

UNIVERZITA PALACKÉHO V OLOMOUCI

Pedagogická fakulta

Ústav cizích jazyků

Bc. TOMÁŠ PETR

II. ročník navazujícího magisterského studia - prezenční studium

Obor: Učitelství anglického jazyka a učitelství základu společenských věd

ENHANCING STUDENTS' LANGUAGE SKILLS THROUGH ANALYSIS OF TEXTS

Diplomová práce

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OLOMOUC 2018

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

Ve Štramberku dne 28. 3. 2018

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Vlastnoruční podpis

I would like to thank Mgr. Josef Nevařil, Ph.D. for his guidance, patience and valuable comments on the content and style of my diploma thesis. I would also like to thank my family for their continuous support during my studies.

ABSTRACT

This diploma thesis is focused on changing the way English is taught at the Higher Vocational School of Business and Trade in Přerov as its students' language skills lack behind on a long-term basis. It aims at making sure their language skills significantly improve within the given period of two years, goes into detail about process of change, backs it up with relevant pedagogical and methodological aspects from ELT and lists particular language issues students struggled so teacher at VOŠŽ can use these lists when teaching English at this school. The thesis is concluded by a thorough evaluation to determine to what extent the experiment worked and whether or not progress has been made.

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INTRODUCTION

All teachers, be it foreign language teachers or e.g. science teachers, are explicitly involved with language on a regular day-to-day basis. It doesn't matter what country they are located in, what social background their learners come from, whether they work with small children in kindergartens, grade-schoolers in primary schools, teenagers in grammar schools or adults in universities. It all comes down to language as a tool for conveying messages and connecting people together. With that said different languages ruled the world at different times, especially Latin and French which were at the top of the list for a long time. However, as the French empire and its colonies all around the world started to crumble at the end of the 19th century, the British empire took over (covering approximately a quarter of the entire world, USA excluded) and the US began to grow its political and economic reach, English language became language number one¹ (though as of 2017, Chinese and Spanish are the first two most spoken languages in the world, followed by English²) and a true *lingua franca* (i.e. a widely spoken language used as a means of communication between speakers of other languages). English is the language of science, trade, tourism and business, over 80% of all Internet communication every day is realized in English and nearly 1 billion people speak English on top of their mother tongue.³

For that reason the author truly believes that learning English and developing one's language skills is very important and so is finding new, effective ways to teach English within various educational settings as well as under specific circumstances. This diploma thesis is going to attempt to do just that – it aims at changing the way ELT is treated at VOŠŽ in Přerov. Based on both internal testing and external feedback from individual partners/employers the headmistress of this school cannot be satisfied with students' level of English and wants the situation to be changed. As there is virtually no emphasis or particular focus on language development at this school and no materials on the market reflect the very unique nature of the school, the authors' job is to think about a way to focus on language, back it up with relevant methodology and create a material to be used at this school for the purpose of ELT by him in the present and other teacher in the future. As the way was decided to be teaching English through worksheets (and using them as a means of language analysis), the author needs to make sure worksheets are created according to the requirements imposed on him by the school management team. The practical part follows up by presenting particular outcomes of lessons conducted in this way (eventually forming a material for other teacher VOŠŽ to follow) and evaluates the entire process. The author is given the time limit of two years (four semesters) after which the entire process will be evaluated to see whether or not progress has been made by students'.

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

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

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

To sum up the thesis ultimately addresses these five questions:

- 1) Are students at VOŠŽ capable of learning a topic from a field of their study and a foreign language both at the same time?
- 2) Is speaking the language skill students at VOŠŽ struggle with the most?
- 3) Is it realistic to teach English at VOŠŽ so everyone reaches at least B2 level?
- 4) What is the most challenging part about worksheets analysis in ELT at VOŠŽ Přerov from the point of a teacher?
- 5) What part about worksheet analysis causes the most trouble to students at VOŠŽ?

All questions will be taken into consideration during the experiment and answered in conclusion (based on acquired data and practical experience with such system of ELT the author receives throughout the entire process).

THEORETICAL PART

1 THEORETICAL UNDERPINNING OF LANGUAGE TEACHING

1.1 Language acquisition

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

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

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

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

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

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

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

The entire process of language acquisition/language learning has always been controversial because of the fact that various authors argue to what extent our genes, social environment and other factors matter. Noam Chomsky, the most prominent author in favor of the idea that language learning is influenced by our genes, coined his world famous theory called "*generative grammar*".⁸ Generative grammar talks about having a specific set of rules to use sequence of words properly to form grammatical sentences. This particular grammar is thus the basis for all other grammars (such as relational grammar, categorical grammar, tree-joining grammar, transformational grammar etc.) and knowing it gives anyone the opportunity to learn any other language. On the other hand Marie Vágnerová, a well-recognized Czech psychologist, says: "*There is no doubt that language skills develop as one gets older through the process of learning*". She also says: "*Humans are very good at imitation...*" and further elaborates: "*...language development heavily depends on stimulation and having enough opportunities to hear the language and to be able to produce it*".⁹ The bottom line is that both views seem to have something to it and in order to learn a certain language both aspects (genes and social interaction) are important. Some people are better at science (they don't seem to possess good genes for language learning) and some people are somewhat "*language gifted*". To make things as clear as possible, let's put out some numbers: 60% of world population is monolingual, 43% of world population is bilingual, 13% trilingual, 3% multilingual (people who speak four languages) and only 1% is devoted to the so called "*polyglots*" (people who speak five or more languages).¹⁰

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

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

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

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

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

- 1) When it comes to foreign language learning, learners may use various metacognitive processes to their advantage, they can consciously analyze and manipulate grammatical structures, which makes the learning process faster (because they understand the mechanisms behind it, they know the rules). They can also use their life experiences (they have more background knowledge) to help them remember the language better. On the other hand a negative transfer may occur too, while it does not exist when acquiring one's first language.
- 2) Unless first language learners have a disability negatively impacting their natural language learning ability, they always reach native proficiency. Foreign language learners do not always have the opportunity to be in touch with either native speakers or native environment in general so reaching high proficiencies can be difficult (for example in pronunciation).
- 3) Anyone acquires a first language; while only a certain amount of people (40% of the world population¹¹) successfully manage to learn at least one foreign language.

1.2 The importance of age in language learning

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

To put things into perspective (and to echo the opinion in favor of starting to learn a foreign language at a younger age), the Czech School Inspectorate conducted an extensive survey from 2006 to 2009 and even though this data may seem a little outdated these days, the situation did not change much and these gatherings still provide us with numerous valuable findings.¹² Specifically, they found out that about 50% kindergartens in the Czech Republic offer language education, 70% of them in terms of an optional course for children who are interested in such thing. This education is, for the most part, provided by external teachers who very often lack proper formal education; about 29% of them possess no diploma or certificate for language teaching at all. Only 8% kindergartens offer language courses on a day-to-day basis, the vast majority (64% of them) organizes a language course only once a week. It was also found that 82% kindergartens do not conduct a language course which is longer than 60 minutes. It appears from this that starting to learn a foreign language at a young (or a very young) age is a little bit overrated as the system in the

¹¹ Foreign language learning statistics. [online]. *Eurostat.eu*, 2017 [cit. 2017-03-09]. Dostupné z: http://ec.europa.eu/eurostat/statistics-explained/index.php/Foreign_language_learning_statistics

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

Czech Republic is not ready to offer proper education for such young learners (and there are no visible tendencies for it to change in a foresight future). Still, “*the younger the better*” opinion prevails, so what seems to be the attraction here?

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

On the other hand, there are many other authors in favor of the opinion that age is not the most important aspect in language learning (and teaching). They claim there is no need to start such early (e.g. the US Department of Education conducted a research in the late 1970s and found out that starting young for the sake of having the best results is a myth¹⁵). These authors do, however, acknowledge one aspect which plays a significant role in language learning and makes young learners superior to the older ones. They believe that: “*Younger children are better at picking up pronunciation*”.¹⁶ To counter, other research shows that: “*Older children have better cognitive abilities...*”¹⁷ which essentially means they can compare grammatical structures from their mother tongue to the ones in the foreign language and this may help them understand and remember those issues better. They are also faster at learning and generally more efficient. It is said that young learners are better at “*implicit learning*”, while older learners are better at “*explicit learning*”.¹⁸ Implicit learning is learning a language in a native environment (i.e. in a country where the particular language is spoken as an official one). Even though older children proved to be learning faster in such environment, younger children obtain higher level of language proficiency eventually. Explicit learning is a systematic learning in schools where older

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

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

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

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

¹⁷ *Ibid.* p. 30. ISBN 80-210-4149-8

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

children with already properly developed cognitive abilities win over their younger counterparts.

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

1.3 Do Czechs speak English?

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

It is evident that from the 1990s on, it was established to start learning the first foreign language (being 87% English) in Czech schools. As it has been pointed out in the previous chapter though, some children start even earlier, for example in kindergartens (they are around 4 years old), where the education of languages is not established by the state, but offered as an optional course for those children who are interested. It appears from this that in the lower secondary education Czech pupils have to learn at least one foreign language, which is very similar to other language learning systems in most European countries these days. At the upper secondary level the situation gets a little complicated as language education depends on the type of school. When it comes to general oriented schools, two foreign languages are compulsory to learn. In terms of vocational education, about two thirds of pupils continue to learn just one foreign language²⁰ (only one third of them picks up a second one, usually German, but the latest research showed that Spanish, French and Russian are very trendy too).²¹

With that said, it looks like Czechs could be very good at English – the numbers are clear. However, it is not like that. According to a very extensive research of the European

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

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

²¹ Rusky se učí čím dál víc českých žáků. Neradíte jim, nabádá rodiče expert [online]. *Zpravy.idnes.cz*, 2016 [cit. 2017-03-14]. Dostupné z: http://zpravy.idnes.cz/rustina-deti-skoly-0ar-domaci.aspx?c=A160223_152125_domaci_kha

Commission from 2012²² (based on their Eurobarometer studies), only 49% Czechs speak a foreign language (this number is heavily influenced by the fact that a lot of Czechs speak Slovak), 27% of them believe to know the basics of English and only 12% of them think their English level is good or better (excellent...). The only two European countries, who ended up having worst results, were Spain (11,28%) and Bulgaria (11,99%). On the other hand, among the best ones belong Sweden and Denmark (both 52%), generally all Scandinavian countries, Austria and Cyprus (all around 50%).

Nevertheless, the situation seems to improve as the Czech Republic has ranked eighteenth out of the seventy countries in the latest English Proficiency Index 2016. According to this index²³ (which rates the level of English of all major non-native English speaking countries all around the world), Sweden once again came on top along with Netherlands, Norway, Denmark and Finland (the top five countries). The Czech Republic was labeled to be to be a “*high proficiency*” region though, a few years before it was placed in a “*moderately proficient*” region so Czechs clearly got better. And they may be even better in the future as there has been a lot initiative (in 2017) to e.g. introduce movies with subtitles on TV (as opposed to Czech dubbing, which is the only option Czechs have as of 2017). In fact Markéta Adamová (TOP09) says: “*My suggestion is to have around 60% movies on TV with English subtitles by the end of 2018*”.²⁴ She supports her idea by illustrating the obvious – Sweden is the best European non-native English speaking country and its citizens can choose from both options (dubbing or subtitles) as they please (and having the opportunity to switch on subtitles clearly helps). Still, the situation in the Czech Republic is not perfect and Czechs have a long way to go. For that reason let’s explore some of the obstacles which prevent Czech speakers of English from getting better at English.

1.4 Obstacles in language learning

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

2 METHODS AND APPROACHES

The goal of the following chapter is to explore some of the most prominent methods used for teaching English throughout history. Because the tradition of English teaching continually develops and as of 2018 is no longer bound to the process of memorizing vocabulary and other texts in order to develop one's language skills and reach a certain level of proficiency, this chapter will present a brief overview of what is being used and what mechanisms behind these ways of teaching English actually are. As Diane Larsen-Freeman, an American linguist and an expert in the process of language learning, says: "*There is no best method...*" and also mentions: "...if we start looking for the best method, which would surpass all the other ones, we are doomed to fail..."³¹, this chapter will not attempt to do so – its point is neither to find the best method nor to describe all of them in vivid details. The main purpose is to find their distinctive features so they can be subsequently used to form distinctive features of a method which the author is going to use in his lessons.

2.1 Terminology

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

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

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

³¹ DIANE, Freeman. *Techniques and Principles in Language Teaching*. Oxford University Press, 2011, p. 86 ISBN 978-0194423601

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

³³ *Ibid.* p. 21.

2.2 Grammar Translation Method

This method, often referred to as the “*classical method*”, was originally used to teach Latin a Greek. In terms of language skills, it primarily stresses the importance of reading and writing as its point is to translate individual words, phrases and texts from and into the mother tongue of a particular learner. Richard and Rogers further add that: “*the basic structures are sentences as their translation is the main part of the lessons.*”³⁴ It is obvious that the way learners expand their vocabulary is by memorizing enormous lists of words (consisting of words in both their mother tongue and the target language) as well as various grammatical rules which all necessarily come from the original text. Even though this may seem to be the fastest and most logical way to learn new vocabulary at first, it actually is the exact opposite because our memory is on average capable to retain only about 25% knowledge³⁵ (usually 15-20%, the rest of it is forgotten in the long run). For that reason context is greatly needed to permanently remember more information (i.e. learning words and grammar in context helps us understand and remember it more efficiently so it eventually takes less time to obtain a certain knowledge).

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

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

³⁴ *Ibid.* p. 28

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

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

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

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

2.3 Direct Method

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

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

With that said, it is obvious that the direct method requires a qualified teacher (especially in terms of speaking skills and perfect pronunciation) and a smaller classroom (large classes are not suitable for it, a teacher needs a smaller amount of learners in order for the method to be as effective as possible) – for that reason it was very successful in private

³⁷ RAO, Yalaka. *Methods of Teaching English*. 2003, p. 163.

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

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

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

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

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

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

2.4 Audiolingual Method

The idea of the audio-lingual method comes from the time of the World War II when the US soldiers, due to their extensive fighting abroad, felt the need to learn foreign languages and wanted to find a way, a new effective method, to accomplish that. The actual method was not created until 1964 though on the basis of both a very simple opinion that “*speech is primary*”⁴² and the very basic mechanism of behaviorism which claims that we learn by repetition.⁴³ Because of this, languages were looked at as sets of structures and the best way to learn them was determined to be through the process of conditioning – if one repeats a certain language structure enough, he remembers it. In fact Richards and Rogers says that learning a

⁴⁰ BROWN, Douglas. *Teaching by Principles.*, 1994, p. 55, ISBN 0136127118

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

⁴² BROWN, Douglas. *Teaching by Principles.*, 1994, p. 57, ISBN 0136127118

⁴³ *Ibid.* p. 57

foreign language can be compared to the: “...*the process of building a new habit.*”⁴⁴ and even B.F. Skinner seconds that by saying: “...*language is verbal behavior.*”⁴⁵ With that said, the main component of such learning process is for children to drill dialogs all over again so they remember them eventually. When it happens, teachers select certain grammatical issues from these already memorized dialogues and use special types of exercises to drill them some more with their learners.

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

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

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

Some of the techniques teachers use, when employing this method, are *drilling*, *repetition* and *acting out a dialogue*. To be more specific, a teacher can for example write the following question on the whiteboard: “*Does my mother want to go to...? (Italy, Spain, France) a say: Italy.* As a result of this, his learners say: *Does my mother want to go Italy?*”

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

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

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

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

Right upon this he says: *Spain* and his pupils once again follow the pattern and say: Does my mother want to go to *Spain*? etc.

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

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

2.5 Communicative Language Teaching (CLT)

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

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

It is evident that the CTL approach is mainly focused on learners and their mutual interaction. They communicate primarily between each other rather than with a teacher. A teacher is not a center of attention. Because of this, they are to a large extent responsible for their own learning; they are encouraged to cope and work together in order for them to choose which form of the language to use for conveying messages too. The big difference to the

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

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

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

previous method is also the role of the teacher. Vivian Cook, a British linguist, says that “...the teacher is no more the center of attention...”⁵¹ to lead and control everything. According to Richards and Rogers there are essentially two important roles for him to do. First of all he needs to make sure that all learners have the opportunity to take part in the communication process (he is a facilitator, meaning he has to prepare activities so everyone can participate) and second has to work as an independent participant (he steps in only to resolve breakdowns in communication, in a given exercise etc.). If an error occurs, he should note it down without any positive or negative comment whatsoever (the point of this is not to disrupt the flow of the particular activity) and address it later.

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

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

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

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

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

2.6 Content and Language Integrated Learning (CLIL)

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

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

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

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

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

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

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

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

2.7 Suggestopedia

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

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

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

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

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

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

meaning the relationship between learners and their teacher should be similar to the relationship of children and their parent.⁵⁹

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

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

2.8 Total Physical Response

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

TPR, unlike the vast majority of other method, focuses on the right hemisphere of the brain (the one responsible for movement) and because of the fact that the act of moving is memory friendly makes a great use of it and makes its learners remember the language very effectively. In fact any information acquired by primarily oral production is temporarily stored in the short-term memory (associated with the left hemisphere) and has to be repeated in order to sink in. TRP directly associates it with movement, it gets stored in the right hemisphere and one is more likely not to forget it in the long run (it works the same way as e.g. learning to ride a bicycle or learning to swim – one hardly ever forgets these).

⁵⁹ *Ibid.* p. 164

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

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

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

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

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

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

3 THE AUTHOR'S WAY OF TEACHING

3.1 ELT at the Higher Vocational School in Přerov

3.1.1 General outline

As the higher vocational sector of education is not as specifically defined as the primary or secondary sector (there is no Framework Education Programme for this level of education – turned into a unique School Education Programme at each particular school), individual schools are more independent and freer in terms of what they can do.⁶³ It is very close to the way Czech universities are organized as its successful operation and credibility is bound to the accreditation process. Higher vocational education in this aspect regulated the law number 10/2005 Sb. and 470/2006 Sb. The Czech Education Act is very loose when it comes to the interpretation of higher vocational education “...higher vocational education further develops students' skills obtained in secondary education and provides improvement for their practical utilization in specific occupations...” and does not specifically state ways, means or specific desirable outcomes.⁶⁴ It is clear though that schools have to take into consideration the so called Dublin descriptors within the higher EQF levels (level 5), clearly differentiating higher vocational education from Bachelor Programmes at universities (level 6).⁶⁵

Because of the reasons stated above, there is no universal system which would coordinate and unify all higher vocational schools to work the same way. One of very few mandatory components to all of them is the final exam (called “*Absolutorium*”) which consists of three parts: an oral exam from a foreign language, an oral exam from the field of the study and a defense of the thesis. There are no universal questions for these exams or specific requirements on the way these exams should be handled, it is all up to the individual schools to set the rules and get approved in the accreditation process. When it comes the Higher Vocational School in Přerov, students are obliged to take the final exam according the following formula. If their field of study is marketing, they need to successfully pass an oral exam in “*Aplikace marketingu*”, an oral exam in English and successfully defend their thesis. If their field of study is financial management, they take the exam from “*Finance*”, on oral exam in English and they also need to defend their thesis. Last but not least students of logistics and supply chain management are required to pass an oral exam in “*Nákup*”, an oral exam in English and defend their thesis. All students (regardless of their field of study) take an additional oral exam from “*Praktikum podnikatele*” and are asked to prove their presenting skills in “*Grafické prezentace*” (both parts belong to the oral exam of their field of study). This puts the exam in English on top because it stands alone as it poses a 1/3 of their final grade.

The oral exam in English has to do with students having to pick a topic and answer questions presented to them during their studies (during which the topics are also individually

⁶³ KARPÍŠEK, Michal. *Vyšší odborné školy na rozcestí. Analýza možného vývoje sektoru vyššího odborného vzdělávání*. Praha, 2009, p. 17

⁶⁴ Zákon č. 561/2004 Sb., o předškolním, základním, středním, vyšším odborném a jiném vzdělávání (školský zákon), in: Sbíрка zákonů České republiky [online], 2004, p. 10262 [vid. 13. 8. 2011], dostupné z: <http://aplikace.msmt.cz/Predpisy1/sb190-04.pdf>

⁶⁵ KARPÍŠEK, Michal. *Vyšší odborné školy na rozcestí. Analýza možného vývoje sektoru vyššího odborného vzdělávání*. Praha, 2009, p. 54

dealt with). Students' final grade is the result of their language performance (50%) and their knowledge of the topic (50%) and is decided upon by the English committee consisting of two members.⁶⁶ This organization scheme for the exam in English is used in all 181 higher vocational schools in the Czech Republic (the exam from the field of their study significantly differs).

3.1.2 Research

As higher vocational schools are not required to publish the topics (as of September 2015, only VOŠ Kladno and VOŠ Boskovice had them available online for the general public) and there is also no official way of finding out the way their English lessons are organized, it is difficult to see other systems so teachers can get inspired (especially when results in English at their school are not satisfactory). For that reason the author of this thesis asked the headmistress to figure this out. As there is not one identical higher vocational school in Czech Republic as the one the author is the teacher at, the headmistress pulled up a list of the 7 closest private higher vocational schools based on their similar study programs and past cooperation (projects Braganca 2011, Otop 2012, QAR M 2015...), the author supplied her with three questions concerning ELT at these schools and let her obtain the necessary answers. The questions were:

- 1) **Which coursebook or material do you primarily use?**
- 2) **How do you teach the topics?**
- 3) **Do you deal with the language as well or do you focus strictly on the topics?**

The list of private higher vocational schools that took part in the internal research:

Soukromá vyšší odborná škola podnikatelská, s.r.o. (Ostrava - Slezská Ostrava)
CEDUK - Soukromá VYŠŠÍ ODBORNÁ ŠKOLA spol. s r.o. (Praha 6)
CZECH SALES ACADEMY - vyšší odborná škola a střední odborná škola s.r.o. (Trutnov)
AHOL - Vyšší odborná škola o.p.s. (Ostrava - Zábřeh)
PB – Vyšší odborná škola a Střední škola managementu, s. r. o. (Praha 8)
Veřejně správní akademie - vyšší odborná škola, s. r. o. (Brno)
Střední škola podnikatelská a Vyšší odborná škola, s.r.o. (Kroměříž)

The headmistress, PhDr. Světlana Daňková, emailed the questions to her fellow headmasters or headmistresses and obtained the following data. She managed to get answers from all 7 schools on all 3 questions (maximum response time was 6 days). The answers were rewritten into English and shortened so only the desirable key points are presented here. The point of this segment was to find out the way ELF is organized at these schools so their system can either be adopted or some of its key features used.

⁶⁶ Appendix 13

Soukromá vyšší odborná škola podnikatelská, s.r.o. (Ostrava - Slezská Ostrava)

Headmaster: Ing. René Procházka

Date: 5. 9. 2015

- 1) Business Result Intermediate, New Headway 2nd edition Intermediate
- 2) Teachers go through the individual chapters in BR, complete all exercises, absolutorium topics are based on these chapters. It is students' task to complete individual questions and learn them, they do it at home.
- 3) They do it simultaneously; students improve their language competencies in the book and pick up the topic as they go. If they fail to do so, they have to study it at home and prepare for the exam individually.

CEDUK - Soukromá VYŠŠÍ ODBORNÁ ŠKOLA spol. s r.o. (Praha 6)

Headmistress: Ing. Věra Korbášová

Date: 8. 9. 2015

- 1) Business Result Intermediate, Inside Out Pre-intermediate
- 2) Our teachers teach absolutorium English topics by completing specific exercises in BR (we choose the ones they like and are meaningful for the sake of the topic), we don't teach it separately. Students have to complete and study the questions at home.
- 3) Both.

CZECH SALES ACADEMY - vyšší odborná škola a střední odborná škola s.r.o. (Trutnov)

Headmistress: Mgr. Monika Benešová

Date: 6. 9. 2015

- 1) Business Result Intermediate, Matrix Intermediate
- 2) Absolutorium topics in English are based on chapters from BR. This ensures us that English is taught together with the topics. Questions are done by students on their own based on these materials and other materials distributed and dealt with during particular lessons.
- 3) Both.

AHOL - Vyšší odborná škola o.p.s. (Ostrava - Zábřeh)

Headmistress: Mgr. Michaela Drozdová, Ph.D.

Date: 8. 9. 2015

- 1) New Headway 3rd edition Pre-intermediate
- 2) We treat English as two separate subjects. As far as the first one is concerned, my teachers focus strictly on English as a language by completing all exercises from the book. Sometimes they manage to get from the New Headway 3rd edition Pre-intermediate to its Intermediate level, but it is rare, it only happened 2 times in more than 10 years. The second one is a course called "English communication" where my teacher focuses on speaking about the absolutorium topics we have. They are specialized topics we created and have nothing to do with New Headway.
- 3) Refer to question number 2.

PB – Vyšší odborná škola a Střední škola managementu, s. r. o. (Praha 8)

Headmistress: Mgr. Marie Mikolášová

Date: 5. 9. 2015

- 1) Business Result Intermediate
- 2) Absolutorium topics are based on BR, teachers complete the book and students should be ready for them as individual chapters reflect the topics. If they are not, they need to prepare at home (they usually do it anyway, it is necessary to put together the answers for the questions and learn them).
- 3) Yes, students improve by completing exercises from BR. This is also the way they learn the absolutorium topics.

Veřejně správní akademie - vyšší odborná škola, s. r. o. (Brno)

Headmaster: Ing. Ondřej Venclík

Date: 5. 9. 2015

- 1) Business Result Intermediate, New Opportunities Intermediate
- 2) All our English absolutorium topics directly correspond with the individual chapters from BR, students are required to do a lot of exercises (reading, writing,...) so they get familiar with the topic. All questions for absolutorium are up to them how they want to work it out, we don't deal with them at school, it is everyone's responsibility.
- 3) Both and the same time, BR is a great book for that.

Střední škola podnikatelská a Vyšší odborná škola, s.r.o. (Kroměříž)

Headmaster: Ing. Zdeněk Velikovský

Date: 5. 9. 2015

- 1) Business Result Intermediate
- 2) Students go through the book, learn English and get familiar with the topic as well. Absolutorium questions are based on BR. However students have the opportunity to take a few additional courses in English where they primarily communicate or do whatever needs to be done, for example the questions. I have to admit these courses are not very popular though because it is enough for students to take the regular mandatory English lesson and they usually obtain questions from graduates so they can learn them. English is unfortunately not very popular among our students.
- 3) Both, refer to my answer in question number 2.

Findings:

It is obvious that the way the higher vocational school in Přerov and other similar private higher vocational school work (as far as ELT goes) is very different. All schools presented in the list above follow a coursebook (Business Result) and have the absolutorium questions in English based on individual chapters from this book. This enables them to deal with the language and tackle the topic at the same time, but apparently they do not focus on completing individual questions from these topics so students have to do them on their own at home. It also shows that their topics are rather general (as opposed to the university-like ones in Přerov). Nonetheless VOŠ AHOL presents a very interesting take on ELT though as they have divided English into two separate courses and teach both things (the language and the topic) separately. This is a unique way because they must have found a spot in their student's schedules to fit two mandatory English courses (which is not possible in Přerov, it was one of

the first suggestions from the author and was rejected right away). VOŠŽ Kroměříž is also kind of unique as their students can take an additional course where all necessary issues can be covered (be it the topic or the language itself). Yet again this is not the solution the headmistress from VOŠŽ Přerov is looking for, she wants to find a new to do both things at the same time and achieve great results from both parts (meaning students get to learn the topic she desires and also successfully develop their language skills in one lesson).

To make things as clear as possible, the table below shows the books other higher vocational schools from the list above use.

Coursebook	Number of usage
Business Result Intermediate	6
New Headway 2nd edition Intermediate	1
New Headway 3rd edition Pre-intermediate	1
Inside Out Pre-intermediate	1
Matrix Intermediate	1
New Opportunities Intermediate	1

Table 1: Coursebooks used in ELT at selected higher vocational schools

3.1.3 Business Result Intermediate Analysis

In order to find out more about this book (for the sake of its possible usage as the as a coursebook in Přerov), the author has decided to perform a brief methodological analysis of the coursebook. Its point is to find out its effectiveness and relevancy. The analysis will be performed by completing a template for this very purpose created by Jan Průcha⁶⁷, one of the most prominent Czech methodologist/teacher of all time. As stated above, the analysis deals with the *Business Result Intermediate* coursebook and it is enclosed at the end of the thesis.⁶⁸

Findings:

This coursebook reminds more of a high school coursebook (describing secondary school competencies, which are not relevant for higher vocational usage, every topic is introduced and its usefulness is explained – yet again something students in high school may find useful, but students at VOŠŽ are presented with a given set of topics and no questions or justification about them is welcomed, they don't have a choice but to accept those topics...).

It is very well organized and clearly presents all exercises (dealing with individual grammatical issues, vocabulary...). The problem is that not all grammar is explained in this particular volume (and the issues that are covered here are either not explained thoroughly or does not explain the issue from the beginning). It definitely provides its readers enough opportunities to practice everything they learnt though (revision exercises at the end of every chapter, side bubbles and boxes with additional comments and examples). There are also no results to any exercises (in student's edition) so student's cannot cheat and definitely have to try their best to fill everything in. Instructions are loud clear and the list of relevant

⁶⁷ PRŮCHA, J.: *Učebnice: Teorie a analýzy edukačního média*. Brno : Paido, 1998, s. 94

⁶⁸ Appendix 1

vocabulary in the end of the coursebook is also appreciated. The only issue here is that the vocabulary is not sorted into individual categories which makes it difficult for learners to get back to it and revise just the vocabulary from the topic they need/want at that very moment.

Nevertheless it is full of pictures (not really appreciated at VOŠŽ, the school management team wants the teacher to focus on information, not graphical elements) and the topics are very general and easy to master. For this reason alone it cannot be used in the lessons at VOŠŽ in Přerov, though occasional inspiration may happen. This does not mean that it is not a good book though – it is just suitable for a different school (presumably of a lower level) with a different take on higher vocational learning, yet again especially since the topics here are not really suitable for adults and true professionals in their fields of study (they are too general hence the vocational aspect of VOŠŽ gets undesirably diminished).

3.1.4 The old way vs. the new way

The following chapter goes on into a brief description of the “old way” and the “new way” of teaching based on the facts and information obtained in previous chapters. Its point is to outline what was done up to this point by the former teacher (and did not fully work) and what will be done by the author from now on. As it is an outline, no specific lesson plans will be defined. It is also worth mentioning to it is not even possible to create such a plan because of the structure of the lessons (they are last very long, students’ are of a very different level thus various issues may come up at any time etc.) and as far as the old way goes, no lesson plans from the former teacher are available as there was generally very little methodology involved.

General information valid for both the old and the new way:

- 1) Total number of students: 17
- 2) Age: 21-24 years old
- 3) Mixed ability class. The table below goes on detail about it.
- 4) Lesson duration: 135 minutes
- 5) Primary focus: deliver the topic, one topic per sitting, topic has to be completed at all costs
- 6) Secondary focus: improve students’ language skills

	Number of students
Maturita exam from English	3
English as a first second foreign language at elementary school	8
English as a second foreign language at elementary school	4
No English at school whatsoever	2

Table 2: Experience with English education

The old way

The way English was taught by a former teacher (prior one to the author of this thesis) was by giving lectures in English on specific topics from the business world. The point was not to

teach students the subject (it was by no means CLIL) as they were already familiar with the topics in Czech. It was all about presenting business-related topics so students get familiar with them in English, soak up the vocabulary and generally all aspects of such authentic topics from the perspective of English. This was done for the purpose of them providing them with the opportunity to work abroad or in the Czech Republic at a company which requires English. This “lecture method” proved to be very effective in terms of delivering the topic; students learnt the topic in English and were eventually able to talk about it at their final exam. Their overall results were satisfactory. What turned out not to be very successfully was their overall language development. The original idea was to do present them with the topic and hope they pick up the language as the lesson goes (since they already knew the topic and could focus on language). Unfortunately it did not fully work. Students’ failed to improve so changes needed to be introduced. The following summary of positives and negatives is compiled from the feedback obtained by the former teacher on his way of teaching in 2012-2016. No more data is available. No lesson plans or any other methodology behind his lessons exist either.

Positives:

- 1) He managed to cover a wide range of topics within the given period of time without any problems.
- 2) Every topic was delivered in a very clear, organized and logical way.
- 3) He did not need any special classroom, teaching aids or equipment.
- 4) Students did not need to prepare for the lessons and they also did not need any special equipment.

Negatives:

- 1) The same language was delivered to all students; the teacher did not pay attention to student’ individual needs.
- 2) Lessons were very passive; no active participation was needed from any of the students.
- 3) Topics got forgotten easily (but students had notes so they could get back to them).
- 4) Lessons were boring.

The new way

Because of the fact that simple presentation of the topics (in form of a lecture) in English failed to develop students’ language skills, it was necessary to find a new way to combine both the topic presentation and English development. As it was not possible to conduct two lessons of English/a week (one for the topic, for the language) and no coursebook on the market or any other teaching material provided the desired topics (or any other viable solution to solve the situation), the author has decided to come up with his own materials (worksheets) so both components can be effectively merged together and dealt with at once. The process of creating these worksheets, their structure, evaluation and other characteristics are described in chapter number 4.2. The underlying principles and mechanisms of ELT methodology (based primarily on chapter number 2.2-2.8.) used in the ELT worksheets lessons are described in the chapter number 3.1.5. The following part presents an outline (in form a template created by H. Douglas Brown in his book “*Principles of Language Learning and Teaching*”)⁶⁹ for all

⁶⁹ BROWN, Douglas. *Teaching by Principles.*, 1994., p. 94. ISBN 0136127118

lessons carried out in a “new way”. No particular order of particular components is implemented in the template as all lessons were very different and heavily relied on students’ needs.

Techniques	Aim	Procedure	Interaction
Fill in the gaps	Helpful for mental growth/drill/understanding	T will ask students to fill in the gaps in exercises	T-Ss
Read aloud	Development of their a reading skill through practice with speaking	T will ask students to read the exercises	T-Ss
Read and understand texts through silent reading	Helpful for mental growth/understanding	T will give Ss will enough time to think about the exercises before completing them as a group	T-Ss
Translation of a word/sentence	Helpful for understanding and eventually fossilizing the particular issue	T will ask students to translate words/sentences Ss will engage in conversation with each other to help each other (explanation, hints)	T-Ss Ss-Ss
Listen for information	Development of their personality for social situations	T will provide information to Ss Ss will provide information to each other Ss will provide information to the teacher	T-Ss Ss-Ss Ss-T
Ask and answer questions	Development of their personality for social situations Development of S expressing and vocal abilities	T will ask Ss questions Ss will ask each other questions Ss will ask T questions	T-Ss Ss-Ss Ss-T
Dialog	Helpful for better understanding	T will make sure Ss engage in conversations Ss will be encouraged to start conversation with each other	T-Ss Ss-Ss
Antonyms/synonyms	Helpful for clarity and memorization	T will ask Ss for antonyms/synonyms	T-Ss
Deductive application of a rule	Helpful for understanding purposes/L2 clarity	T will explain the rule first, Ss will reproduce Ss will explain rules to each other and reproduce	T-Ss Ss-Ss
Inductive application	Helpful for understanding	T will make sure	T-Ss

of a rule	purposes/L2 clarity	students understand the issue from the text, then explain it to Ss Ss may attempt to make other Ss understand the issue, then explain	Ss-Ss
Reading comprehension	Development of brain processing capabilities/ L2 enhancement	T will Ss ask questions about meaning of a chunks of texts and makes sure they understand Ss can make sure other Ss understand it	T-Ss Ss-Ss
Use of cognates	Helpful for understanding/fossilizing	T will ask to find and provide examples of cognates	T-Ss
Memorization	Important for future progress	T will ask students to memorize rules and words based on context	T-Ss
Use words in sentences	Important for better understanding	T will make sure Ss can effectively use old/new vocabulary in sentences Ss can help each other learn how to use words in sentences properly	T-Ss Ss-Ss
Self-correction	Important for mental health (Ss are not discouraged by failure), understanding, fossilizing	T will ask Ss to correct themselves Ss may correct each other Ss can correct T if necessary	T-Ss Ss-Ss Ss-T
Conversation practice	Important for understanding, L2 development	T will make sure Ss have enough opportunities to speak	T-Ss
Transformation drill	Important for L2 development and its understanding	T will give Ss a certain word/sentence, Ss transform it (negation, question)	T-Ss
Grammar drill	Important for fossilizing particular issues and L2 in general	T will ask repeatedly Ss to form new sentences	T-Ss

Table 3: Basic methodological characteristics of the new way of teaching

3.1.5 The new way of teaching

The aim of the following part is to generally outline key characteristics of the authors' way of teaching the same way various methods and approaches were outlined in chapter 2.2.-2.8. The goal is not to present any particular lesson plan or clear and vivid description of all particular steps the author is going to go by. It merely aims at highlighting basic features and backing up what he is going to do (how he is going to act and what his overall lessons will resemble) by some of the key components from meaningful methodological ELT methods and/or approaches.

Grammar-translation method

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

The Direct method

Mother tongue will only be used for introducing Czech sentences and particular Czech vocabulary to be translated into English. Otherwise all communication will be held in English (almost total immersion). All grammar and vocabulary will be explained in English – by utilizing and taking advantage of association, demonstration, synonyms etc. Inductive way of teaching will be employed, the focus will be on real-life expressions and topics and students will have plenty opportunities to communicate (conversational tasks will be used a lot). On top of that, as opposed to the direct method, the author and his students will only be working with authentic materials (material not originally created for educational purposes).

Audio-lingual method

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

As the key features of the author's method have already been pointed out, the rest of the remaining methods from chapter 2 will be compared to it in terms of similarities and differences:

Communicative Language Teaching (CLT)

Similarities: The teacher will make sure learners have enough opportunities to speak by putting things in context to ensure they really are able to do so (as learning isolated vocabulary and grammar is no effective way to develop their practical speaking skills). They will be the center of attention, the entire lesson will be tailored to their needs and struggles in terms of the language itself (the content, however, cannot be influenced by them; topics are given and will not be changed).

Differences: Errors will be dealt with right away (not later), mother tongue will not be tolerated in that matter (all errors have to be explained and subsequently practiced in English only).

Content and Language Integrated Learning (CLIL)

Similarities: The teacher will focus on developing overall language competence – students will work with texts = reading, they will ask questions and communicate with the teacher and with each other = speaking, they will need to listen to both the teacher so they understand the issues and to other colleagues so they can take part in discussions = listening and they will be asked to put down almost everything that will be talked about right into their worksheets so it can be analyzed later = writing. Meaningful and authentic texts will be used. Discussions will be playing an important role in the lessons; students will be the active creators of the content of the individual lessons. The teacher will work as an analyzer of their skills and will tailor the lesson based on issues they struggle with. The teacher will also be a facilitator to provide students with enough opportunities to speak and to make it easy for them. Last but not least the teacher will correct all their mistakes.

Differences: As opposed to CLIL, which is essentially teaching another subject (e.g. biology or geography) in English, the teacher will be treating English as a separate subject and will focus strictly on language issues (not on the actual content of the individual topics). While CLIL tends to simplify information in order to make it easier for students to digest, it will not be like this here – no simplifications will exist within the topics at all (as students' level of English is already good enough and they are generally familiar with the topics).

Suggestopedia

Similarities: There are two major similarities between the two – one of the main goals will be to increase oral proficiency of the learners and both methods can be used for adults too (which is clear, as students from both Přerov and Nový Jičín are adults).

Differences: There will be no translation of words in order to compile isolated lists of vocabulary (everything will be explained and subsequently learned in context). Unlike in lessons conducted in the suggestopedia format, formal assessment will be no issue for the author (students will be orally evaluated at the end of each semester based on covered topics).

As one of the key components of Suggestopedia is a relaxed and pleasant environment, the author has also attempted to rearrange the classroom to fit this very need. The original idea was to simply arrange the chairs in a semicircle and make them face the portable white board where various notes can be clearly presented. This would also assure that all students and the teacher can be closer to each other for easier communication. After a thorough discussion and with a major help of his colleague, Mgr. Alena Ptáčková, the initial idea was massively developed and the entire classroom got rebuilt. Alena Ptáčková took care of all necessary formalities (being primarily obtaining the financial means for this reconstruction from the EU structural fund) so the entire project could successfully come into fruition. The new setting enabled the teacher to have all of his students in a circle having all windows behind their backs so they could face him directly and not be distracted by the outside (those windows were also blinded every lesson so this key aspect could be as effective as possible). New chairs were bought (more comfortable than the ones before) and new lights were installed and set up to be manually controlled so different levels of light can be used as needed.

Because it was a big change from the original state of the classroom, the author thought his students would take great advantage of it and appreciate it a lot. Even though they certainly liked it, it did not seem they were blown away by this move as only one person mentioned “the relax aspect” in their feedback (Kristýna Záchová). Still the headmistress definitely appreciated the initiative and for sure saw that certain Suggestopedia elements are meaningful and can be possibly applied and incorporated to other courses and classrooms in the future as well.

Total Physical Response (TPR)

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

Differences: Students will be given enough opportunities to use the target language and to express themselves in various situations (they will not be limited in any way to ask questions). They will also take a significant part in creating the actual content of the lesson, the teacher will make sure they are the content-makers thus the individual issues (grammar, vocabulary etc.) are based on their struggles so no time is wasted by explanation of something they are already familiar with.

PRACTICAL PART

4 TEACHING ENGLISH THROUGH WORKSHEETS

4.1 Introduction

The practical part is devoted to worksheets the author used to teach English at VOŠŽ Přerov as opposed to a regular coursebook (which was generally not suitable for ETL at this school) or a lecture (which did not fully work). Its aim is to describe the obstacles the author had to overcome when creating the worksheets, explain their structure, practical usage, formal criteria and the process of collecting data based on their usage in lessons. The next part subsequently focuses on the outcomes the author acquired by working with the first four worksheets and provides a short feedback on every lesson he taught at VOŠŽ in Přerov based on methodology outlined in previous chapters. The practical part is concluded by very thorough evaluation of the entire experiment summarizing students' overall progress by comparing their entry and final test results as well as their results with graduates from the past two years.

In order for the outcomes described in chapters (which are rather reader-unfriendly, have to be always looked at with the particular worksheet in order for it to make sense and can only be used at VOŠŽ Přerov) to be as relevant as possible, the author got the opportunity to have ten sessions at his former grammar school (Gymnázium o SOŠ, Nový Jičín) so obtained data in Přerov and Nový Jičín can be compared. The first overall point is to find out whether students' language skills improved (while they still managed to learn the topic like they used to in lessons conducted by Mr. Šmíd, their formal teacher, in form of lectures). The second overall point is to put together a list of outcomes for every topic/worksheet/lesson so future English teachers at VOŠŽ may use it as a manual to get the idea what issues students struggle with (and to what extent) and to generally have a proper teaching material at their disposal including all explanations and additional follow-up questions created and tested by the author to be used to develop students' language skills (as the combination of all worksheets and their analysis make up for the main and only teaching material they receive and are obliged to use in ELT at VOŠŽ Přerov).

4.2 Worksheets

A worksheet is defined as a “*sheet of paper on which are printed exercises and problems to be solved by a student*”⁷⁰. Well-designed worksheets generally help students engage more

⁷⁰ Worksheet [online]. *Merriam Webster*, 2018 [cit. 2018-02-17]. Dostupné z: <https://www.merriam-webster.com/dictionary/worksheet>

thoroughly with specific elements of a foreign language and for this very purpose can be used both at school and at home. They are very useful for helping stimulate independent learning, but can greatly improve students' teamwork skills as well. They are very flexible (can be recreated based on students' needs), work well with engaging a large number of students (but can be effectively used for individual students or pairs too) and can generally supplement a coursebook very effectively.⁷¹ Based on linguistic research, worksheets are very effective when learning grammar and vocabulary as employing listening and speaking activities only in that matter does not bring the best results.⁷² Various empirical studies also show that worksheets work the best when they consist of pictures⁷³ or illustrations⁷⁴ in general.

4.2.1 A good worksheet criteria

A good worksheet is a worksheet that enhances students' performance and general results in language development. It has to be clear and neat in presentation (individual exercises should be divided into particular exercises and sections logically), take into consideration students' age, language level and its purpose. Font has to be easy and large enough to read, while still maintaining enough space for students to take notes and has appropriate margin for photocopying purposes. Easier exercises should be presented first (for the sake of motivation), instructions should be clear and vivid (worksheet should not be too formal).⁷⁵

4.2.2 Types of worksheets

As there are a lot of variables within different educational levels and settings, there are a lot of very different types of worksheets. They are multiple-choice worksheets (basically resembling quiz-type exercises), gap fill worksheets (student put particular words in gaps in the exercises), word puzzle worksheets (such as crosswords and word mazes) or labeling worksheets (students are required to comment or otherwise interact with illustrations).

Nevertheless among the most popular ones definitely belong of matching worksheets where the task for students is to pair up usually two items (such as opposite words or start and end

⁷¹ Worksheets for the classroom. struktur, form und inhalte. [online]. *The Goethe Institut*, 2017 [cit. 2018-02-17]. Dostupné z: <https://www.goethe.de/en/spr/mag/20577548.html>

⁷² SWAIN, Merrill. *Manipulating and complementing content teaching to maximize second language learning*. TESL Canada Journal, 1988, p. 68-83

⁷³ SCHMIDT, Richard. *Awareness and second language acquisition*. Annual review of applied linguistics 13/1992, p. 206-226.

⁷⁴ CAMEY, R., Levin, JOEL, R. *Pictorial illustrations still improve students' learning from text*. Educational psychology review, 2002, p. 5-26.

⁷⁵ Guide to ESL Worksheets [online]. *Tefl.net*, 2018 [cit. 2018-02-17]. Dostupné z: <https://www.tefl.net/esl-worksheets/guide.htm>

tag of a question) from two separate columns by drawing lines and tagging them (by a number, a letter etc.). Another popular one is a word scrabble worksheet which presents a word with mixed up letters, students have to decipher the word and put letters into the proper order. Jumbled worksheets are worksheets to be primarily used for teaching word order as they present a sentence with mixed up words and students have to form a proper sentence (according to the SVOMPT rule). Last but not least sorting worksheets contain various words and students' are required to put them into the proper categories (vehicles, vegetables, animals...).⁷⁶

4.2.3 The process of creating worksheets at VOŠŽ Přerov

This subchapter describes the actual process of the author creating worksheets at VOŠŽ and its hurdles. It also further explains their basic structure and the pattern all worksheets follow.

Process of creating worksheets at VOŠŽ Přerov

Since the author was challenged to rework the way ELT is treated at VOŠŽ Přerov, he did not have to (and could not) start from the scratch as the substance of the lessons was given to him (list of topics, specific information to be presented within these topics, absolutorium questions...) with a clear set of instructions not to change anything as this is the way the course was started, got the necessary accreditation and for that reason is not the subject of change.

As outlined in chapter , the previous teacher gave lectures on the topics in English. This way the way he taught English, with particular emphasis on students' language development. Every topic he taught (which is also the topic the author has to teach) had to be backed up by an approximately 10 A4 pages paper researching the topic from all possible angles and with a list of a few relevant Czech and English books. This material was prepared by him from scratch hence he created the content of the all the topics (and the list of the topics as well), had to be written in Czech and presented to the headmistress an PhDr. Petra Matyášová (a methodologist teacher at VOŠŽ Přerov for all courses taught at this school) so they could check it out and use to get the ELT course approved by the accreditation process. It goes without saying his had to study this material before every lesson so he had extensive knowledge about every topic (the material contained more information than he eventually presented to the students during individual lessons). As far as individual lessons go though, he was required to prepare another material, a text, containing a simplified text of the topic in English (not in Czech as the "main properly researched material"). This text had to be organized into several sections where every section would directly correspond with at least

⁷⁶ Guide to ESL Worksheets [online]. *Tefl.net*, 2018 [cit. 2018-02-17]. Dostupné z: <https://www.tefl.net/esl-worksheets/guide.htm>

one absolutorium questions. He took this material to his lessons (conducted in form of a lecture), put down the question on a white board for students to see and copy and started presenting the topic in English (based on the simplified version he had with him written in English). Because of the fact that these two materials are the very core of every topic (all topics had to be prepared like this), it was not possible to change them/stop using them (by for example subtitling them for a coursebook or any other material). This was the situation the author was presented with and his task was to stick to these topics/materials while figuring out a better way to deliver English so students' learn both things (the topic and the language).

Given the situation and circumstances outlined above, the simplified version of the topic/text eventually became the material from which every worksheet got created by certain modifications of the texts from their language perspective (yet again, the content could not be touched, changed or otherwise modified). The author turned those texts into exercise, was obliged to send the worksheet to Mrs. Matyášová and she either approved it (and printed it out/delivered to students before the lesson) or disapproved it, the author had to remake it according to her requirements and yet again send her for additional approval. It also appears from this that the author of this thesis is not in any way responsible for the actual content of these worksheets (information-wise) or the questions used for the purpose of the absolutorium exam. He is to a certain extent responsible for the exercises and their structure for which the following part describes the structure and the general pattern of every worksheet.

4.2.4 Worksheets' structure

Mrs. Matyášová insisted on the author to follow this pattern for every worksheet: the name of the topic, vocabulary, exercises, absolutorium questions. As the previous teacher did not present any vocabulary (though he prepared the lists for his own benefit), the author was asked not to include the vocabulary in the worksheet for the lesson but to deliver it to students later (in any way he wanted). The author greatly appreciated it because it was great for what he wanted to do – he wanted to prepare a worksheet, work with him in the lesson and have something for students to work on at home (one of the criteria of a good worksheet and one of defining characteristics of a matching worksheet kind of exercise). With that said particular vocabulary list were emailed to students after the lesson so they could have it at their disposal, work on it (match the words) and generally have a proper list of words concerning the topic for later use. The teacher was no longer involved in whether or not they actually matched the words etc., it was up to them.

As far as individual exercises are concerned, the author originally wanted to make it as interactive as possible. He had so many ideas to make the best worksheets possible, to make different kinds of exercises, to incorporate illustrations etc. (yet again echoing criteria of a good worksheet outlined earlier). This turned out to be a huge problem and major clash between him and Mrs. Matyášová because she was the one to eventually decide on

approving/disapproving particular exercises and her vision was often completely different from the authors'. To be more specific, the author wanted to incorporate translating exercises (one of the most beneficial exercises from his own experience), exercises where students would be required to find mistakes in sentences/paragraphs (yet again a very beneficial exercise based on the authors' experience and a great way to deal with all grammatical issues possible), multiple-choice exercises and others, none of which eventually made it to the worksheets. Mrs. Matyášová was convinced those exercises are too difficult for the students, she was of an opinion that this interactive exercises would distract them from the topic and generally wanted to stick to simple fill-in-gaps exercises (gap-fill worksheet) as this was the exercise she knew students were familiar with from the mandatory tests (and entrance exams). The author eventually convinced her to put a little variety to it by adding a letting him add a few exercises using scrambled words (scramble worksheet) and a few others, but he is still aware that all worksheets are generally poor in terms of variety of exercises and other elements (he could not add any pictures as it was always frowned up as a means of distraction for students etc.).

The final part of every worksheet is a list of questions. Yet again these questions were created by Mr. Šmíd and were mandatory for students to know for the absolutorium exam in English. As the texts generally correspond with the questions, they had no trouble with it. It was also their task to complete the questions at home based on texts and information they received during lessons, the teacher was not responsible for them having the questions answered and completed.

4.2.5 The way of teaching English through worksheets at VOŠŽ in Přerov

This is a very general outline of every lesson:

- 1) Mrs. Matyášová prepared and photocopied the worksheets for all students. They personally picked them up at her office before every lesson. All worksheets had to be approved by her, the teacher could not bring or teach anything else but the things that are in the worksheets (or related to things in the worksheets). He could not bring any other teaching material etc. before talking to her and explaining her the reasoning behind it.
- 2) The teacher walked into the classroom, announced the topic, made all students including him sit in a circle so they are closer (Suggestopedia) and topics can be dealt with in a more pleasant way than a standard lecture desk arrangement offers.
- 3) Students were randomly asked to complete exercises from the worksheet. They were always given time think about a missing word (or the thing the particular exercise was based on) so they are not stressed and actually have time to think about the answer.

All students put their answers down on the worksheet (it was mandatory for them to do, every answer to the question they or any of their classmates were asked about had to be put down on a worksheet), the one who was asked answered in front of everyone. Additional questions and comments about anything from any sentence in any exercise were welcomed; the teacher answered and explained everything, made students explain it to each other etc.

- 4) Occasional discussion over the topic of the exercise (or about the topic itself) happened, everyone participated, after that the lesson continued on to another exercise. Any student who was asked to read had to read as long as he hit an issue to deal with in the exercise (i.e. a gap to fill etc.). Everyone listened, picked up any hiccups in pronunciation, grammar, vocabulary etc. and a discussion about that issue started.
- 5) As soon as the entire worksheets (all exercises from it) were completed, the lesson ended. Students got to individually answer the questions at home (or with their friends at school etc., it was up to them), the teacher was not involved in this. Even though the worksheets look short for a person not familiar with the way lessons, there were always so many questions and issues that needed proper explanation and further practice that all 135 were fully covered

For the sake of this thesis as well as for obtaining the individual issues (outcomes) and turning them into a “manual” (to be later used by other teachers), all worksheets were quickly taken from students at the end of every lesson so they could be photocopied and individual issues can be put together and analyzed. Some students did not provide the worksheets for photocopying purposes, but scanned them at home the same day the lesson took place (and send them to the teacher on Facebook) which was greatly appreciated by the teacher as he argued a lot with the school management team over printing out too much.

4.2.6 Data processing (worksheets)

As stated in the previous subchapter, the teacher obtained all data by photocopying particular worksheets from his students. These worksheets were subsequently analyzed and the list of issues (outcomes) for every single topic was created. The first four lists are listed in this thesis in the following chapter (chapters 4.4.-4.7.). It was very important to not only find the issue, but also properly research in terms of its terminology and provide the definition/explanation for it (so future teachers do not have to look it up anywhere else).

To gather enough relevant data and to really see whether or not these worksheets work (even outside the school they are intended to be used in and designed for), the author also managed to get the opportunity to teach ten English seminars at the Grammar School in Nový Jičín (the school the author originally comes from, all students were in their final year of their studies). These data were acquired and compared to the ones obtained in Přerov and are

presented in the next chapter. To make them as balanced as possible, it was ensured that all students in Nový Jičín were treated exactly the same as the ones in Přerov, all worksheets remained the same and they were also covered the exact same way. The following values will be used in those chapters to illustrate particular outcomes.

Grammar School in Nový Jičín: 6 students in total

Number of students	Percentage (%)
6	100
5	83
4	66
3	50
2	33
1	16
0	0

Table 4: Number of students vs. percentage ratio (Nový Jičín)

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

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

Table 5: Number of students vs. percentage ratio (Přerov)

When it comes to the actual language skills of the students in English in Přerov and their development (which was the desired goal from the beginning and the reason to start working with worksheets in the first place), they were tested by carrying out a regular set of tests at VOŠŽ Přerov, all data was stored and evaluated in chapter 4.9. The following subchapter goes into detail about it.

4.3 Testing & Entry Tests

4.3.1 Testing in general at VOŠŽ Přerov

Starting from the 2nd year of students' studies, all students at VOŠŽ Přerov are required to take an "entry test" in English to determine the level of their language. They are also required to take an "entry test" in Mathematics to measure their level of knowledge, logical thinking, IQ and other aspects. Both tests are prepared and evaluated by an external company. No teachers at VOŠŽ is involved in the testing apart from PhDr. Petra Matyášová as she is the methodologist coordinator and deals with all necessary formalities in this matter. She is also the one who does the tests with students, she makes sure all data is collected and send to the external company. She also receives results and reports about them. As VOŠŽ has a long-time partnership with this company (they also provide tests for entrance exams in English and evaluates them), all results are subsequently used to back up students' progress and make sure the school successfully renew accreditation for the next 5 years. The testing happens twice a year (at the beginning of every semester), making it four tests in total. Students are taken into a classroom, complete the tests, tests are put into an envelope and sent to the company. After about a month, Mrs. Matyášová receives the results and reports about them.

4.3.2 English testing & Entry tests

As far as English goes, students are required to complete a multi-choice test which consists of 15 questions and students' task is to choose the correct answer (from three given options) so it fits in its place in the text. Every question always aims at testing a particular language problem and this pattern is followed every single time (in every single test). The teacher is not physically present when the testing takes place, but is informed about the results and eventually gets to see the tests as well. When it comes to the entry test students were asked to take in September 2015 (when the teacher got hired and started teaching them through worksheets), the test was built on these particular grammatical categories:

1. prepositions (on, in, at)
2. modal verbs (should, ought, need)
3. comparatives and superlatives (more, the most)
4. possessive forms (its, his, her)
5. invented by vs. invented from vs. invented of
6. whose vs. whom vs. who
7. familiar with vs. familiar to vs. familiar for
8. at least vs. at last vs. lastly
9. many vs. a lot of vs. lot of
10. prepositions (next, by, opposite)
11. present simple vs. present continuous vs. passive voice
12. articles (zero article, indefinite article, definite article)
13. present simple vs. present continuous vs. present perfect
14. last vs. final vs. recent
15. see vs. look vs. watch

All answers were evaluated, stored and will be used when contrasting it with the final test (the fourth one in the row). To make things as clear as possible, the thesis will later on presents all results of all tests as well as a comparison with results from graduates of the last two years (2013-2016 and 2012-2015). The author was informed that the first two tests are set to be “B1” level (echoing the B1 level entrance exam), the following two bump it up to “B2”. Upon a further investigation (on why do these tests in particular, concerning the the methodology behind them etc.), the author was informed that they are based on “*English Vocabulary in Use*” (Pre-Intermediate and Intermediate level) by Stuart Redman and “*English Grammar in Use*” (Intermediate level) by Raymond Murphy (Cambridge) and that is it. He quickly found out that the testing is a matter that cannot be further investigated as the external company is not willing to provide any additional information (and their know-how in general). This is considered to be very shady and bad from the point of the author, but there was nothing else he could do. He could also not prepare his students for the tests as he did not know what exactly to prepare them for. The only thing he knew was that all tests are multiple-choice tests with 15 questions so he wanted to incorporate and focus on this particular type of exercise during his lessons. Unfortunately this was not possible as Mrs. Matyášová did not approve of worksheets containing multiple-choice exercises (she claimed them to be too difficult for the students and pointed out the fact that it distracts them from the topics), so fill in the gaps were exercises were wildly within the worksheets as a substitute type of exercise (and also because Mrs. Matyášová approved of them). The whole situation has and always will be considered rather unpleasant and not transparent and caused a lot of backlash between the author and the school management team, but he could not do anything about it.

In addition to the multiple-choice test, the school was recommended to test vocabulary size of their students based on an online vocabulary test by Merriam Webster.⁷⁷ (the recommendation came from a person within the company supplying VOŠŽ in Přerov with those “evaluation” multiple-choice tests). They have been doing it for years in addition to the multiple-choice test and have all data available (scores from graduates from at least a decade ago). Yet again the test was not chosen by the author, he was even not present when the testing took place.

Nevertheless as the headmistress was highly interested to see students’ language development by learning through worksheets, the author was given permission to public all results in this thesis including their names and all other personal information. The primary focus will be on comparison between the entry test (the first one in the row) and the final tests (the fourth one in the row) though as these tests will be presented to the headmistress (i.e. the tests and their results).

The following table shows students’ results in the multiple-choice entry test. The individual numbers (i.e. 1-15) refer to the 15 language issues mentioned earlier. If the particular student was correct, it is marked as “100”. If he failed to choose the correct answer, it is marked as “0”. The final line is simply the arithmetic mean of all values to see to what extent the particular issue caused problems. Students were not informed about the results, this test was performed purely for the testing purposes and individual issues and their mistakes were not clarified or reflected on in any way.

⁷⁷ How Strong is Your Vocabulary? [online]. *Merriam-Webster.com*, 2017 [cit. 2017-04-06]. Dostupné z: <https://www.merriam-webster.com/word-games/vocabulary-quiz>

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

Table 6: Entry Test Results (Grammar and Vocabulary)

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

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

Table 7: Entry Test Results (Vocabulary size)

All in all the results of both tests will be used and further discussed and compared to the results obtained after two years of working with the worksheets.⁷⁸

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

4.4 Information Technology

4.4.1 Outcomes

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

The first challenge students in Přerov faced was to figure out what a proper name for a portable computer is. Only 46% of them knew it was a laptop (though the same exact word appears a few lines below), 42% thought it was a notebook and 12% had no idea whatsoever. Surprisingly enough, all students in Nový Jičín knew the correct answer right away. It was consequently explained that the word notebook refers to a set of sheets of paper; though the way it is used in Czech makes it understandably confusing for some Czech speakers of English. As the lesson carried on however, students in Přerov came up with the word “*tablet*” which also has multiple meanings (e.g. a small, portable computer device and a pad of writing paper glued together along the edge) to eventually conclude that even a notebook can represent “a small, portable computer device”.

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

The last thing to cover in this sentence was the word “*LCD*”. Even though 82% students in Přerov and 83% in Nový Jičín were able to pronounce it properly (i.e. /,el.si:’di:/, the rest forgot to spell the individual letters in English and used the Czech pronunciation of the alphabet for it instead, i.e. [el tɕɛ: dɛ:]), it turned out students were completely unaware of the difference between an acronym, an initialism and a shortcut. This is crucial to know for all learners of English as it is basically the only effective and correct way to really tell whether or

⁷⁸ See chapter „*The Final Test*“

not one is allowed to pronounce the whole word as it is or if it is necessary to spell it letter by letter. For that reason the following items were written on a whiteboard: *FBI*, *NASA*, *CIA*, *FYI*. Then it was explained that an initialism consists of a string of word and it is necessary to pronounce them separately and an acronym is also a string of words, but they need to be pronounced all by themselves. After this it turned out to be easy to figure out for them that both FBI and CIA are acronyms and NASA and FYI initialisms. To conclude everyone was asked to come up with one example for each of these two from the IT world and identify where it belongs. Some of the acronyms we got were *Mbps* (Megabits per second), *ROM* (Read-Only Memory) or *VPN* (Virtual Private Network); eventually leading us to realize that an abbreviation is any shortened form of a word.

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

As far as this sentence goes, students were asked about the difference between the words a “*number*” and an “*amount*”. There was no one in Přerov who was able to explain it and come up with a definition, however some of the meaningful replies were: “*Amount is used for money*” and “*Amount can be used with a lot*” (the student was asked for an example, she said: “*I have a lot amount of time*”) or “*Justin Bieber is number one singer in the world*”. Right after that they were provided with these two sentences: “*Learning English affected a large number of foreigners*” and “*Learning English takes an inordinate amount of work*”. The purpose was to let them think about the difference between these two and surprisingly students in Nový Jičín got it faster (83% of them), it took about 15 seconds longer in Přerov and only 16% of them managed to figure it out eventually. We finally clarified that we use amount for uncountable commodities (i.e. work is an uncountable noun) and number for countable ones (i.e. foreigners is a plural form for a foreigner and can be counted). To make sure they got it, they were presented with these two sentences: “*A greater amount of people showed up last night*” and “*A greater number of people showed up last night*” The question was to identify the correct one (which is the second one). 100% students in Nový Jičín got it right, but in Přerov it was only 94% (i.e. one student failed to do so). She was asked about the way of thinking behind the wrong answer and she presented a fairly reasonable argument. She came up with the sentence “*The amount of people in China...*” and stressed that even though it is obviously wrong (at least from the grammatical point of view based on the theory explained by the teacher earlier), it for some reason does not sound wrong. It was concluded by the teacher that it is a valid argument and the sentence really does not seem glaringly wrong. In any case, students were told that the safest way is stick with the theory and decide upon that (based on countability/uncountability of the particular noun). The final task was for everyone to list at least five countable and uncountable nouns. All students were able to do so (some of the results of the uncountable ones were: *money*, *music*, *power*, *news* and as for the countable ones: *school*, *wall*, *desk*, *teacher* – interestingly 64% students in Přerov mentioned “a teacher” while nobody in Nový Jičín did).

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

The next issue was the word “*format*”. Students were asked about its meaning and 94% of them in Přerov found out there is more to it than the one particular meaning presented in the text (i.e. to organize text on a computer). Some of their answers were: “*It means to delete all data from a PC*” (i.e. to reinstall a PC) and “*It is a pattern of for example a wedding*” (i.e. its procedure). This was definitely surprising because not even the author of this thesis could think of the second one. Students in Nový Jičín did also mention only the first additional meaning. In order for them to remember this word, they were asked to translate the following sentence from Czech to English: “*Když formátoval svůj počítač, našel na něm staré Lucčiny fotky ze svatby*” (“*While formatting his PC, he found Lucy’s old wedding pictures*”). The initial reason to translate this sentence was to provide students with opportunity to practice the verb “*format*”, but a more serious problem arose. A great deal of those translations (28% in Přerov, 66% in Nový Jičín) included a mutual mistake which had to do with the so called “*misplaced modifier*”. All those sentences worked along the following principle: “*..., he found old Lucy’s wedding pictures*”. Because of this, they were asked to translate another one (the point was to let them figure it out themselves): “*Když konečně přijeli, cítil, že ráno je hned více vzrušující*” (“*After they finally arrived, he felt the morning was more exciting*”). Yet again 28% of students in Přerov and 50% in Nový Jičín made a mistake concerning a modifier, this time it was a “*dangling modifier*”. They said: “*After they finally arrived, the morning felt more exciting*” (implying the morning was feeling it, not him). Because of this a brief explanation was provided about both issues – *a*) a misplaced modifier is an element in a sentence that is improperly separated from the word it modifies and *b*) a dangling modifier is an element in a sentence that modifies a word not clearly stated. Eventually all students were able to correct themselves. They were also asked to further comment on their errors and the general answer was: “*I focused on tenses and did not translate the sentence into Czech*” (which would have obviously made them discover the error as it sounds rather unnatural).

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

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

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

This particular issue took up about 30 minutes to cover in both Přerov and Nový Jičín. The majority of students proved not to be very familiar with the system prepositions work in English. In the sentence above, 82% of students in Přerov and 100% in Nový Jičín raised the question about the preposition “*to*” as they thought it was a mistake and would have put “*on*” in there instead. Sadly, it not like that as “*to*” is clearly an English preposition used for movement, expressing time (i.e. having the same meaning as “*till*”), “*from-to*” expressions etc. Based on the original context though, students were given the following sentence to

translate: “*Jedeme do Itálie*” (“*We are going to Italy*”). All of them knew it so in order to practice some more, there were given another one: “*Vítejte v Itálii*” (*Welcome to Italy*). Unfortunately, 76% students in Přerov and 33% in Nový Jičín failed to translate it correctly, the mutual mistake was: “*Welcome in Italy*”. This is not correct so a brief explanation on using “*to*” in such greetings followed, concluded by another sentence for them to translate: “*V jejich domě se nikdy necítím vítaný*” (“*I never feel welcome in their house*”). 88% of students in Přerov and everyone in Nový Jičín got it right, so the last sentence followed: “*Přijeli jsme na letiště v Itálii*” (“*We arrived at the airport in Italy*”) and all students were successful in identifying the fact that we always use the preposition “*at*” with the verb “*arrive*”. This was rather surprising as the incorrect translation “*We arrived to the airport...*” was anticipated by the author and fortunately did not happen.

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

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

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

4.4.2 Final thoughts

Students appreciated the fact that new vocabulary was constantly being found directly in the text as opposed to what they were used to from coursebooks where the new vocabulary is usually presented in a box or a bubble before a text (or an exercise for that matter). As this was the first lesson using a worksheet (and one of the key components of the entire experiment), the author definitely recognized that this is a way to go and students are able to work that way. Czech was limited only to introduce particular words and translations (otherwise the entire lesson was conducted in English) and students found that super useful and intuitive. In fact the author was pleasantly surprised by this and did not understand why PhDr. Petra Matyášová was so against him putting translation-based exercises directly into the worksheets (as full advantage of the fact that he can speak both Czech and English could be taken of). Translation of a words/sentences from Czech to English eventually turned out to be one of the most popular techniques as well as inductive application of rules because students were really forced into thinking about the particular issue and it definitely made it possible to help them understand it properly and on a long-term basis. Students surprisingly very much appreciated usage of synonyms/antonyms; it turned out to be a great way to make them understand something without having to explain it in Czech. Last but not least the teacher learnt the hard way that some of his students' question may surprise him and eventually learn him something new. This happened when a secondary meaning to the word "tablet" was brought up by a student echoing similar multiple meaning of the word "laptop". It definitely proved how important the technique asking/answering questions and a dialog really is, students acknowledged it and were not shy to speak at all (from the very first lesson on!)

4.5 Management and Managers

4.5.1 Outcomes

"...the list of such items is longer..."

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

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

“...*there are other factors too...*”

What asking students in Nový Jičín about clarification as if status, salary, social interaction and achievement are indeed generally the only reasons to be working, all of them opposed to the idea, but 83% of those replies contained the same mistake. The answers were all along those lines: “*No, other factors are...*”, or “*No, in life is also...*”, or “*I think a lot of other factors are available...*”. Nobody in Přerov made such mistake. Students in Nový Jičín forgot to take into consideration that fact that the subject of a sentence needs to be realized, i.e. in their sentences the mutual missing element is the word “*there*” (which essentially works as a formal subject based on the functional sentence perspective theory). Once the explanation was done, all students realized the mistake and corrected themselves with no help whatsoever. To make sure the message really sank in though, they were asked to translate: “*V Řecku jsou líní manažeři*” (“*There are lazy managers in Greece*”). All of them translated it correctly. A similar question was asked in Přerov and the only difference was the placement of the word “*Řecko*”. In Nový Jičín, all students surprisingly followed the SVOMPT rule (i.e. a rule dealing with the correct word order in English – subject, verb, object, adverbs of manner, adverbs of place, adverbs of time) and put “*Greece*” in the end of the sentence. In Přerov however, the situation was almost the exact opposite as 76% of students put the place

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

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

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

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

This particular issue was brought up by a student in Přerov (and later on applied in Nový Jičín) by asking about the „*me vs. I*“ situation. She explained she never understood the difference, though everyone says it is simple. Other students were given time to think about it

to try to come up with a brief, but striking explanation for it. After about 2 minutes, 40% of them were ready, 60 % did not know at all – which was very surprising to the author as he always considered it to be straight-forward and clear. Based upon a short discussion between those students who claimed to understand the issue and a sentence provided by the teacher (“*Ondra and me are going to be managers in the future*” – a wrong sentence was provided on purpose so it is crystal clear whether students understand the way it works or not) the following explanation followed: “*You need to remove the other person from the sentence, repeat the sentence for yourself and see what it looks like. In this case Ondra gets removed so we have: Me are going to be managers in the future, which is not correct, so the sentence is wrong and you must you “I” instead*”). Though very simplified explanation, the general idea of it was correct and thus it was cleared students got it, so in order to make things as clear as possible, one more sentence was provided by the teacher (however this time was the task to determine whether or not it is correct, it was not about translating it into English): “*The best car should be given to Ondra and me*”. All students in Přerov recognized it was not correct; it took them less than 10 second. As this sentence proved to be successful, it was also his brought up in Nový Jičín at first (to introduce the issue for the first time) and 66% of students knew it was wrong; the rest listened to their explanation and finally got it. All students in general later acknowledged that though it is a common error and may not seem to be clear at first sight, it is actually very understand.

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

When going through the worksheet with students in Přerov, we came across the word “*regardless*” and surprisingly only 10% of them knew its meaning. What is more, the same word was talked about with students in Nový Jičín too as nobody knew it at all (though it turned out that 83% of them successfully guessed its meaning based on context later on). The teacher explained the meaning by listing another word with a similar meaning (i.e. “*despite*”) hoping to help students figure it out, but it did not happen – 94% of students in Přerov did not know this one either (and sadly we did not talk about this particular one in Nový Jičín so no comparison here). Because of this, an additional alternative explanation was provided by the teacher: “*not being affected by something*” which subsequently lead to two more questions. The first one was brought up by a student claiming to heard the word “*irregardless*” at one point and the confusion as if what the relation between “*regardless*” and “*irregardless*” actually is. It turned out that no student knew for sure, but upon a few minor hints two of them (i.e. 10%) eventually came up with the correct answer stating the obvious fact which is: “*Irregardless is not a word*” (i.e. it does not exist at all, always use regardless). The second question that needed to be covered was: “*What is the difference between “affect” and effect*” (as “*affect*” was the verb used to further explain the meaning of “*regardless*” earlier). This was also talked about only with students in Přerov, the best two answers provided were: “*Affect means to have impact on somebody and effect is the result*” and “*Affect is to factor someone somehow and when it is successful it is effect*”. To avoid confusion, the teacher basically only recapped the answers by saying: “*Affect is a verb meaning to influence and have an impact on somebody or something and “effect” is a noun and a result of being affected*”. Two sentences were subsequently written on a whiteboard: “*His relatives were*

effected by the flooding” and *“She waited for the medicine to affect”* – students’ task was to find out whether they are correct or not. Even though I took them about 30 seconds, it eventually occurred to all of them that both sentences are wrong and it was an easy task for them to fix them then.

“...waste **no** more resources...”

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

4.5.2 Final thoughts

As this particular worksheet relied heavily on text (and was generally not as interactive as the others), students got plenty opportunities to take full advantage of the read aloud technique. The author was afraid of them being shy of reading in front of their classmates, but after the last lesson where they were positively encouraged to ask questions and be as active as possible (and after seeing it pays off by occasionally catching a teaching off guard), they enjoyed it and it turned out be they actually like reading a lot. Even silent reading was greatly appreciated by them as they got enough time to sink in the text, get familiar with it and then engage in conversation. As far as reading comprehension goes, this worksheet provided them with plenty opportunities to practice and further develop this skill as well. They were very successful and yet again all students appreciated having the opportunity to speak in English and not rely on Czech all the time. Communication is very important in any language (in all ways, T-Ss, Ss-T, Ss-Ss), they realized that and were very active. They also greatly appreciated the transformation and grammar grill techniques, both of which made them understand the individual issues even more. It also proved that the memorization technique can be very useful when incorporating it to the context and students may thoroughly enjoy it.

4.6 Business Travel

4.6.1 Outcomes

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

First of all the teacher put down a word for all major vowels on a whiteboard. Students’ task was to correctly pronounce all of them – this can understandably cause problems to all Czech speakers of English as Czech only has five vowel phonemes and on top of that a direct link between spelling and pronunciation as opposed to English which has twenty phonemes and no such link. Moreover all Czech syllables are strong, they are pronounced the same way and no equivalent to the English /ə/ (i.e. „*schwa*”) exists in Czech.

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

As far as consonants go, they proved to be easy for students from both groups to pronounce as no major mistakes appeared. On one hand this makes sense as a lot of consonant phonemes (namely *r, l, h, m, n, ŋ, d, g, p, b* and *t*) are represented by the same graphemes as in Czech. On the other hand there are also phonemes which are exclusive to English (namely

/θ/, e.g. „*think*“ and /ð/, e.g. „*that*“). Students did not make any mistakes in these though. In fact the only issues they stumbled upon were connected with phonemes /ŋ/, /g/ and /k/ (as they are often confused and mispronounced at the end of words ending with *-ing* where the phoneme /g/ can be either realized as /k/ or completely lost) and the differentiation between voiced /z/ and voiceless /s/ (e.g. *bus* vs. *buzz*). These issues were only occasional and very difficult to catch as students clearly did not have any problems with consonants at all. Because of this, they were additionally given a pair of words (i.e. *wrap*, *know*) to find out whether or not they will pronounce their silent letters. Yet again, no mistakes appeared in any group, both words were pronounced perfectly by all students.

In terms of the suprasegmental area of pronunciation, two major elements from this field were selected, i.e. elision and assimilation. Elision (i.e. disappearing of consonants) was tested on a phrase “*eats something*”. As it turned out, 34 % of students in Přerov and 16% of students in Nový Jičín pronounced it as /i:tsʌmθiŋ/, while the rest realized the phrase as /i:t 'sʌmfɪŋk/. Assimilation (i.e. the process by which one sound becomes more like a nearby sound) proved to bring more interesting results. Students were presented with two pairs of words, i.e. “*did you*” and “*could you*” and they were asked to read them as naturally as possible. The findings are as follows: only one student in Přerov and no student in Nový Jičín at all assimilated these words, i.e. pronounced it as: /'kʊdʒə/ and /'dɪdʒə/ as opposed to the rest pronouncing it separately as: /'kʊd 'ju:/ and /' dɪd ju:/. It was concluded from this (and from many other situations on this topic in the future when the same phenomenon happened) that students do not employ assimilation across word boundaries often; they rather pronounce every word separately to avoid assimilation at all costs.

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

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

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

When discussing the rules of checking in a hotel with students in Přerov, the mistake 28% of them made has to do with the so called “*split infinitive*”. Since an adverb in English is

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

“...guests may not always want to...”

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

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

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

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

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

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

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

4.6.2 Final thoughts

This worksheet was very interactive and made students further develop their filling the gap technique. Because of the fact that they were very interested in the topic, it was all a breeze and they learnt a lot of new vocabulary with very little effort. This lesson was mostly about conversational practice and students definitely appreciated having the opportunity to correct themselves (a self-correction technique) as occasional error occurred. What was surprising for the teacher was definitely the amount of interaction between students in this matter (and this lesson in particular). It proved two major things; the first one being how comfortable they actually got in communication in English (not even thinking about Czech anymore) and two how eager they were when it comes to spotting errors, correcting them and providing explanations (Ss-Ss interaction). By engaging in this activity they worked on their listening for information technique which is crucial for real life situations and in social interactions in general. It appears from this that oral proficiency is something they were ultimately after which goes along with the overall goal set by the headmistress (to be able to communicate at work in their fields of study). Right after the lesson one student personally thanked the teacher for providing such a pleasant environment and support when speaking, it was definitely not something they were used to from primary/secondary education.

4.7 Insurance

4.7.1 Outcomes

To start off, students were asked to brainstorm all adjectives concerning the topic **Insurance**. This turned out to be not a problem at all, especially for students in Přerov as everyone managed to compile a list of at least 20 items (10% of them put down exactly 20 adjectives and 22% of them more than 30). Students in Nový Jičín proved to have more limited vocabulary as only one person (16%) managed to come up with more than 15 items (it was 16). Some of the most relevant results were discussed and the following five of them were written on a whiteboard: *“health”, “voluntary”, “traditional”, “global” and “affordable”*. The next task was to think of synonyms for each of these. Yet again, students in Přerov were more successful as 94% of them scored 100%, only one student could surprisingly not figure out the opposite to *“traditional”*. Other students were asked to provide clues to her (some of the good ones they came up with were: *“How would you call an art which is new and a lot of people do not get its meaning or purpose these days?”* or *“Facebook is not a traditional form of communication. So what kind of communication is it?”*), eventually leading her to realize the answer (i.e. *“modern”*). Students in Nový Jičín were slower, but as a group generally provided more results, though their relevance was debatable (e.g. *“invalid”* for *“health”* or *“forced”* for *“voluntary”*). All in all the last task for them in this segment was to think of as many idioms related to “Insurance” as possible. As expected, this turned out to be very difficult for all students; only one student in each group could come up with a meaningful answer, be it in Přerov *“to be alive and kicking”* (i.e. to be physically and mentally healthy) and in Nový Jičín *“to go under knife”* (i.e. to have an operation in

surgery). From this moment on idioms started to be a part of every lesson as the author finds them really useful (especially for communicational purposes) and clearly saw students are not familiar with them at all.

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

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

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

“nose”, so it implies to hold one’s nose, but the idea is to hold one’s breath) and if such replacement appears to be unclear, it is safer not to replace it and repeat the noun instead.

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

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

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

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

A group of students in Přerov raised a question about the correct way to use “please”. To be more specific, they said: *“I know please is not used when receiving something”* and *“When somebody gives you something, you can’t say please”*. It was obvious they were already familiar with the most common error concerning “please” (which usually happens when non-native speakers of English translate it directly from their mother tongue, e.g. Czech language works just like that), still they were completely unaware of the way proper way to use it. To put things into wider perspective, students in Nový Jičín were asked about this

particular issue as well – they were asked to provide a sentence clearly stating they understand it. It turned out 66% of them used it incorrectly for a situation where they should have used “*you are welcome*” instead. This was rather surprising as this usually is one of the first words to be taught in any foreign language. Nonetheless it was explained that in English “*please*” is used to soften a request or an acceptance such as in the original sentence or “*Would you pass the cake, please?*” Students were asked to create an additional sentence to prove their understanding and they all managed to do so, e.g. “*Please come with me*” (Přerov) or “*More beer? Yes, please*” (Nový Jičín). It was further added that for other situations specific phrases are used instead of “*please*”, for example when giving something to someone, the English say: “*There you go*”.

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

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

The last grammatical issue covered during this lesson had yet again to do with a question from a student in Přerov. She noticed that the teacher often uses words such as “*basically*” or “*essentially*” (last time to explain indirect questions). She said: “*You use these words often and they practically don’t mean anything but they are good and I like them. Do other words like this exist? I would like to use them*” Students were told these words are commonly labeled as “*non-specific words*” (i.e. non-specific word choice) and even though they do not carry any particular meaning or add extra value to the sentence (i.e. they are vague in meaning), they are still used often by native speakers and it is good to learn how to use them (especially for real-life communicational situations as opposed to the English learnt at schools where they should be on the other hand kept to a minimum). As far as some more examples go, they were told to translate “*věc*” (thing) and “*harampádí*” (stuff) into English

so they get familiar with some other examples. It was very easy for them; only one student in Přerov (and nobody in Nový Jičín) did not know how to translate “harampádí” (she said “garbage”, which is more or less correct, but not particularly the translation we were looking for). To conclude a student in Nový Jičín asked as if “stuff” and “staff” carry the same meaning so other colleagues got a chance to explain to her they do not (i.e. staff = employees/crew, stuff = a more informal way of saying thing, especially in vague language phrases such as “stuff like that”).

4.7.2 Final thoughts

This worksheet was difficult for students primarily because of vocabulary. The point was to show them that even a difficult topic can be dealt with with ease when treated properly. Brainstorming words definitely helped as well as their favorite synonym technique and mutual cooperation. This lesson was the first one when the teacher fully realized his students definitely appreciate speaking with each other (Ss-Ss) and are not shy at all. Even though they made a lot of mistakes (often silly ones) they did not get discouraged by it and appreciated time for self-correction and inductive explanations. Although the topic was difficult, they did not opt for any simplifications and did not feel the need to speak Czech. This was a pleasant surprise as it was the fourth lesson and a huge progress could already be observed in this matter.

4.8 Worksheets’ Errors Overview & Evaluation

4.8.1 Overview

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

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

Grammar

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

Table 8: Grammatical mistakes overview

Pronunciation

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

Table 9: Pronunciation mistakes overview

Vocabulary

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

Table 10: Vocabulary mistakes overview

4.8.2 Evaluation

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

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

unconsciously and incorrectly uses run-on-sentences all the time. The point is students can definitely be negatively influenced by the way their teachers speak to them so teachers definitely need to take this into consideration and try to be the best language role models as they possibly can (exactly what Juraj Dolník was referring to).⁷⁹

Surprisingly enough, double negation was not a problem for any student at all (it turned out they are familiar with it due to its numerous usage in songs and movies). This is rather ironic as generally more students are able to explain double negation as opposed to the difference between present perfect and past simple tense or the difference between zero and first conditional (both issues are very common and students should be in the picture, especially when taking into account their *B1/B2* level of English). The bottom line is teachers need to pay attention to what their students already know and build upon it⁸⁰, meaning e.g. students can explain double negation (or formally “*negative concord*”) in vivid details thus they are to a certain extent familiar with African-American English (and possibly its culture) so other associated issues should be brought up and thoroughly discussed. This way students get to learn everything in context and more likely remember it as opposed to be learning artificial definitions without any meaningful and practical situations to them relate to. In fact students often find themselves in rather strange situations – they are e.g. familiar with adjectives (100% in both groups, forming comparatives and superlatives was no big deal for them), but they are unable to place them correctly in a sentence (to put them in the correct order, 0% of them in both groups managed to do it). What is even more, they do not even know the SVOMPT rule (students in Nový Jičín did, this particular issue was a problem in Přerov only). It proves that foreign languages in Czech schools are often taught illogically and out of context - i.e. most students are e.g. familiar with past perfect tense (82% of students could explain it), yet they cannot form a simple sentence in present simple correctly (they are not familiar with the SVOMPT rule). For that reason changes should be introduced and more attention should be focused on covering one specific issue (and while doing so associate all related aspects to it) rather than to follow the coursebook at all costs so the curriculum is fully covered (but with poor results as very little context is used when going through it so students do not fully understand the language and eventually forget it – or are unable to effectively use it).

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

⁷⁹ See chapter „*General problems in language learning*“, p.14

⁸⁰ *Ibid*, p.14

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

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

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

4.9 The Final Test & Evaluation

4.9.1 Results

All students at the Higher Vocational School of Business and Trade in Přerov were asked to complete “*The final test*” (their fourth one in the row). As the entry test and the test that followed reflected selected language issues concerning *B1* level of English, this test was all about *B2* level of English. The author asked about it and was informed that it is based on the same literature, though its level changed as well, i.e. “*English Vocabulary in Use*” (Upper-Intermediate level) by Michael McCarthy and “*Advanced Grammar in Use*” (Upper-Intermediate level) by Martin Hewings.

The final test followed the pattern of the entry test (students were presented with a text on a specific topic and their task is to fill in the missing gaps in it). There was one significant difference though. The author asked Mrs. Matyášová to not give students the options to choose from (it was forbidden for him to be present during the testing). This was achieved by covering the lower part of the every test, she made sure nobody cheated. The author wanted the student to figure out the answers all by themselves. It was expected not to be a huge problem for them as students were working with a lot of texts over the last two years and by that time should be used to figuring out various grammatical issues and vocabulary (its meaning etc.) based on the context these issues are in. Yet again each question yet aimed at a particular language problem:

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

With that said, the results were as follow:

Name	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Veronika Alánová	100	0	100	100	0	0	0	100	0	100	100	100	100	100	0
Ondřej Kosek	100	0	100	100	0	100	100	100	0	100	100	0	100	100	0
Michaela Šmídová	100	0	100	100	0	100	100	100	0	100	100	100	100	0	0
Nikol Vašinová	100	100	100	100	0	100	100	100	0	100	100	100	100	100	100
Kristýna Hlínová	0	0	100	100	0	0	100	100	100	100	100	0	0	0	0
Jana Trnová	100	0	100	100	0	0	100	100	0	100	100	100	0	100	0
Iva Robová	100	0	0	0	0	100	100	100	0	100	100	0	0	0	0
David Janušík	0	0	100	0	0	0	100	100	0	100	100	100	0	0	0
Adéla Koralová	100	100	100	100	0	100	100	100	0	100	100	100	100	100	100
Veronika Hronová	100	0	100	0	0	100	100	100	0	100	100	0	100	100	100
Terezie Staroščíková	100	0	100	100	0	100	100	100	0	100	100	100	100	100	100
Kristýna Záchová	100	0	100	0	0	100	100	0	0	100	100	100	100	100	0
Iveta Mezulianíková	100	0	100	0	0	100	100	100	0	100	100	100	0	100	0
Name	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Aneta Sumová	0	0	100	0	0	0	100	100	0	100	100	100	100	100	0
Denisa Navrátilová	100	0	100	100	0	0	100	100	100	100	100	0	0	100	0
Adam Kadula	100	0	100	0	0	0	100	100	100	100	100	0	100	100	0
Filip Nevečeřal	0	0	0	0	0	100	100	100	0	100	100	100	0	0	0
arithmetic mean (%)	76	12	88	52	0	58	94	94	17	100	100	64	58	70	23

Table 11: Final Test Results (Grammar and Vocabulary), no options

The results clearly did not turn out the way the author thought they would. After a thorough discussion with them after the test, students found it difficult to fill in the text with no options to choose from and proved to be unable to figure them out the words even with clues (the context). As the author did not see that coming but wanted as complex results as possible anyway, Mrs. Matyášová followed his instructions and naturally allowed students to do the test the proper way (with options, they uncovered the answers). The table below shows new results:

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

Table 12: Final Test Results (Grammar and Vocabulary), with options

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

Name	Score
Veronika Alánová	1121
Ondřej Kosek	1844
Michaela Šmídová	2890
Nikol Vašinová	2942
Kristýna Hlínová	1121
Jana Trnová	1750
Iva Robová	1503
David Janušík	1121
Adéla Koralová	2657
Veronika Hronová	1740
Terezie Starošítková	3025
Kristýna Záchová	1503
Iveta Mezulianíková	1750
Aneta Sumová	1630
Denisa Navrátilová	1991
Adam Kadula	1449
Filip Nevečeřal	2103
arithmetic mean (%)	1890

Table 13: Final Test Results (Vocabulary size)

4.9.2 Evaluation

4.9.2.1 General overview

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

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

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

The general idea and the reason to start working with worksheets in the first place were very easy. Students were clearly not very experienced speakers of English, but they may have been experienced writers and readers. This proved to be right. Students were very active in lessons, they thoroughly enjoyed going through the topics by working with various texts and managed to learn the language while doing so. It was very important not to punish them for their mistakes or to laugh at their questions as they were prompted to be asking all questions they could possibly think of so all issues are cleared. Still it took time to convince them that they may speak freely and generally have no reason to be ashamed of making mistakes. The situation improved every week and after not even a year we started to cover so many issues

and communicated so much every single lesson that we often did not even manage to finish the entire worksheet (though it may seem short at first glance, especially given the time limit we were assigned to have). This was exactly the time when splitting students into two groups could make the lessons and the actual teaching process even more effective (it was very effective in Nový Jičín as there were only 6 students in the classroom thus we could take full advantage of this way of teaching).

Nonetheless seeing as communication was generally the main skill students needed to develop (that goes for all students in a vocational type of school as their overall need is to be able to use the language in real-life situations); the focus was decided to be on providing them with a lot of opportunities to speak. This does not mean other skills were neglected though. Every time we stumbled upon a problem or faced a task in an exercise, students were given time to think about it, put down the answer, put it in a sentence etc. so their writing skills significantly developed too. In fact students were not even able to write a proper business letter in the beginning. Once we covered the worksheet dealing with business communication though⁸¹, it was very easy for them. The most surprising thing was they no longer needed time to think about the language, prepare the text in Czech in advance and subsequently translate it into English. They got used to be writing directly in English which turned out to be the best proof that their writing skills dramatically improved. When it comes to their listening skills, they were really uncomfortable to be working in English only at first. Even though we did not practice “*total immersion*” (we used Czech to translate individual words and sentences into English), they still felt like Czech is needed. The situation changed very quickly though as they had no option but to cope with English. It is very important to mention that all lessons were conducted in a way so everyone could understand so even students whose English was not very good had no troubles to follow orders and actively participate in lessons (i.e. even though it was a challenge for them to be a part of lessons to be conducted in English only, they could handle it). The other import thing associated with listening to mention here is the pronunciation – the teacher made sure his pronunciation is as close to the native level as possible so students are exposed to “*perfect English*”. The last remaining language skill, which is reading, was naturally practiced all the time – students got used to be learning English through texts so much that they started reading articles and books in English in their free time as well.

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

⁸¹ This worksheet is not a part of this thesis

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

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

4.9.2.2 Progress tests overview

The two following chapters present tables with students' scores from three different groups (the one the author teaches, graduates from last year and graduates from the year before that). As the author was not granted to publish names for students he personally did not teach, all students are generally labeled and numbered. The point is to see the comparison of their scores and determine to what extent the experiment worked.

Students' from 2014-2017

Name	Test 1/Vocabulary 1	Test 2/Vocabulary 2	Test 3/Vocabulary 3	Test 4/Vocabulary 4
Veronika Alánová	11/521	12/1121	13/1503	13/1121
Ondřej Kosek	11/477	12/1121	12/2103	12/1844
Michaela Šmídová	9/1211	11/1991	11/2657	14/2890
Nikol Vašínová	11/1890	13/2657	14/2657	14/2942
Kristýna Hlínová	5/210	7/680	9/1121	11/1121
Jana Trnová	9/521	9/741	9/2657	10/1750
Iva Robová	5/413	8/741	8/1121	10/1503
David Janušík	7/398	8/741	8/1121	8/1121
Adéla Koralová	10/1421	11/1991	14/1991	15/2657
Veronika Hronová	7/521	10/1121	11/1630	11/1740

Terezie Staroščíková	13/2039	15/2103	15/2942	15/3025
Kristýna Záchová	9/754	10/1121	10/1449	12/1503
Iveta Mezulianíková	6/477	10/1121	10/1449	11/1750
Aneta Sumová	8/398	9/1121	9/1890	12/1630
Denisa Navrátilová	6/618	7/1121	13/1750	13/1991
Adam Kadula	7/221	10/1121	10/1121	12/1449
Filip Nevečeřal	5/172	9/741	9/1630	12/2103
arithmetic mean	8,17/721	10,5/1190	10,8/1811	12,05/1890

Table 14: Comparison of all test results from students in Přerov (2014-2017)

Students from 2013-2016

Name	Test 1/Vocabulary 1	Test 2/Vocabulary 2	Test 3/Vocabulary 3	Test 4/Vocabulary 4
Student 1	10/1890	10/1890	10/1991	11/2103
Student 2	10/1121	10/1121	10/1121	10/1449
Student 3	9/618	10/680	11/754	11/1121
Student 4	4/618	5/741	5/741	5/741
Student 5	8/1121	8/1121	8/1121	9/1121
Student 6	10/1503	11/1991	11/1991	11/1991
Student 7	5/413	5/413	5/521	5/754
Student 8	8/754	8/618	9/618	9/1121
Student 9	10/1750	10/1750	10/1750	10/1750
Student 10	8/741	8/741	8/741	8/754
Student 11	8/1630	8/1630	8/1991	10/1991
Student 12	7/741	8/741	8/741	8/741
Student 13	8/1121	8/1221	8/1221	8/1121
arithmetic mean	8,7/1031	8,3/1127	8,5/1177	8,8/1289

Table 15: Comparison of all test results from students in Přerov (2013-2016)

Students' from 2012-2015

Name	Test 1/Vocabulary 1	Test 2/Vocabulary 2	Test 3/Vocabulary 3	Test 4/Vocabulary 4
Student 1	11/1449	11/1630	11/1630	14/1750
Student 2	8/221	10/754	10/754	10/1121
Student 3	6/618	6/618	7/618	7/754
Student 4	8/1121	9/1121	9/1421	10/1449
Student 5	10/1121	10/1121	10/1121	12/1630
Student 6	11/1991	13/1421	13/1421	13/1630
Student 7	5/741	6/754	7/754	7/754
Student 8	7/618	7/754	7/754	7/754
Student 9	11/1991	11/1991	12/1991	13/2130
Student 10	7/741	7/754	7/754	7/754
Student 11	8/1121	8/1121	9/1421	10/1991
Student 12	8/680	8/680	9/754	10/1449

Student 13	7/521	8/618	8/1121	8/1121
Student 13	8/754	9/1121	9/1121	9/1121
Student 14	9/1121	10/1121	11/1421	11/1503
arithmetic mean	8,8/1057	9,5/1112	9,9/1218	10,5/1422

Table 16: Comparison of all test results from students in Přerov (2012-2015)

4.9.2.3 English absolutorium exam results overview

2014-2017	Language/Topic/ Final	2013-2016	Language/Topic/ Final	2012-2015	Language/Topic/ Final
Veronika Alánová	2/1/1	Student 1	2/1/1	Student 1	1/1/1
Ondřej Kosek	1/1/1	Student 2	2/2/2	Student 2	2/1/1
Michaela Šmídová	2/2/2	Student 3	2/2/2	Student 3	3/2/3
Nikol Vašinová	1/1/1	Student 4	3/3/3	Student 4	3/1/2
Kristýna Hlínová	2/2/2	Student 5	2/2/2	Student 5	1/1/1
Jana Trnová	1/2/2	Student 6	2/1/1	Student 6	2/1/1
Iva Robová	1/1/1	Student 7	3/1/2	Student 7	3/2/3
David Janušík	2/1/1	Student 8	1/2/1	Student 8	2/2/2
Adéla Koralová	1/1/1	Student 9	2/1/1	Student 9	2/1/1
Veronika Hronová	1/2/1	Student 10	2/2/2	Student 10	3/2/2
Terezie Starošítková	1/1/1	Student 11	3/1/2	Student 11	2/2/2
Kristýna Záchová	2/1/1	Student 12	3/1/2	Student 12	2/1/1
Iveta Mezulianíková	1/2/2	Student 13	2/1/2	Student 13	2/2/2
Aneta Sumová	1/2/1			Student 14	2/3/2
Denisa Navrátilová	1/1/1				
Adam Kadula	1/2/1				
Filip Nevečeřal	1/1/1				
arithmetic mean	1,3/1,4/1,3		2,2/1,5/1,7		2,1/1,5/1,7

Table 17: Comparison of English absolutorium exam results in Přerov (2017, 2016, 2015)

As both chapters illustrate, there are huge improvements. Even though it cannot be said that older students did not progress (they did and it was a solid performance of their part based on the way their English lessons were conducted), the authors' students clearly come on top. Everyone improved.

4.9.2.4 Employers' rating overview

The point of this chapter is simple. As all students are required to work during their studies (two times a week) at a company that has a partnership with the school. Starting from the second year, the employers' HR departments rate the students in terms of their language performance. They also rate them based on other factors, but these have nothing to do with ELT. The rating follows this pattern:

- 1 = excellent
- 2 = very good
- 3 = good
- 4 = poor
- 5 = very poor

As these ratings are only used for the headmistress as rough indicators of student performance and have no other usage (unlike the tests results, which are taken seriously, these ratings are not even published anywhere), they need to be taken with a grain of salt. Yet again students from 2014-2017 come on top though.

**Students' from 2014-2017
(2nd year)**

Name	Listening	Reading	Speaking	Writing
Veronika Alánová	3	3	4	3
Ondřej Kosek	3	3	3	3
Michaela Šmídová	2	2	4	3
Nikol Vašinová	2	2	3	3
Kristýna Hlínová	4	3	4	4
Jana Trnová	3	3	5	4
Iva Robová	4	3	5	4
David Janušík	3	2	4	4
Adéla Koralová	2	2	3	3
Veronika Hronová	4	4	5	5
Terezie Starošítková	1	2	3	2
Kristýna Záchová	2	2	4	3
Iveta Mezulianíková	4	4	5	4
Aneta Sumová	3	2	5	2
Denisa Navrátilová	2	2	3	2
Adam Kadula	x	x	x	x
Filip Nevečeřal	x	x	x	x
arithmetic mean	2,47	2,29	3,52	2,88

Table 18: Employers' rating concerning students' initial language performance for 2014-2017

**Students' from 2014-2017
(3rd year)**

Name	Listening	Reading	Speaking	Writing
Veronika Alánová	1	1	1	1
Ondřej Kosek	1	1	2	1
Michaela Šmídová	1	1	2	2
Nikol Vašinová	1	1	1	1
Kristýna Hlínová	2	2	2	1
Jana Trnová	1	1	1	2
Iva Robová	1	1	2	2
David Janušík	2	2	2	2
Adéla Koralová	1	1	1	1
Veronika Hronová	2	1	1	1
Terezie Starošítková	1	2	1	1
Kristýna Záchová	1	2	1	1
Iveta Mezulianíková	2	2	2	1
Aneta Sumová	2	1	2	2
Denisa Navrátilová	2	1	1	1
Adam Kadula	x	x	x	x

Filip Nevečeřal	x	x	x	x
arithmetic mean	1,2	1,17	1,29	1,17

Table 19: Employers' rating concerning students' after graduation for students 2014-2017

**Students' from 2013-2016
(2nd year)**

Name	Listening	Reading	Speaking	Writing
Student 1	2	1	4	3
Student 2	1	3	5	4
Student 3	1	2	4	3
Student 4	2	3	3	2
Student 5	2	2	4	4
Student 6	1	3	4	3
Student 7	4	3	5	4
Student 8	3	1	2	3
Student 9	2	2	3	3
Student 10	4	4	5	5
Student 11	2	2	5	4
Student 12	2	2	4	3
Student 13	x	x	x	x
arithmetic mean	2,16	2,33	4,00	3,41

Table 20: Employers' rating concerning students' initial language performance for 2013-2016

**Students' from 2013-2016
(3rd year)**

Name	Listening	Reading	Speaking	Writing
Student 1	1	1	3	3
Student 2	1	3	4	4
Student 3	1	2	4	2
Student 4	1	3	3	3
Student 5	2	2	4	4
Student 6	1	3	4	3
Student 7	5	2	4	4
Student 8	1	1	3	3
Student 9	2	2	3	3
Student 10	2	3	4	3
Student 11	1	2	3	3
Student 12	2	2	2	2
Student 13	x	x	x	x
arithmetic mean	1,66	2,25	3,41	3,08

Table 21: Employers' rating concerning students' after graduation for students 2013-2016

**Students' from 2012-2015
(2nd year)**

Name	Listening	Reading	Speaking	Writing
Student 1	3	2	4	4
Student 2	1	2	5	5
Student 3	2	2	4	4
Student 4	2	2	3	2
Student 5	2	2	4	3
Student 6	2	1	3	3
Student 7	2	1	3	2
Student 8	1	1	2	1
Student 9	3	2	3	3
Student 10	1	2	4	3
Student 11	1	1	3	3
Student 12	2	2	5	5
Student 13	2	2	2	2
Student 14	1	1	3	2
arithmetic mean	1,78	1,64	3,42	3,00

Table 22: Employers' rating concerning students' initial language performance for 2012-2015

**Students' from 2012-2015
(3rd year)**

Name	Listening	Reading	Speaking	Writing
Student 1	2	2	2	2
Student 2	1	2	5	4
Student 3	2	2	4	3
Student 4	1	2	3	2
Student 5	1	2	4	3
Student 6	2	1	3	2
Student 7	2	1	4	4
Student 8	1	1	2	2
Student 9	3	2	3	3
Student 10	1	2	4	3
Student 11	1	1	3	2
Student 12	2	2	3	3
Student 13	2	2	2	1
Student 14	1	1	3	2
arithmetic mean	1,57	1,64	3,21	2,57

Table 23: Employers' rating concerning students' after graduation for students 2012-2015

4.9.2.5 Attendance overview

The last part of this chapter presents a table of students' attendance. This has no meaning at all (as attendance is not mandatory), but showed that students from the author attended his lessons a lot which could only translate into them liking the way these lessons were

conducted. The author also noticed that although students generally never miss (when it comes to regular lessons), a lot of them are absent the very last lesson in the semester (revision before exam where no new worksheet is dealt with).⁸²

2014-2017	Attendance ratio (%)	2013-2016	Attendance ratio (%)	2012-2015	Attendance ratio (%)
Veronika Alánová	98	Student 1	92	Student 1	98
Ondřej Kosek	100	Student 2	78	Student 2	96
Michaela Šmídová	98	Student 3	96	Student 3	96
Nikol Vašínová	98	Student 4	98	Student 4	92
Kristýna Hlínová	96	Student 5	82	Student 5	86
Jana Trnová	98	Student 6	82	Student 6	86
Iva Robová	100	Student 7	82	Student 7	86
David Janušík	96	Student 8	88	Student 8	88
Adéla Koralová	96	Student 9	98	Student 9	98
Veronika Hronová	98	Student 10	98	Student 10	98
Terezie Starošítková	98	Student 11	96	Student 11	98
Kristýna Záchová	98	Student 12	96	Student 12	98
Iveta Mezulianíková	98	Student 13	98	Student 13	98
Aneta Sumová	98			Student 14	98
Denisa Navrátilová	98				
Adam Kadula	98				
Filip Nevečeřal	98				
arithmetic mean	97,8		91,07		94,00

Table 24: Comparison of English attendance ratio concerning students in Přerov (2017, 2016, 2015)

5 OVERALL EVALUATION

5.1 General outline

The point of this chapter is to provide the ultimate feedback as a means of an overall evaluation of the entire experiment. It is divided into several subchapters according to the person or a group of people providing the evaluation. The author will add a comment or otherwise state his opinion/point of view to the particular parts where he feels it is needed.

The most important evaluation is presented in the first and third subchapters (students from Přerov, headmistress from Přerov). This evaluation on the author's way of teaching was conducted among students at the Higher Vocational School of Business and Trade in Přerov right upon finishing up with all worksheets (not just the ones included in this thesis, all of them). That was about two years from the point when it all started. To put things into wider perspective, it was also conducted among students at the Grammar School in Nový Jičín; though the relevance of their input is debatable as the author got the opportunity to only have

⁸² Appendix 3 (2015, before Christmas/exam)

ten sessions with them (all of them within a relatively short period of time – less than three months) and for that reason those students certainly did not have enough time to immerse into this kind of teaching so they could objectively evaluate it. All students were handed two questions and were asked to answer them. As handing those questions back was one of the requirements for passing the final exam in English for students in Přerov, it was ensured all the necessary feedback will be provided. No such procedure happened in Nový Jičín – students were asked to provide the feedback for nothing in return and under no pressure.

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

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

Both questions were created by the headmistress as it was primarily her who wanted to get some feedback (be it a positive or a negative one) from students in Přerov⁸³ so she could use it to evaluate whether or not it was all a success. The author was asked to provide her with those answers – every answer had to be written on a piece of paper, personally signed by its author and delivered to her desk. Occasional errors appear as no feedback has been modified.

5.2 Evaluation from students in Přerov

5.2.1 May 2017

The point of this part is to present the feedback from all students from Přerov and provide a short commentary on it where necessary. The following table shows the overall results for maximum clarity. Students were also kindly asked to “grade” the lessons (after they completed the entire block of four semesters) to make the results even more obvious. The grade in the table follows the following formula:

1 = excellent

2= very good

3= good

4= poor

5= very poor

Name	Provided the feedback	Answered both questions	“Grade”
Veronika Alánová	Yes	Yes	1
Ondřej Kosek	Yes	Yes	1
Michaela Šmídová	Yes	Yes	1
Nikol Vašinová	Yes	Yes	1
Kristýna Hlínová	Yes	Yes	1
Jana Trnová	Yes	Yes	1
Iva Robová	Yes	Yes	1
David Janušík	Yes	Yes	1
Adéla Koralová	Yes	Yes	1

⁸³ She did not care about the feedback from students in Nový Jičín, their feedback was collected purely for the sake of this thesis and subsequent comparison, the headmistress was not involved in this at all

Veronika Hronová	Yes	Yes	1
Terezie Starošítková	Yes	Yes	1
Kristýna Záchová	Yes	Yes	1
Iveta Mezulianíková	Yes	Yes	1
Aneta Sumová	Yes	Yes	1
Denisa Navrátilová	Yes	Yes	1
Adam Kadula	Yes	Yes	1
Filip Nevečeřal	Yes	Yes	1
	100%	100%	1

Table 25: Responses overview ratio for 2014-2015 students in Přerov

Higher Vocational School of Business and Trade, Přerov

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

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

Kristýna Hlínová (22 years old, Associate Attorney)

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

Adéla Koralová (21 years old, Production Manager)

- 1) Yes.
- 2) *Well I think that your materials helped us all because we were all scared of those topics, but you made English look easy and taught us a lot of it. I am sad now because it is over. I would like you to continue working with us and with texts like this, they are really beneficial because they present things in context and this is the best way to learn it. I loved our discussions too. You were very kind and made us speak and didn't punish us for mistakes. You are really good English teacher and I am glad I could be a part of your lessons.*

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

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

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

Iveta Mezulianíková (24 years old, Marketing Assistant)

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

Yet again Iveta proved the point – she remembered a quote from “Pirates of the Caribbean: The Curse of the Black Pearl” as we apparently mentioned it at some point. Under normal circumstances, it would probably be difficult for her to remember such complicated phrase, but because it was taught and learnt in context using associations and with no pressure on her so she remembered it and will probably remember it forever.

Filip Nevečeřal (23 years old, Businessman)

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

Michaela Šmídová (22 years old, Real Estate Broker)

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

Nikola Vašinová (22 years old, Payroll Accountant)

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

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

Ondřej Kosek (23 years old, Warehouse Clerk)

- 1) Yes.
- 2) *Because you made me realize it is never too late and showed me that I can learn English even though I am already an adult and in a more fun way than other English teachers I had showed me in the past. I loved your caring attitude and focus on us and I think all worksheets were really easy and enjoyable at the same time so we could focus on language and make the most out of it. Now I don't think anymore that I need to understand every grammatical rule and word, the most important thing is the*

context and being able to squeeze everything I need out of it. From now on I will never be learning English from regular exercises or separate lists of words, I will always study everything together with the topic I am interested in which is fun and educational at the same time for me.

Ondra has definitely understood the fact that one does not need to know everything about a language (it is not even possible) to be confident and use it for all different purposes in all different situations possible. The author thinks more students struggle with realizing this very simple fact (usually younger ones) which is a pity as they are often good enough at English but simply does not speak or produce the language in any way as they underestimate themselves and generally have very little confidence.

Jana Trnová (22 years old, Administrative Assistant)

- 1) *Yes.*
- 2) *Because I loved from the first lesson how you paid attention to our needs and talked about things we didn't know or wanted to know. I appreciated that I didn't have to study the topic at home as I was forced to do with Mr. Šmíd, because I was not able to keep up with his lecture and didn't learn anything from English too. Before we met you, I think we all knew only teachers who taught us through exercises in the book and it was good, but your lessons were better. Now I can finally understand everything I always wanted to know about English and I feel more confident than ever. I will continue to study English through analyzing texts from books I am interested in, it is fun and I really love it.*

Coursebooks are definitely useful and the author does not want to send the message by submitting this thesis that his worksheets are somehow superior to them. It is not true. What is true though is the fact that VOŠŽ Přerov is such a unique school, truly one of a kind and there is no book on the market which would reflect its needs (hence coming up with its own set of materials). As Jana mentions though, coursebooks consists of all kind of exercises (which is good as it develops all language skills and can be fun as well), but may not always develop exactly what students need (students go through all the exercises one by one and if one is familiar with the particular issue, it can become boring for him very easily). Worksheets make students active and Jana pointed it out perfectly.

Iva Robová (24 years old, Administrative Assistant)

- 1) *Yes.*
- 2) *Because I never understood Mr. Šmíd, he was very fast and arrogant and I had to study at home a lot and you actually made me love English lessons again. I hate when I pay tuition and teachers do not teach us according to our needs and only look after themselves. You made us learn the topic and English simultaneously which was very good for me and you showed me students can ask questions and not be afraid. And also that the lesson can be built on our needs and problems and questions and not what our teacher wants to do. It was super helpful and you were great, I didn't miss a single lesson and for a good reason. I wish I could continue lessons with you because you make English look easy and always find something we don't know to teach us something new. You are a very good teacher and I will recommend you to all of my friends and family for your private lessons. Thank you very much Tom, I really enjoyed our lessons.*

Iva was the only student who attended all lessons throughout the given time limit (4 semesters). It made her realize that she can learn a lot by asking questions about everything she does not know (which is something she could not do if she decided to not attend lessons), was very active during most lessons and progressed a lot. Even though she clearly does not like studying at home, the teacher made her study at home anyway (completing questions, matching vocabulary etc.) and she did not complain at all. This shows that homework can be pleasant for students provided they are properly motivated at school.

Terezie Starošítková (22 years old, Financial Controller)

- 1) *Yes.*
- 2) *Because I liked working with texts and doing exercises on topics we are studying. My teachers in primary and secondary school taught us English on topics which were boring and never had time for our questions. I liked that you gave us time to think about everything and made the explanation as clear as possible. I know other teachers don't like you because we like you but they are arrogant and don't think about us. Your attitude was always great and I will keep all worksheets for future. I also liked the vocabulary in mail because I could get back to it and practice a little more at home.*

Terka points out having enough time to think about individual issues as a definite plus for her. Even though it was a goal and the teacher certainly did not want to stress his students by making them answer as fast as possible, speed is also important as natural conversation flows and students eventually have to pick up the speed. For the sake of the lesson though the relaxed environment was perfect and it without a doubt contributed to the fact that they started to like English again (or for the first time ever!).

David Janušík (22 years old, Marketing Specialist)

- 1) *Yes.*
- 2) *I think they were really easy and it enabled us focus on English and clarify everything we wanted to know. I appreciated that we worked all together because a lot of questions from my friends were really interesting and I learnt a lot from them and your clear explanation. I have always loved that you can speak Czech and English perfectly because I had a teacher in secondary school who was English and he did not understand my problems and it was difficult to learn new things. I was also very shy in front of him and my friends to speak, but you made me very comfortable and I started speaking more. My boss at work also noticed that I can write better and faster and generally am improving and starting to like English. I think I will benefit from this experience in the future and I will never study from a book anymore, I will only learn things from authentic texts because you showed us it is fun and meaningful. Thank you for everything, you are a great teacher and I can guarantee you that everyone from our group really loved you and your lessons.*

Learning a language within a group of people (and not be isolated) has always been and will be beneficial. David points out he learnt a lot from his classmates as their questions or generally topics they brought up were interesting. This was the goal the author was after as he wanted to teach what students' need and are curious about and chances some of them struggle with similar issues. When discussing over various English variables as a group, one also gets

to think about issues that may not particularly occur to him hence it is helpful for both parties involved.

Kristýna Záchová (23 years old, Content Writer)

- 1) *Yes.*
- 2) *Because you had enough time for us and didn't yell at us for basic things we didn't know. It was very relaxed and you were always prepared and made it interesting. I honestly can't believe I never thought about learning English like this, I love reading and it is very flexible. I loved how you fight for us and for better environment in class, it only made it even more pleasant and enjoyable. Worksheets were easy for me and I think for everyone too, it was a big difference from Mr. Šmíd where I didn't take anything from his lecture. I think we can all pass absolutorium now with very less effort because you made us work during our studies and we now are good prepared for it. And I think we are also prepared for life because English is very important and thanks to you I now feel relaxed about people speaking English to me and I can speak myself. I will continue to study because I want to be as good as you are one day, your English is perfect.*

Lectures are not the best way of teaching English for sure as the information gets across, but the language itself does often not. There is also no need to stress students' as it doesn't help anyone and only slows down the entire process (and maybe even discourages a few students from liking English). Stress-free environment was definitely a key component of the lessons and the new classroom only helped it that aspect.

Aneta Surmová (23 years old, Social Media Specialist)

- 1) *Yes.*
- 2) *Because grammar is important but not the most important and you showed it to me. You never punished any of us for making a mistake and always were helpful with explanation. In my opinion worksheets were really great because they were easy but you could find a lot of new things in them and it was good that you showed that to us. I loved that you appreciated when we tried to say something and didn't focus on how we say it. You care about our opinions, we could talk about topics we like and learn some English too. I use a lot of English you taught us at work because I work most days on the Internet and it is all texts and work with it. I regret not having other opportunities to speak to you about things I don't understand because you can really explain things very clearly and give us a lot of examples. I am serious, everyone says that, your explanation of English is very friendly and by working with worksheets we did learn a lot about English and all topics too. It was really good time and I will miss you. Keep on teaching with worksheets, it is awesome and you are so awesome.*

Focusing on students' opinions and thoughts in general turned out to be a great way of making them speak. Speaking was definitely the skill they wanted to practice the most, were most interested about and wanted to focus on. As the worksheets revolved around topics they knew, it was generally easy to start a conversation with them about anything as opposed to a regular exercise from a book which often presents a text not particularly exciting for anyone (neither the student nor the teacher).

Denisa Navrátilová (23 years old, Warehouse Specialist)

- 1) Yes.
- 2) *Because I think English lesson are a lot more exciting when teachers like you introduce different exercises for different situations and all of it is still connected to the topics. I appreciated a lot that you corrected our errors immediately but were not unpleasant or didn't laugh at us. I have to say I understand English grammar now more than ever and my vocabulary has also improved a lot. I love layout of your worksheets, it was simple and obvious and easy to work with. I think it is a lot better than a lecture or some book with a lot of things we don't need and we only waste time. You got always straight to the point, provided us with many examples and gave us a lot of time to think about everything. Thank you, your worksheets are definitely the way to go in my opinion. I also want to thank you for your time with us, you taught us a lot for our practical life and this is what I liked the most.*

Adam Kadula (24 years old, Businessman)

- 1) Yes.
- 2) *It was great because you listened to your problems and explained them clearly and understandably. Your worksheets were super helpful and fun and I personally think this is the best way to learn English. I also study English in Hello Language School and it is not good, teachers only do exercises from book and very fast and not vivid. I think everyone can learn English with you because you make English look easy even for us who spoke very little at first because we had bad teachers before. I started reading a lot after a few months when I met you and it was because of you and your way of analyzing everything you see and thinking about it. I would like to thank you here for your time after the lessons and answering all my additional questions from my reading, you know what I mean, you are exactly the type of teacher all students need. You are kind, helpful and you teach very clearly. Worksheets are amazing, I am definitely keeping them and all vocabulary you sent us too, I didn't mind getting back to the exercises at home and practicing at all. Thank you for everything from all of us.*

5.2.2 February 2018

Since the submitting date of this thesis was postponed by almost a year (the feedback listed in the previous part was obtained in May 2017), the author got the opportunity to ask his former students about additional comments concerning their lessons of English (“*after a year feedback*”, they were asked about it in March 2018). Because of the fact that a lot of students are busy, working full time in the field they graduated from almost a year ago, as well as the fact that they generally have very little motivation to put something down about a school matter that is no longer relevant to them (and with no reward for such effort in return), it was very difficult to convince them to produce something of a use for the sake of this thesis. Eventually only a few of them got back with some additional comments, the table bellows presents the ratio.

Name	Provided the feedback	Answered both questions	“Grade”
Veronika Alánová	No	No	x
Ondřej Kosek	No	No	x

Michaela Šmídová	Yes	Yes	1
Nikol Vašinová	No	No	x
Kristýna Hlínová	No	No	x
Jana Trnová	Yes	Yes	1
Iva Robová	Yes	Yes	1
David Janušík	No	No	x
Adéla Koralová	Yes	Yes	1
Veronika Hronová	No	No	x
Terezie Starošítková	Yes	Yes	1
Kristýna Záchová	Yes	Yes	1
Iveta Mezulianíková	No	No	x
Aneta Sumová	No	No	x
Denisa Navrátilová	No	No	x
Adam Kadula	No	No	x
Filip Nevečeřal	No	No	x
	35%	35%	1

Table 26: Responses overview ratio for 2014-2015 students in Přerov after “a year”

The questions all of them were asked were simple.

- 1) When looking back at our lessons, is your previous feedback still valid?
- 2) Would you like to further develop your thoughts? If so, do it. Be as specific as possible, please.”

The results are:

Michaela Šmídová (23 years old, Real Estate Broker)

- 1) Yes.
- 2) *If I remember correctly, I told you that I appreciated having opportunities to speak. I also loved that you took care of your pronunciation and made us realize it is important too. Because I missed talking with you and with my friends so much, I signed up along with my friend Iva for courses at a language school Cloverleaf in Olomouc. It is good, we can talk and continue to improve, but the teachers change too much and are not as attentive as you are. It is also very expensive and I definitely miss having you every week for very little money. I wouldn't change anything about your lessons. Your worksheets were the best and it worked great for us, everyone liked them and I still have them 😊*

We had a small group in Přerov and worked together every work so it is obvious that we were a lot of closer and could work on a different level than regulars teacher in language schools have the opportunity to. It is great though that Míša and Iva kept on studying English and primarily focus on speaking. This is for sure appreciated by their employers and can greatly help them in their private lives too. Both Míša and Iva may benefit from travelling abroad in future as they already can communicate well, they are not shy and spending some time in an English speaking country may be very useful for both of them. Míša and Iva proves that people can learn English in the Czech Republic though, it is not necessary to travel for it abroad (though it is very beneficial and speeds up the process).

Iva Robová (25 years old, Administrative Assistant)

- 1) *Yes.*
- 2) *Míša and I loved your lessons that much that we wanted to continue with English and started going to a language school Cloverleaf in Olomouc. I miss working with texts because we hardly ever do it, it is only about books and it is also fun, but your worksheets were better and more aimed at our areas of interest. Teachers present teachers are also not as helpful as you were. What I did like the most about our lessons in Přerov was we had enough time to talk about everything we needed and now it is not like it. We are in rush all the time, people are nervous and it is not as pleasant. I miss you.*

Jana Trnová (23 years old, Administrative Assistant)

- 1) *Yes.*
- 2) *I really held up to my promise and started reading a lot more in English and it is honestly the best thing I have ever done to improve my English. I learnt a lot from the context and it makes it so easy to remember and understand. I love it. I miss speaking a lot because I don't have any friends who are willing to speak to me in English, they are shy and lazy. I loved your lessons; my opinion is still valid and always will be. Thank you for your interest, as always.*

Terezie Starošítková (23 years old, Financial Controller)

- 1) *Yes.*
- 2) *My opinion still stands. I take a look at your worksheets once in a while, I already know all vocabulary, there are great and your lessons were great. I would like to get back one day and work with you on some new worksheets because it really pushed me into the right direction and I don't have that push now. I especially miss speaking with my friends in English about interesting topics from your worksheets, we learnt a lot and absolutorium was very easy for us.*

Absolutorium was a breeze for most people which was a big surprise for the headmistress and definitely a positive change. Terka also proves that having the vocabulary always at her disposal is helpful as well as it is easy to revise and get back to.

Kristýna Záchová (24 years old, Content Writer)

- 1) *Yes.*
- 2) *I definitely loved your lessons and miss you very often. I think your worksheets really helped us understand how easy and fun English learning can be and I read a lot of magazines now and articles on the Internet and learn from them. It is fun. You showed us the right way to do it and were always there for us, I appreciate it and envy new students who you teach now because I miss our lessons so so much.*

5.3 Evaluation from students in Nový Jičín

Name	Provided the feedback	Answered both questions	“Grade”
Martina Janáčková	Yes	Yes	1
Tereza Jelínková	Yes	Yes	1
Luzja Perstická	Yes	Yes	1
Vašek Škapa	Yes	Yes	2
Miroslav Goláš	Yes	Yes	1
Klára Kubešová	Yes	Yes	2
	100%	100%	1,3

Table 27: Responses overview ratio for students in Nový Jičín

Grammar School, Nový Jičín

Martina Janáčková (18 years old, Student)

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

Even though students found those texts difficult (in Přerov most people did not), they still managed to come on top by asking questions and eventually learnt a lot of new things.

Tereza Jelínková (18 years old, Student)

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

Luzja Perstická (18 years old, Student)

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

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

Vašek Škapa (18 years old, Student)

- 1) *Yes.*
- 2) *I really liked to break from our routine and do something different. I think your worksheets were quite difficult and you persisted on a lot from grammar, but you explained everything clearly and have a really nice personality. I read a lot of articles in English on the Internet and it helps with my English development, but your worksheets are a lot better because they are more challenging and complex. Too bad we only had 10 lessons with you, it would be nice to have one lesson every week the entire year.*

Miroslav Golán (18 years old, Student)

- 1) *Yes.*
- 2) *It was very good because you made us think about everything from all possible angles and the topics were really interesting. I am very interested in IT and your worksheet about IT was great and I appreciated our discussion about it and all English with did during that lesson. I also think using Czech in lessons is good because you can explain something better than a native speaker. You are very enthusiastic and I felt comfortable speaking in front of you and my friends and I want to speak more in lessons. Mrs. Kellnarová only does book with us and we don't speak that much which is shame and I would like to have you as my teacher. Your worksheets were great and they seemed short at first, but it was more than enough. I can imagine doing this every week and actually enjoy learning English. I will try to create something like this at home and learn this way, it is very good idea and good way to learn English because you analyze texts what you love and learn English simultaneously.*

Klára Kubešová (18 years old, Student)

- 1) *Yes.*
- 2) *Because your lessons were not stressful and we could ask about anything. I know you have to pay a lot of money for a good teacher to be this good, but you did it for free and I learnt a lot. I only did not like the topics, they seemed to me more for boys, but this is my problem I think. I would like to do this often, please come back.*

5.4 Evaluation from the school management team in Přerov

To make things as clear as possible at the school where it all matters the most, the headmistress from Přerov was kindly asked to provide a short evaluation as well. As the submitting date of the thesis got postponed, she had the opportunity to comment on it form on as an official overall evaluation after the 2 years ended as well as almost one additional year later (with a lot more insight and experience under her belt). Both messages were delivered to the author via email and are written in Czech as the headmistress cannot speak English up to point to write a text for the sake of an academic paper. There are naturally zero modifications

to her valuable comments, both texts are here presented exactly the way they were delivered to the author.

May 2017

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

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

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

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

April 2018

Protože nás pan kolega v červnu opouští, ráda bych využila této příležitosti a poděkovala mu za projevený zájem o výuku na naší škole. Výstupy z jeho hodin od tohoto roku s úspěchem slouží jako nový výukový materiál pro novou kolegyni, která si je velmi chválí za jejich pečlivé zpracování a srozumitelnost. Jsem ráda, že jsme našli způsob, jak uchopit výuku anglického jazyka na naší škole s prokazatelnými jazykovými výsledky. Pracovní listy kolegy Petra zahrnují veškeré výstupy jeho výzkumu s našimi absolventy, jsou průběžně doplňovány a jsem si jista, že s nimi do budoucna odvedeme ještě velký kus práce.

Daňková

5.5 Evaluation from the school management in Nový Jičín

The following feedback was kindly provided by Mgr. Zdeněk Man (a deputy headmaster at the Grammar School in Nový Jičín) via email in March 2016. The author of this thesis was very grateful for having the opportunity to teach at his former secondary school and Zdeněk Man was the teacher who greatly helped set it all up. He was also physically present in two of the lessons (2 out of 10 in total) as he wanted to see the lesson himself so he could grab a few notes and form an opinion about it. Yet again, there are no modifications as far as his feedback below is concerned. There was also no special requirement for the format of his feedback. He was simply asked what his opinion about it was so it could be further used and published in this thesis.

Panu Petrovi jsme na základě jeho vynikajících studijních výsledků v angličtině jsme na našem víceletém gymnáziu umožnili vést několik seminářů odborné anglické výuky. Jeho metoda byla nekonvenční, až bych řekl do gymnaziálního vzdělávání se nehodící, ale účinná. Hodina měla spád, žáci byli dostatečně zaktivizováni a neustálými otázkami čas ubíhal jako voda. Pan Petr povedeně využíval názorů žáků, vysvětloval látku na základě kontextu a neustále s žáky opakoval a upevňoval učivo. Komunikace byla hlavním motorem celé dvouhodinovky. Nelíbilo se mi však, že si na konci hodiny neověřil splnění cílů a nezhodnotil jejich úspěšnost. Rovněž se přikláním k názoru, že by nabídka aktivit nebo cvičení mohla být pestřejší. Celkově jsem ale byl s jeho seminářem spokojený.

5.6 Self-evaluation

Based on an extensive discussion with the methodologist teacher Mgr. Gabriela Cingelová, PhD. from the Department of Social Studies, Faculty of Education, Palacky University⁸⁴ over the most appropriate self-evaluation device for this thesis, the following part features a SWOT analysis (SWOT analysis 1) in form of a template provided for this purpose by Mrs. Cingelová. As various authors significantly differ in the format of such analysis, the author has also decided to follow up this SWOT analysis by another one created by prof. Chris Kyriacou, a respected authority within the teaching world from New York, presented in his book “*Klíčové dovednosti učitele*”.⁸⁵ The point of this chapter (and both SWOT analyses) is to summarize the entire experiment from the point of the author and present its strengths, weaknesses, opportunities and threats in a brief and clear way. Both analysis focus on the teaching part of the teacher (especially the second one, it goes into detail about elements relevant for his future teaching development and conducting ELT lessons at VOŠŽ), not his personality/interests/general wishes.

5.6.1 SWOT analysis 1

<p>What was beneficial about your teaching?</p> <p>Making me realize that not all teachers are interested in helping students as certain exercises could not be used in worksheets. Need to figure out a way to overcome it in the future as I know my students would benefit from more interactive worksheets and generally diversification in activities.</p>	<p>Is there something you would do differently in the future?</p> <p>Probably study harder as I had to look up quite a few grammatical rules and vocabulary at home as I failed to answer some of the questions. Students didn't mind, but I did, I should have known those things, they were easy.</p>
<p>I appreciated:</p> <p>Students attending the lessons (they did not have to), their enthusiasm, willingness</p>	<p>My methodological skills needs to be improved in:</p> <p>Time management. We had plenty of</p>

⁸⁴ Katedra společenských věd, Gabriela Cingelová [online]. *UPOL.cz*, 2018 [cit. 2018-02-24]. Dostupné z: <http://ksv.upol.cz/?page=clenove>

⁸⁵ KYRIACOU, C.: *Klíčové dovednosti učitele*. Praha: Portál, 1996, p. 197. ISBN 978-80-262-0052-9

to learn and positive feedback.	time, but still rushed towards the end of some worksheets as we got carried away by the first exercises.
<p>Was there something difficult for you that you successfully managed to do?</p> <p>I thought it would be difficult to make them speak, but it to my surprise was not. Students naturally started speaking as they felt comfortable in the classroom.</p>	<p>I need help with:</p> <p>Figuring out how to deal with students who are excellent at English as they would be bored at my lessons since we deal with everything from scratch due to mixed abilities of my students. It is easier for me to work with students who know very little when compared to native-like speakers (students).</p>

Table 28: SWOT analysis 1

5.6.2 SWOT analysis 2

My strengths:	My weaknesses:
Good knowledge of English, I can adapt to most situations at easy, need very little time to preparation, enjoy improvisation, was good for the diversity in topics	Sometimes too complicated explanations, it is not always beneficial to feel the urge to go into details about everything at any time
Great communicational skills and public speaking, can motivate and encourage students to produce language	Little real-life experience, often too theoretical about topics
Caring attitude towards students, advantage primarily for private education (smaller groups, friendlier relationships, motivated students)	Zero experience with dealing with students with learning difficulties, need to take specialized courses in the future
Good critical thinking skills, can help students see things in greater context	Not the best time management, sometimes
Opportunities:	Threats:
Higher vocational education has a lot of money available, new projects can be launched easily	Not a good school management team supporting and welcoming new ideas
A lot of new students are coming to higher vocational schools as opposed to regular universities, the system of education needs to be further and continuously developed	Students may flunk lessons and not improve as attendance is generally not mandatory at VOŠŽ
ELT through worksheets need little resources to run, worksheets can be opened on cellphones/tablets, Internet is not needed.	Students may run into troubles when completing absolutorium questions at home, need to revise the system and somehow manage to do the at school with them

Table 29: SWOT analysis 2

5.6.3 Competencies

In order to provide the best self-evaluation possible, it was also recommended by Mrs. Cingelová to list and shortly comment on the competencies all teachers should be equipped with (and generally take into consideration when reflecting on their teaching performance in hope of future improvement). All competencies listed below are based on a list put together by PhDr. Radmila Dyrťová and PaedDr. Marie Krhutová in their book “*Učitel – příprava na profesi*”.⁸⁶

Subject-field competence

It is definitely needed for me to study harder so I can focus on the subject only and not think about the language at all. Students barely get to see it and always think my English is the best, but it is far from the truth.

Methodological competence

As most students regardless of their major are well aware of the theoretical founding's of their fields of expertise, I truly believe I have what it takes to be a good teacher – methodologically. I am often confronted with a colleague who thinks us graduates know too much methodology and theory and are completely unaware of the real-life situations. While this may be true, methodology is important and it helped me a lot when teaching through worksheets. Everything has something to it; even the hated Grammar Translation Method can be slightly modified and become really effectively, useful and enjoyable. Nonetheless this competence is the one I do not think I personally struggled during my teaching.

Diagnostic competence

This competence is the most important one in my opinion. I always liked teachers who were interested about us and this is exactly who I am trying to be now. I diagnose my students' needs; all lessons are tailored to them. This works particularly good for languages as every interaction brings new questions and issues.

Management competence

As I am used to work with smaller groups, it is not difficult to conduct the lesson. My students are also adults and they never disturb or are unruly. For that reason I believe I do not have a problem as far as this competence goes with one exception – time management. I am always behind schedule and we often barely make it to the end of the worksheet. I know I need to work hard on this as it is not acceptable for a teacher!

Influential competence

Students are definitely encouraged during my lessons at all times which results in them starting to speak at first (the first language skill they focus on) and eventually start liking

⁸⁶ DYTRTOVÁ, R.; KRHUTOVÁ, M. *Učitel – příprava na profesi*. Praha : Grada Publishing, a. s., 2009. p.128. ISBN 978-80-247-2863-6

English in general. Probably one of the most important competence of every ELT teacher, difficult one to master, but very important to focus on. My top priority as influencing and encouraging students greatly enhances their learning capabilities.

5.7 Data Collection Methods Evaluation

As a significant part of this thesis relies on feedback which was collected very thoroughly for the sake of the author and the school management team as well, the following lines briefly tackles the methods used for data collection purposes and outlines its specifics.

Email responses

Emails present a viable solution of obtaining information for every teacher. They are fast and convenient. When it comes to the internal research dealing with the teaching materials used at other higher vocational schools the author did⁸⁷, maximum response time was less than a week. Also the fact that all communication was done through an official school emailing system made the whole process credible and reliable. All emails were sent either by the headmistress (under her name, title, institution, reputation) or by the author using the same emailing system so messages were verified and snappy. Same goes from obtaining feedback from students. Definitely the most comfortable and flexible way of obtaining feedback from a lot of people, in a short amount of time and for free.

Worksheet responses

As students were required to put down information directly to their worksheets so the teacher could analyze it later, this method of data collection was used a lot and worked. The author realizes though that a different solution may work even better and is currently looking for one because the one downside to it is the amount of sheets of paper he had to go through every single week. Other than that it worked great and was of a major help to spot individual issues, reflect on them, research them a put together a material which is now officially used at VOŠŽ.

Bakaláři LMS

Bakaláři presents a robust software solution to manage all administration of a particular school. The author used it for collecting data about graduates.⁸⁸ The headmistress granted him a special permission to access all modules and additional features of the system so he could take advantage of it and get what he needed. As the information is not accessible for the general public and not even for regular teachers (only the school management team can access it), it is very safe but also convenient and always ready for interpretation. VOŠŽ in Přerov has a special employee who does put all the information into the system so it is constantly updated and a means to obtain valuable data about the school from about a decade ago on.

Progress and vocabulary size tests

⁸⁷ Chapter 3.1.2.

⁸⁸ Chapter 4.9.2.

Both tests are rather controversial and not transparent enough for clear interpretation for my liking. They are certified though and the headmistress does not have to hire a professional to create and evaluate which is probably the reason they started it using them in the first place. I greatly appreciate the fact that all results are available to examine for internal purposes and teacher may get inspired by them. I also like that they are completed in a classroom with a person (Mrs. Matyášová) who does not teach the particular subject which only shows that the school care about results and their students at least to some point. I am convinced though that there would be better alternatives with more thorough examination of all four language skills, but it is not my call to introduce change (these tests would probably also cost more).

CONCLUSION

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

The thesis started with a brief description of the process of language acquisition. It was concluded that there are significant differences between language acquisition and language learning; especially the ones related to having the opportunity to take advantage of various metacognitive processes and prior experience in favor of foreign language learning as well as the fact that a great deal of effort is necessary to learn a foreign language as only 40% of people manage to do so (as opposed to one's mother tongue which is acquired by all its native speakers). The next chapter tackled the topic of age in foreign language learning, eventually stating there is no sound research evidence supporting the commonly held opinion "*the younger the better*" so foreign language teaching in schools is definitely a meaningful process and a worthwhile activity to deal with, think about and develop (even with adult learners). The next chapter had to do with Czechs and their general level of English. It turned out Czechs generally get better at English every year, though they certainly do not come on top of the list of the best non-native European English speaking countries so yet again it is necessary to be constantly on the lookout for ways to change that in various educational settings and thus overall improve the level of English of all Czech learners. In fact Finland and Norway, one of the best non-native European English speaking countries, put significantly more money towards foreign language education in schools than the Czech republic does⁸⁹ (their teachers also get paid a lot more⁹⁰) and it obviously pays off. The theoretical part eventually was concluded by tackling the issue of ELT within the higher vocational sector and the description of all necessary methodology for his way of teaching.

The following chapter examined some of the most prominent approaches and methods to be used to teach foreign languages (primarily English) over the centuries. It was stated that foreign language learning is such a complex process that it is impossible to offer a single solution (i.e. a single method) to all learners for all kinds of situations. Each method can influence the results of its learners in a particular domain of a foreign language, the process of

⁸⁹ Appendix 12

⁹⁰ Appendix 4

teaching and errors correction is approached differently within each method (depending mainly on who is in charge of the process, be it the teacher or his learners) and the teacher has to recognize the overall goal of its learners in order to find the best method possible. The theoretical part was eventually concluded by tackling the topic of ELT in higher vocational education, described its problems and issues and laid down the basic characteristic features and highlights of the way the author came up with to solve the present situation.

The practical part thoroughly described worksheets, presented their desired outcomes and focused on the evaluation process, stating progress has definitely been made. All outcomes presented in the worksheets sections were used to form a new teaching material at VOŠŽ which was one of the overall goals. The headmistress wanted him to create this “manual” to every topic so other teachers can take the worksheets, grab the lists of outcomes prepared, researched and properly presented by the author and go teach knowing exactly what to focus on.

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

To conclude, the author wants to address and answer questions stated in **Introduction**.

- 1) Are students at VOŠŽ capable of learning a topic from a field of their study and a foreign language both at the same time?

Partially. All data acquired from progress and vocabulary size tests as well as absolutorium exam results indicate clear improvement in their knowledge, especially when comparing their scores to the ones obtained when Mr. Šmíd was the English teacher. Every topic is different though and students may struggle even though it is a topic from their field of study. I happened on more than one occasion.

- 2) Is speaking the language skill students at VOŠŽ struggle with the most?

No. In fact speaking was the first one they picked up and definitely the one they were most interested in (and probably always will be). They started speak right after the first worksheet

and my “tablet” fiasco and by the time we were doing Insurance (topic number four), they already felt so comfortable at speaking and did take every chance they could to engage in conversation. This is a big difference from the time they had Mr. Šmíd as speaking was their worst nightmare. They probably struggle the most with writing (as we do not practice it enough).

3) Is it realistic to teach English at VOŠŽ so everyone reaches at least B2 level?

No. Students come from very different backgrounds with different levels of English. Every group is a little bit different. It takes time, but progress is visible and all of my students eventually improved.

4) What is the most challenging part about worksheets analysis in ELT at VOŠŽ Přerov from the point of a teacher?

Not having the freedom to incorporate any exercise or activity I want.

5) What part about worksheet analysis causes the most trouble to students at VOŠŽ?

Completing the questions as answers are often tricky and as far as absolutarium goes, we are looking for short, straight to the point answers. This shows us overall comprehension.

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APPENDICES

- Appendix 1 – Business Result Methodological Analysis
- Appendix 2 – Classroom before reconstruction
- Appendix 3 – Classroom after reconstruction
- Appendix 4 – How much high school teachers get paid (2017)
- Appendix 5 – Worksheet *Information Technology*
- Appendix 6 – Worksheet *Management and Managers*
- Appendix 7 – Worksheet *Business Travel*
- Appendix 8 – Worksheet *Insurance*
- Appendix 9 – Entry Test
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- Appendix 11 – Attendance after the first semester in Přerov (winter 2015)
- Appendix 12 – Annual expenditure per student by educational institutions for core services 2016
- Appendix 13 – Committee for absolutorium exam in June 2017

Appendix 1

Aparát prezentace učiva

A. verbální komponenty

- výkladový text prostý – 100 %
- výkladový text zpřehledněný (tabulky, schémata) – 100 %
- shrnutí učiva k ročníku – 100 %
- shrnutí učiva k tématům – 40 %
- shrnutí učiva k předchozím ročníkům – 10 %
- doplňující texty (dokumenty, citace) – 0 %
- poznámky, vysvětlivky – 50 %
- podtexty k vyobrazením – 100 %
- slovníčky pojmů, cizích slov- 100 %

B. obrazové komponenty

- umělecké ilustrace – 100 %
- naukové ilustrace (kresby, náčrtky) – 0 %
- fotografie – 100 %
- mapy, plánky, grafy, diagramy – 10 %
- obrazová prezentace barevná (tj. použití nejméně jedné barvy odlišné od barvy textu) – 100 %

2. Aparát řídicí učení

C. verbální komponenty

- předmluva (úvod) – 100 %
- návod k práci s učebnicí – 100 %
- stimulace celková (podněty k zamýšlení, otázky před ročníkovým učivem) – 10 %
- stimulace detailní (před nebo v průběhu lekcí, témat) – 50 %
- otázky a úkoly za lekcí – 100 %
- otázky a úkoly za témata – 100 %
- otázky a úkoly k celému ročníku – 50 %
- otázky a úkoly k předchozímu ročníku – 10 %
- instrukce k úkolům komplexní povahy (návod) – 20 %
- náměty pro mimoškolní činnosti – 50 %
- explicitní vyjádření cílů učení – 80 %
- sebehodnocení výkonů žáků – 50 %
- výsledky úkolů a cvičení – 20 %
- odkazy na jiné zdroje informací – 20 %

D. Obrazové komponenty

- grafické symboly vyznačující části textu (poučky, pravidla, úkoly) – 70 %
- užití zvláštní barvy pro určité části textu – 70 %
- užití zvláštního písma (např. tučná sazba) – 70 %

- využití předsádky (schémata, tabulky) – 100 %

3. Aparát orientační

E. verbální komponenty

- obsah učebnice – 100 %
- členění učebnice (kapitoly, tematické celky, lekce) – 100 %
- marginálie – 50 %
- rejstřík (věcný, jmenný) – 0 %

Celkový koeficient: 60 %

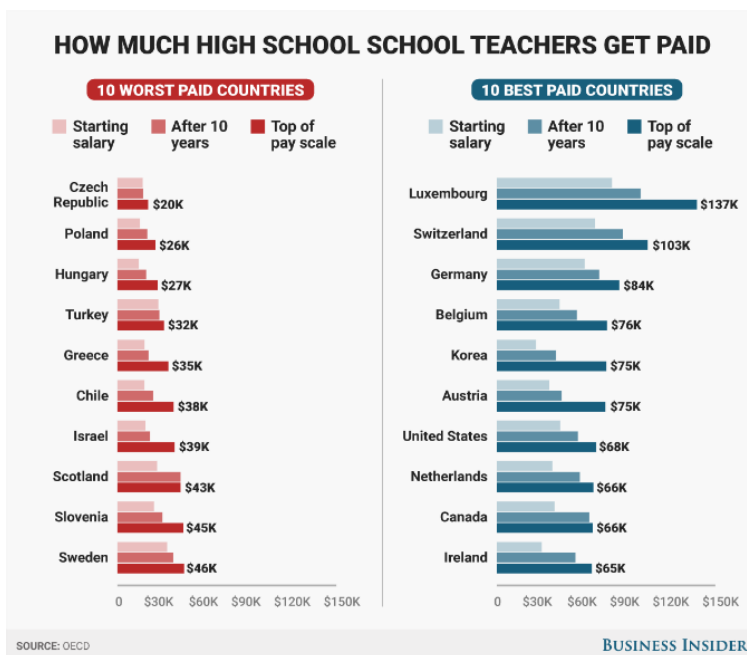
Appendix 2



Appendix 3



Appendix 4



Appendix 5 (part 1/3)

Information technology

Glossary

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

cord drive hardware keyboard keys monitor mouse ports printer touchpad

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

Dealing with documents

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

Appendix 5 (part 2/3)

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

Working on websites

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

Going mobile

A study by TechBest Consultancy has shown that the use of **sm_rt ph__es** such as iPhone and Samsung Galaxy as well as of the slightly larger **t_bl_ts**, is expected to grow at a rate of 75% by 2016. In fact, **m_bile _cce__** - internet on the go- is encouraging business development by allowing companies to reach their customers anywhere. The flat, interactive surface of a **t_u__ sc_e_n** encourages immediate reactions, and firms can present their logos as background images, or as **w_llp_p_r**. Creating **a_ps** has also become more efficient, as these can be viewed across **m_ltiple d_vi_es**, in other words, on different pieces of electronic equipment. Various operating systems, or **p_a_f_rms**, such as **An_r_id**, on the market allow companies to save data on web-based **cl_ud s_rv_c_s**, too.

Threats

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

Appendix 5 (part 3/3)

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

Protection

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

Answer these questions

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

Appendix 6 (part 1/3)

Management and managers

Glossary

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

1.1 Motivation factors

Put the words in brackets in the right place

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

1.2 Management

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

Planning:

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

Organizing:

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

Leading/Motivating:

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

Appendix 6 (part 2/3)

Controlling/ monitoring

checking progress against plans and watching over other employees.

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

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

1.2.1 Management styles

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

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

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

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

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

1.3 SWOT analysis

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

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

Appendix 6 (part 3/3)

1.4 Answer these questions

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

Appendix 7 (part 1/3)

Business Travel

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

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

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

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

Rules and regulations

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

Appendix 7 (part 2/3)

Hotels

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

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

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

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

Can I get someone to help me with my luggage?

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

Do you have a room service?

How much farther is it to the closest shop?

Hotel facilities

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

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

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

Answer these questions

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

Appendix 7 (part 3/3)

9 What facilities can you find in a hotel?

10 What types of rooms are there?

11 Make a telephone reservation.

Student A

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

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

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

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

Student B

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

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

Take the caller's name and credit card details.

Appendix 8 (part 1/3)

Insurance

Glossary

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

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

1.1.1 Cloze test

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

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

Appendix 8 (part 2/3)

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

1.2 Types of insurance

1.2.1 Life insurance

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

1.2.2 Non-Life insurance

- there are three main classes:

- Property insurance
- Liability insurance
- Personal insurance

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

- National Health Insurance

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

- Motor Vehicle insurance

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

- Liability insurance

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

- Theft insurance
- Employers' liability insurance

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

- Fidelity bond

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

- Consequential loss insurance

Covers the loss of business caused by accidents.

Appendix 8 (part 3/3)

- Goods-in-transit policy

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

1.3 Answer these questions

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

Appendix 9

The Sherlock Holmes Museum

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

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

Appendix 10

A Social Experiment

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

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

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

Appendix 13



Vyšší odborná
škola živnostenská
Přerov, s.r.o.

Na základě ustanovení § 102, odst. 4, zákona 561/2004 Sb., o předškolním, základním, středním, vyšším odborném a jiném vzdělávání (školský zákon), v platném znění a na základě jmenování předsedy zkušební komise Krajským úřadem Olomouckého kraje pod č.j. KUOK 25745/2017 jmenuji tyto členy zkušební komise pro absolutorium ve školním roce 2016/2017.

Vzdělávací program: **63-41-N/03 MARKETING**
63-42-N/05 FINANČNÍ ŘÍZENÍ
37-41-N/01 DOPRAVNÍ A
SPEDIČNÍ ČINNOST

Termín: **22. 6. 2017**

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Vedoucí práce, oponenti.

Přerov 15. 5. 2017

PhDr. Světlana Daňková
ředitel školy

LIST OF ABBREVIATIONS

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

etc. *et cetera* (so forth)

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

LIST OF SYMBOLS

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

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RESUMÉ

Tato diplomová práce se zaměřuje na změnu způsobu výuky anglického jazyka na vyšší odborné škole živnostenské v Přerově. Vzhledem ke skutečnosti, že studenti dlouhodobě nedosahují uspokojivých výsledků z hlediska jejich jazykové vybavenosti, bylo nutné na základě požadavku ředitelky školy vymyslet způsob, jak skloubit probírání odborných témat, které slouží jako základní stavební kámen hodin výuky anglického jazyka na dané škole se zaměřením se na probární jazyka jako takového. Pro tento účel přichází autor práce s metodou jazykové analýzy vybraných cvičení a textů na nově vzniklých pracovních listech, kde teoretická část práce nejprve popisuje samotné mechanismy osvojování si jazyka, metodologii výuky jazyka i samotné tvorby pracovních listů, přičemž praktická část práce se poté věnuje samotné prezentaci výsledků jejich praktického užití v hodinách autem této práce na vyšší odborné škole v Přerově a vyhodnocuje úspěšnost celého procesu.

ANOTACE

Jméno a příjmení:	Tomáš Petr
Katedra:	Ústav cizích jazyků
Vedoucí práce:	Mgr. Josef Nevařil, Ph.D.
Rok obhajoby:	2018

Název práce:	Zlepšování jazykových dovedností žáků pomocí práce s texty
Název v angličtině:	Enhancing students' language skills through analysis of texts
Anotace práce:	Tato diplomová práce se zaměřuje na změnu způsobu výuky anglického jazyka na Vyšší odborné škole živnostenské v Přerově. Systém přednášek odborných témat je nahrazen analýzou cvičení a textů ve vybraných pracovních listech (teoretická část práce popisuje jejich tvorbu, metodologii a dílčí mechanismu), přičemž praktická část práce se poté soustředí na prezentaci výstupů daných hodin a hodnotí úspěšnost celého procesu.
Klíčová slova:	výuka anglického jazyka, pracovní list, autentický text, vyšší odborná škola, jazykové dovednosti, čtení, komunikace
Anotace v angličtině:	This diploma thesis focuses on changing the way ELT is treated at higher vocational school in Přerov. The original system of lectures on specialized topics is replaced by lessons concerning analysis of particular texts and exercises from worksheets (the theoretical part describes the process of their creation, methodology and other mechanisms and key features having to do with language learning), while the practical part focuses on particular outcomes of lessons conducted in this way and evaluates the entire process.
Klíčová slova v angličtině:	teaching English, worksheet, authentic text, Higher Vocational School, language skills, reading, speaking, communication
Přílohy vázané k práci:	13 příloh
Rozsah práce:	132 stran
Jazyk:	angličtina