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ENHANCING STUDENTS' LANGUAGE SKILLS THROUGH ANALYSIS OF TEXTS

**Diplomová práce**

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Prohlašuji, že jsem závěrečnou práci vypracoval samostatně a použil jen uvedených pramenů a literatury.

Ve Štramberku 21. 6. 2017

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## **ABSTRACT**

This diploma thesis is focused on finding a way to develop language skills in English of students at the Higher Vocational School of Business and Trade in Přerov while covering specialized topics. The theoretical part of the thesis starts with a brief description of the actual process of language acquisition; it mentions some of the obstacles Czech speakers of English usually stumble upon and further elaborates the most common and significant ways English has been taught over the centuries. The practical part revolves around the way the author and his students worked with a special set of worksheets, it goes into detail and describes the entire teaching process. The thesis ends with a final evaluation of its results, determines whether or not progress has been made and offers several suggestions for future teachers.

# TABLE OF CONTENTS

|  |           |
|--|-----------|
| <b>INTRODUCTION.....</b>                                     | <b>6</b>  |
| <b>THEORETICAL PART .....</b>                                | <b>8</b>  |
| <b>1 THEORETICAL UNDERPINNING OF LANGUAGE TEACHING .....</b> | <b>8</b>  |
| 1.1 Language acquisition .....                               | 8         |
| 1.2 The importance of age in language learning.....          | 10        |
| 1.3 Do Czechs speak English?.....                            | 12        |
| 1.4 General problems in language learning .....              | 13        |
| 1.5 Myths and facts about learning English.....              | 15        |
| <b>2 METHODS AND APPROACHES .....</b>                        | <b>18</b> |
| 2.1 Terminology .....  | 18        |
| 2.2 Grammar Translation Method .....                         | 19        |
| 2.3 Direct Method.....                                       | 20        |
| 2.4 Audiolingual Method.....                                 | 21        |
| 2.5 Communicative Language Teaching (CLT).....               | 23        |
| 2.6 Content and Language Integrated Learning (CLIL) .....    | 25        |
| 2.7 Suggestopedia.....                                       | 26        |
| 2.8 Total Physical Response.....                             | 27        |
| 2.9 The author's way of teaching .....                       | 28        |
| <b>PRACTICAL PART .....</b>                                  | <b>32</b> |
| <b>3 TEACHING ENGLISH THROUGH WORKSHEETS.....</b>            | <b>32</b> |
| 3.1 Introduction .....                                       | 32        |
| 3.2 Entry Test .....   | 36        |
| 3.3 Information Technology .....                             | 39        |
| 3.4 Management and Managers.....                             | 42        |
| 3.5 Business Travel.....                                     | 46        |
| 3.6 Insurance.....   | 50        |
| 3.7 Errors Overview & Reflection.....                        | 54        |
| 3.8 The Final Test & Evaluation.....                         | 58        |
| 3.9 Students' & headmistress's reflections.....              | 63        |
| <b>CONCLUSION.....</b>                                       | <b>69</b> |
| <b>BIBLIOGRAPHY .....</b>                                    | <b>71</b> |
| <b>APPENDICES .....</b>                                      | <b>74</b> |
| <b>LIST OF ABBREVIATIONS.....</b>                            | <b>90</b> |
| <b>LIST OF SYMBOLS .....</b>                                 | <b>91</b> |
| <b>LIST OF TABLES .....</b>                                  | <b>92</b> |
| <b>RESUMÉ.....</b>   | <b>93</b> |
| <b>ANOTACE.....</b>  | <b>94</b> |

# INTRODUCTION

All teachers, be it foreign language teachers or e.g. science teachers, are explicitly involved with language on a regular day-to-day basis. It doesn't matter what country they are located in, what social background their learners come from, whether they work with small children in kindergartens, grade-schoolers in primary schools, teenagers in grammar schools or adults in universities. It all comes down to language as a tool for conveying messages and connecting people together. With that said different languages ruled the world at different times, especially Latin and French which were at the top of the list for a long time. However, as the French empire and its colonies all around the world started to crumble at the end of the 19<sup>th</sup> century, the British empire took over (covering approximately a quarter of the entire world, USA excluded) and the US began to grow its political and economic reach, English language became language number one<sup>1</sup> (though as of 2017, Chinese and Spanish are the first two most spoken languages in the world, followed by English<sup>2</sup>) and a true *lingua franca* (i.e. a widely spoken language used as a means of communication between speakers of other languages). English is the language of science, trade, tourism and business, over 80% of all Internet communication every day is realized in English and nearly 1 billion people speak English on top of their mother tongue.<sup>3</sup>

For that reason the author truly believes that learning English and developing one's language skills is very important and so is finding new, effective ways to teach English in various educational settings. This diploma thesis is going to attempt to do just that – it aims at finding a way to teach English to a very specific group of students. First of all it is crucial to state that the topic of this thesis is the result of the fact that one the author works as an English teacher at the Higher Vocational School of Business and Trade in Přerov and two his boss (i.e. the headmistress) asked him to do it. The author is, for the most part, going to work with students whose age varies between 21 and 24. To test things out and put them into wider perspective, he is also going to be partially working with a few 18 years old students at the Grammar School in Nový Jičín. The main reason to embark on such journey in the first place is very simple – the headmistress in Přerov was not satisfied with the way English has been taught at VOŠŽ Přerov so far, she did not like the results and wanted to shake things up and introduce changes. The trouble previous English teachers faced (prior ones to the author) had to do with the entire system English is commonly being taught within the tertiary level of education – i.e. students have to cover a wide range of specialized topics (in English) and there is generally no time to deal with the language itself (i.e. it not possible to follow the way English teaching is treated and approached within the primary and secondary level of education, i.e. to follow a coursebook, do various listening and grammar exercises etc.). As a result of this, students were given lectures on specialized topics in English and were expected to pick up the language on their own during the process (i.e. the CLIL method was put to use in there to

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<sup>1</sup> CRYSTAL, David. *Evolving English: One Language, Many Voices*. The British Library Publishing Division, 2010, p. 14-23. ISBN 0712350985

<sup>2</sup> The most spoken languages worldwide [online]. *The statistics Portal*, 2017 [cit. 2017-03-06]. Dostupné z: <https://www.statista.com/statistics/266808/the-most-spoken-languages-worldwide/>

<sup>3</sup> Mapped: Where to go if you can't be bothered to learn the language [online]. *The Telegraph*, 2017 [cit. 2017-03-06]. Dostupné z: <http://www.telegraph.co.uk/travel/maps-and-graphics/mapped-english-speaking-countries/>

some extent). Unfortunately, it did not work. Students failed to effectively develop their language skills on top of having to deal with numerous specialized topics. Because of this, the author was asked to figure this out, i. e. to find a way to combine these two things together (i.e. to manage to cover specialized topics while paying attention to the language as well) and evaluate whether it worked or not.

The theoretical part of the thesis deals with the process of language acquisition; it tackles the timeless question “*What is the most appropriate age to start learning English?*” and provides a short reflection on the general and current level of English of most Czech speakers. After that a few common obstacles and problems Czech speakers of English usually stumble upon are pointed out and several suggestions as what to do with them are mentioned. The second part of the theoretical part is devoted to a very brief overview of the most significant ways English has been taught over the years. The overall goal is not to go into detail about each and every one of the approaches and methods as this could easily be the topic for a whole new diploma thesis. The point is to find out their distinctive features, sum up their advantages and disadvantages and try to come up with a “*new method*” the author is subsequently going to use and apply in his real-life teaching practice which is thoroughly described in the last chapter of the theoretical part.

The practical part consequently focuses on the actual application of the “*new method*” in the teaching process. The thesis goes on about describing the process of developing language skills of the particular group of students; the author goes into details about what he did, how it went and what the results are. All results are evaluated and reflected on, including testing students’ language skills to determine whether or not their language skills improved. In the end the author attempts to give suggestions to future English teachers who may possibly find themselves in similar situations.

## THEORETICAL PART

### 1 THEORETICAL UNDERPINNING OF LANGUAGE TEACHING

#### 1.1 Language acquisition

Human language is one of the things that truly make us human and clearly differentiate us from animals and all other creatures. While other species can also communicate, usually being limited to either a number of meaningful vocalizations (e.g. bonobos) or various partially learned systems (e.g. birds), it is still nowhere near to what humans are capable of.<sup>4</sup>

Because of extensive research of modern linguistics such as Noam Chomsky or Ferdinand de Saussure, we now know that there is a difference between *language* and *speech*.<sup>5</sup> Whereas language can be looked at as an abstract system of word meanings and symbols and essentially consists of socially shared rules such as the way new words are created and put together (and all their meanings and meanings of such combinations), speech is a verbal means of communication, i.e. it covers issues such as *articulation* (i.e. how speech sounds are produced), *fluency* (the rhythm of speech) and *voice* (using vocal folds and correct ways of breathing to be able to produce sounds). To be more specific, while knowing a language basically means having a certain language competence (i.e. to know English), speech is the practical utilization of this competence (i.e. to actually speak English, to be able to communicate in practice).

Similarly, there is a significant difference between *language acquisition* and *language learning*.<sup>6</sup> Language acquisition is a process which can be observed with young children who obtain language through communication; while they still have no conscious knowledge of grammatical rules. They focus on the message rather than grammar and over time develop their sense to get to feel what is right and what is wrong. They are not aware of any rules; they just naturally feel and know the correct way to express themselves. In order for this to happen, it is important to have plenty of communication because being exposed to various communicational situations on a regular basis is the most important aspect of the whole process (the actual form of language is secondary here). Language learning is different. It is not about natural communication at all. Instead of this, it is the result of direct instructions in the rules of language. Students are well aware of the language they learn; they know the way it works thus can consciously and effectively use this knowledge for filling various grammatical exercises etc. It is important to mention that it has been proven that knowing grammatical rules does not necessarily mean being able to write and speak properly – i.e. students, who got to know those rules, may be able to pass

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<sup>4</sup> HÅKANSSON Gisela, WESTANDER Jennie. *Communication in Humans and Other Animals*. John Benjamins Publishing Company, 2013, p. 7. ISBN 9027204586

<sup>5</sup> GUASTI, Maria. *Language Acquisition: The Growth of Grammar*. MIT Press, 2004, p. 11, ISBN 0262572206

<sup>6</sup> RICHARDS Jack, ROGERS Theodore. *Approaches and Methods in Language Teaching*. Cambridge University Press, 2001, p. 19, ISBN 0521008433



standardized tests of English language proficiency (such as FCE, CAE etc.), but still may not be able to speak and write efficiently.

Either way, both processes focus on getting familiar with a certain language, be it one's *mother tongue* or a *second language* or a *foreign language*. A mother tongue is one's native language (the one one usually starts learning from birth, it is the process of acquisition), while both a second language and a foreign language are the ones to be learned extra. The difference between these two is in the circumstances under which they are learned. A second language is being learned right in the country where this language is used as an official one (thus it is also the process of acquisition); whereas a foreign language is the subject of teaching languages in schools (the process of learning). It appears from this that second language learning is primarily the case of immigrants (i.e. people who moved to a different country and has no choice but to learn the language so they can get by); this situation is usually referred to as "*total immersion*".<sup>7</sup> In relation to that, Stephan Krashen stresses out the importance having enough opportunities to use the second language (he calls it "*comprehensive input*") as this is the main aspect to determine whether or not one is going to successfully learn it. Even though Krashen talks about second language learning, the author of this thesis believes Krashen's findings may be useful for foreign language learning (and teaching) as well because it is obvious that the more pupils (or students) are going to hear the language and the more opportunities they get to use it, the more likely they are going to learn the language (and it does not really matter to a teacher whether or not his students learn English consciously or unconsciously).

The entire process of language acquisition/language learning has always been controversial because of the fact that various authors argue to what extent our genes, social environment and other factors matter. Noam Chomsky, the most prominent author in favor of the idea that language learning is influenced by our genes, coined his world famous theory called "*generative grammar*".<sup>8</sup> Generative grammar talks about having a specific set of rules to use sequence of words properly to form grammatical sentences. This particular grammar is thus the basis for all other grammars (such as relational grammar, categorical grammar, tree-joining grammar, transformational grammar etc.) and knowing it gives anyone the opportunity to learn any other language. On the other hand Marie Vágnerová, a well-recognized Czech psychologist, says: "*There is no doubt that language skills develop as one gets older through the process of learning*". She also says: "*Humans are very good at imitation...*" and further elaborates: "*...language development heavily depends on stimulation, i.e. having enough opportunities to hear the language and to be able to produce it*".<sup>9</sup> The bottom line is that both views seem to have something to it and in order to learn a certain language both aspects (genes and social interaction) are important. Some people are better at science (i.e. they don't seem to possess good genes for language learning) and some people are somewhat "*language gifted*". To make things as clear as possible, let's put out some numbers: 60% of world population is monolingual, 43% of world population is bilingual, 13% trilingual, 3% multilingual (people who speak four

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<sup>7</sup> COOK, Vivian. *Second Language Learning and Language Teaching*. Routledge, 2008, p. 262. ISBN 0340958766

<sup>8</sup> POKORNÝ, Jan, HANULIAK, Juraj. *Lingvistická antropologie: jazyk, mysl a kultura*. Grada Publishing, 2010., p. 346. ISBN 9788024728438

<sup>9</sup> VÁGNEROVÁ, Marie. *Vývojová psychologie: dětství, dospělost, stáří*. Portál, 2000, p. 528, ISBN 80-7178-308-0

languages) and only 1% is devoted to the so called “*polyglots*” (people who speak five or more languages).<sup>10</sup>

To sum up and get the full picture, let’s point out a few distinctive features of acquiring a mother tongue (i.e. one’s first language) versus learning a foreign language:

- 1) When it comes to foreign language learning, learners may use various metacognitive processes to their advantage, i.e. they can consciously analyze and manipulate grammatical structures, which makes the learning process faster (because they understand the mechanisms behind it, they know the rules). They can also use their life experiences (they have more background knowledge) to help them remember the language better. On the other hand a negative transfer may occur too, while it does not exist when acquiring one’s first language.
- 2) Unless first language learners have a disability negatively impacting their natural language learning ability, they always reach native proficiency. Foreign language learners do not always have the opportunity to be in touch either native speakers or native environment in general so reaching high proficiencies can be difficult (for example in pronunciation).
- 3) Anyone acquires a first language; while only a certain amount of people (40% of the world population<sup>11</sup>) successfully manage to learn at least one foreign language.

## 1.2 The importance of age in language learning

*Does it matter when one starts to learn a foreign language?* This question has always been a subject of academic research and up to this day no one really knows what the correct answer is. It is safe to say though that the commonly held opinion “*the younger the better*” seems to prevail these days. Unfortunately, there is no sound research evidence supporting this opinion. What is even more, there are numerous research findings in favor of starting a foreign language learning at an older age.

To put things into perspective (and to echo the opinion in favor of starting to learn a foreign language at a younger age), the Czech School Inspectorate conducted an extensive survey from 2006 to 2009 and even though this data may seem a little outdated these days, the situation did not change much and these gatherings still provide us with numerous valuable findings.<sup>12</sup> Specifically, they found out that about 50% kindergartens in the Czech Republic offer language education, 70% of them in terms of an optional course for children who are interested in such thing. This education is, for the most part, provided by external teachers who very often lack proper formal education; about 29% of them possess no diploma or certificate for language teaching at all. Only 8% kindergartens offer language courses on a day-to-day basis, the vast majority (64% of them) organizes a language course

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<sup>10</sup> Multilingual People [online]. *Ilanguages*, 2017 [cit. 2017-03-09]. Dostupné z: <http://ilanguages.org/bilingual.php>

<sup>11</sup> Foreign language learning statistics. [online]. *Eurostat.eu*, 2017 [cit. 2017-03-09]. Dostupné z: [http://ec.europa.eu/eurostat/statistics-explained/index.php/Foreign\\_language\\_learning\\_statistics](http://ec.europa.eu/eurostat/statistics-explained/index.php/Foreign_language_learning_statistics)

<sup>12</sup> Podpora a rozvoj výuky cizích jazyků. [online]. *Ministerstvo školství ČR*, 2009 [cit. 2017-03-09]. Dostupné z: <http://www.csicr.cz/cz/85027-podpora-a-rozvoj-vyuky-cizich-jazyku>

only once a week. It was also found out 82% kindergartens do not conduct a language course which is longer than 60 minutes. It appears from this that starting to learn a foreign language at a young (or a very young) age is a little bit overrated as the system in the Czech Republic is not ready to offer proper education for such young learners (and there are no visible tendencies for it to change in a foresight future). Still, “*the younger the better*” opinion prevails, so what seems to be the attraction here?

The authors in favor of starting at a young age all seem to agree that something called “*critical period hypothesis*” exists.<sup>13</sup> The problem is that this theory primarily describes the process of secondary language learning, not a foreign one. Still, the main idea is that it is easier for us, people, to learn languages at a specific period of time (they talk about a period between two and thirteen years old). During this time, our brain works perfectly to absorb new languages. Once this time is over, the brain loses its plasticity and laterality (i.e. the ability to expand and remember new information quickly and easily), people get older and are no longer able to experience the same social interactions they had opportunities to when they were small children (these situations are considered to be the most suitable ones for developing one’s language skills). These authors often illustrate their opinion on many examples, the most famous one be the case of the so called “*feral children*” (referring to Mowgli by Rudyard Kipling) who did not learn a language at a young age and never managed to do it later (even though they tried when living among humans).<sup>14</sup> This is considered to be a controversial argument by the author of this thesis as one of the conditions for language development is ours (i.e. human) natural need to socialize and these children clearly did not have it fully developed so their “attempts” to learn a language later may have been significantly influenced by it (i.e. it may have been difficult for them to get along with people thus no language development happened).

On the other hand, there are many other authors in favor of the opinion that age is not the most important aspect in language learning (and teaching). They claim there is no need to start such early (e.g. the US Department of Education conducted a research in the late 1970s and found out that starting young for the sake of having the best results it is a myth<sup>15</sup>). These authors do, however, acknowledge one aspect which plays a significant role in language learning and makes young learners superior to the older ones. They believe that: “*Younger children are better at picking up pronunciation*”.<sup>16</sup> To counter, other research shows that: “*Older children have better cognitive abilities...*”<sup>17</sup> which essentially means they can compare grammatical structures from their mother tongue to the ones in the foreign language and this may help them understand and remember those issues better. They are also faster at learning and generally more efficient. It is said that young learners are better at “*implicit learning*”, while older learners are better at “*explicit learning*”.<sup>18</sup> Implicit learning is learning a language in a native environment (i.e. in a country where the particular language is spoken as an official one). Even though older children proved to be learning faster in such environment, younger children obtain higher level of language

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<sup>13</sup> LOJOVÁ, Gabriela. *Foreign Language Acquisition at an Early Age*. 2006, p. 51-57.

<sup>14</sup> CURTISS, Susan. *Genie: A Psycholinguistic Study of a Modern-Day Wild Child*. Academic Press, 2014, p. 267. ISBN 1483204189

<sup>15</sup> Age and Language Learning. [online]. *Language-Learning-Advisor*, 2011 [cit. 2017-03-12]. Dostupné z: <http://www.language-learning-advisor.com/age-and-languagelearning.html>

<sup>16</sup> BENEDETTI Marry, FREPPON Penny. *Výuka cizích jazyků v primární škole: varovné hlasy*. 2006, p. 29.

<sup>17</sup> *Ibid.* p. 30. ISBN 80-210-4149-8

<sup>18</sup> MUNOZ, Carmen. *Age and the Rate of Foreign Language Learning*. Multilingual Matters, 2006, p. 4. ISBN 1853598917

proficiency eventually. Explicit learning is a systematic learning in schools where older children with already properly developed cognitive abilities win over their younger counterparts.

Based on findings mentioned above, the author of this thesis concludes that we cannot really say who “takes the cake”. The most effective way is obviously to put a young child in a native environment, let him naturally absorb the language and later proceed with his future language development in schools, i.e. systematically. This option is not available for most children though (mainly because their parents usually lack financial resources). All in all, there is no clear research evidence proving that working with older children (or even with adults) in terms of their language development is pointless (i.e. age is not a limit). However, there are other factors which may negatively influence their learning curve and generally are not present when taking into consideration young learners – bad health, being shy, feeling insecure etc.

### 1.3 Do Czechs speak English?

During the Communist era, Russian was mandatory to learn for all pupils and students, followed by German (German was much more popular prior to World War Two as the Czech Republic – or Czechoslovakia at that time – was a part of the greater Austrian-Hungarian Empire). Because of this, English was not very well-known among Czechs and was not used much; it only started to grow in popularity after the Velvet Revolution in 1989 resulting in the lack of qualified teachers who would be able to teach English on a professional level. In fact Sandie Mourão, a Portugal English teacher, comments: “...the abrupt changes revealed a huge gap between the large amount of teaching hours required and limited number of qualified teachers to handle them.”<sup>19</sup>

It is evident that from the 1990s on, it was established to start learning the first foreign language (being 87% English) in Czech schools. As it has been pointed out in the previous chapter though, some children start even earlier, i.e. in kindergartens (they are around 4 years old), where the education of languages is not established by the state, but offered as an optional course for those children who are interested. It appears from this that in the lower secondary education Czech pupils have to learn at least one foreign language, which is very similar to other language learning systems in most European countries these days. At the upper secondary level the situation gets a little complicated as language education depends on the type of school. When it comes to general oriented schools, two foreign languages are compulsory to learn. In terms of vocational education, about two thirds of pupils continue to learn just one foreign language<sup>20</sup> (i.e. only one third of them picks up a second one, usually German, but the latest research showed that Spanish, French and Russian are very trendy too).<sup>21</sup>

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<sup>19</sup> MOURÃO, Sandie. *Early Years Second Language Education: International perspectives on theory and practice*. Routledge, 2015, p. 169-172. ISBN 9781315889948

<sup>20</sup> Povinná angličtina ještě nezaručí, že se dítě jazykem domluví [online]. *Novinky.cz*, 2010 [cit. 2017-03-14]. Dostupné z: <https://www.novinky.cz/zena/deti/198577-povinna-anglictina-jeste-nezaruci-ze-se-dite-jazykem-domluvi.html>

<sup>21</sup> Rusky se učí čím dál víc českých žáků. Neraďte jim, nabádá rodiče expert[online]. *Zpravy.idnes.cz*, 2016 [cit. 2017-03-14]. Dostupné z: [http://zpravy.idnes.cz/rustina-deti-skoly-0ar-domaci.aspx?c=A160223\\_152125\\_domaci\\_kha](http://zpravy.idnes.cz/rustina-deti-skoly-0ar-domaci.aspx?c=A160223_152125_domaci_kha)

With that said, it looks like Czechs could be very good at English – the numbers are clear. However, it is not like that. According to a very extensive research of the European Commission from 2012<sup>22</sup> (based on their Eurobarometer studies), only 49% Czechs speak a foreign language (this number is heavily influenced by the fact that a lot of Czechs speak Slovak), 27% of them believe to know the basics of English and only 12% of them think their English level is good or better (excellent...). The only two European countries, who ended up having worst results, were Spain (11,28%) and Bulgaria (11,99%). On the other hand, among the best ones belong Sweden and Denmark (both 52%) and generally all Scandinavian countries, Austria and Cyprus (all around 50%).

Nevertheless, the situation seems to improve as the Czech Republic has ranked eighteenth out of the seventy countries in the latest English Proficiency Index 2016. According to this index<sup>23</sup> (which rates the level of English of all major non-native English speaking countries all around the world), Sweden once again came on top along with Netherlands, Norway, Denmark and Finland (the top five countries). The Czech Republic was labeled to be a “*high proficiency*” region though, a few years before it was placed in a “*moderately proficient*” region so Czechs clearly got better. And they may be even better in the future as there has been a lot initiative (in 2017) to e.g. introduce movies with subtitles on TV (as opposed to Czech dubbing, which is the only option Czechs have as of 2017). In fact Markéta Adamová (TOP09) says: “*My suggestion is to have around 60% movies on TV with English subtitles by the end of 2018*”.<sup>24</sup> She supports her idea by illustrating the obvious – Sweden is the best European non-native English speaking country and its citizens can choose from both options (dubbing or subtitles) as they please (and having the opportunity to switch on subtitles clearly helps). Still, the situation in the Czech Republic is not perfect and Czechs have a long way to go. For that reason let’s explore some of the common obstacles and problems Czech speakers of English usually face and struggle with.

## 1.4 General problems in language learning

Jan Neruda, a famous Czech poet, once said: „*We can never fully reach a true proficiency in our mother tongue, but we are obliged to do our best to get as close as possible*“.<sup>25</sup> His idea, even though he talks about a mother tongue acquisition, may very well be applied to a foreign language learning too. Czechs are certainly not the best non-native speakers of English and will most likely never get to the point where they can fully overtake natives (i.e. people from the UK, USA, Australia, New Zealand etc.), but they can try their best to get at least close their proficiency level. There are a few problems though which seem to slow the entire process down and draw back Czechs from getting to such point as soon as possible.

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<sup>22</sup> Europeans and their languages [online]. *Eurobarometer*, 2012 [cit. 2017-03-15]. Dostupné z: [http://ec.europa.eu/commfrontoffice/publicopinion/archives/ebs/ebs\\_386\\_en.pdf](http://ec.europa.eu/commfrontoffice/publicopinion/archives/ebs/ebs_386_en.pdf)

<sup>23</sup> The world's largest ranking of countries by English skills [online]. *Education First*, 2017 [cit. 2017-03-15]. Dostupné z: <http://www.ef-czech.cz/epi/>

<sup>24</sup> Dvojjazyčné vysílání podpoří jazykové znalosti [online]. *TOP09.cz*, 2017 [cit. 2017-03-15]. Dostupné z: <https://www.top09.cz/co-delame/tiskove-zpravy/adamova-dvojjazycne-vysilani-podpori-jazykove-znalosti-22015.html?clanek=22015>

<sup>25</sup> Citáty Jan Neruda [online]. *Databazeknih.cz*, 2017 [cit. 2013-03-15]. Dostupné z: <http://www.databazeknih.cz/citaty/jan-neruda-63>

Stanislav Štěpáník, a prominent teacher of Czech and English language at the Faculty of Education at Charles University (Prague), believes that Czechs trying to learn English nowadays seem to focus too much on the *cognitive aspect* of the learning process, i.e. they study all the rules and grammar to the smallest details and this is the problem.<sup>26</sup> According to him, students are familiar with the language theory and all its associated aspects, but they are subsequently not able to apply this theoretical knowledge in real life situations. What is more, they frequently do not even understand why they deal and study the theory, i.e. how it may be potentially useful in their lives. There is a huge disconnect between the theoretical aspect of language education in schools and the practical one taking place outside of schools (i. e. situations students personally experience and need to be properly language equipped and trained in order for them to be succeed under such circumstances).

As is has been pointed out earlier, there is a significant amount of Czechs who speak English these days, but their level of English is still not good enough. Juraj Dolník, a prestigious linguist and professor at the Faculty of Arts at the University of Komenský (Bratislava), points out that there is a lack of qualified “*language idols*” (i.e. people to look up to and get inspired by the way they talk).<sup>27</sup> People watch TV, listen to the radio, read various articles on the Internet etc. every day and the language they obtain is often informal, meaning formal language is no longer necessarily required (i.e. it is not rare to e.g. stumble upon informal language on TV nowadays). Dolník further elaborates that for that reason the closest people can get to the so called “*language idols*” is in schools; teachers should be the ones to take charge, to accept this role and teach their students the correct way to use language. Unfortunately, it does not work like that. The usual procedure foreign languages are taught in schools follow this pattern. A teacher gets a new class of students and the first thing he does when stumbling upon a language problem is telling them: “Forget everything you know about it, I am well aware someone else told you it works like this, but in fact it does not. Listen to me now, I will tell you the way it is correct and the way I want you to remember it from now on”. This approach is problematic because it does not, according to Dolník, echo something he refers to as “*language preconcepts*”.<sup>28</sup> In this context, language preconcepts mean that teachers do not use students’ prior knowledge enough to build upon it, to use this knowledge to their advantage. Instead of this, they explain the rules all over again – and things get all of a sudden out of context (and yet again we get to see the disconnect between theoretical rules and their practical application).

Eva Hájková, a well-known associate professor of language education at the Faculty of Education at Charles University (Prague), seconds Dolník’s opinions and further elaborates that students (and even pupils) already possess a lot of unconscious knowledge related to language and it is necessary (and beneficial for both parts) to use this knowledge and build upon it. She admits that such students are completely unaware of the theory behind it (i.e. they do not know the proper terminology, they know nothing about the way languages work), but they still manage to speak fairly well and teachers’ job should be coordinating them, using their knowledge to help them further develop their language skills. Nonetheless she does not claim that the way foreign language teachers teach kills

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<sup>26</sup> ŠTĚPÁNÍK, Stanislav: *Konstruktivistické paradigma ve vyučování českému jazyku: Didaktické studie*. 2011, p. 73-77.

<sup>27</sup> DOLNÍK, Juraj. *Otázka lexikálnych synonym pri výučbe cudzích jazykov*. Univerzita Komenského v Bratislavě, p. 407-412. ISSN 0009-8205

<sup>28</sup> DOLNÍK, Juraj. *Základné lingvistické otázky a spisovný jazyk*. Bratislava: Veda, 2010, p. 21-28.

what is naturally unconsciously somewhere inside their students' brains (or that teachers don't use anything from their prior experience at all). She merely points out that teachers create something called "*parallel concept*" of the same thing by which she means teachers teach foreign languages for one school and two real-life. And it is obvious that this is not the way it should be – students should first of all learn a foreign language (e.g. English) in schools theoretically, they should get familiar with the way English works and later be able to apply and transform this knowledge into a fluent speech in practice.<sup>29</sup> And this is clearly what is not happening; at least not in the Czech Republic (i.e. students spend a lot of time in schools, they learn all the theory, but still are unable to effectively use the language in real-life situations). Her theory is very similar to "*Hejny's method*" (a method coined by a Czech professor of Math Milan Hejný to teach Math).<sup>30</sup> He explains that Math is basically a net of various components and in order to "know the Math", one needs to learn about every single one of these components, connect them all together and eventually "get it". This is the only way to truly master Math. And foreign languages are the same; they work on the same principle. Connecting things together and paying attention to context in general is very important – i.e. learning foreign languages should not be only about the theory, but also about its understanding and so one is eventually able to put "two and two together".

To sum up, the reason why Czech speakers of English fail to get better at English and come on top of the list of English non-native speaking countries (like Sweden) is to a large extent because of the system foreign languages are taught in the Czech Republic. Another common issue is, as it has been already mentioned, the proficiency of teachers (i.e. a good teacher is not defined solely based on the fact that he himself can speak English perfectly, he also needs to practice and master his ability to teach, he has to be on a constant lookout for the most efficient ways to convey his knowledge to his students). Among the other ones we can definitely include pronunciation schism (i.e. students keep hearing different pronunciation of the same words and phrases due to formal and informal language inconsistencies and are confused), being shy and afraid of talking (because students may e.g. be insecure about their pronunciation or are generally unable to apply theoretical grammar rules such as tenses to produce real-life conversations) and also prejudices. It is no mystery that some people believe they can never learn a foreign language because "they are not meant for languages". This is a total myth as any healthy human being (i.e. a person with no disabilities, especially the ones related to brain or speech) can learn a foreign language, it is just a matter of time (it is easier and faster for some people, but anyone can do it eventually).

## 1.5 Myths and facts about learning English

Before we get to the actual ways to show us how a foreign language proficiency level can be further developed, let's pick up on the "*prejudice myth*" mentioned in the end of the last chapter and go over some more myths. The point of this chapter is to clarify several statements which seem to prevent quite a few Czech learners of English from understanding the mechanisms of proper foreign language learning and thus getting better

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<sup>29</sup> ŠTĚPÁNÍK, Stanislav: *Konstruktivistické paradigma ve vyučování českému jazyku: Didaktické studie*. 2011, p. 73-77.

<sup>30</sup> KUŘINA František, HEJNÝ Milan. *Dítě, škola a matematika: Konstruktivistické přístupy k vyučování*. Portál, 2015, p. 8-17.

at English. Everything below is based on practical teaching experience of the author of this thesis:

1) *It is important to use a coursebook written in English only.*

This is absolutely not true. It is beneficial to use such materials once achieving a certain level of proficiency in English (the author of this thesis subjectively believes that level B1 should be the starting point) as one is already aware of basic grammar and vocabulary and using these materials is a challenge – it is not easy, but not impossible. And they really may help. However for pupils who are about to start (or the ones who are the so called “*false beginners*”) it is perfectly fine to use a coursebook written in both English and Czech to get familiar with the language first.

2) *The best way to learn English is to visit an English speaking country. It does no good to learn English in classrooms in the Czech Republic, it is slow and ineffective.*

Once again not true, yet travelling in general is a good way to improve one’s language. Key word “*improve*”. It is believed that knowing at least basics of English is necessary to make the most of the travelling experience (in terms of language development). It is very difficult, especially for young learners, to get by abroad without any knowledge of the particular language whatsoever. On top of that, learning a foreign language has always been and always will be about the hard relentless work and in this aspect it does not really matter whether or not one finds himself abroad (though learning English aboard is easier and faster due to the fact that learners have no choice but to use the language all the time). Learning a foreign language in schools is still important, it is definitely a meaningful learning process and a worthwhile effort.

3) *Three lessons per week are enough.*

Three lessons per week is the amount of lessons pupils and students are usually assigned to have in schools. However, it is not enough. One has to spend more time on it and put a lot more effort into learning a foreign language if he ever wants to reach native-like proficiency. It is very important to find someone to regular talk to in English (a native speaker is the best option here), it is also important to keep finding and learning new vocabulary and grammar in literature, in authentic texts on the Internet etc. In other words, learning English in schools is beneficial and has a lot to it, but cannot turn anyone into a native-speaker.

4) *Homework is pointless.*

Not true. Even though doing homework is not popular among learners, it is absolutely essential to regularly do it. Teachers have very limited time in schools to practice, so learners must continue and practice at home. The more you practice, the better you become. Practice makes perfect.

5) *Native speakers make the best teachers. Czech teachers of English are terrible.*

There are three main arguments against this statement. First of all qualified Czech teachers of English have the advantage of knowing both languages (i.e. English and Czech) and for that reason can predict problematic issues students are about to face, prepare for them in advance and employ a proper strategy to treat them. Secondly if they do not expect



students to make a certain mistake (and thus are not prepared for it), they can understand the problem (as they probably face it at some point in their lives as well) and flexibly find a solution for it. Thirdly because of the fact they can speak Czech, they can explain problematic issues in Czech (this can be very beneficial for beginners who are still not proficient enough to be able to cope with English definitions and explanations only).

**6) *Smaller classes are better.***

It is true that the smaller the class is (i.e. the smaller the amount of learners the teacher teaches), the more individual approach he can employ. On the other hand there are many group activities which significantly help improve one's language skills and are only possible to do when having enough learners in the classroom (e.g. role plays, various competitions, discussions, project-based learning etc.), so yet again this statement is not entirely true.

## 2 METHODS AND APPROACHES

The goal of the following chapter is to explore some of the most prominent approaches and methods used for teaching English throughout history. Because the tradition of English teaching continually develops and as of 2017 is no longer bound to the process of memorizing vocabulary and other texts in order to develop one's language skills and reach a certain level of proficiency, this chapter will present a brief overview of what is being used and what mechanisms behind these ways of teaching English actually are. As Diane Larsen-Freeman, an American linguist and an expert in the process of language learning, says: "*There is no best method...*" and also mentions: "*...if we start looking for the best method, which would surpass all the other ones, we are doomed to fail...*"<sup>31</sup>, this chapter will not attempt to do so – its point is neither to find the best method nor to describe all of them in vivid details. The main purpose is to find their distinctive features so they can be subsequently used to form a method (echoing all their advantages and disadvantages of these traditional concepts that went down in history) which the author of this thesis will use in practice as he works as an English teacher.

### 2.1 Terminology

A common mistake a lot of teachers make is using the terms approach, method and technique interchangeably. It is crucial to know the difference between them though; otherwise it may prevent teachers from planning their lessons and the way to teach their learners effectively. With that said, let's point out the main differences.

An *approach* is axiomatic and basically represents a set of correlative assumptions, beliefs and theoretical positions in relation to particular languages teachers are going to deal with. On the other hand a *method* is procedural and tells us about the overall plan of the lesson. It is a systematic plan, it is based on a particular approach, i.e. a lot of methods can be employed within one approach. While an approach is rather general and essentially works as a general guideline on ways things are going to be taught (i.e. it does not specifically define all necessary steps, it focuses more on providing general directions, it is a board overview), a method is a step-by-step description of tasks to be performed (i.e. individual steps are described within every method). Edward Anthony, an American applied linguist, says: "*a method is flexible, while an approach is rigid.*"<sup>32</sup>

And finally a *technique* is implementational, it is something that actually happens in the classroom such as the specific strategies teachers use (types of tasks, exercises and activities). Techniques are used to accomplish an immediate objective and for that reason it is obvious that they have to be consistent with a method – and as linguists Richards and Rogers say: "*...this eventually has to be in harmony with an approach too.*"<sup>33</sup>

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<sup>31</sup> DIARE, Freeman. *Techniques and Principles in Language Teaching*. Oxford University Press, 2011, p. 86 ISBN 978-0194423601

<sup>32</sup> RICHARDS Jack, ROGERS Theodore. *Approaches and Methods in Language Teaching*. Cambridge University Press, 2001, p. 20, ISBN 0521008433

<sup>33</sup> *Ibid.* p. 21.

## 2.2 Grammar Translation Method

This method, often referred to as the “*classical method*”, was originally used to teach Latin a Greek. In terms of language skills, it primarily stresses the importance of reading and writing as its point is to translate individual words, phrases and texts from and into the mother tongue of a particular learner. Richard and Rogers further add that: “*the basic structures are sentences as their translation is the main part of the lessons.*”<sup>34</sup> It is obvious that the way learners expand their vocabulary is by memorizing enormous lists of words (consisting of words in both their mother tongue and the target language) as well as various grammatical rules which all necessarily come from the original text. Even though this may seem to be the fastest and most logical way to learn new vocabulary at first, it actually is the exact opposite because our memory is on average capable to retain only about 25% knowledge<sup>35</sup> (usually 15-20%, the rest of it is forgotten in the long run). For that reason context is greatly needed to permanently remember more information (i.e. learning words and grammar in context helps us understand and remember it more efficiently so it eventually takes less time to obtain a certain knowledge).

It clearly appears from this that mother tongue is used significantly here and very little attention is paid to pronunciation. These lessons do not require any special qualification of their teachers; they are easy to prepare for them as no extra (i.e. complementary) materials are needed. As it has been already pointed out very little to zero attention is paid to the actual content of these texts (i.e. they are looked at as exercises to provide material so lists of isolated words can be created and studied later). Students generally did not like this method because it relies on drill and does not provide them with any opportunities at all to communicate and build their confidence to actually use the language in day-to-day conversations. This method still makes sense though if we take into consideration its original purpose – people wanted to be able to read and understand famous literature pieces and other texts (i.e. no communication is needed for this specific purpose).<sup>36</sup>

With that said it is important to realize that everything to some extent starts with a certain variation of “*grammar translation method*”, but the major thing to realize is that it does not stop there. We take what we learnt from various texts and exercises and apply this knowledge in our lives in a greater context – and the grammar translation method does not teach application in context. Still, it definitely has its highlights as grammar is important but yet again the question is to what extent? Do we, as teachers, really have to make our students learn everything in detail by heart? Is it necessary? The answer is simple – it is not as far more misunderstandings in communication are caused by errors in syntax (which is not grammar; it is a separate study dealing with word order). Nonetheless a deductive way of teaching grammar has its place and this method is being used till these days – though not entirely in its original form (i.e. it is no longer “pure” grammar translation method as it used to be), it has adopted changes and included features of other methods – more communication, more student-centered approach etc.

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<sup>34</sup> *Ibid.* p. 28

<sup>35</sup> What Is the Memory Capacity of the Human Brain. [online]. *Scientificamerican.com*, 2010 [cit. 2017-03-29]. Dostupné z: <https://www.scientificamerican.com/article/what-is-the-memory-capacity>

<sup>36</sup> NAGARAJ, Geetha: *ELT: Approaches, Methods & Techniques*. Orient Blackswan, 2008, p. 34-35 ISBN 8125035192

To sum up this method is based on an upfront teaching (i.e. a teacher is the main authority, he is a controller and the one who explains the rules), learners are quite passive (their activity is limited to memorizing rules and long vocabulary lists as well as translating disconnected sentences), errors are not accepted and if the learners are not sure about the answer, the teacher provides it (it is perfectly fine to do so in mother tongue). It lacks developing listening and speaking skills, there is very little communication thus it is generally considered to be inactive learning. The main advantages are advanced grammar skills of learners (fewer errors are made by them) and the fact that it highly promotes their reading skills.

To illustrate it on example of a lesson, a teacher may prepare a newspaper article and go through with his learners in the classroom. Every time they stumble upon a word they do not know or understand he translates it using his mother tongue; same goes for explaining various grammatical issues. Learners can be subsequently asked to fill in an additional exercise (e.g. concerning the practical application of the grammatical rule) or to translate a certain piece of text as homework.

## 2.3 Direct Method

The direct method, commonly labeled as the “*natural method*” or the “*psychological method*” (and sometimes having couple other nicknames too such as the “*reform method*” or the “*phonetic method*”), is a method coined in France and Germany around 1900 to oppose the famous grammar translation method. In fact Rao says: “...it is a direct reaction against the grammar-translation method”.<sup>37</sup> This method is based on a belief that total immersion is the most beneficial way for foreign language learners to learn the language. As the grammar-translation method stressed the importance of reading and writing, the direct method considers listening and speaking to be the two most important language skills to focus on and develop.

Its major goal is to point out the essential need for direct association between experience and expression, i.e. conversation comes on top as the most important tool, followed by discussion. Conrad Diller adds that the basic rule is: “*no translation is allowed*”<sup>38</sup>, so the role of a teacher is to demonstrate meanings of individual words using various visual aids such as maps, charts, models, pictures etc. Richards and Rogers further develop that for abstract words: “*ideas and association can be used*” (otherwise synonyms are also acceptable).<sup>39</sup> It is evident that inductive way of teaching is employed here; both vocabulary and grammar are taught in a way that learners are the ones whose job is to try to figure out individual meanings hence the learning process becomes less teacher centered. As opposed to the grammar-translation method, real-life language and expressions are primarily focused on so learners can and are subsequently able to actually use the language in practice.

With that said, it is obvious that the direct method requires a qualified teacher (especially in terms of speaking skills and perfect pronunciation) and a smaller classroom (i.e. large classes were not suitable for it, a teacher needed a smaller amount of learners in

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<sup>37</sup> RAO, Yalaka. *Methods of Teaching English*. 2003, p. 163.

<sup>38</sup> DILLER, Conrad. *The Language Teaching Controversy*. Heinle, 2004, p. 23, ISBN 0883771144

<sup>39</sup> RICHARDS Jack, ROGERS Theodore. *Approaches and Methods in Language Teaching*. Cambridge University Press, 2001, p. 37, ISBN 0521008433

order for the method to be as effective as possible) – for that reason it was very successful in private schools (and not very successful in public education). Another disadvantage is that reading and writing skills were either ignored or not taught systematically, there was also no emphasis on using authentic materials. This method was particularly difficult to cope with for learners with a limited scope of vocabulary (and on the other hand it was essential for the teacher to have a wide range of vocabulary) and was rather time consuming.

Some of the aspects that made this method go down in history are for example that language understanding for learners became easier, it greatly improved their fluency of speech (and language sense in general) and helped them transfer individual words from their passive vocabulary into the active one. It was also full of activities and included a lot of aids which made it interesting, exciting and visually pleasing for learners.

All in all, this method focused on using the target language only, was based on communication and stressed the importance of using full sentences and repetition. It greatly helped develop productive skills (i.e. speaking and writing) of its learners; on the contrary receptive skills, i.e. listening and reading, were to a large extent neglected.<sup>40</sup> Although a teacher was still the leader and the authority to give tasks, learners were active and actively participating in all activities the whole time. Richards and Rogers mentioned though that using a mother tongue could be allowed from time to time as it would significantly help speed up the entire process and eventually made it more effective.<sup>41</sup>

Some of the techniques teachers commonly used were *dictation* (a teacher chose a grade-appropriate passage and read it aloud – on top of this technique *reading* aloud itself is a great technique too), *paragraph writing* (learners were asked to write a short paragraph on a certain topic in their own words) and *question/answer* type of exercises (a teacher asked his learners various questions and they answered). Generally all conversational practice kind of tasks were very popular and useful too (i.e. learners got the opportunity to ask their own questions – other students or even the teacher replied). Last but not least student's *self-correction* was and probably ever will be of the most important technique (i.e. every time a student made a mistake, he was given the opportunity to identify it and give it one more try). To conclude the list *map drawing* was also worth trying as this particular technique employed more senses hence made it a challenge for learners and eventually made them remember the language more effectively.

## 2.4 Audiolingual Method

The idea of the audio-lingual method comes from the time of the World War II when the US soldiers, due to their extensive fighting abroad, felt the need to learn foreign languages and wanted to find a way, i.e. a new effective method, to accomplish that. The actual method was not created until 1964 though on the basis of both a very simple opinion that “*speech is primary*”<sup>42</sup> and the very basic mechanism of behaviorism which claims that we learn by repetition.<sup>43</sup> Because of this, languages were looked at as sets of structures and

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<sup>40</sup> BROWN, Douglas. *Teaching by Principles.*, 1994, p. 55, ISBN 0136127118

<sup>41</sup> RICHARDS Jack, ROGERS Theodore. *Approaches and Methods in Language Teaching.* Cambridge University Press, 2001, p. 39, ISBN 0521008433

<sup>42</sup> BROWN, Douglas. *Teaching by Principles.*, 1994, p. 57, ISBN 0136127118

<sup>43</sup> *Ibid.* p. 57

the best way to learn them was determined to be through the process of conditioning – if one repeats a certain language structure enough, he remembers it. In fact Richards and Rogers said that learning a foreign language can be compared to the: “...*the process of building a new habit.*”<sup>44</sup> and even B.F. Skinner seconds that by saying: “...*language is verbal behavior.*”<sup>45</sup> With that said, the main component of such learning process is for children to drill dialogs all over again so they remember them eventually. When it happens, teachers select certain grammatical issues from these already memorized dialogues and use special types of exercises to drill them some more with their learners.

It is obvious that it is an oral-based method build upon the idea of learning (i.e. memorizing) dialogues so it comes as no surprise that its theoretical roots can be found in the direct method. As the direct method was to a large extent all about visual aids, the audio-lingual method is no different – it also offers a wide variety of exercises to keep learners motivated and interested in the actual learning process and uses a lot of visual aids as well. It is skill oriented with a particular emphasis on the so called “*oracy*” (i.e. a term coined by Andrew Wilkinson, a famous British educator, by combining the words literacy and numeracy to signify that oral skills should no longer be neglected in language education). It emphasizes learning foreign languages orally and strongly believes that children learn to speak before they learn to read or write (i.e. the oral aspect of foreign language learning has to be superior to the written one).<sup>46</sup>

Even though various authors criticized this method, e.g. Albert Valdman, an American linguist, claimed that: “...*the audio-lingual method overemphasizes oral drilling*”<sup>47</sup> and there are a lot of other drawbacks to it too (such as the fact that learners get bored easily, they have zero control over the content of their language development or the objection that they are in fact not exposed to real-life situations), there are still quite a few advantages of this method too. First of all it is widely accessible for large classes (i.e. it is perfect for public education), learners develop their listening and speaking skills and it is generally said to be the best method for beginners.

To recap it is crucial to mention that this method primarily focuses on repetition and pronunciation and its main aim is accuracy rather than fluency (errors must be avoided at all costs, mother tongue is not allowed to be used – not even for explaining such errors). On top of that sets of phrases are memorized with a clear focus on intonation. It appears from this that no audio-lingual method can succeed without a qualified and resourceful teacher whose job is to be active all the time and to work as a model of the target language for his learners (who personally do not initiate interaction, instead of this their task is to imitate, they are directed and follow orders from their teacher).

Some of the techniques teachers use, when employing this method, are *drilling*, *repetition* and *acting out a dialogue*. To be more specific, a teacher can for example write the following question on the whiteboard:

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<sup>44</sup> RICHARDS Jack, ROGERS Theodore. *Approaches and Methods in Language Teaching*. Cambridge University Press, 2001, p. 44, ISBN 0521008433

<sup>45</sup> COOK, Vivian. *Second Language Learning and Language Teaching*. Routledge, 2008, p. 95, ISBN 0340958766

<sup>46</sup> WILKINSON, Andrew. *Oracy in English Teaching*. National Council of Teachers of English, 1968, p. 743-747.

<sup>47</sup> VALDMAN, Albert. *Forward Self-instruction in ForeignLanguage Learning*. 1904, p. 36

“Does my mother want to go to...? (Italy, Spain, France) a say: *Italy*. As a result of this, his learners say: Does my mother want to go *Italy*? Right upon this he says: *Spain* and his pupils once again follow the pattern and say: Does my mother want to go to *Spain*? etc.

Or in terms of those drill exercises mentioned earlier, he can:

- 1) Replace elements in a sentence, e.g.: *Tom* loves pizza -> *He* loves pizza or Lucy bought *a sweater* -> Lucy bought *it*.
- 2) Modify elements in a sentence, e.g.: Jaromír bought *the computer* -> Jaromír bought *the computers*.
- 3) Simply repeat elements in a sentence, e.g.: I love him -> I love him // I love him *very much* -> I love him *very much* etc.

## 2.5 Communicative Language Teaching (CLT)

The CLT approach appeared in 1970s – when, as William Littlewood (a British applied linguist) states, “*learners of foreign languages needed to develop communicative skills by being exposed to real-life situations*”.<sup>48</sup> Richards and Rogers second this opinion by proclaiming that: “*the main aim of the CLT approach is developing its learner’s communicative competence*”.<sup>49</sup> It appears from this that this include both the linguistic competence and the way to actually effectively use the language in practice so foreign languages were no longer looked at from the point of their grammatical structures only (i.e. its grammar, its vocabulary...), but also from the perspective of the functions these structures necessarily need to employ so that the language can be effectively used in real-life situations. William Littlewood further develops this idea as he says: “*Learners have to learn a foreign language in its social context to know how to use the language as a means for social interaction*”.<sup>50</sup> It is obvious that doing that eventually leads to increased chances for such learners to succeed in meaningful social situations.

The main objection of the CTL, when comparing it to the previous methods, was the fact that pure knowledge of grammatical structures and vocabulary is not sufficient for learners to be able to communicate on a functional level (i.e. having a wide range of vocabulary and having mastered all grammatical aspects on a particular foreign language still may not be enough to effectively communicate). For that reason the main task of the CTL approach is to equip its learners with the communicative competence to be able to fully communicate properly and effectively in various real-life situations as well as to use the appropriate language for a given social context at all times.

It is evident that the CTL approach is mainly focused on learners and their mutual interaction. They communicate primarily between each other rather than with a teacher.

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<sup>48</sup> LITTLEWOOD, William. *Communicative Language Teaching: An Introduction*. Cambridge University Press, 1981, p. 86, ISBN 0521281547

<sup>49</sup> RICHARDS Jack, ROGERS Theodore. *Approaches and Methods in Language Teaching*. Cambridge University Press, 2001, p. 65, ISBN 0521008433

<sup>50</sup> LITTLEWOOD, William. *Communicative Language Teaching: An Introduction*. Cambridge University Press, 1981, p. 86 ISBN 0521281547

Because of this, they are to a large extent responsible for their own learning; they are encouraged to cope and work together in order for them to choose which form of the language to use for conveying messages too. The big difference to the previous approaches is also the role of the teacher. Vivian Cook, a British linguist, says that “...*the teacher is no more the center of attention...*”<sup>51</sup> to lead and control everything. According to Richards and Rogers there are essentially two important roles for him to do. First of all he needs to make sure that all learners have the opportunity to take part in the communication process (i.e. he is a facilitator, meaning he has to prepare activities so everyone can participate) and second has to work as an independent participant (i.e. he steps in only to resolve breakdowns in communication, in a given exercise etc.). If an error occurs, he should note it down without any positive or negative comment whatsoever (the point of this is not to disrupt the flow of the particular activity) and address it later.

When it comes to the role of the mother tongue, Richards and Rogers comment that mother tongue is allowed to be used in situations when it may help get the message across faster and more effectively than the target language would. Světlana Hanušová, an English teacher at the Faculty of Education at Masaryk University (Brno), is of a different opinion though as she claims that the mother tongue should be excluded from the communication process and the focus should be on: “...*using authentic materials in the target language*”.<sup>52</sup> The bottom line is that all tasks and instructions should be in the target language and the mother tongue should be kept to a minimum (i.e. to use it only to ensure comprehension). In this context Anthony Howatt, a British English language educator, differentiates between a weak and a strong form of the CTL approach. While the weak CTL aims at teaching its learners the proper way to use English in a wider context (i.e. not just for schools purposes, but for real-life communicational situations), the strong one stresses the importance to develop the system of the language itself too (i.e. not to focus on its practical application only). In other words the weak CTL can be described as “*learning to use English*” and the strong one as “*using English to learn it*”.<sup>53</sup>

To sum up, the CTL approach pays attention to provide enough possibilities for its learners to communicate in real-life situations and focuses on their interactive and harmonious relationship. It is no longer required to not make any mistakes (i.e. the point is to be express the idea effectively), however the fact that errors are corrected later can be looked at as a slight disadvantage as well as essentially having no single methodology to go along (i.e. no fixed set of techniques is prescribed). In terms of its practical application in a classroom, the range of materials is almost unlimited (i.e. everything initiating communication can be used), though Richards and Rogers classified materials into three groups (*task based activities, text-based activities and realia*) – all of them combined take into account developing all four basic language skills. To be more specific, *pair/group work* can be used (e.g. for various opinion sharing activities...) as well as *role plays* and many variations on *jigsaw* and *information-gap activities* (i.e. for example two learners work together, they are both given a picture of the same thing with a slight difference between these two and their task is to communicate so they can identify the difference based on a mutual dialogue).

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<sup>51</sup> COOK, Vivian. *Second Language Learning and Language Teaching*. Routledge, 2008, p. 119, ISBN 0340958766

<sup>52</sup> HANUŠOVÁ, Světlana; NAJVAR, Petr. *Foreign language acquisition at an early age*. 2006, p. 105, ISBN 8021041498

<sup>53</sup> HOWATT, Anthony. *A History of English Language Teaching*. Oxford University Press, 1984, p. 118, ISBN 0194370755



## 2.6 Content and Language Integrated Learning (CLIL)

CLIL is a pedagogical approach for foreign language education developed in Europe in the mid-1990s. It is based on the idea of teaching a subject through a medium of a non-native language of its learners. As David Marsh, one of the original founders of CLIL in 1994, states: “...*CLIL refers to a situation where a subject, or its parts, is taught through a foreign language...*”<sup>54</sup> It comes as no surprise that such approach appeared as obtaining information and knowledge in a certain area of expertise directly in English (i.e. a lingua franca) has proven to be beneficial in today’s global, technological society.

Do Coyle, a professor of English at the University of Aberdeen (UK), differentiates four key building blocks underpinning the framework of CLIL and labels them as “*4Cs Framework*”. She defines them to be: *content, communication, cognition and culture*. In order for a CLIL lesson to be successful, all four of these elements have to be treated correctly. According to Do Coyle, content is the actual subject or the theme of the lesson; some of the examples of various content areas may be knowledge, language or physical and social aspects of the actual information to be acquired in the learning process. Communication on one hand refers to using the language to learn and on the other hand to learning to use the language. The third element, i.e. cognition, is all about various ways our brain works and its inner processes used to acquire the knowledge (e.g. we can try to remember, critique or evaluate the information; all of these can help us remember it). The last one is culture which is defined as the way we interact with such acquired (i.e. obtained) knowledge. As Do Coyle further comments: “...*CLIL involves learning to use language appropriately while using the language to learn effectively*”.<sup>55</sup>

All in all, CLIL benefits from learning the language and the subject simultaneously; English is integrated directly into the curriculum (i.e. it is not treated as a separate subject). CLIL is especially useful for subjects such as History, Math, Civics etc. It is important to bear in mind that it can only be used if the level of English of its learners is good enough. Nevertheless as the focus is on the content of the subject (not on English), learners do not focus on the language thus they are not afraid of making mistakes. In order for this to work, it is important to use the language in authentic, meaningful situations. Putting things into a wider cultural context and generally having multicultural attitude is also a key element in successful CLIL-based lessons. It appears from this that CLIL takes full advantage of having a lot of diversification in materials and techniques and generally improves the overall language competence of its learners (i.e. not only their oral skills or vocabulary, all four language skills are developed).

As far as some of the problems CLIL-based lessons usually run into are concerned, it is for example the lack of expert teachers. They may be experts in their areas of expertise (e.g. in Math), but they can struggle with the language thus not be suitable for CLIL. On the other hand some teachers can speak English fluently, but lack sufficient expertise in the particular subject. The other common issue is the need to often artificially lower the level of the subject as its learners are not advanced in English enough to understand it. This inevitably leads to various simplifications and it can even eventually lead to providing

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<sup>54</sup> MARSH, David. *Bilingual Education & Content and Language Integrated Learning*. University of Sorbonne, 1994. p. 11.

<sup>55</sup> COYLE, Do. *CLIL – A Pedagogical Approach from the European Perspective*. 2008, p. 97-111

misleading information. The last problem is the lack of courses and generally materials for teachers to get familiar with CLIL.

To sum up, a teacher needs to employ two crucial roles – he needs to be a learner-centered facilitator and also an analyst so learners can improve their language efficiently. He also needs to be equipped with the knowledge of both the language and the subject for which he can often be collaborating with particular subject teachers. Learners are the active creators of the content and knowledge; they are autonomous and collaborative (with both the teacher and other learners). Some of the activities to be used are various *performance-oriented* activities, *discussions*, *collaborative tasks* etc. It is important to include activities in a way so they develop all four language skills. During these activities the teacher has to correct mistakes in all aspects of its learners' language.

## 2.7 Suggestopedia

Both Suggestopedia (and TRP in the following chapter) are methods of foreign language teaching commonly referred to as “*humanistic approaches*” (or even “*self-directed learning*”). Hanušová explains that they both share the same defining characteristic as they focus on: “...*developing all aspects of an individual...*”<sup>56</sup>

Suggestopedia is a very unique method developed by Georgi Lozanov, a Bulgarian psychiatrist and educator, in the late 1970s. He borrowed and modified techniques from Yoga to make use of our consciousness. The main idea of this method is to first of all make sure learners feel comfortable and relaxed. Once this is achieved, their brains open up and make it subsequently easier for them to permanently remember the foreign language. This particular finding is based on recent research concerning the mechanism behind the way our brain works – it works best when one is not under stress, when one is feeling positive and peaceful.<sup>57</sup> This relaxation and rhythmic breathing combined with the listening and reading on part of the teacher results in lowering learners barriers to absorb and learn new things. Music (especially Baroque music) is played in the background during the entire process to make it even more effective for them to learn.

From the pedagogical point of view, the actual teaching process stresses the importance of translation and focuses on memorizing lists of new vocabulary (written in both the target and the mother tongue). Teachers focus on presenting meaningful texts (i.e. texts based on real-life situations or stories with emotional components), vocabulary is more important than grammar. Richards and Rogers point out that Suggestopedia: “...*uses peripheral learning*”<sup>58</sup> meaning teachers need to make sure classrooms are fully equipped with various objects such as posters, artwork etc. (they generally have to be colorful and bright with soft light, chairs should be comfortable...) which not only make them beautiful and pleasant to be in, but also make learners feel better thus remember more. Learners should get the feeling of home, Richards and Rogers describe the so called “*infantilization*

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<sup>56</sup> Metody cizojazyčné výuky [online]. *Svp.muni.cz* [cit. 2017-03-30]. Dostupné z: <http://svp.muni.cz/ukazat.php?docId=301>

<sup>57</sup> How Stress Breaks Down Your Mind and Body [online]. *Lifehacker.com*, 2013 [cit. 2017-03-30]. Dostupné z: <http://lifehacker.com/how-stress-breaks-down-your-mind-and-body-and-how-to-f-1258810485>

<sup>58</sup> RICHARDS Jack, ROGERS Theodore. *Approaches and Methods in Language Teaching*. Cambridge University Press, 2001, p. 164, ISBN 0521008433

*of learners*” essentially meaning the relationship between learners and their teacher should be similar to the relationship of children and their parent.<sup>59</sup>

It appears from this that teachers are the main authorities in such classrooms; they have to be self-confident, trusted by their learners and have a highly positive attitude towards them. They usually read texts out loud and the learners passively listen while changing the rhythm of voice, intonation, breathing etc. Learners are given new names and a completely new identity to reduce anxiety even more and overcome their natural shyness.

All in all this method is not suitable for our public educational system because it requires less crowded classrooms and generally lack any form of formal assessment. Vocabulary is explained in mother tongue to ensure comprehension and errors are cleared at the end of the lesson (i.e. teachers use the corrected form of words and phrases so relaxed learners can clearly hear and have a chance to remember them). The question to ask is to what extent is the relaxation actually needed (beneficial) so it still can be considered to be a learning process and a serious form of learning rather than pure relaxation. On the bright side Suggestopedia increases oral proficiency and can be used even for adults.

## 2.8 Total Physical Response

TPR is an approach developed by James Asher, an American psychological professor, in the 1970s. He designed it especially for young learners and teenagers (though there are effective ways to use it with adults too, e.g. by combining a sign language with vocabulary) based on his own findings about the way children acquire their mother tongue. He realized that even though they do not produce any language yet, they already do understand it (i.e. comprehension is the first step in language acquisition, not its word production). To be more specific, they look up to their parents for instructions and perform the movements required (e.g. they hear “Sit down”, see their mother actually sitting down, so they follow her, sit down as well and eventually associate the act with the language). Richards and Rogers further comment that: “...*children are not required to think about the language at first as they have to respond immediately...*”<sup>60</sup> and essentially have no time for it. This also takes into consideration the so called “*silent period*” (i.e. a period when children do not attempt to speak yet). Later on they eventually start speaking in a way Cook further explains: “...*by taking over the teachers’ role and giving instructions to others*”.<sup>61</sup> After all speaking is the ultimate goal of this approach and is being incorporated to the actual learning process after approximately 150 hours.

TPR, unlike the vast majority of other approaches, focuses on the right hemisphere of the brain (i.e. the one responsible for movement) and because of the fact that the act of moving is memory friendly, it makes a great use of it and makes its learners remember the language very effectively. In fact any information acquired by primarily oral production is temporarily stored in the short-term memory (associated with the left hemisphere) and has to be repeated in order to sink in. TRP directly associates it with movement, it gets stored

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<sup>59</sup> *Ibid.* p. 164

<sup>60</sup> RICHARDS Jack, ROGERS Theodore. *Approaches and Methods in Language Teaching*. Cambridge University Press, 2001, p. 181, ISBN 0521008433

<sup>61</sup> COOK, Vivian. *Second Language Learning and Language Teaching*. Routledge, 2008, p. 145, ISBN 0340958766

in the right hemisphere and one is more likely not to forget it in the long run (i.e. it works the same way as e.g. learning to ride a bicycle or learning to swim – one hardly ever forgets these).

TRP is based on a belief that in order for the learning process to be successful, it has to be stress free, i.e. children should feel relaxed and should not be forced into speaking. As soon as they do however, the teacher is not allowed to correct their mistakes and interrupt them (errors are considered to be natural and can be addressed later and checked by observing them speaking). The teacher is required to provide its learners with enough opportunities to learn and to expose them to the target language, he also decides on the content (i.e. the grammar and vocabulary to be taught). Learners' main objective is to carefully listen, respond to the commands, be physically and mentally active and eventually produce their own language. Using mother tongue is limited to a minimum; in fact it is only used for introducing the approach and the lesson, other than that only the target language should be used to convey the meaning through demonstration and action.

As far as its advantages are concerned, it definitely is fun for the learners, it is a great tool for learning new vocabulary and it can be used for both small and large classes. TPR also works great for groups with mixed abilities as it is very clear and vivid and all learners can pick up the meaning of individual words and phrases. Last but not least teachers are not required to prepare much; no extra materials, handouts, physical objects etc. are needed. On the other hand TPR is not considered to be a very creative approach as learners are fairly limited to express their views and thoughts. It is also good for beginners only. The biggest complain though, outlined by James Ashen himself, is the fact that it cannot be used to teach all aspects of language and for that reason: “...*should be used in combination with other approaches and methods*”.<sup>62</sup>

In terms of particular examples to be used in classrooms, all *vocabulary connected with movement or action* can be used (e.g. teachers can demonstrate smiling, being angry, being ill...). It is very good for introducing *classroom language* (e.g. come to the board, close the book, write...) and for *teaching imperative constructions* in general (e.g. be quiet, stop talking, stay here...).

## 2.9 The author's way of teaching

As teaching is a very demanding process with lots of components, variables and elements to it (especially in situations similar to the one the author will be dealing with in practical part of the thesis), it is necessary to plan the way to be teaching in advance so the teaching process is as effective it can possibly be. The author will be teaching a class of 17 students whose age varies between 21 - 24 at the Higher Vocational School of Business and Trade in Přerov. It is evident that this school falls into the tertiary (i.e. post-secondary) educational level and because of its “vocational aspect” primarily aims at preparing its students for real-life situations, i.e. their career in the business world. Because of this, English has to reflect these requirements. It has taught in a way that students are prepared for its practical use – i.e. the point here is not to equip students with deep theoretical knowledge in anticipation of their future studies (such as preparing them for various tests, entrance exams, certificate exams etc.). The task the author had been assigned by the

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<sup>62</sup> RICHARDS Jack, ROGERS Theodore. *Approaches and Methods in Language Teaching*. Cambridge University Press, 2001, p. 182, ISBN 0521008433

headmistress was simple: “*You have four semesters to develop their language skills in English while covering authentic specialized topics.*” For that reason the way of teaching outlined below has to reflect these requirements and has to work under the given circumstances (imposed by the school management team on the author, i.e. the English teacher).

As for the following part, the author is going to define “*a new method*” to be used in the practical part of this thesis by contrasting it with distinctive features of all approaches/methods presented in the previous chapters. By “*a new method*” it is referred to a method to be used in Přerov for the first time ever under the circumstances described earlier (i.e. “*a new method*” does not mean something revolutionary).

### **Grammar-translation method**

No compilations of isolated words and phrases will be created for future memorization. All grammar and vocabulary will be taught in its original context. As the grammar-translation method did not pay any attention to context in general (the basic structures were sentences), it will be the exact opposite. Dealing with texts will be the main part of all lessons – texts will be used for finding new vocabulary, identifying grammatical issues and eventually helping students remember all of it. The teacher will be the authority, but students will have to be active, they will have to take active part in the lessons. Errors will be accepted as the author considers them to be natural and will always give students chance to correct themselves. He will also help them with this, i.e. he will try to explain, put the whole issue into a wider perspective and eventually make sure the particular issue is clear and students understood it. Students will be allowed to talk with both the teacher and with each other; i.e. communication will be very important in those lessons.

### **The Direct method**

Mother tongue will be only used for introducing Czech sentences and particular Czech vocabulary to be translated into English. Otherwise all communication will be in English only (i.e. almost total immersion). All grammar and vocabulary will be explained in English – association, demonstration, synonyms etc. will play an important role in this process. Inductive way of teaching will be employed, the focus will be on real-life expressions and topics and students will have plenty opportunities to communicate, i.e. conversational tasks will be used a lot. Authentic materials will be used only (they were not in the direct method)

### **Audio-lingual method**

The teacher is definitely going to focus on “*Oracy*”, he will pay attention to pronunciation and will not allow mother tongue (unless it is used to translate sentences from Czech to English and the other way around). Students will not be forced to repeat any expressions all over again (they will remember new vocabulary and grammar because of the context they will find it in), they will be exposed to real-life situations and will not be bored – mainly due to the fact they first will have to be active, second they will work with meaningful texts and third accuracy will be just as important as fluency. Content will play a significant role too as it will be used as a tool to keep students engaged and interested in the learning process (but the focus will be primarily on language).

As the main aspects of the author's method have already been pointed out, the rest of the remaining methods will be compared to it (in terms of similarities and differences):

### **Communicative Language Teaching (CLT)**

Similarities: The teacher will make sure learners have enough opportunities to speak by putting things in context to ensure they really are able to do so (as learning isolated vocabulary and grammar is no effective way to develop their practical speaking skills).

Differences: Errors will be dealt with right away (not later) and mother tongue will not be tolerated. The teacher will also not be the center of attention; students will be given enough opportunities to express themselves. In fact it will be expected from them to ask questions at all times (based on issues in texts they are not familiar with so everything is clear and they learn something new).

### **Content and Language Integrated Learning (CLIL)**

Similarities: They can both take advantage of various techniques and materials, though only authentic texts in form of worksheets with various exercises will be used (i.e. no audio recordings, no videos, no teaching aids for games etc.). Overall language competence will be developed (students will work with texts = reading, they will ask questions and communicate with the teacher and with each other = speaking, they will need to listen to the teacher so they understand the issues and know what to do and to other colleagues so they can take part in discussions = listening and they will be asked to put down almost everything that will be talked about right into their worksheets so it can be analyzed later = writing). Meaningful and authentic texts will be used. Discussions will be playing an important role in the lessons; students will be the active creators of the content of the individual lessons. The teacher will work as an analyzer of their skills and will tailor the lesson based on issues they struggle with. The teacher will also be a facilitator to provide students with enough opportunities to speak and to make it easy for them. Last but not least the teacher will correct all their mistakes.

Differences: English will be treated as a separate subject as it is not integrated into the curriculum in a way so another subject is taught in English (i.e. the subject the teacher is going to teach is officially called "*English language*", not "*Economy*", "*Business*", "*Marketing*" or anything like that). The focus will be on English (not on content, though content will be used to stay relevant and keep students interested). There will be no simplifications at all (as students' level of English is already good enough to understand and they already are familiar with the content – they only need to convert this knowledge into English so they are able to effectively use their Czech knowledge from their fields of expertise in an English-speaking environment, primarily in communicational situations).

### **Suggestopedia**

Similarities: Meaningful texts will be used and focused on; increasing oral proficiency will be the goal and both methods can be used for adults too (which is clear, as students from both Přerov and Nový Jičín are adults)

Differences: there will be neither memorizing nor translating words to compile lists of vocabulary (everything will be explained and subsequently learned in context), formal assessment will also be no issue (students will be orally evaluated at the end of each semester based on covered topics)

### **Total Physical Response (TPR)**

Similarities: Stress free environment, associating words with movement (i.e. demonstration by the teacher) will be commonly used as no mother tongue will be allowed to explain complicated and abstract words

Differences: Students will be given enough opportunities to use the target language and to express themselves in various situations (i.e. they will not be limited in any way to ask questions), students will also take a significant part in creating the actual content of the lesson (i.e. they will in fact be content-makers).

## PRACTICAL PART

### 3 TEACHING ENGLISH THROUGH WORKSHEETS

#### 3.1 Introduction

The practical part is going to focus on describing the process of teaching English at the Higher Vocational School of Business and Trade in Přerov based on the method generally outlined in the chapter “*The author’s way of teaching*”. As the author works as an English teacher at VOŠŽ and has been appointed to be the head of the English department and given full authority to take control over the way English is going to be taught, a completely new way of teaching was devised by him.

To put things into wider perspective, it is necessary to point out that it is very demanding to teach English in the tertiary level of vocational education as teachers stumble upon problems other teachers in the primary and secondary level of general education do not.

- 1) They face students coming from various educational settings (Grammar Schools, Secondary Vocational Schools etc.) whose level of English is often very different. There are students who successfully passed their “*Maturita*” exam in English (i.e. they are certified to be at least B1 level in English). There are students who did not (i.e. they also passed their “*Maturita*” exam, but did not choose English – supposedly because a foreign language has never been their priority). There are also students who may not speak English at all (or speak English very little). This is because they chose to start learning a different foreign language in their elementary schools (commonly German or French) and as learning a second foreign language was not mandatory in elementary schools in the past (and these students often moved on to the vocational sector of education in terms of their secondary level of education, which is very practically oriented and not focused on obtaining general knowledge, e.g. two foreign languages) they never got the opportunity to start learning their second foreign language – e.g. English. Some of them may have started learning English as their second foreign language in elementary school, but the thing to take into consideration is the timing (learning a second foreign language in elementary schools starts earlier these days and if one started learning his second foreign language in the last two years of his studies and stopped right after these two year were over, it is a long time to forget most of it).
- 2) As this is the tertiary level of education, the general underlying principle of the teaching process imposed by government (i.e. the system of curriculum documents) cannot be employed here. That means there is neither the “*Framework Education*



*Programme*” (the one used in the primary level of education) nor the “*School Education Programme*” (the one used in the secondary level of education). It is also important to bear in mind that there are differences related to the extent of changes which can be introduced into the teaching process between schools run by the state and the private ones (i.e. the one the author of this thesis is teaching at). The third important aspect to think about is the fact that vocational schools in general (i.e. they can be both in the secondary and in the tertiary level of education) are focused on preparing their learners to work in professional vocations thus their nature is not academic (i.e. theoretical).

To reflect the situation and the nature of such education, the way English was taught by other teachers (i.e. prior ones to the author of this thesis) was by giving lectures in English on specific topics from the business world. The point was not to teach students the subject, i.e. the focus was not on the content of these lessons (students already knew it; they were familiar with the topics in Czech). It was all about presenting business-related topics so students get familiar with vocabulary and generally all aspects of such authentic topics from the perspective of English so they are eventually able to work in their fields of expertise abroad. This has and will always be the overall goal of teaching English at the Higher Vocational School of Business and Trade in Přerov (and generally the goal in all tertiary vocational schools) as dealing with authentic topics related to the particular type of school (be it topics from Marketing, Finance, Banking, Logistics...) is the one thing that cannot be changed.

Unfortunately, the way outlined above (very similar to what is all CLIL about) did not work. Students did not manage to develop their language skills enough. As the author of this thesis is also the main examiner of English when it comes to the “*Absolutorium*” exam at VOŠŽ (i.e. the exam students have to pass in order for them to obtain the degree – “*DiS.*”), he could personally see their insufficient knowledge of English and it was clear changes needed to be introduced. For that reason, the headmistress *PhDr. Světlana Daňková* gave him full authority to change the entire system in the course of four semesters (i.e. two years), try it out, evaluate it and report back to her. It appears from this that this thesis is only a small fragment of a much bigger and extensive research and only its highlights can be presented here.

### **The way of teaching English through worksheets**

The way the author is going to be teaching was generally outlined in the chapter “*The author’s way of teaching*”. General mechanisms underlying all his lessons were presented there. To be more specific, all lessons will be carried out using various worksheets on specific topics (as these topics are the only thing that cannot be changed, however the way to approach them can). With that said, the overall point will be to stick with the topics by working with worksheets (compiled of various texts) and focus on developing all four language skills of the learners during the entire process.

Students will be asked to perform all kinds of tasks – particularly to go through the texts, complete the exercises, work in pairs, discuss and answer questions (especially those to be found in the end of every worksheet). As the focus will be primarily on language, they will be asked questions about various grammatical issues, vocabulary, pronunciation etc. to be found in the texts during the entire lesson. They will also be prompted to ask their own questions about anything language-related. All issues will be covered based on their needs and struggles.

As all lessons will heavily rely on communication (i.e. students will be constantly asked a lot of questions, they will be given a lot of tasks and their active participation will be required), it will work like this: Students will always get a specific time to think about the issue and will put down its solution, i.e. the answer to it, based on what they know right into the worksheet. Right after that the issue will be thoroughly discussed, covered and practiced so it is possible to move on within the text. After the lesson is over, the teacher will borrow all their worksheets, make a copy of each and every one of them and hands them back. The reason for such procedure is one to give students enough time to think about the particular issue (before it is discussed), two to make sure they work in the lesson (though motivation is not the problem here as they are adults who are eager to participate in lessons, they are willing to learn and generally have no intention of not working as they can stay at home if they don't want to participate in lessons) and three to gather materials and data for future research analysis.

As all lessons are scheduled to be long enough (45 minutes x 3 = 135 minutes, once a week), the author will be given plenty of time to deal with all issues to potentially come up (be it grammar, vocabulary...) while managing to finish the topic as well. There will be no time to cover one topic in two weeks so every worksheet has to be completed within the given time limit (i.e. 135 minutes, 4 worksheets/a month). However as this thesis is fairly limited in terms of its length, only a small part of this experiment can be presented here – i.e. the first four worksheets (all of them come from the general part and are generally the easiest ones of the whole bunch).

### **Worksheets' structure**

All worksheets follow the same pattern: *the name of the topic, vocabulary, various exercises, questions to answer* (to ensure comprehension). The thing to notice is that the vocabulary part was not included in any of the individual worksheets when handing them over to students in the beginning of each lesson. It was delivered to them via email after the lesson in order for them to print it out, fill it in and keep track of major keywords in every topic for their future use (i.e. a student may pull out a worksheet on “*Insurance*” later in life and is immediately presented with the most important vocabulary related to “*Insurance*” so he can revise it quickly without having to go through the texts and his numerous notes). The point was not to provide them with any Czech words in the lesson

whatsoever so that English had to be used to explain everything (using synonyms, demonstration...).

### **Data processing**

Before the experiment started, the author managed to test his learners' knowledge of English and it will eventually be concluded whether or not working with worksheets improved their language skills by performing another test in the end of the experiment and comparing their results.

To gather enough relevant data and to really see whether or not these worksheets work (even outside the school they are intended to be used in and designed for), the author also managed to get the opportunity to teach ten English seminars at the Grammar School in Nový Jičín (the school the author originally comes from, all students were in their final year of their studies). To make the results as balanced as possible, it was ensured that all students in Nový Jičín were treated exactly the same as the ones in Přerov, all worksheets remained the same and they were also covered the exact same way.

### **Individual chapters' content**

Last but not least the point of the following chapters (dealing with the individual worksheets) is to track down the way the four selected worksheets were dealt with. As all lessons were primarily about the language (the content of these worksheets was secondary, it was only used as a tool to develop the language, i.e. English), the following chapters focus on description of the particular language errors students struggled with (so these chapters and their data can be used by future teachers at VOŠŽ when covering the topics using the worksheets). All in all the aim is not to present specific lesson plans (by following the common pattern: *name of school, date, topic of the lesson, number of students, teaching aids, competencies...*). These worksheets do not present any theoretical concepts of lessons to be potentially used; they reflect lessons that have already been conducted and track down their particular findings. The following values will be used for illustrating the results:

#### **Grammar School in Nový Jičín: 6 students in total**

| <b>Number of students</b> | <b>Percentage (%)</b> |
|---------------------------|-----------------------|
| 6                         | 100                   |
| 5                         | 83                    |
| 4                         | 66                    |
| 3                         | 50                    |
| 2                         | 33                    |
| 1                         | 16                    |
| 0                         | 0                     |

**Table 1:** Number of students vs. percentage ratio (Nový Jičín)

## Higher Vocational School of Business and Trade in Přerov: 17 students in total

| Number of students | Percentage (%) |
|--------------------|----------------|
| 17                 | 100            |
| 16                 | 94             |
| 15                 | 88             |
| 14                 | 82             |
| 13                 | 76             |
| 12                 | 70             |
| 11                 | 64             |
| 10                 | 58             |
| 9                  | 52             |
| 8                  | 46             |
| 7                  | 40             |
| 6                  | 34             |
| 5                  | 28             |
| 4                  | 22             |
| 3                  | 16             |
| 2                  | 10             |
| 1                  | 4              |
| 0                  | 0              |

**Table 2:** Number of students vs. percentage ratio (Přerov)

### 3.2 Entry Test

The point of this chapter is use the “*Entry test*” to evaluate the level of English of students at the Higher Vocational School of Business and Trade in Přerov prior to starting working with them with the worksheets. All results will be kept aside and used after two years to see whether or not they progressed (by performing another test, i.e. “*The final test*”). Because of the fact their level was determined to be “*B1*” (based on their entrance exam in English) and the author was assigned the task to start at this level, the following entry test will echo selected issues of this level of English (i.e. B1 grammar, B1 vocabulary). The entire test is based on these books: “*English Vocabulary in Use*” (Pre-Intermediate and Intermediate level) by Stuart Redman and “*English Grammar in Use*” (Intermediate level) by Raymond Murphy (Cambridge).

To be more specific, it is a multi-choice test, it has 15 questions and students’ task is to choose the correct answer (from three given options) so it fits in its place in the text. Every question aims at testing a particular language problem as follows:

1. prepositions (on, in, at)
2. modal verbs (should, ought, need)
3. comparatives and superlatives (more, the most)
4. possessive forms (its, his, her)
5. invented by vs. invented from vs. invented of
6. whose vs. whom vs. who
7. familiar with vs. familiar to vs. familiar for
8. at least vs. at last vs. lastly

9. many vs. a lot of vs. lot of
10. prepositions (next, by, opposite)
11. present simple vs. present continuous vs. passive voice
12. articles (zero article, indefinite article, definite article)
13. present simple vs. present continuous vs. present perfect
14. last vs. final vs. recent
15. see vs. look vs. watch

As both tests (i.e. the entry and the final one) and their results are to be presented to the headmistress and other colleagues, the author was given permission to publicly share names of students and other personal data in this thesis as well.

The test was conducted as outlined above and the results are summarized in the table below. The individual numbers (i.e. 1-15) refer to the 15 language issues mentioned earlier. If the particular student was correct, it is marked as "100". If he failed to choose the correct answer, it is marked as "0". The final line is simply the arithmetic mean of all values to see to what extent the particular issue caused problems.

| Name                       | 1         | 2         | 3         | 4         | 5          | 6         | 7          | 8         | 9          | 10        | 11        | 12        | 13        | 14        | 15       |
|----------------------------|-----------|-----------|-----------|-----------|------------|-----------|------------|-----------|------------|-----------|-----------|-----------|-----------|-----------|----------|
| Veronika Alánová           | 100       | 100       | 100       | 0         | 100        | 0         | 100        | 0         | 100        | 100       | 0         | 100       | 100       | 100       | 0        |
| Ondřej Kosek               | 100       | 100       | 100       | 100       | 100        | 0         | 100        | 100       | 100        | 100       | 0         | 0         | 100       | 100       | 0        |
| Michaela Šmídová           | 0         | 100       | 100       | 0         | 100        | 0         | 100        | 100       | 100        | 100       | 0         | 100       | 0         | 100       | 0        |
| Nikol Vašinová             | 100       | 100       | 100       | 100       | 100        | 100       | 100        | 100       | 100        | 100       | 0         | 0         | 0         | 100       | 0        |
| Kristýna Hlínová           | 0         | 0         | 100       | 0         | 100        | 0         | 100        | 0         | 100        | 100       | 0         | 0         | 0         | 0         | 0        |
| Jana Trnová                | 0         | 100       | 0         | 100       | 100        | 0         | 100        | 0         | 100        | 100       | 100       | 100       | 0         | 100       | 0        |
| Iva Robová                 | 0         | 0         | 100       | 0         | 100        | 100       | 100        | 0         | 100        | 0         | 0         | 0         | 0         | 0         | 0        |
| David Janušík              | 0         | 0         | 100       | 0         | 100        | 100       | 100        | 0         | 100        | 0         | 0         | 100       | 0         | 100       | 0        |
| Adéla Koralová             | 100       | 100       | 100       | 100       | 100        | 100       | 100        | 0         | 100        | 100       | 0         | 0         | 0         | 100       | 0        |
| Veronika Hronová           | 0         | 100       | 100       | 0         | 100        | 0         | 100        | 0         | 100        | 100       | 100       | 0         | 0         | 0         | 0        |
| Terezie Starošítková       | 100       | 100       | 100       | 100       | 100        | 100       | 100        | 100       | 100        | 100       | 100       | 100       | 0         | 100       | 0        |
| Kristýna Záchová           | 100       | 0         | 100       | 0         | 100        | 100       | 100        | 0         | 100        | 100       | 0         | 0         | 100       | 100       | 0        |
| Iveta Mezulianíková        | 0         | 0         | 100       | 100       | 100        | 0         | 100        | 0         | 100        | 0         | 0         | 0         | 0         | 100       | 0        |
| Aneta Sumová               | 0         | 100       | 100       | 0         | 100        | 100       | 100        | 0         | 100        | 100       | 0         | 100       | 0         | 0         | 0        |
| Denisa Navrátilová         | 0         | 0         | 100       | 0         | 100        | 100       | 100        | 0         | 100        | 0         | 100       | 0         | 0         | 0         | 0        |
| Adam Kadula                | 100       | 0         | 100       | 0         | 100        | 100       | 100        | 100       | 100        | 0         | 0         | 0         | 0         | 0         | 0        |
| Filip Nevečeřal            | 0         | 0         | 100       | 0         | 100        | 0         | 100        | 0         | 100        | 0         | 0         | 100       | 0         | 0         | 0        |
| <b>arithmetic mean (%)</b> | <b>41</b> | <b>47</b> | <b>94</b> | <b>64</b> | <b>100</b> | <b>47</b> | <b>100</b> | <b>70</b> | <b>100</b> | <b>35</b> | <b>76</b> | <b>58</b> | <b>82</b> | <b>41</b> | <b>0</b> |

**Table 3:** Entry Test Results (Grammar and Vocabulary)

All these findings in combination with the way the actual test was structured will be the basis for the way to be working with the worksheets so that students get more familiar with this type of exercise (i.e. generally with the way of learning a foreign language this way) and hopefully score better at the final test. Students were not presented with the results from the table above. They completed the test and no feedback was provided to them at all. This is because of its evaluation various explanations would have been requested and it was not what this test was about. Its aim was merely to evaluate their

knowledge for the purpose of adjusting the worksheets and the way to be dealing with them.

In addition to the previous test, students were taken to the computer classroom to do one most test (an official one, by Merriam Webster).<sup>63</sup> This test was performed online (every student had a different one, the computer randomly generates them) and its aim was to measure the vocabulary of the learners. How does this test work? Students were presented by a set of 10 questions. Each question had a time limit set to 10 seconds and was about finding a synonym to the word that showed up. Students got to pick from options A, B, C or D. The faster they answered, the higher the final score. The harder the word they were right about, the harder the word that followed next. The harder the word in general, the higher the final score. The final score showed up in the end: 0-4200. The average score of an advanced non-native speaker of English is estimated to be 2600. Their results were:

| <b>Name</b>                | <b>Score</b> |
|----------------------------|--------------|
| Veronika Alánová           | 521          |
| Ondřej Kosek               | 477          |
| Michaela Šmídová           | 1211         |
| Nikol Vašinová             | 1890         |
| Kristýna Hlínová           | 210          |
| Jana Trnová                | 521          |
| Iva Robová                 | 413          |
| David Janušík              | 398          |
| Adéla Koralová             | 1421         |
| Veronika Hronová           | 521          |
| Terezie Starošítková       | 2039         |
| Kristýna Záchová           | 754          |
| Iveta Mezulianíková        | 477          |
| Aneta Sumová               | 398          |
| Denisa Navrátilová         | 618          |
| Adam Kadula                | 221          |
| Filip Nevečeřal            | 172          |
| <b>arithmetic mean (%)</b> | <b>721</b>   |

**Table 4:** Entry Test Results (Vocabulary size)

All in all the results will be further discussed and compared to the results obtained after two years of working with the worksheets.<sup>64</sup>

Last but not least, students at the Grammar School in Nový Jičín did not take part in any testing as the author only got the opportunity to have 10 sessions with them thus it was no point in doing any testing. The only reason to start working with them was to try out the worksheets on a different group of students so valuable data can be acquired and subsequently compared and evaluated (as the next four chapters illustrate).

<sup>63</sup> How Strong is Your Vocabulary? [online]. *Merriam-Webster.com*, 2017 [cit. 2017-04-06]. Dostupné z: <https://www.merriam-webster.com/word-games/vocabulary-quiz>

<sup>64</sup> See chapter „*The Final Test*“

### 3.3 Information Technology

“*The hardware of a **computer**.... such as **its** display, or monitor, or **LCD**...*”

The first challenge students in Přerov faced was to figure out what a proper name for a portable computer is. Only 46% of them knew it was a laptop (though the same exact word appears a few lines below), 42% thought it was a notebook and 12% had no idea whatsoever. Surprisingly enough, all students in Nový Jičín knew the correct answer right away. It was consequently explained that the word notebook refers to a set of sheets of paper; though the way it is used in Czech makes it understandably confusing for some Czech speakers of English.

Right after that we hit the expression “*its display*”. All students in both Přerov and Nový Jičín could differentiate *its* from *it’s* (knowing apostrophes in English commonly indicate possession and this is essentially the only exception – “*it’s*” stands for a short form of “*it is*” and “*its*” indicates something belonging to something that is not masculine or feminine). To make sure they understood, all students were asked to translate a sentence “*Toto auto vypadá skvěle s těmi svými černými stěrači*” (“*The car looks great with its black wipers*”) and all of them got it right.

The last thing to cover in this sentence was the word “*LCD*”. Even though 82% students in Přerov and 83% in Nový Jičín were able to pronounce it properly (i.e. /,el.si:'di:/, the rest forgot to spell the individual letters in English and used the Czech pronunciation of the alphabet for it instead, i.e. [ɛl t̃sɛ: dɛ:]), it turned out students were completely unaware of the difference between an acronym, an initialism and a shortcut. This is crucial to know for all learners of English as it is basically the only effective and correct way to really tell whether or not one is allowed to pronounce the whole word as it is or if it is necessary to spell it letter by letter. For that reason the following items were written on a whiteboard: *FBI*, *NASA*, *CIA*, *FYI*. Then it was explained that an initialism consists of a string of word and it is necessary to pronounce them separately and an acronym is also a string of words, but they need to be pronounced all by themselves. After this it turned out to be easy to figure out for them that both *FBI* and *CIA* are acronyms and *NASA* and *FYI* initialisms. To conclude everyone was asked to come up with one example for each of these two from the IT world and identify where it belongs. Some of the acronyms we got were *Mbps* (Megabits per second), *ROM* (Read-Only Memory) or *VPN* (Virtual Private Network); eventually leading us to realize that an abbreviation is any shortened form of a word.

“... by pressing **number** of keys...”

As far as this sentence goes, students were asked about the difference between the words a “*number*” and an “*amount*”. There was no one in Přerov who was able to explain it and come up with a definition, however some of the meaningful replies were: “*Amount*

is used for money” and “Amount can be used with a lot” (the student was asked for an example, she said: “I have a lot amount of time”) or “Justin Bieber is number one singer in the world”. Right after that they were provided with these two sentences: “Learning English affected a large number of foreigners” and “Learning English takes an inordinate amount of work”. The purpose was to let them think about the difference between these two and surprisingly students in Nový Jičín got it faster (83% of them), it took about 15 seconds longer in Přerov and only 16% of them managed to figure it out eventually. We finally clarified that we use amount for uncountable commodities (i.e. work is an uncountable noun) and number for countable ones (i.e. foreigners is a plural form for a foreigner and can be counted). To make sure they got it, they were presented with these two sentences: “A greater amount of people showed up last night” and “A greater number of people showed up last night” The question was to identify the correct one (which is the second one). 100% students in Nový Jičín got it right, but in Přerov it was only 94% (i.e. one student failed to do so). She was asked about the way of thinking behind the wrong answer and she presented a fairly reasonable argument. She came up with the sentence “The amount of people in China...” and stressed that even though it is obviously wrong (at least from the grammatical point of view based on the theory explained by the teacher earlier), it for some reason does not sound wrong. It was concluded by the teacher that it is a valid argument and the sentence really does not seem glaringly wrong. In any case, students were told that the safest way is stick with the theory and decide upon that (based on countability/uncountability of the particular noun). The final task was for everyone to list at least five countable and uncountable nouns. All students were able to do so (some of the results of the uncountable ones were: *money, music, power, news* and as for the countable ones: *school, wall, desk, teacher* – interestingly 64% students in Přerov mentioned “a teacher” while nobody in Nový Jičín did).

“...help me to create/**format** a new file”

The next issue was the word “format”. Students were asked about its meaning and 94% of them in Přerov found out there is more to it than the one particular meaning presented in the text (i.e. to organize text on a computer). Some of their answers were: “It means to delete all data from a PC” (i.e. to reinstall a PC) and “It is a pattern of for example a wedding” (i.e. its procedure). This was definitely surprising because not even the author of this thesis could think of the second one. Students in Nový Jičín did also mention only the first additional meaning. In order for them to remember this word, they were asked to translate the following sentence from Czech to English: “Když formátoval svůj počítač, našel na něm staré Lucčiny fotky ze svatby” (“While formatting his PC, he found Lucy’s old wedding pictures”). The initial reason to translate this sentence was to provide students with opportunity to practice the verb “format”, but a more serious problem arose. A great deal of those translations (28% in Přerov, 66% in Nový Jičín) included a mutual mistake which had to do with the so called “misplaced modifier”. All those sentences worked along the following principle: “..., he found old Lucy’s wedding pictures”. Because of this, they were asked to translate another one (the point was to let



them figure it out themselves): “*Když konečně přijeli, cítil, že ráno je hned více vzrušující*” (“*After they finally arrived, he felt the morning was more exciting*”). Yet again 28% of students in Přerov and 50% in Nový Jičín made a mistake concerning a modifier, this time it was a “*dangling modifier*”. They said: “*After they finally arrived, the morning felt more exciting*” (implying the morning was feeling it, not him). Because of this a brief explanation was provided about both issues – *a*) a misplaced modifier is an element in a sentence that is improperly separated from the word it modifies and *b*) a dangling modifier is an element in a sentence that modifies a word not clearly stated. Eventually all students were able to correct themselves. They were also asked to further comment on their errors and the general answer was: “*I focused on tenses and did not translate the sentence into Czech*” (which would have obviously made them discover the error as it sounds rather unnatural).

“*...write/ delete the name of the file in this **box**...*”

Students in Přerov (this sentence was not brought up in Nový Jičín) were asked about the word “*box*” in this sentence. Multiple meanings were discussed (even the UK informal one referring to a box as a TV and the fact that it works the same way in Czech: “*televize = bedna*”) with special emphasis of its meaning in the logistics industry. All students were familiar with it (i.e. not only is it a square place to write files’ name into, but also a container).

“*...move the cursor **to** the place...*”

This particular issue took up about 30 minutes to cover in both Přerov and Nový Jičín. The majority of students proved not to be very familiar with the system prepositions work in English. In the sentence above, 82% of students in Přerov and 100% in Nový Jičín raised the question about the preposition “*to*” as they thought it was a mistake and would have put “*on*” in there instead. Sadly, it not like that as “*to*” is clearly an English preposition used for movement, expressing time (i.e. having the same meaning as “*till*”), “*from-to*” expressions etc. Based on the original context though, students were given the following sentence to translate: “*Jedeme do Itálie*” (“*We are going to Italy*”). All of them knew it so in order to practice some more, there were given another one: “*Vítejte v Itálii*” (“*Welcome to Italy*”). Unfortunately, 76% students in Přerov and 33% in Nový Jičín failed to translate it correctly, the mutual mistake was: “*Welcome in Italy*”. This is not correct so a brief explanation on using “*to*” in such greetings followed, concluded by another sentence for them to translate: “*V jejich domě se nikdy necítím vítaný*” (“*I never feel welcome in their house*”). 88% of students in Přerov and everyone in Nový Jičín got it right, so the last sentence followed: “*Přijeli jsme na letiště v Itálii*” (“*We arrived at the airport in Italy*”) and all students were successful in identifying the fact that we always use the preposition “*at*” with the verb “*arrive*”. This was rather surprising as the incorrect translation “*We arrived to the airport...*” was anticipated by the author and fortunately did not happen.

To practice a few other popular expressions using common prepositions, students were asked about the difference between the expressions “*at school*” and “*in school*”. Sadly enough, only one person in Přerov knew the answer, her solution was: “*I use at school when I am physically inside at school and I use it school when I am a student*” (which is correct). However two students in Nový Jičín mentioned more or less the same idea: “*...It is different with and without article...*” and “*...I am at school has different meaning than I am at the school...*”. Though they were wrong about it (they both thought the difference was about being physically inside/still being student), they still made a good point as there really is a difference. For that reason it has been pointed out that “*at the school*” means to be in the building, while saying it without the article (i.e. “*at school*”) refers to the fact that one is there to attend, to participate in the learning process.

All in all it was found out that most mistakes (concerning prepositions) come from these three: *in*, *on*, *at*. Based on a lot of sentences translated in that context, the findings are as follow:

- 1) **Students often misuse prepositions:** “*I will not come on your party*” (40% students in Přerov and 83% in Nový Jičín got it wrong, they should have used “*to*” instead), “*My mother is at holiday*” (wrong: 16% Přerov, 16 % Nový Jičín, should be “*on*”), “*Look me to the eyes*” (wrong: 94% Přerov, 50% Nový Jičín, should be: “*in*”) etc.
- 2) **Students put in an extra (i.e. unnecessary) preposition:** “*I play on the piano*” (wrong: 46% in Přerov, 66% in Nový Jičín, should be without a preposition), “*I watch on TV*” (wrong: 16% Přerov, 33% Nový Jičín, should be no preposition)
- 3) **Students tend to omit prepositions:** “*He looked picture*” (wrong: 0% Přerov, 16% Nový Jičín, should be the preposition “*at*”), “*The house is fire*” (wrong: 16% Přerov, 16% Nový Jičín, should be “*in fire*”).

### 3.4 Management and Managers

“*...the list of such items is longer...*”

The problem students stumbled upon here has to do with the so called “*subject-verb agreement*”. Before we actually got to this sentence, they were all asked to translate: “*Seznam věcí je na stole*” (“*The list of items is on the table*”). Unfortunately 33% of students in Nový Jičín translated it using “*are*” (i.e. “*The list of items are on the table*”), the situation in Přerov was notably better (wrong: only 4%), though clearly not perfect. The issue was thoroughly explained, meaning the list is a singular list thus has to be counted as one (i.e. it) and be used with “*is*”.

To put things into wider perspective, the teacher wrote these two words on a whiteboard: *everybody*, *either*. Students were asked to find a connection between them, especially from the point of the subject-verb agreement. 94% of students in Přerov saw through it right away (in less than 7 seconds) and said: “*They are words used in third singular*” or “*Both are with “is” or “has” or any other third form*” or “*They seem like plural but they are not, they count as singular*”. Students in Nový Jičín did realize it too (only one of them did not, 83% successful) and explained: “*They must be treated as third person singular*”. As the issue seemed rather clear, they got two more sentences to translate: “*Každý zná Mr. Beana*” (“*Everybody knows Mr. Bean*”) a “*Obojí je správné*” (“*Either is correct*”) and they all knew it. To finish this up they were asked to come up with at least one more different example of this issue and a theory to back it up. The most interesting answer was brought up by a student in Přerov, she said: “*Brother and sisters fight every day*” (with the explanation: “*One subject in singular and one in plural is always with a singular verb*” – which is true, compound subjects really work like that). There was one mutual mistake though made in both Přerov and Nový Jičín concerning the word dollars. The sentence in Přerov was: “*Dollars is used in the USA to pay*”, while the one in Nový Jičín: “*American dollars is what Donald Trump is interested in*”. Both sentences were wrong (should be “*are*” instead of “*is*”) so both students were asked to think about it once again and try to justify their logic behind it. The mutual answer was more or less the same: “*I know we say: XYZ million dollars is a lot of money, so I thought it is always with singular*”. The interesting thing to point out here is the fact that they were in fact right about that. Because of this other students were asked to think about explanation and students in Přerov figured it out by stating that when referring to the amount of money, it is used with a singular, but when talking about dollars themselves, a plural verb is required. Students in Nový Jičín were not able to collectively come up with any explanation.

“...**there** are other factors too...”

What asking students in Nový Jičín about clarification as if status, salary, social interaction and achievement are indeed generally the only reasons to be working, all of them opposed to the idea, but 83% of those replies contained the same mistake. The answers were all along those lines: “*No, other factors are...*”, or “*No, in life is also...*”, or “*I think a lot of other factors are available...*”. Nobody in Přerov made such mistake. Students in Nový Jičín forgot to take into consideration that fact that the subject of a sentence needs to be realized, i.e. in their sentences the mutual missing element is the word “*there*” (which essentially works as a formal subject based on the functional sentence perspective theory). Once the explanation was done, all students realized the mistake and corrected themselves with no help whatsoever. To make sure the message really sank in though, they were asked to translate: “*V Řecku jsou líní manažeři*” (“*There are lazy managers in Greece*”). All of them translated it correctly. A similar question was asked in Přerov and the only difference was the placement of the word “*Řecko*”. In Nový Jičín, all students surprisingly followed the SVOMPT rule (i.e. a rule dealing with the correct word

order in English – subject, verb, object, adverbs of manner, adverbs of place, adverbs of time) and put “Greece” in the end of the sentence. In Přerov however, the situation was almost the exact opposite as 76% of students put the place in the beginning. Before we covered the theory concerning SVOMPT and made it crystal clear for them, they were asked to translate the following sentence: “*V Řecku mají dobré manažery*”. As expected, yet again 76% of them put Greece in the beginning (“*In Greece they have great managers*”) rather than in the end, following the SVOMPT rule (i.e. “*They have great managers in Greece*”). Though it was explained that it is not a mistake to start a sentence with the place, they were told to rather stick with the SVOMPT rule. To make it as clear as possible, they were asked to translate one more sentence: “*V sobotu jedeme do Řecka*” (“*We go to Greece on Saturday*”) in anticipation of a problem as this sentence is a rather tricky one. The reason for it is because in Czech it does not really make much difference to say “*We go to Greece on Saturday*” or the other way around “*We go on Saturday to Greece*” (at least from the point the teacher, who is a native speaker of Czech, neither of these sentences is to a large extent incorrect). In English though, a place should always be followed by time (due to SVOMT) and this was the reason for asking students for such translation. Surprisingly no student in Přerov got tricked, 100% of them answered correctly – according to the SVOMPT rule.

“...*watching over other employees*...”

All students were asked about to find as many synonyms to the verb “*watch*” as they could possibly think of. It was very easy for both groups to figure out the two obvious answers, be it “*look*” and “*see*”. Right after that the next task for them was rather obvious – to differentiate them in meaning. Nobody knew it, but a few smart answers including examples in Přerov were: “...*watch is used for something moving, for example: I watch Simpsons on TV*...” or “...*look is used when we intentionally what to look at something, for example: I looked at a clock*”. One student in Nový Jičín was also very close, she said: “...*watch is used for observing something for a long period of time, for example: I watched a film yesterday*”. 34% students in Přerov and 50% of them in Nový Jičín admitted though they had absolutely no idea and were not able to produce any meaningful results. However the ones that did were very close. It was explained to them that to “*look*” is used for looking at something directly, to “*watch*” for situations when looking at something carefully, especially something moving and to “*see*” is used to express when something comes to our sight and we were not looking for it. To sum up students were asked to translate a sentence: “*Neprohlížej si můj podnikatelský plán*” (“*Stop looking at my business plan*”) and all students in Přerov managed to figure out the correct verb (i.e. “*to look*”) and so did 83% of students in Nový Jičín. In fact only one girl in Nový Jičín made a mistake (she said: “*Don’t watch my business plan*”), but when prompted to think about once again, she corrected herself (she explained that she thought the pages of the business plan are moving so that is why she chose the verb “*watch*” – though it does not make any sense and she eventually acknowledged that).

“...occurs, meaning **you** and **I** are both the boss...”

This particular issue was brought up by a student in Přerov (and later on applied in Nový Jičín) by asking about the „*me vs. I*“ situation. She explained she never understood the difference, though everyone says it is simple. Other students were given time to think about it to try to come up with a brief, but striking explanation for it. After about 2 minutes, 40% of them were ready, 60 % did not know at all – which was very surprising to the author as he always considered it to be straight-forward and clear. Based upon a short discussion between those students who claimed to understand the issue and a sentence provided by the teacher (“*Ondra and me are going to be managers in the future*” – a wrong sentence was provided on purpose so it is crystal clear whether students understand the way it works or not) the following explanation followed: “*You need to remove the other person from the sentence, repeat the sentence for yourself and see what it looks like. In this case Ondra gets removed so we have: Me are going to be managers in the future, which is not correct, so the sentence is wrong and you must you “I” instead*”). Though very simplified explanation, the general idea of it was correct and thus it was cleared students got it, so in order to make things as clear as possible, one more sentence was provided by the teacher (however this time was the task to determine whether or not it is correct, it was not about translating it into English): “*The best car should be given to Ondra and me*”. All students in Přerov recognized it was not correct; it took them less than 10 second. As this sentence proved to be successful, it was also his brought up in Nový Jičín at first (to introduce the issue for the first time) and 66% of students knew it was wrong; the rest listened to their explanation and finally got it. All students in general later acknowledged that though it is a common error and may not seem to be clear at first sight, it is actually very understand.

“...groups of employees, **regardless** of the...”

When going through the worksheet with students in Přerov, we came across the word “*regardless*” and surprisingly only 10% of them knew its meaning. What is more, the same word was talked about with students in Nový Jičín too as nobody knew it at all (though it turned out that 83% of them successfully guessed its meaning based on context later on). The teacher explained the meaning by listing another word with a similar meaning (i.e. “*despite*”) hoping to help students figure it out, but it did not happen – 94% of students in Přerov did not know this one either (and sadly we did not talk about this particular one in Nový Jičín so no comparison here). Because of this, an additional alternative explanation was provided by the teacher: “*not being affected by something*” which subsequently lead to two more questions. The first one was brought up by a student claiming to heard the word “*irregardless*” at one point and the confusion as if what the relation between “*regardless*” and “*irregardless*” actually is. It turned out that no student knew for sure, but upon a few minor hints two of them (i.e. 10%) eventually came up with the correct answer stating the obvious fact which is: “*Irregardless is not a word*” (i.e. it does not exist at all, always use regardless). The second question that needed to be covered

was: “*What is the difference between “affect” and effect*” (as “affect” was the verb used to further explain the meaning of “regardless” earlier). This was also talked about only with students in Přerov, the best two answers provided were: “*Affect means to have impact on somebody and effect is the result*” and “*Affect is to factor someone somehow and when it is successful it is effect*”. To avoid confusion, the teacher basically only recapped the answers by saying: “*Affect is a verb meaning to influence and have an impact on somebody or something and “effect” is a noun and a result of being affected*”. Two sentences were subsequently written on a whiteboard: “*His relatives were effected by the flooding*” and “*She waited for the medicine to affect*” – students’ task was to find out whether they are correct or not. Even though I took them about 30 seconds, it eventually occurred to all of them that both sentences are wrong and it was an easy task for them to fix them then.

“...waste **no** more resources...”

The last issue was a question asked by the teacher in relation to a modified version of the sentence: “*do not waste no more resources*”. All of a sudden students from both Přerov and Nový Jičín knew it was wrong with the explanations such as: “*You cannot say it like this, there are two negatives and it negates*” (Nový Jičín) and: “*It is not possible to use double negatives in English*” (Nový Jičín) or: “*It is not ok to use “no” and “do not” because there are two negatives*”. This is all true so it was only further elaborated by the teacher that: “... such sentence actually turns out to be an affirmative one, e.g. *I do not have no money = I actually have some money*”. All students understood it and were very eager to provide more examples, the most striking one from a student in Nový Jičín: “*We do not need no education*” (referring to the famous song by Pink Floyd “*Another Brick In The Wall*”). The whole issue was concluded by the teacher by listing another famous double negative: “*I never was, nor never will be*” by William Shakespeare from Richard III – sadly no student recognized it) and stating the obvious – even though double negatives are not grammatically correct, native speakers still use them.

### 3.5 Business Travel

Since the vast majority of students mispronounced the name of the topic, it was essential to start with a short overview on basics of pronunciation in English. The word 88% of students in Přerov mispronounced was “**trade**”, substituting the phoneme /æ/ for /e/ in 88% cases. Students in Nový Jičín achieved similar results as 66% of them did pronounce it using /e/ and 16 % of them substituted it for /ʌ/. Because of this, all segmental parts as well as selected suprasegmental parts of pronunciation were further examined.

First of all the teacher put down a word for all major vowels on a whiteboard. Students’ task was to correctly pronounce all of them – this can understandably cause problems to all Czech speakers of English as Czech only has five vowel phonemes and on top of that a direct link between spelling and pronunciation as opposed to English which has twenty phonemes and no such link. Moreover all Czech syllables are strong, they are

pronounced the same way and no equivalent to the English /ə/ (i.e. „schwa”) exists in Czech.

All students in both groups were successfully able to pronounce the following phonemes: /i:/ (tested on meet), /ɪ/ (hit), /e/ (tell), /u:/ (moon), /ɜ:/ (earn), /ɔ:/ (fall), /ɑ:/ (car, all students used the American pronunciation, i.e. /kɑ:r/ as opposed to the British one /kɑ:ː/), /ɒ/ (pond), /eə/ (bear) and /eɪ/ (sail). The first phoneme to cause problems was the phoneme /ʊ/ (wolf). Only 40% of students in Přerov (and 16% of students in Nový Jičín) pronounced it correctly. The rest of them in both groups substituted the grapheme „o“ for /ʊ/. As expected, only 88% of students in Přerov (and 66% of students in Nový Jičín) did get right the pronunciation of the second phoneme which was /ə/ (memory, represented by the grapheme „o“); yet again the remaining students mispronounced it as /ʊ/. The third problematic one appeared to be /ʌ/ (love, expressed by the grapheme „o“) as only 64% of students in Přerov (and 66% in Nový Jičín) managed to pronounce it correctly. 30% of students in Přerov (and 34% in Nový Jičín) substituted it with /ɑ:/ and one final student in Přerov did pronounce it with /ʊ/. The fourth phoneme was /ɪə/ (here). 94% of students in Přerov (and 66% in Nový Jičín) managed to produce it correctly; one student in Přerov and one student in Nový Jičín confused it with /eə/ and the remaining student in Přerov pronounced it with /i:/. The last phoneme students generally struggled with was /ʊə/ (sure, represented by the grapheme „u“). Only 82% of students in Přerov (and 66% in Nový Jičín) made no mistake. One student in Přerov as well as one student in Nový Jičín pronounced it with /u:/, one last student in Nový Jičín and one student in Přerov mispronounced it with /ɜ:/ and the last student in Přerov realized it using /ɑ:/. It is important to notice here that the word “sure” is very problematic itself as the British pronunciation (i.e. /ʃʊ:r/) significantly differs from the American one (i.e. /ʃʊə/) and what is more even different dictionaries mention different pronunciations (e.g. the Oxford dictionary says the US pronunciation is /ʃʊə/, whereas the Cambridge dictionary says it is /ʃʊr/).

As far as consonants go, they proved to be easy for students from both groups to pronounce as no major mistakes appeared. On one hand this makes sense as a lot of consonant phonemes (namely *r*, *l*, *h*, *m*, *n*, *ŋ*, *d*, *g*, *p*, *b* and *t*) are represented by the same graphemes as in Czech. On the other hand there are also phonemes which are exclusive to English (namely /θ/, e.g. „think“ and /ð/, e.g. „that“). Students did not make any mistakes in these though. In fact the only issues they stumbled upon were connected with phonemes /ŋ/, /g/ and /k/ (as they are often confused and mispronounced at the end of words ending with *-ing* where the phoneme /g/ can be either realized as /k/ or completely lost) and the differentiation between voiced /z/ and voiceless /s/ (e.g. *bus* vs. *buzz*). These issues were only occasional and very difficult to catch as students clearly did not have any problems with consonants at all. Because of this, they were additionally given a pair of words (i.e. *wrap*, *know*) to find out whether or not they will pronounce their silent letters. Yet again, no mistakes appeared in any group, both words were pronounced perfectly by all students.

In terms of the suprasegmental area of pronunciation, two major elements from this field were selected, i.e. elision and assimilation. Elision (i.e. disappearing of consonants) was tested on a phrase “*eats something*”. As it turned out, 34 % of students in Přerov and 16% of students in Nový Jičín pronounced it as /i:tsʌmθɪŋ/, while the rest realized the phrase as /i:t 'sʌmfɪŋk/. Assimilation (i.e. the process by which one sound becomes more like a nearby sound) proved to bring more interesting results. Students were presented with two pairs of words, i.e. “*did you*” and “*could you*” and they were asked to read them as

naturally as possible. The findings are as follows: only one student in Přerov and no student in Nový Jičín at all assimilated these words, i.e. pronounced it as: /'kɔdʒjə/ and /'dɪdʒjə/ as opposed to the rest pronouncing it separately as: /'kɔd 'ju:/ and /' dɪd ju:/. It was concluded from this (and from many other situations on this topic in the future when the same phenomenon happened) that students do not employ assimilation across word boundaries often; they rather pronounce every word separately to avoid assimilation at all costs.

*“...they have everything **from** pastries **to** dairy products...”*

All students were asked to provide a short feedback on using the phrase “*from X to Y*”. They proved to be unaware of its correct interpretation and usage though as most answers were along these lines: “*When you have for example a computer and a laptop, you can use it*” (Přerov) or “*If I have a shop and I offer both bananas and oranges, I can say it like this to show other people*” (Nový Jičín). Before providing them with proper explanation, they were asked what the difference between the following Czech sentences is: “*Ve složce video mám vše od filmů přes seriály*” and “*V počítači mám vše od filmů přes dokumenty*”. No student in Nový Jičín was able to figure it out, whereas 88% of students in Přerov did see it through and said: “*In the first sentence you only have films and TV shows, but in the second sentence you have more types of files*” or “*In the second case there all kinds of files on your computer and in the first case only two*”. These two answers summed it up best so the whole issue was concluded by stating that in order to use the phrase “*from...to*”, it is necessary to have something in between the things mentioned, i.e. only the second Czech sentence “*I have everything from movies to TV shows on my PC*” would be suitable for the correct usage of it. To make sure students got it (especially the ones in Nový Jičín), they were asked to try to translate the first Czech sentence and all of them managed to do so, probably the best translation was: “*I have everything such as movies and TV shows in my video folder*” (i.e. it was translated using X and Y, not from X to Y as there are most likely only two objects available)

*“...guests are required **to wait patiently**...”*

When discussing the rules of checking in a hotel with students in Přerov, the mistake 28% of them made has to do with the so called “*split infinitive*”. Since an adverb in English is used to modify verbs and has its fixed place (be it usually after the infinitive form of the verb), it is not grammatically correct to switch these two. To make students realize their mistake, they were all presented with the following sentence: “*In order for me to pass the exam, I had to study hard*” and “*In order for me to pass the exam, I had to hard study*”. It proved to be easy for 94% of them to get the point immediately, making a clear statement that the adverb has to follow its infinitive verb form. Interestingly enough, the wrong sentence was brought up in Nový Jičín with a question as if it is grammatically correct and only 33% students were able to identify the error. What is more, they were subsequently asked to describe the procedure before a guest in a hotel is being told about breakfast arrangements and nobody made a mistake. For that reason the next task for them for obvious – to find the problem. It took them about a minute and they all did (i.e. pointing out the wrong position of the adverb “*hard*”, most answers were: “*Hard has to be after study, same as patient after wait*”), however the most interesting point raised was this one: “*... in Star Trek they say: to boldly go where no man has ever gone before*”. (referring to the famous quote by Captain Kirk). This was definitely unexpected and it only proved there are exceptions to all rules. All in all, the issue was concluded by stating it is



best to keep adverbs in place, even though it does not always work like that in everyday English.

“...*guests may not always want to*...”

Based on the sentence above and countless mistakes students always make in relation to using “to”, they were asked to translate: “*Nešel jsem tam, protože se mi nechtělo*” (“*I did not go there because I did not want to*”). 83% students in Nový Jičín and 46% in Přerov failed to insert “to” in the end of the sentence (i.e. most answers were: “...*because I didn't want*”). To make them realize the error, the two following sentences were written on a whiteboard: “*Not to want to do something is all right*” and “*To do not want to do something is all right*”. Unfortunately, they were not very successful, only one student (4%) in Přerov managed to figure it out: “... *the second sentence is not correct but we can say: Not to want to do something is all right*”, nobody in Nový Jičín did. The issue was among others explained on a famous Shakespeare’s quote: “*To be or not to be*” (and it was mentioned that paraphrasing it as: “*To be or to not be*” would also be acceptable, though this is not the way Shakespeare said it) and all students seemed to get it. To make sure and put the whole issue into a wider perspective, they were asked to translate the following sentence: “*Nepřišla domů včas tak jak ji rodiče řekli*” (“*She did not come home in time as her parents told her to*”). Even though all students in both Přerov and Nový Jičín eventually got it (i.e. nobody did forget to put “to” in the end of the sentence), 82% of them in Přerov made a mistake in translating “*včas*” and admitted they never got the difference between “*on time*” and “*in time*”. Interestingly enough, all students in Nový Jičín (though being younger) were familiar with the difference as it is a fairly common error learners of English stumble upon.

For that reason these two sentences were written on a whiteboard in Přerov and everyone was asked to figure out the difference: “*The bus is scheduled to arrive on time at 12:00*” and “*Even though we were required to get to the airport till 12:00 and we did not, we still made it in time to catch the flight*”. 94% of students were able to successfully spot the difference, some of the answers were: “*I think the second sentence means only the specific time and the first is not specific time*” or “*The first case is only in 12 o'clock, the second case is before 12 o'clock*”, while only one of them (4%) did not. She said: “*First sentence is the same as second sentence, it means at 12:00*” (which is not true). Because of that it was explained that “*on time*” is used in situations with a particular designed time, whereas “*in time*” means something like: “*early enough, before the deadline*”.

The last question for students in this segment was for them to try to come up with other notorious examples of such phrases where the same exact mechanism is employed (i.e. “*something implicit*” vs. “*towards something implicit*”). It turned out to be easy as 83% of students in Nový Jičín listed all examples the teacher had in mind (i.e. “*in the end*” vs. “*at the end*” and “*in the beginning*” vs. “*at the beginning*”), the one remaining student could only think of the first pair. The situation was even better in Přerov, all students did list both pairs. In order to make sure they are familiar with the differences in meaning between them, students were asked to write an example sentence using each of these with special emphasis on making it clear the difference. And sentences were correct. The best one concerning “the end pair” in Přerov was: “*In the end, the hero died* vs. *At the end the hero jumped into the river*” and in Nový Jičín: “*In the end, I achieved my goal* vs. *At the end, I almost lost hope*”. Similarly for “the beginning pair” in Přerov: “*In the beginning God created the Earth* vs. *At the beginning he didn't like it*” and in Nový Jičín: “*In the*

*beginning of the book there is a title vs. At the beginning of the book the grandmother sleeps”.*

*“How much **farther** is it to the closest shop”*

Though difficult to spot in communication, it is evident in writing that there is a difference between “*further*” and “*farther*”. This issue was brought up by a student in Nový Jičín, we did not cover it in Přerov. Only 33% of students in Nový Jičín could provide a meaningful explanation about the difference, 50% of them had no idea. It turned out though that all provided answers were exactly the other way around, i.e. “*Further is something we cannot measure and further for what we can measure*”. As the answer is the exact opposite, students got asked: “*So we cannot measure distance to the closest shop? Is the “further” in the text a mistake?*” After giving it a thought they admitted it logically is the other way around and were not able to justify their previous answer (i.e. what made them believe it was the way they claimed it to be a minute ago). To make sure the meaning sunk in, two sentences were presented (with a missing element of either “*further*” and “*farther*”) and the task for them was to complete them: “*Tom threw the ball ? than Lucka*” and “*The financial crisis caused ? problems in agriculture*”. All students managed to fill it in correctly (i.e. the first sentence with “*farther*” and the second one using “*further*”).

*“...here are some of the facilities that **may** be available...”*

First of all students were asked to provide a Czech translation for “*may*”. As far as students in Přerov go, all of them did come up with at least one meaningful one, be it: “*smět*”, “*moc*”, “*možná*”. Students in Nový Jičín seemed to be a little confused resulting in only 50% of them saying “*možná*”, 16% of them stating “*moc*” and two of them with no answer whatsoever. They did mention that it can mean “*květen*” though, in a different context of course. To put things into a wider perspective, all students were asked about the difference between “*may*” and “*might*”. Nobody knew it at all; however there was one answer in Přerov to be at least close to it: “*May is used when something can happen and might when it can but also cannot happen*”. To make it clear, it was stated that “*may*” is used for situations closer to the present state, more realistic ones, while “*might*” implies more remote possibilities. After that a translation for the following sentence was requested: “*Mohu si dnes koupit lístek do loterie s tím, že možná vyhraji*” (“*It may buy a lottery ticket today in the hopes that I might win*”). All students translated it correctly.

### **3.6 Insurance**

To start off, students were asked to brainstorm all adjectives concerning the topic **Insurance**. This turned out to be not a problem at all, especially for students in Přerov as everyone managed to compile a list of at least 20 items (10% of them put down exactly 20 adjectives and 22% of them more than 30). Students in Nový Jičín proved to have more limited vocabulary as only one person (16%) managed to come up with more than 15 items (it was 16). Some of the most relevant results were discussed and the following five of them were written on a whiteboard: “*health*”, “*voluntary*”, “*traditional*”, “*global*” and “*affordable*”. The next task was to think of synonyms for each of these. Yet again, students in Přerov were more successful as 94% of them scored 100%, only one student could surprisingly not figure out the opposite to “*traditional*”. Other students were asked

to provide clues to her (some of the good ones they came up with were: *“How would you call an art which is new and a lot of people do not get its meaning or purpose these days? or “Facebook is a not a traditional form of communication. So what kind of communication is it?”*), eventually leading her to realize the answer (i.e. *“modern”*). Students in Nový Jičín were slower, but as a group generally provided more results, though their relevance was debatable (e.g. *“invalid”* for *“health”* or *“forced”* for *“voluntary”*). All in all the last task for them in this segment was to think of as many idioms related to *“Insurance”* as possible. As expected, this turned out to be very difficult for all students; only one student in each group could come up with a meaningful answer, be it in Přerov *“to be alive and kicking”* (i.e. to be physically and mentally health) and in Nový Jičín *“to go under knife”* (i.e. to have an operation in surgery). From this moment on idioms started to be a part of every lesson as the author finds them really useful (especially for communicational purposes) and clearly saw students are not familiar with them at all.

Before moving on, the teacher wanted to clarify three more issues which were spotted during the activity on adjectives mentioned earlier. One student in Přerov said: *“...very great”*. It was explained that it is impossible in English to make comparative or superlative forms from adjectives which already appear as superlatives. The next issue had to do with the difference between *“like”* and *“as though”* in comparisons. Students in Přerov were used to use them interchangeably, while they cannot do that. To make them come up with the difference between them, the following two sentences were provided: *“He looks like his father”* and *“He cried as though he lost his father”*. It was easy for them to figure out the difference – they collectively concluded that *“like”* has to be followed by a noun or pronoun, while *“as though”* can only precede a verbal clause as it implies the expectation of an action-based event. The same pair of sentences was later on introduced in Nový Jičín too only to find out no student was familiar with *“as though”* at all. However, they did get its meaning and were asked to make their own pair of sentences. All of them could do it, the best one was agreed to be: *“Everyone treats me like a little girl”* and *“It looks as if it will snow”*. The last task was related to the correct order of adjectives in a sentence. In order for students to understand, these two Czech sentences were presented with a question: *“What is wrong with them?”*: *“Koupil jsem si velké, bílé auto”* vs. *“Koupil jsem si bílé, velké auto.”* Although all students in both Přerov and Nový Jičín immediately pointed out at a wrong order of adjectives in the second sentence, they were not able to come up with the general rule behind this grammatical issue. They further commented though: *“I don’t know it because I speak good Czech and I feel it is not correct”* (Přerov) or *“When it doesn’t sound right and I can hear it”*. To conclude, the order was presented: opinion, size, quality, shape, age, color, nationality, material, type, purpose. To make sure they got it, everyone was asked to make a sentence with as many adjectives from different categories as possible. Once again students in Přerov proved to be better as one of them did manage to use 7 different adjectives in a sentence: *“My mother is a beautiful, tall, slim, middle-aged, black-haired, Czech woman”* The best answer in Nový Jičín included 4 adjectives: *“This is a strange, silver, metallic, cooking tool”*.

*“...take a deep breath through your nose and hold your breath...”*

All students were asked what better do before going on with listing particular types of non-life insurance. 22% of students in Přerov and 83% of them in Nový Jičín made a mistake by not correctly paraphrasing the sentence, i.e. they said: *“I have to take a deep breath through my nose and hold it”*. Because of this they were informed about the so called *“pronoun misplacement”* and asked to figure what it could be. Surprisingly enough, everyone knew it. Both groups realized it is necessary to pay attention to properly replace nouns by pronouns, they said: *“The mistake is because I don’t know if to hold a nose or breath”* (Přerov), similarly in Nový Jičín: *“I have to hold by breath, not my nose”*. It was concluded that it has to be clear which single noun the pronoun stands for as it does not always has to be the closest one (like in the original sentence, where the closest noun to the word *“it”* is *“nose”*, so it implies to hold one’s nose, but the idea is to hold one’s breath) and if such replacement appears to be unclear, it is safer not to replace it and repeat the noun instead.

While dealing with this issue, another problem in Přerov appeared. One student did say: *“I am a woman and I need to take a breath through my nose and hold the breath and it is not easy”*. Even though the sentence may not seem wrong at first glance, there is certainly room for improvement, especially when referring to the so called *“run-on-sentences”*. It was explained that a run-on-sentence is a sentence in which at least two independent clauses (i.e. complete sentences) are joined together to form a long sentence which is one difficult to pronounce (as it is rather long) in speaking and two missing an appropriate punctuation in writing. To make it easier to pronounce, the best thing to do is to divide it into separate sentences (and to use a period in writing). Students in Přerov seemed a little bit confused so the whole sentence was repeated and their task for them was to somehow separate it in order for it to both sound and look better. All of them did it, the two solutions provided were: *“I am a woman. I need to take a breath through my nose and hold the breath. It is not easy”* and *“I am a woman and I need to take a breath through my nose. I need to hold the breath and it is not easy”*. On the contrary students in Nový Jičín did not make such mistake and when asked about it, they all felt the sentence is not correct right away and all explained: *“It doesn’t sound right because it is very long, I would make two short sentences”* or *“It is very long, I think we can make it to be more sentences”* and divided it into two sentences with no problem whatsoever.

*“... employers who pay good get bad results rarely...”*

Based on context, students were presented with this sentence and asked as if it is grammatically correct (it is). Because no one could provide a reasonable argument for it though, one more sentence was brought up: *“...employers who pay rarely get bad results...”*. Only 16% of students in Přerov and 50% of them in Nový Jičín figured it out as it was concluded that it has to do with the so called *“squinting modifier”* which is a word or a phrase to modify another word and the point is always to put it in its correct place, i.e. next to the word being modified (i.e. the second sentence does not make sense). Students in Nový Jičín also came up with a third sentence: *“...employers who rarely pay get bad*

results... ” which is absolutely correct, has the same meaning as the original sentence from the text and by doing that they only proved they understood the issue.

“...Do you really want to have insurance? Yes, **please**...”

A group of students in Přerov raised a question about the correct way to use “please”. To be more specific, they said: “I know please is not used when receiving something” and “When somebody gives you something, you can’t say please”. It was obvious they were already familiar with the most common error concerning “please” (which usually happens when non-native speakers of English translate it directly from their mother tongue, e.g. Czech language works just like that), still they were completely unaware of the way proper way to use it. To put things into wider perspective, students in Nový Jičín were asked about this particular issue as well – they were asked to provide a sentence clearly stating they understand it. It turned out 66% of them used it incorrectly for a situation where they should have used “you are welcome” instead. This way rather surprising as this usually is one of the first words to be taught in any foreign language. Nonetheless it was explained that in English “please” is used to soften a request or an acceptance such as in the original sentence or “Would you pass the cake, please?” Students were asked to create an additional sentence to prove their understanding and they all managed to do so, e.g. “Please come with me” (Přerov) or “More beer? Yes, please” (Nový Jičín). It was further added that for other situations specific phrases are used instead of “please”, for example when giving something to someone, the English say: “There you go”.

“...Could you tell me what types of insurance do we **have**?...”

Students in both Přerov and Nový Jičín objected to the word order in this question, specifically to the position of the verb “have”. As they thought it was a mistake, it was fairly obvious they were not familiar with indirect questions. To make sure it really was like this, they were asked to translate “Kolik je hodin?” into English. Surprisingly this turned out to be a huge problem for most of them as only 34% of students in Přerov and 33% of student in Nový Jičín translated it correctly, i.e.: “What time is it?” or “What is the time?” (most students in both groups mentioned the second translation). Some of the wrong translations were: “How much time is it?” (16%, Nový Jičín) or “What is the clock?” (33%, Přerov). Nevertheless since at least some of them were familiar with the translation “What is the time?”, they were asked to transform into this: “Můžeš mi říct kolik je hodin?” (“Can you tell me what the time is?”) As expected, only 10% of students in Přerov translated it correctly and nobody in Nový Jičín did. Because of this, an explanation followed – indirect questions are basically two questions in one sentence, i.e. “Can you tell me?” and “What is the time?” All of a sudden they seemed to understand so they were given another sentence to translate: “Víš, kde je obchod?” (“Do you know where the shop is?”) They were given enough time to think about it, they were yet again reminded these are essentially two questions to be in a sentence and eventually all students in Nový Jičín got it right and so did 94% of them in Přerov. The one remaining student

said: “Do you know where is the shop?”, but when prompted to think about it once again, she corrected herself.

The last grammatical issue covered during this lesson had yet again to do with a question from a student in Přerov. She noticed that the teacher often uses words such as “*basically*” or “*essentially*” (last time to explain indirect questions). She said: “*You use these words often and they practically don’t mean anything but they are good and I like them. Do other words like this exist? I would like to use them*” Students were told these words are commonly labeled as “*non-specific words*” (i.e. non-specific word choice) and even though they do not carry any particular meaning or add extra value to the sentence (i.e. they are vague in meaning), they are still used often by native speakers and it is good to learn how to use them (especially for real-life communicational situations as opposed to the English learnt at schools where they should be on the other hand kept to a minimum). As far as some more examples go, they were told to translate “*věc*” (thing) and “*harampádí*” (stuff) into English so they get familiar with some other examples. It was very easy for them; only one student in Přerov (and nobody in Nový Jičín) did not know how to translate “*harampádí*” (she said “*garbage*”, which is more or less correct, but not particularly the translation we were looking for). To conclude a student in Nový Jičín asked as if “*stuff*” and “*staff*” carry the same meaning so other colleagues got a chance to explain to her they do not (i.e. staff = employees/crew, stuff = a more informal way of saying thing, especially in vague language phrases such as “*stuff like that*”).

### 3.7 Errors Overview & Reflection

The following part presents all gathered data from the four lessons covered within the last four chapters. It goes without saying that it is only a small part of all the issues students had trouble with as over 800 A4 copies of paper were acquired by the teacher over the two years (from all the lessons on all worksheets combined) and most of them have not been evaluated yet (as the research ended in mid-May 2017). There are a few words in the pronunciation table which were not mentioned in the previous chapters as the author failed to put down the circumstances these words were discussed under (and thus it made no sense to put them randomly in one of the worksheets). After all pronunciation issues were the most challenging ones to note down and the lessons flow rather quickly and most errors come from this particular area of language (i.e. students make mistakes in pronunciation fairly often compared to other mistakes).

All issues are classified into categories they belong to – though some classification is not clear (e.g. prepositions can be both vocabulary and grammar, depends on the individual view of the teacher), so it was decided by the author where to put them. The higher the percentage value, the more successful students were (i.e. the lower the number, the more problematic the particular issue was).

## Grammar

| Issue   | Přerov<br>(success %) | Nový Jičín<br>(success %) |
|---|-----------------------|---------------------------|
| countable vs. uncountable nouns                               | 100                   | 100                       |
| misplaced modifier  | 70                    | 33                        |
| dangling modifier   | 70                    | 50                        |
| squinting modifier  | 82                    | 50                        |
| subject-verb agreement  | 94                    | 66                        |
| there constructions   | 100                   | 16                        |
| SVOMPT  | 22                    | 100                       |
| me vs. I  | 40                    | 33                        |
| double negation   | 100                   | 100                       |
| adjectives order  | 0                     | 0                         |
| using more than 3 adjectives of different class in a sentence | 100                   | 100                       |
| pronoun misplacement  | 76                    | 16                        |
| run-on-sentences  | 94                    | 100                       |
| indirect questions  | 34                    | 33                        |
| “from-to” phrases   | 88                    | 0                         |
| split infinitive  | 16                    | 50                        |

**Table 5:** Grammatical mistakes overview

## Pronunciation

| Issue   | Přerov<br>(success %) | Nový Jičín<br>(success %) |
|---|-----------------------|---------------------------|
| /i:/, /ɪ/, /e/, /ɜ:/, /ɔ:/, /ɑ:/, /ɒ/, /eə/, /eɪ/ | 100                   | 100                       |
| /ʊ/   | 40                    | 16                        |
| /ə/   | 88                    | 66                        |
| /ʌ/   | 64                    | 66                        |
| /ɪə/  | 94                    | 66                        |
| /və/  | 82                    | 66                        |
| expeditor   | 88                    | 50                        |
| determined  | 94                    | 83                        |
| squirrel  | 28                    | -                         |
| mandatory   | 100                   | 100                       |
| rural   | 94                    | 83                        |
| receipt   | 100                   | 66                        |
| Wednesday   | 100                   | 100                       |
| escape  | 0                     | 0                         |
| woman   | 82                    | 100                       |
| choir   | 22                    | 16                        |
| schedule  | 100                   | 83                        |
| derogatory  | -                     | 66                        |
| colonel   | 10                    | 16                        |
| girlfriend  | 94                    | 83                        |
| rarely  | -                     | 83                        |
| phenomenon  | 82                    | 66                        |
| cinnamon  | 22                    | 50                        |

**Table 6:** Pronunciation mistakes overview

## Vocabulary

| Issue                                       | Přerov<br>(success %) | Nový Jičín<br>(success %) |
|---|-----------------------|---------------------------|
| multiple meanings of “box”                  | 100                   | -                         |
| welcome in vs. welcome to                   | 22                    | 66                        |
| on holiday vs. at holiday                   | 82                    | 83                        |
| look to the eyes vs. look in the eyes       | 4                     | 50                        |
| play on the piano vs. play the piano        | 52                    | 33                        |
| watch on TV vs. watch TV                    | 82                    | 66                        |
| look the picture vs. look at the picture    | 100                   | 83                        |
| laptop vs. notebook                         | 46                    | 100                       |
| multiple meanings of “format”               | 94                    | 0                         |
| multiple meanings of “box”                  | 100                   | -                         |
| at school vs. in school                     | 4                     | 0                         |
| synonyms for “watch”                        | 100                   | 100                       |
| watch vs. see vs. look                      | 0                     | 0                         |
| regardless vs. irregardless                 | 10                    | 0                         |
| list more than 10 adjectives on “Insurance” | 100                   | 100                       |
| finding opposite to “traditional”           | 94                    | 100                       |
| like vs. as though                          | 100                   | 100                       |
| correct usage of please                     | -                     | 33                        |
| stuff vs. staff                             | 100                   | 83                        |
| thing vs. stuff                             | 94                    | 100                       |
| on time vs. in time                         | 16                    | 100                       |
| in the beginning vs. at the beginning       | 100                   | 100                       |
| in the end vs. at the end                   | 100                   | 100                       |
| farther vs. further                         | -                     | 33                        |
| amount vs. number                           | 83                    | 16                        |
| may vs. might                               | 0                     | 0                         |

**Table 7:** Vocabulary mistakes overview

## Reflection

*Even though students in Přerov turned out to be generally more successful in all areas of language, no significant differences between the two groups were discovered.*

Students were more or less familiar with the most common grammar issues such as countable and uncountable nouns (though a lot of them struggled with translating “*Děkuji za informace*” for a long time – they kept translating it as: “*Thank you for your informations*” which is not correct due to “*information*” being an uncountable noun), adjectives and run-on-sentences. Speaking of run-on-sentences, students in both groups (and mainly in Přerov as they have been exposed to the way the teacher talks to them for a long time) managed to use their common language sense and not struggle with this issue even though the teacher unconsciously and incorrectly uses run-on-sentences all the time.



The point is students can definitely be negatively influenced by the way their teachers speak to them so teachers definitely need to take this into consideration and try to be the best language role models as they possibly can (i.e. exactly what Juraj Dolník was referring to).<sup>65</sup>

Surprisingly enough, double negation was not a problem for any student at all (it turned out they are familiar with it due to its numerous usage in songs and movies). This is rather ironic as generally more students are able to explain double negation as opposed to the difference between present perfect and past simple tense or the difference between zero and first conditional (both issues are very common and students should be in the picture, especially when taking into account their *B1/B2* level of English). The bottom line is teachers need to pay attention to what their students already know and build upon it<sup>66</sup>, meaning e.g. students can explain double negation (or formally “*negative concord*”) in vivid details thus they are to a certain extent familiar with African-American English (and possibly its culture) so other associated issues should be brought up and thoroughly discussed. This way students get to learn everything in context and more likely remember it as opposed to be learning artificial definitions without any meaningful and practical situations to them relate to. In fact students often find themselves in rather strange situations – they are e.g. familiar with adjectives (100% in both groups, forming comparatives and superlatives was no big deal for them), but they are unable to place them correctly in a sentence (i.e. to put them in the correct order, 0% of them in both groups managed to do it). What is even more, they do not even know the SVOMPT rule (students in Nový Jičín did, this particular issue was a problem in Přerov only). It proves that foreign languages in Czech schools are often taught illogically and out of context - i.e. most students are e.g. familiar with past perfect tense (82% of students could explain it), yet they cannot form a simple sentence in present simple correctly (i.e. they are not familiar with the SVOMPT rule). For that reason changes should be introduced and more attention should be focused on covering one specific issue (and while doing so associate all related aspects to it) rather than to follow the coursebook at all costs so the curriculum is fully covered (but with poor results as very little context is used when going through it so students do not fully understand the language and eventually forget it – or are unable to effectively use it).

Nonetheless one of the most problematic issue in Nový Jičín was the correct usage of “*there constructions*”, it proved to be almost impossible to make students remember the proper way to form such sentences. It appears from this that mother tongue interference is a very important aspect in foreign language teaching teachers need to pay close attention to as it really is responsible for a lot of mistakes student make – e.g. students kept saying (in the “*Business Travel*” topic): “*We put there our luggage*”, while it should be “*We put our luggage there*” (as the first sentence is formed in an unnatural word order and the locative there has to be located in the end of the sentence). On top of that such basic expressions as

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<sup>65</sup> See chapter „*General problems in language learning*“, p.14

<sup>66</sup> *Ibid*, p.14

“*Na obrázku...*” (“*In the picture...*”) were translated as “*On the picture...*” (yet again mother tongue interference) or “*Na pět hodin chci připravit čaj*” as “*On five o’clock...*” (it should have been “*At five o’clock...*” instead). The preposition “*on*” turned out to be the most problematic one from the “easiest ones” in general; though in may just because all students were Czechs (other nations may struggle with different ones or may not even struggle with prepositions at all, in any case prepositions are difficult to master for Czech learners of English for sure).

As far as vocabulary go, students proved to know almost no phrasal verbs (though they could figure out their meanings due to context) and idioms. Idioms were not popular in Přerov at first at all, students found them to be very theoretic and not useful, but eventually grew to like them and even managed to compile a list of the most useful ones (the ones related to the business world) on their own. This way such pleasant surprise as their communicational skills improved dramatically, all of a sudden they started talking like native speakers and it did not even took them much effort. Nevertheless the biggest struggle for them was definitely differentiating between individual meanings of similar words. The entry test showed this may be an issue (question 15 aimed at finding the difference between “*see*”, “*watch*” and “*look*” – nobody knew it, for that reason this particular issues was included in the second worksheet and yet again they failed). Because of this, finding such differences became a very important aspect in all lessons, we did it all the time and students eventually got better (though they still did not like it). On the other hand the most popular grammatical issue turned out to be forming passive constructions, the least favorite one all conditionals in general.

Last but not least students generally did not struggle with pronunciation, their English was and most likely always will be understandable, though it is nowhere to the way native speakers talk. The reason for it is probably due to the fact that students do not pay enough attention to suprasegmental language features (i.e. they do not employ assimilation enough etc.) thus there is no way they can sound like natives. Overall their pronunciation is grammatically correct though so it is expected they can eventually become native-likes as long as they keep learning English and speaking on a regular basis.

### **3.8 The Final Test & Evaluation**

All students at the Higher Vocational School of Business and Trade in Přerov were asked to complete “*The final test*”. The overall point of this test was to determine whether or not their language skills (particularly grammar and vocabulary) improved in the course of two years. As the entry test reflected selected language issues concerning *B1* level of English, this test is all about *B2* level of English. It is based on the same literature, though its level changed as well, i.e. “*English Vocabulary in Use*” (Upper-Intermediate level) by Michael McCarthy and “*Advanced Grammar in Use*” (Upper-Intermediate level) by Martin Hewings.

The final test followed the pattern of the entry test (i.e. students were presented with a text on a specific topic and their task is to fill in the missing gaps in it). There was one significant difference though – this time students were not given any options to choose from. They needed to figure out the answers all by themselves. The author expected it not to be a huge problem for them as students have been working with a lot of texts over the last two years and are by now used to figuring out various grammatical issues and vocabulary (its meaning etc.) based on the context these issues are in. Yet again each question yet aimed at a particular language problem:

1. several vs. plenty vs. a lot
2. approximately vs. round vs. estimated
3. way vs. journey vs. route
4. pay attention vs. attract attention vs. take attention
5. carry duties vs. do duties vs. make duties
6. pass on vs. come on vs. walk on
7. mean vs. intend vs. understand
8. however vs. but vs. so
9. repeat action vs. reproduce action vs. retake action
10. take a while vs. save a while vs. spend a while
11. negative sentences (neither, no, any)
12. past continuous vs. present perfect vs. past perfect
13. would have + past participle (third conditional)
14. past simple vs. present perfect vs. past perfect
15. to see impact vs. reaction vs. impression

With that said, the results are as follow:

| <b>Name</b>          | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>6</b> | <b>7</b> | <b>8</b> | <b>9</b> | <b>10</b> | <b>11</b> | <b>12</b> | <b>13</b> | <b>14</b> | <b>15</b> |
|----------------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Veronika Alánová     | 100      | 0        | 100      | 100      | 0        | 0        | 0        | 100      | 0        | 100       | 100       | 100       | 100       | 100       | 0         |
| Ondřej Kosek         | 100      | 0        | 100      | 100      | 0        | 100      | 100      | 100      | 0        | 100       | 100       | 0         | 100       | 100       | 0         |
| Michaela Šmídová     | 100      | 0        | 100      | 100      | 0        | 100      | 100      | 100      | 0        | 100       | 100       | 100       | 100       | 0         | 0         |
| Nikol Vašínová       | 100      | 100      | 100      | 100      | 0        | 100      | 100      | 100      | 0        | 100       | 100       | 100       | 100       | 100       | 100       |
| Kristýna Hlínová     | 0        | 0        | 100      | 100      | 0        | 0        | 100      | 100      | 100      | 100       | 100       | 0         | 0         | 0         | 0         |
| Jana Trnová          | 100      | 0        | 100      | 100      | 0        | 0        | 100      | 100      | 0        | 100       | 100       | 100       | 0         | 100       | 0         |
| Iva Robová           | 100      | 0        | 0        | 0        | 0        | 100      | 100      | 100      | 0        | 100       | 100       | 0         | 0         | 0         | 0         |
| David Janušík        | 0        | 0        | 100      | 0        | 0        | 0        | 100      | 100      | 0        | 100       | 100       | 100       | 0         | 0         | 0         |
| Adéla Koralová       | 100      | 100      | 100      | 100      | 0        | 100      | 100      | 100      | 0        | 100       | 100       | 100       | 100       | 100       | 100       |
| Veronika Hronová     | 100      | 0        | 100      | 0        | 0        | 100      | 100      | 100      | 0        | 100       | 100       | 0         | 100       | 100       | 100       |
| Terezie Starošítková | 100      | 0        | 100      | 100      | 0        | 100      | 100      | 100      | 0        | 100       | 100       | 100       | 100       | 100       | 100       |
| Kristýna Záchová     | 100      | 0        | 100      | 0        | 0        | 100      | 100      | 0        | 0        | 100       | 100       | 100       | 100       | 100       | 0         |
| Iveta Mezulianíková  | 100      | 0        | 100      | 0        | 0        | 100      | 100      | 100      | 0        | 100       | 100       | 100       | 0         | 100       | 0         |

| Name                       | 1         | 2         | 3         | 4         | 5        | 6         | 7         | 8         | 9         | 10         | 11         | 12        | 13        | 14        | 15        |
|----------------------------|-----------|-----------|-----------|-----------|----------|-----------|-----------|-----------|-----------|------------|------------|-----------|-----------|-----------|-----------|
| Aneta Sumová               | 0         | 0         | 100       | 0         | 0        | 0         | 100       | 100       | 0         | 100        | 100        | 100       | 100       | 100       | 0         |
| Denisa Navrátilová         | 100       | 0         | 100       | 100       | 0        | 0         | 100       | 100       | 100       | 100        | 100        | 0         | 0         | 100       | 0         |
| Adam Kadula                | 100       | 0         | 100       | 0         | 0        | 0         | 100       | 100       | 100       | 100        | 100        | 0         | 100       | 100       | 0         |
| Filip Nevečeřal            | 0         | 0         | 0         | 0         | 0        | 100       | 100       | 100       | 0         | 100        | 100        | 100       | 0         | 0         | 0         |
| <b>arithmetic mean (%)</b> | <b>76</b> | <b>12</b> | <b>88</b> | <b>52</b> | <b>0</b> | <b>58</b> | <b>94</b> | <b>94</b> | <b>17</b> | <b>100</b> | <b>100</b> | <b>64</b> | <b>58</b> | <b>70</b> | <b>23</b> |

**Table 8:** Final Test Results (Grammar and Vocabulary), no options

The results clearly did not turn out the way the author thought they would. Students found it difficult to fill in the text with no options to choose from and proved to be unable to figure them out even with clues. Because of this, students were given the same test once again, but this time with three options to choose from (i.e. the exact same was the entry test was performed). The table below shows new results:

| Name                       | 1         | 2         | 3          | 4         | 5         | 6         | 7          | 8         | 9         | 10         | 11         | 12        | 13        | 14        | 15        |
|----------------------------|-----------|-----------|------------|-----------|-----------|-----------|------------|-----------|-----------|------------|------------|-----------|-----------|-----------|-----------|
| Veronika Alánová           | 100       | 100       | 100        | 100       | 100       | 0         | 100        | 100       | 100       | 100        | 100        | 100       | 100       | 100       | 0         |
| Ondřej Kosek               | 100       | 100       | 100        | 100       | 100       | 100       | 100        | 100       | 0         | 100        | 100        | 0         | 100       | 100       | 0         |
| Michaela Šmídová           | 100       | 100       | 100        | 100       | 100       | 100       | 100        | 100       | 100       | 100        | 100        | 100       | 100       | 0         | 100       |
| Nikol Vašinová             | 100       | 100       | 100        | 100       | 100       | 100       | 100        | 100       | 0         | 100        | 100        | 100       | 100       | 100       | 100       |
| Kristýna Hlínová           | 0         | 0         | 100        | 100       | 100       | 0         | 100        | 100       | 100       | 100        | 100        | 0         | 100       | 100       | 100       |
| Jana Trnová                | 100       | 0         | 100        | 100       | 0         | 0         | 100        | 100       | 0         | 100        | 100        | 100       | 0         | 100       | 100       |
| Iva Robová                 | 100       | 0         | 100        | 100       | 100       | 100       | 100        | 100       | 100       | 100        | 100        | 0         | 0         | 0         | 0         |
| David Janušík              | 0         | 0         | 100        | 0         | 0         | 100       | 100        | 100       | 0         | 100        | 100        | 100       | 100       | 0         | 0         |
| Adéla Koralová             | 100       | 100       | 100        | 100       | 100       | 100       | 100        | 100       | 100       | 100        | 100        | 100       | 100       | 100       | 100       |
| Veronika Hronová           | 100       | 0         | 100        | 0         | 100       | 100       | 100        | 100       | 0         | 100        | 100        | 0         | 100       | 100       | 100       |
| Terezie Starošítková       | 100       | 100       | 100        | 100       | 100       | 100       | 100        | 100       | 100       | 100        | 100        | 100       | 100       | 100       | 100       |
| Kristýna Záchová           | 100       | 100       | 100        | 100       | 0         | 100       | 100        | 0         | 100       | 100        | 100        | 100       | 100       | 100       | 0         |
| Iveta Mezulianíková        | 100       | 0         | 100        | 0         | 100       | 100       | 100        | 100       | 0         | 100        | 100        | 100       | 0         | 100       | 100       |
| Aneta Sumová               | 100       | 0         | 100        | 100       | 100       | 0         | 100        | 100       | 100       | 100        | 100        | 100       | 100       | 100       | 0         |
| Denisa Navrátilová         | 100       | 100       | 100        | 100       | 0         | 100       | 100        | 100       | 100       | 100        | 100        | 0         | 100       | 100       | 100       |
| Adam Kadula                | 100       | 100       | 100        | 0         | 0         | 100       | 100        | 100       | 100       | 100        | 100        | 0         | 100       | 100       | 100       |
| Filip Nevečeřal            | 100       | 100       | 100        | 100       | 100       | 0         | 100        | 100       | 0         | 100        | 100        | 100       | 0         | 100       | 100       |
| <b>arithmetic mean (%)</b> | <b>88</b> | <b>58</b> | <b>100</b> | <b>76</b> | <b>70</b> | <b>70</b> | <b>100</b> | <b>94</b> | <b>58</b> | <b>100</b> | <b>100</b> | <b>64</b> | <b>76</b> | <b>82</b> | <b>64</b> |

**Table 9:** Final Test Results (Grammar and Vocabulary), with options

To conclude the testing, students were once again given the opportunity to complete the Mariam-Webster online test on vocabulary. Their results were:

| Name             | Score |
|------------------|-------|
| Veronika Alánová | 1121  |
| Ondřej Kosek     | 1844  |
| Michaela Šmídová | 2890  |
| Nikol Vašinová   | 2942  |
| Kristýna Hlínová | 1121  |

| <b>Name</b>                | <b>Score</b> |
|----------------------------|--------------|
| Jana Trnová                | 1750         |
| Iva Robová                 | 1503         |
| David Janušík              | 1121         |
| Adéla Koralová             | 2657         |
| Veronika Hronová           | 1740         |
| Terezie Starošítková       | 3025         |
| Kristýna Záchová           | 1503         |
| Iveta Mezulianíková        | 1750         |
| Aneta Sumová               | 1630         |
| Denisa Navrátilová         | 1991         |
| Adam Kadula                | 1449         |
| Filip Nevečeřal            | 2103         |
| <b>arithmetic mean (%)</b> | <b>1890</b>  |

**Table 10:** Final Test Results (Vocabulary size)

## **Evaluation**

As the practical application of the method outlined in this thesis was the subject of an extensive research and experiment and its results were highly anticipated primarily by the school management team, it is safe to say that students progressed and overall successfully managed to improve their language skills.

To be more specific, the entry test proved their limited vocabulary and lack of knowledge in various areas such as modal verbs, possessive pronouns and prepositions. This was definitely unexpected as these issues are fairly easy to master and students should have already been familiar with all of them. It was obvious that students were not used to be working with language in any way at all. The only way they got into touch with English was by listening to lectures – where they every now they put down a word or to remember. It was obvious changes needed to be introduced as it was no longer possible to sustain the present situation – students could barely speak, they were very uncomfortable with anyone talking to them in English and expecting an immediate response from them (i.e. after all what any language is all about). They also did not understand a lot of basic grammar issues and were not used to be regularly expanding their vocabulary (mainly because nobody showed them the proper and effective way to do it).

Because of this, they were introduced to learning English through worksheets. To a surprise, they did not mind working with various texts and analyzing them from all possible angles at all. The reason for this could be one all texts were compiled of topics they already knew (i.e. they were familiar with the content and very interested and motivated to be dealing with them as it was their area of expertise and interest) and two the enthusiasm of the teacher made them convince English is important and as long as it is treated correctly not difficult to learn. With that said students eventually agreed that their interest in any subject is to a large extent associated and influenced by the way their teacher approaches both the subject and them as human beings.

The general idea and the reason to start working with worksheets in the first place were very easy. Students were clearly not very experienced speakers of English, but they may have been experienced writers and readers. This proved to be right. Students were very active in lessons, they thoroughly enjoyed going through the topics by working with various texts and managed to learn the language while doing so. It was very important not to punish them for their mistakes or to laugh at their questions as they were prompted to be asking all questions they could possibly think of so everything is clear. Still it took a lot of time to convince them that they may speak freely and generally have to reason to be ashamed of making mistakes. The situation improved every week and after not even a year we started to cover so many issues and communicated so much every single lesson that we often did not even manage to finish the entire worksheet (though it may seem short at first glance, especially given the time limit we were assigned to have). This was exactly the time when splitting students into two groups could make the lessons and the actual teaching process even more effective (it was very effective in Nový Jičín as there were only 6 students in the classroom thus we could take full advantage of this method).

Nonetheless seeing as communication was generally the main skill students needed to develop (that goes for all students in a vocational type of school as their overall need is to be able to use the language in real-life situations); the focus was decided to be on providing them with a lot of opportunities to speak. This does not mean other skills were neglected though. Every time we stumbled upon a problem or faced a task in an exercise, students were given time to think about it, put down the answer, put it in a sentence etc. so their writing skills significantly developed too. In fact students were not even able to write a proper business letter in the beginning. Once we covered the worksheet dealing with business communication though<sup>67</sup>, it was very easy for them. The most surprising thing was they no longer needed time to think about the language, prepare the text in Czech in advance and subsequently translate into English. They got used to be writing directly in English which turned out to be the best proof that their writing skills dramatically improved. When it comes to their listening skills, they were really uncomfortable to be working in English only at first. Even though we did not practice “*total immersion*” (we used Czech to translate individual words and sentences into English), they still felt like Czech is needed. The situation changed very quickly though as they had no option but to cope with English. It is very important to mention that all lessons were conducted in a way so everyone could understand so even students whose English was not very good had no troubles to follow orders and actively participate in lessons (i.e. even though it was a challenge for them to be a part of lessons to be conducted in English only, they could handle it). The other important thing associated with listening to mention here is the pronunciation – the teacher made sure his pronunciation is as close to the native level as possible so students are exposed to “*perfect English*”. The last remaining language skill, i.e. reading, was naturally practiced all the time – students got used to be learning English through texts so much that they started reading articles and books in English in their free time as well.

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<sup>67</sup> This worksheet is not a part of this thesis

Overall all lessons were very difficult to conduct from the point of the teacher as all aspects of English could have been brought up at all times and discussed and it was not always easy to explain everything right away with no preparation whatsoever (i.e. to think about a clear way to explain it and an easy example for students to understand etc.). It definitely paid off though as students' level of English improved significantly. Speaking of which, the final test proved it. Students generally managed to double their vocabulary size (one student even managed to get over 3000 score which translates into her having advanced vocabulary) and developed their grammar too.

Speaking of grammar and vocabulary (as a part of the final test), the only drawback to it was the fact that students struggled with completing the final test with no given options. It was definitely unexpected as students got to work with a lot of texts throughout the last two years and they were definitely used to it. Because they failed to complete the test even with various clues and hints, they were eventually provided with options and all of a sudden got it. To put things into wider perspective though (i.e. to analyze where the problem lies), students were given a random Czech text with a few missing words and their task was to fill in the missing gaps (no options to choose from were provided). This turned out to be a problem even in Czech and the author could personally see it really is not easy (though all students and the teacher are native speakers in Czech). Nevertheless it was concluded that thing is definitely the thing to focus on and practice as it makes everyone think about the language from all possible angles thus develop his language skills dramatically.

All in all even though students certainly did not come on top and there is certainly room for improvement, they managed to get better at English while covering the topics and this was the main point. As they are fairly good at grammar now, they have no problems with speaking (their pronunciation is very good), they are good at writing, reading and listening, they were told to primarily focus on expanding their vocabulary now as this clearly is the issue they still have the most trouble with (i.e. for example questions number 2, 9 and 15 in the final test were all about vocabulary and only about a half of them managed to answer correctly).

### **3.9 Students' & headmistress's reflections**

The following reflection on the author's way of teaching was conducted among students at the Higher Vocational School of Business and Trade in Přerov right upon finishing up with all worksheets (not just the ones included in this thesis, all of them). That was about two years from the point when it all started. To put things into wider perspective, it was also conducted among students at the Grammar School in Nový Jičín; though the relevance of their input is debatable as the author got the opportunity to only have ten sessions with them (all of them within a relatively short period of time – less than three months) and for that reason those students certainly did not have enough time to immerse into this kind of teaching so they could objectively evaluate it. All students were

handed two questions and were asked to answer them. As handing those questions back was one of the requirements for passing the final exam in English for students in Přerov, it was ensured all the necessary feedback will be provided.

**The first question** was: *“Did you like the way we covered those topics?”*

**The second question** was: *“Why? Go into detail about your answer from question one and justify it. Be as specific as you possibly can.”*

Both questions were created by the headmistress as it was primarily her who wanted to get some feedback (be it a positive or a negative one) so she could use it to evaluate whether or not it was all a success. The author was asked to provide her with those answers – every answer had to be written on a piece of paper, personally signed by its author and delivered to her desk.

As a lot of answers were similar in terms of their content, only a few of them have been selected to list here. They also have been grouped according to the idea they express so the author can reflect on similar points easily.

### **Higher Vocational School of Business and Trade, Přerov**

Veronika Alánová (21 years old, Logistician Specialist in Transportation)

- 1) *Yes.*
- 2) *I appreciated new vocabulary and your knowledge. Topics were very complicated, but you made them look easy for us. You make English look easy. Your materials were really good prepared and they helped me understand more English grammar than any book we used in school before. I think all books in schools should be like this and all teachers should learn vocabulary and grammar in context because it is very easy to remember it and natural and I think small children learn like this too. I appreciated so many talking opportunities because I finally could speak English freely and not be afraid of making mistakes. I am sad it is the end, but I promise you I will keep reading and working with texts. You made me understand it is really good and I think the best way to learn English.*

Kristýna Hlínová (22 years old, Associate Attorney)

- 1) *Yes.*
- 2) *Because I think that dealing with grammar and vocabulary in context is the best way to learn English. I finally understood the difference between past simple and present perfect tense, no teacher has ever taught me that 😊 I liked many examples from our lives and associations in vocabulary. I will definitely continue reading English texts, it is fun and I enjoyed it.*

Adéla Koralová (21 years old, Production Manager)

- 1) *Yes.*
- 2) *Well I think that your materials helped us all because we were all scared of those topics, but you made English look easy and taught us a lot of it. I am sad now because it is over. I would like you to continue working with us and with texts like this, they are really beneficial because they present things in context and this is the*



*best way to learn it. I loved our discussions too. You were very kind and made us speak and didn't punish us for mistakes. You are really good English teacher and I am glad I could be a part of your lessons.*

Veronika Hronová (21 years old, Logistician of Storage Operations)

- 1) *Yes.*
- 2) *Because I liked learning new words in context of other texts. It is the best way to learn them I think. It was a lot better than lectures from Mr. Šmída who taught us only the topic, but no grammar and vocabulary. I am inspired by getting new vocabulary and grammar from texts that I started reading more. I never thought it could work but it does. I loved that you talked about pronunciation too because I know mine is not that good and I need to work on it more. Your English is great and I understand you more than some other people from recordings, which were always confusing for me and made me terrified of English. You broke that ice and showed me the way to learn English very effectively and I feel like I remember everything and things are so much clearer now. Thank you very much for everything.*

It appears students really did see the benefit of teaching English using texts. I am glad it inspired them to start reading more as this is the key of knowledge. It is essential to learn things in context in any field so one really understands and remembers them and our worksheets proved it. Students were afraid of those topics at first as they are very demanding for learners of their level of English, but they quickly realized there was no need to be worried. It was not about content; it was not about having a lot of types of exercises. It was about the way how to work with these worksheet as all that matters in the end is the way to efficiently utilize the materials, to squeeze the most out of them so students' level of English improve. With that said it is important to make them feel good in the classroom, to take into consideration all their questions and personalities so the language learnt revolves around something meaningful and tangible for them (this is very different to following a coursebook as teachers are fairly limited and cannot take advantage of the way we did). As stated above, students did appreciate this kind of approach to them and it turned out they did not miss Czech at all. It also turned out to be very easy to demonstrate new words, to use synonyms, associations etc. We only used English and as it was not forced on them, they started to feel comfortable and were no longer afraid of speaking, making mistakes etc. The more mistakes they made, the better as we were provided with even more tangible content to deal with.

Iveta Mezulianíková (24 years old, Marketing Assistant)

- 1) *Yes.*
- 2) *I love you. You are the best English teacher ever. I think you prepared all lessons perfectly and helped us go through difficult topics and learn a lot of English too. You have very good relationship with us. You show interest in our lives and fields and help us learn new things about it. I admire your knowledge. I think they were the best English classes ever. Would I ever want a different teacher? I am disinclined to acquiesce to this offer. ☺*

Yet again Iveta proved the point – she remembered a quote from “Pirates of the Caribbean: The Curse of the Black Pearl” as we apparently mentioned it at some point.

Under normal circumstances, it would probably be difficult for her to remember such complicated phrase, but because it was taught and learnt in context using associations and with no pressure on her so she remembered it and will probably remember it forever.

Filip Nevečeřal (23 years old, Businessman)

- 1) *Yes.*
- 2) *Because I feel that my English is a lot better now because I remember many new words and also grammatical things from our lessons. Your way was a lot better than just lectures on those topics, we learned both topic and grammar and vocabulary and pronunciation at the same time which was very good. I think this is the way to do it for future generations because you explain everything in context and very clearly. I really liked that you made us talk and think about many topics and was there to help us if problems occurred. I felt very comfortable in your lessons. Thank you.*

Michaela Šmídová (22 years old, Real Estate Broker)

- 1) *Yes.*
- 2) *Topics were very difficult and some exercises were difficult too. But you talked to us and created opportunities for us to talk to each other and this way very good. I like that you practiced pronunciation with us, I remember a lot because from it because it was always connected with texts from real life which were difficult but good for us because they are from our areas of expertise. My pronunciation is a lot better now, I am surprised so few teachers deal with it. Thank you.*

Nikola Vašinová (22 years old, Payroll Accountant)

- 1) *Yes.*
- 2) *I liked that you paid attention to pronunciation because no teacher I have had so far has ever done that. It is good to practice pronunciation in longer texts because there are a lot of words in context and it is similar to speaking. I also liked discussions because they helped me get confidence in speaking. New grammar and vocabulary was also nice, because it was clear and slow and I remember a lot. I personally don't like reading much, I mean reading literature, but I will for sure keep reading authentic texts from my field and work with them the way we did it, because it was great and I learnt so much.*

Teaching pronunciation is underestimated in schools and as I found out, it is not easy do so as students are not familiar with IPA etc. and it is definitely challenging to find a new to explain it to them without frightening them or making it look complicated. Nonetheless it is important to deal with it and do it in a way so students are not ashamed of speaking in front of others the next time they are asked to answer a questions etc. They need to feel secure, learn the pronunciation in context and practice it right away using other words to be found in the text and their associations. This turned out to be very beneficial.

## Grammar School, Nový Jičín

Martina Janáčková (18 years old, Student)

- 1) *Yes.*
- 2) *I don't know why more teachers don't teach like this. It was difficult to work with those texts but you made it worthwhile because you constantly asked us questions and made us develop our vocabulary and understand some grammar in its original context. I would like to exchange our regular classes with Mrs. Kelnarová for classes with you because our book is boring, but your texts were very interesting and it made me start learning English by this means.*

Tereza Jelínková (18 years old, Student)

- 1) *Yes.*
- 2) *Because I really liked how you made us talk and think about things we read about, I never thought about it like this but it works. I read National Geography Magazine every day now and try to copy your style of learning English and find new words and grammar there. It was an awesome experience to have you, thanks so much for inspiration.*

Luzja Perstická (18 years old, Student)

- 1) *Yes.*
- 2) *I loved your attitude towards us, you are not mean like some other teachers and made us talk and think about learning English differently. What I like about working with your worksheets was how real-life oriented they are, it is easier to explain and remember everything. I love your approach to teaching us speaking, your questions were short and clear and you helped us with answers and explain any mistakes we made. I wish we had more seminars like this, too bad our standard English lessons are not like this, because this really is the best way to teach English.*

Students yet again appreciated a lot of opportunities to speak, dealing with various issues in context and realized that in order for them to truly learn the language it is important to find other ways besides their coursebooks.

Nevertheless in addition to the reflection – mainly because this thesis has to be submitted before the official “*Absolutorium*” exam scheduled at the end of June 2017 – the author decided to ask the headmistress to kindly provide a short reflection on his teaching herself. The author has experienced 8 inspections (headmistress, deputy headmistress) during his time working with these worksheets so it is presumed that the school management team gathered enough data to provide a meaningful feedback (though the best way to determine whether or not it all worked will once again be the “*Absolutorium*” exam and its result in late June 2017). The text below has zero modifications (it was delivered to the author via email and was copied down below exactly as it is). It is written in Czech as the headmistress felt like her English is not good enough to write something for the sake of the diploma thesis:

*Kolega Petr dostal v roce 2015 za úkol vymyslet, jakým způsobem pomoci vylepšit angličtinu studentů VOŠ a současně probírat témata, která jsou předepsaná pro závěrečná absolutoria. Předchozí vyučující se soustředil zejména na odborný výklad a rozvoji jazyka se věnoval jen velmi okrajově, např. vybranými cvičeními z učebnice Business Results. U absolutoria to bylo bohužel znát, studenti byli s tématy obsahově srozumění, ale jazyk jim pokulhával.*

*Kolega Petr zvolil cestu pracovních listů, které se studenty postupně procházel a rozvíjel jazyk na základě učiva, které měl v daných pracovních listech připraveno a promyšleno. Jeho schopnost zaujmout studenty a názornost výkladu je vskutku pozoruhodná, studenti si velmi chválili praktický způsob probírání angličtiny s množstvím příkladů.*

*Mám dvě výtky. První se týká rychlosti mluvy. Kolega Petr hovoří velmi rychle a na inspekci jsem já i kolegyně měla opakovaně problémy následovat jeho instrukce. Druhá výtka se týká času. Kolega Petr bral svou práci velmi zodpovědně, snažil se studentům vysvětlit všechny otázky ohledně gramatiky, slovní zásoby i výslovnosti, vše ilustrovat na mnoha příkladech a zároveň si ověřovat míru osvojení látky, načež se mi na pěti z šesti inspekci stalo, že se nestihlo probrat učivo dle plánu. Z toho důvodu soudím, že některé pracovní listy by mohly být stručnější.*

*Celkově hodnotím jeho počínání pozitivně, svůj úkol splnil a dané pracovní listy společně s jeho metodou probírání budou součástí nových skript od školního roku 2017/2018.*

## CONCLUSION

The aim of this diploma thesis was to find a way to effectively develop language skills in English of students at the Higher Vocational School of Business and Trade in Přerov while covering specialized topics.

The thesis started with a brief description of the process of language acquisition. It was concluded that there are significant differences between language acquisition and language learning; especially the ones related to having the opportunity to take advantage of various metacognitive processes and prior experience in favor of foreign language learning as well as the fact that a great deal of effort is necessary to learn a foreign language as only 40% of people manage to do so (as opposed to one's mother tongue which is acquired by all its native speakers). The next chapter tackled the topic of age in foreign language learning, eventually stating there is no sound research evidence supporting the commonly held opinion "*the younger the better*" so foreign language teaching in schools is definitely a meaningful process and a worthwhile activity to deal with, think about and develop (even with adult learners). The next chapter had to do with Czechs and their general level of English. It turned out Czechs generally get better at English every year, though they certainly do not come on top of the list of the best non-native European English speaking countries so yet again it is necessary to be constantly on the lookout for ways to change that in various educational settings and thus overall improve the level of English of all Czech learners. In fact Finland and Norway, one of the best non-native European English speaking countries, put significantly more money towards foreign language education in schools than the Czech republic does<sup>68</sup> (their teachers also get paid a lot more<sup>69</sup>) and it obviously pays off. Nevertheless the following chapters examined some of the general problems and myths about foreign language learning and concluded that more practical approach in teaching needs to be applied in order for learners to be able to use the language efficiently in real-life situations as well as it stressed the importance of teaching (and subsequently learning) things in context. The last chapters in the theoretical part examined some of the most prominent approaches and methods to be used to teach foreign languages (primarily English) over the centuries. It was stated that foreign language learning is such a complex process that it is impossible to offer a single solution (i.e. a single method) to all learners for all kinds of situations. Each method can influence the results of its learners in a particular domain of a foreign language, the process of teaching and errors correction is approached differently within each method (depending mainly on who is in charge of the process, be it the teacher or his learners) and teacher has to recognize the overall goal of its learners in order to find the best method possible. In fact the last chapter of the theoretical part offered a thorough overview of the author's method (by contrasting it with all methods from the previous

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<sup>68</sup> See „Appendix 7“

<sup>69</sup> See „Appendix 8“

chapters) which was created to be used in the actual teaching process of the author and his learners echoing the needs and expected results of the particular school in Přerov.

The practical part focused on description of the actual process of teaching English at the Higher Vocational School of Business and Trade in Přerov through working and analyzing various worksheets. The author described the entire process and presented all results. On top of that to put these valuable findings into a wider perspective, the author contrasted them with the way he managed to teach a group of students at the Grammar School in Nový Jičín, compiled a list of most common errors students make in all areas of language (grammar, vocabulary, pronunciation) and eventually concluded that students indeed improved.

To sum up, learning English through analyzing worksheets definitely has its place among other (traditional) methods. Even though the entire experiment was performed on a rather small group of students and its results cannot be generalized, students both enjoyed it and made progress. It definitely is a difficult way of teaching English though as the teacher cannot prepare in advance and has to be both English proficient enough and enthusiastic in order for this to work. However as English teachers in the tertiary sector of education are fairly limited in terms of what they can do (i.e. they have to stick to going through specialized topics and there is no way to change that so English can be approached by other means such as by following a coursebook etc.), worksheets certainly present a viable solution to this problem and can be successfully implemented in such schools for such purposes. The evaluation and a thorough comparison of results from the entry and the final test prove it right (i.e. students effectively managed to develop all four language skills, though they certainly are not perfect as there always is a room for improvement, e.g. to expand one's vocabulary size).

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## **APPENDICES**

Appendix 1 – Worksheet *Information Technology*

Appendix 2 – Worksheet *Management and Managers*

Appendix 3 – Worksheet *Business Travel*

Appendix 4 – Worksheet *Insurance*

Appendix 5 – Entry Test

Appendix 6 – Final Test

Appendix 7 – Annual expenditure per student by educational institutions for core services (2016)

Appendix 8 – How much high school teachers get paid (2017)

Appendix 1 (part 1/3)

## Information technology

### Glossary

|                |   |
|----------------|---|
| browser        | provoz  |
| cache          | zařízení  |
| cloud          | lišta nástrojů  |
| cookies        | zjišťování hesel uživatelů pomocí softwaru snímající otisky kláves                  |
| cord           | zkratka   |
| cut and paste  | vyrovnávací paměť   |
| device         | odčinit   |
| download       | zde: mechanika  |
| drive          | obrazovka   |
| drop-down menu | internetové datové úložiště   |
| firewall       | rozbalovací menu  |
| keyboard       | vyjmou a vložit   |
| keylogging     | data ze serveru uložená na počítač uživatele  |
| pharming       | zde: vyhledávač   |
| platform       | šňůra   |
| screen         | zde: prohlížeč  |
| search engine  | stahovat  |
| shortcut       | program pro zabezpečení sítě  |
| spyware        | klávesnice  |
| toolbar        | podvodná technika využívající kopii populárních stránek pro získání citlivých údajů |
| traffic        | program, který využívá internetu k odeslání dat z počítače bez vědomí uživatele     |
| undo           | operační systém   |

cord drive hardware keyboard keys monitor mouse ports printer touchpad

The \_\_\_\_\_ of a computer includes parts that you can touch, such as its display, or \_\_\_\_\_. You enter letters by pressing number of keys on the \_\_\_\_\_ and to open a drop-down menu, use the \_\_\_\_\_ or, on the laptop, the \_\_\_\_\_. Connect external devices, such as a scanner or \_\_\_\_\_ by using the \_\_\_\_\_. Software programs are installed on the computer's hard \_\_\_\_\_. And electricity gets to the computer through a \_\_\_\_\_.

### Dealing with documents

- Could you help me to **create/ format** a new file?

## Appendix 1 (part 2/3)

- Yes, of course. First **open/ edit** your list of documents in the toolbar. Then **switch / click** on „file“ and **roll down/ scroll down** to „new“. **Write/ Delete** the name of the file in this box, then press the **enter/ erase** key. This will **save/ store** the file.
- OK. How can I **cut and paste/save and quit** text?
- First, **merge/ mark** the section you want to **hide/ remove**, hold the CTRL and X keys and move the cursor to the place where the text should go. **Insert/ Download** the text with CTRL and V.
- Oops! That was the wrong section! Can I **shortcut / undo** it?

### Working on websites

Our tests show the site works with every \_\_\_\_\_ (werrobs) and that people find us with any search \_\_\_\_\_ (gineen). We have to inform website users that we put \_\_\_\_\_ (oskicoe) on their computers, but then we can measure the activity or \_\_\_\_\_ (fatcirf), such as the number of \_\_\_\_\_ (sitvis) – people coming to the site – and the \_\_\_\_\_ (apeg) views. We empty the \_\_\_\_\_ (chaec), that is , the memory, every hour, so the site \_\_\_\_\_ (oslad) quickly. We use open- \_\_\_\_\_ (userco) software and free HTML \_\_\_\_\_ (deco), so our costs are low.

### Going mobile

A study by TechBest Consultancy has shown that the use of **sm\_rt ph\_\_es** such as iPhone and Samsung Galaxy as well as of the slightly larger **t\_bl\_ts**, is expected to grow at a rate of 75% by 2016. In fact, **m\_bile \_cce\_\_** - internet on the go- is encouraging business development by allowing companies to reach their customers anywhere. The flat, interactive surface of a **t\_u\_\_ sc\_e\_n** encourages immediate reactions, and firms can present their logos as background images, or as **w\_llp\_p\_r**. Creating **a\_ps** has also become more efficient, as these can be viewed across **m\_ltiple d\_vi\_es**, in other words, on different pieces of electronic equipment. Various operating systems, or **p\_a\_f\_rms**, such as **An\_r\_id**, on the market allow companies to save data on web-based **cl\_ud s\_rv\_c\_s**, too.

### Threats

- a) Using copies of popular websites to illegally gather user data.

## Appendix 1 (part 3/3)

- 1. troubleshooting
- 2. pharming
- b) Destructive code hidden in a seemingly harmless program.
  - 1. Trojan horse
  - 2. scam
- c) A program that sends user data to a third party without permission.
  - 1. security breach
  - 2. spyware
- d) Recording the letters and numbers written by users.
  - 1. keylogging
  - 2. credentials

## Protection

- a) A security copy of texts or information
  - 1. backup
  - 2. patch
- b) A type of filter that analyses incoming and outgoing traffic.
  - 1. firewall
  - 2. glitch
- c) Translation of messages into a secret code.
  - 1. geek
  - 2. encryption
- d) A program that protects systems against harmful code.
  - 1. antivirus software
  - 2. authentication

## Answer these questions

1. What is the difference between software and hardware?
2. What external devices do you know?
3. How does electricity get into the device?
4. How can you make a new file?
5. How do you cut and paste the text?
6. What is other word for an Internet page?
7. How do you look for information on the web?
8. What mobile devices do you know? Which of them do you use?
9. What are the platforms? Can you name any?
10. What are clouds good for?
11. What threats can you meet on Internet?
12. How can you protect your computer?

## Appendix 2 (part 1/3)

# Management and managers

## Glossary

|  |                      |
|--|----------------------|
| <b>achievement</b> = success                     | <b>úkol</b>          |
| <b>controlling</b> = the power to make decisions | <b>postavení</b>     |
| <b>feedback</b> = response                       | <b>plat</b>          |
| <b>opportunity</b> = chance                      | <b>hrozba</b>        |
| <b>reason</b> = cause                            | <b>silná stránka</b> |
| <b>salary</b> = money for work                   | <b>podřízený</b>     |
| <b>staff</b> = employees                         | <b>úspěch</b>        |
| <b>status</b> = position in company or society   | <b>řízení</b>        |
| <b>strength</b> = opposite of weakness           | <b>zpětná vazba</b>  |
| <b>subordinate</b> = the one who has a boss      | <b>příležitost</b>   |
| <b>task</b> = thing to do                        | <b>důvod</b>         |
| <b>threat</b> = danger                           | <b>zaměstnanci</b>   |

## 1.1 Motivation factors

Put the words in brackets in the right place

Most people work because they need to earn a \_\_\_\_\_ (**social interaction**), but money is not the only motivation or \_\_\_\_\_ (**higher productivity**) why people work, the list of such items is longer. People get job \_\_\_\_\_ (**status**) from different factors, such as \_\_\_\_\_ (**salary**) with colleagues. \_\_\_\_\_ (**achievement**), that is your professional position, and \_\_\_\_\_ (**reason**), doing something well, can be important. However, there are other factors too. Managing people well can lead to better results and \_\_\_\_\_ (**satisfaction**) for the company.

## 1.2 Management

is the process of leading employees and directing all or part of an organization (often a business). Management has various functions, often classified as planning, organizing, leading/motivating and controlling.

### Planning:

deciding what has to happen in the future (today, next week, next month, next year, over the next five years, etc.) and generating plans for action.

### Organizing:

making optimum use of the resources you need to carry out of plans.

### Leading/Motivating:

aim is to motivate others to play an effective part in achieving plans.

## Appendix 2 (part 2/3)

### Controlling/ monitoring

checking progress against plans and watching over other employees.

The management of a large organisation may have **three levels**:

- Senior management (or "top management"), e.g. CEO (Chief Executive Officer).
- Middle management
- Low-level management , e.g. a team leader, a foreman

### 1.2.1 Management styles

depend on the culture of the business, the nature of the task, the nature of the workforce and the personality and skills of the leaders.

An Autocratic or authoritarian manager makes all the decisions, keeps the information and decision making among the senior management. Objectives and tasks are set and the workforce is expected to do exactly as required. The communication involved with this method is vertical and mainly downward, from the leader to the subordinate

A more Paternalistic form is also essentially dictatorial, however the decisions tend to be in the best interests of the employees. The leader explains most decisions to the employees and looks after them. This can help balance out the lack of worker motivation caused by an autocratic management style. Feedback is again generally downward.

In a Democratic style, employees take part in decision-making: therefore everything is agreed by the majority. The communication is extensive in both directions (from subordinates to leaders and vice-versa). This style can be particularly useful when complex decisions need to be made that require a range of specialist skills.

In a Liberal leadership style, the leader's role is peripheral and staff manage their own areas of the business; the leader therefore evades the duties of management and uncoordinated delegation occurs, i.e. you and I are both the boss. The communication in this style is horizontal, meaning that it is equal in both directions, however very little communication occurs in comparison with other styles. The style brings out the best in highly professional and creative groups of employees, regardless of the fact that in many cases it is not deliberate and is simply a result of poor management.

## 1.3 SWOT analysis

|   |
|---|
| opportunities, waste, weaknesses, strengths, competitive. management consultant, threats, troubleshooting |
|---|

Business today is also extremely \_\_\_\_\_ in terms of time and in terms of money. Problems when they arise \_\_\_\_\_ time and cost money so it can be useful to get an outsider, e.g. a \_\_\_\_\_, to analyse company's performance and recommend changes to make it more efficient and waste no more resources. A SWOT analysis can be useful, that is, an analysis of the company's \_\_\_\_\_ (S) and \_\_\_\_\_ (W) and also of \_\_\_\_\_ (O) and \_\_\_\_\_ (T) that face the company. \_\_\_\_\_, or solving problems, is a necessary part of running a company.

## Appendix 2 (part 3/3)

### **1.4 Answer these questions**

- 1) What motivates people to work? What motivates you?
- 2) What is management?
- 3) What should a manager do? What are his/ her functions?
- 4) What are the levels of management?
- 5) Do you know basic managerial styles?
- 6) What is communication like in each style?
- 7) Are you a manager? What is your style?
- 8) What about your boss? What is his/ her style?
- 9) Which style do you prefer?
- 10) What is troubleshooting? Why is it important?
- 11) What does SWOT stand for?
- 12) Have you ever made your personal SWOT analysis?



## Appendix 3 (part 1/3)

# Business Travel

colleagues, culture differences, nationalities, itinerary, business trip, social conventions

Business today is international. Business people often have to travel a lot. They have to plan an \_\_\_\_\_ for a foreign \_\_\_\_\_ to make a good use of their time. On a business trip people may meet \_\_\_\_\_ and business partners for the first time. It is usual for colleagues from different countries to experience \_\_\_\_\_. In other words, they may be surprised by foreign \_\_\_\_\_, that is the different ways that other \_\_\_\_\_ or different cultures do things.

Passport, luggage, economy, smoking, phones, lounge, liquids, check, control, hand, terminal, desk, card, gate, aisle, labelled,

Travelling by plane is the fastest way of travelling for long distances. At the airport we go to the \_\_\_\_\_ where we \_\_\_\_\_ in (register for a flight). At a check-in \_\_\_\_\_ they check our air ticket and \_\_\_\_\_ - if it is valid - and they give us a boarding \_\_\_\_\_ and we also check-in our \_\_\_\_\_ which has a limited weight (15kg). Then we go through the passport \_\_\_\_\_ and security check to the departure \_\_\_\_\_ where we can eat, they have everything from pastries to dairy products, and wait until our flight is announced. Then we go to the \_\_\_\_\_ and board the plane. We can travel by business class or \_\_\_\_\_ class and can have \_\_\_\_\_ or window seat.

## Rules and regulations

- Passengers have to make sure that their luggage is clearly \_\_\_\_\_ (they should remove all old labels).
- Passengers are allowed to take onboard one piece of \_\_\_\_\_ luggage.
- Passengers must not carry dangerous articles such as compressed gases, weapons, explosives and any \_\_\_\_\_.
- It is forbidden to use mobile \_\_\_\_\_ on the board of the plane because they interfere with the electronic equipment.
- \_\_\_\_\_ is strictly forbidden.

## Appendix 3 (part 2/3)

### Hotels

Signature, rate, desk clerk, key, currency, twin, shuttle, the front desk, in, lobby, departure, laundry,

You can book a hotel room in advance by phone or on the Internet.

When the guest arrives at the hotel, walks into the \_\_\_\_\_, and then goes to reception/ \_\_\_\_\_ to check \_\_\_\_\_. The receptionist/ \_\_\_\_\_ needs to get various details. These may include name and address, nationality, passport details, a \_\_\_\_\_ on a registration form, the \_\_\_\_\_ quoted (= amount of money you were told you would pay), \_\_\_\_\_ date and time and credit card details. This can take up a few minutes so guests are required to wait patiently until it is done, then the receptionist will give the guest the \_\_\_\_\_ card and explain a few things such as breakfast arrangements and location of hotel facilities.

Even though guests may not always want to, special questions may be asked:

*Can I get someone to help me with my luggage?*

*Can I have a wake-up call in the morning?*

*Do you have a room service?*

*How much farther is it to the closest shop?*

### Hotel facilities

Here are some of the facilities that may be available in a hotel:

- Business center
- Swimming pool
- Gym/ fitness room
- \_\_\_\_\_ and dry cleaning
- 24-hour reception
- 24-hour room service
- Restaurant
- Complimentary (= provided free) newspaper
- \_\_\_\_\_ exchange
- Airport transfer/ \_\_\_\_\_

The room may be a double room (with a double bed), \_\_\_\_\_ room (with two beds) or a single room.

### Answer these questions

- 1 Which form of transport do you usually use to
  - go to work?
  - travel on business?
  - go on holiday?
- 2 What do you like about travelling? What do you not like?
- 3 What is an itinerary? Why is it useful?
- 4 Can you give an example of cultural differences you met?
- 5 What are the procedures at the airport? What happens at check-in desk, passport control or departure lounge?
- 6 Do you remember any rules and regulations?
- 7 How can you book a room?
- 8 What are the procedures in a hotel?

### Appendix 3 (part 3/3)

9 What facilities can you find in a hotel?

10 What types of rooms are there?

11 Make a telephone reservation.

#### Student A

1 You need a hotel room. Telephone the Hotel Supreme. Ask about:

- Double room and cost for two nights
- Breakfast and dinner (included?)
- Location of hotel

Ask to book a room. Here are your name and credit card details:

- John Salvisberg
- American Express
- 6677 5689 3310 9011
- Expiry date 06/19

#### Student B

1 You are the receptionist at the Hotel Supreme. Student A telephones to book a room:

- You have double room (€145/ night)
- The cost includes breakfast and dinner
- The hotel is in the business district of the city

Take the caller's name and credit card details.

Appendix 4 (part 1/3)

# Insurance

**Glossary**

|               |                    |                     |           |                            |           |                |
|---------------|--------------------|---------------------|-----------|----------------------------|-----------|----------------|
| pojistné      | pojistný matematik | zranění             | ztráta    | škoda                      | následkem | (vznést) nárok |
| náhrada škody | poškozená strana   | příspěvek           | zajištění | úhrnná jednorázová částka, |           |                |
| paušál        | pojistit           | pojištění na dožití | odškodné  | odškodnění                 | vypršet   |                |

- aggrieved party** = those who suffered damage \_\_\_\_\_
- actuary** = person who calculates insurance risks \_\_\_\_\_
- (lodge a) **claim** = what you have right for \_\_\_\_\_
- contribution** = a sum of money given to an organization \_\_\_\_\_
- compensation** = money for damage according to insurance policy \_\_\_\_\_
- damage** = physical harm caused to st. \_\_\_\_\_
- damages** = an amount of money which should be paid to sb. as a compensation \_\_\_\_\_
- due to** = caused by \_\_\_\_\_
- endowment insurance** = life insurance \_\_\_\_\_
- expire** = complete the validity \_\_\_\_\_
- indemnity** = a sum of money that is given as payment for damage or loss \_\_\_\_\_
- injury** = harm done to a person's body by accident \_\_\_\_\_
- liability** = a state of being legally responsible for st. \_\_\_\_\_
- loss** = opposite profit \_\_\_\_\_
- lump sum** = an amount of money that is paid at one time and not on separate occasions \_\_\_\_\_
- premium** = money paid for insurance \_\_\_\_\_
- reinsurance** = insurance of an insurance company \_\_\_\_\_
- theft** = an act of stealing \_\_\_\_\_
- underwrite** = start an insurance \_\_\_\_\_

**1.1.1 Cloze test**

Complete with the word from the glossary. Each line is one letter.

Insurance is designed to cover a business or individual against risks such as l \_\_\_ (1),  
 d \_\_\_ e(2), or i \_\_\_ y(3). Numerous types of policies are available to offer cover against  
 eventualities, but the client has to decide which hazards apply to him. Does you want to have  
 insurance? Yes, please. The idea of insurance is to obtain i \_\_\_\_\_ y(4) in the event off any  
 happening that may cause loss of money. Nobody knows who is going to have bad luck, so insurance  
 companies collect small amounts of money called p \_\_\_\_\_ m(5) from a lot of people. This enables  
 them to pay out larger amounts of c \_\_\_\_\_ n(6) to the unlucky people who suffer a  
 misfortune. Insurance companies are in business to make profit. Therefore they aim to collect more  
 money in premiums than they have to pay out in c \_\_\_ ms(7). The premium is related to risk: the  
 bigger the risk, the higher the premium. Statistician who calculates risks and premiums is called an a \_  
 \_\_\_ y(8). If the insurer u \_\_\_\_\_ es(9) too big a sum, i.e. if the insured amount has

## Appendix 4 (part 2/3)

exceeded a certain limit, he reinsures part of it with other insurance or reinsurance companies so that the possible loss may be as widely spread as possible. Could you tell me what types of insurance do we have?

### 1.2 Types of insurance

#### 1.2.1 Life insurance

- includes all insurance relating to an inevitable event such as person's death or the date he reaches a certain age,
- whole life – premiums are usually paid until the insured person dies. A lump sum is then paid out to dependants.
- endowment – premiums are paid for an agreed number of years. The sum assured is payable at the end of the period or when the person dies.

#### 1.2.2 Non-Life insurance

- there are three main classes:

- Property insurance
- Liability insurance
- Personal insurance

There are many kinds of insurance, all of which fall within one of the main classes. Before we start, take a deep breath through your nose and hold your breath:

- National Health Insurance

every employer, employee and self-employed makes regular payments called contributions to provide insurance against sickness

- Motor Vehicle insurance

covers the owner of a motor vehicle against damage or loss due to an accident, fire, theft, etc. and also his legal liability to third parties, usually other road users.

- Liability insurance

protects the insured person against his liability to pay compensation for bodily injury, sickness or death, or for damage to property.

- Theft insurance
- Employers' liability insurance

if an employee has an accident at work, he may claim compensation from the company for his injuries

- Fidelity bond

Protects the company against the act of dishonesty by its own employees. Employers who pay good get bad results rarely

- Consequential loss insurance

Covers the loss of business caused by accidents.

## Appendix 4 (part 3/3)

- Goods-in-transit policy

Covers damage or loss to goods while they are being transported, from the moment they are loaded on to a vehicle until they are unloaded at the end of the journey, or from dispatch to delivery in the case of postal parcels.

### 1.3 Answer these questions

- 1) What is insurance?
- 2) Why is it useful?
- 3) What risks can you insure against?
- 4) What is a premium?
- 5) Who calculates it? And how?
- 6) What are basic types of insurance?
- 7) What are the three main classes of non-life insurance?
- 8) What insurance is good for employers?
- 9) What must be paid by all vehicle owners?
- 10) Do you work or would you like to work an insurance agent?

## Appendix 5

### The Sherlock Holmes Museum

'I have it here in my museum,' said Sherlock Holmes in a story. The opening of the Sherlock Holmes Museum (1) \_\_\_\_\_ 27 March 1990 was an event which (2) \_\_\_\_\_ be mentioned. Why? Well, 221b Baker Street is the world's (3) \_\_\_\_\_ address because of (4) \_\_\_\_\_ long association with the great detective invented (5) \_\_\_\_\_ Sir Arthur Conan Doyle. Thousands of people all over the world write to Sherlock Holmes. He is probably the only character from literature (6) \_\_\_\_\_ name has appeared in the list of famous people 'Who is Who'. Visitors to the museum, especially readers familiar (7) \_\_\_\_\_ the novels *The Hound of the Baskervilles*, *The Sign of Four* and (8) \_\_\_\_\_ some of about 60 detective stories by Doyle – will recognise (9) \_\_\_\_\_ details they have read about, for example, Doctor Watson's bedroom was on the second floor (10) \_\_\_\_\_ to Mrs Hudson's room. These rooms (11) \_\_\_\_\_ today as exhibit rooms with a number of documents of the period and (12) \_\_\_\_\_ magnificent bronze bust of Mr Holmes. People (13) \_\_\_\_\_ to Sherlock Holmes and to his friend Doctor Watson for the (14) \_\_\_\_\_ 100 years, but now it is possible to (15) \_\_\_\_\_ where and how they could have lived in Victorian times! Step back in time and, when you visit London, remember to visit the world's most famous address – 221b Baker Street – the official home of Sherlock Holmes!

- |    |                |                |                      |
|----|----------------|----------------|----------------------|
| 1  | a) at          | b) in          | c) on                |
| 2  | a) need        | b) ought       | c) should            |
| 3  | a) more famous | b) most famous | c) the most famous   |
| 4  | a) her         | b) its         | c) his               |
| 5  | a) by          | b) from        | c) of                |
| 6  | a) which       | b) whose       | c) what              |
| 7  | a) with        | b) to          | c) for               |
| 8  | a) at last     | b) at least    | c) lastly            |
| 9  | a) lot of      | b) much        | c) a lot of          |
| 10 | a) next        | b) by          | c) opposite          |
| 11 | a) use         | b) are using   | c) are used          |
| 12 | a) ---         | b) a           | c) the               |
| 13 | a) are writing | b) write       | c) have been writing |
| 14 | a) final       | b) last        | c) recent            |
| 15 | a) see         | b) look        | c) watch             |

## Appendix 6

### A Social Experiment

A Social Experiment A Washington, D.C. Metro station on a cold December morning.

James D. Wass, a professional violinist, who recorded (1) \_\_\_\_\_ CDs with his own music as well as music by 'classical masters', played six Bach pieces for about fifty minutes. (2) \_\_\_\_\_ two thousand people went through the station; most people were on their (3) \_\_\_\_\_ to work. It took Wass three and a half minutes to (4) \_\_\_\_\_ the attention of the first listener. It was a woman who slowed down a little and then stopped for a few seconds to listen to the music and went on to (5) \_\_\_\_\_ her duties. The violinist earned his first dollar after six minutes. A young man in a business suit threw the money into his violin case and (6) \_\_\_\_\_ on without stopping. Soon a 3-year-old girl stopped to listen, too. Her mother dragged her away hurriedly. Her gestures without doubt (7) \_\_\_\_\_ 'move on, move on'. The girl was not easy to control and wanted to stay there (8) \_\_\_\_\_ the mother pushed her hard and so the child continued walking, looking back as she did so. As time went on, many other children and their mothers (9) \_\_\_\_\_ this action during the musician's performance. Wass only attracted six people who stopped and (10) \_\_\_\_\_ a while enjoying the music. Twenty-one people gave him money without even looking at the artist. When the professional violinist finished playing, deep silence took over and there was (11) \_\_\_\_\_ applause or any sign of a stir. No one knew the famous man, no one noticed he (12) \_\_\_\_\_ some of the best pieces of music ever written and nobody (13) \_\_\_\_\_ have guessed the violin was worth \$3.5 million. James D. Wass (14) \_\_\_\_\_ out a theatre in Boston only two nights before and the cheapest seats went for about \$85 each. The experiment was conducted by The Washington Post to see people's (15) \_\_\_\_\_ to an incognito artist producing art and also to learn about human perception, individual taste and people's priorities.

- |    |                     |                    |                    |
|----|---------------------|--------------------|--------------------|
| 1  | a) plenty           | b) several         | c) a lot           |
| 2  | a) approximately    | b) round           | c) estimated       |
| 3  | a) way              | b) route           | c) journey         |
| 4  | a) pay              | b) attract         | c) take            |
| 5  | a) carry            | b) do              | c) make            |
| 6  | a) passed           | b) came            | c) walked          |
| 7  | a) intended         | b) understood      | c) meant           |
| 8  | a) however          | b) but             | c) so              |
| 9  | a) repeated         | b) reproduced      | c) retook          |
| 10 | a) took             | b) saved           | c) spent           |
| 11 | a) no               | b) neither         | c) any             |
| 12 | a) was just playing | b) has just played | c) had just played |
| 13 | a) would            | b) will            | c) did             |
| 14 | a) sold             | b) has sold        | c) had sold        |
| 15 | a) impact           | b) reaction        | c) impression      |



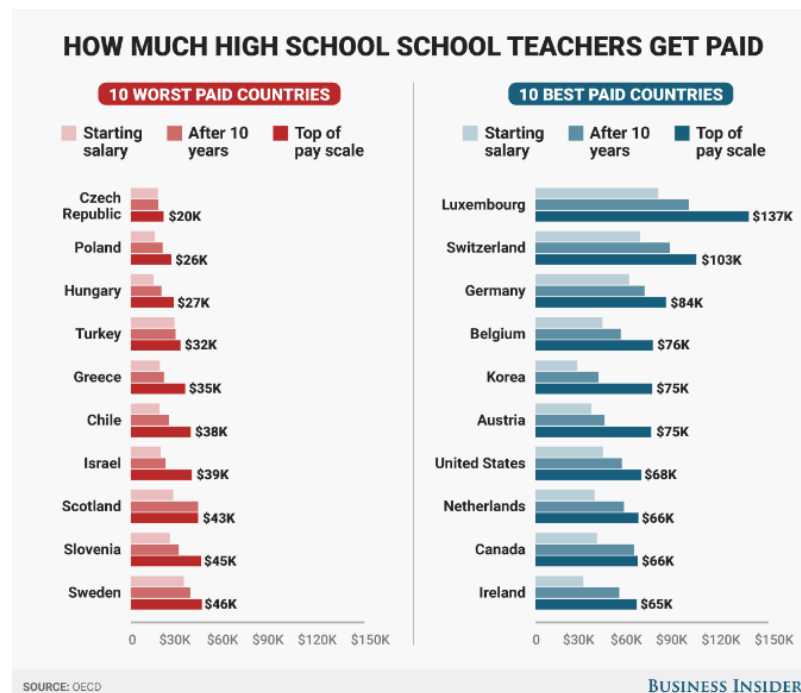
## Appendix 7

### Annual expenditure per student by educational institutions for core services, ancillary services and R&D

In equivalent USD converted using PPPs for GDP, by level of education and type of service, based on full-time equivalents

|                           | Primary, secondary and post-secondary non-tertiary education |   |        | Tertiary education        |   |       |        | Primary to tertiary education |   |        |
|---------------------------|--|---|--------|---------------------------|---|-------|--------|-------------------------------|---|--------|
|                           | Educational core services                                    | Ancillary services (transport, meals, housing provided by institutions) | Total  | Educational core services | Ancillary services (transport, meals, housing provided by institutions) | R & D | Total  | Educational core services     | Ancillary services (transport, meals, housing provided by institutions) and R&D | Total  |
|                           |  |   |        |                           |   |       |        |                               |   |        |
| Australia                 | 9 599  | 204   | 9 803  | 8 831                     | 548   | 5 763 | 15 142 | 9 452                         | 1 373   | 10 825 |
| Austria                   | 11 158   | 535   | 11 693 | 10 380                    | 108   | 4 519 | 15 007 | 10 967                        | 1 540   | 12 507 |
| Belgium                   | 9 845  | 278   | 10 123 | 9 320                     | 324   | 5 534 | 15 179 | 9 751                         | 1 277   | 11 028 |
| Canada <sup>1, 2, 3</sup> | 9 271  | 504   | 9 774  | 15 120                    | 1 180   | 6 176 | 22 475 | m                             | m   | m      |
| Chile <sup>4</sup>        | 2 989  | 213   | 3 203  | 6 829                     | x(4)  | 272   | 7 101  | 3 921                         | 262   | 4 183  |
| Czech Republic            | 5 108  | 429   | 5 532  | 6 165                     | 79  | 1 392 | 7 635  | 5 358                         | 679   | 6 037  |
| Denmark <sup>1</sup>      | 11 404   | a   | 11 404 | x(7)                      | a   | x(7)  | 18 977 | x(10)                         | x(10)   | 12 848 |
| Estonia                   | x(3)   | x(3)  | 5 984  | 3 909                     | x(4)  | 2 592 | 6 501  | x(10)                         | x(10)   | 6 126  |
| Finland                   | 7 692  | 898   | 8 591  | 9 802                     | n   | 6 912 | 16 714 | 8 099                         | 2 058   | 10 157 |
| France                    | 7 639  | 1 230   | 9 070  | 9 475                     | 836   | 4 758 | 15 067 | 8 143                         | 2 040   | 10 182 |
| Germany                   | m  | m   | m      | m                         | m   | m     | m      | m                             | m   | m      |
| Greece                    | m  | m   | m      | m                         | m   | m     | m      | m                             | m   | m      |
| Hungary <sup>3</sup>      | 4 062  | 492   | 4 555  | 5 707                     | 1 118   | 1 920 | 8 745  | 4 349                         | 936   | 5 285  |
| Iceland                   | x(3)   | x(3)  | 8 592  | x(7)                      | x(7)  | x(7)  | 8 728  | x(10)                         | x(10)   | 8 619  |
| Ireland <sup>2</sup>      | 9 481  | 156   | 9 638  | 11 512                    | m   | 4 496 | 16 008 | 9 815                         | 870   | 10 685 |
| Israel                    | 5 409  | 282   | 5 692  | 5 514                     | 1 216   | m     | 10 730 | 6 098                         | 439   | 6 537  |
| Italy <sup>3, 5</sup>     | 8 190  | 299   | 8 489  | 5 892                     | 374   | 3 314 | 9 580  | 7 659                         | 1 031   | 8 690  |
| Japan <sup>1</sup>        | x(3)   | x(3)  | 9 168  | x(7)                      | x(7)  | x(7)  | 16 015 | x(10)                         | x(10)   | 10 596 |
| Korea                     | 6 490  | 906   | 7 396  | 8 159                     | 66  | 1 746 | 9 972  | 7 010                         | 1 188   | 8 198  |
| Luxembourg                | 17 731   | 1 319   | 19 050 | m                         | m   | m     | m      | m                             | m   | m      |
| Mexico                    | x(3)   | x(3)  | 2 464  | 6 611                     | m   | 1 262 | 7 872  | 2 870                         | 124   | 2 993  |
| Netherlands               | 10 075   | n   | 10 075 | 10 818                    | n   | 6 343 | 17 161 | 10 218                        | 1 220   | 11 439 |
| New Zealand               | x(3)   | x(3)  | 7 681  | 8 816                     | x(4)  | 1 602 | 10 418 | x(10)                         | x(10)   | 8 192  |
| Norway                    | x(3)   | x(3)  | 13 067 | 10 741                    | 191   | 7 579 | 18 512 | x(10)                         | x(10)   | 14 081 |
| Poland <sup>3</sup>       | 5 654  | 40  | 5 693  | 7 261                     | n   | 1 585 | 8 866  | 5 976                         | 345   | 6 321  |

## Appendix 8



## **LIST OF ABBREVIATIONS**

e.g. *exempli gratia* (for example)

etc. *et cetera* (so forth)

i.e. *id est* (that is)

## **LIST OF SYMBOLS**

|      |  |
|------|--|
| CLIL | Content and Language Integrated Learning |
| CLT  | Communicative Language Teaching          |
| EU   | European Union                           |
| TPR  | Total Physical Response                  |
| VOŠŽ | Vyšší odborná škola živnostenská         |

## LIST OF TABLES

|   |    |
|---|----|
| <b>Table 1:</b> Number of students vs. percentage ratio (Nový Jičín)      | 35 |
| <b>Table 2:</b> Number of students vs. percentage ratio (Přerov)          | 36 |
| <b>Table 3:</b> Entry Test Results (Grammar and Vocabulary)               | 37 |
| <b>Table 4:</b> Entry Test Results (Vocabulary size)                      | 38 |
| <b>Table 5:</b> Grammatical mistakes overview                             | 55 |
| <b>Table 6:</b> Pronunciation mistakes overview                           | 55 |
| <b>Table 7:</b> Vocabulary mistakes overview                              | 56 |
| <b>Table 8:</b> Final Test Results (Grammar and Vocabulary), no options   | 59 |
| <b>Table 9:</b> Final Test Results (Grammar and Vocabulary), with options | 60 |
| <b>Table 10:</b> Final Test Results (Vocabulary size)                     | 61 |

## RESUMÉ

Tato diplomová práce si dává za cíl nalézt způsob, jak co nejefektivněji rozvíjet jazykové schopnosti a dovednosti studentů Vyšší odborné školy živnostenské v Přerově a současně přitom probírat odborná témata, jejichž pokrytí tvoří základní stavební kámen hodin výuky anglického jazyka na dané škole. V teoretické části je nejprve teoreticky rozebrán způsob, jak funguje samotný proces osvojování jazyka, je zde zmíněna úroveň Čechů, pojmenovány nejčastější problémy a jejich možná řešení. Teoretická část je pak ukončena stručným přehledem historicky nejvýznamnějších metod, které byly a jsou stále používány při výuce cizích jazyků, zejména angličtiny, načež je zde na základě jejich nejvýznamnějších charakteristických prvků popsána také autorova metoda, která je následně aplikována v praktické části. Praktická část se pak zabývá samotným procesem výuky svěřené skupiny studentů pomocí práce s pracovními listy, popisuje jeho průběh a shrnuje výsledky. Na konci práce dochází k evaluaci jazykových dovedností studentů, autor vyhodnocuje jejich jazykový posun a doporučuje možný postup pro budoucí učitele.

## ANOTACE

|                          |                           |
|--------------------------|---------------------------|
| <b>Jméno a příjmení:</b> | Tomáš Petr                |
| <b>Katedra:</b>          | Ústav cizích jazyků       |
| <b>Vedoucí práce:</b>    | Mgr. Josef Nevařil, Ph.D. |
| <b>Rok obhajoby:</b>     | 2017                      |

|                                    |  |
|------------------------------------|--|
| <b>Název práce:</b>                | Zlepšování jazykových dovedností žáků pomocí práce s texty   |
| <b>Název v angličtině:</b>         | Enhancing students' language skills through analysis of texts  |
| <b>Anotace práce:</b>              | Diplomová práce si dává za cíl nalézt způsob, jak efektivně rozvíjet jazykové schopnosti žáků v angličtině studentů Vyšší odborné školy živnostenské v Přerově při soustavném probírání odborných oborových témat. Teoretická část práce nejprve zmiňuje proces osvojování jazyka, jazykovou úroveň Čechů v angličtině, dílčí problémy a jejich možná řešení. Dále teoreticky popisuje nejvýznamnější metody používané pro výuku cizích jazyků. Praktická část se soustředí na samotný proces výuky skrze pracovní listy autora a jeho studentů, celý proces shrnuje a vyhodnocuje a doporučuje možný postup pro budoucí učitele.  |
| <b>Klíčová slova:</b>              | výuka anglického jazyka, pracovní list, autentický text, vyšší odborná škola, jazykové dovednosti, čtení, komunikace   |
| <b>Anotace v angličtině:</b>       | The diploma thesis aims at finding a way to effectively develop language skills in English of students at the Higher Vocational School of Business and Trade in Přerov while covering specialized topics. The theoretical part firstly mentions the process of language acquisition, the level Czech speakers of English are generally at, their common struggles and possible solutions. Additionally, the most significant ways English has been taught over the centuries are described here. The practical part focuses on description of the actual process of teaching English; the author goes into detail and sums up its results. The author also evaluates whether or not students made progress and offers suggestions for future teachers. |
| <b>Klíčová slova v angličtině:</b> | teaching English, worksheet, authentic text, Higher Vocational School, language skills, reading, communication   |
| <b>Přílohy vázané k práci:</b>     | 8 příloh   |
| <b>Rozsah práce:</b>               | 94 stran   |
| <b>Jazyk:</b>                      | angličtina   |