation is thought to be distracted by various things. Fortunately, the research of these two clients was a problem-free, because both have been very motivated to learn English and they have signed to Edoon on their own.

Within this age group, two clients who differed in many given aspects were invited to be in the research. Client C was on advanced level B2+ and had much experience with English. His high and for the most part inner motivation had been genuine. His mood and willingness to speak were great. Despite having five philosophical conversations which were subjectively hard to discuss, he spoke fluently, grammatically correct and could state profound and personal opinions. He was given hardly any feedback because he was for the most part correct. He has been very friendly, and goal oriented all the time. The topics, which he had, took place on the scheduled dates without any disturbances with one exception. The third lesson was recorded on Thursday instead of Wednesday because he excused himself from Wednesday lesson.

On the other hand, Client D is on level A2 and struggled most of the time with most of the topics during the research. She had some experience with English primarily connected with the educational system in the Czech Republic. Almost every time Czech translations were needed during lessons. Explaining basic grammar was a must. Some lessons shrunk only into explaining grammar. The pleasing was her motivation which had always been on a high level. Her mood with the aim to learn as many things as possible was pleasant too. The feedbacks were extensive but received with gratitude and acknowledgement. The only difference between them had been in their language skills and experience with the language. Their motivation, mood and willingness to learn new things were similar.

4.5.2.1 Client C

Name: Client C

Date of birth: 28.5. 2000

Occupation: Student of High School

Date of beginning of the course: 5.10. 2016

Date of approximate end of the course: 23.2. 2018

Level of English at the beginning of the course: B2

Current level of English: B2+

Type of English: General

Topics: Mind body and health (3.1.2018), Possessions (10.1.2018), Poverty (18.1.), Privacy (24.1.2018), Poverty (31.1.2018)

Criteria: Fluency, word fillers, present perfect, incorrect vocabulary, indefinite articles, incorrect verb forms, future tense

Topic:

2. Movie Industry

The second topic started with small talk, and the client did not make a single grammatical mistake. The same fillers, however, were present and disrupted the otherwise fluent speech. At the beginning of conversation concerning the topic, the client was unable to structure sentences correctly, but the point of them was understood. Just like in the first topic, with longer sentences, the client had longer pauses; additionally, with longer sentences, the client made more errors with indefinite articles because he was so focused on the content. Some incorrect words were used in certain situations as well as improper verb forms. Overall, performance was slightly worse the first one.

Table 3 – Client C – Mistakes and Corrections

	Mistakes	Correct form
Indefinite articles	1. to be part of it 2. have good actors	1. to be a part of it 2. have a good actors

Incorrect verb forms	<ol style="list-style-type: none"> 1. ...there was some English film that took shot in our city, but... 2. ...or you know all the equipment you needed for shooting films. 	<ol style="list-style-type: none"> 1. ...there was some English film that was shot in our city, but... 2. ...or you know all the equipment you need for shooting films.
Word fillers	<ol style="list-style-type: none"> 1. a really short interview with me ... It was like I said like 2. ...I tend to have many like umm...some words 	<ol style="list-style-type: none"> 1. a really short interview with me and I said 2. I tend to have many words
Incorrect vocabulary	<ol style="list-style-type: none"> 1. as it is was dead grouse water 2. roast water 	<ol style="list-style-type: none"> 1. - 2. -
Present perfect	none	none
<p>Fluency: Fluency was better at the beginning, and then it was slowly declining when some mistakes occurred. The client was a bit lost in his own opinions, and he began to use much more filler and pauses. Despite sentences being very long, the fluency on this level had to be on a different level.</p>		

The next four analysed lessons alongside with all the clients' answers to the Questionnaire are in the *Appendix 5 – Client C*.

4.5.2.2 Client D

Name: Client D

Date of birth: 7.3. 2000

Occupation: Student of High School

Date of beginning of the course: 13.9. 2017

Date of approximate end of the course: 4.3. 2018

Level of English at the beginning of the course: A2

Current level of English: A2

Type of English: General

Topics: Neighbour (3.1.2018), Entertainment (10.1. 2018), Booking (17.1. 2018), Changes (24.1. 2018), (31.1.2018)

Criteria: Fluency, interaction, syntax, indefinite articles, unknown vocabulary

3. Booking

There were improvements in all aspects. The client`s syntax improved and she was able to structure several sentences correctly. Even some articles were put into correct places. Comprehension was better since the client understood most of the questions and tried to minimise her use of Czech. .

Table 4 – Client D – Mistakes and Corrections

	Mistakes	Corrections
Syntax	<ol style="list-style-type: none"> because umm I am work in Prague Following week I... I ... would first ne I will first 	<ol style="list-style-type: none"> ...because I work in Prague Following week at first I am going to have a meeting
Indefinite articles	<ol style="list-style-type: none"> ...going to have workshop ... we maybe visit friend 	<ol style="list-style-type: none"> ... going to have a workshop we maybe visit a friend
Unknown vocabulary:	<ol style="list-style-type: none"> Following Purpose Full- board 	
Comprehension	<p>Lector: From which country are you travelling? Client C: Jako za jakým účelem? Jako...??? Ne...? Lector: From which country are you travelling? Client C: joo, z jaké země Client C: We... We ehmm travel from Czech Republic</p> <p>Lector: Would you like to have breakfast delivered to the room or would you like to have breakfast in our Cafeteria? Client C: ummm, ehmm jak jako mám vyjádřit že půjdeme do kafeterie?</p>	

<p>Fluency: Fluency was surprisingly perfect. The client did not use many filler words or sounds throughout the whole conversation. The pauses were short between and in the middle of sentences. When the client tried to speak only English, her fluency “profited” out of it. The third topic was a significant improvement overall.</p>	

The next four analysed lessons alongside with all the clients’ answers to the Questionnaire are in the *Appendix 6 – Client D*.

4.5.3 Adult clients

For the thesis were chosen two adult clients. They were similar age wise and had quite similar experience with English. Their approach towards lessons was different. Client E was more eager to learn something, and his mood was more positive alongside with willingness to speak. Maybe he had an advantage because four out of five topics can be considered as "Role-playing" topics. It somehow contradicts with a theory stated in a theoretical part that Role-playing games are not suitable for adult learners because Client E enjoyed it and tried to get hold of a role. However, from the research of two adults cannot be derived a general statement. Client E also had a friendly attitude. Not negligible time was spent on a “chit-chat”. He seemed to have fun with English, and he genuinely seemed interested. Every time he got his feedback, he appreciated it.

Client F was more formal towards the lector and no “chit-chat” did not take place. His willingness to speak was lower and from time to time he had to be forced to talk with the lector by repeating sentences again and again. On the other hand, he met criterions which are pointed out in the chapter Adult learners. The lector had to take a cautious approach to Client F, because it seemed that he had a certain style of learning and speaking which couldn’t be replaced by better ones despite continual trying. Client’s F topics were a mixture of philosophical topics and factual ones and in that sense, it was much more difficult for him to express himself appropriately. He seemed to have the determination to learn to a certain degree. But the lector had a feeling that he has had this course not because he genuinely wants to improve, but because he has needed the language for his work. Both the option of topics and not so high determination has an impact on the form and the content of a lesson. When a feedback was given, it was taken

with without any gratitude. The topics which he had, took place on the scheduled dates without any disturbances.

The common things of the clients were a similar age, experience with the language. Both of them tried private language schools, length of learning English, level of English (Client E is A2, and Client F is A1) Motivation of both was similar in a sense that they needed to get better in English, to have a chance to be promoted in their work. To summarise it the communication with both clients was interesting and enjoyable, despite Client's F approach.

4.5.3.1 Client E

Name: Client E

Date of birth: 3.3. 1989

Occupation: Service technician of medical equipment in Stargen EU

Date of beginning of the course: 13.2. 2017

Date of approximate end of the course: 4.7. 2018

Level of English at the beginning of the course: A1

Current level of English: A2

Type of English: General

Topics: Giving Advice (3.1.2018), Stolen Wallet (10.1. 2018), Clothes shop (17.1.2018), At the doctors (24.1.2018), Last time (31. 2018)

Criteria: Fluency, indefinite articles, prepositions, incorrect verb/ verb form, word order,

4. Stolen Wallet

This topic was expected to be very difficult for the client, but it was surprisingly quite the opposite. The client made improvements on all fronts. He was able to structure the sentences correctly and even knew the second forms of irregular verbs. He made only one mistake concerning prepositions and indefinite articles. When he made a mistake, he made a pause and corrected himself most of the time. Only at the end of the conversation, he made two mistakes, which are seen in the chart. It was the most significant improvement in the whole research. There is an added row in the table "Improvements" because there were many of them.

The next four analysed lessons alongside with all the clients' answers to the Questionnaire are in Appendix 7 – Client E.

Table 5 – Client E – Mistakes and Corrections

	Mistakes	Corrections
Indefinite articles	1. I was on sightseeing trip.	1. I was on a sightseeing trip.
Prepositions	1. when I... when I was on the square....	1. when I... when I was in the square....
Incorrect verb/ verb form	1. ... when I take ... (speaking about the past) 2. ...when I...I go ... go from umm the station	1. ... when I took ... 2. ..when I went from the station
Word order	none	none
Improvements	<p>Word order:</p> <ol style="list-style-type: none"> 1. There are some money umm approximately one thousand czech crowns and umm there is my ID and umm driving licence and umm my new credit... credit card. 2. I looking ummm I am looking for a next weekend. 3. It's umm made from... from leather and color is brown, with... with small... small plate from metal. <p>Incorrect verb/ verb form</p> <ol style="list-style-type: none"> 1. Somebody ... umm somebody stole my wallet in umm (the) centre of Prague, when I was on ummm (a) sightseeing trip. 	
Fluency	The client slowed down his speech and seemed much more concentrated and relaxed during the conversation. He cut repeating the same words for approximately a half and sounds “eeeehhh” “ummm” were much less frequent.	

4.5.3.2 Client F

Name: Client F

Date of birth: 9.6. 1988

Occupation: Project manager in Projekce DC

Date of beginning of the course: 8.1. 2018

Date of approximate end of the course: 25.2. 2018

Level of English at the beginning of the course: A1

Current level of English: A2

Type of English: General

Topics: My Family (3.1.2018), My Job (10.1. 2018), Way to Work (17.1. 2018), My Weekends (24.1.), Favourite Time (31.1.)

Criteria: fluency, present simple x present continuous, indefinite articles x definite articles, syntax, correct verb forms

Topic:

5. Favourite times

The client's improvement continued throughout the final topic mainly concerning present simple (see the chart below). The only mistake of that sort was made. Expected mistakes were not made in terms of articles. Only two of them occurred. The highlight of the topic was that not a single syntactic mistake was made and the client seemed to understand how to structure sentences. As in the fourth topic, the client could not understand one question "What is your favourite public holiday?" and it was repeated once.

Table 6 – Client F – Mistakes and Corrections

	Mistakes	Correct form
Definite articles	1. It's last day in work	1. It's the last day in work.
Indefinite articles	1. And weekend is coming	1. And a weekend is coming
Syntax	none	none
Verb form/conjugation	none	none
Present simple	In the evening I am relaxing (an answer to a question: Tell me the reasons why you like afternoons and evening.)	In the evening I relax.
Fluency: The client`s reduced the pauses both before answers and during sentences. The fluency was a tool which helped him to construct the sentences correctly for the first time. Although fluency		

needs some further improvements (shorter reactions, smaller pauses and overall improve the flow of the speech).

Improvements: Definite articles: I usually go from work home and in **the** evening...

Present simple tense: I **like** Saturday morning, because I **wake** up when I **can**.

No, I **get up** early at the weekend at about 9 o'clock.

It's Spring, temperature **is** low.

It **isn't** too much hot.

It's Christmas Holiday, because I **see** many friends.

I **visit** them.

The next four analysed lessons alongside with all the clients' answers to the Questionnaire are in the *Appendix 8 – Client D*.

4.6 Conclusion of Edoos survey

The results of the survey were dependent on many aspects. The first aspect was the length of the research. It would have been better if the period had been more extensive. It was sometimes difficult to observe any significant improvement during that time. If it had been two or three months, the more prominent enhancements might have been seen. Another aspect was the clients could be recorded only once in a week, and different lecturers led the rest of the lessons. Therefore the improvements could have happened during those lessons and not during the recorded ones.

Another issue was the topics because they could not be changed even when they were not suitable for the client's level of English. Sometimes unnecessary advanced grammar was used in the questions and clients did not have the know how to respond. The criteria were chosen based on the mistakes which were made by the clients. The issue was that on some topics, clients did not have to use a grammar piece which was observed. Therefore the improvements in some criteria couldn't be adequately shown.

Some clients were on the same level of their knowledge throughout the whole research. Another group improved in some or all criteria for one topic but continued with their usual mistake patterns for following topics. A few of them made sure progress. The clients from elementary school made some progress. Client's A biggest struggle was with comprehension and inability to answer with whole sentences. During the first two topics, she could barely answer two or three questions. These questions were mostly Yes/No questions. A noticeable

improvement in terms of comprehension and ability to respond with whole sentences was observed during the third topic. It is attributed to the client being repeatedly told to try to answer questions using full sentences. The fourth and the fifth conversation were also successful with the client's ability to do the two same things.

Client B was able to understand all the questions from the beginning. The biggest struggle was with vocabulary and incorrect verb forms/unsuitable verb. The first two topics were full of mistakes, especially past tense-wise. The third and fourth did not present the opportunity to use past tense; therefore, the client appeared to be improving in other aspects of grammar. The last topic was mainly present simple and future tense related and the client was able to speak with few mistakes. Unfortunately, the statement whether the clients improved in past tenses or not could not be answered because the opportunity to use them was non-existent. Fluency was from the beginning the strong point of the client, and only small improvements happened.

The clients of high school were completely different concerning their level. The client C was already on a B2+ level; therefore, he has already mastered some pieces of advanced grammar and was able to talk about more difficult topics. From the start, he could use long sentences which made sense and most of the time they were correct. He has been pursuing English also in his free time, which helped a lot. The biggest struggle for him was filler words, which he used almost in all discussions. He excelled during the first topic then there was a little decline during the second one. In the rest of them, the client showed significant improvements in grammar but fluency was the same during all the topics. Despite telling him almost every lesson to drop filler word, he was not able to do so.

The client D teetered on the brink of being level A1 and A2. The most significant struggle for her was comprehension and syntax. The first two topics were challenging for her to manage in all aspects. She was advised not to use Czech and somehow try to structure English sentences at the cost of incorrect grammar. The third topic was her best because she obeyed the pieces of advice and decided to use only English. She improved in syntax and was able to structure many sentences correctly primarily because the topic was suitable for her level. The fourth one was not suitable and knowledge of advanced grammar was needed for her to be successful. The last one was heavily focused on present perfect, therefore, the clients biggest shortcomings reappeared again. Fluency fluctuated from topic to topic and any improvement was not observed.

The adult clients were on the same level but had different criteria. The client E made all kinds of mistakes which belonged to the given criteria and he was under a lot of stress. The second topic was mainly focused on practising past tense. During this topic, he made improvements in word order, but incorrect verb forms remained as well as prepositions. Drilling the same grammar within one topic was useful for him. The third topic was a bit difficult for him, and he had to use longer sentences. All kinds of mistakes were back again, and the improvement was gone. The fourth one was still for practising mainly past tense and present simple. He made few mistakes (mostly prepositions and indefinite articles), and he corrected himself almost all the time. During the fifth topic he continued with the mentioned improvement, and beyond that, he chose a correct preposition in all cases. The persisting mistake was regarding indefinite articles. Fluency of the client was very poor in the beginning. He mainly improved it by staying calmer during the conversations and by not repeating the same words all over again.

The client F started the same as the Client E and made mistakes on all fronts. He was very nervous and unable express himself. The second topic was better for him because he was able to express himself most of the time and improved in syntax. He was also able to construct a few sentences correctly. He was still under a lot of stress, and fluency suffered because of this. The: syntax, articles, present simple and verb forms were all improved in the last three topics.

The answers which were given within the questionnaire brought some expected outcomes and some surprising ones. All clients except one started with English in elementary school. Some of them have had various pauses from learning the language, but it can be said that they have a similar foundation of English. The one adult client has started at the age of 20 though. Mainly adults have tried several private language schools and both the students of elementary and high school has tried only Edoo or one more school. Surprisingly after all these years of trying to improve English teaching, the students replied that in their school the primary focus was grammar drilling. They were not fond of it at all. It was the most significant finding which was derived from the answers. The communication is still side-lined by grammar, and that is why students of elementary and high schools still struggle with an ability to say something in English.

In terms of completing Edoo daily tests, the results were varied. It ranged from doing daily tests every day to not doing them at all. Some clients did not have time to do it every day or every other day. Nevertheless, it seems that it did not influence their improvements in every way. Client B did not do tests at all, and her grammar was above-average since she was A2 level at

that time. Client C had the same approach towards tests, and he also was above-average given his level. The most favourite way of learning English of Client C confirmed that the most effective is to watch movies or play video games in English. Some clients did not learn English besides Edo. The others practised a specific aspect of the language because of external factors (mainly work and school requirements).

The motivation and reasons to learn English were varied. The adult clients wanted to improve either because of work or travelling. The High school clients knew that English is essential. They wanted to master it to understand the world or wanted to have better prospects of working offers in the future. The first client of elementary school had a dream that she would go to England someday. It was her primary motivation to improve. The second one showed what is usual for this age group; the only motivation was her parents.

The majority of clients chose Role-playing topic as the best topic. It was expected because conversations on these topics approached real day-to-day discussions.

The elementary school clients were not able to be specific in the self-evaluation part. The first one stated that she improved, but without any specification. The second one was not afraid of speaking in school anymore. However, she did not provide any specific information. Both high school clients were more accurate and provided specific details on their improvement. Their self-evaluation seemed similar to their real development. The clients from adult age group provided only brief self-evaluation.

The questionnaire brought some information which, however, did not significantly influence the research. The most important news is that there are still problems in elementary schools regarding teaching English communication.

5 School research

This part of the thesis focused on work with the 7th, 8th and 9th classes in the Elementary school called Nový Hradec Králové.

At first, there had been doubts about choosing a field for the research, but in the end, the decision was made to explore speaking in detail by using various speaking activities. Speaking is an integral part of every language. Vocabulary and grammar are derived from it. A problem with the aforementioned linguistic aspects is that there is a specific need to test them, especially with regards to vocabulary; therefore, speaking is ideal for the research because it enables students to be able to practice all aspects of language without specific activities.

5.1 Conducting research

The research deals with practising communication by doing various activities. The elementary school Nový Hradec Králové provided a place for experimenting. The nine lessons were devoted to exploring the speaking abilities of the students. All of the lesson plans are presented in the next chapters. The activities were quite simple and focused on drilling short questions, answers and statements. Some of the activities were based on more complex statements, questions, and negative sentences. The range of activities was sufficient for the needs of the research.

The goal was to monitor the two significant variables: fluency and accuracy. Each activity was for practising one or two variables. The styles of correcting were also diverse because it depended on what criteria were pursued.

Four research questions were created for the research. These proposed questions were applied to every class. The research questions are as follows:

- What were the most common mistakes from a grammatical point of view?
- On what level was their fluency (Did they use the sentences? Did they stammer during their speech? Did they search for vocabulary, think about grammar?)
- What activity was the best (criteria: How many questions/ answers were used, level of entertainment for them, could they use it somehow in practice?)
- The fourth research question was composed of a series of interview questions which were asked to two students of every class, as is explained in the following paragraph in greater detail.

In each class, two students were interviewed -- one with excellent marks and one with poor marks. They were asked these questions:

- What do you think about the process of a lesson?
- Would you change something?
- Have you learnt any new words and grammar?
- Do you think that this knowledge can be helpful in day to day conversations in the English language?

There was an immense focus on answering the first and second research question for every lesson plan. Based on the answers to the first and second question, the third research question could also be answered. The fourth question was not well answered because the majority of the chosen students did not want to change anything about the lessons and their answers were mainly “yes” or “no” without any explanation. Sometimes they were gently pushed to an answer, but it was not their answer because the answers were practically given to them.

The description of each activity was as followed:

Type of communication- Techniques for improving communication- Type of a Game

5.2 Profile of the school

During the studies, there was an opportunity to have two practices in two different institutions; the first one was a primary school called Milady Horákové, where I observed and taught only a few lessons. Due to a smaller number of classes, I could not collect enough data to do the research, which would be suitable for the thesis. Nevertheless, the teaching style of my supervising teacher was inspiring and showed me some exciting activities which could be used in the research.

The research was executed during the lessons in the school Nový Hradec Králové. It is a rather small school. The classes which were taught were 7th, 8th and 9th grade. There are standards regarding how many English lessons each class has every week. Typically, it is somewhere between 4 to 5 lessons each week for every class.

Due to the fact that it is a small school with the capacity of only 250 students, it can be said that the equipment used in the school is advanced. Almost every classroom has an interactive board at disposal and a classroom with computers.

The students from 7th, 8th and 9th class used textbooks and students' books called Projects by Tom Hutchinson. The 8th and 9th class used Project 4 both work and student's book. The 7th class used the same type of textbooks except that it was Project 3.

In addition, there is no option of having a native speaker as a teacher. Concerning languages, the students entering the 6th grade have to choose a secondary compulsory language. The choices are: English, German, Russian, French, and Spanish.

One teacher, Mrs Martina Nohejlová supervised my teaching practice. She is a unique teacher: her style differs a lot from other teachers' method that mainly follows workbooks to an unnecessary extent. Her style requires thorough preparation because she makes up virtually all of the activities.

5.3 9th Class

There were 13 students, and 3 of them had an individual educational plan. The classroom remained the same throughout all those survey lessons. As mentioned above, the classroom facilities were modern. The level of English for the class was below average considering that they were in the 9th class at the time. They struggled with simple grammar pieces like altering present simple for past simple and vice versa. They incorrectly used basic prepositions of time and place, and they wrongly used continuous tenses. When present perfect was demanded, the students did not know its' structure. Modal verbs and future tenses were all mixed up, and only a few sentences were said right during the classes. The students had issues with telling the whole statements, answers, and questions despite reminding them to speak using full sentences.

Another issue was the behaviour of the students which was difficult to bring under control. They often spoke in Czech, shouting at each other, and not entirely participating in the lessons. The lessons had to be structured in a very efficient and creative way to get their attention for at least a couple of minutes. Sometimes the whole lesson was a failure, and a lesson plan served no purpose. On the other hand, when a lesson was planned based on an entertaining warm-up and then continued with a speaking or reading exercise in the form of a game, the students were eager to participate and learnt something new.

5.3.1 Lesson plan 2 - Activities

1. Activity

Discussion- Meaningful practice- Guessing game: Detective game; two volunteers guess hypothetical situations from students' indirect statements.

2. Activity

Role-playing - Reading aloud/Mechanical drill: HW from the previous lesson.

3. Activity

Group work- Meaningful practice- Guessing game – The students have to make a prediction how the story ends.

Time	Activity	Comments
	<p>Based on: http://eslgames.com/no-prep-warm-up-activities/</p> <ol style="list-style-type: none"> 1. Activity: game: two volunteers play detectives and stand with their backs to the board. I write various brief situations (She must love reading. He can't be in a perfect mood. There must be a party at that house. That woman must be wealthy. Someone must be at the door.). The rest of the class are 'witnesses' and suggest, orally, concrete evidence (sounds, sights, smells and so on.) for the existence of the situation, without mentioning the situation itself; the 'detectives' must deduce it from the evidence. For example, if the situation is 'The school must be on fire', the witnesses' might say: I can smell smoke. It's getting hotter in here. I can hear the alarm bell. People are jumping out of the window. 2. Activity: HW from the previous lesson: <ul style="list-style-type: none"> • Groups perform scenes from the story 3. Activity: <u>p. 75 ex. 3a textbook</u> – <ul style="list-style-type: none"> • Divide students into pairs • They say a prediction how the story ends • Check their work by walking from a group to group • Choose 2 or 3 pairs, let them say their prediction 4. <u>p.75 ex. 3b textbook</u> <ul style="list-style-type: none"> • Listening • Groups which have a similar prediction as the actual ending of the story raise their hands 5. <u>p.75 ex.3c textbook</u> – <ul style="list-style-type: none"> • Before the listening one student reads out loud • Rest of the class repeats after the student 6. <u>p. 75 ex. 4a textbook</u> <ul style="list-style-type: none"> • After solo work, students close their text book 7. <u>p. 60 ex.2 exercisebook</u> 8. <u>p. 60 ex.3 exercisebook</u> <ul style="list-style-type: none"> • Either as homework or work during a class 	<p>Internet</p> <p>Project 4 Students book</p> <p>Project 4 Students book</p> <p>Project 4 Students book</p> <p>Project 4 Students book</p> <p>Project 4 Work book</p>

Commentary:

1. Activity (First and second question were applied)

First, the activity itself was challenging because the used vocabulary was unknown and grammar that could be used was not limited to a specific tense. The students could use anything (auxiliary verbs, modal verbs, present and perfect simple or continuous form and so on.). The usual mistakes were incorrect word order (I hear can noise), missing verbs (More people coming to this place and improper use of tenses (I was getting cold in here). This disrupted accuracy and many mistakes were made.

Concerning fluency, it was surprising that the students were saying these statements very quickly because this game was something unusual for them. From time to time, when wanting to express something more complex, they stopped their speech so that they could think of the correct vocabulary. They did not have enough time for preparation, and it disrupted fluency.

2. Activity (First and second question were applied)

When they had to perform a scene from the articles in front of the students, they were both excited and nervous. Accuracy and fluency were high to a point until someone forgot their lines and had to improvise. Most of the time, they could not produce any correct sentence, and they stopped talking. Instead of trying to come up with their questions, they ended up looking in the exercise book. This exercise is an example of how ineffective learning dialogues or memorised discussions are. The students only learn it without thinking about grammar or vocabulary, and therefore, the contribution to their development is zero. The entertainment level, on the other hand, was very high and involvement of the students was high.

3. Activity (First and second question were applied)

The third activity was almost the same as the one from the previous lesson but with a whole different outcome. The Students had to think up how the story ends. They had more time than in the first lesson, and it helped a lot. Also, they were advised to try to come up with answers involving simple grammar (simple tense mostly). Both accuracy and fluency were significantly improved due to more amounts of time and advice on constructing simple sentences. The students were excited, and some of their ideas were original as well as grammatically correct.

4. Answer to the third question:

The best activity was the third one because of all the reasons which are described above. Besides that, the students reacted much, because this activity combines many aspects as group work, creative thinking, teamwork and so on.

5. Answer to the fourth question:

Student with good school results:

She told me that the best activity was the first one because it was so much fun and because she got an A. She liked the whole structure of this activity especially that idea with two detectives standing with their back to the board. It was unusual, and she could use a lot of creativity while she was thinking up questions. She did not learn much because she knew the grammar and words before.

Student with bad results:

He liked working in a pair and with headphones, only because he enjoyed the story. Another favourite activity was the third one, where he used his creative thinking and his social skills. He disliked the activity where he had to repeat sentences from the article (following another student).

5.4 8th Class

There are 17 students, and 5 of them had an individual educational plan. This class was even worse than the 9th class English level wise. They made more mistakes than the 9th class. They had worse knowledge regarding fundamental grammar aspects (present, past simple, present perfect). A small group of students had a better understanding of simple grammar aspects, but because these activities had to be adjusted for the majority of students, their knowledge was never shown nor used.

The lessons took place in a standard classroom, as described previously. The school desks are shaped into the letter U. Each desk has headphones and a built- up computer, but it is locked, and can only be unlocked by a teacher. The “U” shape is excellent because as a teacher, you are able to observe every student and you have a high awareness of what each student is doing.

Concerning motivation, it was also subjectively lower than in the 9th class. There is no general explanation to why it was as such, but it had a connection with: students' hobbies, social interactions, dedication, talent, and skill set. The lesson plans are not diametrically different from

the 9th class. Students interacted less, had less fun. It seemed that the competitive level was lower than in the 9th grade. All in all, lessons were less successful as accuracy and fluency were on lower level during almost every activity.

5.4.1 Lesson plan 3 – Activities

This subchapter offers a rough plan of the three activities which were observed and analysed. Under these three activities, there is a detailed lesson plan of the lesson. This lesson plan was chosen because it offers a drilling technique. The next two lesson plans can be found in Appendix 11 - 8th class - Lesson plan 2 and Appendix 12 - 8th class - Lesson plan 3.

1. Activity

Discussion – Mechanical drills- Survey: activity for the students; they have to finish sentences.

2. Activity

Discussion – Reading aloud/Mechanical drills: YouTube video – The students repeat statements from the video.

3. Activity

Discussion – mechanical drills – Guessing game: the students are asked several questions from the exercise. Other students guess what character from the exercise each student is according to his/her answers.

Time	Activity	Comments
	<p>Based on: https://busyteacher.org/teaching_ideas_and_techniques/warmers/</p> <p>1. activity</p> <ul style="list-style-type: none"> ○ write this on the interactive board ○ Today I am happy about..... 2. Today will be awesome because, 3. Today I want to learn about..... 4. By the time we finish today, I want to have... (learned, done, found, improved..). 5. Yesterday, I wish I had... ○ Tell students to finish a sentence how they want ○ After an answer, ask one or more additional question <p>Based on: https://www.youtube.com/watch?v=bbVOltiyX20</p> <p>2. Activity</p> <p>video about a daily routine</p> <p>play one situation (at the beginning there is a clock dial and the time of an activity)</p> <p>pick a student and he has to answer you with the whole sentence</p>	<p>internet</p> <p>Internet</p>

<p><u>p. 6. ex. 1 textbook</u></p> <ul style="list-style-type: none">• Listening• Read together• Checking of pronunciation <p>3. activity</p> <p><u>p. 6. ex. 2 textbook</u></p> <ul style="list-style-type: none">• solo work• let students know that they will be asked (the same questions as in the exercises)• students answer with the whole sentence• they then ask Who Am I?• other students raise their hand and they have to say a student represents Luke/Anna (or other person from the exercise) <p>4. activity</p> <p><u>p. 7. ex. 3 textbook</u></p> <ul style="list-style-type: none">• students in pairs prepare how the story can end• other pairs say if it is FALSE or TRUE in their opinion <p>5. activity</p> <p><u>p. 7. ex. 3. textbook</u></p> <ul style="list-style-type: none">• listening• pair who is the nearest to a real ending gets an A	<p>Project 4 Work book</p> <p>Project 4 Work book</p> <p>Project 4 Work book Project 4 Work book</p>
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Commentary:

1. Activity (First and second question were applied)

The first part of this activity was successful when the students were finishing the questions. They just read it from the interactive board, and they could add 2 or 3 words. When two additional questions were asked, problems began. They did not have any time for preparation, and the grammar was not focused only on present simple/continuous tense. Forgetting to use auxiliary verbs in statements was a common mistake of the students. When they used present simple, they could construct sentences with correct word order, which was a great success.

2. Activity (First and second question were applied)

The second activity was surprisingly quite easy for them because future tense as going to/will was drilled two weeks ago and the students knew the grammar. Vocabulary from the video was also very easy because it was a basic word-stock, which was used in the previous

lessons. Accuracy and fluency were on the high level, however, a small number of students hesitated where and whether to use an auxiliary verb and full verb.

3. Activity (First and second question were applied)

The exercise focused on the same grammar as the previous one. And fluency and accuracy were at a standard level. The students knew how to use going to, will and they were able to answer the questions with some pauses.

Answer to the third question

The best exercise was warm- up because the interaction was on the highest level and the students had to use creative thinking. This exercise was entertaining as well as educative. It was the best exercise for learning grammar. These two activities were also satisfying, but since they drilled grammar of future tenses for one month it was not as successful as the first activity, where they needed to use correct present simple and continuous tense.

Answer to the fourth questions

Student with good results:

The best for her was the first activity because she had a great feeling from an answered question. She practised her word stock and polished her grammar. She did not like the video with present simple. It was, and it took a long time for students to make questions again and again.

Student with bad results:

He liked video despite the length of it (it was long, he said). It was not difficult, and he was sure of his knowledge of future tense and word-stock. On the other hand, he did not like the first activity, because he felt bad not knowing enough vocabulary for answers.

5.5 7th Class

There were 16 students and only 2 with an individual educational plan. The class in which we stayed was pretty standard concerning facilities (headphones, V-shaped desks, and interactive board).The interactive board was used, only when something had to be written on it. Once, we went to a special classroom, where we could sit on a carpet and use a data projector.

The students of the seventh grade had broader knowledge than their colleagues from the 9th and 8th class. Their motivation and team spirit were stronger than in the higher classes. They

were eager to collect new knowledge from grammar and vocabulary field. They did not have any problem with present simple and continuous. Some of the students knew how to use present perfect.

Behaviour mainly depended on how a lesson plan was made and how creative was. When a lesson plan was well structured, it attracted the attention of students, and their behaviour was good. When there was mainly the work with the textbook, students misbehaved.

To sum it up, the lessons were more successful than the lessons in the two higher classes, just because the students were able to learn advanced grammar content and they were able to use it correctly.

5.5.1 Lesson plan 2 – Activities

This subchapter offers a rough plan of the three activities which were observed and analysed. Under these three activities, there is a detailed lesson plan of the lesson. This lesson plan was chosen because it offers interesting activities which combine many techniques how to effectively teach communication. The next two lesson plans can be found in Appendix 13 - 8th class - Lesson plan 2 and Appendix 14 - 8th class - Lesson plan 3.

1. Activity

Group work – Meaningful practice – Guessing game: the game in two teams; the students give hints to their captains about pictures which are shown on the interactive board.

2. Activity

Group work – Mechanical Drills: Practicing the phrases: “I like”, “I am keen on” and so on.

3. Activity

Pair work – Mechanical Drills/Meaningful Practice – Info gap race:
Interview in pairs about meals and times of eating

Time	Activity	Comments
10- 15 min	<p>1. Activity Students are divided into two teams (they are divided by saying either „one“ or „two“ and then ones are together, and two’s the same)</p> <ul style="list-style-type: none"> · They choose a captain who faces all students in class and behind his/her back is a blackboard · Pictures are shown, and the teams are in two separate rows, a first student gives one hint (they can’t tell the exact word, they can use sentences 	Own activity

<p>10 – 15 min</p>	<p>and adjectives and so on.)</p> <ul style="list-style-type: none"> · If a captain says the right answer, a student who gave him a hint replaces him/her <p>After several rounds, a winner is elected</p> <p>2. Activity</p> <p>Students are divided into groups of three or four people (each group is given two stacks of flashcards; the first stack consists of smiling and frowning emoticons. The second consists of various hobbies (dancing, skiing, playing sports, playing the musical instrument and so on.). There are sentences written which express that I like or do not like various things on the board (I love, I am fond of, I am keen on, I prefer x I hate, I can't stand + ing, I dislike and so on.). Then each student of each group picks one flashcard from both stacks and says a sentence (he/she can choose from the sentences written on the board) according to these cards (ex. smiling face + dancing= I love/ I am fond of dancing). After a couple of turns, each student says four sentences (two statements, two negative sentences)</p>	<p>Own activity</p>
<p>10- 15</p>	<p>3. Activity</p> <ul style="list-style-type: none"> - In pairs, there is always one who asks and the other answers - Every pair has a sheet with questions, which can be used to maintain an interview (They can use their questions) - Basic question: What do you usually eat? - Answers must be longer than Yes/No or one word, at least one whole sentence - After approximately 2 minutes, the role changes - After the discussion, I ask several of them what their schoolmate usually eat <p>1) At what times do you usually eat your meals?</p> <ul style="list-style-type: none"> · Breakfast? · Lunch? · Dinner? <p>2) Do you eat dinner with your family?</p> <p>3) Do you eat fruit every day?</p> <p>4) Are you a vegetarian? Why or why not?</p> <p>5) Do you prefer to eat at a restaurant or at home?</p> <p>6) Have you ever been on a diet?</p> <p>7) Are you a good cook?</p>	<p>Own activity</p>

Commentary:

1. Activity (first and second questions were applied)

It was another interesting activity, which was set up as a warm-up, but with longer duration. The Students were excited when they teamed up. However, they started to be super excited, and it made a negative impact on accuracy. They mainly disrupted it with attempts to say it as quickly as possible. The most common mistakes were incorrect word order (He in the movie plays!) and mixed simple and continuous tense (He playing tennis!). Fluency was on the high end because the students did not stammer.

2. Activity (first and second questions were applied)

This activity was by far the best from all the activities, which were used. When they were speaking in groups, accuracy was on a high level, and when there was a problem, the students were helped by needed words. The common mistake was an incorrect use of the given phrases (I fond of playing the guitar, I like play football, I can't stand play floorball). Fluency was good as accuracy because most of the students were aware of having all patterns written on the interactive board; therefore, they were speaking fluently.

3. Activity (first and second questions were applied)

It was the activity of practising present simple. The students were happy because the sheet with questions was at their disposal. Almost everyone used them and wrote down answers. Accuracy was on a high level since the students already knew present simple. Fluency was better when they were speaking in pairs because they were not nervous and they did not mind making mistakes.

When they were speaking in front of the class, they were apparently nervous but did not make any mistakes. Fluency, however, was impacted negatively and some of the students were not able to talk.

4. Answer to the third question

The best activity was the second one because of all the reasons which are listed above. On the top of it, activity was entertaining, and students were overall excited. It was the best activity, used during the research, for learning new grammar, because at the end of it, students could use it without any problem.

5. Answer to the fourth question

Student with good results:

She liked the first activity the most because she liked these flashcards and choosing from them. She appreciated the opportunity to express what she liked or not with new unknown phrases. She had a feeling that it could be beneficial in real life. She did not like the last activity because the topic was repeated hundred times.

Student with bad results:

She liked the third activity because she was good at it. She also liked interviewing her friend, and she had all the questions. She did not like the second activity because she did not understand some new expressions. She did not like that every student had to say four sentences because it took an extended period. She did not say if any grammar could be useful during real daily conversations.

5.6 Conclusion of the school survey

The survey provides results which show some general patterns that can be followed to improve students' communication in English. The patterns are, however, very limited because the research was executed during a couple of lessons; therefore the results can be viewed somewhat subjective than objective. The activities in all the lesson plans were similar to each other, but the students' achievements were not.

The worst results were observed, and insufficient progress was seen in the two higher classes. The youngest class was the most successful regarding obtaining new grammar and vocabulary. The two older classes were misbehaving all the time and not much could be done to help them with their motivation and knowledge. The connection between low performance and specific age groups is valid. The 8th class and 9th class is the period of ongoing puberty, where many students deal with social problems, and their concentration is low. The Negative impacts of puberty could be seen among students of 7th class but not to that vast extent. The research could not change their learning patterns only during three or four lessons.

The activities which involved dividing the classes into pairs or teams with a win or lose situation raised the students' excitement alongside fluency and concentration. The students followed a vision of being the best and it enhanced their willingness and ability to speak English. Accuracy, on the other hand, declined because students wanted to win and they started misusing grammar structures. Misbehaving during these activities was a common problem, and it was

disrupting both fluency and accuracy. The interesting fact was that, despite the students speaking in front of others, the stress level was low. These activities are the best for practising fluency.

The second type of communication is similar to the first. It was called 'discussion,' and it was executed whenever students as the whole group had to speak about anything. The observation showed that during those discussions, both accuracy and fluency fluctuated. It was dependent on various variables: the un/attractiveness of a topic, the clear/unclear instructions, the non-/specific field of grammar, and the non-/strict checking. Many discussions exposed that the students were not speaking English and were only speaking Czech because they did not know what to say and they thought they were not observed. When the observation was accurate, and help was provided, they tried to communicate in English.

Another interesting fact is that when students had to speak in front of the class, even when not competing against each other, their stress levels were much higher. Even the best students suddenly lost the ability to speak correctly and fluently. This proved that forcing students to speak in front of the class should not frequently be used.

A Roleplaying type of communication was used only once. The performance part was fun for students. Regarding improving accuracy and fluency, it had zero value. The students learnt the text by heart and never thought about it. When they forgot the lines, they were unable to say a single word and had to look at the textbook. This kind of activity is very obsolete and should not be used. It can be used for entertainment.

The activity which contained knowledge from two fields (Geography and English) was used. This is the way of creating an activity which has a promising prospect. Students can gradually improve in both English and other fields, without actually thinking about English itself.

The best activities were with proper instructions with both written and spoken aid. The techniques such as Reading aloud and Mechanical drills were implemented in these activities. The students reacted well when they had help in these aids and mentioned techniques. They were not under a lot of pressure, and they could demonstrate their knowledge correctly.

The activities with bad results were mainly discussions, where students could not compete and had to speak in front of others. Fluency and accuracy were low because the students did not receive any bonus points; therefore, they did not put much effort into the discussion.

Also when students had to express their statements on anything using any grammar structure they wanted. Therefore, the technique Meaningful practice was not heavily used.

The progress of each class was highly dependent on their motivation and willingness to speak while learning something new. No matter how creative the activities were, the students from the 8th and 9th class were not interested. Their inner motivation was not there, and their external one was not awakened. The students repeatedly made the same mistakes concerning basic pieces of grammar with all types of activities.

The students of the 7th class were eager and willing to speak while learning something new. Their inner motivation was there from the beginning, and their external one was easily awakened. During the end of the research, they were able to use phrases correctly (I like, I am fond of, I am keen on,), zero and first conditional, and conditional mood. They learnt and understood the difference between personal and demonstrative pronouns. The activities were roughly the same as the ones used in other classes, but students had different approaches, and the outcomes were also different.

5.7 Edoo reseach versus School research

The subchapter offers a comparison of the school and Edoo research. Only two elementary school clients could be used for comparison. The rest of the Edoo clients belonged to a different age group. Therefore there was not anything to compare. The advantages and disadvantages of both Edoo and school research are listed in table 7.

Table 7 – Edoo reseach advantages and disadvantages

Edoo reseach	
Advantages	Disadvantages
<ol style="list-style-type: none"> 1. Conversation on a different topic everyday 2. Different lector everyday 3. New vocabulary everyday 4. At the end of every week new grammar card 5. Flexible time of lessons 6. Technology used in teaching English 7. Main focus on speaking 8. Process of teaching without keeping an eye on behaviour of students 9. One to one teaching 10. No speaking in front of people 11. Possibility of practicing grammar by doing tests 12. Possibility to correct all mistakes of clients 13. Clear and analysed improvement of each client 14. Higher motivation 	<ol style="list-style-type: none"> 1. Sometimes not suitable topics in terms of client's level of English 2. Set times of lessons 3. Short time of lessons (only 5 minutes) 4. Client's not picking up the phone 5. Communication humming (bad signal) 6. Sometimes lack of practicing grammar 7. impossibility of using various communication activities 8. Absence of reading and listening 9. No speaking in front of people
School Reseach	
Advantages	Disadvantage
<ol style="list-style-type: none"> 1. New vocabulary everyday 2. New grammar every couple of days 3. The length of the lessons (45 min) 4. Solo work, pair work, group work 5. Focus on several aspects (grammar, speaking and so on.) 6. Reading and listening 7. Use of several types of activities 	<ol style="list-style-type: none"> 1. Students' lack of motivation 2. Inability to correct mistakes of all students 3. Frontal teaching 4. Communication humming (shouting and so on.) 5. Short space for speaking of each student 6. Behaviour aspect

8. Combination of English and knowledge of other school subject	7. Inability to check each student's progress
9. Visual aids (pictures, books, worksheets)	8. Uneven level of English in the classes
10. Speaking in front of people	9. Lower motivation
11. Technology (videos, interactive board)	

There are many advantages and disadvantages of both pieces of the research. The most significant benefits of Edoo research compared to School research were one to one teaching, and a client got more varied vocabulary after every lesson. Other advantages were the possibility to correct all mistakes of clients and to have clear and analysed improvement of each client. I, as a lector, did not have to take care of misbehaving of clients and adjust my speaking to a level of clients. The majority of the client was very motivated to learn.

The biggest disadvantages compared to School research were a short time of lessons and absence of listening and reading which enhanced the ability to speak greatly. No pair or group work and the impossibility to use various communicative activities were also disadvantages. Topics which were not suitable level wise and could not be changed were also a very big problem.

The most significant advantages of school research compared to Edoo one were using several types of activities and the longer length of lessons. The students were stimulated more by various visual aids and by the possibility to work in groups or pairs. Grammar, speaking, listening and reading were implemented equally compared to Edoo lessons.

The disadvantages were mainly the inability to correct all mistakes of the students and failure to check each improvement of a student. The number of students was significant, and it couldn't be done during only three lessons.

Based on all the advantages and disadvantages which brought research at Edoo and the elementary school, I still saw an institution of school as a pivotal agent for educating students in languages. When someone, in this case, a student, wants to improve at communication mainly then Edoo is the right choice for him. However, it has to be taken as a complement to school. Students need to be taught every aspect equally, and this is still provided by school.

Conclusion

The thesis provides insights into various ways on how to teach English and offers various results. The first practical part of is devoted to a modern form of learning via phone and the system of Edo. It explores the advantages and disadvantages of such teachings. It is similar to teaching via Skype or other programmes. This way of teaching showed promising results, despite restrictions such as limited time of phone calls, unsuitable topics and used grammar in them and issues with technology. The whole company Edo is described on pages 39-42 and the research starts on page 43 and ends on page 62. It is also very similar to teaching via Skype which listed on pages 38-39.

The majority of clients showed considerable improvements in specific criteria, and if the survey could last longer, even bigger improvements might have been observed. The biggest advantage of this way of learning is that almost every client wanted to improve and has the motivation to do so as opposed to the second part of the practical part where the students mainly struggled with motivation and the ability to learn anything. It is especially applicable to adult clients who were goal oriented more than the rest of clients. It is the same thing which is listed on pages 33-35. The disadvantage was that the creativity was non-existent because the system set everything. When a client wanted something extra, it could not be provided. Therefore some aspects of grammar could not be exercised enough and it remained the same. Nevertheless, some positive aspects of one to one teaching, which is described on pages 15 and 16, are present.

It is an excellent addition to a standard way of teaching, but it should not be taken as a full substitution to a standard one. The recommendation is to either have longer lessons or if it is possible, combine it with regular lessons in private language schools or elementary or high schools.

The school survey was fruitful concerning creativity and how the students could be taught. The importance of the two types of games, which is listed on pages 20-21, is valid. Some of them were fluency oriented and the rest accuracy oriented.

Many of them were combinations of several types of games. Many of them had to be simplified. For example, the very successful game was a combination of info-gap race and surveys which are described on pages 22-24. The second activity in the 7th class of the Lesson plan 2 demonstrated it. Students could rely on the sheet with questions, and they were motivated

to obtain schoolmates' information. Then they had to say the received information and made a simplified analysis. The guessing game which is described on page 23 was used. It was, for example, the activity of the 8th class in the Lesson plan 3. The outcome was decent both in accuracy and grammar. The best games included all types of helping aids such as sheets with patterns of sentences, needed vocabulary and a teacher demonstrating how it has to be done.

Every lesson plan consisted of reading and listening which enhanced the students' ability to speak. It is directly connected with the Oral productive skill which is described on pages 15-16. Without listening and reading the students would have struggled more in receiving and conveying a clear and understandable message. The techniques such as Reading aloud, Mechanical drills and Meaningful practice were also used in the research during listening, reading stories and in almost every activity. The students from the 9th and 8th class had mainly activities consisting of techniques such as mechanical drills and reading aloud. The students from the 7th class were surprisingly better, and the most used method was Meaningful practice. These techniques are described on pages 19- 21. Sometimes students read aloud. Sometimes we drilled some phrases or sentences from the stories by saying them out loud and repeatedly. In the third activity of the Lesson plan 2 of the 7th class, the students used meaningful practice. I would not recommend this, because it was extremely hard for them.

All types of communication, which are listed on pages 16- 19, were used in the research. The practical part showed correspondence with the theoretical part. For example, both discussion and pair work was used in the activity of the 7th class lesson plan 2. All the problems described in theoretical appeared. Some of the students switched from English to Czech during pair work. There was not sufficient amount of time to correct each student. On the other hand, the stress levels were lower. When some of them had to present it in front of the class, they failed, and they were hostile towards me. Once, Role-playing (scripted) type of communication was used. It is described on pages 18-19. It was not successful in practice. I recommend it to use it only for entertainment.

In the chapter Adolescents which is on page 30 is described the struggle of students who try finding their selves and their motivation. It was observed during the whole research. Misbehaving, inability to concentrate and lack of interest was always present. Therefore the most rewarding was when the students liked the content and improvement could be seen.

I, as a teacher, tried to use the information listed in the chapter Teacher and students on pages 25-28. There are excellent ideas of how to manage a class and how to be a role-model for teachers. I mainly struggled with showing my personality and the role of teacher. Sometimes I was too distant, and it may have contributed to lack of motivation of the students. I sometimes corrected them too much and discouraged them. I was struggling to find a balance. On the other hand, I was able to use many techniques to improve their communication in English.

The technology was marginally used in the school research because it appeared worthless concerning communication activities. The interactive board was only used when something had to be written. Regarding web pages, the only one was used: YouTube.

Students in elementary schools mainly should be stimulated with activities such as games. The competitive aspect must be there to enhance their fluency and accuracy and reduce their stress level. Guessing games alongside with Info-gap races are the best possible types of games for them. Reading-aloud and Mechanical drill should be used within these activities. Repeating of phrases and words aloud can help students with the ability to talk. Then drilling these activities over and over can help them to facilitate the communication process. Reading and listening should be implemented in every lesson.

In the 7th, 8th, and 9th class, there is a need for implementing Meaningful practice because students are forced to express themselves freely. It shows what they have learnt so far and where are the most significant weaknesses. Making pairs, forming teams, enabling solo work of students should be implemented in every lesson. Games and changing these types of communication help with motivation of students. Motivation has to be supported because it is crucial to awaken it. The same applies to high school students

The recommendation for adults could only be derived from the first component of the practical part. Their motivation was the strongest because they knew the language is a needed component in life. They were interested in Role-playing topics which approached real conversations. Adults want to practice daily-conversations, obtain useful phrases and they do not want to concentrate on grammar. One to one teaching and discussion on a given topic is ideal for them

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The activities which are shown in every Lesson plan are either from Project 4/3: Students/Workbook by Thomas Hutchinson or from the internet sources. In the comment section of every lesson plan, there is a note from which source the activity was derived. There are full citations of these books in the bibliography section. The internet sources are listed only in the lesson plans.

Appendix 1 – Institutions of language teaching adults

Institutions of language teaching of adults

There are many companies which are focused on teaching adults. The majority of them offer courses which deal with general or business English. These companies rarely offer one to one teaching. The number of clients in a course often ranges from 9- 15. The client chooses from some lecturers and decides which lecturer is most suitable for him/her. Almost every institution teaches their clients according to a special method (for example, the Lite method or the Callans method) which is often archaic. The courses are very often focused on the practical part of the language, mainly speaking and verbal comprehension.

Grammar is also practised, often by repeating certain phrases or writing them down repeatedly; however, grammar practice is only for a limited period. The client decides how intensively they want to learn. They usually have options ranging from a few hours daily to one hour a week. The advantage of these companies is there is high competition among them, resulting in services which are constantly updated and improved. Clients can research companies to find out which are reputable (based on reviews or awards), and from this, they can choose the company which they feel would best suit their needs. Almost every company offers preparation for international language exams. These exams are described in further detail in one chapter of the thesis.

There are usually two types of courses; for individuals and companies. The list of such companies is quite extensive, but there are a few which are well-known among people. Lite (2017, online) states that the language school LITE is based on the LITE method. The LITE method teaches the foreign language in the same manner that the native language is taught. The course mainly focuses on speaking and improving the client's vocabulary so that they are less shy when talking. Grammar, while only taught to a certain extent, aims to help clients in communication.

Another language school is Vyukové centrum Angličtina Praha 9. Praha (2017, online) explains that, the school uses the Callans method. This method is based on the same basic principles as the LITE method, with only a few adjustments.

The company, which is described in detail in the chapter 3, is called Edoo. The company uses quite a unique technique for teaching English. This company teaches English through the phone.

Language certificates

Zkušenu (2017, online) explains that English certificates are necessary because they are often one of the requirements for many jobs. Clients can choose exams according to the level at which they think they are at. People can take the exams during their studies or when working. The client can use special courses which can prepare them for these exams. They are held three times per year - in March, June and December. There are 71 existing exams, and the most famous ones are the Cambridge exams (including FCE and CAE). City & Guilds IESOL and ISESOL are very prestigious as well, but they are no longer available in the Czech Republic. Knowledge of the language is evaluated with six main levels: A1, A2, B1, B2, C1, and C2. These levels are based on a document called CEF (Council of Europe Framework), which is the system of evaluating the knowledge of a foreign language for all main European languages.

Cambridge exams

The webpage Bonmot introduces Cambridge exams. It (2017, online) explains that the Cambridge exams are general exams which are divided into five categories according to their difficulty. The first one KET (Key English Test) is intended for beginners A1- A2. Exam takers should be able to talk about: themselves, their friends, their hobbies or jobs, or about topics such as shopping or travelling. The beginner has to know how to use present simple and continuous. The written form of English requires them to be able to write simple texts about themselves.

The webpage Zkušenu adds next information about exam tests. It (Ibid., online) shows that the knowledge tested in PET (Preliminary English test, level B1) relates to the daily use of the language and ability to communicate in common situations. The clients can write texts about their hobbies and write letters with the use of conditional mood. The third exam, FCE (First Certificate in English, level B2), is the most known exam of Cambridge English. The candidates have to be at an intermediate-level of English and be able to communicate on a better level. They should also be able to write a detailed and clear text from their field. The fourth exam CAE (Certificate in Advanced English) is quite difficult. Candidates who wish to take this exam

should be able to use English for their studies or work. The certificate from the exam enables a client to study at British universities.

Zkušenu (Ibid., online) asserts that the last exam, CPE (Certificate of Proficiency in English, level C2), is the most demanding exam that Cambridge can offer. The highest knowledge of English in every aspect is required to pass it. The certificate from this exam is recognised in almost every institution around the world. Every Cambridge exam consists of a: reading, writing, listening, and speaking portion.

BEC Exams

The webpage Zkušenu introduces BEC exams. It (Ibid., online) explains that the abbreviation BEC stands for Business English Certificate. As the name indicates, the exams test knowledge of the language used in business, services and administration. If candidates work in a company or they need English for business, these exams are the right choice. There are three choices which differ in difficulty.

Zkušenu (Ibid., online) states that BEC PRELIMINARY is for the clients whose level is basic or intermediate. It consists of a: reading, writing, listening and speaking part and four levels evaluate it. BEC VANTAGE is the exam based on B2 level. It consists of the same aspect as BEC PRELIMINARY, and five levels evaluate it. The final, BEC HIGHER, is for clients with experience from the business or administrative sphere. They need to have a very high knowledge of the language at the level C1. The parts of exams and their evaluation is the same as in BEC VANTAGE.

Law English Exams

The webpage Zkušenu introduces Law English exams. It (Ibid., online) asserts, that this exam, called the ILEC (International Legal English Certificate), is useful for candidates who use English with clients from the field of Law. It is recognised by the biggest law associations. Clients have to be either on level B2 or C1. The exam consists of: reading, writing, listening, and speaking. The whole exam is very long and the client should be able to solve tasks at given levels. The maximum number of points which can be earned is 200 and the exam is evaluated by five levels.

Financial English exams

Zkušnou (Ibid., online) explains that the exam ICFE (International Certificate in Financial English) is for anyone who would like to improve their English in the field of finances. It is recommended for financial experts or students who study accountancy or finance. The exam is at the B2 to C1 level. The parts of IFCE, as well as the evaluation, are the same as for the Law English Exams.

State language exams

The last information from the webpage Zkušnou is about State language exams. It (Ibid., online) explains that the exams are held in the Czech Republic in the capital city Prague. Although recognized and respected in the majority of Czech companies, they are unknown abroad, which is a considerable disadvantage. The primary advantage of the exams is their lower costs. Clients receive a certificate for completing a given exam. There are five levels, which range from B1 to C2. All five levels consist of a test and speaking part. Obviously, the difficulty rises with each level.

This type of exams is suitable for anyone who would like to use English for their job but does not have any plans to work abroad.

Appendix 2 - Edoo Questionnaire

Questionnaire

Each of the chosen clients received a questionnaire with twelve questions mapping their experience with English. The last question was sent to them at the end of the research. Two questions have various choices for answers, and the rest of them are open-ended.

Questions are worded as follows:

1. At what age and during what occasion did you encounter the English language for the first time?
2. How long have you been studying the language? (Write how many years, and how much time you had a pause in learning)
3. What private language schools, except for Edoo, have you tried? (number, the length of a course, focus on communication x grammar)
4. Name in how many occupations you have had to use English (how much, during what occasions). In case of students, please write how many lessons of English do you have and describe the approach of these lessons.
5. How long have you been a client of Edoo and on what level of English have you started? What is your progress?
6. How many times a week do you usually do daily Edoo tests after finishing the lesson (every day, every other day, once a week, not at all). Do you usually do practice tests?
7. Do you learn the English language besides Edoo? How does your learning process look like? (The length of learning, type of textbook, type of course (one to one learning, group learning, written x spoken form)).
8. What represents your motivation to improve your level of English? (List all the reasons (FCE exam, personal life- travelling, improving the position in your job, travelling abroad and so on.)
9. State what type of English have you chosen (GENERAL x BUSINESS) and what are your reasons for this choice.
10. Is it suitable for you to provide feedback immediately after you do a mistake or to be given feedback at the end of the lesson?
 - I want to be corrected immediately

- I want feedback at the end of the lesson
- I want a combination of both
- If you prefer another type of feedback, please write it here

11. What topics are most suitable for you?

- Roleplaying topics – participants of conversation get roles, and the conversation approaches a real situation (ex. BOOKING A HOTEL, CLOTHES SHOP, BUYING A TRAIN TICKET)

- Philosophical topics – Topics where you have to state your opinion, and a lector does not interfere with the conversation (ex. BEHAVIOUR, LOVE AND MARRIAGE, BEAUTY)

- Factual topics -- You have to provide factual knowledge (ex. THE CZECH REPUBLIC, ECONOMIC INDICATORS, OUTSOURCING)

- If you are interested in a specific, please state it here

12. How do you think you have improved during January? State in what specific things you feel improvement.

This questionnaire provided valuable data and helped to fill the blank spots in the profile of these subjects. They had the whole month of January to complete the questionnaire. Answers were asked and answered in Czech, but for the purposes of the thesis, the whole content was translated into English. Many answers were only one word, but all the answers were rewritten into the sentences for better understanding.

Appendix 3 – Client A

Topic:

1. Places

The first topic was challenging for the client to understand. She replied with answers utterly unrelated to the questions. Many questions had to be repeated in a different form, and it served no purpose. She tent to answer only with Yes/No question despite being told to respond with the whole sentences. The client seemed somehow distracted not paying attention to the topic.

Table 8 - Client A – Mistakes and Corrections

	Mistakes	Correct mistakes
Past simple	1. I go to the cinema (the answer to the question "So, how did you go there with?")	1. I went to the cinema.
Incorrect/missing verb	1. Now sitting in my bed. 2. I sleeping in the bed.	1. Now I am sitting in my bed. 2. I am sleeping in the bed.
Prepositions	1. sitting in my bed. 2. Ten kilometres of my home. (the answer to the question: Is it 20 kilometres far from your home?)	1. sitting on my bed. 2. Ten kilometres from my home.
Comprehension	Lector: So what interesting places are there near your home and what can you do in those places? Client A: mmmm I (am) sleeping in the bed and looking TV	

	<p>Lector: Is it near your home?</p> <p>Client A: My bedroom.</p> <p>Lector: ehh well so where is the cinema located?</p>
Inability to answer with the whole sentence	<p>Lector: So, who did you go there with?</p> <p>Client A: ummm my parents</p> <p>Lector: Try to answer with the whole sentence.</p> <p>Lector: So what are the main actors? Main stars?</p> <p>Client A: ummm Many stars.</p>
Fluency	<p>When the client did not know what to answer (most of the time), fluency was affected by it negatively. Many pauses between and during sentences were present and also the clients tended to say one word for 3 seconds.</p>

2. Planning a party

The second topic was mainly about the client's attempts to answer the questions with the whole sentences. Simultaneously it was the most significant struggle for her. The client was asked to respond with the complete sentences. She was also confused about how to use past simple and some prepositions correctly. The client seemed to be under stress when she was speaking, and that contributed to the number of mistakes and fluctuating fluency.

Table 9 - Client A – Mistakes and Corrections

	Mistakes	Correct forms
Past simple	<ol style="list-style-type: none"> 1. I don`t go to school because (the answer to the question “What act. Did you do in the school today?) 2. I have a big party... 	<ol style="list-style-type: none"> 1. I didn't go to school 2. I had a big party

	(the answer to the question “Did you have a big party in your house or somewhere else?”)	
Incorrect/missing verb	<ol style="list-style-type: none"> 1. I am cold (the answer to the question “Do you have a cold?”) 2. Yes, I will some decorations (the answer to the question “And what decorations will you buy?”) 	<ol style="list-style-type: none"> 1. I have a cold. 2. Yes, I will buy some decorations.
Prepositions	<ol style="list-style-type: none"> 1. In uhmmm Friday 2. at my ummm my grandma's garden. 	<ol style="list-style-type: none"> 1. On Friday 2. in my grandma's garden
Comprehension	none	
Inability to answer with the whole sentence	<p>Lector: What kind of food and what kind drink? Client A: Fanta and Coca- cola (It takes her a long time) Lector: Let's try again to say it in the whole sentence. Client A: ummm</p> <p>Lector: aha ok. Have you ever had a big party in your house? Client A: ummm no</p>	
Fluency	<p>Fluency was in the spirit of a lot of pauses especially before the client said something. During sentences, the breaks were not distinctive. The biggest problem was the client had to be invited to talk very often.</p>	

3. Post Office

The client was able to understand the majority of questions. The downside was the inability to answer with whole sentences because it remained the same. There were no mistakes past simple wise because the topic was mainly for practising present simple. The prepositions remained a weak point of the client. Only one mistake was made concerning incorrect or missing verbs. The observation showed slight improvements on several fronts.

Table 10 - Client A – Mistakes and Corrections

	Mistakes	Correct forms
Past simple	none	none
Incorrect/missing verb	1. I want umm laying (a) postcard.	1. I want to send a postcard
Prepositions	1. I want to ummm pay by cash 2. of Christmas and at Summer	1. I want to pay in cash 2. At Christmas and in Summer
Comprehension	<p>Lector: Do you want to send your letter somewherE? Client C: umm Lector: Do you understand? Client C: No Lector: Jako jestli chceš někam poslat ten dopis a nebo pohled?</p> <p>Lector: Jako jestli chceš někam poslat ten dopis a nebo pohled? Client C: ummm Lector: Řekni já chci poslat dopis a nebo pohled. Client C: ummmm I...I want umm laying (a) postcard.</p>	

<p>Inability to answer with the whole sentence</p>	<p>Lector: Where do you want to send the letters? To which address? Client C: My grandma ...</p> <p>Lector: Why do you go there? Client C: stamps</p>
<p>Fluency</p>	<p>It was roughly the same as in the previous topics, but there was one improvement. The client was speaking by herself. There was no need for an invitation to the conversation. Interesting was that the client stopped entirely with sound as “ummm” “eehhh”.</p>

5. Sports

During the last final topic, the client was able to construct several correct sentences. The level of comprehension was a little bit better because there was only one moment when the client completely did not know what to answer. The one past simple mistake was probably caused by the absence of practising it during the previous three topics. The bad habit of responding with only Yes/No persisted.

Table 11 - Client A – Mistakes and Corrections

	Mistakes	Correct forms
Past simple	1. on the Italy mountains (the answer to the question “When was the last time when you were skiing?)	1. I was in Italian mountains.
Incorrect/missing verb	1. on the Italy mountains (the answer to the question “When was the last time when you were skiing?)	1. I was in Italian mountains.
Prepositions	1. ummm On the Italy mountains.	1. In Italy mountains.

Comprehension	<p>Client A: I like um watching biathlon. Lector: Why is it important to do sports? ... Why is it important to do sports? Client A: ummm... I ... important... ummm... nevím Lector: Proč je důležité dělat sport? Client: Because... uhmmm ... many friends</p>
Inability to answer with the whole sentence	<p>Lector: When was it ? Client A: ummm three weeks</p> <p>Lector: Do you prefer individual sports or team sports. Client A: teams sports</p>
Improvements:	<p>Lector: What is your favourite sport? Client A: My favourite sport is ummm volleyball.</p> <p>Lector: Do you like any other sport? Winter, summer sport? Client A: I like umm snowboarding and skiing</p>
Fluency	<p>There were no significant improvements from the previous topic except for omitting the sound “eeeehh”. The pauses were slightly shorter too, but it was dependent whether the questions were clear or not.</p>

Answers to the questionnaire:

1. I firstly encountered English in elementary school. The teaching has begun in the third year of school if I am not mistaken.
2. I have been learning English for six years.
3. Edoo is my first private language school which I have tried.
4. I have four lessons in school per a week. It is mainly focused on grammar.
5. I have been a client of Edoo for four months, and I am on a level A1
6. I do Daily tests every day, and I think that I use Edoo system for 100%.
7. Yes, I learn English beyond school preparation. I mainly practice a written form of the language by writing stories on particular topics.
8. The most significant motivation to improve the language is that I would like to work in England one day.
9. I have chosen General because I am not interested in Business.

10. I want to be corrected immediately.
11. Role-playing topics – participants of conversation get roles and conversation approaches the real situation (ex. BOOKING A HOTEL, CLOTHES SHOP, BUYING A TRAIN TICKET)
12. I think I have improved in specific situations. (She did not state in which ones)

Appendix 4 – Client B

Topic:

1. Lack of time

The client well understood the first topic, and she was able to answer the majority of questions. Many questions were advanced regarding grammar (first and second condition), and it was not so easy to answer them. The struggle began when the question was in the conditional mood and had to be rephrased in order the client understood. Other mistakes were in the field of indefinite articles and mostly incorrect verb forms.

Table 12 – Client B – Mistakes and Corrections

	Mistakes	Corrections
Indefinite articles	<ol style="list-style-type: none"> 1. Yes, unfinished project 2. ...give me ummm mark... 	<ol style="list-style-type: none"> 1. Yes, an unfinished project 2.give me a mark...
Incorrect verb forms/unsuitable verb	<ol style="list-style-type: none"> 1. So I will gave you tomorrow. 2. ummm I would gave him 	<ol style="list-style-type: none"> 1. So I will give you tomorrow. 2. I would give him
Unknown vocabulary	<ol style="list-style-type: none"> 1. mark 2. hope 3. deadline 	
Fluency	<p>The client`s B fluency was better compared the client`s A fluency because she was able to more fluent. The pauses were at least shorter by half and “ummm” and “eeeeehmmm” sounds were used mainly in the situations when the client` did not know how to respond.</p>	

2. Stolen Wallet

This topic was also used for the Client E who was on the same level of English. He was more successful than her. There were mainly mistakes concerning incorrect verb forms because it seemed the client was not familiar with past tenses and primarily with second forms of the given

verb. She also did not know the standard vocabulary, which was quite surprising. Overall she responded well to questions and was able to orient and react very well.

Table 13– Client B – Mistakes and Corrections

	Mistakes	Corrections
Indefinite articles	<ol style="list-style-type: none"> we have good teacher he has got ummm black t-shirt 	<ol style="list-style-type: none"> we have a good teacher he has got a black t-shirt
Incorrect verb forms/unsuitable verb	<ol style="list-style-type: none"> I just uh hh loose my wallet. (the answer to the statement “You have to report stolen wallet”. ummm no because I was scary 	<ol style="list-style-type: none"> I just lost my wallet no because I was scared
Unknown vocabulary	<ol style="list-style-type: none"> option stolen wallet 	
Fluency	<p>The client maintained the standard of his fluency, and therefore there was not so much to reproach. Of course, the overall speech could have been stripped of all the pauses and rate of speaking could have been a little bit higher. However, since the client was on the A2 level, fluency was exemplary.</p>	

3. Photography

This topic and the question used in this topic were easier than the previous one, and the client responded with fewer mistakes. Present simple was used without any problems, but the phrase “I like” appeared to be a problem for the client. Some of the new vocabulary, which the client wanted to know, had to be said out loud. There was one sentence where the combination of past simple and present perfect was used, and she used past simple correctly but struggled with present perfect tense. This topic was suitable for the client's level, and it was seen on her improvements.

Table 14 – Client B – Mistakes and Corrections

	Mistakes	Corrections
Indefinite articles	<ol style="list-style-type: none"> 1. umm I have camera 2. I don't have photo album 	<ol style="list-style-type: none"> 1. umm I have a camera 2. I don't have a photo album
Incorrect verb forms/unsuitable verb	<ol style="list-style-type: none"> 1. umm I don't like take... 2. ... I was ummm suprise... 	<ol style="list-style-type: none"> 1. I don't like taking 2. I was surprised...
Unknown vocabulary	<ol style="list-style-type: none"> 1. photoflash 2. scenery 3. snapshot 	
Fluency	<p>The client's fluency was improving. She reacted very fast to every sentence, and she tried to speed up her speech a bit, not at the expense of prolonging her pauses or excessive use of the mentioned sound.</p>	

4. Money

The client struggled with sentences where the conditional mood was used. She used an incorrect verb form or added verb which mustn't have been used. She did not know all vocabulary which was used and connected to this topic. Mainly present simple and future tense will were used both in the questions and answers and the client usually did not do such mistakes during conversations of all the topics.

Table 15 – Client B – Mistakes and Corrections

	Mistakes	Corrections
Indefinite articles	none	none
Incorrect verb forms/unsuitable verb	<ol style="list-style-type: none"> 1. umm... Would will you ehhe lended me the money? 2. I need money to paying the ummm nájem? 	<ol style="list-style-type: none"> 1. Would you lend me the money? 2. I need money to pay the rent

Unknown vocabulary	<ol style="list-style-type: none"> 1. rent 2. starve 3. lend
Fluency	The client had his standard very good fluency.

Questionnaire answers:

1. Firstly, I encountered the English language in English course when I was five years old.
2. I have been learning English for six years.
3. I have tried one private language school called Tapley, where I had three lessons of group learning and one individual lesson during three months. After that, I have started to study at Edo.
4. I have four lessons a week in my elementary school, and it is mainly focused on grammar.
5. I have had lessons for seven months at Edo. I started as A1, and I moved to A2.
6. I haven't done tests lately.
7. I learn written form of English, and I write essays per what we study in school.
8. My only motivation is my parents.
9. I don't even know about various types. I think I have general English
10. I like a combination of both.
11. Factual topics
12. I am no more afraid of English conversation in school.

Appendix 5 – Client C

Topic:

1. Mind, body and health

The first topic was quite a philosophical one, and it appeared to be very difficult for the relatively young client. The conversation started with extensive small-talk, where questions about his test were asked. The client was quick witted with his answers, and he also made a joke during that phase. The structuring of his sentences and opinions was somehow hectic, but he was able to make points for the most part. Only once was he unable to do so. The only noticeable flaws were filler words which he used every time he had difficulties forming a thought.

Table 16 – Client C – Mistakes and Corrections

	Mistakes	Correct form
Indefinite articles	none	none
Incorrect verb forms	none	none
Word fillers	<ol style="list-style-type: none"> ... like ehhh I don't know maybe honest and love and respect and eh It's sad but eh even if this is like that I don't think so that eh like previous century was... we even took eh like eh I don't know. Two days ago big... big test 	<ol style="list-style-type: none"> I don't know maybe honest and love and respect and It's sad but even if this is like that I don't think, the previous century was... We even took a big test two days ago.
Incorrect vocabulary	<ol style="list-style-type: none"> He do homeopathics (meant that he takes them) 	<ol style="list-style-type: none"> He takes homeopathics.
Present perfect	<ol style="list-style-type: none"> I guess because now we have ummm almost everything we desire and eh we forget about basic 	<ol style="list-style-type: none"> I guess because now we have almost everything we desire and we forget about basic things because

	things because everything became uhhhh available ...	everything has become available to...
<p>Fluency: Fluency was best when the client used simple sentences. He paused here and there, but this part of the speech was fluent. Problems arose when longer sentences were used because the longer the sentences, the longer the pauses. Furthermore, many filler words disrupted fluency. All in all, fluency is the area in which the client could use the most improvement.</p>		

3. Possessions

The third topic was not as complicated as the previous two; therefore, the client excelled fluency and grammatically. There were not any problems with sentence structure or grammar. Even the present perfect question was replied without any mistake. The fillers were still used, but not so heavily. The sentences were not so long, as such, the clients focused on the content, grammar and fluency equally. All in all, it was one of the best performances which were in the survey.

Table 17 – Client C – Mistakes and Corrections

	Mistakes	Correct form
Indefinite articles	none	none
Incorrect verb forms	none	none
Word fillers	1. It was, you know, more like a gift,	1. It was, more like a gift,
Incorrect vocabulary	1. In like electrical form. 2. I would like umm replace all electrical devices	1. in like electronic form 2. I would like umm replace all electronic device
Present perfect	none	none

Fluency: Fluency improved because the client`s sentences were not long and ideas were not complex. Once again, fillers caused the client to struggle, and if he had not used them, the fluency would have been better.

4. Poverty

During the opening one minute of the conversation, the client made a few advanced grammatical mistakes; however, the point was clear. The client`s opinions about the topic were well structured, clear and grammatically correct. It seemed that fillers were the most prominent flaws of the speech and the client was unable to get rid of them.

Table 18 – Client C – Mistakes and Corrections

	Mistakes	Correct form
Indefinite articles	none	none
Incorrect verb forms	<ol style="list-style-type: none"> 1. We should write a test. (He was talking about yesterday.) 2. Teacher said that we will be writing two tests (It was in the past) 	<ol style="list-style-type: none"> 1. We should have written a test 2. Teacher said that we would be writing two tests.
Word fillers	<ol style="list-style-type: none"> 1. I was mad, because I was like preparing for it like for 2 hours 2. It's like you know 2 hours wasted for me 	<ol style="list-style-type: none"> 1. I was mad, because I was preparing for 2 hours 2. It's like 2 hours wasted for me.
Incorrect vocabulary	none	none
Present perfect	none	none
<p>Fluency: The pattern of ups and downs of fluency did not change. When the client was using simple and short sentences, the fluency was better. Occasionally, he put a filler in the sentence. The fluency suffers while he was using long sentences. When he was told to try not to use so much filler, the amount of “eeehhhh” and “ummmm” raised.</p>		

5. Privacy

The last topic was about privacy. All the observed criteria improved except one- fillers. The only three mistakes were done concerning the use of a non-existing word, incorrect verb form (see the chart below) and missed an indefinite article. The correct verb forms were used in elaborate questions. The filler part was still there not even slightly improved. This criterion needs to be heavily practised if the client wants to become C1.

Table 19 – Client C – Mistakes and Corrections

	Mistakes	Correct form
Indefinite articles	1. I could have, you know get better mark,	1. I could have got, you know, a better mark
Incorrect verb forms	1. I could have, you know get better mark,	1. I could have got a better mark
Word fillers	1. I could have, you know get better mark 2. you know , on my like certificate,	1. I could have got better mark 2. on my certificate
Incorrect vocabulary	1. curriculumstances, may prevent you...	1. circumstances may prevent you...
Present perfect	none	none
Improvements	1. Correct verb forms: ... may prevent you from having a privacy if you don't have umm a place for a privacy to be developed	
<p>Fluency: The pattern of ups and downs in fluency did not change. When the client was using simple and short sentences, fluency was better. Occasionally, he used a filler in the sentence. Fluency suffered while using long sentences. When he was told not to use fillers, the amount of “eeehhhh” and “ummmm” increased.</p>		

Questionnaire answers:

1. I met with English during my elementary school years

2. It has been 10 years in September. I learn continuously by using Edoo and watching movies in English
3. I participated a conversational class which lasted the whole year in the fourth grade
4. With a few exceptions I have always had English classes fourth time per week. The learning of English in these classes is mainly about learning nonsense phrases by heart, which is presented with German-Russian accent. Our teacher seems to feel not comfortable and we as students have conversation two time per month That is why I have chosen to try Edoo. It is much better with it, but if someone say lessons of English it gives me a very bad feeling.
5. I have been a client of Edoo for about 2 years. From B2 to I moved to B2+.
6. I am really not good at it. Most of the time I forget about the daily tests or it is useless since I already know presented words.
7. The most favourite type of learning the language is watching movies or playing video games. I write down all words from movies and games to an electronic document. I sometimes chat with my "internet friends". I also learn English in readiness for school (mainly learning new vocabulary) with a textbook called New Headway Fourth Edition Intermediate Student's Book.
8. I want to understand the world. I would like to watch movies before they arrive at our cinemas. Father has a he-cousin who speaks Czech, but during communication with father's cousin's son and wife, English is necessary.
9. I have chosen General English because it suits me more than Business one.
10. I want to be corrected immediately.
11. Role-playing topics – participants of conversation get roles and conversation approaches the real situation (ex. BOOKING A HOTEL, CLOTHES SHOP, BUYING A TRAIN TICKET)
12. I would say that I have been stagnating. I can see a slight improvement in listening and my word-stock.

Appendix 6 – Client D

Topic:

1. Neighbour

Throughout the conversation about this topic, the client's biggest struggle was the inability to structure past simple correctly. Another problem was lack of vocabulary, which caused mistakes in syntax. Many questions had to be repeated, and some of them even translated to Czech for the client to understand. Comprehension was not on a reasonable level, and she was often speaking Czech. When she did not know how to end or start sentences, she also spoke in Czech.

Table 20 – Client D – Mistakes and Corrections

	Mistakes	Correct forms
Syntax	<ol style="list-style-type: none"> ehhbm I don't know who is this word means? because build he is a this house where live we two years ago 	<ol style="list-style-type: none"> I don't know what this word means. because he built this house where we lived two years ago
Indefinite articles	<ol style="list-style-type: none"> He had big problem every room in ... in house and 	<ol style="list-style-type: none"> He had a big problem every room in ... in a house and
Unknown vocabulary:	<ol style="list-style-type: none"> obey smartass ridiculous 	
Comprehension	<p>Lector: Do you understand the word „Neighbour“?</p> <p>Client C: ehbm I don't know who is this word means?</p> <p>Lector: So did you have an argument with him?</p> <p>Client C: Jako jestli jsem měla umm počkej ted' nevím co uplně umm nevím jesi jsem mu nějak oponovala?</p>	
<p>Fluency: When the client knew what to say and how to say it, fluency was good without any pauses. When the client did not know anything she stopped speaking English and</p>		

started speaking Czech. Fluency was either quite good or non-existent.

2. Entertainment

The second topic was quite difficult for the client because she was not able to understand some of the questions. It was not only her fault, because the questions should have been more straightforward concerning grammar. At the same time, she could understand the rest of the questions, but she still ensured that she understood correctly by repeating the questions in Czech; therefore, comprehension was the worst aspect.

Table 21 – Client D – Mistakes and Corrections

	Mistakes	Correct forms
Syntax	<ol style="list-style-type: none"> 1. We go don't in cinema or sports 2. ...no because they umm at my home come (an answer to a question: Would you go to the cinema with your friend?) 	<ol style="list-style-type: none"> 1. We don't go to the cinema or play sports 2. no because they would come to my home
Indefinite articles	<ol style="list-style-type: none"> 1. cup of tea 2. cup of coffee 	<ol style="list-style-type: none"> 1. a cup of tea 2. a cup of coffee
Unknown vocabulary:	<ol style="list-style-type: none"> 1. unexpectedly 2. entertainment 3. to choose 	
Comprehension	<p>Lector: ...let's move on and talk about the topic and it is about entertainment, ok?</p> <p>Client C: Client C: ummm Can you translate (it) please?</p> <p>Lector: Imagine you are home and you hear the bell ring. Your friends are in front of your doors and they want to visit you. You are not expecting them. What would you do?</p> <p>Client C: Jakože nechci aby šli dál?</p>	

<p>Fluency: Due to lack of understanding of many questions, the client's fluency contended with many problems. There were numerous pauses, and in the end, it was necessary to translate the questions in order for the client to understand. When a pause occurred in the middle of a sentence, the client usually stopped trying and started to speak Czech.</p>	

4. Changes

Firstly, this topic is not suitable for level A2. The necessary grammatical and vocabulary knowledge far exceeded the client's ability. All of the shortcomings were back -- the client's frequent use of Czech every time she did not know the answer or did not understand a question. She did not even understand the name of the topic. Syntax was out of place. The positive side was that she learned conditional mood during this lesson. Other than that, it was a setback not caused by the client.

Table 22 – Client D – Mistakes and Corrections

	Mistakes	Corrections
Syntax	<ol style="list-style-type: none"> 1. Absolutely not, I will won't would not change my friends 2. I have umm would choreography study 	<ol style="list-style-type: none"> 1. Absolutely not. I would not change my friends. 2. I would study choreography
Indefinite articles	<ol style="list-style-type: none"> 1. In future ummm I want ehheh dream job 2. I will...would like to have car. 	<ol style="list-style-type: none"> 1. In future I want a dream job 2. I will...would like to have a car.
Unknown vocabulary:	<ol style="list-style-type: none"> 1. Change 2. Continue 3. Field 	
Comprehension	<p>Lector: Today's topic is about changes. Client C: Chang...ummm co to je?</p>	

	<p>Lector: CHANGES Client C: umm jo, změny</p> <p>Lector: If you could change one thing in your past, what would that be? Client C: Joo? jakože si mám představit, že by se mi změnil test?</p> <p>Lector: Do you know what the word “past” means? umm. past, past simple Client C: Yes, yes. Lector: What would you change about the past? Client C: umm I ... umm jako, že bych pokračovala se studiem na VŠ ?</p>
<p>Fluency: It was quite difficult to measure any signs of fluency because the client was repeatedly asking questions in Czech and did not know what to say in the first place. When she knew what to say, it came along with lots of filler words and sounds. A significant decline could be seen in this conversation.</p>	

5. How long have you done various things?

The last topic was focused on another problematic grammatical aspect which was Present Perfect. It was the first time the client heard about Present Perfect. Explanations of what present perfect is, in Czech, took place in various stages of conversation. The client was able to learn it quickly and practised without any mistakes in the end. There were only a few mistakes concerning this specific grammatical criterion; however, she often used the Czech language despite being advised not to.

Table 23 – Client D – Mistakes and Corrections

	Mistakes	Corrections
Syntax	<ol style="list-style-type: none"> 1. I have lived ummm umm for my born in Czech Republic ? 2. Because move we to umm for a three umm patro ? floor umm floor the same house 	<ol style="list-style-type: none"> 1. I have lived in the Czech Republic since my birth. 2. Because we moved to the third floor of the same house

Indefinite articles	none	none
Unknown vocabulary	1. move 2. various 3. floor	
Interaction	<p>Lector: The topic for today is called: How long have you done various things?</p> <p>Client C: umm Můžeš mi to prosím přeložit?</p> <p>Lector: Are you familiar with present perfect tense? umm setkala ses někdy předpřítomným časem prostým?</p> <p>Client C: umm asi ne</p> <p>Lector: two months?... two months only?</p> <p>Client C: Nebo měsíc teda... because umm, my jsme se přestěhovali umm a přestěhovat se?</p>	
Fluency	The client learnt how to make present perfect sentences quickly, and it positively influenced fluency. Pauses and filler words were few. Again, when unsure of what to say, she resorted to Czech.	

Questionnaire answers:

1. I encountered English in the fourth year.
2. I have been learning English for eleven years in elementary and high school where I am studying the third year.
3. I tried four hours in a private language school called Tapley before Edo.
4. I have English lessons four times a week mainly focused on grammar. I also use it in my part-time job as a secretary.
5. I have been a client of Edo for four months. I am on a level A2 and keep improving on that level.
6. I think I use Edo system for sixty percent. I cannot manage daily tests because either of a lack of time or due to technical problems (tests stop working, and it usually happens in the evening). Sometimes I forget to make it.

7. I used individual teaching alongside with Edo. This combination was useful regarding understanding and practising grammar in a spoken form, but mainly in a written form.
8. The most significant motivation for improving my English is to get a perspective job where I can have a career. I want to be able to speak fluently while travelling abroad and be able to watch movies or read English literature without a problem.
9. I have chosen General English because I need to improve my English in all aspects before starting a Business type.
10. I want to be corrected immediately.
11. Role-playing topics – participants of conversation get roles and conversation approaches the real situation (ex. BOOKING A HOTEL, CLOTHES SHOP, BUYING A TRAIN TICKET)
12. I have been trying to learn word order of English sentence. I tend to construct English sentences according to a Czech pattern. Due to this issue, I am lost in English grammar. I have a feeling that it has been improved thanks to a daily conversation at Edo.

Appendix 7 – Client E

Topic

1. At the doctors

During the conversation, the client seemed very hectic, because he was rumbling very often. Many of his answers did not make any sense. Only with a lot of imagination the sentences meant something. Since he was on the level A2, he made expected mistakes regarding indefinite articles and prepositions. In some of the phrases, several verbs were missing. The last problem was word order which was jumbled up sometimes.

Table 24 – Client E – Mistakes and Corrections

	Mistakes	Corrections
Indefinite articles	<ol style="list-style-type: none"> ...on the way in car... ...work in medical field... 	<ol style="list-style-type: none"> on the way in a car. ... work in a medical field...
Prepositions	<ol style="list-style-type: none"> ...allergy on...dust ...my blood than on other people... 	<ol style="list-style-type: none"> ...allergy to dust ...my blood than for other people
Incorrect verb/ verb form	<ol style="list-style-type: none"> Probably I ... I... I eat something so wrong. (talking about yesterday) Do you repeat it? 	<ol style="list-style-type: none"> Probably I ate something wrong Can you repeat it?
Word order	<ol style="list-style-type: none"> when I am in some area where is uhhh lot of dust. I am every day at the doctors. 	<ol style="list-style-type: none"> when I am in some area where lot of dust is. I am at the doctors every day.
Fluency	The speech consisted a lot of rumbling, stuttering and lot of pauses. On the other hand, the client was willing to talk and was very interested in conversation. Despite it, fluency was	

	below average.
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2. Last time

The topic was focused mainly on practising past tense, and the majority of question which were asked were in past simple. The most significant progress was the client did not make a single mistake word order vice. Sometimes he did not know some words, and also he made several mistakes regarding incorrect verb/ verb forms as you can see in the chart. The answer did make sense, and almost every answer was understood.

Table 25 – Client E – Mistakes and Corrections

	Mistakes	Corrections
Indefinite articles	none	none
Prepositions	<ol style="list-style-type: none"> 1. umm party on the hotel 2. ... in USA ehhhh on the beginning of 	<ol style="list-style-type: none"> 1. umm party in the hotel 2. ... in USA ehhh at the beginning of
Incorrect verb/ verb form	<ol style="list-style-type: none"> 1. ... so I have to ehhh send postcards (the answer to the question “When was the last time you wrote a letter or the postcard?” 2. ...I am lost the signal... 	<ol style="list-style-type: none"> 1. so I had to send postcards 2. ...I lost the signal...
Word order	none	none
Fluency	<p>The client was different from others in a sense that when he did not know how to continue with sentences, he said some words three or even four times before he continued. It was a strange substitution for sounds “eeeehh” “ummmm”, and fluency was a bit off because of that.</p>	

3. Giving advice

The conversation started with one of the usual mistakes of the client. He struggled with word order when he wanted to say something about his journey to work. There were some expected article mistakes which, despite correcting the client every time, seemed unable to disappear. Considerable success was that the client did not make single mistake preposition vice. On the other hand, he struggled with the first conditional and using correct verb forms after prepositions All in all not so much of a progress.

Table 26 – Client E – Mistakes and Corrections

	Mistakes	Corrections
Indefinite articles	<ol style="list-style-type: none"> 1. It is bad option 2. You can ummm use finding chip 	<ol style="list-style-type: none"> 1. It is a bad option 2. You can ummm use a finding chip
Prepositions	none	none
Incorrect verb/ verb form	<ol style="list-style-type: none"> 1. ...your children will be more eeh ... repeated you. 2. install umm device for open the door 	<ol style="list-style-type: none"> 1. ...your children will repeat after you more. 2. install umm device for opening the door
Word order	<ol style="list-style-type: none"> 1. I have go to in my plan ummm go.. go work by car because ummm I am 2. Maybe.. maybe.. can you.. can you wake up early. (Making a statement , not a question) 	<ol style="list-style-type: none"> 1. My plan is that I have to go to work by car because I am... 2. Maybe, you can wake up early.
Fluency	<p>The first noticeable difference was that the sound “eeeehhh” “ummmm” appeared once again in the client's speech. On the other hand, the repetition of the same words at the beginning of sentences remained. These two aspects altogether made a negative impact on fluency.</p>	

5. Clothes shop

Constant improvement from the previous topic was the client knew how to structure sentences. Any mistake concerning word order was not made. The prepositions were put in all the right places. And there was only one mistake concerning incorrect verb or verb form. The persisting problem was with indefinite articles. He was even able to use conditional mood correctly. The biggest step back was level of fluency. All in all, this client made the biggest improvement from the whole survey.

Table 27– Client E – Mistakes and Corrections

	Mistakes	Corrections
Indefinite articles	<ol style="list-style-type: none"> ... I would need ummm tie and ... for this suit and umm shirt. 	<ol style="list-style-type: none"> I would need a tie. for this suit and a shirt.
Prepositions	none	none
Incorrect verb/ verb form	<ol style="list-style-type: none"> umm I... it will be good to (the answer to the question “How much would you like to pay for the suit?”) 	<ol style="list-style-type: none"> It would be good to
Word order	none	none
Fluency	<p>The last conversation concerning fluency was a bit of a letdown because the client returned to his bad habits of repeating the same words for three or four times. The sounds `eeehhh` and `ummm` somehow returned. All in all, fluency was slightly improved since the research begun.</p>	

Questionnaire

- At the age of twenty when I studied a private language school during preparation for a university.
- I have been studying the language for eight years with a two years pause.

3. I attended a private language school Třebíč for one and half a year (1,5 hour per week), English House Třebíč (1,5 hour per week), ten days course of Multilingual Choceň, private lesson of English (2 times a month).
4. I have had to use English in these occupations: Technician of medical service, technical support via phone, technical training abroad.
5. I have been a client of Edoos for seven months. I started on the A1 level, and currently, I am on the A2 level.
6. I think I use Edoos system for 90% and I usually do my daily tests four times a week.
7. Yes, I do. I have private lessons of English where is me and one more student and one lecturer. It is focused mainly on a spoken form. Because of my busy working schedule, I have these lessons only two times per month. Other than that I have to use English at work, and it is the best learning.
8. My motivation is to improve my communication skills because I need to communicate with our suppliers. I need to improve it also because I love travelling and be able to speak English fluently is a must.
9. I have chosen general, and I like a technical type of English.
10. I want to be corrected immediately.
11. Role-playing topics – participants of conversation get roles and conversation approaches the real situation (ex. BOOKING A HOTEL, CLOTHES SHOP, BUYING A TRAIN TICKET).
12. My improvement is in enhances self-confidence in a conversation and understanding speakers.

Appendix 8 – Client F

Topic

1. Family

The conversation, concerning this topic, was rife with mistakes both from a grammatical and fluency perspective. Naturally, these mistakes were expected because it was the client's first lesson and he had trouble expressing himself. The client was confused, and it was difficult for him to begin the conversation. He frequently stuttered, especially at the beginning of the conversation. Although the questions were not particularly challenging (and structured for an A2 level), they still had to be repeated multiple times for him to understand what was being asked. He struggled primarily with sentence construction and word order; additionally, he had problems putting articles in the proper places.

Table 28 – Client F – Mistakes and Corrections

	Mistakes	Correct form
Definite articles	<ol style="list-style-type: none">1. we have same opinions2. only closest member	<ol style="list-style-type: none">1. we have the same opinions2. only the closest member
Indefinite article	<ol style="list-style-type: none">1. I have problem with ...2. I have plan3. I have younger brother4. four times week5. I have niece	<ol style="list-style-type: none">1. I stay in an office.2. I work in a small company3. I have a younger brother4. four times a week5. I have a niece

Syntax	<ol style="list-style-type: none"> 1. ehhhhh is to have younger brother and umm I have friends, wewe've together.... All eh hh ...uhhhh we mmmmmmm near my grandmother and grandfather and ummmm 2. uhhhh sometimes it's private, but it's uhhhhh for example forty, sixty that is in the restaurant, It's bigg 3. My parents I visit everyday 	<ol style="list-style-type: none"> 1. I have a younger brother and I have friends. We live together near my grandmother and grandfather. 2. Sometimes it's private, but it is for 40 or 60 people in the restaurant. It is a bigger event. 3. I visit my parent every day.
Verb form/conjugation	<ol style="list-style-type: none"> 1. I have a problem with wake up 2. I don't know maybe but younger brother 3. I going to Brno 	<ol style="list-style-type: none"> 1. I have a problem with waking up 2. I don't know maybe but the/my younger brother 3. I am going to Brno
Present simple	none	none
Fluency: Lot of stuttering, many pauses during and between sentences. Poor fluency lead to many mistakes concerning word order.		

2. Job

The client performed significantly better during the second conversation recorded, which a week after the first conversation was. Unlike with the very first conversation, the client did not struggle at the beginning. His syntax improved and he made fewer mistakes constructing sentences correctly. He stagnated regarding articles and made the same mistakes again. He used incorrect vocabulary twice. There can be seen significant progress in some regions of grammar.

Table 29 – Client F – Mistakes and Corrections

	Mistakes	Correct form
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Definite articles	none	none
Indefinite article	6. I stay in office 7. I work in small company.	6. I stay in an office. 7. I work in a small company
Syntax	4. In the morning? I go to work I I have breakfast and coffee time, then I uhhh....with email and I.... I look on my..... phone for day or weeks. I going roughly have seven clocks.	4. In the morning? I go to work and I have breakfast and coffee time, then I send emails and look on my phone twice a day. I go to work roughly at 7 o'clock.
Verb form/conjugation	4. I am fine, I ... get up early and I ... (an answer to a question how are you today)	4. I am fine, I got up early and I ... 5.
Present simple	1. I working in Civil engineering (Tell me something about your job.)	1. I work in Civil engineering.
Fluency: The biggest weakness of this client, because he apparently was under pressure every time he had to speak. A lot of stammering and pauses during sentences. The bright side was that he despite doing pauses was able to maintain correct grammar.		

3. Way to work

He provided intelligent answers, where the word order was correct. Only one mistake was about it, and it was the most noticeable improvement above them all. Little mistakes concerning mixing present simple and continuous occurred. He used more complex sentences than in the previous topics. The mistakes concerning articles still occurred despite him being corrected in the earlier topics.

	Mistakes	Correct form
Definite articles	1. It is same. 2. It's most comfortable	1. It is the same. 2. It's the most comfortable

Indefinite article	8. I stay in office 9. I have plan	8. I stay in an office. 9. I have a plan
Syntax	5. Because we go with colleagues to (have)/ the beer to the pub that I not got by car but by train or bus.	5. We go to have a beer with my colleagues to the pub therefore I do do not go by a car, but or by train or bus.
Verb form/conjugation	5. It's quicker than use bus.	6. It's quicker than using a bus.
Present simple	2. I am usually go to 3. Sometimes I am go by car	2. I usually go to 3. Sometimes I go by a car
Fluency: During the third week, the client`s fluency had tendencies to rise, because he was able to discuss without significant pauses or stammering.		

4. Weekend

The overall improvement of the client was visible during the discussion about this topic. The syntax was significantly improved, and there was only one mistake concerning syntax (see the chart down below. Even articles were put in the right places. Once a question had to be repeated, and there was only one mistake concerning prepositions. He used an incorrect word “open space” sports instead of “outdoor” ones. There is added line “IMPROVEMENTS” in the chart. There you can see the client` correct sentences.

Table 30 – Client F – Mistakes and Corrections

	Mistakes	Correct form
Definite articles	none	none
Indefinite articles	none	none
Syntax	1. ehhhhh on our garden go some uhmmm some potatoes ummmm some five tree of applehhhhh	1. I have some potatoes and five apple trees in the garden.

Verb form/conjugation	1. go to shopping	1. go shopping
Present simple	1. and I playing sport ... (a partial answer to a question: How do you usually spend your weekends?)	1. and I play sports
<p>Fluency: The fluency changed in a way. Every time a question was asked the client had a pause before he answered. The conversation as a whole was affected in a negative way fluency wise. But the positive side was there were no pauses during individual sentences.</p>		
<p>Improvements: · Definite articles: In the garden, in the garden and house. Present Simple tense: I go out with friends or I do some sports like jogging, football. I work in the garden. I, yes, sometimes I read a book. On Saturday sometimes I go...</p>		

Questionnaire:

1. I first encountered the English language in the third grade.
2. I have been learning English for eight years, and I had pause for two years during that time.
3. I attended a language school called Helen Doron between 6- 12 years of my age. I had private lector once per week for two years. During that time, I was preparing for exams. After that, I had one and half a year break. Currently, I am a client of Edoo.
4. I don't use English in my job at all.
5. I have been a client of Edoo for 4 months, and I am on level A1 currently.
6. I have been doing Daily tests approximately four times a week.
7. I don't learn English anywhere else than at Edoo.
8. I want to improve my English because I would like to be able to have a conversation in English with local people when I am abroad.
9. I have chosen General English because it is more suitable travelling purposes.
10. I like a combination of both.
11. Factual Topics

12. I have forced myself to speak English, and I can already see improvements. (He did not state what improvements.)

Appendix 9 - 9th Class- Lesson plan 1

1. Activity

Discussion - Meaningful practice: The students ask a volunteer and he/she cannot use Yes/No answers.

4. Activity

Group work – Mechanical Drills – Surveys: The students are given 5 questions and they have to answer grammatically correct.

Time	Activity	Comments
12 min	<p>1. Activity: Students get up and greet me. A quick conversation task: a volunteer is in front of the class, and other students ask him questions, with the aim of eliciting the answers 'yes' or 'no'. A volunteer must answer truthfully without these words (He/ She can use answers such as 'I did' or 'She does not'. If he/she uses forbidden words he/she is 'out', and another volunteer is chosen.) The time limit is one minute if a volunteer does not say 'yes' or 'no', he/she wins.</p> <p>2. Activity p. 74, ex. 1, Textbook -first picture - divide roles and read it - second picture - choose one student and he/she reads one sentence, all students repeat after him</p>	Project Students book 4
12 min	<p>3. Activity p. 74 ex.2, Students book</p> <ul style="list-style-type: none"> • Divide students into groups of 3 • Give 5 questions from the exercise to the groups • 3 minutes for each question • students answer in two or three sentences (grammatically correct) if they do not know, ask other groups <p>p. 75. ex. 3 b, c</p>	Project Students book 4
12 min	<p>4. Activity Ask the students how the lesson was divided and what basic activities were done. They should write their ideas on the interactive board. I indicate one of those activities and ask them what they get from it. I ask them if they felt it could have been improved as an activity. Students also should say if the learning points need more work in future lessons. If one student makes a point, check with the class to find if they share the same view.</p> <p>5. Activity p. 60. ex. 1. HW, Workbook 2. HW - Every group teaches dialogues from p. 74 ex. 1. Students book - they choose only one picture</p>	Project Work book 4

3 min		
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Commentary:

1. Activity (first research question was applied):

During the first activity, grammar was the main aspect which was observed. It is said at the beginning of this chapter that the 9th grade is below average concerning the English language. An attempt to explain the first activity in English stopped after 1 minute. After a Czech explanation, many students answered with forbidden words (“yes” or “no”) and many of them ended very soon. The main mistakes were that they responded in present simple not past simple. Most of the time, questions were incorrect regarding word order. The students simply did not think about it. The corrections were made immediately when a mistake occurred, but it was not helpful. Therefore, the basic pattern of questions and answers in past simple was written on the interactive board. After that, it was slightly better. Overall, this activity showed that they had big gaps of knowledge in basic tenses (present and past simple) and sentence structures.

2. Activity (first and second questions were applied)

Fluency and grammar were observed during this activity. The main problem was that they did not know all the words from the article because, at that time, they had not written a vocabulary test. They were given 3 minutes for each question, and it was not sufficient. When they were asked, they did not have the answers yet. Almost every time a response was prepared, it consisted of an incorrect tense (past x simple x present perfect). Fluency suffered because they were searching for an unknown vocabulary; therefore, they often stopped during sentences for a couple of seconds. The processes of creating the answers were arduous to check because the checking part consisted of going from group to group, which was time-consuming. A combination of limited time, pressure and unknown vocabulary had a negative impact on both accuracy and fluency.

3. Answer to the third question:

The best activity was the warm-up. Despite the students making many grammar mistakes, they were motivated enough and eager to be involved in the action. The entertainment and engagement level was high. Even during the activity, an improvement of accuracy, regarding grammar was fulfilled by writing patterns of an answer and question on the interactive board. The students became accurate, and it raised their excitement levels. It was a rather easy activity with

simple questions and answers, and it was exactly what they needed for improving these two discussed aspects.

4. Answer to the fourth question:

Student with good school results:

He liked the process of the lesson except for group reading, which was unusual and unnecessarily long by his words. He liked the group activity because he liked the interaction with the other students. He also enjoyed the group activity because he could be creative while thinking up the answers. He was finally able to understand word order of sentences and questions in the present and past tense. He thought that the grammar and new words from the article could be used in day to day conversations in English.

Student with bad school result:

She told me that she had not liked anything about the lesson. She did not understand the activities, and she made many mistakes. Both the excellent and poor student disliked the group reading. The poor student found it exceptionally dull. She did not have basic knowledge of present or past simple and, in that sense, the lesson was useless for her.

Appendix 10 – 9th Class - Lesson plan 3

1. Activity:

Discussion – Mechanical Drills: Students practice the regular/irregular verbs and their forms.

2. Activity

Pair work- Mechanical Drills – Survey: Students ask and answer in pairs + listening.

Time	Activity	Comments
15 min	<p>Based on: http://blog.esllibrary.com/2015/02/26/5-fun-activities-for-irregular-verbs/</p> <p>1. Activity</p> <ul style="list-style-type: none"> • Tear up paper for 6 parts • Write topics on each of them (Wake up, Clothing, Activities, Food, People, Bed time, People, Weather, Location) • Put “cards” into little box. • Tell students to think about yesterday • Choose one student to pick one “card” • He/she reads out loud a word on that paper • Student makes a question in the past tense and ask another student • If a student does not know the answer, the rest of the class screams IRREGULAR/REGULAR and a correct verb • Student then tells a grammatically correct answer • Card is returned to box and every student has to ask and answer questions • When all class does not know a verb and its second form, write it on the blackboard 	internet
15 min	<p>2. Activity</p> <p><u>p. 75 ex. 6. Students book</u></p> <ul style="list-style-type: none"> • Students make pairs • They read instructions • One student asks and the other one answers • They switch roles <p><u>p. 75. ex. 8 Students book</u></p> <ul style="list-style-type: none"> • They read it as a class • Don't correct their pronunciation • Play the listening and they complete the exercise • Choose one student and check their answers • When a student does not know, another student who knows say the answer 	Project Students book 4 Project Students book 4
10 min	<p>3. Activity</p> <p><u>p. 61. ex. 4</u></p> <ul style="list-style-type: none"> • If time is still left they can do that in school • Or as HW 	Project Work book 4 Project Work book 4

5 min	<u>HW</u> <u>p. 61. ex. 5</u>	
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Commentary:

1. Activity (First and second question were applied)

The first activity was a big success, especially for the students more skilled in English. It was a significant challenge for them as well as entertainment. The students who were not so experienced had difficulty to make questions correctly, and they did not have basic word stock. The most significant problem concerning accuracy was issues with a word order of a question. Once they were told the first and sometimes the second word, they created it correctly.

Fluency was a little bit worse because when they were in front of the blackboard, they did not want to speak (either because they had stage fright or because of lack of grammatical knowledge); therefore, they very often stammered and forgot tenses. This activity culminated when the game was sped up. They tried to make ten correct questions and answers in one minute time, but they failed.

2. Activity (First and second question were applied)

Accuracy during that activity was with a varying degree of success because the students were working in pairs and there was limited checking process. The good students were speaking English on a reasonable level, and the other ones were not speaking English at all. Some mistakes (word order, prepositions) were corrected. The level of fluency was the same case as accuracy; it varied from pair to pair. One pair's fluency was tremendous, and another pair's fluency was non-existent since they were silent.

3. Answer to the third question:

The best activity is not listed as a communicative one. It was meant as an activity to practice pronunciation; however, it was by far the best activity. Pronunciation is usually a big problem for the students because they do not have any practice in daily life.

Among communicative activities, the warm-up was better than the second activity where group work was involved. Both accuracy and fluency were on a higher level despite the students having stage fright and lack of knowledge. It was a frontal type of an activity, where the students

were under particular pressure because they had to speak in front of the class. Another aspect was that it was structured as a game with a possible reward.

4. Answer to the fourth questions

Student with good school results:

The best activity was the first one with creating the questions. The reasons for her choice were a lot of excitement, competitiveness and a promise of reward. She liked how the whole class shouted “REGULAR or IRREGULAR” and the quick pace of this activity. She did not like when students needed a long-time to express themselves. She was a little bit bored with the second activity too.

Student with bad school results

The best activity was working with headphones. He liked listening and revision. The first activity was the worst one, in his case, because he had to speak in front of his schoolmates.

Appendix 11 - 8th Class - Lesson plan 2

1. Activity

Discussion – Meaningful practice: – The students have to speak about one topic for 1 minute.

4. Activity

Discussion – Reading aloud/ Meaningful practice: Pantomime based activity; practicing present continuous

5. Activity

Discussion – Mechanical drill: Very quick conversation, where the students have to answer several questions

Time	Activity	Comments
10 min	<p>Based on: http://www.myspeechclass.com/good-2-minute-speech-topics-for-students.html Game - Talk for one minute</p> <p>1. Activity Pupils will go one by one to the board, and they will choose a number (each number serves for one topic), then they have a while for thinking about the topic and then they have to talk about the topic for one minute</p> <ul style="list-style-type: none"> • Topics are like hobbies, family, my best friend, food, fashion, animals, holiday, cars, school, English, computers, Facebook, mobile phones, Summer, Winter, Christmas and so on.... 	internet
5 min	<p>2. Activity <u>p.4. ex. 1. Students book</u> Article UNUSUAL DAY -each student reads one sentence out loud and translates immediately - correct bad pronunciation and translation if needed - listening - students in pairs decide about an answer -pick three students and they ask another student - ask students to answer with the whole sentence and if they don't</p>	Project 4 Students book
3 min	<p>know, the class helps them</p> <p>3. activity</p> <ul style="list-style-type: none"> • Ask students what two present tenses we have • Go over these two tenses • A couple of students say examples 	
10 min	<p>4. activity</p> <ul style="list-style-type: none"> • classic game for present continuous • pick one student who makes pantomime 	

5 min	<ul style="list-style-type: none"> student who raises his/her hand and says correctly what student who does pantomime do, replace him/her 	Project 4 Students book
8- 10 min	<p><u>p.5 ex. 3a, Students book</u></p> <ul style="list-style-type: none"> after filling up an exercise, pick two students evaluate their pronunciation _ <p>5. activity</p> <p><u>p.5. ex. 4, Students book</u></p> <ul style="list-style-type: none"> During their writing, write these verbs on the blackboard but use them in sentences Questions: 1. What do you want? What have you got? What do you think? How do you look? What do you like? What do you love? What do you need? After finishing the exercise tell them, that there are questions written on the blackboard After turning the blackboard, immediately pick a student who answers with the whole sentences without any preparation 	Project 4 Students book
5 min	<p>6. Activity</p> <p><u>p.5 ex. 5a, Students book</u></p> <ul style="list-style-type: none"> Fill it Listening Check it 	Project 4 Students book

Commentary:

1. Activity (First and second question were applied)

First, they did not want to play it, because the notion of speaking about a particular topic in front of the rest of students was frightening. After a lot of persuasions and the mention that they could receive an A if they were good enough, they decided to participate.

The topics were basic, and if the class had been better, the activity would have been much more successful. During speaking itself, mistakes ranged from the incorrect use of tenses and prepositions to wrong word order and inability to structure sentences. Accuracy was on a low level because of all the mistakes.

Fluency was side by side with accuracy, and it was somewhat non-existent because the majority of students had to be told almost every word in a sentence. Despite showing them a correct structure of a sentence, they were stammering, trying to recall vocabulary and grammar. Due to terrible continuous results, the time limit was reduced from 1 minute to 30 seconds. The third thing was that the entertainment level was low because the activity itself was somewhat stressful.

2. Activity (First and second question were applied)

The second activity was slightly better because of the pantomime aspect. The students were somewhat excited because of the activity exciting and funny. The most prominent mistake was the omission of auxiliary verbs (Mark playing the guitar, Alena write a book, Lukáš swimming, and so on.). After writing the basic pattern of present continuous on the interactive board, the situation got better. Accuracy, in that sense, was higher than in the first activity.

The helpful thing was that, due to their limited knowledge, they chose verbs which were simple (playing, swimming, skiing, trying, writing, reading, and so on.); therefore, fluency was much better than accuracy. The guessing and answering part was quick because the students immediately knew the activity which was performed.

5. Activity (Second question was applied)

Only fluency was observed in the activity. The outcome was not satisfactory because when the students did not have any time for preparation. They were unable to speak fluently. There were lots of pauses and they were unable to construct full sentences. Only two students could answer without any serious problem, but even they paused unnecessarily (at times) and sometimes made minor grammatical errors. All in all, there were only two performances where fluency was on a standard level.

1. Answer to the third question:

The best activity was the fourth one. It was an improvisation of present continuous when pantomime happened. Fluency and accuracy were at the highest level from all the listed activities, because of very basic used vocabulary and only one piece of grammar. The written pattern of present continuous greatly helped the students.

On the other hand, the first activity revealed many mistakes and self-reflection, when students had to speak in front of the class. Only seven students did that, and good students were only 3 of them, and these were the best in the whole class.

2. Answer to fourth questions:

Student with good results:

She liked the first and the fourth communication activities which were fun; entertaining and she got an A. She would have liked the lesson more if it had been without reading and

translating exercise because the students with bad results were slowing the process tremendously. She is 100% sure that grammar as present simple and continuous tense is useful for daily conversation in English.

Student with bad results:

She liked the same activity as the student with excellent results. The only difference was that she did not like, that she was the one who had prolonged the reading activity because English is not her strong point and her translation was inaccurate, and it took a long time to create one.

Appendix 12 - 8th Class - Lesson plan 3

1. Activity

Discussion – Reading aloud/Mechanical drills – Survey: The students discuss about various topics giving questions to each other.

2. Activity

Discussion – Reading aloud/Mechanical drills - The Activity centred on the practicing present continuous with a help of the video

Time	Activity	Comments
	<p>Based on: https://tefltastic.wordpress.com/2013/09/04/dice-speaking-games/</p> <p>1. Activity</p> <ul style="list-style-type: none"> ○ Give a student a dice ○ They play it for two times (1. Round – number .1- Family, 2. Jobs, 3. Fashion, 4. Countries, 5. Sports, 6. school) - another chosen student has to answer, and the process repeats itself) - another chosen student has to answer and the process repeats itself <p>○ Based on: https://www.youtube.com/watch?v=9l6RUsAadHM&list=PLic4t2Z-U3KCjcS96oI diTN9xBFgMrkyrF</p> <p>2. Activity</p> <ul style="list-style-type: none"> ○ After every said word stop a video ○ Tell a student to use this word in present continuous ○ Write an example on a blackboard (break- I am breaking up) <p>3. Activity</p> <p><u>p. 5, ex.6a Students book</u></p> <ul style="list-style-type: none"> ○ Listening, ○ Solo work of students (make answers to exercise 6b. ○ Pick only volunteers <p>4. Activity</p> <p><u>p. 5, ex. 7, Students book</u></p> <ul style="list-style-type: none"> ○ Ask questions from the exercise ○ Ask one student, and he/she must answer in 5 second ○ If he/she can't answer, ask a different question to other students until everyone answers correctly <p><u>p.5, ex.8a, b, c</u></p> <ul style="list-style-type: none"> • do it according to instructions 	<p>internet</p> <p>internet</p> <p>Project 4 Students book</p> <p>Project 4 Students book</p> <p>Project 4 Students book</p>

Commentary:

1. Activity (First and second question were applied)

The first activity was very similar to ones they had in the first lesson. After finding out that this group was weak, the lessons plans focused on basic grammar as present simple and continuous. Despite drilling present simple and continuous questions and answers, the students used wrong auxiliary verbs, (is x are), incorrect form of present simple and continuous tense (Are you play football? Do you wearing T- shirt?). Accuracy was very bad despite correcting them after every sentence.

Fluency was at least better in a sense that students again did not care about grammar and said a sentence without any extreme pauses or stammering. Sometimes they struggled with vocabulary, and they stopped talking in the middle of a sentence trying to recall a needed word.

2. Activity (First and second question were applied)

The entertainment level was much better because finally something else was used other than exercise and textbook. Accuracy was slightly better during this activity because it could not have been any easier. The pattern of the statement in present continuous was written on the blackboard, and it helped them a lot. It was a drilling activity without any obstacles and the students after a couple of words were grammatically correct as well as quite fluent.

Unfortunately, there were recurrent mistakes as not using present continuous but present simple (get up – I get up.) or mixing grammar of both tenses (I am work in a bank, I watching TV and so on.)

3. Answer to the third question

The best activity was the first one for starting talking. Quite surprising was that many students enjoyed the activity and tried hard to make it right. Even that the mistakes which appeared throughout the activity, it was somehow successful regarding entertainment and finally the development of the students in the given grammar fields (present simple, continuous tense). At the end of the lesson, some students were asked to say one statement in both present simple and continuous and the majority of them were correct.

4. Answer to the fourth questions

Students with good results

She liked the first activity the most because it differed from working with text/workbook without any speaking. She surprisingly did not like the video, because of repeating the same process without any resourcefulness. Again, the grammar presented in this lesson (the same as in the previous one.) is useful in daily conversation by her words.

Students with bad results

He liked the first activity the most because he learnt something new. The bad part was that he did not say what he liked despite asking questions again and again. And he said that he liked everything.

Appendix 13 - 7th Class - Lesson plan 2

1. Activity

Group work – Meaningful practice – Survey: The conversation activity about the student’s favourite TV shows.

3. Activity

Pair-work – Meaningful practice - The students telling a story in past simple to other students.

4. Activity

Discussion – Meaningful practice – Survey: Discussion for 1 minute about one topic.

Time	Activity	Comments
10 min	<p>1. Activity Discussion about their favourite soap operas or TV series</p> <ul style="list-style-type: none"> - <u>What is your beloved TV series and why?</u> - <u>Which character would you like to be?</u> <ul style="list-style-type: none"> o Write these questions on the board and let them discuss in groups for a while <p>Ask them one by one about these questions</p>	Own activity
10 min	<p>2. Activity SB 39/4a Everyday English</p> <ul style="list-style-type: none"> - The sentences come from the story about kids - Read immediately together – ask one to read it, ask another one for a translation - Discuss the most appropriate Czech expressions as a translation <p>Based on: https://www.fluentu.com/blog/educator-english/esl-drama/</p>	Project 3 Students book
10 min	<p>3. Activity A fictitious situation</p> <p>In pairs, they try to think up a situation where the answer is: <u>You must be joking!</u></p> <ul style="list-style-type: none"> o For example: We went to the cinema, we bought tickets and then a man working in the cinema told us that the movie had already finished. We said: You must be joking! o Or a boy told me he likes me but I don’t like him so I said: You must be joking! 	internet
10 - 15 min	<p>4. Activity Game - Talk for one minute</p> <p>Pupils will go one by one to the board and in the PowerPoint presentation they will choose a number (each number serves for one topic), then they have a while for thinking about the topic and then they have to talk about the topic for one minute</p> <ul style="list-style-type: none"> o Topics are like hobbies, family, my best friend ... <p>The first one who will be chosen will bet the most talkative of the class</p>	

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Commentary:

1. Activity ((First and second question were applied)

This activity was a success because the students in this group were interested in various types of soap operas. It ranged from Sci-fi, drama, historical, to sitcoms and cartoons. When they were speaking in pairs, only one or two pairs needed guidance about what they could talk. Rest of them were speaking in English; sometimes they used a word or two in Czech to help themselves to express their thought correctly and precisely. It showed how interested in this activity they indeed were.

When they were spurred, almost everyone told three to four sentences mainly in present simple, and some of them used past simple to express what happened previously in a show. They were talking about what their favourite show was about and its characters. Accuracy alongside with fluency was on a reasonable level. Few mistakes were made, and they were quite usual (third-person singular: He play soldier in Band of Brother, articles: Sheldon work as a scientist in Big Bang Theory, verb conjugation (They was killed in last season). Some vocabulary was missing (scientist, swordsman, body armour, heat vision, immortal, extra-terrestrial and so on.).

2. Activity (First and second question were applied)

The second activity was challenging, because they had to think up their own story and listeners had to recognise the point where they say “Oh, you must be joking!”. It was in pairs; therefore, the concern for speaking in front of people was not present. Checking from pair to pair was not efficient because there were many of them to observe. Some of the groups were talking in English, and they helped themselves by using Czech. Regarding accuracy, the common mistakes were mixing up present and simple tense and mixing articles (I go swimming yesterday, and I saw dragon). Another mistake was mixing demonstrative pronouns with personal ones (I told they that....). The mistakes in reported speech and conditional mood (My mom told me that I will tomorrow.) and incorrect prepositions occurred (My mother is in work.).

Fluency was again on a decent level because when the students knew the vocabulary, they said sentences without any significant pauses or stammering. Apart from the accuracy standpoint, it was a success.

3. Activity (Second question were applied)

After unnecessary application of the first question on the previous activity, only the second one was applied on the third activity. All the students were pretty nervous to speak in front of the class, and it impacted fluency in a negative direction. During speeches, many pauses occurred because the students did not know the vocabulary and were uncertain of grammar. Help was provided for these students either concerning grammar or vocabulary. The students were able to talk for 1 minute unlike the students from 8th and 9th grade. Accuracy was not observed, and fluency was not with bad results because it was a strenuous communication activity.

Answer to the third question

The best activity was the first one, not only because the results were the best ones regarding fluency and accuracy, but because students were genuinely interested in the discussion. After correcting their mistakes repeatedly, they even started speaking without these mistakes. The improvement could be seen in the one activity! It was not a creatively constructed activity. All that is needed is suitable topic and results are great.

Answer to the fourth question

Student with good results:

She liked the first activity the best, because of her friends like the same soap operas. It was a great conversation by her words. She thought that grammar (present, past simple) could be used in everyday conversation. She did not like the last activity because she was scared to speak in front of the class despite being knowledgeable.

Student with bad results:

He liked the second activity the best because it was by his words interesting as well as entertaining. The real reason why he liked this activity was that he did not say a thing. Despite asking him what he specifically liked about this activity, he did not point a single valid reason. He did not like the third activity because he had to speak in front of the class. He said that this piece of grammar was useful for him.

Appendix 14 - 7th Class - Lesson plan 3

1. Activity

Work in pairs – Mechanical drills – Info-gap race: The students describe and fill the blank map of Great Britain.

4. Activity

Group work – Meaningful practice – Survey: The students discuss about hobbies.

Time	Activity	Comments
10 min	<p style="text-align: center;">1. Activity</p> <p>I draw a blank map on the board and the students mark all the main districts and cities (Scotland- Edinburgh, North Ireland- Belfast, Ireland- Dublin)</p> <p>Quiz p.23, ex. 1.</p> <ul style="list-style-type: none"> - Students work in pairs 	Project Students book 3
5 min	<ul style="list-style-type: none"> - After the discussion between them, checking right answer with listening <p>Presentation on sightseeing</p> <ul style="list-style-type: none"> - They read my presentation - We translate it together 	
5 min	<p style="text-align: center;">2. Activity</p> <p>Exercise 33. p. 6</p> <ul style="list-style-type: none"> - We read key words together - Listening- filling missing words - Checking together 	Project Students book 3
10 min	<p style="text-align: center;">3. Activity</p> <p>Exercise 4. p. 6</p> <ul style="list-style-type: none"> - Listening- checking the meaning - Read aloud new vocabulary - Play listening about the person - Students write 4-6 sentences about themselves on a piece of paper (Don't write any names on it!) - Every student put his/her sheet of paper to a hat - Some students are called and pick one sheet of paper and read aloud all sentences - All students guess who wrote a sheet of paper - If someone guess it correctly, he/she goes in front of the class and the process repeats itself 	Project Students book 3
	<p style="text-align: center;">4. Activity</p> <ul style="list-style-type: none"> - Discussion about hobbies 	

10 min	<ul style="list-style-type: none"> - What activity would you like to try? - What activities you would prepare for your friends? - Do you need any equipment for your dream hobby? - Do you think it is a good thing to have a hobby? Why? 	
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Commentary

1. Activity (first question was applied)

The first communication activity was quite unusual. It was the combination of geography (in the simplest form) and English. It seemed to attract students, and it held their attention. In pairs, they discussed where the central districts and cities were. At first, it was difficult to make them talk because when they were alone in these groups, they did not speak English and they were pointing out to the map on the interactive blackboard. They were invited to ask questions such as: Where do you think London is? Do you think it is here or there? Is it near/ far from that place? Is this district next to that district? The students used only these sentences. Accuracy and fluency were reasonable because of the students led the discussion with pre-prepared sentences.

2. Activity (first and second questions were applied)

The second activity was much more successful regarding communication and execution. The questions were written on the sideboard, and the students were divided into three groups. While working in groups, they were fluent because everyone knew vocabulary about their hobbies, except for some specific words (protective pads, puck, swimming/ ski goggles), but there were some accuracy problems mainly with conditional mood. The conditional mood was changed into future tense will (I will prepare, I will like and so on.). Another mistake was the incorrect use of infinitive particle or inaccurate use of the verb after the phrase "I like" (I like play tennis, I like to playing). Next ones were wrong word order and omitting articles (I need for my hobby tennis racket and a ball. I think I will prepare for my friends football match.). The grammar pieces which were used in the discussion were broad; therefore these mistakes were expected. On the other hand, fluency was great because it was in the groups and it was about the familiar topic.

4. Answer to the third question

The best activity was the second one because there was an actual ongoing discussion. The topic was entertaining for the students, and they were willing to speak. Students were talking about their hobbies and even making questions because they were interested in other people's hobbies.

5. Answer to the fourth question

Student with good results:

She liked the second one because she had many hobbies and the student wanted to talk about them. She also got to know some new interesting facts that she had not known before about her schoolmates.

She did not like the first one because it was boring and there was no content to speak about. She said the grammar for her was useless.

Student with bad results:

He did not like anything about these two activities. The second one was boring because the topic was too familiar. The second activity was terrible concerning executions, and he did not understand what he should have discussed about. He said that he used only present simple and vocabulary that already knew; therefore, this lesson was useless for him.