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Application of English Language Teaching Methods at
Primary Level Education

Prohlášení

Prohlašuji, že jsem závěrečnou práci vypracovala samostatně a použila jen uvedených pramenů a literatury.

V Olomouci dne

.....
vlastnoruční podpis

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ABSTRACT

The bachelor thesis focuses on English language teaching methods and their use at primary level education. The research focuses on the discovering which teaching methods are used in practise at primary level education. The practical part is processed in a form of an observation in English language lessons in 3rd, 4th, and 5th grades. Through the observations, it was found out that teachers overall use features of seven English language teaching methods throughout the lessons. These methods are Direct method, Natural approach, Grammar-Translation method, ALM, TPR, CLL and CLT.

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INTRODUCTION

English language is one of the most used languages in the world. It is used in politics, science, international communication, or diplomacy. The knowledge of English language has been one of the requirements in many fields such as medicine, politics, international law, and economics. Currently, the knowledge of English language is indispensable for the younger generations. Non-native speakers learn English language and therefore, with the knowledge of English they are given the possibility to travel abroad or study in foreign countries. In the present day, the school-aged children are taught English language at school, and it is very common to start teaching English to pre-primary children.

I have chosen the topic of my bachelor thesis because I work as a teacher in a language centre for primary and pre-primary children and it is my job to teach primary and pre-primary level children English language. The practical part of this bachelor thesis focuses on finding out which English language teaching methods are used in practise at the primary level education. The data in the practical part are based on set of observations which are conducted in English language lessons of 3rd, 4th, and 5th grades of a primary level school. The observations of the English language lessons are further analysed based on the information that is presented in the theoretical part of this bachelor thesis. Through analysing the features appearing in the English language lessons and assigning them to the English language teaching methods described in the theoretical part, the teaching methods in the observed lessons are recognized.

The theoretical part is divided into three chapters which focus on English language teaching and learning. The first chapter is focused on second language development of children, and it describes the process of acquiring English as a second language. The second chapter focuses on the categorization of English language teaching methods and the terms *method*, *approach* and *technique*. In the third chapter of the theoretical part the focus is on the individual English language teaching methods. The English language teaching methods are described in the third chapter and their features are provided.

THEORETICAL PART

1. SECOND LANGUAGE DEVELOPMENT

According to Tabors (2008), there are four stages of second language development (Tabors, 2008, p. 37). In the first stage, the young learners keep using their native language to communicate. The second stage is the non-verbal period as the learners learn to understand the second language. In the third stage, the learners start using words and phrases from the second language and in the fourth stage, they can create their own phrases and sentences in the second language (Tabors, 2008, p. 37; Paradis, 2007, p. 388). However, it is important to say, that during second language learning, the learner does not move through the stages from stage one to the stage four and eliminates the previous stages' skills (Tabors, 2008, p. 64).

In the first period of second language development, the learners try to communicate in their native language. The second language learners continue to communicate in that way although the people around them do not understand them. Tabors specifies that according to Saville-Troike the term for this behaviour is *dilingual discourse*. The period, in which they communicate in their native language is, according to Tabors' observations, individual for every second language learner (Tabors, 2008, pp. 38-39).

After the first stage of the second language development, there comes the non-verbal period as the learners understand that their native language is not sufficient for communication with the second language speakers. This stage can be also known as the mute or silent period as the learners usually do not speak at all (Tabors, 2008, p. 40). The learners can remain in the non-verbal stage for many months (Ervin-Tripp, 1974, p. 115; Tabors, 2008, p. 40). Usually, the younger learners stay in the silent period for longer periods of time than the older learners (Tabors, 2008, p. 40).

Even though that usually the learners stop the verbal communication, they continue in nonverbal communication. During the non-verbal communication, the second language learners can use different non-verbal techniques, for instance face expressions or body movement to communicate. Most of the times, the second language learners use the non-verbal communication for requesting something, protesting or getting attention (Tabors, 2008, p. 42).

While communicating nonverbally, the second language learners gain understanding of the second language, and they gather new information about the language. They can try to mimic the sounds appearing in the second language and experiment with them (Tabors, 2008, pp. 47-50). They can also start using the target language using 2 features – telegraphic and formulaic speeches. Telegraphic speech refers to using simple words as the entire speech. These simple words usually refer to naming objects around the learners and answer the question ‘*What’s this?*’. The formulaic speech refers to short groups of words that the young learners use to communicate with (Tabors, 2008, pp. 55-57).

In the fourth stage, the learners have already acquired many simple phrases and useful vocabulary and therefore they can create their own speech (Tabors, 2008, p. 59). In Tabors’ observations (2008), the learners usually created their own sentences through combining phrases and names of different objects they were in contact with (Tabors, 2008, pp. 60-61).

However, there are other aspects that affect the second language development. According to Johanne Paradis (2007), these are the abilities of the lexical, phonological, and morphosyntactic acquisitions which affect the second language development of a child (Paradis, 2007, p. 388).

In the case of the phonological acquisition, it was found out that young second language learners were able to learn better those phonemes which were similar in their native and their second language, rather than those which were different in their second language (Paradis, 2007, p. 389). It was found out, that learners who began to learn their second language in their middle childhood period can acquire noticeable accent of their second language (Paradis, 2007, p. 389). It was also shown that adults and children learning second language do not differ in their phonological acquisitions first. However, it was shown that after a year of learning the second language, the young learners outmatched the adults in the pronunciation accuracy (Paradis, 2007, p. 389).

Studies of the morphosyntactic acquisition focused on studying the second language learners’ grammatical mistakes and mistakes in syntactic structures. Dulay and Burt (1974) focused on analysing mistakes in speech of native Spanish speakers, who were in the age of 5 to 8 and English was their second language. They found out that less than 5% of the mistakes had connection to the learners’ Spanish habits and 87% of the mistakes showed the

same developmental structures that can be seen in children who learn English as their first language (Dulay et al., 1974, p. 132). Other studies confirm that the mistakes that occur in the speech of the second language learner happen to be the developmental mistakes rather than the structures and habits of their mother tongue (Paradis, 2007, p. 391). The usual mistake in the speech of the second language learner is omission. It was found out that second language learners often omit the tense structures in their speech and the finite verbs are acquired later in their learning (Paradis, 2007, p. 392).

Gaining the lexical knowledge is a gradual process (Paradis, 2007, p. 390). Learners who are not as advanced in their spoken production often use nonspecific generic vocabulary or they substitute the missing word with a word in their native language. The learners may demonstrate the word with sounds too (Paradis, 2007, p. 390). The process of lexical acquisition consists of recognizing the vocabulary, accessing it and afterwards being able to produce the vocabulary in the second language. The lexical processes of the second language learners develop gradually and they are similar to the lexical patterns of the monolingual children (Paradis, 2007, p. 391).

2. TEACHING METHODS

According to Josef Malach (2003), a teaching method is a way to achieve certain goal. The teaching methods help the teacher to choose the activities for the learners and for themselves. These activities further lead to gaining knowledge, skills and experience and they influence the learners (Malach, 2003, pp. 100-101).

The range of the teaching methods is very wide and diverse. Due to the diversity of these methods, it is useful for teachers to divide them into categories. The categorization helps with the orientation in the teaching methods, but the system is not very transparent due to the teaching methods themselves, different kinds of principles and concepts or even modifications of the teaching methods (Maňák, et al., 2003, p. 46).

It is important to mention that there are inaccuracies within the terminology of language teaching methods. There are several terms which are related to the second language teaching methodology, for example terms *approach*, *technique*, and *method*. There are authors who have defined these terms. Edward M. Anthony was according to B. Kumaravadivelu (Kumaravadivelu, 2008, p. 84) one of the first people who tried to clarify the terminology surrounding the language teaching methodology. E. M. Anthony introduced a terminology classification and defined the terms *approach*, *technique*, and *method*. Even though this terminology was first useful, it was not defined precisely, and the inaccuracies appeared (Kumaravadivelu, 2008, p. 85). Therefore, using the terms *approach* and *method* is interchangeable nowadays and even Anthony suggests modifying and adapting the terminology to suit everyone (Kumaravadivelu, 2008, p. 85).

Norland and Pruett-Said define the term *approach* as an ‘overall theory about language learning’ (Norland, et al., 2006, p. x) and say that the theory further leads to teaching language in a specific manner.

On the other hand, the term *method* is, according to Norland and Pruett-Said, defined as a set of activities and strategies which are used in a specific way in teaching language (Norland, et al., 2006, p. x).

Due to the absence of a specific way to categorize the language teaching methods, there are several systems of the categorization. According to Maňák and Švec, the teaching

methods can be categorized according to a logical procedure, according to the phases of the teaching process, according to the number of students etc (Maňák , et al., 2003, p. 47). Therefore, Maňák and Švec divide them into three categories – the traditional teaching methods, the activating teaching methods, and the complex teaching methods. Kumaravadivelu suggests that the classification of the teaching methods should be based on theoretical and pedagogic aspects. He divides the methods into three groups – *language-centred methods*, *learning-centred methods*, and *learner-centred methods* (Kumaravadivelu, 2008, p. 90).

Another case of different categorization is introduced by Deborah Norland and Terry Pruet-Said. They divide the teaching methods into five categories which are *historical*, *solo*, *communicative*, *language arts* and *academic and professional*. They also mention that due to the inconsistency in the teaching methods terminology they use the term *approach* in their book. However, according to Norland and Pruet-Said, there is a disagreement between the experts and therefore they encourage the readers to decide on the terminology on their own (Norland, et al., 2006, pp. v-x).

On the other hand, Richards and Rodgers divide the language teaching methods into two categories which are the *current methods* and the *alternative methods* (Richards, et al., 2014, p. v). The categorization of the teaching methods in this bachelor thesis is based on the system presented by Diane Larsen-Freeman in the book *Techniques and Principles of Language teaching (2000)*. Due to the inconsistency and inaccuracies amongst the terminology, especially in a clear distinction between the terms *method* and *approach*, all the specific manners and ways of teaching language are considered methods in this bachelor thesis.

3. LANGUAGE TEACHING METHODS

3.1. THE GRAMMAR-TRANSLATION METHOD

The Grammar-Translation Method belongs within the Grammar-based methods. These methods have been known since the ancient times (Norland, et al., 2006, p. 7). Through the years, the Grammar-Translation Method has had many different names. One of them was the Classical Method because it was used for teaching Latin and Greek which are the classical languages (Larsen-Freeman, 2000, p. 11). In the United States it was known as the Prussian Method (Richards, et al., 2014, p. 6).

The method was first used as an educational method to teach students how to read foreign language literature and understand the grammar of that language. The reason for this was that people believed that learning foreign language grammar would help them understand the grammar of their native language better (Larsen-Freeman, 2000, p. 11). Even though the Grammar-Translation Method was widely popular from the 1840s to the 1940s, it is still used as an educational method, but only in its modified form (Scrivener, 2005, p. 38; Patel, et al., 2008, p. 73).

The learners, who are taught through this method are first taught the syntax and grammar of a second language. Usually, the grammatical rules are compared with the grammatical rules of the native language of the learners (Patel, et al., 2008, p. 73).

According to the Grammar-Translation Method, the main purpose of teaching foreign languages is to develop mentally and intellectually while studying a foreign language or to give the learners the ability to read and understand foreign literature. The focus is on writing and reading skills, rather than the speaking and listening ability (Larsen-Freeman, 2000, p. 15; Richards, et al., 2014, p. 6; Scrivener, 2011, p. 31).

Other rules of the Grammar-Translation Method are to learn and know the grammatical rules of the second language by heart. The advocates of the Grammar-Translation Method believe that grammar is the essence of a language (Patel, et al., 2008, p. 74). It is important that the learners can translate the language structures from the foreign language to the native language and vice versa. They use dictionaries to learn translation and memorize the

vocabulary (Larsen-Freeman, 2000, pp. 16-17; Richards, et al., 2014, p. 6; Scrivener, 2011, p. 31).

Teachers use the native language of the learners to provide the instructions for different activities (Richards, et al., 2014, p. 7; Scrivener, 2011, p. 31) and they are the authority, therefore the learners work in the way the teacher suggests (Larsen-Freeman, 2000, p. 17).

3.2. COMMUNICATIVE LANGUAGE TEACHING

Communicative Language Teaching Method (henceforth CLT) originated in late 1960s and it was due to the changes in the British traditions of language teaching (Richards, et al., 2001, p. 153). CLT was based on emphasis of the functional and communicative capacities of a language which were introduced by British linguists (Richards, et al., 2001, p. 153).

Jack C. Richards (2002) affirms that CLT method is a collection of principles focusing on classroom activities, teacher's and learner's roles in the classroom, the language teaching goals, and the way learners learn a foreign language (Richards, 2006, p. 2).

Due to changing the traditional composition of English language lesson, the focus changed from the traditional grammar activities that were based on memorization to activities such as role plays, projects or working in groups. There are many kinds of activities which can be used in CLT method. There are activities focused on fluency and accuracy, then there are activities which are focused on communicative practise or an information-gap (Richards, 2006, pp. 14-18).

The learners in CLT work in groups, and they cooperate in group activities, they learn how to listen to their classmates and how to be independent in the conversation. The learner is now in the role of someone who is more responsible for their language abilities and their language skills. The teacher is no longer a model of correct language skills, but they are rather in a role of a coordinator or an assistant who observes the classroom activities (Richards, 2006, p. 5).

The essential goal of CLT is achieving a communicative competence (Richards, 2006, pp. 2-3; Savignon, 2002, p. 1; Littlewood, 2002 p. 1). It means that the learner can choose the convenient type of language for different opportunities. In practise it means that the learner

can choose between the formal and informal language to communicate in spoken but also in written form (Richards, 2006, pp. 2-3).

The last principle of the CLT relates to the way learners learn a language. The learners base their learning on hearing the language and trying to repeat it. The language learning is focused on communication between the learners or between the learner and the teacher. The language is also taught via experimenting with the different meanings of words (Richards, 2006, p. 4; Scrivener, 2011, p. 31-32).

3.3. COOPERATIVE LANGUAGE LEARNING

This method was designed to be used in group activities. It is based on an idea that the learners work and exchange the information between each other (Richards, et al., 2001, p. 192). Cooperative Language Learning (henceforth CLL) is based on teaching method called Cooperative Learning (Richards, et al., 2001, p. 192). CLL emphasizes group and peer support and teaching (Richards, et al., 2014, p. 244). The essential idea of this method is that the learners develop communicative proficiency through conversations on specifically selected topics (Richards, et al., 2001, p. 194).

The teacher has a very important role in the CLL class. They teach the learners how to work together and they teach them social skills. Therefore, the cooperation is more effective (Larsen-Freeman, 2000, p. 164).

The main goal of the CLL is to help the learners to develop fluency in their second language speech (Norland, et al., 2006, p. 21). Other goals of this method are to support and enhance the motivation of the learners, to create positive climate in a classroom and to let the learners gain the knowledge in group or pair activities (Richards, et al., 2014, p. 245).

There are several principles of the CLL, according to Diane Larsen-Freeman (2000). To introduce a few, the learners are encouraged to think cooperatively rather than thinking competitively (Larsen-Freeman, 2000, p. 167). The learners are divided into groups which usually consist of both males and females, and the learners are often on different language levels (Larsen-Freeman, 2000, pp. 167-168). Within the group, the teacher can give the learners specific roles, for instance a leader (Norland, et al., 2006, p. 21). However, even

though the learners work in groups, they are still individually responsible for themselves (Larsen-Freeman, 2000, p. 168).

3.4. AUDIO-LINGUAL METHOD

The Audio-Lingual Method (henceforth ALM) was created during the World War II in the United States. It was developed as a military program to improve the speaking skills in different languages. This method was developed as a reaction to the teaching methods which did not deliver sufficient development of the speaking abilities (Brown, et al., 2015, p. 21; Norland, et al., 2006, p. 2; Larsen-Freeman, 2000, p. 35).

In the ALM it is important to form good habits. This method is based on listening to model dialogues in the target language and repeating them. Therefore, the learners can learn the sentence structures and form the correct habits (Scrivener, 2005, p. 31). The more the sentences and dialogs are repeated the stronger the habits are (Larsen-Freeman, 2000, p. 43). There are also specific grammatical structures in the dialogs which are highlighted and practised in the lesson (Richards, et al., 2014, p. 67).

It is important that the learners ‘overlearn’ the phrases and therefore they do not think about the speech anymore (Brown, et al., 2015, p. 22; Larsen-Freeman, 2000, p. 45). The grammatical rules are not introduced in ALM classroom (Larsen-Freeman, 2000, p. 45). The mistakes that may be done by the learners are immediately corrected by the teacher and the correct answers are praised (Norland, et al., 2006, p. 2).

The teacher uses the target language in the classroom, and they demonstrate the meaning of particular words through visuals. The teacher is in a role of a leader, and they provide a good model. Therefore, the learners can imitate the pronunciation and intonation correctly (Larsen-Freeman, 2000, pp. 42-45).

3.5. CONTENT-BASED INSTRUCTION AND CONTENT AND LANGUAGE INTEGRATED LEARNING

The Content Based Instruction Method (henceforth CBI) and the Content and Language Integrated Learning (henceforth CLIL) are similar language teaching methods both focusing on teaching about a specific content, while also developing the second language ability and knowledge (Richard, et al., 2014, p. 116; Larsen-Freeman, 2000, p. 137).

While the term Content-Based Instruction is known in North America and it was developed in 1980s, the Content and Language Integrated Learning comes from Europe, and it became popular in 1990s (Richard et al., 2014, pp. 116, 132).

Even though these two methods are quite similar, they differ in some features. The CBI method is based on the content goals and therefore there are either language and content teachers involved, and they cooperate and teach together or there is only the content teacher who creates the lesson for the second language learners (Richards et al., 2014, p. 116). CBI teachers must be educated in different kinds of content to be able to teach through this method (Richards et al., 2014, p. 128). On the other hand, the CLIL method is based on language. There is a content teacher who teaches content through the target language, but they may also involve content from a language class (Richards et al., 2014, p. 116). Teachers who teach through the CLIL method must modify their speech to be able to guide the learners and be able to teach them the specific content as well as the language (Richards et al., 2014, p. 128).

According to Richard and Rogers (2014), there are three principles which describe CBI and CLIL methods. The first principle says that language is used as an instrument for understanding the specific content. With the more traditional language teaching methods, the content is based on the language topic (Richards et al., 2014, p. 117). The second principle says that the CBI and the CLIL methods support the learner's ability to function in English language environment. The third principle says that through engaging content, the

cognitive skills are activated and therefore the learner is capable of natural foreign language development (Richards et al., 2014, p. 117-118; Larsen-Freeman, 2000, p. 140).

3.6. COMMUNITY LANGUAGE LEARNING

The Community Language Learning method was developed by Charles A. Curran, professor of psychology and this method evolved from Counselling – Learning (Richards et al., 2014, p. 303; Larsen-Freeman, 2000, p. 89; Norland et al., 2006, p. 12).

The content of the Community Language Learning lesson is requested and chosen by the learners and the teacher must be able to adjust the content appropriately (Richards et al., 2014, p. 303).

This method redefines the terms *teacher* and *learner* and the redefinition comes from the fact that adults may fear learning language and new learning situations. Therefore, the teacher becomes a language counsellor, who can understand the learner's (client's) struggles with second language learning (Larsen-Freeman, 2000, p. 89). The teacher who is in the role of the counsellor tries to perceive the world as the learner does. The teacher is someone, who gives advice and assists to the learner. (Rogers et al., 2014, p. 303).

There are principles which describe the Community Language Learning method. According to Diane Larsen-Freeman (1990) the learner should be perceived as a whole person. This means that the teacher must consider their intellect, physical reactions, or desire to learn (Larsen-Freeman, 1990, p. 9). The learner learns better when they feel secure, therefore the teacher should build relationship with the learner. Larsen-Freeman's observations (2000) also show that the teacher should not stand in front of the learners, but rather stand behind them. Thereby the learners feel more secure (Larsen-Freeman, 2000, p. 95; Norland et al., 2006, p. 12). Larsen-Freeman (1990) also says that the learner should be able to learn the language they wish to learn (Larsen-Freeman, 1990, p. 9; Richards et al., 2014, p. 303).

3.7. SUGGESTOPEDIA (DESUGGESTOPEDIA)

Suggestopedia is a second language teaching method that was developed by psychologist Georgi Lazanov (Larsen-Freeman, 2000, p. 73). The name of this method is based on its connection with suggestion (Richards et al., 2014, p. 319). It was developed to help learners to remove their limitations in language learning (Larsen-Freeman, 2000, p. 73; Norland et al., 2006, p. 15).

Lazanov believes that there are learner's psychological barriers, for example fear of failing or inability to perform, that cause ineffectiveness in learning a second language. (Larsen-Freeman, 2000, p. 73; Norland et al., 2006, p. 15). Due to these limitations the learners are unable to use more than 5-10 % of their mental capacity. According to Larsen-Freeman (2000), the learners need to 'desuggest' their barriers and limitations, hence the other name for the Suggestopedia, Desuggestopedia. The name Desuggestopedia highlights the fact that the learners should remove their limitations (Larsen-Freeman, 2000, p. 73).

The Suggestopedia focuses on different ways of removing the barriers. The teachers who use this method can use psychotherapy or yoga, fine arts, drama, or exercising. It is also suggested to play music during the lessons (Norland et al., 2006, p. 15).

The method is proceeded in a form of a course. The learners learn the second language four hours per day, six days per week and they volunteer for the course. The course is focused on a dialogue and the learners are also given grammatical commentary and a list of vocabulary. The teacher should create positive atmosphere in which the learner is suggestible and is able to focus on language learning (Richards et al., 2014, pp. 322-323; Norland et al., 2006, p. 15).

3.8. TASK-BASED TEACHING (EXPERIENTIAL LANGUAGE TEACHING)

The Task-Based Teaching is one of the language teaching methods that puts communication in the centre of the language teaching and this method uses English language to learn it (Larsen-Freeman, 2000, p. 137).

Norland and Pruett-Said (2000) call the method the Experiential Language Teaching Method and say that learner learns a subject best if they really experience it (Norland et al., 2000, p. 25). It is said that language knowledge is acquired better if the learner uses the language rather than being a passive receiver of the language (Norland et al., 2000, p. 25).

The Task-Based Teaching tries to provide the learners with natural connections for using the language. The learners work through tasks to acquire the language knowledge and therefore they work through problem-solving (Larsen-Freeman, 2000, p. 144).

The learners who are taught through the Task-Based Teaching have to work and use the second language to understand each other. As the learners communicate together, they also listen to each other, and they often have to check with each other if they understand correctly and check for clarification of the meaning that is not clear (Larsen-Freeman, 2000, p. 144).

During teaching through the Task-Based Teaching method, the teacher introduces the task that will help the learners acquire the language. It is very important that the teacher plans carefully how to implement the language in the task. After that, the learners discuss the task and assign different roles to each other. At the end, they perform what they accomplished through the task (Norland et al., 2006, p. 25).

3.9. PARTICIPATORY APPROACH (CRITICAL PEDAGOGY)

The Participatory Approach developed in 1960s through the work of Paolo Freire, Brazilian educator. However, it became popular in 1980s (Larsen-Freeman, 2000, p. 150; Norland et al., 2006, p. 60). According to Norland and Pruett-Said, it can be also called the Critical Pedagogy (Norland et al., 2006, p. 60).

This method is based on content and the content is meaningful to the learners. However, the Participatory Approach focuses on content that is connected to the learner's issues of concern and therefore encourages the learners to choose topics that have a meaning in their lives (Larsen-Freeman, 2000, p. 150, Norland et al., 2006, p. 60).

Teachers who choose the Participatory Approach focus on teaching the learners to be able to critically analyse and assess texts and the purpose they represent (Norland et al., 2006, p. 60).

The main goal of this method is to teach the learners to understand historical, social and cultural issues which affect their lives. Therefore, understanding these issues could also help improve their lives (Larsen-Freeman, 2000, p. 150)

3.10. THE NATURAL APPROACH

The Natural Approach was created in 1970s by Tracy Terrell and Stephen Krashen (Norland et al, 2006, p. 36; Scrivener, 2011, p. 32). The Natural Approach is based on Terrell's own experience with teaching foreign language. The Natural Approach was created to prepare the learners for communicating in foreign language since the previously used Grammar-Translation Method was not sufficient for teaching the learners how to communicate (Richards, et al., 2001, p. 178). The creators of the Natural Approach believed that the learners of foreign language gain the knowledge of that target language best when they learn it in the way children learn their mother tongue (Norland, et al., 2006, p. 36; Scrivener, 2011, p. 32).

The Natural Approach emphasizes the ability of communication and expressing the meaning, but the grammatical rules are not as important. The learner's spoken production does not have to be perfect, but it should be understandable (Richards, et al., 2001, p. 184). The main goal of the Natural Approach is to teach the learners how to successfully communicate with native speakers of the target language (Krashen, et al., 1995, p. 58).

Krashen and Terrell conclude that the language learners should not be forced to communicate and that they should start speaking when they feel ready (Norland, et al., 2006, p. 36). They also suggest that speaking is not essential for gaining the language knowledge. (Krashen, et al., 1995, p. 56).

According to Krashen and Terrell (1995), there are four main principles of the Natural Approach (Krashen, et al., 1995, pp. 20-21). It is more important for the learners to understand the listening and reading exercises than the ability of speaking or writing and

producing something on their own (Krashen, et al., 1995, p. 20). The learners develop their speaking ability in the target language in six specific stages. First, they produce only nonverbal response or one word response. Later, they can create simple phrases. Eventually, they can produce sentences and complex conversation (Krashen, et al., 1995, p. 20). If a mistake is made by the learners, the teacher does not correct them if the speech is still understandable, and the mistakes do not hinder the conversation to continue. Also, the learners are not forced to produce any kind of speech until they are ready (Krashen, et al., 1995, p. 20).

The third principle focuses on a syllabus which comprises together the communicative goals. The activities are structured according to the topic and not according to the grammatical structures. The topics are usually focused on real-life situations which are known to the learners. Krashen and Terrell (1995) believe that if the given communicative goals are accomplished, the grammatical structures are also acquired (Krashen, et al., 1995, pp. 20-21).

The fourth principle says that the topics should engage the learners. Therefore, they can voice and express their thoughts and opinions about the topic. The teacher also must create an appropriate environment where the learners will not feel pressure to speak, and they will not be afraid of making mistakes (Krashen, et al., 1995, p. 21).

The teacher who uses the Natural Approach in their language teaching speaks to the learners only in the target language. However, they use the appropriate language level and therefore the learners are at least partially able to understand the teacher's speech. The teacher may use visuals and they can demonstrate the meaning with their actions (Norland, et al., 2006, p. 36).

3.11. DIRECT METHOD

The Direct Method was created by Maximilian Berlitz in 1887 (Brown, 2015, p. 20). As the Direct Method became more popular, it became known as the Berlitz Method. Nowadays, there are also Berlitz language schools around the world which use the Berlitz Method to teach the learners any language possible (Brown, 2015, p. 21).

The Direct Method was used side by side with the Grammar-Translation method. However, the Grammar-Translation method was not sufficient for the learners to be taught communication. That is why the Direct Method started to be popular (Larsen-Freeman, 2000, p. 23).

The name Direct Method comes from the fact that learners should reveal the meaning directly. Teachers using the Direct Method use visuals to explain the meaning to the learners and therefore the learners understand the meaning without using their mother tongue or translation. Due to this feature, there is one basic rule the Direct Method is based on – translating is not allowed (Larsen-Freeman, 2000, p. 23).

The main goal of the Direct Method is to teach the learners to communicate in the target foreign language. To teach the learners to communicate in the target language, the teacher must teach them how to think in the target language (Arora, 2012, p. 147).

In the Direct Method, the reading skills are taught through practising the speaking skills (Larsen-Freeman, 2000, p. 26) and the communicative skills are gained through questions and answers (Brown, 2015, p. 20; Richards, et al., 2001, p. 12; Larsen-Freeman, 2000, p. 27). It is also important to use everyday life vocabulary and communicative situations (Richards, et al., 2001, p. 12; Norland, et al., 2006, p. 5).

The learners learn grammar practically and inductively. This means that the teacher introduces the grammar problem through examples. The learners then try to figure out the grammatical rule and they try to understand it from the examples given by the teacher. However, the Direct Method does not focus much on the correct grammatical structures (Norland, et al., 2006, p. 5).

3.12. TOTAL PHYSICAL RESPONSE METHOD

The creator of the Total Physical Response Method (henceforth TPR) is James Asher, a professor of psychology (Richards, et al., 2001, p. 73; Norland, et al., 2006, p. 28; Scrivener, 2011 p. 32). The Total Physical Response Method was developed between 1960s and 1970s (Norland, et al., 2006, p. 28). The development of the TPR method started with the

hypothesis that a second language learning should first start with the ability to understand the target language and afterwards it should be produced (Asher, 2012, p. 4).

Young children learn their first language through hearing commands, and they first respond to these commands through movement or physical reaction. Further they can respond through verbal production. Asher believes that second language should be taught in the same way (Asher, 2012, p. 4; Richards, et al., 2001, p. 73). The learners should be given commands by the teacher, and they should follow them with a physical response. The teacher can also try to use words from the learners' native language to help them understand. They can even use advanced language features in their speech. If the teacher sufficiently expresses the spoken content, the learners are still able to understand naturally (Larsen-Freeman, 2000, p. 107). Asher (2012) believes that verb in an imperative form is the basic linguistic concept and therefore every linguistic feature is coordinated and based on this concept (Asher, 2012, p. 4; Richards, et al., 2014, p. 278).

Another feature of the TPR, according to Asher (2012), is that this method does not require spoken production (Asher, 2012, p. 4; Scrivener, 2011, p. 32). This method was created to introduce a learning experience while reducing the stress levels of the learners and therefore encourage the learners to improve their language skills and knowledge (Larsen-Freeman, 2000, p. 113).

The TPR is connected to the '*trace theory*' of memory. This theory says that the more a memory connection is deepened the easier it is to recall this memory and the stronger the memory connection is. Deepening the memory connections can be done through verbal production which in this case means through repetition, or through associations with physical activities (Richards, et al., 2014, p. 277).

A teacher who teaches through the TPR method speaks in the target language and the meaning is expressed through movements. The learners learn the meanings and the target language through a physical response to the teacher (Larsen-Freeman, 2000, p. 111; Scrivener, 2011, 32). This means that the teacher introduces a command, for example *stand up* or *open the door*. The learners therefore learn the meaning of the command through completing it (Norland, et al., 2006, p. 28).

The last principle of the TPR is based on the ability to speak. The learners are allowed and expected to make mistakes when they try to speak. However, later it is expected that the learners will be able to speak without significant mistakes (Larsen-Freeman, 2000, p. 113).

Another way to teach the learners through the TPR is to use it in storytelling where the teacher tells the story and teaches the vocabulary through commands (Norland, et al., 2006, p. 29-30).

3.13. THE SILENT WAY

The Silent Way is a language teaching method which is focused on a teacher who is silent during the lesson. The creator of this method was Caleb Gattegno, who is famous for his strategy about teaching the reading skills using colours which code specific sounds (Richards, et al., 2014, p. 289; Scrivener, 2011, p. 32).

In the Silent Way the learner is in a role of a scientist who tries to understand the language on their own and they base the understanding on their experience and research (Richards, et al., 2014, p. 291). The learning is superordinate to the teaching in this method (Larsen-Freeman, 2000, p. 54).

It is believed that the learners who are taught through the Silent Way method should not rely on the help and assistance of a teacher, but they should work independently, which would help the learners develop responsibility for their learning (Norland, et al., 2006, p. 14; Scrivener, 2011, p. 32).

The goal of the Silent Way is to let the learners learn how to use the language to express their thoughts, opinions and feelings. That is achieved through their independent work (Larsen-Freeman, 2000, p. 64).

The teacher introduces new structures and topics through demonstration, for example with a Silent Way charts and they give the learners the necessary information (Norland, et al., 2006, p. 14; Larsen-Freeman, 2000, p. 64). The learners have to figure out the topic of the lesson and then work on their own (Norland, et al., 2006, p. 14; Larsen-Freeman, 2000, p. 60).

In a Silent Way classroom, the silence is crucial. The learners work independently and gain practical experience from their studying. Therefore, the teacher is not in the centre of the action and they can focus on observing learners' work and behavior and give them necessary advice. They also encourage cooperation between the learners while they remain silent (Larsen-Freeman, 2000, pp. 61-63).

It is important that in the Silent Way the learners do not translate to understand the meaning but they concentrate and try to perceive the meaning. The learners learn the ability of self-expression which is very important for the language skills. The language features are introduced in a logical order from the already known information to new information (Larsen-Freeman, 2000, pp. 62-63).

PRACTICAL PART

1. RESEARCH METHOD

The practical part of this bachelor thesis is proceeded in a form of an observation. An observation is one of the methods of a pedagogic research and it is described as observation of perceivable phenomena, for example a person's behaviour (Chráska, 2007, p. 151).

Observation as a method of pedagogic research can be further categorized. The observing can be long-term and short-term. Long-term observation usually lasts for long periods of time. However, the time period of long-term observation is not specifically defined. On the other hand, there is the short-term observation which is usually defined as one teaching unit.

Observations are also further categorized as direct and indirect observations. When one uses direct observation, the observer is in direct contact with the observed situation or object. However, the indirect observation is defined as observation where the observer bases the conclusion of the observation on testimonies and statements about the matter of interest (Chráska, 2007, p. 151).

1.1. GOALS

The main goal of this bachelor thesis is to discover which English language teaching methods the English language teachers use during English lessons in 3rd, 4th and 5th grades.

In addition, the other goal of this bachelor thesis is to learn about the specific form that the English language teaching methods are used in.

1.2. RESEARCH QUESTION

For the purpose of this bachelor thesis, the research question was created that the observation is based on.

The research question is focused on discovering the specific English language teaching methods which are indeed applied during teaching English language at primary level education.

1.3. OBSERVATION ANALYSIS

The practical part of this bachelor thesis was accomplished through observation, specifically short-term direct observation. The observation took part in 3rd, 4th, and 5th grades of the specific Czech primary school. During the observation, there were English lessons of four English language groups observed and there were also 4 different English teachers observed.

Detailed notes were created during the observations and therefore the analysis could be provided and there could be identified the specific English language teaching methods. The identification of the English language teaching methods which are used in practise at primary level education is based on the actual observation and on the information that is mentioned in the theoretical part of this bachelor thesis.

1.3.1. THIRD GRADE

Lesson one

In the introductory part, the teacher greeted the pupils in English language and the pupils also greeted the teacher in English language. The teacher continued the lesson with basic questions, for instance ‘How are you?’ and the pupils answered these questions using English sentences. In case that pupils did not understand the question, they were asked, the teacher demonstrated the meaning. Afterwards, the pupils were able to answer properly.

Next activity the teacher prepared for the lesson was a game called ‘Simon says’. The pupils and their teacher played it also in English language and the children were able to create the different commands in the game. However, during the game, the teacher tended to translate the commands when the pupils did not understand them.

During the revision part of the lesson, the teacher used a simple command to let the pupils know that they are supposed to open their student’s books. The pupils then led a dialogue through completing questions and answers in their student’s books. This activity was proceeded fully in English language. The teacher demonstrated the unknown vocabulary through visuals, or she described the meanings in different words, therefore the pupils were

able to understand the vocabulary properly. Afterwards, the pupils were supposed to translate the whole dialogue to the Czech language. Later, the class worked with a text that they were able to see in their student's books but also on the interactive white board.

Then the teacher commanded the pupils to open their workbooks and again, the command was in English language. Another activity of the revision part was described in English too. The pupils worked in small groups, and they were supposed to complete an email text. Again, when the pupils did not understand, the teacher demonstrated the meaning. For instance, the pupils did not know the meaning of the word 'favourite'. However, the teacher demonstrated the meaning through drawing a heart on the white board and therefore children were able to guess and understand the meaning correctly.

The next activity was a game that was focused on spelling ability. The pupils were supposed to look for the correct written form of a word in the classroom. The teacher was describing the rules in Czech language and occasionally using few simple English words.

At the end of the lesson, the class revised colours, numbers and spelling through games and competitions. The teacher said goodbye to the pupils, and she used English language.

Analysis

In the introductory part of the lesson, the teacher used English language as well as demonstration of her speech to communicate with the pupils. Based on the information in the theoretical part of this bachelor thesis, this suggests that the teacher used features of several English language teaching methods. These are the Natural Approach and the Direct Method which are based on teacher speaking in the foreign language. Pupils also gained communication skills through questions and answers, which is a feature of the Direct method.

Throughout the whole lesson, the teacher used English commands that are a major feature of the Total Physical Response Method (henceforth TPR). She also used commands during a game called Simon Says.

The lesson was focused on revision. In the first two activities, dialogue and text completing, there were the features of the Cooperative Language Teaching (henceforth CLT) used. Pupils worked in pairs or small groups and the activities were focused on

communication improvement and group work. The teacher was in a role of an assistant during these activities that is also one of the CLT features. The teacher used visuals and demonstration to explain the meanings of unknown vocabulary during the dialogue and the text completion, therefore she used features of the Audio-Lingual Method (henceforth ALM), the Direct Method, and the Natural Approach.

Even though the Grammar-Translation Method is not used anymore, features of its modified version appeared during the observation. For instance, the pupils were supposed to translate the dialogue to Czech language and sometimes the teacher used Czech language, which is the native language of the pupils, to describe the instructions for an activity.

During the lesson, the teacher used both fast-moving and slow activities. The pupils worked as individuals during the lesson but also in groups. The individual activities tended to be easier and fun-based, but the group activities were more difficult and serious. There were more easy activities in the beginning of the lesson and the difficult activities came in the middle of the lesson. All the activities were rather exciting than calming (Ur, 2009, pp. 216-218).

THIRD GRADE		Lesson Stages				
Lesson 1		Introductory	Revision	Learning	Practise	Concluding
Methods	Direct Method	X	X			
	Natural Approach	X	X			
	Grammar-Translation		X			
	TPR	X	X			
	ALM	X	X			
	CLT		X			
	CLL					

Figure 1: Methods used during the first lesson in the third grade

Lesson two

The introductory part of the second lesson started with greetings. After that the teacher asked each pupil how they were, and the pupils answered the teacher in full English sentence.

After that, the revision part of the lesson started. First, the class revised different kinds of food. This was proceeded through a group quiz on an interactive white board. The pupils had to find a name of the food that was pictured on the interactive white board.

After that, the pupils came to the carpet and created circle with the teacher. They played a memory game where the first pupil had to create a sentence about what kind of food they want. The next pupil had to repeat the previous sentence and add one kind of food that they want. The next pupil had to repeat the sentence with the two previous kinds of food and add another one.

Next activity focused on revision of colours and fruit. The teacher wrote different kinds of fruit on the white board together with different colours. The pupils had to match the colour with the fruit.

When they finished, the teacher instructed the class to open their workbooks. In the workbooks they did a listening exercise. The pupils saw several pictures of fruit in shopping carts, and they needed to decide which one is spoken about in the listening activity. After that, they revised counting and had to count the amounts of each kind of the fruit in the exercise and they also repeated parts of the record.

Next activity was learning a rhyme about cakes and numbers. First, they listened to the rhyme, and they followed it in their activity books. At the same time, they were demonstrating the numbers on their fingers together with the teacher. After that, they tried to tell the rhyme with the recording and again, demonstrate the numbers. Later, the teacher translated the unknown vocabulary for the pupils and the pupils were allowed to colour their favourite cake from the rhyme.

For the upcoming activity, the teacher gave the pupils instructions to open their student's books, in English language, and their workbooks. In the workbook, there was a picture to colour. However, the pupils had to find the parts of the picture in their student's books and therefore find out which colours to use. To explain the instructions, the teacher used demonstration and English instructions.

Last activity was a game called Spike says which is a game inspired by Simon says. Children had to step on the carpet in the classroom and had to demonstrate the activity that Spike tells them to do, for instance Spike says sit down. However, if the sentence does not contain Spike says, the pupils cannot provide the activity. At the beginning of the game, the teacher added two new activities for the game. She introduced them by showing the pupils card visuals which demonstrated the activity.

After the game, there was the concluding part of the lesson and the teacher said goodbye to the pupils in English language.

Analysis

In the introductory part of the lesson, the teacher used features of the Direct Method, the ALM and the Natural Approach as she used English language to communicate with the pupils.

In the revision part of the lesson, the teacher was using visuals to revise the vocabulary and therefore she was using features of the Natural Approach and the Direct method. She also used features of the CLT method and the CLL method during the revision part, as the class worked in a team, and they had to listen to their classmates to be able to continue the communication and therefore the game.

During the next part of the lesson, the teacher was using the Audio-Lingual Method as the class was working on the first listening activity. The next activity also contained features of the ALM as the pupils listened to the rhyme and they also had to repeat it with the recording. In the upcoming activity, the teacher used features of the Direct method and the Natural Approach as she explained the instructions in English language, and she demonstrated them too.

Next part of the lesson was revision part again. During this part of the lesson, the teacher used the TPR method as she was giving commands to the pupils. Demonstration was also part of this activity and therefore the teacher was using the features not only of the TPR method, but also the Natural Approach and the Direct Method.

During the lesson, the teacher was using English commands and she was also demonstration some of them and therefore she was using the TPR method. She also used

mainly English language to give the instructions to the class which means that she was using features of the Natural Approach and the Direct Method.

Throughout the lesson, the teacher used both fast-moving and slow activities, but there were more quick activities. Usually, the activities were focused on the individual. Teacher focused more on fun-based activities and more on the exciting activities rather than calming activities. The difficult activities appeared more in the second half of the lesson, and these were group activities. The teacher ended the lesson on a positive note as she ended it with a game (Ur, 2009, pp. 216-218).

THIRD GRADE		Lesson Stages				
Lesson 2		Introductory	Revision	Learning	Practise	Concluding
Methods	Direct Method	X	X			
	Natural Approach	X	X			
	Grammar-Translation					
	TPR		X			
	ALM	X	X			
	CLT		X			
	CLL		X			

Figure 2: Methods used during the second lesson in the third grade

Summary

The teacher usually used features of the Direct Method, Natural Approach and TPR method, while speaking to the class or giving instructions. However, features of the Grammar-Translation Method appeared too. During listening activities, the teacher used mostly ALM. In group activities or games, the teacher was using features of the CLL and CLT.

1.3.2. FOURTH GRADE – GROUP 1

Lesson one

In the introductory part of the lesson the teacher asked the pupils few basic questions which she asked in English language. After that, the whole class sang a welcoming song, and they also demonstrated the lyrics of the song with the moves of their bodies.

During the revision part, the class revised spelling first and then food. The whole class moved to the carpet and created a circle. The teacher was showing them parts of pictures and the pupils had to guess what food is in the picture. From the beginning of the lesson, all the rules and commands were demonstrated, and told in English.

Another activity of the revision part of the lesson was a quiz game. In the quiz, they needed to match visuals with the correct English word. The teacher presented the instructions in English, and she also demonstrated them. Afterwards, she translated them to Czech.

The teacher presented new topic through a dialogue in the student's book. Pupils had to listen and read a text about shopping in the student's book. The text was also on the interactive board. The pupils read the text together with the recording. Later, they were instructed to create pairs and they needed to play the story for the whole class. After that, the whole class translated the text word for word. The teacher then explained the grammar for that day's lesson, and she presented it in the Czech language.

In the practising part, the pupils started working in their workbook to practise the grammar and they were answering English questions.

At the end of the lesson, the teacher was revising spelling, colours, and numbers with the class via team games and competitions.

Analysis

In the introductory part of the lesson, the teacher used features of the Direct Method and the Natural Approach, as she communicated with the class in the target language and she also used questions and answers to do that, and she used demonstration to explain the lyrics of the song.

During the revision part, there could be features of the Direct Method seen as the teacher was showing visuals and the pupils were able to gain the meaning directly from the visual and guess it or match it correctly.

The teacher used features of the ALM while presenting the new topic as the class listened to a dialogue. There were also features of the CLL and CLT methods as the pupils worked in groups and prepared the dialogue as a role play. There were also features of the modified Grammar-Translation Method when the class translated the dialogue into Czech.

During the practising part of the lesson, the teacher used features of the Direct Method as they were learning through questions and answers.

At the end of the lesson, there could be features of the CLL and CLT methods seen as the pupils worked in teams and were revising through competitions and games.

Throughout the lesson, the teacher often used features of the TPR method and the Natural Approach while giving commands and instructions. However, there were also features of the modified version of the Grammar-Translation Method as the teacher translated some of the instructions to Czech language.

In the first half of the lesson, the teacher used fast-moving easy group activities which were fun-based and exciting for the class. In the second half of the lesson, the teacher used rather difficult activities which were slow and calming. These activities were more serious, and they were focused more on individuals. The teacher gathered the class for the beginning and the end of the lesson and ended the lesson on a positive note (Ur, 2009, pp. 216-218).

FOURTH GRADE GROUP ONE		Lesson Stages				
Lesson 1		Introductory	Revision	Learning	Practise	Concluding
Methods	Direct Method	X	X		X	
	Natural Approach	X				
	Grammar-Translation		X	X		
	TPR	X	X	X	X	X
	ALM			X		
	CLT			X		X
	CLL			X		X

Figure 3: Methods used during the first lesson in the fourth grade – group one

Lesson two

In the introductory part of the third lesson of the observation the teacher greeted the class in English language, and she immediately instructed the pupils to open their student's books. The instructions were given in English language.

The teacher skipped the revision part and she moved to introducing new topic and vocabulary. In the book, the pupils focused on listening of a story, which they could also see on the interactive white board. After listening to the story, the teacher asked the class what happened in the story. The first question was in English, but the rest of the conversation happened mainly in Czech. The pupils had to say, in their own words, what happened. After that, the class focused on the new vocabulary from the story and they translated the phrases into Czech. Afterwards, they revised information from the story through English questions and answers.

During the part of practising the new vocabulary the teacher focused on group work. In groups, the pupils had to prepare the story as a play, and they had to present it in front of the class. If the pupils used a wrong pronunciation of a word, the teacher later focused on practising the pronunciation of the vocabulary.

Next, there was the revision part focused on animals. The teacher gave each of the pupil one picture with an animal. The pupils had to divide into two groups according to the fact if the animal was from a farm or a zoo. Afterwards, they had to do a pantomime to demonstrate the animal and the rest of the group had to guess the name of the animal. During the game, the pupils and the teacher were using English sentences and the teacher gave the instructions in English, too. Next activity of the revision was a text in the student's book. The teacher instructed the pupils to open their student's books in English. The pupils had to listen and follow the text in their books. After finishing listening, the pupils had to tell the teacher what words or phrases they caught in the text as it was more difficult text. The teacher was speaking in Czech during this activity and the pupils were also speaking in Czech as they were listing what they understood in the text. Next, the class translated the text word for word to Czech language and they answered four questions connected to the text, but first they also translated the questions.

Last activity was a revision of new vocabulary through translation and memorization. After that, the teacher and the class said goodbye in English language.

Analysis

During the introductory part of the lesson, there were features of the Direct method and the Natural Approach used as the teacher communicated with the class in the target language.

During introducing new topic and vocabulary, the teacher used features of the ALM as the class listened to a story in their books and afterwards, there also appeared features of the Grammar-Translation Method as the class translated the new vocabulary to be able to further memorize the meaning and also the communication about the story happened in Czech, and also features of the Direct Method as the class practised the information about the story through questions and answers.

There were features of the CLT method used while the class focused on practising the vocabulary through role playing the story and working in groups.

During the practise part, the teacher used features of the Direct Method and the CLL method as the pupils were working with visuals, and they had to share information through demonstration in groups. After the game, the teacher used features of the ALM as the class

listened to a text in their books and they listened to the correct pronunciation. Afterwards, the teacher used features of the Grammar-Translation Method as the class translated the text word for word and they also spoke about the text in Czech with the teacher.

In the concluding part, the teacher used features of the Grammar-Translation Method as the class revised the new vocabulary through translation and memorization and features of the Direct Method and the Natural Approach as the teacher said goodbye to the class in English.

During the lesson, the teacher also used features of the TPR method as she used simple commands to instruct the class and features of the Direct Method, as she communicated with the class in English.

Through the lesson, the teacher focused on slow activities which were often difficult. The difficult activities appeared more in the first half of the lesson. Pupils usually worked in groups, and the activities were usually calming and serious. The teacher gathered the class at the beginning and at the end of the lesson (Ur, 2009, pp. 216-218).

FOURTH GRADE GROUP ONE		Lesson Stages				
Lesson 2		Introductory	Revision	Learning	Practise	Concluding
Methods	Direct Method	X		X	X	X
	Natural Approach	X				X
	Grammar-Translation			X	X	X
	TPR	X		X	X	X
	ALM			X	X	
	CLT			X		
	CLL				X	

Figure 4: Methods used during the second lesson in the fourth grade – group one

Summary

The teacher mostly used features of the Direct Method and the Natural Approach to communicate during the lessons and to demonstrate her speech. She used features of the Grammar-Translation Method to translate different texts and to give instructions and commands. However, she also was using features of the TPR method to give commands to the class. During the listening activities, she mostly used the ALM and during the games and competitions she used the CLT and CLL methods.

1.3.3. FOURTH GRADE – GROUP 2

Lesson one

In the introductory part of the lesson, the teacher greeted the class in English language. After that, the teacher was asking different kinds of questions about the pupils in Czech and the pupils were answering these questions in English.

The lesson was focused on revision of food. First, the pupils created two teams and each team was given a fly swatter. The teams created two lines and each time a pupil of each of the teams was standing in front of the interactive white board. The teacher prepared food vocabulary which was projected on the board. The teacher said a Czech translation of one of the words written on the board and the two pupils with the fly swatters had to find and touch the word on the board. Whoever touched the word first could move to the end of the team's line. The team where all the pupils held the swatter was the winning team. During the game the translation was emphasized.

As a part of the revision, the teacher told the pupils to open their student's book and she said that command in English. The class sang a song about food that was in the student's book and after that, they translated the song word for word.

Next activity was focused on shopping. The pupils were given a shopping list. The teacher also prepared real food boxes and products as visuals. Therefore, the pupils were able to shop the real products according to the shopping list. After shopping, the pupils had to present what they bought and use the verb *to have*. However, each time the teacher asked the pupils about their shopping experience, she would ask in Czech and never used English language. The pupils answered in English, using *to have* and words *any* and *some*.

Last activity was watching a video of an easy English song. The pupils were able to watch the story of the song while listening to it. After that the teacher said goodbye to the class in Czech language.

Analysis

In the introductory part, the teacher used features of the Direct Method as she greeted the class in English. After that, there were features of the modified Grammar-Translation Method used as the teacher used the native language during the questions. There were also features of the Direct Method as the teacher and the class communicated through questions and answers.

During the first game, there were features of the modified Grammar-Translation Method used as the activity was focused on memorization of the word and the Czech translation. The teacher also used features of the CLT method as the pupils worked in teams and they had to focus on communication and hearing the words.

During the singing activity, the teacher used features of the ALM as the class listened to a song and they repeated the words, as well as the features of the Grammar-Translation Method when the class translated the song.

In the next activity, the teacher used features of the Direct Method as she used visuals connected to the English vocabulary and the pupils gained the meaning directly from the visual.

In the concluding part of the lesson, there were features of the ALM, the Direct Method and the Natural Approach as the class listened to a song and listened to the pronunciation and they also watched the story of the song and understood the meaning directly.

During the lesson, the teacher used the TPR method to give simple English commands and the Grammar-Translation Method as she usually used Czech language to give the instructions.

Throughout the lesson, the teacher was focusing on quick activities which were usually focused on the individual. Usually, the activities were exciting and fun-based and most of the time, they were easy. The teacher used the more difficult activities in the second half of the lesson. She brought the students for the beginning and the end of the lesson (Ur, 2009, pp. 216-218).

FOURTH GRADE GROUP TWO		Lesson Stages				
Lesson 1		Introductory	Revision	Learning	Practise	Concluding
Methods	Direct Method	X	X			X
	Natural Approach					X
	Grammar-Translation	X	X			
	TPR	X	X			X
	ALM		X			X
	CLT		X			
	CLL					

Figure 5: Methods used during the first lesson in the fourth grade – group two

Lesson two

In the introductory part of the lesson, the teacher greeted the pupils in English language and after that, the teacher asked the pupils how they were. Few pupils answered and the teacher further asked about the reasons for their emotions. This also happened fully in English language. The teacher used English instructions, commands and demonstration throughout the lesson.

The lesson was focused on revision. First activity was in the workbook, where the pupils had to create sentences in dialogue. They were practicing questions about animals, using *to be*. After that, the pupils had to learn to read the dialogue in pairs and they performed it in front of the whole class.

After that, the teacher prepared a quiz for the class. The pupils divided themselves into teams and they had to figure out the name of the animal on the interactive white board while the animal was being slowly revealed.

After that, the teacher instructed the pupils to open their student's books and they had to read the names of the animals. After that, they had to match the names of the animals to their pictures. After matching the animals, the pupils had to translate all the animals into Czech language.

Next activity was focused on revision of adjectives, for example adjectives *big*, *small* etc. The pupils were looking at a picture on the interactive board and they had to match the adjectives with the people in the picture. After finishing the activity, the pupils had to translate the adjectives into Czech language and check the answers.

Later, they revised the gradability of the adjectives and comparison of different animals using the adjectives. After that, the lesson ended, and the pupils said goodbye to the teacher.

Analysis

During the introductory part of the lesson, the teacher used features of the Natural Approach and the Direct Method as she was speaking to the class

First activity of the revision indicated features of the Direct Method as the activity was focused on gaining skills through questions and answers in a dialogue. Features of the CLL method appeared too as the pupils worked in pairs on their dialogue performance.

During the quiz, the teacher used features of the CLL and CLT methods as the class worked in groups and they had to cooperate and communicate together to figure out the correct answers.

While working in the student's book, the teacher used features of the Direct method as the pupils were matching animals with their pictures and directly gaining the meaning of the vocabulary. While translating the names of the animals, there were features of the modified Grammar-Translation Method used.

During revising adjectives, the teacher used features of the Direct method and the Natural Approach as the activity was based on matching visuals with the meaning and therefore understanding the meaning directly and naturally. Later during the activity, the teacher used features of the modified Grammar-Translation method as the class translated all the adjectives to Czech word for word. As the class was comparing the animals, the features of the Direct method appeared again because the pupils were using visuals to choose the adjective and to compare the animals.

Within the lesson, the teacher used mainly the Direct Method, Natural Approach and the TPR method as she was giving instructions mainly in English and she also instructed the class through simple commands and demonstration.

During the lesson, the teacher focused more on slow activities, even though that the fast-moving activities appeared too. The activities were mainly serious and calming and the teacher focused on the individual. Most of the difficult activities appeared in the first half of the lesson. The teacher gathered the pupils for the beginning and the end of the lesson (Ur, 2009, pp. 216-218).

FOURTH GRADE GROUP TWO		Lesson Stages				
Lesson 2		Introductory	Revision	Learning	Practise	Concluding
Methods	Direct Method	X	X			
	Natural Approach	X	X			
	Grammar-Translation		X			
	TPR					
	ALM					
	CLT		X			
	CLL		X			

Figure 6: Methods used during the second lesson in the fourth grade – group two

Summary

The teacher mostly used features of the Grammar-Translation Method as she used it to communicate, for translating or to give instructions to the pupils. During group activities there were the features of the CLT used and during listening activities the features of the ALM appeared there. Sometimes, the teacher used the Direct Method and the Natural Approach, mainly for communication or working with visuals.

1.3.4. FIFTH GRADE

In the introductory part, the teacher greeted the class in English language. After that, the teacher started with a simple game which she plays regularly with the class and therefore no instructions were needed. She gave the pupils a letter and they had to create a word starting with that letter. The teacher then wrote the last letter of that word on the black board and the pupils needed to create a word starting with that letter. This process was repeated approximately 15 times.

The lesson was focused on revision. First, the teacher took out all the school supplies from her pencil case and desk, and she showed these objects to the pupils on at the time and asked them in English ‘What’s this?’ The pupils had to answer in full sentences, and they automatically did. Afterwards, the teacher gave each of the pupils a command about giving her an object from their pencil case, for example ‘Give me a pen, please.’ and the pupil was supposed to give her the pen and say, ‘Here you are.’ She tried this with every pupil and then the pupils were supposed to give the teacher the same command and she should give them the object they mentioned.

After revising the school supplies, the class revised spelling of the vocabulary and the pupils were instructed to open their student’s books. The teacher used English commands and movement demonstration for that.

In the student’s books, the class did a listening exercise. When the pupils did not understand the meaning, the teacher used demonstration or translation to explain the meaning.

Last activity was describing pictures in pairs. The teacher and the pupils were using only English language to do so.

At the end of the lesson, the teacher said goodbye to the pupils in English language.

Analysis

The teacher first used the CLT as the pupils played the word chain as a one big team. Then, the teacher communicated with the class through questions and answers, which is a

feature of the Direct Method. After that, the teacher used features of the TPR method to revise simple commands.

During the lesson, the teacher used the TPR method to give pupils the instructions about an activity.

As the class moved to their student's book the ALM was used while the pupils did a listening activity. After that the teacher prepared visuals which the pupils had to describe and therefore there was the Direct Method used, which uses the visuals to describe the vocabulary, and also the CLT method as the pupils worked in pairs.

During the lesson, the teacher focused the most on calming and serious activities. She used both fast-moving and slow activities and the pupils worked in groups but also as the individuals. The teacher used easy activities first and afterwards there were more difficult activities. She gathered the class for the beginning of the lesson and for the end of the lesson (Ur, 2009, pp. 216-218).

FIFTH GRADE		Lesson Stages				
Lesson 1		Introductory	Revision	Learning	Practise	Concluding
Methods	Direct Method		X			
	Natural Approach					
	Grammar-Translation					
	TPR		X			
	ALM					
	CLT	X	X			
	CLL					

Figure 7: Methods used during the lesson in the fifth grade

Methods	Grades			
	Third	Fourth Group One	Fourth Group Two	Fifth
Direct Method	X	X	X	X
Natural Approach	X	X	X	
Grammar-Translation	X	X	X	
TPR	X	X	X	X
ALM	X	X	X	
CLT	X	X	X	X
CLL	X	X	X	

Figure 8: Summary of the teaching methods in the lessons

Methods	Lesson Stages				
	Introductory	Revision	Learning	Practise	Concluding
Direct Method	XXXXXX	XXXXXX	X	XX	XX
Natural Approach	XXXXXX	XXX			XX
Grammar-Translation	X	XXXX	XX	X	X
TPR	XXXX	XXXXX	XX	XX	XXX
ALM	XXX	XXX	XX	X	X
CLT	X	XXXXX	XX		X
CLL		XX	X	X	X

Figure 9: Frequency of the teaching methods used in the lessons

1.4. RESULTS OF THE OBSERVATIONS

There were 7 lessons of observations conducted. Overall, the observations were accomplished in 3 different English groups throughout the 3rd, 4th and 5th grades. In these observations it was found out that not all the English language teaching methods mentioned in the theoretical part of this bachelor thesis were regularly used in the observed English language lessons.

Through the observations, it was found out that the English language teaching methods whose features appeared during the observations are Grammar-Translation Method, Natural Approach, Direct Method, TPR, CLT, CLL, and ALM, and they were usually connected to the individual activities in the lesson. The analyses show that for giving instructions the TPR method and the Direct Method are used. For teaching listening and reading skills, the ALM is mostly used. To support communication skills, the teachers use CLT and CLL. Vocabulary is usually explained through the Natural Approach or the Direct Method. The Grammar-Translation Method appeared in activities focused on reading and understanding the texts and in instructions.

CONCLUSION

In conclusion, this bachelor thesis focused on English language teaching methods and their use in practise at primary level education. The aim of this bachelor thesis was to find out which specific English language teaching methods are used in practise at primary level education. The focus was also on the way that the methods are used in.

The practical part was focused on discovering and recognizing the English language teaching methods that are used in practise at primary level education and it was based on the observations which were accomplished in English lessons in 3rd, 4th, and 5th grades at a primary school. Furthermore, the data from the observations were analysed based on the information presented in the theoretical part of this bachelor thesis. Through the analysis, the specific features of the English language teaching methods were recognized and therefore they could be assigned to the individual teaching methods which are described in the theoretical part of this bachelor thesis.

The theoretical part of this bachelor thesis focused on presenting the English language teaching methods and their features. It also defined the term *teaching method* and described different categorizations of the English language teaching methods. The theoretical part also focused on explaining the use of the terms *method*, *approach* and *technique*. In the theoretical part, there was also a description of the development of the second language there.

The analysis of the observations showed that not all the English language teaching methods described in the theoretical part of this bachelor thesis are used in practise at the primary level education. Throughout the observations there were the features of the same teaching methods occurring. The occurring teaching methods were CLT, ALM, Grammar-Translation Method, Direct Method, Natural Approach, TPR, CLL and TPR. Even though the literature says that the Grammar-Translation Method is generally not used anymore, the analysis shows that the teachers were using this method during the observations. Each of these methods that occurred during the observations was connected to a specific activity, for example the listening activities were mainly connected to the ALM, TPR was connected to giving commands.

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LIST OF ABBREVIATIONS

- CLT Communicative Language Teaching
- CLL Cooperative Language Learning
- ALM Audio-Lingual Method
- TPR Total Physical Response
- CBI Content Based Instruction
- CLIL Content and Language Integrated Learning

RESUMÉ

Tato bakalářská práce se zabývá výukovými metodami anglického jazyka a jejich využitím na prvním stupni základní školy. V praktické části této práce se výzkum zaměřuje na to, které výukové metody anglického jazyka se využívají v praxi v hodinách anglického jazyka na prvním stupni základní školy. Byla provedena pozorování ve třetím, čtvrtém a pátém ročníku základní školy. Následně byla tato pozorování zanalyzována a bylo zjištěno, že během výuky učitelé anglického jazyka využívají sedm anglických výukových metod. Tyto metody jsou gramaticko-překladová metoda, audio-lingvální metoda, přímá metoda, přirozený přístup, TPR metoda, CLT metoda, a CLL metoda.

ANNOTATION

Jméno a příjmení:	Dominika Šároši
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Rok obhajoby:	2022

Název práce:	Užití výukových metod anglického jazyka na prvním stupni základní školy
Název práce v angličtině:	Application of English Language Teaching Methods at Primary Level Education
Anotace práce:	Bakalářská práce popisuje výukové metody anglického jazyka a také se zabývá tím, které výukové metody se využívají ve výuce na prvním stupni základní školy. Dále se práce zabývá tím, jakým způsobem jsou výukové metody anglického jazyka ve výuce využívány.
Klíčová slova:	výukové metody, anglický jazyk, první stupeň základní školy
Anotace v angličtině:	This bachelor thesis describes English language teaching methods and focuses on finding out which English language teaching methods are used in practise at primary level education. It further focuses on the way these methods are used during the English lessons.
Klíčová slova v angličtině	teaching methods, English language, primary level education
Rozsah práce:	57 stran