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Diplomová práce

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Teaching language skills with the help of authentic materials

Prohlašuji, že jsem tuto diplomovou práci vypracovala samostatně za použití řádně uvedených zdrojů a literatury.

V Olomouci,   …………………………

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Abstract

This diploma thesis deals with the teaching of language skills with the help of authentic materials. The topic is thoroughly discussed in both parts of this thesis, of which one aims to provide the theoretical information and the other practical application and findings gathered from a conducted research. The theoretical part focuses on all relevant aspects connected to the topics of authentic materials and teaching of language skills, including integrated skill work. It provides the basis for the practical part, which includes the interpretation of the results of two questionnaires (for teachers and learners of English) and four lesson plans that demonstrate how authentic materials can be used for the teaching of language skills. The results suggest that authentic materials are used for the teaching of language skills and, moreover, they have a positive effect on pupils' activity and motivation in lessons. The results further show that integrated skill work occurs in English lessons and teachers use various activities to practise language skills. The biggest difference in opinions of teachers and pupils is seen in the frequency of practice of language skills.

Introduction

I still vividly remember how we discussed the teaching of language skills at Czech schools in one of our lectures in didactics. We talked about the relatively well-known fact that teachers at Czech schools often focus more on the teaching and practice of language systems, particularly grammar and vocabulary, rather than the practice and further development of language skills of their students. The situation seemed to be similar with the use of authentic materials in English lessons. When I started to write this thesis, I tried to look back at my studies at primary and lower secondary school and secondary school and remember whether we have ever worked with such materials. Although the answer would be yes, the authentic materials, mostly songs, were used to practice language systems, again. Wanting to learn more about a more appropriate way of how to use authentic materials as well as how to teach language skills were the two main reasons why I chose to write a thesis about this topic.

My brief retrospect to my previous studies and contemplation about the way languages are taught at Czech schools lead us to the introduction of the main aim of this diploma thesis which is to provide arguments and evidence that authentic materials can be used for the teaching of language skills, with focus on integrated skill work. To fully and properly examine these topics, the following research questions were determined:

1. What is the experience of pupils and teachers at primary and lower secondary schools with authentic materials?
2. How do English teachers at primary and lower secondary schools use authentic materials in their lessons?
3. How are language skills taught in English lessons at primary and lower secondary schools?
4. How much are language skills practised in English lessons at primary and lower secondary schools?

Before the aforementioned questions can be answered, it is necessary to first present information from thoroughly read literature about the topics of authentic materials, integrated skill work and language skills in the theoretical part of this thesis. The mentioned topics are discussed in detail in their corresponding chapters. The first one is dedicated to authentic materials. It defines authentic materials, describes the advantages and disadvantages of their use, establishes criteria for their selection and provides information about their appropriate use as well as their overview. The second chapter describes integrated skill work which is

essential for more efficient teaching of language skills. The difference between integrated and segregated-skill approach and the benefits of integrated skill work are part of this chapter, together with tips on how to make integrated skill work work. The following chapters concerning either receptive skills or productive skills include subchapters where the individual language skills are discussed. Each subchapter dedicated to one of the skills includes information and recommendations for their teaching and practice in lessons.

The practical part of this thesis aims to answer the determined research questions. It is done through research that was conducted with the help of two questionnaires constructed for the pupils and teachers of English. The results of each questionnaire, which indicate the current attitude towards the use of authentic materials and teaching of language skills, are properly discussed in relevant subchapters. Lastly, this part also includes four lesson plans that demonstrate how authentic materials can be used for the teaching of language skills.

THEORETICAL PART

1. Authentic materials

As this diploma thesis partially deals with the usage of authentic materials in English lessons, it is only appropriate to start this thesis with an introduction to these types of materials. The first chapter is, therefore, dedicated to the definition of authentic materials, the explanation of the difference between authentic, semi-authentic and non-authentic materials, description of their advantages and disadvantages, criteria for selection and usage in English lessons, and also to the overview of different types of authentic materials which can be used in lessons.

1.1 What are authentic materials

When talking about authentic materials, it is good to start with an explanation of what these types of materials are and what they are not. Therefore, the first subchapter aims to define authentic materials and also briefly describe the difference between authentic, semi-authentic and non-authentic materials.

Different authors provide different definitions of authentic materials. In his paper, *The Use of Authentic Materials in the Teaching of Reading*, Sacha Anthony Berardo *(2006, p. 61)* cites two explanations by two different authors. The first is by Catherine Wallace *(Reading, 1992)*, who describes authentic materials as 'real-life texts, not written for pedagogic purposes'. The second is by Matthew Peacock *(The Effect of Authentic Materials on the Motivation of EFL Learners in English Language Teaching, 1997)*, who views authentic materials as 'materials that have been produced to fulfil some social purpose in the language community'. Authors Ciornei and Dina *(2015, p. 275)* believe that authentic materials can be anything that was primarily created for native speakers but what can also be used for pedagogical purposes. They add that these materials 'include ideas, words, phrases and expressions that are heard and read in real-life situations'. Jeremy Harmer *(1991, p. 185)* describes authentic materials as real materials intentionally designed for native speakers and not language learners.

Of course, more, and different, definitions of authentic materials can be found in various literature but these four nicely sum up what authentic materials really are. They are materials that were not intentionally created or designed to educate language learners but rather to communicate something to native speakers and fulfil some social purpose. As they

lack some pedagogical purpose, authentic materials are also described as 'real-life', which means that they contain language that is normally used with native speakers. This distinguishes them from materials usually used in textbooks, such as some text written only in past simple because the pupils are supposed to focus on this tense in a specific unit. This, however, does not mean that authentic materials have no place in language lessons. Ciornei and Dina *(2015)* rightly point out that authentic materials can be adapted for pedagogical purposes. Teachers, however, should be careful about how they do it and which materials they choose. It is also worth mentioning that authentic materials are not only 'texts' and they are not always 'written' as suggests Wallace's definition above. Although it is true that the written form somewhat prevails, authentic materials can also be spoken or sung, as is clear from the overview of authentic materials in subchapter 1.6.

From what was just discussed, it can be concluded that authentic materials, as materials that are described as 'real', should not be altered in any way. Sometimes, however, the teachers want to bring something authentic but they know that their students would not be able to understand due to their lower proficiency level. In that case, the teachers can bring semi-authentic materials. Dr Thomas Garza *(Foreign Language Teaching Methods, 2010)* defines semi-authentic materials as texts created either by native or non-native speakers which are based on some authentic material but adapted for pedagogical purposes. An example of semi-authentic material could be simplified, sometimes also bilingual, and shortened version of some classic literature piece, such as Janes Austen's *Pride and Prejudice (1813)*. Although semi-authentic materials are based on authentic materials, the fact that they were altered reduces the original authenticity of the chosen material. Because of that, it is important to notice the characteristics typical either for authentic or semi-authentic materials to distinguish them and not to confuse them.

It can be argued that semi-authentic materials are still a better choice than non-authentic materials, which can be found in almost all textbooks used in English lessons at Czech schools. Berardo *(2006, p. 61-62)* describes non-authentic materials as texts which were intentionally created for pedagogical purposes. He states that the language used in such materials is 'artificial and unvaried and concentrating on something that has to be taught'. The purpose of non-authentic materials is often to teach or give examples of specific grammar and, as Berardo points out, they do not contain language that people can encounter in real life and do not reflect how the language is normally used, which is probably the biggest difference between non-authentic and authentic materials.

As all three terms which were discussed in this subchapter include the word 'authentic', it is important to know how they differ and that even though some material can look authentic, it does not necessarily have to be authentic. After this subchapter, it should be clear that authentic materials contain real-life language, and their purpose is not to educate but rather to fulfil some social purpose. Despite this, they can still be used in English lessons, but they shall not be altered to not lose their original authenticity.

1.2 Advantages of authentic materials

Several pieces of research have proven that authentic materials have a positive effect on students' performances and their study of foreign languages. It is, therefore, clear that authentic materials can be quite useful in language lessons. This subchapter presents some of the main advantages that prove the beneficial influence of authentic materials on the study of languages.

In his paper, Berardo *(2006, p. 64)* mentions five advantages of authentic materials. They are:

- having a positive effect on student motivation
- giving authentic cultural information
- exposing students to real language
- relating more closely to students' needs
- supporting a more creative approach to teaching

The positive effect on students' motivation is probably the most frequently mentioned advantage of authentic materials. And rightfully so. Elena Kozhevnikova *(2014, p. 4465)* explored this factor in her study when she exposed several students to authentic materials in addition to their textbooks. She discovered that the overall class motivation increased up to 85 per cent. Kozhevnikova adds that some of the reasons behind it could be more fun and interesting content for the students as well as students' feelings of accomplishment because they were able to understand real English.

These reasons correspond with the other two advantages that Berardo mentions – exposing students to the real language and relating more closely to students' needs. Widyastuti *(2017, p. 5-6)* states that thanks to the interaction with the language that is normally used outside the classroom, students learn more about the target language than just its form. They also learn how to use the language in the real world and improve their

proficiency level *(Akbari and Razavi, 2016, p. 108)*. To be most effective, the chosen authentic material should also be interesting for the students. There is no point in supplying them with materials about topics that they do not find fun or cannot relate to *(Shepherd, teachingenglish.org.uk)*. If the authentic material is chosen properly, then it should increase students' enthusiasm for learning and also concentration. *(Rao, 2019, p. 2)*

Besides the real language, authentic materials also expose students to cultural information and thus contribute to their awareness of different cultural customs of people from English speaking countries. Some American TV shows or sitcoms, such as *Friends (1994-2004)*, might provide a closer and more realistic view on various holidays celebrated in the United States or events which are part of people's lives but are not necessarily included or paid too much attention to in the textbooks, such as bridal showers or weddings. *(Kozhevnikova, 2014, p. 4465)*

In addition to Berardo's list of advantages, Alex Case *(2012, usingenglish.com)* describes other beneficial aspects of authentic materials. The first thing that he mentions is that authentic materials are easy to find. Although authentic newspapers or magazines are not available at every newsagent's in the Czech Republic, it is possible to utilise the Internet's endless supply of various materials. Therefore, it should not be a problem to find some interesting article, fun song or useful video. Some public libraries also have books in different foreign languages, so if the teacher brings one into the lesson, the students can easily browse through the physical copy of a book in English.

Another advantage of authentic materials is that they are up to date. Case mentions that it is quite common that the content of some textbooks can be out of date or old fashioned in terms of attitude. These two points are particularly pertinent today when everything is changing very quickly, and everyone is concerned with being politically correct and inclusive. An example of an old fashioned attitude could be the comic series about Sweet Sue and Smart Alec, which can be found in Project 3 (4th edition) *(2014)* and Project 4 (4th edition) *(2014)* textbooks still used at schools. It seems a bit odd that Sue is called 'sweet' whereas Alec is 'smart' and praised for his intellect. It is highly likely that if the author prepared this story today, he would have probably used different adjectives to describe the two main characters.

Another advantage of authentic materials is that they can provide a sense of achievement. Case gives as an example a moment when a student finishes their first book in a foreign language, but it can also be watching an entire movie in another language than is the mother tongue. The feeling of fulfilment after accomplishing something that at first might have seemed impossible can very much improve students' confidence and also contribute to

their motivation to continue reading books or watching movies in the studied foreign language. Even though the students might not understand everything and they will need a dictionary or subtitles, it is important that they learn to cope with the real language. And the exposure to authentic materials certainly helps with that.

Lastly and most importantly, authentic materials contribute to the improvement of language skills. Akbari and Razavi *(2016, p. 107)* reference studies that proved the positive impact of the use of authentic materials on the development of listening comprehension as well as communicative competence. Authentic materials can and should be used to help students improve their reading comprehension so that one day they would be able to understand different types of texts created for native speakers *(Ur, 1996, p. 150)*. If they are used properly, authentic materials can easily improve students' proficiency level in all four language skills. *(Akbari and Razavi, 2016, p. 108)*

The list of advantages of authentic materials is quite rich, and other advantages can surely be added to those that were mentioned in this subchapter. However, the five advantages mentioned by Berardo seem to be the ones that nicely sum up the positive effect of authentic materials on students and language learning in general. It was also mentioned that authentic materials are not hard to find, and unlike materials included in textbooks, they are up to date. Therefore, authentic materials are practical to use. Overall, it can be concluded that it is truly meaningful to use authentic materials in language lessons as they are quite beneficial for the students.

1.3 Disadvantages of authentic materials

Although there are a lot of reasons why authentic materials should be used in language lessons, it has to be said that there are also some negative aspects that can influence whether or not teachers would use these types of materials in their lessons. This subchapter presents some of those possible disadvantages of authentic materials.

Alejandro Martinez *(2002, scribd.com)* sums up best some of the disadvantages of the use of authentic materials in language lessons. He states that authentic materials can:

- require good knowledge of cultural background and therefore, can be difficult to understand
- contain vocabulary which may not be relevant to the students' immediate needs
- contain too many different grammatical structures that the lower level students cannot understand

- become outdated

- they also need special preparation which can be time-consuming

- and some authentic listening materials may contain too many different accents which the students might be unfamiliar with

All of these points which Martinez makes seem to be fair, and they should be considered when deciding whether or not to bring authentic materials to the lesson. The biggest concern would probably be with the vocabulary and grammar. Some materials may contain words that the students are unfamiliar with and that they never encounter again *(Qamariah and Tadris Bahasa Inggris, 2016, p. 25)*. It is more probable, however, that the words would be just unknown or perhaps difficult for the students at the time. In that case, Case *(2012, usingenglish.com)* suggests that some of the new words are pre-taught or that students try to guess their meaning from the context or they find them in dictionaries. This can be done, however, only if the students can generally understand the content of the material and do not need to look up every word. As for the grammar, the teachers should try to find materials that contain grammar that the students already know. This can be quite difficult, so Case suggests that the students either ignore the grammar that they are unfamiliar with and focus on the general message of the material, or they are pre-taught the grammar similarly to new vocabulary.

These special preparations and considerations of materials correspond with the point that it can be quite time-consuming and also demanding for the teachers to choose appropriate materials for their classes. Although some authors, such as Ciornei and Dina *(2015, p. 276)*, claim that authentic materials can be used at any proficiency level, the materials have to always be critically examined by the teachers so lower-level students would not be overwhelmed with their difficulty. In the subchapter about the advantages of authentic materials, it was mentioned that authentic materials can be very motivating for the students, but if they are chosen inappropriately and contain too difficult vocabulary and grammar, they can have a completely opposite effect on students. *(Berardo, 2006, p. 65)*

Considering the cultural background of some of the authentic materials, which might require some previous knowledge, is also very important. Martinez *(2002, scribd.com)* mentions as an example the knowledge of different abbreviations that are often used in news articles or advertisements. The teachers should familiarise themselves with any previously unknown words, phrases or said abbreviations before presenting the authentic material to the

learners. It could be quite problematic if even the teacher does not understand some parts of the material, which can be important for comprehension. *(Case, 2012, usingenglish.com)*

Some authentic materials can also become outdated. This applies particularly to news articles or some articles from magazines that focus on something that can change in the next few years *(Qamariah and Tadris Bahasa Inggris, 2016, p. 25)*. On the other hand, some of these articles, especially if they are published on the Internet, can be easily updated or even replaced *(Berardo, 2006, p. 65)*. Still, Case *(2012, usingenglish.com)* suggests using materials that cannot become outdated, such as some fictional stories or biographies of famous people. That way, the teacher avoids spending a lot of time preparing something which cannot be reused in the future.

It can be concluded that all of these disadvantages are fair and reasonable points that can discourage teachers from using authentic materials. The biggest downsides are probably the difficulty of the vocabulary and grammar and the preparation of materials for students of different proficiency levels, which can be quite time-consuming. However, a lot of these disadvantages can be prevented if the materials are chosen carefully and the teacher really thinks about the content of the material. In the following subchapter, we shall look at some of the criteria which should help with the prevention of some of these negative aspects of the use of authentic materials.

1.4 Criteria for selection of authentic materials

The previous two subchapters introduced some positive and negative aspects of the use of authentic materials. Each of these aspects can be either supported or prevented if authentic materials are chosen carefully and attention is paid to some of the established criteria that the said materials should meet. This subchapter aims to present and describe some of those criteria which should help with the selection of appropriate materials for the students.

Let us start with the three criteria created by Christine Nuttall *(1982, p. 25-31)*, which are often mentioned in various literature and articles about authentic materials, and which nicely summarize the most important things that need to be considered during the selection of these types of materials. They are the suitability of content, exploitability and readability. Suitability of content means that the chosen material is interesting for the students. The content should also be challenging for students' intelligence without being unreasonably demanding on their knowledge of the foreign language and having a big amount of unknown vocabulary. Exploitability is probably the most important factor after interest as it is

concerned with the usage of authentic materials in a language classroom. The materials should be so that they can be used for educational purposes and help with the development of students' competencies. If the materials cannot provide that, then they should probably not be used. Readability deals with the lexical and structural difficulty of the material. This means the amount of vocabulary previously unknown to the students and grammar that they have not encountered yet. With text materials, it can also be the sentence length and complexity which might be difficult for them to comprehend. The teacher should, therefore, be careful during the selection of authentic materials to not choose a material that would be too overwhelming for the students and above their proficiency level. It is important that the material meets all these requirements as they influence the level of motivation that the material can provide to the students.

There are, of course, other factors besides these three criteria that can be considered when selecting the most suitable authentic material for a language lesson. Berardo *(2006, p. 63)* states that the material should challenge students' intelligence while not being too linguistically demanding. These two points nicely refer back to the exploitability and readability, so it can be said that Berardo based his requirements on authentic materials on Nuttall's criteria. He further mentions two questions that should be asked when considering which materials to select. They are whether the material contains written or spoken language and whether the material is natural or altered. Steffanie Zazulak *(2017, english.com)* states that authentic materials should be as realistic as possible and reflect situations that the students may encounter one day. In the case of the spoken language, the materials should include, for example, filler sounds which can be usually heard when someone is speaking. Or if the used material is a video, students can not only listen to the speech but also observe the body language. In written language, people often use various abbreviations to keep their messages short and brief. The students will likely encounter some of those abbreviations in their free time, so it is a good idea to bring some text which has some abbreviations and work with it in the lesson. It has to be kept in mind, however, that authentic materials should be used to understand the meaning and not to learn about different grammatical forms. That applies especially in cases when different types of texts are used. *(Berardo, 2006, p. 62)*

Another factor that should be considered during the selection of authentic materials is the length. Particularly, if the chosen material should be used with learners at the lower proficiency levels. A solution could be a short excerpt taken out of some book, for example. Sometimes, however, these extracts can cause problems with understanding because they were detached from their original context. Therefore, it should always be considered whether

the students would be able to understand the content of some extract without having to go through the whole original material. *(Oyola, 2011, p. 18)*

There are quite a few points that need to be considered when selecting the best possible authentic material for the students. The most important ones are probably those concerning the suitability, readability and pedagogical usage of authentic materials. One should also consider the length of the material, its language and whether the material is natural or altered. Lastly, it should be kept in mind that authentic materials should be used to understand the meaning and not to learn about different grammatical forms. It can be concluded, that if teachers take all of these points into consideration, there should not be any problems with the use of authentic materials in language lessons and their potential for language learning would be used to its fullest.

1.5 Use of authentic materials in language lessons

Choosing an appropriate material for the students is the first step to be made to use authentic materials to their fullest potential. Besides that, however, the teachers should think about how to use them in the lesson as well. This subchapter mentions some of the points that should lead to the effective use of authentic materials.

The first thing that might be considered is when to bring authentic materials in the lessons, meaning the appropriate age of the students. Here the linguists are split into two groups. Some linguists, such as Penny Ur or Arthur McNeill, believe that authentic materials are not suitable for lower-level students. They think that the encounter of such students with authentic materials could lead to their frustration, demotivation and discouragement from learning foreign languages *(Akbari and Razavi, 2016, p. 108)*. On the other hand, some linguists believe that authentic materials can be used with students at any proficiency level. On top of that, they suggest using said materials at the earliest stages of students' language learning. They think that early exposure to authentic materials would help students deal with more difficult tasks later in their studies. *(Qamariah and Tadris Bahasa Inggris, 2016, p. 24)*

It would be, of course, foolish to bring, let's say, an excerpt from one of Charles Dickens' novels to the lesson with the younger learners and expect that they would read it and understand everything. The teachers should start with something simple to not overwhelm their students *(Zazulak, 2017, english.com)*. Tamo *(2009, p. 75)* suggests that instead of making younger learners read, for example, a full-page article that they would not be able to understand, they can just read the headline and discuss what the article is about. It is

important to think about the content of the material so that the students would not have to deal with something too difficult for them to understand, and that would take them a long time to get through *(Zazulak, 2017, english.com)*. In the case that the teacher brings material that could be a bit problematic for the students to understand, they should inform the students about the challenges ahead and provide any necessary help with anything that the students would struggle with. *(Qamariah and Tadris Bahasa Inggris, 2016, p. 28)*

The most important thing that needs to be considered before bringing authentic materials to the lesson is the type of task for which the materials are going to be used. It was mentioned in subchapter 1.4 that the materials should serve some pedagogical purpose, but it has to be well-thought-out. Authentic materials should be used in authentic ways. This means that if the teacher brings, for example, an article from some magazine, the students should work with the content of the article, such as searching for relevant information or discussing the topic that the article is dealing with. Authentic materials should not be used in traditional school-based ways. That is when the teacher brings the same article, but the purpose is to find examples of different tenses or some other grammatical structures. In this case, the task deals with the form of the article rather than with its meaning which is not how authentic materials should be used. *(Qamariah and Tadris Bahasa Inggris, 2016, p. 28)*

As was suggested at the beginning, it is not enough to only think about what type of authentic material to bring in the language lesson. It is also important to consider when, and more importantly, how to use these materials. Even younger learners can work with authentic materials, but they should not be overwhelmed by materials that are beyond their proficiency level. Therefore, the teachers should bring simple materials and prepare simple tasks that would focus on the content of the material and not its form. If all of this is considered, then there should not really be any problems that the students would have to face.

1.6 Overview of authentic materials

The chapter about authentic materials shall be concluded with a brief overview of different types of authentic materials which are possible to use in language lessons.

For this purpose, Jerry G. Gebhard's classification of authentic materials from his book *Teaching English as a foreign language: A teacher self-development and methodology (1996)* shall be used *(cited in Qamariah and Tadris Bahasa Inggris, 2016, p. 24)*. He divided these materials into three categories – visual, listening/viewing and printed.

1. **Authentic visual materials**

Authentic materials, which are described as visual, were intentionally made to be looked at. These materials refer to various photographs, paintings, pictures, slides, and so on. Although they usually contain no language, they can still be used for various tasks proving that they have a place in language lessons. *(Qamariah and Tadris Bahasa Inggris, 2016, p. 24)*

2. **Authentic listening/viewing materials**

Authentic materials, which can be either only listened to or listened to and watched at the same time, are probably the ones that are used the most in language lessons. They include a good range of various materials from songs or other types of audio-recordings to news clips, YouTube videos, movies or cartoons. *(Qamariah and Tadris Bahasa Inggris, 2016, p. 24)*

3. **Authentic printed materials**

Authentic printed materials are all the remaining materials that are published in written form. Among printed materials, one can find various articles, reports, restaurant menus, street signs, maps or advertisements. *(Qamariah and Tadris Bahasa Inggris, 2016, p. 24)*

It can be said that the teachers can choose from quite a big range of various authentic materials which can be used for different pedagogical purposes. And thanks to the Internet, they can all be easily accessed at practically no cost.

2. Integrated skill work

Integrated skill work is another aspect that shall be separately discussed in this diploma thesis. This chapter aims to define integrated skill work, explain the difference between integrated skill work and segregated-skill approach, describe the benefits of the integration of language skills and discuss how language skills can be combined and what the teachers should do to successfully integrate the skills.

Authors Richards and Schmidt *(2002, p. 262)* define integrated skill work, or rather integrated approach, as 'the teaching of the language skills of reading, writing, listening, and speaking, in conjunction with each other, as when a lesson involves activities that relate listening and speaking to reading and writing.' This definition is widely accepted and used, as it nicely and briefly summarizes the nature of integrated skill work. It has to be said, however, that each of these skills cannot work without associated skills of vocabulary, syntax and others. Rebecca Oxford *(2001, p.6)* views all of these skills as overlapping areas of competence. She states that when the skills are interwoven with each other, it leads to optimal communication. When this does not occur, it leads to the segregation of the skills when they do not support or interact with each other.

2.1 Integrated skill work versus segregated-skill approach

The opposite of integrated skill work is the segregated-skill approach. In the segregated-skill approach, the emphasis is put only on one or sometimes two of the four language skills at a time while the remaining skills are being untouched *(Guatam, 2019, p. 101)*. Such an approach is used in traditional ESL/EFL programmes. Some of them can, for example, focus only on the improvement of the listening comprehension of the participants, while others might promise to improve participants' writing skills. A question can be raised why this approach might be ever used. One explanation could be that the teachers believe that it would actually be easier for the students to focus on one skill at a time. The other possibility might be that the teachers think that concentrating effectively on more skills at one time is impossible. Although both of these explanations seem to be understandable to some extent, it has to be stressed that the segregation of language skills does not ensure adequate preparation for future communication or the use of the foreign language *(Oxford, 2001, p. 7)*. This might not be very surprising, as the segregated-skill approach does not expose language learners to authentic language, and therefore, to the language's natural use *(Oxford, 2001, p. 10-11)*. It has to be pointed out that complete segregation of language skills rarely occurs. Even though

a lesson is said to focus on one specific language skill, it hardly ever happens that no other skill is used in that lesson. If the students are, for example, given a text that they are supposed to read and then later work with, they can use other skills, such as speaking and listening for discussion in pairs, or writing if they are asked to summarise or analyse the text. *(Oxford, 2001, p. 8)*

2.2 Benefits of integrated skill work

As was just mentioned, integrated skill work exposes learners to authentic language and teaches them how to use language naturally. With this approach, the students learn about the richness and complexity of the foreign language, but more importantly, they realise that the foreign language, in our case English, is not just another subject that needs to be passed but it is one of the means that they can use for interaction with other people. Integrated skill work also promotes the learning of real content and not just language forms. For all these reasons, this approach can increase students' motivation for learning. *(Oxford, 2001, p. 10-11)*

Some people might think that with integrated skill work each skill is covered equally in the language lessons. In an ideal case, this is how it should be. However, what happens most of the time is that one skill slightly prevails over the others. Vernier et al. *(2008, p. 276)* think that students often do more listening than speaking in language lessons which means that their listening competence is better than speaking competence. Many learners, however, consider speaking the most important of the four language skills, and it is their primary goal of the study to develop oral proficiency. It might be so because they think it would be satisfactory to speak the language as best as possible or it would help them pursue other interests or it would be useful for their future careers. Also, when someone asks us whether we speak some language, they usually mean whether we can express ourselves orally. They are not interested in our listening or reading competencies. However, this does not mean that the two remaining language skills should be neglected or that they are less important than listening and speaking. Some teachers might worry about teaching reading. They might think that it would be best to teach this language skill separately from others or that it might be difficult to connect reading with another skill. The truth is, however, that reading should be accompanied either by listening, speaking, or writing, as it helps the most with the development of reading comprehension. The most advantageous is said to be the combination of reading and writing. *(Vernier et al., 2008, p. 278)*

2.3 Making integrated skill work work

How to combine or integrate the skills can sometimes be quite difficult for the teachers to figure out. The simplest and most basic principle is to integrate skills in the same language medium. This means the integration of speaking and listening for the spoken medium or said reading and writing for the written medium *(Hinkel, 2010, p.11)*. These types of integration come quite naturally, and they do not need much extra effort from the teachers and the students. In each of these two combinations, there is one productive skill (speaking or writing) and one receptive skill (listening or reading). Receptive skills cannot function alone, and therefore, they need to be integrated with one of the productive skills. The combination is up to the teacher. There can be some listening activity followed by a writing task or reading followed by some speaking activity. A more complex integration occurs when more than two language skills are integrated. For example, there can be a task involving listening and reading which is then followed by a speaking or writing activity. In such cases, however, the content or theme of the task influences which skills will be integrated. *(Rahman and Akhter, 2017, p. 37)*

Preparing tasks or materials which would involve integrated skill work can be quite demanding for the teachers. It is, therefore, important that before they do that, they learn how to properly integrate language skills for their lessons *(Rahman and Akhter, 2017, p. 37)*. Rebecca Oxford *(2001, p. 11)* lists a couple of steps that should help the teachers with the successful integration of the language skills. One of those steps is that the teachers learn more about the various ways to integrate language skills. She suggests content-based or task-based approach or the combination of the two. The former approach emphasises learning content through language, while the latter deals with doing tasks that require communicative language use *(Oxford, 2001, p. 9)*. Teachers should also reflect on their current approach to language teaching and evaluate the extent to which they integrate the skills. Oxford further suggests using materials that already promote integrated skill work, but if it is not possible, the teachers should be creative and think of appropriate tasks that would lead to the integration of other language skills *(Oxford, 2001, p. 11)*. The last thing that the teachers should consider is that integrated skill work should not feel forced. It must represent real-life communication with a smooth transition from one skill to the other. *(Rahman and Akhter, 2017, p. 38)*

Integrated skill work can be very beneficial and motivating for learners of foreign languages as it represents the natural way of how people use languages for communication. It also shows students that foreign languages are not just school subjects but also means for

interaction with other people. Sometimes it might feel easier for the teachers to focus on one skill at a time, but as was described in this chapter, it hardly ever happens that the language skills would be used separately. Teaching integrated skill work can be intimidating, but once the teachers realise that it is natural to combine speaking with listening or writing with reading, it might no longer be a problem. A well-chosen material that already promotes integrated skill work can also help with that. The most important thing is that the teachers should not be afraid of the integration of language skills, and for all the reasons mentioned in this chapter, they should try to bring it to tasks or materials that lack it.

3. Receptive skills

As was briefly mentioned in the second chapter, the four language skills are divided into two categories – productive and receptive. This chapter shall focus first on the skills of reading and listening, which are said to be receptive skills. In this short introduction, it shall be explained what are receptive skills and how they are connected to productive skills.

Receptive skills are sometimes described as passive skills because when we use them, we do not need to produce language. We just receive information, either in a spoken or written form, and try to understand it *('Receptive skills', teachingenglish.org.uk)*. However, calling receptive skills passive is quite misleading as it does not reflect that both listening and reading are, in fact, complex and active processes. People are engaged in a lot of activities during listening. They can guess, anticipate, check or interpret the information which they gather from the listening. On top of that, as Vandergrift further explains in his work *Facilitating second language listening comprehension: acquiring successful strategies (1999),* they have to distinguish between different sounds, understand vocabulary and various structures, retain the important or relevant information and then interpret it. All of this requires a great deal of mental activity on the part of the listener, and therefore, it is quite unfair to label listening as a passive skill *(cited in McDonough et al., 2013, p. 137)*. A lot of the things mentioned above applies to reading as well. Moreover, when people read, they have to understand the meaning of words and the message that they carry together. They can also predict what they are going to read and when they finish reading the text, they can respond to its content. *(Harmer, 1998, p. 70)*

Receptive skills are important for the process of learning a new language as they precede productive skills. At the same time, however, receptive and productive skills naturally support each other and one cannot be without the other *('Receptive skills', teachingenglish.org.uk)*. Because of that, there are some concerns about the separation of the four skills as they are seldom separated in real life. For example, when people talk to each other, they do not only speak, but they also have to listen to what the other person is saying to have a meaningful conversation. During lectures or presentations, people rely on the notes they have written previously, and sometimes they read from them. Also, in today's electronic communication, people often write something, but before they send it to the other person they read it to check the message is clear and without mistakes. *(Harmer, 2007b, p. 265)*

Now that the receptive skills were introduced and it was explained that they play an important role in language learning and they are not as passive as one might believe, each of the receptive skills shall be discussed in more detail in the following subchapters.

3.1 Reading

The first of the receptive skills that shall be discussed in more detail is reading. The subchapter about this language skill aims to describe the situations when reading usually occurs, which secondary skills accompany reading and what is extensive reading. Besides that, the requirements for the selection of texts and stages of reading lessons shall be discussed.

Although reading is generally believed to be one of the less attractive activities for students, it still plays a vital role in language learning. It provides an opportunity to pay attention to different aspects of the foreign language, be it vocabulary and grammar or the way sentences or paragraphs are constructed. Reading texts can also help with writing as various texts can serve as an inspiration or model for the students *(Harmer, 1998, p. 68)*. Some authors, such as McDonough et al. *(2013, p. 110)*, consider reading to be the most important of the four language skills because students are more often asked to read materials in the studied foreign language for homework than speak it in their free time. Good reading skills are also useful for current Internet usage and communication.

3.1.1 Selection of appropriate reading material

When choosing an appropriate text for the students, the teacher has to consider quite a few things. The obvious one is the language difficulty. The teacher has to select such a text which would not have too much unknown vocabulary or too complex grammatical structures. At the same time, the text should also not be too easy, for it would not provide a sufficient challenge for the students *(Broughton et al., 1980, p. 102)*. The topic of the reading material should not be overfamiliar or inconsequential for the students. It is important that the material does not feel artificial or that it cannot bring anything to the lesson *(McDonough et al., 2013, p. 112)*. Students often view reading as boring, and if they are given a text which is not attractive for them or challenging enough, they would not be very involved. It is, therefore, essential that the text is relevant to their needs and interests *(McDonough et al., 2013, p. 114)*. Teachers should consider bringing authentic texts into the lesson as they expose learners to language which is normally used by native speakers. Authentic texts, however, can present insuperable problems for learners at lower levels as the language can be quite complicated.

There should be a balance between exposure to the real language and students' capabilities. Younger learners might not be able to read longer texts, but they should be able to read menus, signs or some basic instructions. Also, if there is some support from the teacher and the classmates, students can deal with materials that might be at a slightly higher level than is their language proficiency. *(Harmer, 2007a, p. 100)*

3.1.2 Stages of a reading lesson

To teach reading most efficiently it is recommended to divide the lesson into three stages. These stages are usually described as pre-reading, while-reading and post-reading. Each of them includes their specific requirements on the lesson that shall be now briefly described *(Manuel, 2021, englishpost.org)*. A pre-reading stage should, above all, prepare the students for the upcoming reading and introduce the text. Besides that, however, the teacher should also provide a reason for the reading, consider how to deal with the new language and prepare some questions which should guide students during the activity. When it comes to the introduction, the teacher should consider how much information is necessary. Some texts cannot be read without some background knowledge. Other texts do not necessarily need any introduction. It is important that the introducing part of the lesson is not too long, does not include irrelevant information which could take up valuable time and does not give away too much from the content. The aim is to point the students in the right direction, get them into the mood and make them feel interested in the reading material. It is also recommended that the teacher engages his or her students in the introduction and does not give a monologue *(Nuttall, 1982, p. 153-154)*. Nuttall *(1982, p. 153)* stresses that the students should be given a reason for the reading. It should help them decide how detailed their reading needs to be and avoid strengthening their belief that if they do not understand the whole text, then it is not possible to read it. Pre-teaching new vocabulary or grammatical structures should be done with great care. The teacher should introduce only a few keywords. Most of the things unknown to the students should be understood from the context. If the list of unknown vocabulary is too long, then it is a warning that the text is too difficult. It is recommended that this pre-teaching of the new language be a part of the introduction rather than being taught in isolation. *(Nuttall, 1982, p. 157-158)*

While-reading is the main stage of the reading lesson. During this stage, the students read the text, confirm their predictions and gather and organize any relevant information *(Manuel, 2021, englishpost.org)*. Students can read the text twice. For the first time, they read it to get a general idea of what the text is about. They can also gather information about the

genre, intention of the author or main points of the text. For the second time, they can be asked to look for specific pieces of information, such as facts, arguments or examples. This way, the students practice the secondary skills of skimming and scanning *(Heredia, whatiselt.com)*. When the students are engaged in extensive reading, however, they should focus only on the reading without any distractions. During the post-reading stage, the students should understand the text further and reflect on what they have just read *(Manuel, 2021, englishpost.org)*. They can discuss whether their predictions or opinions from the pre-reading stage were correct and talk about the main message of the text. If the text is from fiction, the students can speculate about what would happen next or evaluate the main characters. In the post-reading stage, the teacher can easily integrate other skills into the lesson. The students can either discuss the text orally in pairs or groups or submit some written work. *(Nuttall, 1982, p. 164-165)*

3.1.3 Extensive reading, skimming and scanning

In his book *Reading in the Language Classroom (1984)*, author Eddie Williams explains that reading usually happens for one of these three reasons – to get general information from a text, to get specific information from a text, or to read for pleasure or interest *(cited in McDonough et al., 2013, p. 111)*. For the first two reasons, the learner uses the secondary skills of skimming and scanning. Skimming is used when the students are asked to get through the text quickly to get a general idea of what it is about *(Harmer, 1998, p. 69)*. Besides that, they also familiarise themselves with the organization of the text, its difficulty or the point of view of the author *(Brown, 2004, p. 213)*. Scanning, on the other hand, is used in situations when the students need to search the text for particular information. In this case, the students do not have to read every word of the text. If they did, then the scanning would not be effective. *(Harmer, 1998, p. 69)*

Reading for pleasure or interest is called extensive reading. This means that the students read longer texts or books for general understanding, and more importantly, with the intention to enjoy the text which they are reading. An advantage of extensive reading is that the students are the ones who choose the texts or books based on their interests. Principle aims of extensive readings should be to get students to read in a foreign language and like it as well as to increase their reading competencies *(Stanley, teachingenglish.org.uk)*. Students should also be as unaware as possible that they are reading something in a foreign language. Extensive reading helps students learn the language as they read, and it helps them to familiarise themselves with the foreign language almost without knowing it *(Dawson, 1999,*

p.2). A big benefit of extensive reading is that if the materials are chosen appropriately, meaning the language difficulty is adequate and the text is interesting, it can help to increase students' motivation for language learning. It can also improve their writing and speaking abilities and vocabulary knowledge. *(Stanley, teachingenglish.org.uk)*

Extensive reading, however, requires a large selection of books to be available for students of different ages and proficiency levels. Setting up a library with literature written in foreign languages can help with that, but it could be quite costly, and it is likely that the school would not have the money to invest in such a thing. Nevertheless, if the teacher shows a passion for reading and engages in the reading activity with his or her students, he or she can motivate the students to read their own books outside the classroom. It should be pointed out that extensive reading is done for enjoyment. Therefore, the teacher should not use the text for language practice but rather for a discussion *(Stanley, teachingenglish.org.uk)*. Unfortunately, teachers often do not do that, and they use texts for vocabulary introduction or grammar practice. This way, however, the students are not being taught reading, and they cannot develop their reading abilities *(McDonough et al., 2013, p. 112)*. Another mistake would be to test the students from the books that they would read. A test can easily spoil the enjoyment of reading and discourage the students to continue in it. Reading would simply become another thing that they would have to pass, which is not the aim. *(Dawson, 1999, p.3)*

Although extensive reading can be quite beneficial, a lot of teachers are somewhat reluctant to bring it into their language lessons. They believe that there would not be enough time for such reading in the lesson, it would be costly or appropriate reading materials would simply be unavailable. The main reason is perhaps that it would not be linked to the syllabus, and it would be hard to examine. All of these points feel like the reasons why we do not encounter extensive reading in most of the Czech schools, as the teachers are pressured to follow the syllabi and have a certain amount of grades during each half-year. It is quite unfortunate since extensive reading not only helps with language learning, but it also promotes reading which is not very popular with students particularly at lower secondary schools. *('Extensive reading: why it is good for our students and for us', teachingenglish.org.uk)*

This subchapter hopefully proved that reading, although usually not as popular as other skills, is a skill needed in language lessons and helpful for the improvement of students' proficiency levels and secondary skills. Teachers should not be afraid to do extensive reading in their lessons as this type of reading helps with students' language learning and improves their motivation. Choosing appropriate text can be difficult, but if teachers pay attention to the

points which were mentioned in this subchapter, then it should not be an issue. Lastly, when teachers plan their reading lessons, they should consider dividing the lesson into three parts, pre-reading, while-reading and post-reading, to have the most efficient reading lesson possible.

3.2 Listening

This subchapter about listening aims to describe how listening is important for language learning, what problems might students face during its practice, and why is it a good idea to engage students in extensive listening. Stages of a listening lesson shall be discussed as well as the requirements for the teachers concerning the technical aspects of listening and selection of appropriate listening material.

Listening is probably the language skill that people use the most and that is most frequently practised in language lessons. The benefit of listening is that it can be easily used in conjunction with the remaining skills of speaking, reading and writing. This makes listening essential for a good acquisition of a foreign language *(Rost et al., 2001, p. 7)*. Listening is especially interconnected with speaking. To achieve some oral fluency or accuracy in the foreign language, the learner has to first listen to the sounds of the new language. The learner cannot speak a language similar to a native speaker without having listened to the various stresses, rhythms and intonations and without having a model of the form the learner is supposed to produce. Listening should, therefore, precede speaking as one cannot speak what one has not heard first. *(Broughton et al., 1980, p. 65)*

3.2.1 Selection of appropriate listening material

Some teachers might think about bringing authentic listening materials, such as songs, speeches, news reports or radio interviews, into the lesson. These types of materials can expose students to spoken English, especially the informal one, which has several unique features, such as incomplete utterances, repetitions or hesitation. They also give students a chance to hear different varieties and accents of native as well as non-native speakers. Thanks to that, students realise that people around the world speak English a little different and that Standard English which is used in textbooks is not necessarily the one which they may encounter in real life. One thing that needs to be considered, however, is whether the language used in the recording is not too difficult for the students. The one song that can be used with lower-level students might not be suitable for complete beginners. Also, teachers have to take into consideration whether the listening material is engaging enough for the students and not

too long. If the recording is not chosen appropriately, the listening loses its value, students will have problems with comprehension and start to feel demotivated *(Harmer, 1998, p. 97-99)*. However, teachers should not be scared to use authentic listening materials in their lessons. Several studies, including the one conducted by Judith Otte in 2006, have shown that using authentic listening materials not only improves students' listening comprehension abilities but also their motivation. It helps with the improvement of their communicative ability as well. *(cited in Akbari and Razavi, 2016, p. 107)*

Besides the typical listening materials which were mentioned above, teachers can also use videos for listening practice. Videos, as opposed to ordinary recordings, have the benefit of providing a visual aid for the learners. They can see the setting and the people who interact with each other. Learners can see people's facial expressions, gestures or body language. They can also see what role does eye contact play in spoken communication *(Walker, 1999, p. 2)*. All of this can help students to better comprehension. On the other hand, some teachers may express concerns that precisely the visual aspect of the video may lead to a situation when the students stop listening and just watch *(Harmer, 1998, p. 108)*. Most people associate watching videos with relaxation and pleasure, so this factor can also influence whether the students will pay attention or not. Another problem might be that even though we consider films or TV shows to be authentic materials, they do not necessarily contain authentic language. That is because most of the things which the actors say have been written in a script. Nevertheless, screenwriters try to imitate conversations that people might have in real life and use common features of the informal and spontaneous language, so teachers should not avoid using clips from movies or TV shows in their lessons *(Walker, 1999, p. 2-3)*. One thing which the teachers should always do is to watch the video which they want to use before showing it to the students. There is a possibility that the video might contain some sensitive material, such as bad language or violence, that they might have forgotten about. It would be highly inappropriate if they would bring something like this into the lesson. *(Walker, 1999, p. 5)*

3.2.2 Stages of a listening lesson

Teaching listening requires the teachers to divide their lessons into three stages which ensure that the students learn most effectively. The first one is a pre-listening stage. Its purpose is to prepare students for the activity and introduce the topic so that the students know what to expect. However, teachers sometimes pay more attention to the language practice during this stage and pre-teach unknown vocabulary or revise the grammar that can

be heard in the recording or video *(McDonough et al., 2013, p. 150)*. Although this approach is not wrong, teachers should focus more on the content and offer opportunities for discussions, predictions or any other activities which make students interact with each other. During a while-listening stage, students should be fully engaged in the activity. They should learn what is the content of the listening material and then pick out any specific or relevant information that are required for some task or later discussion *(Manuel, 2022, englishpost.org)*. A post-listening stage occurs right after the listening is finished and provides an opportunity for various types of follow-up work, including thematic and skill developmental. Students can use their notes and comment on the listening or discuss the topic with their classmates. They can also do some role playing, read a related text or write a report. It is particularly for this stage that the teacher can come up with various entertaining and engaging activities as well as with different ways of how to integrate other skills into the lesson. *(McDonough et al., 2013, p. 152)*

3.2.3 Extensive listening

A great way how to practise listening for general comprehension is to engage students in extensive listening *(McDonough et al., 2013, p. 150-151)*. With extensive listening, students have the opportunity to choose what they are going to listen to. It should be something that interests them and helps them improve their language proficiency and listening competencies without realising it. Students usually engage in extensive listening in their free time whenever they listen to something in a foreign language. These can be songs or podcasts but also something that can be watched as well, such as TV shows, movies or even computer games. Some students will need little encouragement to listen to materials in the foreign language outside their language lessons. Others, however, will need a little help from the teacher, especially when it comes to the selection of the materials. In these cases, the teacher should be ready to give recommendations, and more importantly, his or her support. As with extensive reading, the objective of extensive listening is not to practise language but to respond to the content. That means that the appropriate activities following the listening should be, for example, discussions or sharing opinions or information. Because of that, extensive listening can be quite motivational and entertaining for the students and teachers should consider whether they can include it in their lessons. *(Harmer, 2007b, p. 303-304)*

3.2.4 Problems with listening

Listening is sometimes compared with reading. Some people consider listening to be more difficult than reading because sometimes they cannot listen to again what they have just heard. This is not the case with reading when people can easily reread the parts that they did not understand *(Broughton et al., 1980, p. 66)*. The bigger issue is probably the speed of the voice that the people are supposed to listen to. Although the listeners can replay some bits of the listening material, they always have to adjust to the speed of the speaker as opposed to reading when the reader can go at his or her own pace *(Harmer, 1998, p. 99)*. In face-to-face conversations, people can usually ask the speaker for clarification or repetition of the parts that they did not understand or that they misheard. This, however, is an improbable possibility during lectures or other conversations of this type *(Harmer, 2007b, p. 305)*. In language lessons, students often have the opportunity to hear the listening at least twice. There might be some good pedagogical reason for it, for example, because the content of the listening is a bit complicated or long, but the fact is that this opportunity does not happen in real life as much. Students should, therefore, be encouraged to extract most of the relevant information from one listening. This approach, however, can be applied only then when the students are skilled enough in listening and confident that one listening is enough *(Ur, 1996, p. 112)*. The truth is that a lot of students have problems with listening because they believe that they have to understand every word of what is being said. This can be unconsciously fostered by the teacher or the listening material when they give the impression that everything that is said is important. This might, unfortunately, lead to an ineffective comprehension as well as a feeling of failure *(Ur, 1996, p. 111-112)*. It can also unsettle the students and cause that they miss another part of the listening. The teacher should explain to the students that the first listening is important for the general understanding and that they should not immediately try to pick out relevant details *(Harmer, 1998, p. 99)*. He or she should make use of the mentioned extensive listening not only for practice but also to make the students realise that not knowing all the words does not prevent them from understanding the content of the listening material.

3.2.5 Technical aspect of teaching listening

When teachers want to practise listening with their students, they sometimes bring portable radio with a CD player to the classroom. Before they do that, however, they should test that the radio has good speakers and it is easy to manipulate. Good quality of sound is vital for good listening. Teachers should ensure that there will not be any interferences and

that the recording can be heard all around the classroom. They should also familiarise themselves with all the functions of the radio and learn where are the buttons necessary for the successful play of the recording. The same can be applied if the teacher decides to play the recording from the computer. Besides that, teachers should listen to the recording before they bring it into the lesson. That way, they would be prepared for any problems that might arise during the listening, and they can judge whether the recording is appropriate for the proficiency level of the students. As was mentioned above, listening should not be used only to practise language but also to encourage students to respond to the content of the recording. It is equally as important that the students can comment on the topic as it is that they can use the language properly. *(Harmer, 1998, p. 99-100)*

Listening is a skill vital for the acquisition of any foreign language but like everything else, it can also be accompanied by problems from students' belief that they have to know all the words to understand the meaning of the content to the selection of appropriate listening material. It is helpful to engage students in extensive listening and carefully plan activities for the three stages of a listening lesson. It is also a good idea to use authentic listening materials, including videos, as they can improve the listening competencies of the students and their motivation and expose them to different varieties and accents of the language. During the selection, teachers should always have in mind students' proficiency levels and interests and consider the appropriateness of the material.

4. Productive skills

This chapter shall focus on the language skills of speaking and writing, which are said to be productive skills. In this introduction, it shall be explained what are productive skills and some of the differences between speaking and writing shall also be discussed.

Speaking and writing are termed 'productive skills' because we use them whenever we need to produce language for spoken or written communication. Because of that, these skills are sometimes viewed as the more active ones. However, as was described in the introduction to chapter three, this distinction is not really correct, for all of the skills require some level of language activation. It is important not to omit this since the skills are still divided into the categories of productive and receptive. (*Harmer, 2007b, p. 265*)

In subchapter 3.2, it was discussed how listening and speaking are interconnected. To speak the language properly, we have to listen to it before we can try speaking it. This way, the skill of speaking is acquired quite naturally. The same, however, cannot be said about writing, as this is a skill that has to be taught. Nevertheless, there is some connection between speaking and writing as the former precedes the latter. Everyone can learn to speak, but not everyone learns to write. *(Raimes, 1983, p. 4)*

Speaking and writing are often compared for their differences which can be either beneficial or disadvantageous. It can be argued that speakers have more advantages than writers. They can use intonation and stress to show which part of what they are saying is the most important or to express what is their attitude towards the topic. They can also rephrase sentences in order to be understood and change the speed of their voice. On top of that, speakers can use a good range of expressions, gestures, or just body language to emphasize their message. However, this is beneficial only during face-to-face conversations, and it does not work when two people talk on the phone *(Harmer, 1991, p. 53)*. Speaking is usually spontaneous and unplanned activity as well. Writing, on the other hand, takes time and it is planned. This is reflected in the choice of vocabulary and sentence structures. Speakers use simple sentences and connectives such as 'and' or 'but'. Writers use more complex sentences and connectives such as 'however' or 'in addition'. Because of that, speaking feels more informal than writing which needs to progress logically with fewer digressions or explanations. One advantage of writing is that before the writer submits or sends the written work, he or she can return to it and change whatever he or she finds necessary. On the other hand, the writer gets some response to his or her writing from the readers either after some time or not at all. The speaker gets feedback from the listener immediately *(Raimes, 1983, p.*

5). Another big difference between speaking and writing is the tolerance for mistakes. Speakers can sometimes say the same thing differently or change the subject in mid-sentence. This is done by native speakers as well, and probably for that reason, it is considered normal and acceptable behaviour. The same, unfortunately, does not apply to writing. If the writing was full of mistakes and half-finished sentences, it would be rigidly judged and criticised. The writer is, therefore, under greater pressure when it comes to language accuracy. *(Harmer, 1991, p. 53)*

Now that the productive skills were introduced and some of the differences in use of speaking and writing were described, each of the said language skills shall be individually discussed in more detail in the following subchapters.

4.1 Writing

Writing is probably the most difficult language skill to teach. That is because it includes quite a demanding and time-consuming process of brainstorming for ideas, writing the first draft, revision, proofreading and editing. Nevertheless, writing remains essential for language learning and development. The teacher can use it when the students should practise something that they have learnt at school but more important is to teach them how to write those types of writings that they encounter every day in a foreign language. This subchapter aims to explore all that was just mentioned and a bit more.

Maggie Sokolik *(2003, p. 88)* fittingly describes writing as both a physical and a mental act that one must engage in to express their ideas in a written form. The physical aspect is not difficult to imagine. It is the act of taking a pen or a pencil and writing something on a piece of paper, or nowadays more popular, typing a message on a computer or a phone. The mental act is necessary to create the message we want to share. It makes us invent an idea and then think about how to express it. We think about how to organize it into statements and write it in a way that follows the rules and makes it clear and easy for the reader to understand. It is important that the writing does not consist of unrelated sentences but rather 'a sequence of sentences that are arranged in a particular order and linked together in certain ways.' That way, we ensure that the writing is coherent, and we can call it a text *(Byrne, 1988, p. 1)*. Writing is also both a process and a product. It is the writer's work to imagine, organize, draft, edit, read, and reread whatever he or she has written. What comes from the writing is the product – an essay, article or novel – that is read and judged by the readers. *(Sokolik, 2003, p. 88)*

4.1.1 Teaching writing

A good way how to convince students that the development of writing is beneficial for them is to connect this language skill with real life. The students might not realise how much writing they do every day in their free time. They can write shopping lists, e-mails, text messages, comments and so on *(McDonough et al., 2013, p. 182)*. Teachers should use that and try to simulate real-life situations when people usually have to write. This means that they give their students a reason for writing and possibly even ask them to write to somebody, like their friend or classmate *(Byrne, 1988, p. 23)*. Of course, the teacher should consider students' age and proficiency level when he or she wants them to practise a certain type of writing. However, if possible, the teacher should get the students to write such a type of writing which they might encounter in their real lives. This might be postcards, letters, reports or stories. If the students are more creative, then the teacher can engage them in writing poems, advertisements or dialogues. *(Harmer, 1998, p. 80)*

Writing often occurs in language lessons not necessarily for the purpose of developing this skill but for the practice of particular structures. The students are asked, for example, to copy down sentences to establish some patterns *(Broughton et al., 1980, p. 117)*. This type of writing is described by Harmer *(2007a, p. 112)* as writing-for-learning. He states that writing-for-learning is used to help students practise and work with the language that they have been studying at school. The students might be asked to write sentences using a given structure or new vocabulary. Although the aim of this activity is not necessarily to develop the skill of writing, it has to be pointed out that it is very helpful for students with visual and kinaesthetic intelligence. Writing-for-learning can also be an enabling activity if the students need to write sentences in preparation for an upcoming activity or exercise. On the other hand, there is writing-for-writing which is aimed to improve and develop the skill of writing. This can be done with any type of writing the teacher finds suitable, including those real-life, such as e-mails, letters or postcards. It can be said that writing-for-learning focuses on accuracy, and the students have to use controlled sentence constructions. This means that they cannot write what they want but rather construct sentences following a given model. Another possible activity is that they are asked to insert a missing grammatical form or join sentences with given conjunctions. Writing-for-writing is more of free composition. In such a case, the students can be provided with a topic and allowed to freely create the content of their writings without being restricted by some constructions or pre-selected vocabulary. With that being said, it has to be mentioned that controlled sentence construction and free composition are not

mutually exclusive, for learners have to go through the former to be able to do the latter. *(McDonough et al., 2013, p. 185)*

4.1.2 Use of authentic materials for writing

As with listening and reading, there is also a place for authentic materials in writing lessons. Harmer *(2007a, p. 118-119)* suggests using various types of materials as stimuli for writing. One of those materials are pictures which can be very helpful and they can be used for various writing tasks. One picture can be used to practise writing descriptions, another for writing postcards. Students can also look at portraits of people and write their inner thoughts or diaries or an article about them. The teacher can make good use of printed materials, such as newspapers, magazines or poetry, as well. All of these can serve as models for the students but also inspire the writing tasks, for example, the students might be asked to read some article and then write a response to it. Poems, on the other hand, provide an opportunity to play with the language and allow the students to express themselves in unusual ways. Of course, there can be many other options, but the most important thing is that the students write and have fun.

4.1.3 Problems with writing

Writing can be very demanding. It is usually a solitary activity, and for some students, it might be difficult to write on their own without the help of their friends or classmates. Some writings, such as formal letters, require the use of certain structures and vocabulary, which are less used in speech. Students are often asked to write such type of writing in school. Unfortunately, when people are obliged to write, they can be at a loss for ideas. This can prolong the process of writing and add some stress to it *(Byrne, 1988, p. 4-5)*. Possibly the biggest disadvantage of writing is that it takes a lot of time. The students have to brainstorm for ideas, do research, write the first draft, review it, edit it, re-write it and so on. This is a process that cannot be done in just a couple of minutes, and some students might find it annoying and difficult. None of this should discourage the teachers from explaining the process to the students and encouraging them to engage. They can also tell the students that learning this process can help them one day if they decide to write professionally *(Harmer, 2007b, p. 326-327)*. It is worth mentioning that writing has other benefits as well. Not only it helps with the practice and improvement of grammar or vocabulary, but it also encourages students to be adventurous with language, meaning that they take risks and go beyond what they have learnt at school. Writing can also reinforce their learning as it demands a great

involvement with the language. The students might struggle with what to write down next or how to put it down on paper, but in that process, they might think of something different or a new way how to express their ideas. This makes the writing process quite creative. *(Raimes, 1983, p. 3)*

4.1.4 Responsive and extensive writing

Besides the practice of wrings such as e-mails or letters, one might encounter another type which is called responsive writing. Here the students are relatively free to choose appropriate constructions and vocabulary for their writings. However, they are restricted by lists of criteria, outlines or other guidelines. Descriptions, short reports, summaries or brief responses to reading are typical for responsive writing. The main aim is to find out whether the students are capable to connect sentences into paragraphs and have those paragraphs logically connected. Once the students master the skill of writing, they can engage in extensive writing. Here the students write to achieve some purpose. They focus on organizing and logically developing their ideas, and they use sources to support or illustrate those ideas. Essays, term papers or theses, which require the involvement of all the steps of a writing process, are typical for extensive writing *(Brown, 2004, p. 220)*. Although this makes it sound like extensive writing is reserved for, say, university students, some people, such as Louanne Piccolo, have a very different view on it *(2017, cambridge.org)*. Piccolo describes extensive writing as an activity when students do a large quantity of informal writing on various topics and in different styles. Most important point is that the students do it for pleasure, and the focus is on fluency and expression, meaning that the teacher should not be very concerned with grammatical mistakes but rather with the content, which should be meaningful. She associates extensive writing with writing a journal but does not imply that they are exclusive. Her view on extensive writing, however, is quite similar to free composition, and one can even argue that they are the same thing.

4.1.5 The writing process

As was already mentioned a couple of times, writing is a process that requires several steps and quite a lot of time. Because of that, the writing lesson cannot be divided the same way as reading or listening lessons with pre-, while- and post-activities. The first thing that the students have to do is to come up with ideas that can be used in their writings. This applies both in cases when they choose their own topic and when they are given the topic by the teacher. It is helpful to engage the students in activities that awaken their imagination and

creativity and allow them to write down everything that comes to their minds. The most frequently used method for this is probably brainstorming. Brainstorming can be done individually or in pairs or groups. During this activity, the students list all the ideas that they can think of and that are related to the topic. If they are given the option to choose their own topic, they can brainstorm possible topics for their writing. Another option is to do wordmapping, which is a more visual form of brainstorming. The students usually write the topic at the centre of a blank piece of paper and then connect it with related ideas or words. This can help them to create a structure for their writings more easily and organise their ideas in a nice visual way. *(Sokolik, 2003, p. 97)*

Once the students have written down their topics and ideas they can start writing their first draft. The teachers should remember and also inform their students that the first draft aims to help students develop and organize their ideas and see how they look on paper. The first draft can be handed in to the teacher. At this point, however, the teacher should not be concerned with grammatical mistakes or mistakes in spelling or punctuation. He or she should only comment on the organization and meaningfulness of the writing. The teacher can also use peer feedback, but in such cases, the students need to be provided with a list of things that they should evaluate in each other's writings. After the students have received feedback either from the teacher or their classmates, they can begin to revise their writings. It is important, however, that the students know that revising means reorganizing and further developing their ideas. It does not mean that they correct mistakes. They do this in the very last step before submitting their writings for evaluation. They engage in proofreading, which is the correction of any mistakes concerning grammar, spelling or punctuation. And if necessary, they can also edit their writings. The students must learn how to edit and proofread on their own. The teacher can, of course, provide some help, but his or her involvement should be at a minimum. *(Sokolik, 2003, p. 98)*

4.1.6 Evaluating students' writings

When students finish all the steps that were just described and feel that their work is good enough, they submit their writings to the teacher for evaluation. This usually means that the teacher reads through the writings and marks all mistakes that the students did not correct during proofreading. The teacher has to be careful, however, not to do overcorrection, which could lead to the demotivation of students. One way how to prevent this is that the teacher specifies what he or she shall be paying close attention to during the correction. This makes students concentrate more on a particular aspect, and it can eventually make teacher's work

easier. Another thing that can be very helpful is when the teacher and the students agree on a list of written symbols, such as S for spelling and WO for word order, that would be used during the correction. That way, the teacher only underlines the mistake and writes the appropriate symbol. This makes the correction look clearer and less scary *(Harmer, 1998, p.84)*. Besides correcting students' writings, the teacher has to also grade them and provide feedback *(Raimes, 1983, p. 139)*. He or she should not only criticise. It is important to look for both the weaknesses and the strengths. If the quality of the writing is lower, the teacher should provide enough information to the students so that they know what needs to be improved and what to pay more attention to. Also, it is not enough to leave a comment like 'Good' or 'Needs more work' at the end of the paper. It is more productive if the teacher provides praise, questions, or suggestions in his or her feedback. Suggestions should be specific and give the students directions that they can easily follow. Questions are useful if the teacher wants the student to consider other options or different conclusions. The feedback should always be helpful and leave the students wanting to continue with writing and improving themselves. *(Raimes, 1983, p. 142-143)*

Although teaching writing might seem like a very hard thing to do, this subchapter has, hopefully, proven that this language skill is beneficial for language learning and for that reason, it is important to involve it in language lessons. It does not matter whether the students try writing postcards, letters or descriptions. The important thing is that they write and enjoy it. Of course, going through the whole writing process, which takes a lot of time and requires to do quite a few steps, might be a bit scary and discouraging for both the students and the teachers. However, it is essential to endure it as it plays a vital role in making students better writers.

4.2 Speaking

The last subchapter of the theoretical part deals with the teaching of speaking and includes the description of some of the problems that the teachers might face, such as students' reluctance to speak or their inclination of using the mother tongue, as well as recommendations to solve these problems. An overview of some of the speaking activities that the teachers can do with their students is also part of this subchapter, together with some advice on how to appropriately correct students during the said activities.

Speaking is often considered to be the most important language skill that a person can learn. This statement applies particularly to learners of foreign languages, whose main goal is

to be able to speak the language *(Ur, 1996, p. 120)*. Some people, however, feel that speaking in a foreign language is quite hard as it happens in real time, and there is no space for revision or edition of the things that were said *(Bailey, 2003, p. 48)*. Besides that, learning to speak a foreign language can be quite problematic as there are not many opportunities to practise this skill outside the classroom. This could later lead to problems in understanding if the learners decide to travel to the country of which language they learn. *(Bailey, 2003, p. 54)*

4.2.1 Teaching speaking

Learning to speak is a process that goes through different stages. At first, the teacher is the one who controls what the learners are going to say *(Broughton et al., 1980, p. 76)*. This happens mainly with younger learners whose knowledge of grammar and vocabulary is not extensive. They simply imitate what the teacher says or repeat phrases or sentences from the textbook. As they progress, teacher's control is less and less needed, and after some time, the learners are capable of expressing their thoughts with the words they choose. In such a case, the teacher can start practising extensive speaking with the learners, which involves the activities of speeches, oral presentations or storytelling. This means that the learner leads a monologue, and therefore, is the only one who is in charge of what is being said *(Brown, 2004, p. 141-142)*. Also, the learners can engage in interactive speaking, which involves communication between two or more people. Interviews, role plays or discussions are just a few examples of activities, which they can do. *(Brown, 2004, p. 167)*

4.2.2 Use of authentic materials for speaking

For the majority of speaking activities, the teacher can make good use of authentic materials. Visual authentic materials such as photographs, maps or cartoons can work as a basis for an information gap activity, storytelling or a discussion. They can also serve as an inspiration for the formation of some dialogue for role playing. Printed and listening/viewing materials are useful as well. Some article from a magazine can be used as an introduction to the topic of discussion or a reason for the practice of retelling. Students at the secondary school can try performing some scenes from plays by famous playwrights, such as William Shakespeare or Oscar Wilde. This type of role play might be a fun way how to get the students interested and introduce the authors. Finally, listening materials, for example, some music, can start students' imagination and lead them to the creation of their own stories. *(Broughton et al., 1980, p. 83-84)*

4.2.3 Problems with speaking

Getting students to speak in a foreign language, however, is not always easy. Even if the class atmosphere is good, there still might be some factors which can influence how much and if at all the students will speak. One of those factors could be naturally shy students who do not enjoy speaking in front of other people and sharing personal information or opinions. Another could be an unsuitable topic or task or complicated instructions. Most often, however, students worry that they will not speak well and that they will embarrass themselves in front of their classmates and the teacher *(Harmer, 2007b, p. 345)*. This worry prevents them from even trying to speak in a foreign language. If they are asked to share their thoughts, they might complain that they do not have anything to say. Very often, the students simply avoid speaking the language completely and just use their mother tongue. They might not do so on purpose but because it feels more natural and easier. Those students who are less disciplined or not very motivated tend to speak in their mother tongue during group work. The solution, however, is not to evade group work, as speaking in large groups means that everyone will have a limited talking time. *(Ur, 1996, p. 121)*

4.2.4 Ensuring that students will speak

There are some things that the teacher can do not only to help his or her students but also to ensure that they will speak. The first thing is to give them some time to think about what they want to say and how they are going to say it. The teacher can either give them a minute to think about it privately or allow them to discuss ideas in pairs. It is also not harmful to use repetition as it helps students to improve, for example, dialogues that they did before. And because it is something familiar, it might be easier for them to think about changing or adding something *(Harmer, 2007b, p. 345)*. As was already mentioned, it is not good to avoid group work out of fear that the students might speak in their mother tongue. Group work not only increases the talking time of the students but it can also be helpful for those shy students who do not want to speak in front of the whole class. It is true that during group work the teacher cannot ensure that all the students will speak in the foreign language, but he or she can ask someone from the group to monitor that the mother tongue is used minimally and that everyone participates. It is a good idea as well to practise speaking with such activities, which would require language that can be easily recalled and produced *(Ur, 1996, p. 121-122)*. Lastly, the teacher should think about the topic and the task. A good topic is one that the students know a lot about, and therefore, can contribute with their ideas and opinions. The

topic should also be appropriate for the proficiency level and age of the students. The task should require the students to achieve some objective through mutual communication. *(Ur, 1996, p. 123-124)*

Besides all that was just mentioned, it is important too that the speaking activity is prepared well and has some purpose. A lot depends on how engaging and enjoyable the activity is. It should be highly motivating so that the students would want to participate, and after fulfilling the task and reaching the objective, they should feel satisfied. The activity should also ensure that the students practise speaking as much as possible and learn how to use the foreign language in real life *(Harmer, 1998, p. 87-88)*. At the same time, the teacher has to pay attention that everyone participates and that everyone gets a chance to speak. This applies particularly in cases when there are a couple of shy students in the class who rather sit quietly than say something. The teacher should ensure that these students are comfortable and motivated enough to participate in the activity *(Ur, 1996, p. 120)*. The activity should have some clear outcome that will help with the increase of language productivity of the students. It can be particularly useful if the students are required to reach a joint agreement on some topic they discussed and then report it to the rest of the class *(Thornbury, 2005, p. 90)*. A good speaking activity should provide an opportunity for the students and the teacher to get feedback. The teacher learns how well the students manage to work with the language and what are the things that they struggle with. The students can see what they were able to master and what needs some improvement *(Harmer, 1998, p. 87-88)*. Ideally, speaking activities should be used as much as possible, as they provide an opportunity for the students to activate their knowledge of the foreign language and move closer to the automatic use of the acquired phrases and words. This means that they will gradually become fluent *(Harmer, 2007a, p. 123)*. The teacher should also ensure that the language classroom is a safe space where the students can experiment with the language. He or she should be supportive in such situations and have a non-judgmental attitude. *(Thornbury, 2005, p. 91)*

4.2.5 Speaking activities

There is quite a big range of speaking activities that the teacher can choose from. Some of them require the students to communicate with each other, while others need no interaction. Let's start with the first group. The simplest speaking activity that can be done at any level is an information gap. The basis of this activity is that two people have different bits of information and the only way to get the whole picture is by sharing that information. Popular variations of the information gap activity are 'describe and draw' and 'find the

differences'. In 'describe and draw', one from the pair has a picture and describes it to their partner without showing them the picture. 'Find the differences' is about picture description with each from the pair having a slightly different picture. *(Harmer, 2007a, p. 129)*

A more controlled speaking activity that is suitable particularly for young learners is acting from a script. In this case, the students have some text from their textbook and they try to act it out *(Harmer, 2007b, p. 348)*. If the students are skilful or at a slightly higher proficiency level, they can try role playing. Role play is an activity for which the students are assigned specific roles and try to act out some situations which can either resemble real life or be more fictional *(Thornbury, 2005, p. 98)*. The crucial point is that for a brief moment the students become actors. They are not only told who they are but also what they are supposed to think and how they should behave. Another option is to do a simulation, which is similar to role playing but in this case, the students are themselves. They can simulate some real-life situations, such as job interview or ordering a meal at a restaurant. *(Harmer, 2007a, p. 125)*

A speaking activity that can be very effective but can demand a higher proficiency level is a discussion. Its advantage is that it provokes fluent language use. However, those who participate in it need to have some time to think about what they are going to say or what will be their arguments. It is a good idea to allow students to brainstorm in small groups *(Harmer, 2007a, p. 128)*. This is essential particularly in cases when the discussion is planned and takes a form of a debate over some controversial topics. The best discussions, however, seem to be the ones that happen spontaneously during the lesson. If the teacher encourages them, they can lead to some of the most enjoyable and productive conversations. *(Harmer, 2007b, p. 350-351)*

As was mentioned earlier, some activities do not necessarily require interaction with others. One of those activities is storytelling. Storytelling is great if the teacher wants the students to practise retelling something they read or that happened in their lives. Another possibility is that the students tell their own made-up stories based on some pictures or cues. In this case, they can work in groups and have some interaction with others, or they can speak one at a time. The second activity is an oral presentation which is plentifully used in language lessons. For the presentation, the students are asked to study some topic or person and then present their findings to the rest of the class according to a previously established structure. They essentially lead a monologue which can be disrupted only if someone wants to ask something. It is recommended that the teacher gives the students who are listening to the presentation some tasks. For example, to ensure speaking on their part as well, some of them can summarise what was said or give feedback. *(Harmer, 2007a, p. 129-130)*

4.2.6 Teacher's correction during students' practice of speaking

Besides helping if some students do not know what to say or intervening when they do not have anything else to contribute to the discussion, teacher's job is also to correct mistakes that might occur during the speaking activities. The correction is not easy because it can be hard for the teacher to distinguish when he or she should correct the students immediately, when the correction can wait and when it is not important at all. Generally, it is recommended to correct students instantly if the speaking activity aims to practise grammar, pronunciation and so on. If, however, the aim is to get the students to talk to each other or express their opinions, then interrupting them with the correction may cause that they forget what they tried to say, and the purpose of the activity will be destroyed. The best solution is that the teacher listens to the students' conversations and makes notes. Not only of the mistakes but also of the things that went well. Once the activity is finished, the teacher can ask the students for their feedback and discuss some of the mistakes. However, it is important that the teacher does not specify who made the mistakes and that he or she is not too critical of students' performances *(Harmer, 1998, p. 94-95)*. Harmer *(2007a, p. 131)* recommends asking the students before the speaking activity about when and how they want to be corrected. The teacher should explain that the immediate correction if some of the students would prefer it, might not be appropriate. If there is a need for such a correction, Harmer suggests that the teacher just repeats what the students said, but correctly, and does not insist that the student repeats the corrected form.

The subchapter focused on speaking, which is considered, by some, to be the most important of the four language skills. Teaching students to speak a foreign language, however, is not an easy process and at first, it requires some guidance from the teacher. He or she might experience some problems with students' reluctance to speak and their inclination to use their mother tongue, but there are ways that can help with that. The best way is to practise speaking as much as possible. Luckily, there are many different speaking activities that the teacher can choose from, such as discussions or oral presentations. The teacher should be aware, however, of how to work with correction during such activities. It is better to inform the students about their mistakes later than to interrupt them while they are trying to speak.

PRACTICAL PART

5. Research

The first chapter of the practical part deals with the research which was conducted specifically for this diploma thesis. The research was done with the help of two questionnaires which focused on the topics that were discussed in the theoretical part. The findings of each questionnaire are separately described and summarised in the following subchapters. Before that, it is appropriate to briefly provide some background information about the two questionnaires.

The first questionnaire that to be discussed was constructed for the learners of English. It was distributed physically among the pupils of the primary school and lower secondary school who I taught during my teaching practice at Reálné gymnázium a základní škola Otto Wichterleho, Prostějov. A total of 51 responses was obtained. The questionnaire consisted of 12 questions most of which focused on the topics of authentic materials, integrated skill work and language skills. Concerning pupils' age and their proficiency level, I decided to provide them with a Czech version of the questionnaire with me and the present teacher assisting anyone who needed any help. All questions were constructed as unambiguously and simply as possible, and the questionnaire was anonymous.

The second questionnaire that to be discussed was constructed for the teachers of English. Ten selected primary and lower secondary schools in Prostějov were contacted via e-mail with the request to resend it to their teachers of English at the primary school and lower secondary school. The e-mail contained a link to Google Forms where the online version of the questionnaire was made. The result was a total of 18 responses. The questionnaire consisted of 15 questions most of which focused on the mentioned topics of authentic materials, integrated skill work and language skills. The teachers were provided with the original version of the questionnaire written in English. Again, the questions were constructed as unambiguously and simply as possible, and the questionnaire was anonymous.

Now that both questionnaires were introduced, their respective findings shall be discussed in the following subchapters.

5.1 Respondent group 1 – learners of English

This subchapter aims to provide an overview of the results of the questionnaire distributed among learners of English. As was mentioned, the questionnaire for this

respondent group consisted of 12 questions, and the number of obtained responses was 51. Each question concerning one of the three topics discussed in the theoretical part shall be properly stated, described and accompanied by a diagram that visualises the distribution of respondents' answers.

The first two questions were concerned with basic information about the respondents while keeping the promise of anonymity. Figure 1 visualises the gender distribution of the respondents, with girls predominating over boys by eighteen per cent.
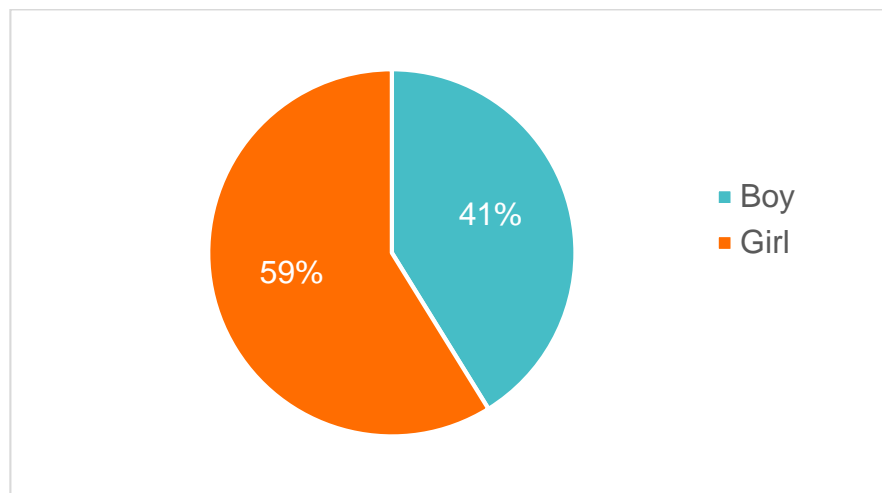
Figure 1 – I am

Figure 2 shows the distribution of pupils at the primary school and lower secondary school that filled in the questionnaire. The questionnaire was distributed in two classes at the primary school and two classes at the lower secondary school. This probably caused more balanced numbers, with respondents from the primary school slightly predominating.
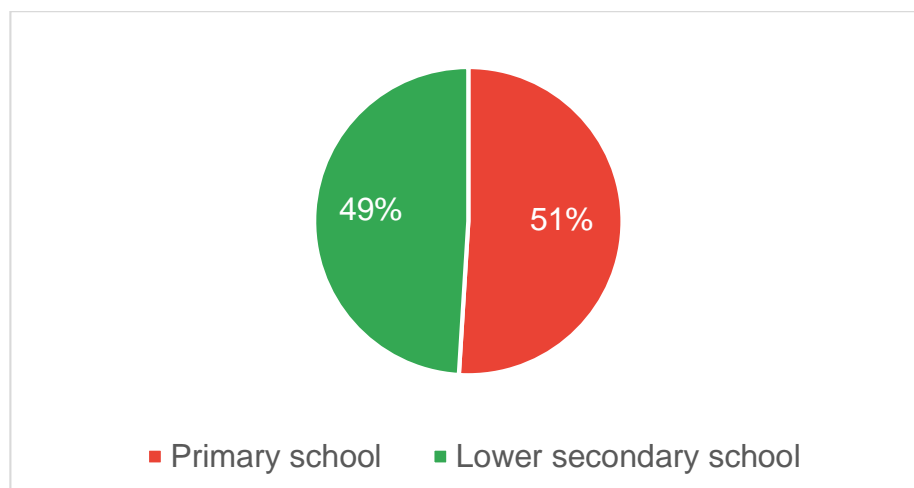
Figure 2 – I study at

Question 3: 'Have you ever experienced your teacher using some material which was not part of the textbook (a song, a YouTube video, a clip from a movie, a book excerpt, …) in your English lesson?'

The first question concerning authentic materials, specifically their use in the lessons, was whether the pupils have ever experienced their teacher using a material of this type in their English lessons. As Figure 3 shows, 80 per cent answered positively, while the remaining 20 per cent admitted having no such experience.
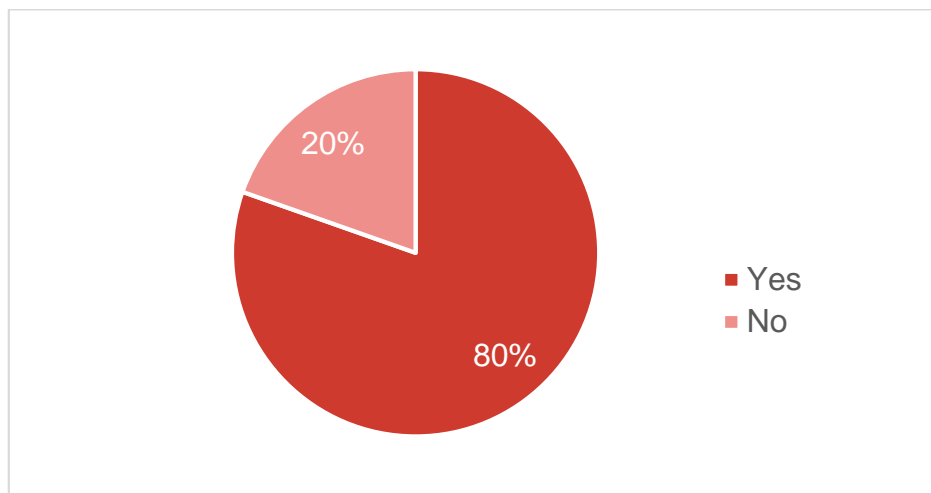
Figure 3 – Have you ever experienced your teacher using some material which was not part of the textbook in your English lesson?

Question 4: 'What sort of material was it?'

Those respondents who answered positively to Question 3 were asked to continue with the following questions and thus describe their experience with authentic materials in more detail. Question 4 was concerned with what sort of materials the pupils encountered in their lessons. They were provided with a list of selected authentic materials and the option to write their own answers. However, none of the respondents felt the need to add anything else. This question was constructed as a multiple-choice question, meaning that the pupils were allowed to choose all answers that applied.

As is clear from Figure 4, the most common answer was video with 33 per cent. It was followed by song with 29 per cent. The third most common answer was picture, photograph or sign with 13 per cent. Radio interview and article from the internet were each chosen by 8 per cent of respondents, leaving clip from a movie or a TV show with 7 per cent and book excerpt with 2 per cent as the least mentioned authentic materials with book excerpt barely mentioned at all.
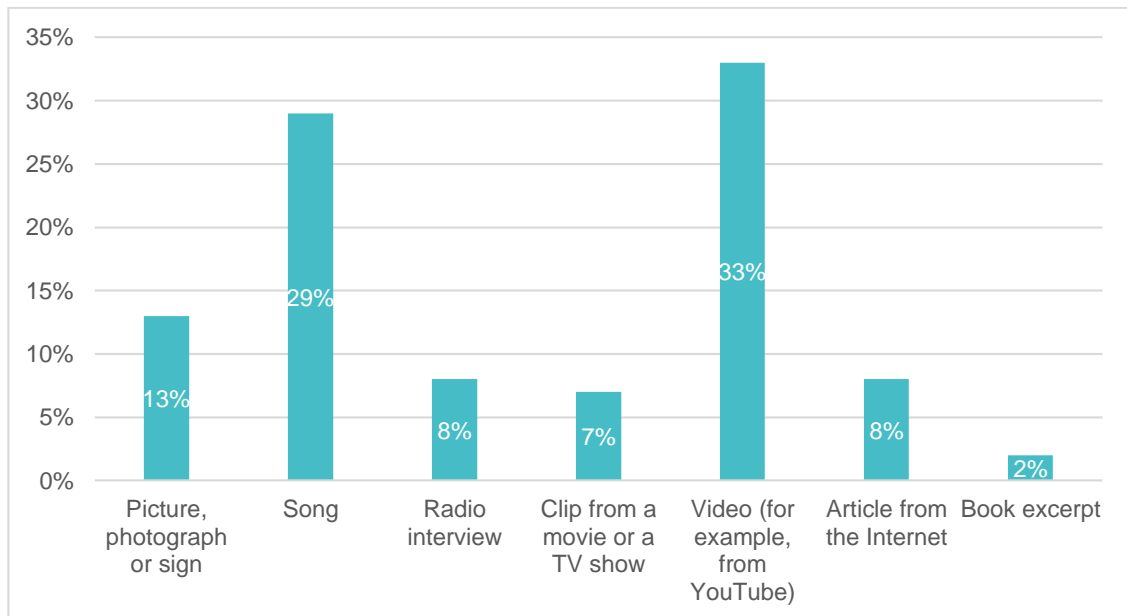
Figure 4 – What sort of material was it?

Question 5: 'How was the material used?'

The next question aimed to address how authentic materials were used in lessons. The majority of respondents, that is 54 per cent, concurred that the materials were used for the practice of language skills. The second most common answer was the practice of grammar, vocabulary, pronunciation etc. with 28 per cent, leaving the work with the content last with 18 per cent (see Figure 5). This question also included the option for the respondents to write their own answers. Two pupils used this option and responded that the material was used *for fun*.
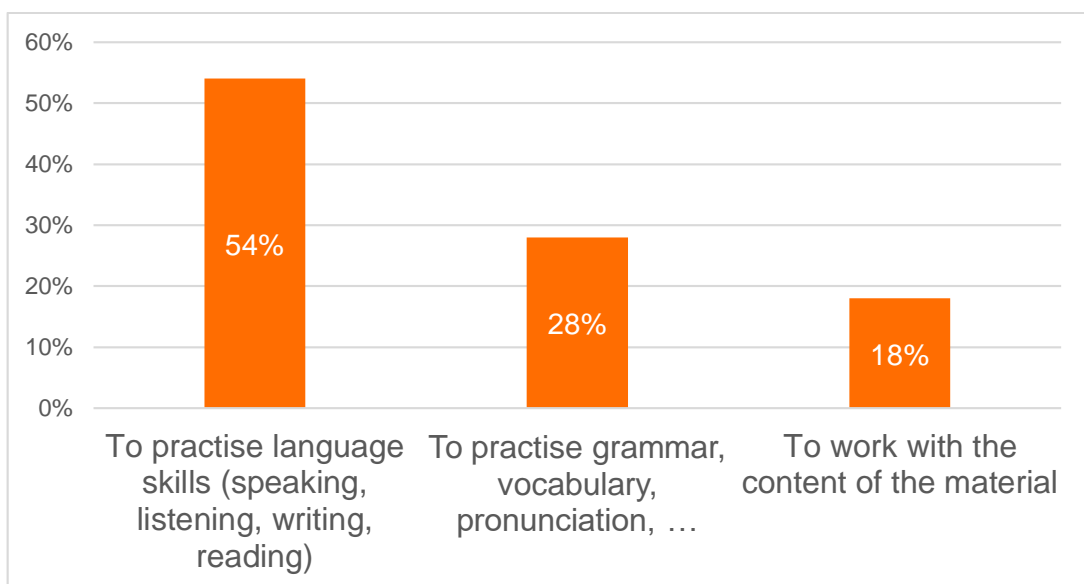
Figure 5 – How was the material used?

Question 6: 'Did you enjoy working with a material which was not part of the textbook?'

The last question for those who answered positively to Question 3 was whether they enjoyed working with authentic materials at all. A strong majority consisting of 93 per cent answered positively. Leaving 7 per cent of pupils responding negatively to the work with authentic materials (see Figure 6).
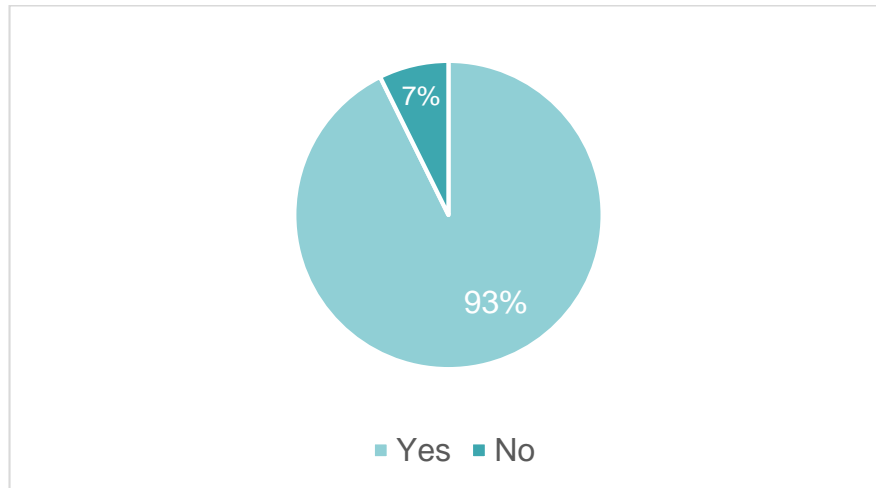

Figure 6 – Did you enjoy working with a material which was not part of the textbook?

Question 7: 'If you have not experienced such a situation, do you think you would enjoy working with a material that would not be part of the textbook?'

Those respondents who answered negatively to Question 3 were asked to skip to Question 7 and think about whether they would enjoy working with authentic materials. The given choices were *Yes*, *No*, and *I don't know*. As Figure 7 shows, 40 per cent thought that they would enjoy working with authentic materials, while the remaining 60 per cent was not sure. No one answered negatively.
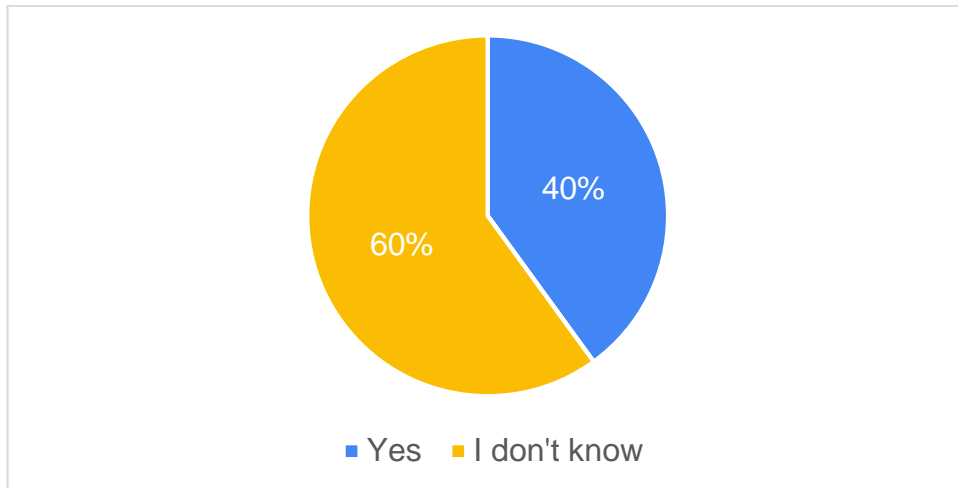
Figure 7 – If you have not experienced such a situation, do you think you would enjoy working with a material that would not be part of the textbook?

Question 8: 'Do you do exercises or activities when you practise more than one language skill (speaking, writing, reading, listening) in your English lessons?'

Question 8 is the only question from the questionnaire which was concerned with integrated skill work. The aim was to find out whether the pupils have noticed that they do exercises or activities that include the integration of the language skills in their lessons. As can be seen in Figure 8, 80 per cent responded positively, while 20 per cent did not notice that integrated skill work would occur in their lessons.
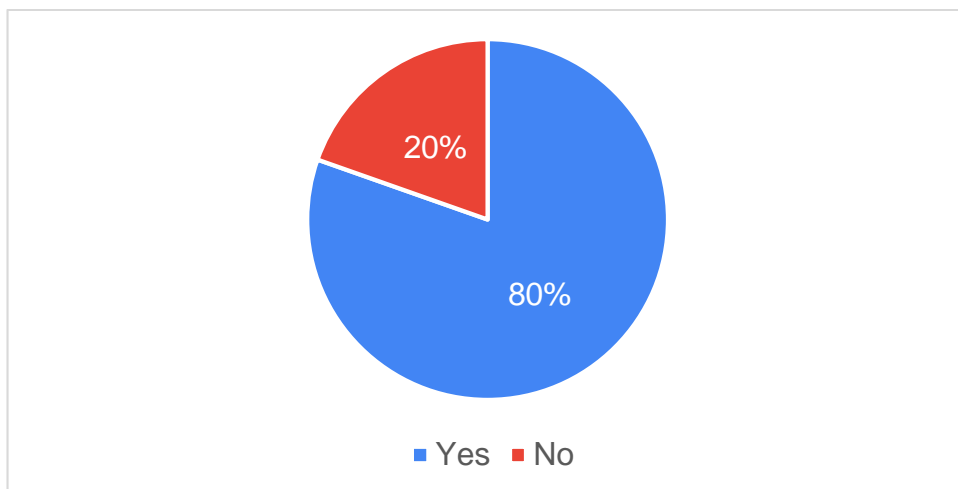

Figure 8 – Do you do exercises or activities when you practise more than one language skill (speaking, writing, reading, listening) in your English lessons?

Questions 9: 'Which language skill do you consider the most important?'

Next question was concerned with which language skill the respondents consider the most important. As is clear from Figure 9, a strong majority, that is 72 per cent, chose speaking. Speaking was followed by writing with 12 per cent and listening with 10 per cent, leaving reading as the least important of the language skills according to pupils' preferences.
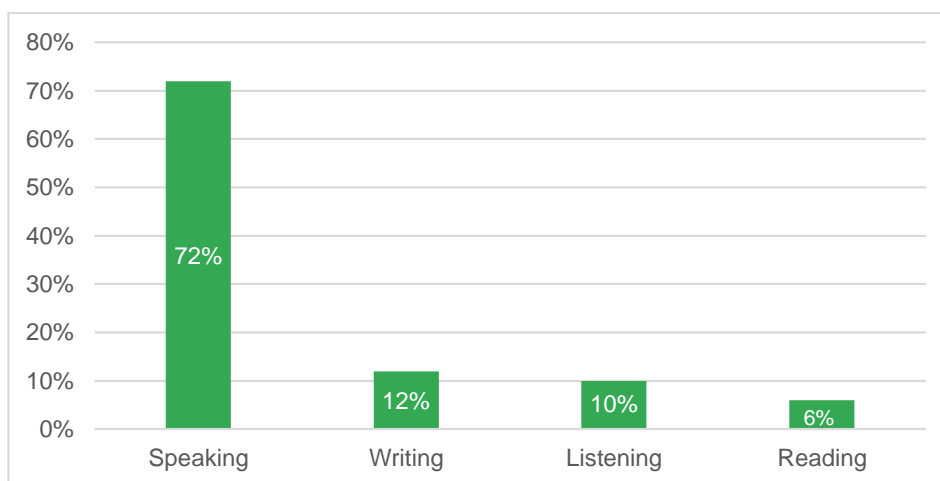

Figure 9 – Which language skill do you consider the most important?

Question 10: 'Which language skill do you practise the most in your English lessons?'

The aim of this question was to ascertain which language skill is practised the most in English lessons. As Figure 10 shows, it is not the language skill that the respondents consider the most important. The skill which is in their opinion practised the most is writing with 45 per cent of responses. It was followed by speaking with 31 per cent and listening and reading which each obtained 12 per cent of responses.
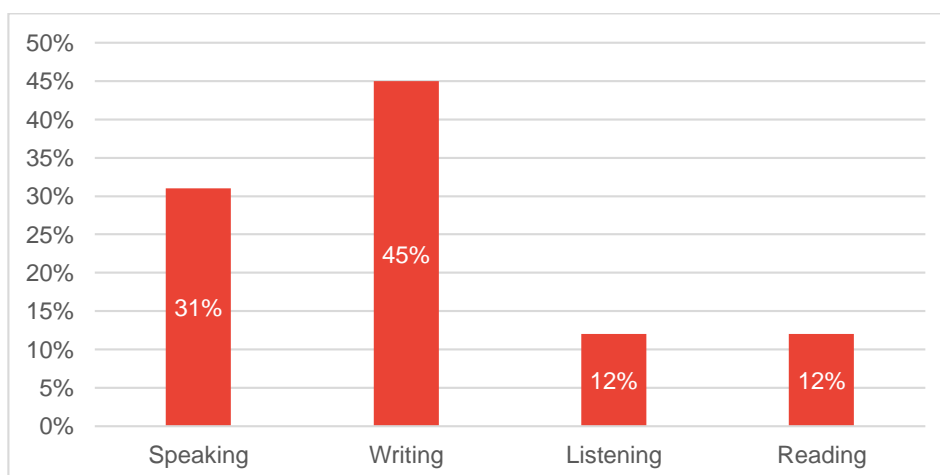

Figure 10 - Which language skill do you practise the most in your English lessons?

Question 11: 'Which language skill do you practise the least in your English lessons?'

The next question dealt with language skills once more, but this time it was concerned with which language skill is practised the least in English lessons. Reading obtained 39 per cent of responses and it was closely followed by listening with 37 per cent. The third most common response was speaking with 16 per cent and writing, which the pupils established as the skill that is practised the most, obtained only 8 per cent of responses (see Figure 11).
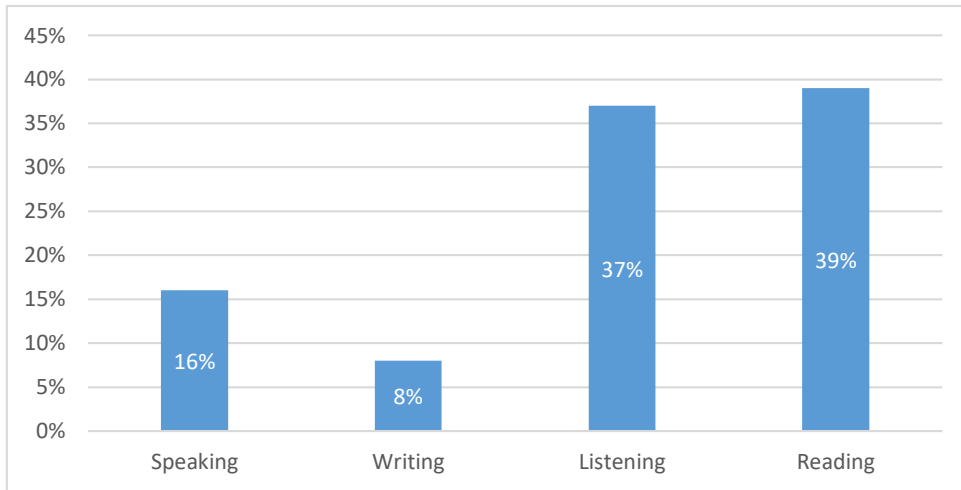

Figure 11 – Which language skill do you practise the least in your English lessons?

Question 12: 'Do you do any of these activities to practise language skills in your English lessons?'

The last question of the questionnaire focused on activities that are done in pupils' English lessons to practise language skills. It was again a multiple-choice question, so the respondents could choose all the answers that applied. As can be seen in Figure 12, the activity which was mentioned the most was listening to songs or watching videos with 26 per cent of responses – a part of this answer was 'followed by you commenting on the content', which I did not include in the legend of the diagram to safe space. The second most common answer was free writing about some topic with 20 per cent and it was followed closely by oral presentation with 19 per cent. Discussions received 15 per cent of responses while reading articles or book excerpts (again, the part 'followed by you commenting on the content' was not included for the said reason) was chosen by 12 per cent of respondents. Writing postcards, e-mails or letters received 5 per cent of responses, and only 3 per cent of respondents answered negatively to this question by choosing the option *We don't*.
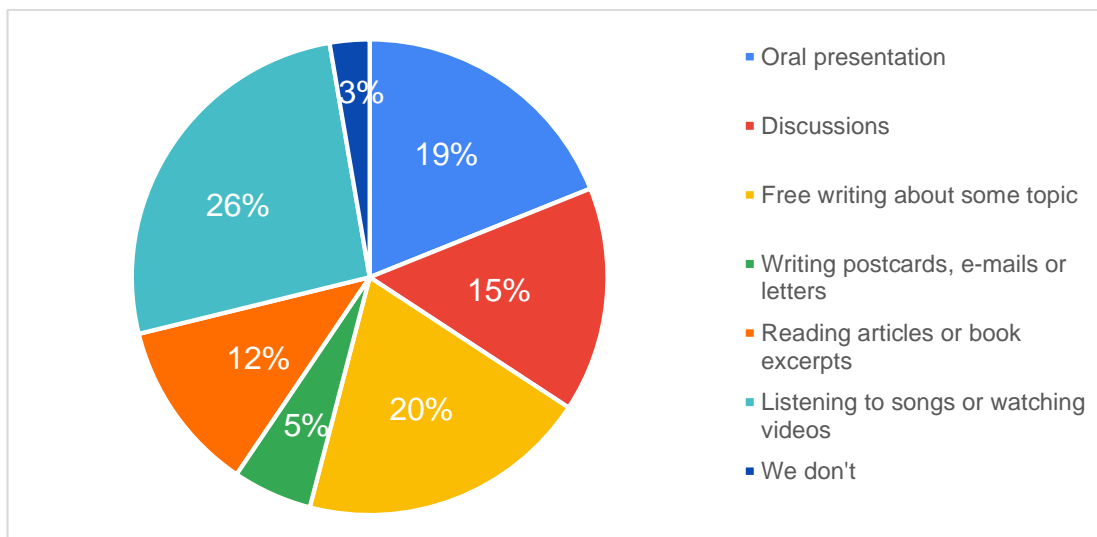
Figure 12 – Do you do any of these activities to practise language skills in your English lessons?

5.1.1 Summary of results of respondent group 1

This subchapter aims to summarise and interpret the findings of the questionnaire that was distributed among learners of English who comprised respondent group 1. Some of the results shall be complemented with my personal views.

Starting with questions concerned with authentic materials, a strong majority of respondents acknowledged having some experience with the mentioned materials. On the other hand, 20 per cent believed that authentic materials were not used in their lessons. This suggests that even though the pupils were taught under the same conditions, some of them had different opinions regarding the use of authentic materials in their lessons from their classmates.

Those who claimed to have experience with authentic materials were asked to specify what sort of materials were used in their lessons. A strong majority of respondents chose materials that belong to the listening and viewing category. This was not very surprising as I myself used mostly songs and videos during both of my teaching practices and I remember that these types of materials were used the most even during my studies.

The following question focused on the actual use of authentic materials. I expected that the most common answer would be to practise language systems, that is grammar, vocabulary, pronunciation etc., as it was something that I experienced during my studies. However, more than half of the pupils responded that authentic materials were used to practise language skills. This seems to indicate some shift in the use of authentic materials in ELT.

Another quite satisfactory finding was that almost everyone with experience with authentic materials stated that they enjoyed working with this type of materials. A small percentage of respondents expressed their negative feelings towards such work but it was such a small number that it does not influence the overall positive effect that the authentic materials seem to have.

The last question was designed for those inexperienced with authentic materials. Some of them responded that they think they would enjoy working with such materials. A larger number of pupils was not sure. The positive thing, however, is that no one answered negatively, which means that the inexperienced pupils can be persuaded that working with authentic materials can be beneficial and fun.

Now to the results of questions concerned with language skills. Question 8 asked the respondents about integrated skill work. Again, a strong majority of respondents confirmed that integration of language skills occurs in their lessons. 20 per cent of respondents stated the opposite. It might have been for the reason that sometimes the teacher or the material implies the practice of just one skill, for example, reading, and the pupils do not realise that if they comment on the reading or write a response, then integrated skill work occurs. This, however, is only my personal speculation.

The following question asked for respondents' opinions regarding the importance of the skills. 72 per cent chose speaking as the most important language skill, which indicates that the belief that people generally consider speaking the most important is valid. The remaining 28 per cent was divided between writing, listening, and reading. Needless to say, none of these three language skills came even close to the result of speaking.

Regarding the practice of language skills in lessons, writing was mentioned as the most frequently practised language skill. It might be surprising that it was not speaking, which the respondents considered the most important. Speaking, however, was respondents' second most common answer. Listening and reading both obtained a rather small percentage of responses which leads to the assumption that not much attention is paid to these skills. This was confirmed by the results to the following question where listening and reading obtained the most number of responses as the skills practised the least in English lessons. Speaking and writing were not mentioned as much, which means that the results to this and the previous question correspond with each other.

The last question of the questionnaire was concerned with some of the activities mentioned in subchapters to individual language skills in the theoretical part. Although listening was considered as one of the least practised language skills by the respondents, the

option listening to songs or watching videos followed by you commenting on the content obtained the most responses. It was perhaps because of the indication of the integration of speaking or the inclusion of a listening and viewing material which the respondents claimed to be used the most in their lessons. The second most common response was writing about some topic, and it was followed by oral presentation and discussions. It is not very surprising that particularly these activities obtained quite a good amount of responses as they practise the skills which the pupils claimed to be practised the most in their lessons. One of the least chosen options was reading articles or book excerpts followed by you commenting on the content. This activity also indicates the integration of speaking, however, the results showed that reading is the least practised language skill and probably for that reason the activity was not mentioned as much. Even smaller number of respondents chose writing postcards, e-mails or letters. Although this activity also aims to practise writing, it seems that the pupils just simply do not do these types of writings in their lessons. There were also a couple of negative answers but it was such a small amount that it needs no further comment.

The results of the questionnaire for respondent group 1 are quite satisfactory. The majority of the respondents acknowledged their experience with authentic materials, and almost all of them stated that the work with such materials was enjoyable. Also, more than half of the respondents claimed that the said materials were used for the practice of language skills of which most of them consider speaking to be the most important. It was further discovered that receptive skills are not practised as much as productive skills. It would, therefore, be recommended to include listening and reading a bit more in the lessons so the skills would be practised more equally. A perfect way to do so would be through integrated skill work, which, according to most of the respondents, occurs in English lessons and implementation of some of the activities mentioned in the last question of the questionnaire.

5.2 Respondent group 2 – teachers of English

This subchapter aims to provide an overview of the findings of the questionnaire distributed among teachers of English at ten selected primary and lower secondary schools in Prostějov. As was mentioned in the introduction to Chapter 5, the questionnaire for this respondent group consisted of 15 questions, and the number of obtained responses was 18. Each question concerning one of the three topics discussed in the theoretical part shall be properly stated, described and accompanied by a diagram that visualises the distribution of respondents' answers.

The first four questions were concerned with basic information about the respondents while keeping the promise of anonymity. Figure 13 shows that all of the respondents were women. It might be a bit surprising, but given the fact that women comprise the majority of employees in the Czech educational system, particularly at primary and lower secondary schools, it is not that unexpected. *(2019, evropavdatech.cz)*
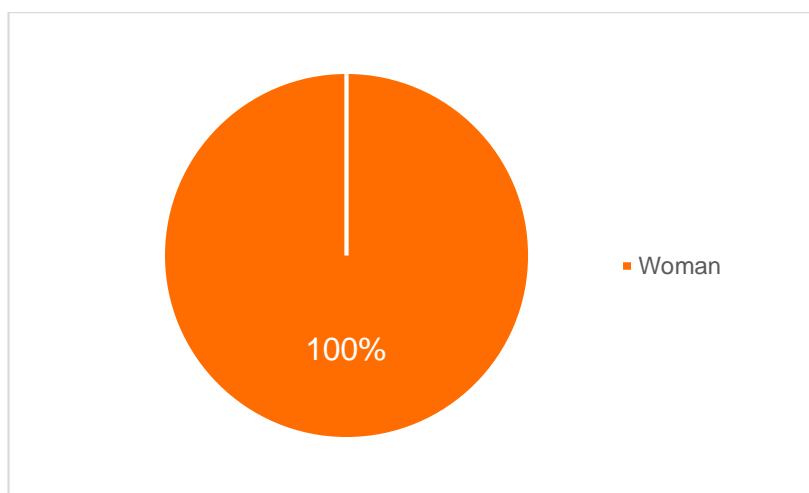

Figure 13 – I am

Rather than asking for their age, it felt more appropriate to ask the respondents for their years of experience. As can be seen in Figure 14, the majority of the teachers, that is 44 per cent, who filled in the questionnaire had between 11 to 20 years of experience. 39 per cent of the respondents consisted of teachers with 21 to 30 years of experience. They were followed by 11 per cent of respondents with 31 years and more and 6 per cent of respondents with zero to ten years of experience.
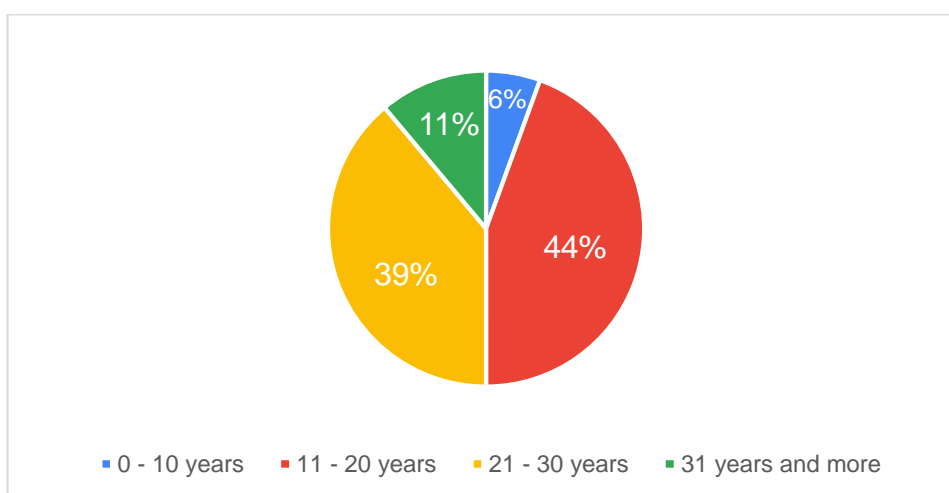

Figure 14 – Years of experience

Question 3 was designed to provide an overview of responses from the selected primary and lower secondary schools in Prostějov that were contacted via e-mail with the request to send the questionnaire to teachers of English at the primary school and lower secondary school. Out of the ten originally contacted schools, English teachers only from six of them took the time to answer the questions (see Figure 15). Unsurprisingly, most responses were obtained from my former primary and lower secondary school Reálné gymnázium a základní škola Otto Wichterleho, Prostějov where I also had my teaching practice, and therefore, had the opportunity to ask the teachers personally or remind them to fill in my questionnaire. The complete overview of contacted schools can be found in the attached questionnaire for teachers in Appendix 2.
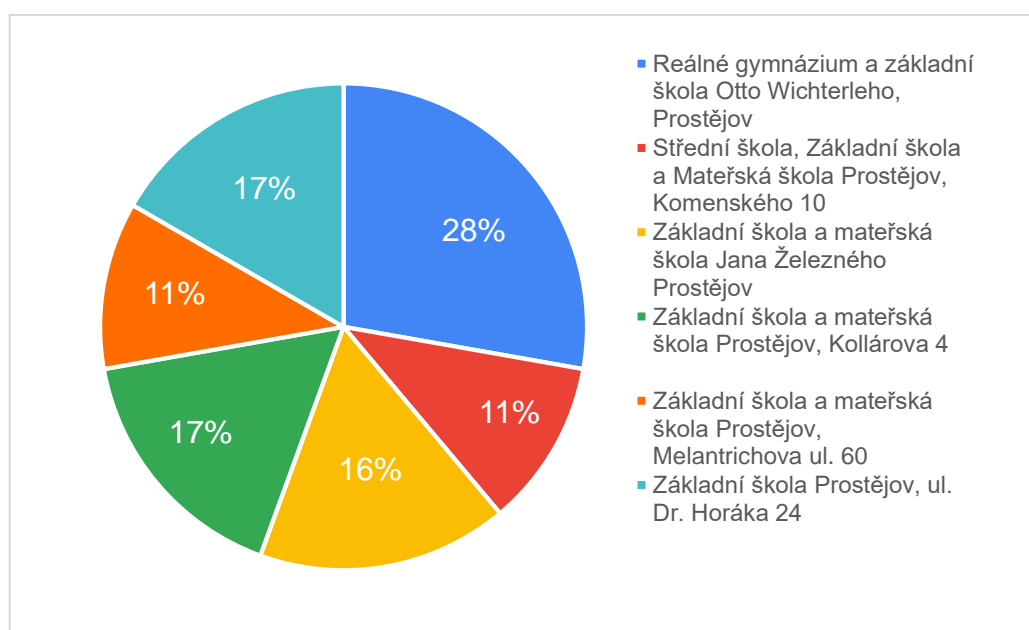

Figure 15 – I work at this school

The last question regarding some basic information about the respondents asked where they teach. Figure 16 shows that 44 per cent of the respondents were teachers at the lower secondary school. They were followed by teachers at the primary school with 39 per cent and only 17 per cent comprised teachers who taught at both primary and lower secondary school.
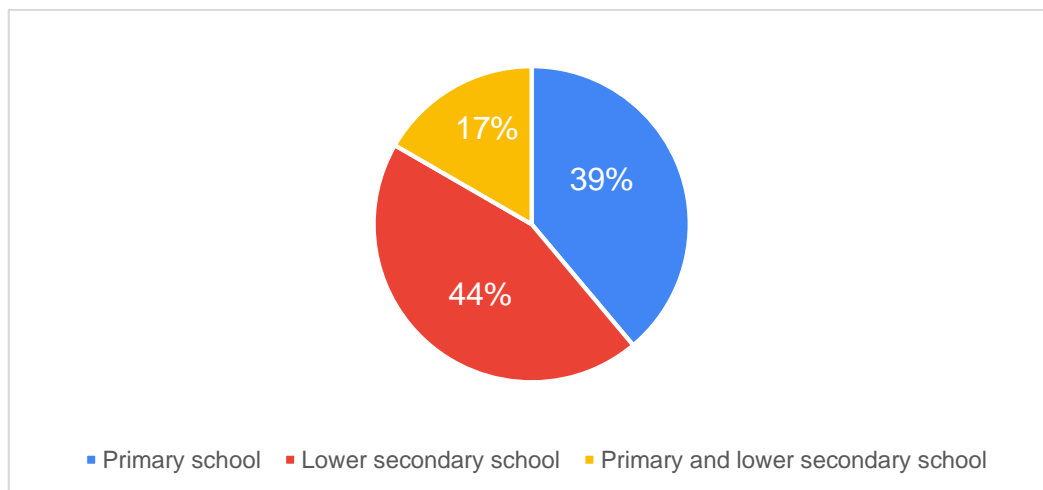
Figure 16 – I teach at

Question 5: 'Have you ever used authentic materials (that is materials primarily designed for native speakers with no pedagogical purpose, such as book excerpt, song or video) in your English lessons?'

The first question concerning the topic of authentic materials was whether the respondents use them in their English lessons. A strong majority consisting of 94 per cent of respondents answered positively, while one respondent, making up the remaining 6 per cent, responded that she did not use such materials in her lessons (see Figure 17).
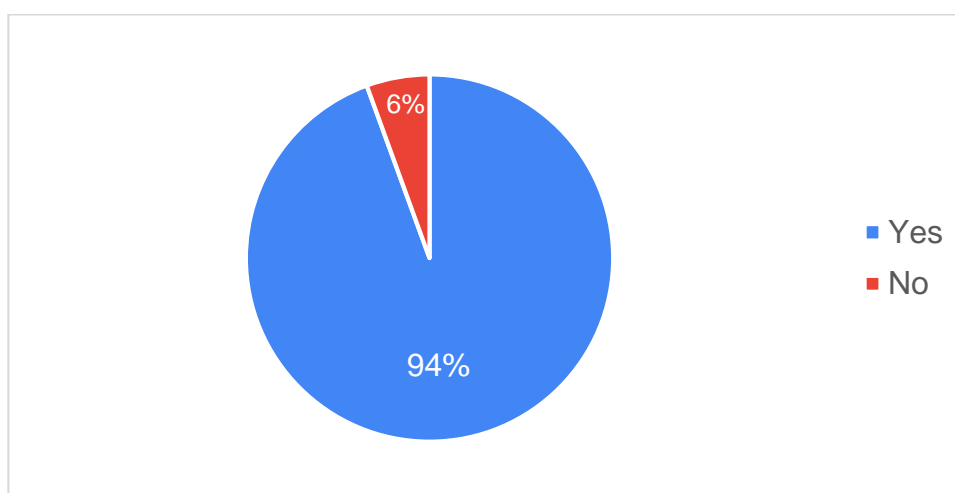

Figure 17 – Have you ever used authentic materials (that is materials primarily designed for native speakers with no pedagogical purpose, such as book excerpt, song or video) in your English lessons?

Question 6: 'What sort of material was it?'

Those respondents who answered positively to the previous question were asked to continue with the following questions and thus further describe how they use authentic materials. In Question 6, the respondents were asked to specify what sort of materials they use. They were provided with a short list which was constructed according to the division of authentic materials included in subchapter 1.6. This question was designed as a multiple-choice question, meaning that the respondents were allowed to choose all answers that applied. As Figure 18 shows, 38 per cent of respondents chose visual materials, which are different types of pictures, photographs, signs or maps. The second most common response with 35 per cent was listening and viewing materials, these can be songs, videos or clips from movies. And printed materials consisting of articles, book excerpts, news or menus received 27 per cent of responses. It can be said that the representation of each of the three mentioned types of authentic materials is quite balanced.
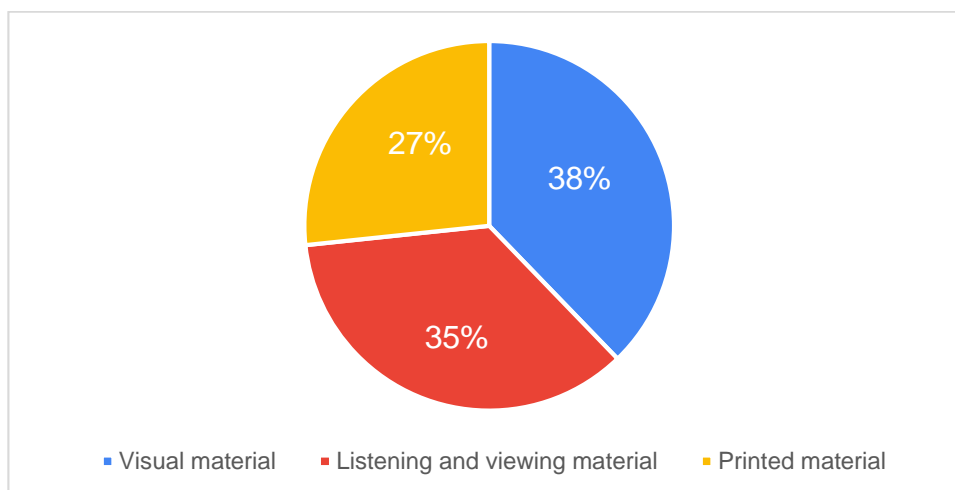

Figure 18 – What sort of material was it?

Question 7: 'What was the main pedagogical purpose for you to use an authentic material?'

For Question 7, the teachers were asked to choose the main pedagogical purpose of the use of authentic materials in their lessons. As can be seen in Figure 19, most of them, that is 86 per cent, responded that their main pedagogical purpose was to practise language skills. Answers to practise language systems and to work with the content of the material each received 7 per cent of responses. This question also gave respondents the option to write their own answers. Two of them responded that all of the said choices applied, and one respondent wrote that she used authentic materials *to develop sociolinguistic competencies*.
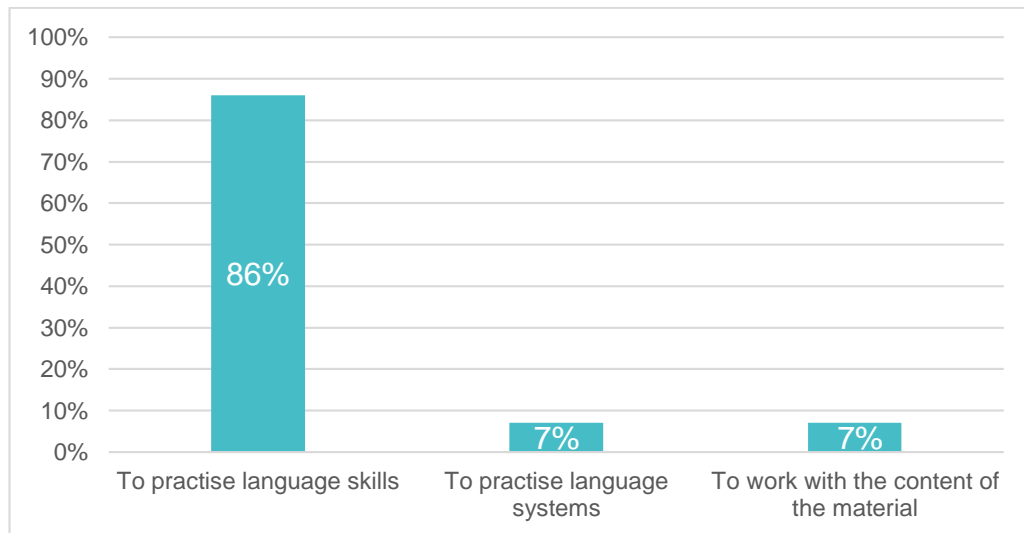
Figure 19 – What was the main pedagogical purpose for you to use an authentic material?

Question 8: 'Do you think that using a material which was not part of the textbook improved your pupils' motivation and activity in the lesson?'

The last question for those who answered positively to Question 5 was whether they noticed some improvement in pupils' motivation and activity in the lesson when using authentic material. As Figure 20 shows, all the respondents chose positive answers to this question. 71 per cent of respondents were sure of the positive effect of authentic materials on their pupils. 29 per cent showed a bit of uncertainty but still responded positively.

Figure 20 – Do you think that using a material which was not part of the textbook improved your pupils' motivation and activity in the lesson?

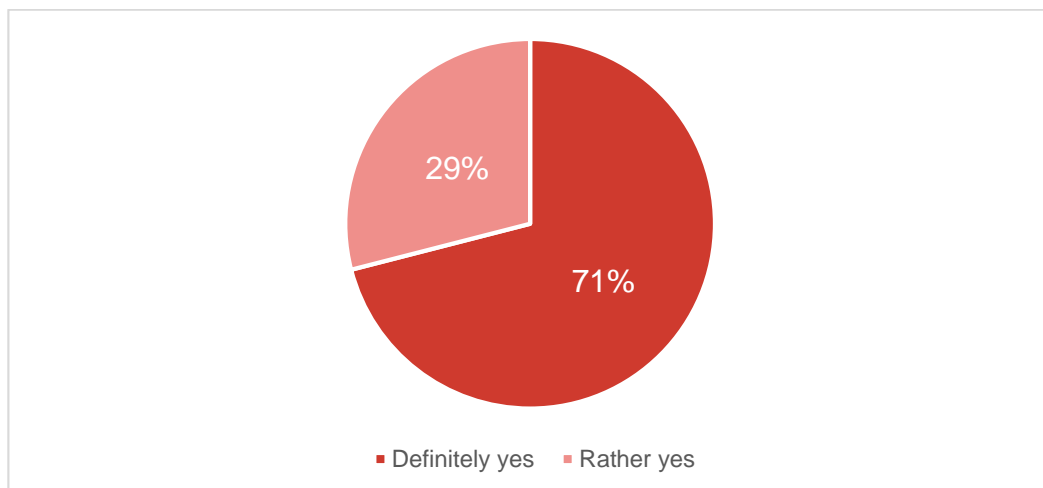**Question 9: 'If you answered 'No' to question 5, what are your reasons for not using authentic materials in your lessons?'**

It feels unnecessary to include a diagram for this question as only one respondent admitted not using authentic materials. Out of all the given choices and the opportunity to choose all answers that applied, she stated *It is time consuming* and *There is not enough time in the lessons* as her reasons for the omission of authentic materials in her lessons. This question also featured the option for the respondents to write their own answers, but this one respondent did not feel the need to add anything else.

Question 10: 'Do you try to do integrated skill work, that is involving more than one language skill in an exercise or activity, in your lessons?'

Moving to the topic of integrated skill work, Question 10 aimed to explore whether teachers try to integrate the four language skills in their lessons. Here the response was 100 per cent positive (see Figure 21).
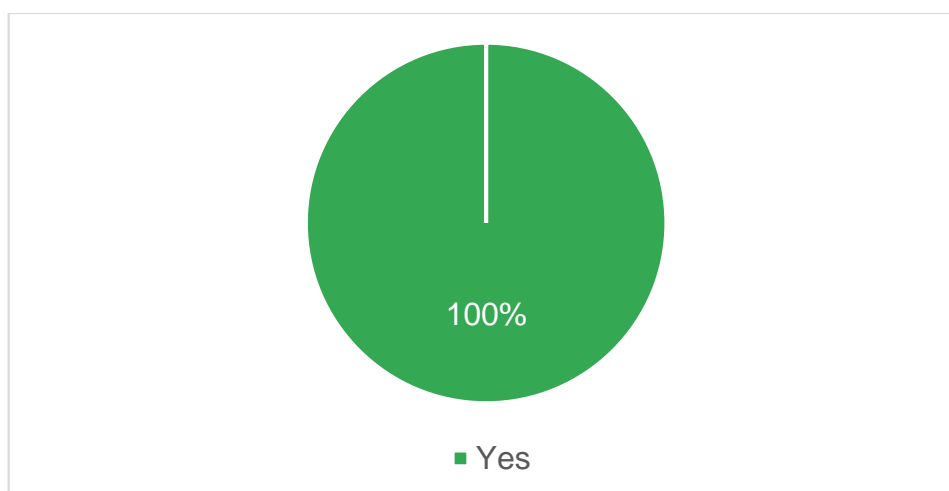
Figure 21 - Do you try to do integrated skill work, that is involving more than one language skill in an exercise or activity, in your lessons?

Question 11: 'Which integrated skill work occurs the most in your lessons?'

All the respondents who answered positively to the previous question were asked to address which integrated skill work occurs the most in their lessons. They were provided with a list of six different combinations and the option to choose a maximum of two answers that applied. As Figure 22 shows, integration of speaking and listening obtained the most responses with 34 per cent. It was followed by speaking and reading with 21 per cent and reading and writing with 18 per cent. The two least mentioned integrations were listening and reading with 16 per

cent and listening and writing with 11 per cent. The integration of speaking and writing received zero responses, and therefore, is not included in the diagram.
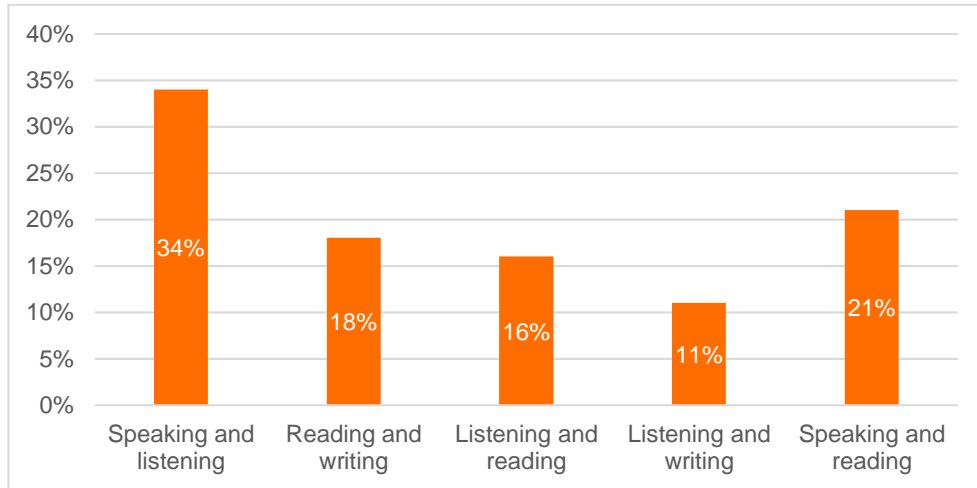
Figure 22 – If you answered 'Yes' to question 10, which integrated skill work occurs the most in your lessons?

Question 12: 'Which language skill do you consider the most important?'

The following question concerning language skills asked the respondents which language skill they consider the most important. As is clear from Figure 23, most of them, that is 88 per cent, concurred that the most important language skill is speaking. Writing and listening then each obtained 6 per cent of responses. Reading was not mentioned at all.
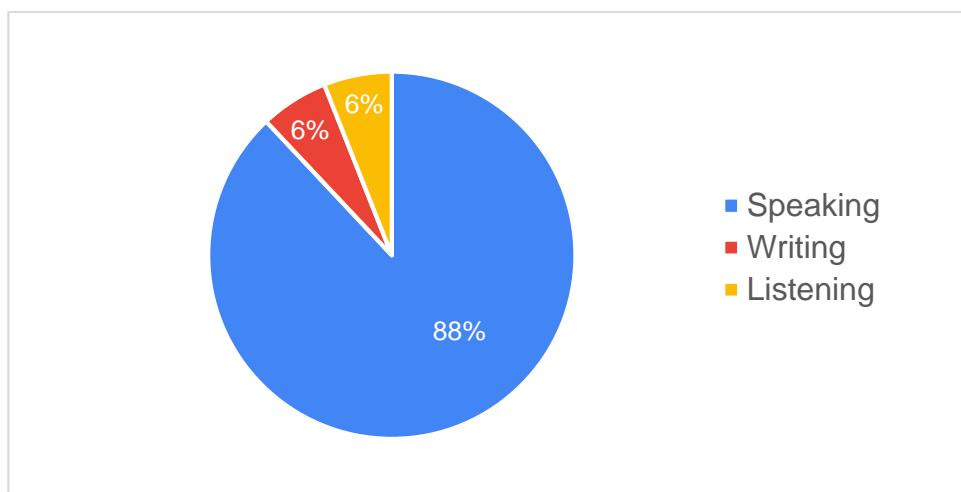
Figure 23 – Which language skill do you consider the most important?

Question 13: 'Which language skill do you practise the most in your English lessons?'

The next question focused on the practice of the language skills with Question 13 asking the respondents to choose which language skill they practise the most in their lessons. Speaking

with 83 per cent obtained the highest number of responses. It was followed by listening with 11 per cent and reading with 6 per cent. As you can see in Figure 24, zero respondents chose writing as their answer.
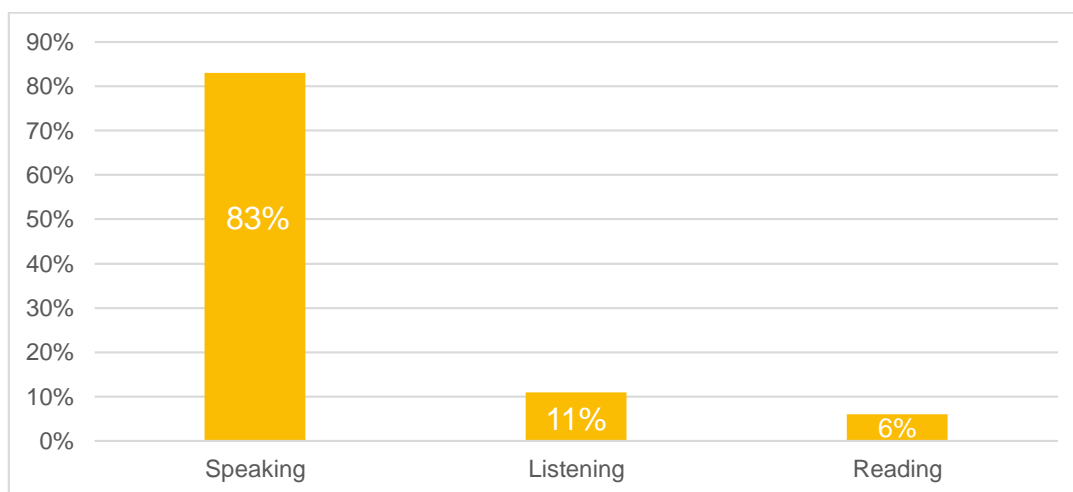
Figure 24 – Which language skill do you practise the most in your English lessons?

Question 14: 'Which language skill do you practise the least in your English lessons?'

For Question 14, the respondents were asked to choose which of the four language skills they practise the least in their lessons. 72 per cent admitted that it is writing. Reading obtained 17 per cent of responses and it was followed by listening with 11 per cent (see Figure 25). Again, one of the four language skills was not mentioned at all. This time it was speaking.

Figure 25 – Which language skill do you practise the least in your English lessons?

Question 15: 'Do you do any of these activities to practise language skills in your English lessons?'

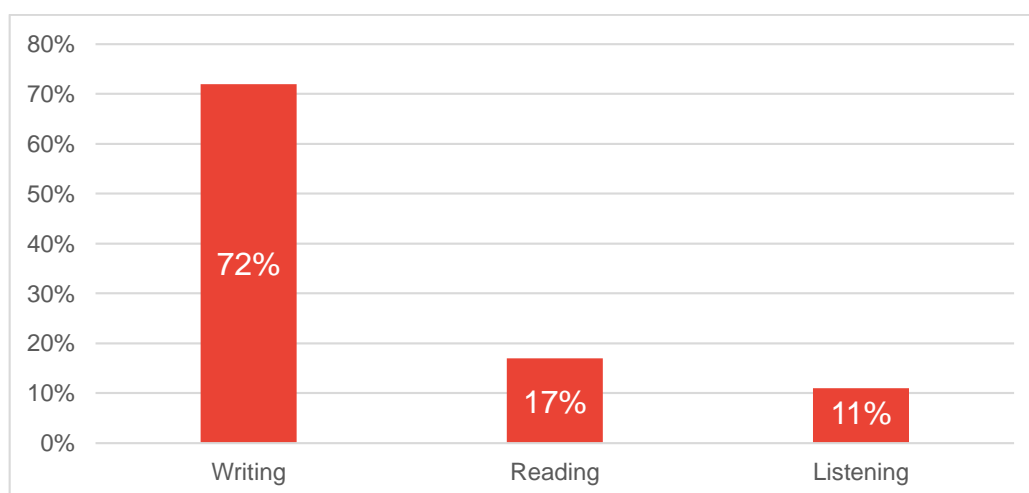The last question of the questionnaire aimed to explore which of the selected activities the respondents do in their lessons to practise and further develop their pupils' language skills. It was another multiple-choice question, so the respondents could choose all the answers that applied. As Figure 26 shows, options oral presentation and listening to songs or watching videos each obtained 23 per cent of responses. A part of the latter option was 'followed by pupils commenting on the content', which I did not include in the legend of the diagram to safe space. Discussions were the second most common answer with 20 per cent. They were followed closely by reading articles or book excerpts (again, the part 'followed by pupils commenting on the content' was not included for the said reason) with 19 per cent. Writing postcards, e-mails or letters with 9 per cent and free writing about some topic with 6 per cent obtained the least amount of responses. This question also included a negative answer *I do not* which was not chosen by any of the respondents.
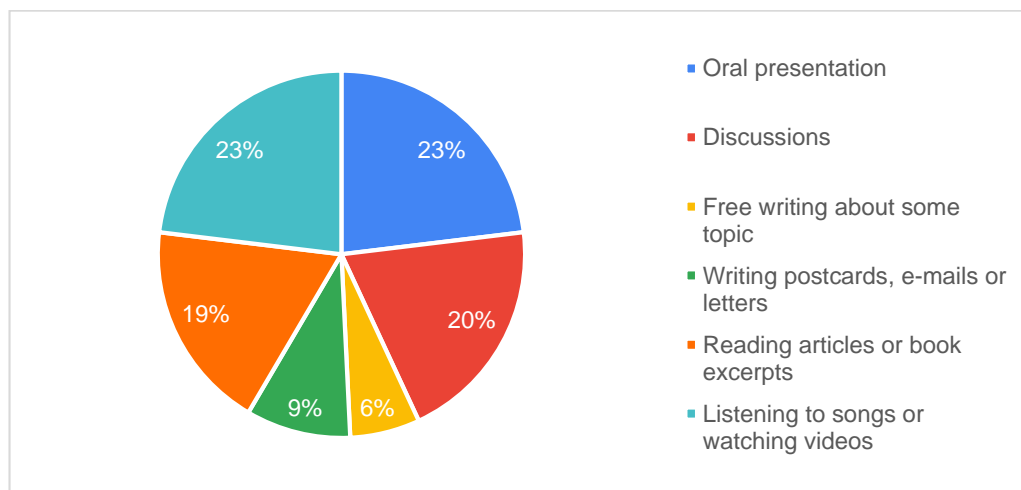
Figure 26 – Do you do any of these activities to practise language skills in your English lessons?

5.2.1 Summary of results of respondent group 2

This subchapter aims to summarise and interpret the findings of the questionnaire distributed among teachers of English who comprised respondent group 2. Some of the results shall be complemented with comparisons to responses of respondent group 1 to see whether their views on some of the matters differ.

Starting with the results concerning authentic materials, almost all respondents answered positively to the question whether they use the said materials in their lessons. There

was only one respondent who admitted not using them. In Question 9, she was asked to choose from a list of options or write her own answer to state her reasons for not doing so. The list was sufficient enough, and she chose options *It is time consuming* and *There is not enough time in the lessons* as her answers. Both points seem valid, and they are probably two of the most common excuses for teachers to not include authentic materials in their lessons.

Those who confirmed the use of authentic materials in their lessons were asked to pick the sort of materials they use. Visual materials obtained the most responses, and they were closely followed by listening and viewing materials. Printed materials were also mentioned in a fair amount. Here the distribution of responses between these three types of materials was quite balanced. In the case of respondent group 1, which was comprised of pupils, the numbers were very different. Most of them chose authentic materials which belong to the category of listening and viewing materials. Visual materials were they second most common answer, and printed materials were mentioned the least. The distribution of responses, however, was not balanced at all.

Moving to the question concerned with the actual use of authentic materials, 86 per cent of teachers responded that they use authentic materials to practise language skills. The remaining 14 per cent was divided between the practice of language systems and the work with the content. Three teachers also used the option to write their own answers but two of them just pointed out that they use authentic materials for all three stated purposes. Only one teacher's answer was completely original – *to practise sociolinguistic competencies*. Pupils' answers to this question were in the same order, however, the percentage representation was different, see Figure 5 and Figure 19 for comparison. I was pleasantly surprised that a majority from both respondent groups chose the answer to practise language skills. These results seem to confirm that the already mentioned shift in the use of authentic materials is really happening.

Next, the teachers were asked whether they think that the use of authentic materials improved their pupils' motivation and activity in their lessons. All of them responded positively, although some of them expressed a bit of uncertainty over the effect of authentic materials on their pupils. Most of the pupils also responded positively to the use of authentic materials in their lessons by acknowledging their enjoyment from working with these materials.

Moving to the topic of language skills. All respondents stated that integrated skill work occurs in their lessons. Only 80 per cent of pupils, on the other hand, had the same feeling about their lessons, and the remaining 20 per cent thought that integrated skills work is

something that does not occur in their lessons. The possible reasons for them thinking so were mentioned in subchapter 5.1.1. The teachers were further asked which integrations occur the most in their lessons. A majority of them concurred on speaking and listening, a combination that goes together naturally, as was mentioned in subchapter 2.3. The second most common answer was speaking and reading. This was quite a surprise as these skills are usually not put together. However, as long as the teacher makes it work, it does not matter that the integration seems untypical. Reading and writing, another natural combination, was the third most mentioned integration, and it was followed by integration of listening and reading and then listening and writing. The integration of speaking and writing obtained zero responses.

Both teachers and pupils concurred that speaking is the most important of the four language skills. This seems to confirm the already mentioned assumption that speaking is generally considered the most important by a majority of people. Some of the teachers also mentioned writing and listening, but no one mentioned reading. Reading, however, obtained a couple of responses from some of the pupils who consider it the most important.

Regarding the actual practice of the language skills in lessons, the teachers responded that the language skill that they practise the most is speaking. This is not very unexpected as they consider it the most important. Listening and reading also obtained some responses, but it is clear from Figure 24 that these skills are not as preferred as speaking. Teachers also admitted that the skill they practise the least is writing. Listening and reading were mentioned as well, but not nearly as much as writing.

There appear to be very different opinions concerning the practice of writing. As was already mentioned, teachers claimed to practise writing the least. The pupils, on the other hand, felt that this skill is the one they practise the most. There might be two possible explanations for why this happened. One of them might be that the pupils who filled in the questionnaire were all from one school, whereas the teachers were from various schools in Prostějov. It is possible that if the questionnaire was distributed among pupils of other schools as well, the results would be different. Another possible explanation might be in the understanding of the practice of writing. The pupils might believe that they are practising writing, even though the focus is, for example, on grammar. The teachers, on the other hand, might consider free writing about some topic or writing e-mails, letters or stories as the actual practice of writing.

The last question of the questionnaire was also concerned with some of the activities which could be used to practise and further develop pupils' language skills. In this case, the responses quite correspond with teachers' answers to the two previous questions. Oral

presentation and listening to songs or watching videos followed by pupils commenting on the content each received the same amount of responses, and they were followed by discussions. Considering that all of these three activities practise speaking, it should not be surprising that they were mentioned the most. Writing postcards, e-mails or letters and free writing about some topic were chosen by the least number of respondents, but since the teachers seem to not practise writing as much, this outcome is, again, not very surprising. Reading articles or book excerpts were mentioned as well. No one responded that they do not do any of these activities in their lessons. The pupils' responses to this question were, again, quite different – for direct comparison see Figure 12 and Figure 26.

To conclude, the results of the questionnaire for respondent group 2 are quite positive. Almost all of the respondents admitted using authentic materials in their lessons, and according to their responses, they often use them to practise language skills of which a majority considers speaking to be the most important. All of them also do integrated skill work with diverse combinations of the skills, and they include various activities to practise and further develop the language skills of their pupils. The results also showed immense differences in the practice of individual language skills. While a lot of stress is put on speaking, the teachers seem to barely focus on developing the skill of writing. Listening and reading do not seem to be practised as much too. Concerning these findings, it would be recommended to implement some of the other mentioned activities more in teachers' lessons to ensure a more equal practice of language skills. The teachers may also consider evaluating which language skills they practise the most or the least and perhaps include their pupils in the discussion.

6. Activities to practise language skills with the help of authentic materials[1]

The second chapter of the practical part aims to present a collection of lesson plans that were designed specifically for this diploma thesis and whose purpose is to practise language skills with the help of authentic materials. Each lesson plan shall be described and complemented with instructions, timing and my reflection in the following subchapters. The inspirations for the lesson plans shall be properly stated, if not stated, then the lesson plan was my original idea. All used materials can be found in appendices.

6.1 Lesson plan 1 – 'Judge a book by its cover'[2]

Language skills: Speaking, writing
Selected age group: 10 – 11 years old; 5th year pupils
Length: 45 minutes
Materials: Accompanying power-point presentation, selected book covers
Inspiration: Videos found on YouTube channel ZuzkaAnotuje called '(Ne)sud' knihu podle obalu', link: https://www.youtube.com/channel/UCLQQhwjtL6Jl1mR6iS6LBuA/videos
Learning aim: The pupils will be able to estimate the content of a book based on its cover and write answers to selected questions, and they are willing to work in groups and share their answers with their classmates.

The aim of this activity is to talk about books and reading in general. After the introductory class discussion, the pupils are divided into groups (there can be a maximum of 4 pupils in one group) and provided with book covers – one for each group. Their task is to judge the book by its cover by answering pre-selected questions and using as much English as possible. Someone from the group should be a writer, meaning that this person writes down the answers and all relevant notes. And someone else should be a speaker who later presents the ideas and opinions of the group in front of the class. The teacher should use an accompanying power-point presentation to properly explain the task, show pupils the questions and reveal the correct information about each book.

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[1] All lesson plans were tested during my second teaching practice, and for that reason, they are included in my portfolio from this practice as well.

[2] This lesson plan was also included in my portfolio for the course DIP2 as a project work proposal.

Pre-activity

Class discussion about books and reading (5 – 10 minutes)

The teacher discusses books and reading with the class. At this point, he or she only asks some general questions, e.g. *Who likes reading?*, *What is your favourite book* or *What is the last book you read?*, *What does a book need to have to get your attention?*, *What genres do you like/read/know?*. The teacher should write all the stated genres on the board as the pupils will need to work with them later.

Organization and practice on an example (5 minutes)

The teacher uses the accompanying power-point presentation to explain the task and practise it on an example. Then, he or she asks the pupils to get into groups and gives each group one book cover. It is recommended to include the questions stated below in one slide of the presentation and leave it projected while the pupils are doing the task.

While-activity

Judging books by their covers in groups (10 – 15 minutes)

The pupils work in groups and judge their assigned books by their covers by answering the following questions:

- Is the book new or old?

- What is the genre of the book?

- Who is the main character?

- What is the main character like?

- What is the book about?

- Would you read the book?

Presenting ideas and opinions in front of the class (5 – 10 minutes)

A chosen speaker from each group comes in front of the class and presents the ideas and opinions of the group about the book.

Post-activity

Showing correct answers about the books (5 – 10 minutes)

The teacher uses the power-point presentation again, but this time to show correct answers about each book. He or she can do that after all groups present or after the presentation of each group. After revealing the real information, the teacher can ask members of each group whether they would read the book when knowing what it is about.

Asking for feedback (5 minutes)

The teacher can make use of the remaining time in the lesson to ask the pupils for their feedback.

My reflection: This activity was very successful with the pupils of 5.A who tried it during one of our lessons. When asked for feedback, all of them, except for one pupil who, however, is very hard to please with anything, stated that they enjoyed the activity mainly because it was something completely different from what they normally do in lessons. I would also mention the work in groups and discussion about books as other reasons for their positive attitude towards this activity. The pupils had no problems answering the questions, however, it is worth mentioning that I provided them with translation of all the questions to ensure that they would understand everything. Given their proficiency level, it was expected that they would not be able to communicate and write their answers only in English. All the groups had their answers partially written in Czech and partially in English, but I appreciated any afford that the pupils made.

Although this activity was tested on pupils at the primary school, I can imagine using it with older pupils or even students at the secondary school as well. In my opinion, this activity would be great for the introduction of some of the books written by well-known American or British authors that the students would learn about for their maturita exam.

6.2 Lesson plan 2 – 'People we can admire'

Language skills: Reading, speaking, writing

Selected age group: 12 – 13 years old; 7th year pupils

Length: 45 minutes

Materials: Selected book excerpts from Goodnight stories for Rebel Girls (2016) and Goodnight stories for Rebel Girls 2 (2017) by Francesca Cavallo and Elena Favilli

Learning aim: The pupils will be able to summarise the content of their texts and make notes, and they are willing to share important and/or interesting information from the texts with their classmates.

This activity was constructed on the assumption that pupils at the lower secondary school do not read authentic texts very often. To try whether they would be able to work with such texts, several stories about inspirational women from the two books mentioned above were chosen. The focus of the activity are admirable people, so for homework, the pupils can be asked to choose one person that they admire, state some reasons why they admire this person and write

down some qualities that a person needs to have to be admired – this can serve as an introduction to the topic of the lesson. Moving to the reading part, the pupils can either choose the texts that they think they would like or they can choose them blindly. It works better if each pupil gets one original text as later they are supposed to share information and it is better if each of the pair read about someone else. It is recommended to provide the pupils with dictionaries as the texts can include vocabulary that they are unfamiliar with.

Pre-activity

Asking pupils about the people they admire (5 – 10 minutes)

The teacher asks some of the pupils about the people they admire and their reasons for their admiration. Then, he or she discusses with the class the qualities that a person needs to have to be admired.

While-activity

Reading the selected texts and making notes (15 – 20 minutes)

The pupils are asked to choose their texts. The texts can either be placed so that the pupils do not see the content and therefore choose their texts blindly and randomly or they can choose texts that they think they would like. The pupils are asked to read their texts twice. The first reading is for general understanding, the second reading is for the search of specific information, e.g. who is this person, what is this person famous for, anything interesting or fun, should this person be admired etc. The pupils either write down short notes in their exercise books or highlight the information in the text. They should also have access to dictionaries during this activity in case they would need to look up some unknown words.

Post-activity

Sharing information in pairs (10 minutes)

After they finish reading and making notes, the pupils talk in pairs and share information about the people they read about.

Asking for feedback (5 minutes)

The teacher can use the remaining time in the lesson to ask the pupils for their feedback. He or she can also work further with the task by asking for volunteers who would share information about the people they read about with the whole class or discussing whether the pupils would add some other qualities that admirable people should have.

My reflection: This activity was tested in the classes of 7.B and 7.A and it had two completely different results. Starting with 7.B, it was evident that almost half of the pupils did not enjoy the activity. It was partially because they considered the texts boring, and partially because they had troubles with comprehension as most of the pupils in this class were not very good at English. The fact that they were provided with dictionaries and I and my mentor tried to help did not have a big effect on anything. Some of the pupils lacked motivation to even try and instead, they were giggling and making fun of the illustrations that accompanied the texts. There were only a couple of pupils who genuinely seemed interested, and one pupil even asked me whether we would do something like this again.

After the experience with 7.B, I had zero expectations when I was supposed to try this activity with 7.A. Eventually, I was very pleasantly surprised by how well it turned out. Although there were some issues with untidiness in the classroom which caught pupils' attention, they managed to read the texts, find the necessary information and share them in pairs within the time of the lesson. I was pleased that I got very good feedback from this class. Most of the pupils enjoyed the reading, one pupil even said it was fun, and another, to my surprise, stated that he understood the whole text without any problems. The pupils were provided with dictionaries as well, and I assisted anyone who needed help, but as this class consisted mostly of pupils who were good at English, they were able to work independently.

The biggest challenge of this activity was probably note-taking. I did not realise that the 7th year pupils were not taught how to make short notes from a text. Because of that, they spent too much time on copying entire sentences. This caused that the pupils in 7.B, who tried this activity first, did not get to the part when they were meant to share information. I learnt my lesson and when I later did this activity with 7.A, I told the pupils to always write just one sentence with the information that they were meant to search for in their texts. Thanks to that, they managed to do everything that they were supposed to.

After the testing of this activity in both of the classes, I and my mentor concurred that this activity, although successful in 7.A, was just too difficult for the pupils of their proficiency level. And that is even though the chosen authentic texts were selected for their simplicity as they were originally written for readers aged 6+. I and my mentor concurred that this activity would be more suitable for pupils of the 9th year who are good at English or students at the secondary school.

6.3 Lesson plan 3 – 'I'm writing you from…'

Language skills: Writing, listening, speaking

Selected age group: 12 – 13 years old; 7th year pupils

Length: 45 minutes

Materials: Worksheet that looks like a postcard, an example postcard (optional), a clip from the movie Charlie and the Chocolate Factory *(2005)* – 'Charlie and the Chocolate Factory - Chocolate Room', link: https://www.youtube.com/watch?v=OMFQtY6655E&t=185s

Learning aim: The pupils will be able to discuss the content of the clip and write their own postcards, and they are willing to provide help to their classmates who might need it.

This activity aims to practise mainly the skill of writing. For this purpose, it was decided that the pupils would try writing a postcard. After the introductory discussion about travelling, a clip from the movie Charlie and the Chocolate Factory *(2005)* is shown and then discussed. During the discussion, the teacher can also ask the pupils if they know any other fictional places from literature or movies. This part serves as an inspiration for the writing task for which the pupils are asked to imagine that they are visiting the Chocolate Factory and write a postcard from this place to their friends, parents or other relatives. It is also possible to give the pupils the option to write the postcard from another fictional place of their choice. It is recommended to provide the pupils with dictionaries and also an example of how the postcard can look.

Pre-activity

Discussion about travelling (5 minutes)

The teacher can start this activity by generally discussing travelling with the pupils. He or she can ask them which foreign countries they have visited or which foreign countries or places they would want to visit one day.

While-activity

Watching and discussing the clip (5 – 10 minutes)

The teacher plays the clip from the movie Charlie and the Chocolate Factory *(2005)*. After that, he or she discusses the clip with the pupils – *What can you tell me about the Chocolate Factory from the clip or the movie, if you have seen it? Is this place somehow special? Would you like to go there? Why yes or why not?* The teacher can also ask the pupils whether they know any other fictional places from movies or literature and whether they would like to visit them if it was possible.

<u>Writing a postcard</u> (20 minutes)

The pupils are asked to imagine that they are visiting the Chocolate Factory or any other fictional place of their choice. They are given a worksheet that looks like a postcard, and their task is to write the postcard to someone they know. The teacher should set a minimum number of sentences that the pupils should write.

Post-activity

<u>Asking for feedback</u> (5 minutes)

The teacher can use the remaining time in the lesson to ask the pupils for their feedback, or he or she can ask the pupils to share in pairs which fictional places they chose, why and what they wrote about in their postcards.

My reflection: The pupils were happy to watch and then discuss the clip. Some of them even saw the movie, so they were able to contribute with some more information about the Chocolate Factory. They were less enthusiastic when I told them that they would practise writing, but still, they did the task without any problems or complaints. Most of the pupils decided to write from the Chocolate Factory, but a couple of them chose a different fictional place. Two pupils just copied my example that I projected on the screen as an inspiration for the class.

This activity was tested only in 7.A, as I and my mentor concurred that it would be too difficult for the pupils in 7.B who were not as good at English as pupils in 7.A. Although some of the pupils in 7.A considered this activity the best that we did together, it was evident that this type of writing was not very suitable for the pupils of their proficiency level. Their sentences had grammatical mistakes, wrong word order or missing words. Still, I could understand what they were trying to say and I appreciated the work of anyone who at least tried to write something. My mentor later told me that they would need to be given a specific structure that they could follow, meaning that their writing would have to be controlled. After the testing, I concluded that this activity would probably be more suitable for the pupils of the 9th year at the lower secondary school, or rather students at the secondary school. It is then up to the teacher whether he or she will only appreciate the effort of the pupils or students as I did or evaluate and correct the writings according to the principles mentioned in subchapter 4.1.6.

6.4 Lesson plan – 'What if fairy-tale characters were on a dating website?'

Language skills: Listening, writing, speaking

Selected age group: 12 – 13 years old; 7th year pupils

Length: (2 x) 45 minutes

Materials: Accompanying power-point presentation with excerpts from selected songs of the musical Into the Woods *(2014)*, worksheets

Inspiration: 'Dating game' on *British Council: Teaching English* website, link: https://www.teachingenglish.org.uk/article/dating-game and 'Halloween writing activity: Dating profiles' on *Teachers pay teachers* website, link: https://www.teacherspayteachers.com/Product/HALLOWEEN-WRITING-ACTIVITY-DATING-PROFILES-2814667?st=ebf08a16a1cecee67b697cdedb0b6201)

Learning aim: The pupils will be able to recognize which fairy-tale characters are singing the songs or which fairy-tale characters are the songs about and write their own descriptions and made-up information about the fairy-tale characters, and they are willing to share them with the class and work in groups.

This last activity was designed as a fun way to practise the skills of listening, speaking and writing. Its focus are the songs from a film adaptation of the famous musical Into the Woods sung by various fairy-tale characters that appear in it. After the introductory class discussion about fairy tales, the pupils are divided into groups (there can be a maximum of 4 pupils in one group). Each group listens to one short excerpt from a selected song and decides which character is the song about or which character is singing the song. After that, each group gets a special worksheet that resembles a dating profile. Their task is to fill in the profiles and then present some information from them to the class.

Pre-activity

Discussion about fairy tales (5 – 10 minutes)

To set the tone of the lesson and prepare the pupils for the activity, the teacher asks the class questions about fairy tales. He or she can ask which classical fairy tales (e.g. by brothers Grimm or Hans Christian Andersen) they know, what are some of the villains and what are the heroes and villains like. The teacher should guide the pupils to mention the characters that are part of the selected songs. He or she can also use the accompanying power-point

presentation to give the pupils some background information about the said musical as part of the teaching of the cultural studies of the USA.

While-activity

Listening to song excerpts and guessing the characters (5 minutes)

The pupils get in groups. Each group listens to one song excerpt and tries to guess which character is singing the song or which character is the song about. It is possible to play the song excerpts from the power-point presentation and in such case, the teacher can also include the appropriate lyrics to help pupils with the guessing.

Filling the dating profiles (20 – 30 minutes)

Once all groups guess their characters, the teacher gives them worksheets and tells them to imagine that they are making dating profiles for their characters. Their task is to fill in all required information. The pupils are encouraged to use their imagination and be as creative as possible. The teacher should provide them with dictionaries if they would need to look up some words. Ideally, the pupils should communicate in English as much as possible.

Post-activity

Presenting their dating profiles (5 minutes)

After the groups complete their dating profiles, a chosen speaker from each group should present their created dating profile, for example, by mentioning five different pieces of information about their character.

Asking for feedback (5 minutes)

The teacher can use the remaining time in the lesson to ask the pupils for their feedback.

My reflection: This activity was tested in 7.B and 7.A, and it was the most successful activity that we did together. Some pupils even said that this activity was their favourite. Both classes enjoyed guessing the characters, the actual creation of the dating profiles and also the work in groups. There were no problems, and the pupils were able to fill in the profiles with almost no help from me or my mentor. All the finished profiles were very nicely prepared, and some of them were quite original and funny. Although I asked the pupils to speak English as much as possible, they mostly spoke Czech. Probably because of their proficiency level and also because they were not used to speaking only English in their lessons. Everything in the profiles, however, was written in English.

I am glad that the pupils were so enthusiastic and the activity worked as I imagined and was suitable for their proficiency level. The only problem was that we did not manage to do

everything in just one lesson in both of the classes. Therefore, it was necessary to dedicate two 45minute lessons to this activity. I can imagine, however, that older pupils or students at the secondary school would manage to do everything in just one lesson and also to communicate in English more than the pupils of the 7th year.

Conclusion

The main aim of this diploma thesis was to provide arguments and evidence that authentic materials can be used for the teaching of language skills, with focus on integrated skill work. To be able to do that, it was necessary to first provide the reader with some information about authentic materials, integrated skill work and individual language skills in the theoretical part. It was explained which materials are authentic and described what are some of the advantages and disadvantages of their use. Criteria for their selection were established and principles for their appropriate use were discussed. A short overview of authentic materials was also introduced. Next, the difference between integrated and segregated-skill approach and the benefits of integrated skill work were discussed and some tips on how to make integrated skill work work were provided. Lastly, all four language skills were discussed in their corresponding subchapters with each subchapter aiming to summarise and recommend how to teach and practice the skills in lessons.

The practical part presented the findings of two questionnaires that aimed to find answers to the determined research questions. The results of both questionnaires were properly summarised and interpreted in relevant subchapters. This part also included four lesson plans constructed to demonstrate how authentic materials can be used for the teaching of language skills. Each lesson plan was complemented with description, timing, instructions and my reflection.

Regarding the answers to the determined research questions, these were the results:

1. *What is the experience of pupils and teachers at primary and lower secondary schools with authentic materials?*

80 per cent of pupils stated that they experienced their teacher using authentic materials in the lessons, and what is more, 93 per cent of them expressed their enjoyment over the use of materials that were not part of the textbook. When asked to specify what sort of authentic materials they worked with, almost 80 per cent of respondents picked materials that belong to the category of listening and viewing materials. As for teachers, 94 per cent admitted using authentic materials in their lessons, and all of them, to some extent, noticed the positive effect of authentic materials on their pupils' motivation and activity. Unlike pupils, teachers picked visual materials as the authentic materials that they use most often.

2. *How do English teachers at primary and lower secondary schools use authentic materials in their lessons?*

Over 50 per cent of pupils stated that authentic materials were used to practise language skills in their lessons. This answer also obtained over 80 per cent of responses from the teachers. I was pleasantly surprised that the majority from both groups concurred on this answer. This result indicates a shift in the use of authentic materials from practice of language systems to more appropriate practice of language skills.

3. *How are language skills taught in English lessons at primary and lower secondary schools?*

According to the results, 80 per cent of pupils noticed that integrated skill work occurs in their lessons. The teachers, on the other hand, confirmed the inclusion of integrated skill work in their lessons unanimously. They were also asked to specify which integrated skill work they do most often, and their most common answer was the integration of speaking and listening. Both teachers and pupils were also asked to pick some activities for the practice of language skills that occur in their lessons. Teachers chose oral presentation and listening to songs or watching videos followed by the pupils commenting on the content as the activities that they include the most in their lessons. Each of these activities obtained 23 per cent of responses. Listening to songs or watching videos followed by you commenting on the content with 26 per cent was pupils' most common answer.

4. *How much are language skills practised in English lessons at primary and lower secondary schools?*

The majority of pupils, that is 45 per cent, responded that writing is the language skill they practise the most in their lessons. Reading with 39 per cent of responses appeared on the other spectrum as the language skill which is, in pupils' opinion, practised the least. On the other hand, 83 per cent of teachers claimed to practise speaking the most and 72 per cent of them admitted that they practise writing the least.

The results of the questionnaires confirm that it is possible to use authentic materials for the teaching of language skills and they also indicate that such utilization of authentic materials is happening in some of the schools. What is more, both teachers and pupils concurred on the positive effect of the use of authentic materials. The results further show that teachers do integrated skill work in their lessons and try to include various activities to

practise different skills, although activities that involve speaking and listening prevail. Considering the frequency of practice of individual language skills, the opinions of pupils and teachers rather differ, particularly, regarding the practice of writing. This might have happened because the pupils who filled in the questionnaire were all from one school, whereas the teachers were from various schools in Prostějov. Another possible explanation might be that pupils believe that they practise writing, even though the focus is on something else, for example, practising grammar. Teachers, on the other hand, might consider free writing about some topic or writing e-mails, letters or stories as the actual practice of writing. It is clear that the research had its limitations and that the total number of respondents was quite small and not as diverse as it could be. Further research on a larger, perhaps national, scale might bring more objective and conclusive data concerning the use of authentic materials and the practice of individual language skills in English lessons at Czech schools.

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List of appendices

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Questionnaire for learners (in Czech)

1. Jsem: dívka / chlapec

2. Studuji na:
a) 1. stupni
b) 2. stupni

3. Setkal/a ses někdy s tím, že by učitel/ka v hodině angličtiny použil/a materiál, který nebyl z učebnice (např. píseň, video z YouTube, ukázka z filmu, úryvek knihy, …)?
a) Ano – pokud ano, pokračuj otázkami č. 4, 5 a 6 (otázku č. 7 můžeš přeskočit)
b) Ne – pokud ne, přeskoč na otázku č. 7

4. Pokud jsi na otázku č. 3 odpověděl/a kladně, o jaký druh materiálu se jednalo? Vyber všechny odpovědi, se kterými souhlasíš.
a) Obrázky, fotografie nebo značky
b) Píseň
c) Rádiový rozhovor
d) Ukázky z filmu či seriálu
e) Videa (např. z YouTube)
f) Článek z internetu
g) Úryvek z knihy
h) Jiné (doplň):_____

5. Pokud jsi na otázku č. 3 odpověděl/a kladně, k čemu byl tento materiál použit?
a) K procvičení jazykových dovedností (mluvení, poslech, psaní, čtení)
b) K procvičení gramatiky, slovíček, výslovnosti, …
c) K práci s obsahem
d) Jiné (doplň):_____

6. Pokud jsi na otázku č. 3 odpověděl/a kladně, bavila tě práce s materiálem, který nijak nesouvisel s učebnicí?
a) Ano
b) Ne

7. Pokud jsi na otázku č. 3 odpověděl/a záporně, myslíš, že by tě bavilo pracovat s takovým materiálem, který není z učebnice?
a) Ano
b) Ne
c) Nevím

8. Děláte v hodinách angličtiny cvičení nebo aktivity, při kterých procvičíte více než jednu jazykovou dovednost (mluvení, psaní, čtení, poslech)?
a) Ano
b) Ne

9. Která jazyková dovednost je podle tebe nejdůležitější?

a) Mluvení

b) Psaní

c) Čtení

d) Poslech

10. Kterou jazykovou dovednost procvičujete v hodinách nejčastěji?

a) Mluvení

b) Psaní

c) Čtení

d) Poslech

11. Kterou jazykovou dovednost procvičujete v hodinách nejméně?

a) Mluvení

b) Psaní

c) Čtení

d) Poslech

12. Dochází ve vašich hodinách angličtiny k některé z těchto aktivit, při které procvičíte jazykové dovednosti? Vyber všechny odpovědi, se kterými souhlasíš.

a) Prezentace

b) Diskuze

c) Volné psaní o nějakém tématu

d) Psaní pohledů, e-mailů nebo dopisů

e) Čtení článků nebo ukázek z knih, po nichž se vyjádříte k obsahu

f) Poslech písní nebo sledování videí, po nichž se vyjádříte k obsahu

g) Nedochází

<u>Questionnaire for teachers</u>

1. I am: woman / man

2. Years of experience: 0 – 10 / 11 – 20 / 21 – 30 / 31 years and more

3. I work at this school:

Reálné gymnázium a základní škola města Prostějova
Střední škola, základní škola a mateřská škola JISTOTA, o.p.s.
Střední škola, Základní škola a Mateřská škola Prostějov, Komenského 10
Základní škola a mateřská škola Jana Železného Prostějov
Základní škola a mateřská škola Prostějov, Kollárova 4
Základní škola a mateřská škola Prostějov, Melantrichova ul. 60
Základní škola a mateřská škola Prostějov, Palackého tř. 14
Základní škola Prostějov, ul. Dr. Horáka 24
Základní škola Prostějov, ul. E. Valenty 52
Základní škola Prostějov, ul. Vl. Majakovského 1

4. I teach at:
a) primary school
b) lower-secondary school
c) primary and lower-secondary school

5. Have you ever used authentic materials (that is materials primarily designed for native speakers with no pedagogical purpose, such as book excerpt, song or video) in your English lessons?
a) Yes – if yes, continue with questions 6, 7 and 8 (skip question 9)
b) No – if no, skip to question 9

6. If you answered 'Yes' to question 5, what sort of material was it? Please select all answers that apply.
a) Visual material (pictures, photographs, signs, …)
b) Listening and viewing material (songs, videos, clips from movies, …)
c) Printed material (articles, book excerpts, news, menus, …)

7. If you answered 'Yes' to question 5, what was the main pedagogical purpose for you to use an authentic material?
a) To practise language skills (speaking, listening, writing, reading)
b) To practise language systems (grammar, vocabulary, pronunciation, spelling, …)
c) To work with the content
d) Different:

8. If you answered 'Yes' to question 5, do you think that using a material which was not part of the textbook improved your pupils' motivation and activity in the lesson?
a) Definitely yes
b) Rather yes
c) Rather no
d) Definitely no

9. If you answered 'No' to question 5, what are your reasons for not using authentic materials in your lessons? Please select all answers that apply.
a) It is time consuming (choosing appropriate material, preparing activities, etc.)
b) There is not enough time in the lessons
c) It is not important for the fulfilment of expected outcomes from the curriculum
d) I think my pupils would not enjoy it
e) Different reason:

10. Do you try to do integrated skill work, that is involving more than one language skill in an exercise or activity, in your lessons?
a) Yes – if yes, continue with question 11
b) No – if no, skip to question 12

11. If you answered 'Yes' to question 10, which integrated skill work occurs the most in your lessons? Please select maximum of two answers which apply.
a) Speaking and listening
b) Reading and writing
c) Listening and reading
d) Speaking and writing
e) Listening and writing
f) Speaking and reading

12. Which language skill do you consider the most important?
a) Speaking
b) Writing
c) Reading
d) Listening

13. Which language skill do you practise the most in your English lessons?
a) Speaking
b) Writing
c) Reading
d) Listening

14. Which language skill do you practise the least in your English lessons?
a) Speaking
b) Writing
c) Reading
d) Listening

15. Do you do any of these activities to practise language skills in your English lessons? Please select all answers that apply.
a) Oral presentations
b) Discussions
c) Free writing about some topic
d) Writing postcards, e-mails or letters
e) Reading articles or book excerpts followed by pupils commenting on the content
f) Listening to songs or watching videos followed by pupils commenting on the content
g) I do not

JUDGE A BOOK BY ITS COVER
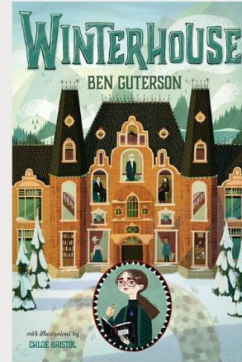
Example: Winterhouse

- From: 2018
- Genre: Mystery, fantasy
- Main character: Elizabeth Somers
- Story: Elizabeth is sent by her aunt and uncle to Winterhouse Hotel. She finds there a big library and in it a magical book. Elizabeth discovers that the hotel is full of magic and secrets and she is the only one who can solve a big mystery.

Úkol - Prohlédněte si obálku a zkuste posoudit:

- Is the book new/old? (Je kniha nová/stará?)
- What is the genre? (O jaký žánr jde?)
- Who is the main character? (Kdo je hlavní hrdina/hrdinka?)
- What is the book about? (O čem ta kniha je?)
- Would you read the book? (Přečetli byste si tu knihu?)

Pomocná slovíčka:

We think... (Myslíme si...)

We would / would not read the book... (knihu bychom si přečetli / nepřečetli)
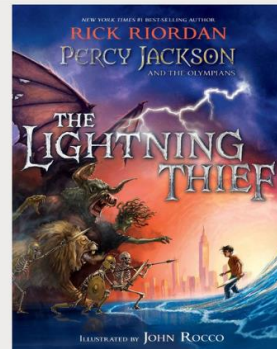
The Lightning Thief

- From: 2006
- Genre: Fantasy, adventure, Greek mythology
- Main character: Percy Jackson (+ Annabeth and Grover)
- Story: Percy Jackson discovers he is a son of Poseidon. He goes to a camp for children of other Greek gods. Soon after, Percy is accused of stealing Zeus' lightning. He has to return it, even though he does not have it.
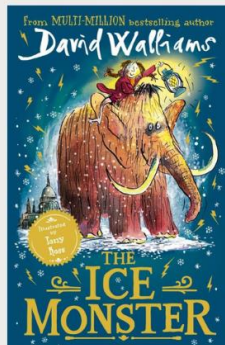
The Ice Monster

- From: 2018
- Genre: Fantasy, adventure
- Main character: Elsie
- Story: Elsie wants to discover the mysterious Ice Monster from North Pole which is a 10 000-year-old mammoth. They meet one day and become friends. They experience a big adventure together.

Wonder

- From: 2012
- Genre: Contemporary, realistic fiction
- Main character: August 'Auggie' Pullman
- Story: Auggie is a boy who looks different than other children. For the first time in his life, he starts going to school. Unfortunately, his classmates do not like the way he looks and Auggie has a hard time to fit in.

The Land of Stories The Wishing Spell

- From: 2012
- Genre: Fantasy, adventure
- Main characters: (twins) Alex and Connor Bailey
- Story: Alex and Connor travel to fantasy world where they meet many classic fairytale characters and experience many adventures.

Lesson plan 1 – Book covers
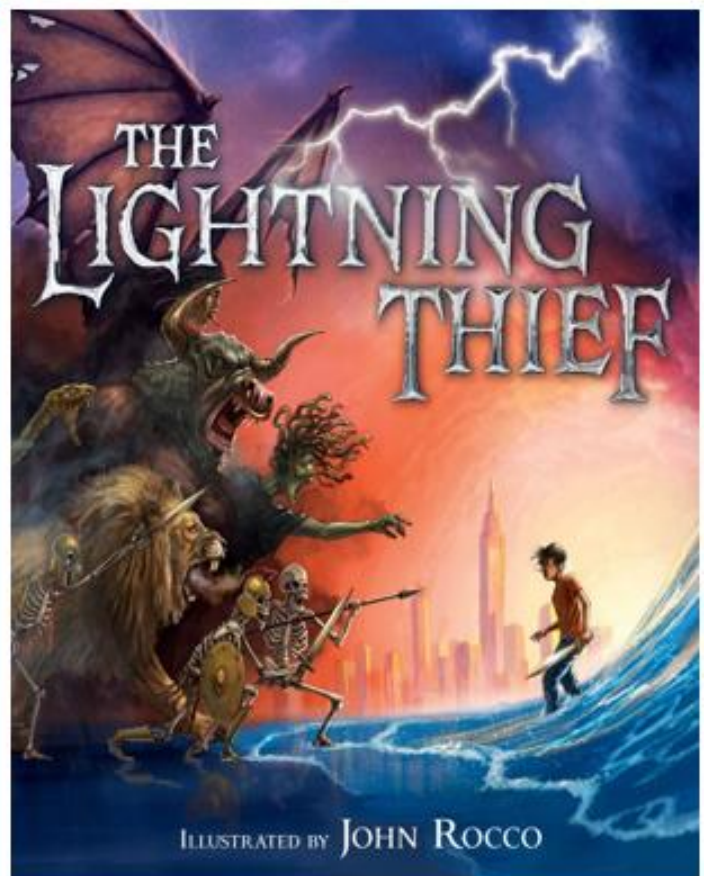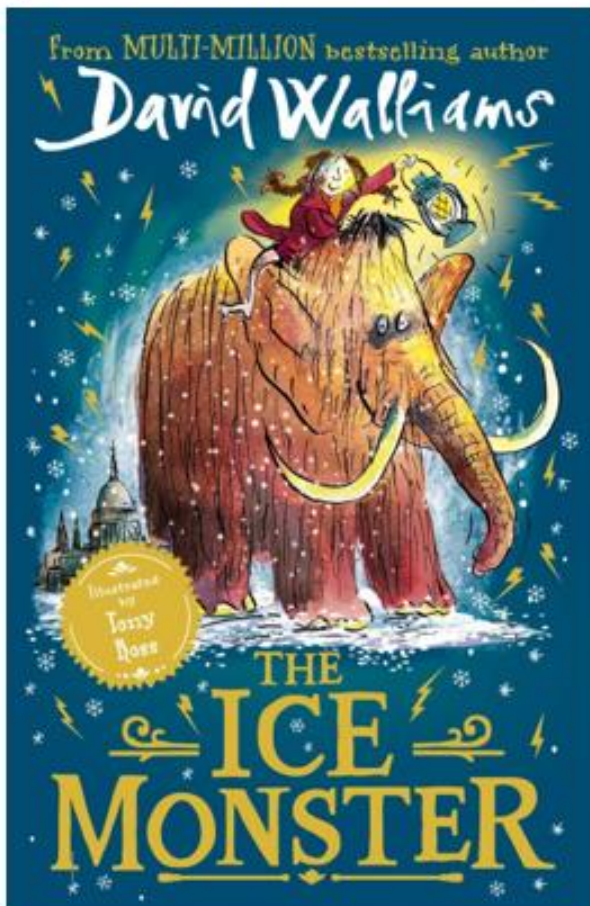
Lesson plan 2 – Book excerpts

HARRIET TUBMAN
FREEDOM FIGHTER

One day, a girl was standing in front of a grocery store, when a black man came running past. He was being chased by a white man, who yelled, "Stop that man! He's my slave!"
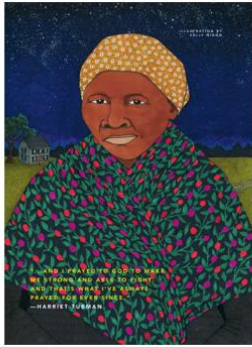
She did nothing to stop him. The girl's name was Harriet, she was twelve years old—and so was the black man who ran. Harriet hoped the man would escape. She wanted to help him.

Just then the overseer hurled an iron object at the running man. He missed, but hit Harriet on the head. She was badly injured but her thick hair cushioned the blow enough to save her life. "My hair had never been combed," she said, "and it stood out like a bushel basket."

A few years later, the family who owned her put her up for sale, so Harriet decided to escape.

She hid in the daytime and traveled by night. When she crossed the border into Pennsylvania, she realized for the first time in her life she was free. "I looked at my hands to see if I was the same person now that I was free. There was such glory over everything and I felt like I was in heaven."

She thought about the runaway slave, and her family in Maryland who were still enslaved. She knew she had to help them. Over the next eleven years, she went back nineteen times and rescued hundreds of enslaved people. She was never captured, and she never lost a single person.

CA. 1822 – MARCH 10, 1913
UNITED STATES OF AMERICA

Slovníček:
slave = otrok → enslave = zotročený
hurl = mrštit
cushion the blow = zmírnit ránu
border = hranice
rescue = zachránit
capture = chytit

JULIA CHILD
CHEF

At six feet two inches (almost 190 cm), Julia Child was an uncommonly tall girl.

When the Second World War broke out, Julia was determined to join the army. She was rejected for being too tall. The navy said she was too tall for them, too. So she became a spy.

One of her first missions was to solve a highly explosive problem. Dotted around the ocean were underwater bombs targeting German submarines. The trouble was that they kept being set off by sharks swimming too close. All the other agents were stumped—but Julia had an idea.

She started cooking.

Mixing together all sorts of disgusting ingredients, she baked cakes that smelled like dead shark when released into the water. Sharks didn't dare get close to them. You know when you spray your arms with insect repellent to keep the bugs away? She did the same, only with sharks and bombs.

After the war ended, Julia and her husband moved to France for his job. Julia's very first mouthful of French food was mind-blowing. She couldn't believe that food tasted so wonderful! No more shark repellent for her. She decided to join Le Cordon Bleu—the finest cooking school in the world—and learn everything the chefs there could teach her.

Julia became a world authority on French food and her cookbook, *Mastering the Art of French Cooking*, was a bestseller. She even had her own TV shows. "Bon appétit," she said, "–except if you're a shark!"

AUGUST 15, 1912 – AUGUST 13, 2004
UNITED STATES OF AMERICA

Slovníček:
navy = námořnictvo
spy = špion
submarine = ponorka
set off = odpálit
disgusting = nechutný
dare = opovážit se

ROSA PARKS
ACTIVIST

Once upon a time, Montgomery, Alabama, was a segregated city. Black people and white people went to different schools, prayed in different churches, shopped in different stores, rode different elevators, and drank from different drinking fountains. Everyone rode the same buses, but they had to sit in different areas: white people up front, black people at the back. Rosa Parks grew up in this black-and-white world.

It was hard for black people and many were angry and sad because of segregation, but if they protested they were thrown in jail.

One day, forty-two-year-old Rosa was sitting in the back of a bus on her way home from work. It was crowded and there were not enough seats in the front section (the one reserved for whites), so the driver told Rosa to give up her seat so a white person could sit down.

Rosa said no.

She spent the night in jail, but this one brave act showed people that it was possible to say no to injustice.

Rosa's friends declared a boycott. They asked every single black person not to use any of the buses in the city until the law was changed. The word spread fast and wide. The boycott lasted for 381 days. It ended when bus segregation was declared unconstitutional by the U.S. Supreme Court.

It took ten years for segregation to be banned in every other state, but it happened, finally, thanks to Rosa's first, brave "No."

FEBRUARY 4, 1913–OCTOBER 24, 2005
UNITED STATES OF AMERICA

Slovníček:
segregate = oddělit
injustice = nespravedlnost
declare = vyhlásit, prohlásit
unconstitutional = protiústavní
Supreme Court = Nejvyšší soud
ban = zakázat

AGATHA CHRISTIE
WRITER

Once upon a time, there was a girl who loved to write. Poems, love stories, mysteries, letters—she tried them all. Agatha wanted to be a professional writer more than anything. She talked about her dream with her dog, George Washington, during their daily walks. Each new place she and George visited, Agatha looked at as a setting for a story, and every time she met someone, she wondered if that person could be one of her characters.

Agatha sent her stories to magazines but got turned down. The rejection letters kept piling up, but Agatha didn't let that stop her. She was an avid reader and especially loved murder mysteries.

So she wrote her own detective novel.

The Mysterious Affair at Styles featured Hercule Poirot, a Belgian detective with a glorious mustache. Many publishers turned down Agatha's manuscript, but finally one said yes.

When the novel was published, it was a huge success and marked the beginning of an unbelievable career. Agatha Christie's books have sold more than two billion copies and have been translated into over a hundred different languages, making her the best-selling novelist of all time.

Hercule Poirot with his pointy mustache and Miss Marple with her cute hats became two of the most popular literary detectives ever. They appeared in TV shows and movies, and kept millions of people guessing as they figured out a whodunit.

Through her remarkable career, Agatha wrote sixty-six detective novels, fourteen short story collections, and the world's longest-running play, The Mousetrap.

SEPTEMBER 15, 1890 – JANUARY 12, 1976
UNITED KINGDOM

Slovníček:
mystery = záhada
turn down = odmítnout
glorious = velkolepý
publish = vydat
whodunit = kdo to udělal, kdo je vrah

FLORENCE NIGHTINGALE
NURSE

Once upon a time, a baby was born to an English couple travelling in Italy. They decided to name their daughter after the beautiful city where she was born, so they called her Florence.

Florence loved travelling, she loved math and science, and she loved collecting information. Whenever she traveled to a new place, she would note down how many people lived there, how many hospitals there were, and how big the city was.

She loved numbers.

Florence studied nursing and became so good at it that the government sent her to manage a hospital for injured soldiers in Turkey.

As soon as she arrived, Florence started collecting and examining all the data she could find. She discovered that most of the soldiers died not because of their wounds, but because of infections and diseases contracted in the hospital. "The very first requirement in a hospital is that it should do the sick no harm," she said.

She made sure that everyone working there washed their hands frequently and kept everything clean. At night, she carried a lamp as she made her rounds, talking to her patients and giving them hope.

Thanks to her, many more soldiers made it home safely, and she became known as "The Lady with the Lamp."

MAY 12, 1820–AUGUST 13, 1910
UNITED KINGDOM

Slovníček:
note down = poznačit si
manage = vést, řídit
wound = rána
disease = nemoc
requirement = požadavek

SIMONE BILES
GYMNAST

Once there was a girl who could fly. Her name was Simone Biles.

Simone Biles was a gymnast, the greatest in American history. When Simone took to the mat, people couldn't take their eyes off her. She was so fast, so strong, so flexible, so agile! She flew through the air with such grace and speed, twisting and turning, and landing perfectly each time.

Simone started gymnastics when she was just six years old. By the time she was eighteen, she had already won so many medals, that when she traveled to Rio for the Olympics everyone expected her to win not one, but five medals.

"How do you deal with that kind of pressure?"

"I try not to think about it. Right now, my goal is to be more consistent on the uneven bars."

"What about the goal of winning a gold medal?"

"A medal can't be a goal," Simone replied, smiling. "It's like my mom always says: 'If doing your best means you come out on top, that's awesome. If it means that you finish fourth, that's awesome too.'"

Simone's mom adopted her when Simone was three. She taught Simone that staying humble and doing your best is the only way to live a meaningful life and to inspire everyone around you.

At the Olympics in Rio, Simone won five medals—four of them gold!

BORN MARCH 14, 1997
UNITED STATES OF AMERICA

Slovníček:
flexible = ohebný
agile = mrštný
grace = elegance
pressure = tlak
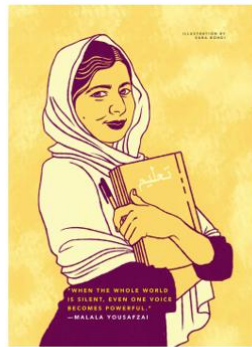
MALALA YOUSAFZAI
ACTIVIST

Once there was a girl who loved school. Her name was Malala.

Malala lived in a peaceful valley in Pakistan. One day, a group of armed men called the Taliban took control of the valley. They frightened people with their guns.

The Taliban forbade girls from going to school. Many people disagreed but they thought it would be safer to keep their girls at home.

Malala thought this was unfair, and wrote about it online. She loved school very much—so one day, she said on TV, "Education is power for women. The Taliban are closing girls' schools because they don't want women to be powerful."

A few days later, Malala got onto her school bus as usual. Suddenly, two Taliban men stopped the bus and shouted, "Which one of you is Malala?" When her friends looked at her, the men fired their guns, hitting her in the head.

Malala was rushed to hospital, and she did not die. Thousands of children sent her get well cards, and she recovered faster than anyone could have imagined. "They thought bullets would silence us, but they failed," she said. "Let us pick up our books and our pens. They are our most powerful weapons. One child, one teacher, one book, and one pen can change the world."

Malala is the youngest person ever to receive the Nobel Peace Prize.

BORN JULY 12, 1997
PAKISTAN

Slovníček:
take control = převzít moc
frighten = děsit
bullet = kulka
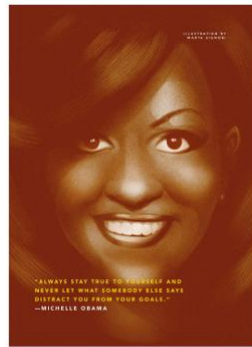
MICHELLE OBAMA
LAWYER AND FIRST LADY

Once upon a time, there was a girl who was always afraid.

Her name was Michelle Robinson and she lived in a one-bedroom apartment in Chicago with her family.

"Maybe I'm not smart enough. Maybe I'm not good enough," she worried. And her mother would say, "If it can be done, you can do it."

"Anything is possible," said her dad.

Michelle worked hard. Sometimes, teachers told her she should not aim too high because her grades were not that good. Some people said she would never achieve something big, because "she was just a black girl from the South Side of Chicago."

But Michelle chose to listen to her parents. "Anything is possible," she thought. So she graduated from Harvard and became a lawyer at a big firm.

One day, her boss asked her to mentor a young lawyer. His name was Barack Hussein Obama.

They fell in love and got married a few years later.

One day, Barack told her he wanted to become President of the United States. At first, she thought he was crazy, but then she remembered: "If it can be done, you can do it." So she quit her job and helped him on his campaign. Barack won the elections (twice!) and Michelle became the first African-American First Lady of the United States. "No one is born smart. You become smart through hard work," is her motto.

BORN JANUARY 17, 1964
UNITED STATES OF AMERICA

Slovníček:
aim = mířit
grade = známka
achieve = dosáhnout
graduate = vystudovat, promovat
elections = volby

✶ MARIE CURIE ✶
SCIENTIST

Once, in Poland, there was a secret school. People called it the Floating University.

The government at that time was very strict about what people could and couldn't study. Girls were not allowed to go to college at all. Marie and her sister were students at the secret school, but they were tired of hiding.

One day, they heard that in Paris there was a university called the Sorbonne, which accepted girls, so they decided to move to France.

Marie was fascinated by metals and magnets. She found out that some minerals were radioactive. They gave off powerful rays and glowed in the dark. To analyze these minerals' properties, Marie would set them on fire, melt them, filter them, and stay up all night to watch them glow. Radiation is used to treat many diseases, but it is also very dangerous. Just imagine that, after all these years, Marie's notebooks and instruments are still radioactive. If you want to look at them, you have to wear protective clothing and gloves. Marie's husband, Pierre, was so intrigued by her research that he decided to drop his work on crystals to join her. Together they discovered two new radioactive elements: polonium and radium.

Marie Curie won two Nobel Prizes for her work and she could have made a lot of money from her discoveries. She chose, instead, to make her research available to anyone for free.

NOVEMBER 7, 1867–JULY 4, 1934
POLAND

Slovníček:
strict = přísný
metal = kov
ray = paprsek
glow = svítit
treat diseases = léčit nemoci
drop = nechat

"NOTHING IN LIFE IS TO BE FEARED. IT IS ONLY TO BE UNDERSTOOD." —MARIE CURIE

✶ ADA LOVELACE ✶
MATHEMATICIAN

Once upon a time, there was a girl named Ada who loved machines. She also loved the idea of flying.

She studied birds to work out the perfect balance between wing size and body weight. She tested out materials and tried out several designs. She never managed to soar like a bird, but she created a beautiful book full of drawings called *Flyology* where she recorded all of her findings.

One night, Ada went to a ball. There, she met a grumpy old mathematician named Charles Babbage. Ada was a brilliant mathematician herself, and the two soon became good friends. Charles invited Ada to see a machine he had invented. He called it the Difference Engine. It could automatically add and subtract numbers. No one had ever done that before.

Ada was hooked.

"What if we built a machine that could make more complicated calculations?" she said. Excited, Ada and Charles started working. The machine was huge and it required an enormous steam engine.

Ada wanted to go further: "What if this machine could play music and show letters as well as numbers?"

She was describing a computer, way before modern computers were invented! Ada wrote the first computer program in history.

DECEMBER 10, 1815–NOVEMBER 27, 1852
UNITED KINGDOM

Slovníček:
wing = křídlo
soar = letet
ball = bal
add and subtract = sčítat a odečítat
require = vyžadovat
steam engine = parní stroj

"THAT BRAIN OF MINE IS SOMETHING MORE THAN MERELY MORTAL, AS TIME WILL SHOW." —ADA LOVELACE

✶ BILLIE JEAN KING ✶
TENNIS PLAYER

Once there was a formidable tennis player called Billie Jean. She was a great champion who won all the most important tennis tournaments of her day. But there was something she found profoundly bothersome. At the time, female players earned only a fraction of the prize money that male players made. "Why should women put up with being paid less?" Billie Jean protested. "We sell the same number of tickets."

"That's just how it is," the tournament organizers replied.

"Do something about it," she said, "or I will boycott your tournament." The tournament organizers laughed at her, but she wasn't joking. She got together with nine other female tennis players, and they created their own circuit with nineteen tournaments and many big sponsors.

The battle for equality in tennis had just begun.

"A woman's place is in the kitchen, not on the tennis court," proclaimed Bobby Riggs, a male tennis player who strongly believed that women were worth less than men.

"Oh, yeah?" said Billie Jean. "I'll show you."

They played each other in a historic match called the Battle of the Sexes. Thirty thousand people in the stadium and fifty million television viewers watched Billie Jean beat Riggs in straight sets.

Organizers of the US Open finally met her demand, making it the first major tennis tournament to offer equal prize money to men and women. Thanks to Billie Jean, today tennis is one of the few sports where female and male athletes have achieved equal pay in all the biggest tournaments.

BORN NOVEMBER 22, 1943
UNITED STATES OF AMERICA

Slovníček:
bothersome = protivný
fraction = zlomek
equal = stejný, rovný → equality = rovnoprávnost
sex = pohlaví
demand = požadavek
achieve = dosáhnout

"If you're going to make an error, make a doozy, and don't be afraid to hit the ball."
- Billie Jean King

✶ HEDY LAMARR ✶
ACTRESS AND INVENTOR

Once upon a time, in Austria, a beautiful baby girl called Hedy was born. When Hedy grew up, she married a rich man and moved to a castle. At first, it seemed like a dream come true, but Hedy soon discovered that she and her husband didn't get along. "I was like a doll," she said. "He thought I had no mind!" What's more, her husband sold weapons to Nazis and fascists, and she often had to sit in meetings about military technologies that would be used to advance the agendas of these evil regimes.

One day, Hedy decided she'd had enough, so she disguised herself as a maid and escaped to Paris. There, she met an important Hollywood producer called Louis B. Mayer. She followed him to Los Angeles and eventually made eighteen movies, becoming one of the world's biggest film stars.

In between movies, Hedy invented a new kind of traffic stoplight and a capsule that could make sparkling water, and she helped a tycoon build more efficient airplanes by suggesting modifications to their shape.

During the Second World War, Hedy learned that the Nazis were able to protect their submarines from torpedoes by jamming the radio signals used to control them. "I can solve that problem," she said, and she got straight to work.

With the help of a musician friend, she invented a secret communication system that could automatically change the frequency of a torpedo's radio signal, making it impossible for enemies to jam.

Her work laid the foundation for the Wi-Fi and Bluetooth technologies we all use today.

NOVEMBER 9, 1914 – JANUARY 19, 2000
AUSTRIA

Slovníček:
military = vojenský
advance = šířit
disguise = přestrojit se
tycoon = magnát
submarine = ponorka
jam = rušit
lay foundations = položit základy

"Try everything, join everything, meet everybody. That's the secret of life."
- Hedy Lamarr

✶ COCO CHANEL ✶
FASHION DESIGNER

Once upon a time, in central France, there was a girl who lived in a convent, surrounded by nuns dressed in black and white. Her name was Gabrielle Chanel.

In the convent, girls were taught how to sew, but they didn't have many colors to choose from. They used the same material as nuns did, so all their dolls were dressed in black and white, too!

When she grew up, Gabrielle worked as a seamstress by day and a singer by night. The soldiers she sang for at the bar called her Coco, and the nickname would stick with her for the rest of her life.

Coco dreamed of having her own shop in Paris. One day, a wealthy friend of hers lent her enough money to make her dream come true.

Coco's clothes looked fabulous, even if the cloth was plain. "Where did you buy that?" the chic Parisian ladies would ask her. "I made it myself," she'd say, "Come to my shop and I can make one for you, too."

Business grew quickly and Coco soon repaid all the money to her friend. Her most successful design was her classic "little black dress." She transformed the color that had always been associated with funerals to something perfect for a glamorous evening out.

The shape of many of the clothes we wear today was heavily influenced by Coco Chanel, the designer who started life making doll's clothes from scraps of nuns' skirts.

AUGUST 19, 1883–JANUARY 10, 1971
FRANCE

Slovníček:
convent = klášter
sew = šít
seamstress = švadlena
cloth = látka
plain = prostý

"SOME PEOPLE THINK THAT LUXURY IS THE OPPOSITE OF POVERTY. IT IS NOT. IT'S THE OPPOSITE OF VULGARITY." —COCO CHANEL

✶ AUDREY HEPBURN ✶
ACTRESS

Once upon a time, in Holland, there was a little girl named Audrey who ate tulips.

It wasn't because she loved flowers, though—it was because she was so hungry. Life in Holland during the Second World War was hard. There was never enough food on the table, and Audrey often felt the pangs of hunger in her empty stomach. Tulip bulbs didn't taste good, but they kept her from starving.
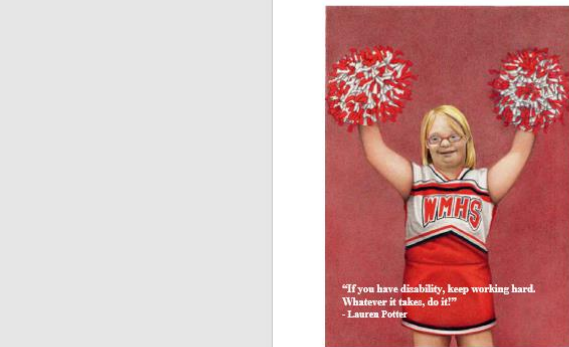
When Audrey was older, she moved to England and became a film actress. She was admired the world over for her elegant figure and her luminous beauty. Famous fashion designers flocked to her, and she became a style icon, known for her little black dress, long gloves, and diamond tiara. After her most famous film, *Breakfast at Tiffany's*, was released, the "Hepburn look" became so popular that women used to dress just like her. They would even visit the famous jewelry store in New York City to stand on the same spot she did.

But Audrey wanted to do more than just star in films and be admired for her clothes. She wanted to help others, especially poor and hungry children—children who were as hungry as she had once been. She dedicated her life to serving UNICEF, the same charity that had helped her when she was a girl during the war. She believed that no child should ever be so hungry she would have to eat flower bulbs.

When Audrey died, a new pure white tulip was named in her honor, to celebrate the wonderful work she did for UNICEF.

MAY 4, 1929 – JANUARY 20, 1993
BELGIUM

Slovníček:
bulb = cibulka
dedicate = zasvětit

"As you grow older, you will discover that you have two hands: one for helping yourself, the other for helping others."
- Audrey Hepburn

✶ LAUREN POTTER ✶
ACTRESS

The day she was born, Lauren was diagnosed with Down syndrome. Because of her condition, she couldn't walk until the age of two, but shortly after taking her first steps, she started dancing and acting classes. She loved performing, and her mom encouraged her to follow her passion from a very young age.

At school, however, her classmates were not as supportive. Bullies made fun of her—and even made her eat sand. "It was hard," Lauren remembered. "They hurt me."

As time went on, her passion for music and dance only grew stronger. She auditioned to be a cheerleader at her high school, but she didn't make the squad. A year later, though, a much bigger opportunity came her way: a chance to play a cheerleader in a national TV show called *Glee*.

Out of the thirteen girls who auditioned for the role, the one the show's producers picked was Lauren! The character she played, Becky Jackson, became so popular that kids in her former high school put posters of her on the walls. "I'm happy they can now see me as I always saw myself," Lauren said.

She enjoyed being an actress, but she also wanted to help other people with disabilities. Lauren wanted them to have the opportunity to follow their passions just as she had. She was appointed by Barack Obama to the President's Committee for People with Intellectual Disabilities, and she started in commercials against bullying.

Today, she travels across the country giving speeches, and she says, "It feels amazing to be a role model for people with and without disabilities."

BORN MAY 10, 1990
UNITED STATES OF AMERICA

Slovníček:
audition = zúčastnit se konkurzu
squad = tým
former = bývalý
disability = postižení
appoint = jmenovat
star in commercials = hrát v reklamách

"If you have disability, keep working hard. Whatever it takes, do it!"
- Lauren Potter

Lesson plan 3 – Worksheet (postcard) and my example

Dear
I'm writing you from

Dear Emily,

I'm writing you from The Chocolate Factory. I'm here on a 3 days trip with my school and let me tell you, this place is totally awesome!!! I got to meet Mr Wonka, THE Mr Wonka. He's a bit strange but very nice and he knows a lot about managing a big factory. Also, you can eat as much candy as you want. Some of them don't even taste sweet. I tried the three-course dinner gum and was very surprised that I didn't need to eat anything else for the rest of the day. And the best thing? Hot chocolate! It's so sweet and yummy. I never drank so much hot chocolate in my entire life!! This place is a paradise. I'll tell you more when we see each other :)

Best wishes,
Katie

PS: The Oompa-Loompas are super adorable! I can't wait to show you the photos :D

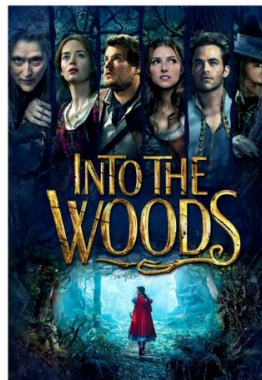Emily Montgomery
23 Cherry Tree Lane
20856 London
United Kingdom

Lesson plan 4 – Power-point presentation

WHAT IF...?

Fairy-tale characters were on a dating website.

Into the Woods

- Famous musical
  - Broadway and West End
- Music and songs composed by Stephen Sondheim
- The musical is inspired by several fairy tales of Brothers Grimm
- Made into film in 2014

Guess the Character:

Group 1

Grandmother first, then Miss Plump...

What a delectable (= lahodný) couple

Utter perfection

One brittle, one supple, one moment, my dear.

Mother said, "Come what may

Follow the path (= jdi po cestě) and never stray (= nesejdi z ní)"

Just so, little girl - any path

So many worth exploring

Just one would be so boring

And look what you're ignoring...

Group 2

High in her tower (= věž) she sits by the hour

Maintaining her hair (= češe si vlasy)

Blithe and becoming and frequently humming

A light-hearted air

Ah ah ah ah ah ah ah

Agony

Far more painful than yours

When you know she would go with you

If there only were doors

Group 3

I know what my decision is

Which is not to decide

I'll just leave him a clue (= stopa, vodítko)

For example, a shoe

And then see what he'll do

Now it's he and not you

Who'll be stuck with a shoe (= komu se přilepí bota)

In a stew, in the goo

And I've learned something, too

Something I never knew

Guess the Character:

Group 4

You wish to have the curse reversed? (= zvrátit kletbu)

I'll need a certain potion (= lektvar) first

Go to the wood and bring me back

One: the cow as white as milk

Two: the cape as red as blood

Three: the hair as yellow as corn

Four: the slipper as pure as gold

Created by:

Dating Profile

Name: _____

Nickname: _____

Age: _____

I'm from: _____

Work/Occupation: _____

The first thing people notice about
me: _____

_____.

Personal description (appearance and qualities):

_____

_____

_____

_____

_____

_____

_____

_____.

I'm really good at: _____

Favourite meal: _____

Favourite book/movie: _____

Favourite quote: _____.

I don't like: _____

Hobbies: _____

Life goals: _____

What I'm looking for in a partner: _____

_____.

Created by:

Dating Profile

Name: _____

Nickname: _____

Age: _____

I'm from: _____

Work/Occupation: _____

The first thing people notice about me: _____

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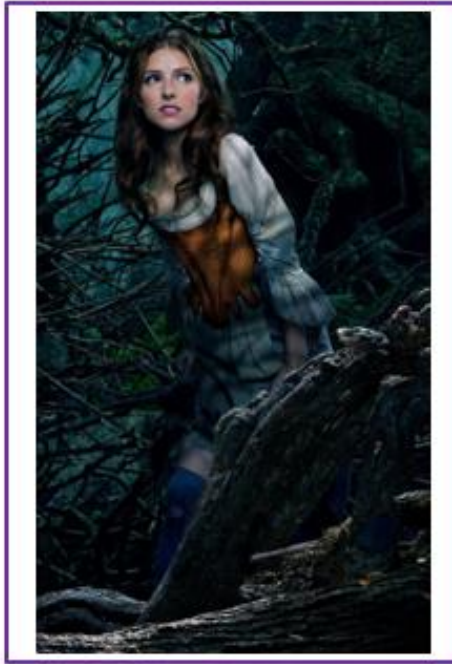
I don't like: _____

Hobbies: _____

Life goals: _____

What I'm looking for in a partner: _____

_____.

Dating Profile

Created by:

Name: _____

Nickname: _____

Age: _____

I'm from: _____

Work/Occupation: _____

The first thing people notice about me:_____

_____.

Personal description (appearance and qualities):

_____

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_____

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I'm really good at: _____

Favourite meal: _____

Favourite book/movie: _____

Favourite quote: _____.

I don't like: _____

Hobbies: _____

Life goals: _____

What I'm looking for in a partner: _____

_____.

Resumé

Diplomová práce se zabývá výukou jazykových dovedností s pomocí autentických materiálů. Teoretická část prezentuje základní poznatky načerpané z prostudované literatury, které souvisejí s autentickými materiály a výukou jazykových dovedností, včetně jejich integrace. Tvoří tak základ pro praktickou část, jejímž cílem je nalézt odpovědi na definované výzkumné otázky a předložit čtyři plány hodin, které demonstrují, jak mohou být autentické materiály využity pro výuku jazykových dovedností. Pro účely této diplomové práce byl proveden výzkum s pomocí dvou dotazníků, kdy jeden byl určen pro žáky a druhý pro učitele angličtiny. Z výsledků šetření vyplynulo, že autentické materiály jsou nejčastěji používány pro výuku jazykových dovedností. Kromě toho se obě dotazované skupiny shodly, že využití zmiňovaných materiálů v hodinách má pozitivní vliv na aktivitu a motivaci žáků. Dále bylo zjištěno, že v hodinách anglického jazyka dochází k integraci jazykových dovedností a učitelé používají různé aktivity k procvičení těchto dovedností. Největší rozdíl v názorech mezi učiteli a žáky se týkal četnosti procvičování jazykových dovedností. Zatímco učitelé tvrdí, že nejčastěji procvičují mluvení a nejméně psaní, žáci jsou toho názoru, že nejčastěji se procvičuje psaní a nejméně čtení. Cílem diplomové práce bylo poskytnout argumenty, že je možné využít autentických materiálů pro výuku jazykových dovedností, a s pomocí výzkumu a přiložených plánů hodin tyto argumenty potvrdit a prokázat.

Annotation

Jméno a příjmení:	Kateřina Kačerovská
Katedra:	Ústav cizích jazyků PdF UP
Vedoucí práce:	Mgr. Josef Nevařil, Ph.D.
Rok obhajoby:	2022
Název práce:	Výuka jazykových dovedností s pomocí autentických materiálů
Název v angličtině:	Teaching language skills with the help of authentic materials
Anotace práce:	Diplomová práce se zabývá výukou jazykových dovedností s pomocí autentických materiálů. V teoretické části jsou předloženy hlavní poznatky načerpané z literatury, týkající se autentických materiálů a výuky jazykových dovedností. Praktická část se potom věnuje interpretaci výsledků výzkumu, provedeného s pomocí dvou dotazníků, jehož účelem je zodpovědět stanovené výzkumné otázky. Tato část rovněž obsahuje čtyři plány hodin, jež demonstrují, jak mohou být autentické materiály využity pro výuku jazykových dovedností.
Klíčová slova:	Autentické materiály, jazykové dovednosti, integrace jazykových dovedností, mluvení, psaní, čtení, poslech, výuka, základní škola, anglický jazyk
Anotace v angličtině:	This diploma thesis deals with the teaching of language skills with the help of authentic materials. The theoretical part presents the main information gathered from literature related to the topics of authentic materials and teaching of language skills. The practical part focuses on the interpretation of the results of the research, conducted via two questionnaires, aiming to answer the determined research questions. This part also includes four lesson plans that demonstrate how authentic materials can be used for the teaching of language skills.
Klíčová slova v angličtině:	Authentic materials, language skills, integrated skill work, speaking, writing, reading, listening, teaching, primary and lower secondary school, English
Přílohy vázané v práci:	6 příloh
Rozsah práce:	103 stran
Jazyk práce:	Anglický jazyk