

UNIVERZITA PALACKÉHO V OLMOUCI

PEDAGOGICKÁ FAKULTA

Ústav cizích jazyků

Bakalářská práce

Matěj Jelen

Young learners' attitudes to learning English
in Bruntál schools

Prohlašuji, že jsem závěrečnou práci vypracoval samostatně a použil jen uvedené
prameny a literaturu.

V Olomouci 21. 4. 2019

.....

vlastnoruční podpis

I would like to thank Mgr. Blanka Babická, Ph.D. for her support and valuable comments on the content and style of my final project, and the schools, teachers and students for willing to participate in my survey. I would also like to thank my family for support and understanding.

Contents

List of tables and figures

Abstract

| | |
|---|----|
| 1 Introduction | 1 |
| 2 Theoretical part | 2 |
| 2.1 Motivation..... | 2 |
| 2.1.1 Intrinsic motivation..... | 2 |
| 2.1.2 Extrinsic motivation..... | 3 |
| 2.2 School environment..... | 5 |
| 2.2.1 Personality of the teacher | 6 |
| 2.2.2 Parent involvement in the educational process..... | 7 |
| 2.3 English as a second language..... | 9 |
| 2.3.1 English in the Czech educational system | 9 |
| 2.3.2 Using songs in English lessons..... | 10 |
| 2.3.3 Helen Doron | 11 |
| 2.4 The town of Bruntál..... | 12 |
| 3 Practical part | 13 |
| 3.1 Bruntál's schools | 13 |
| 3.2 Respondents | 16 |
| 3.3 Hypotheses..... | 17 |
| 3.4 Methodology | 18 |
| 3.5 Results of the questionnaires..... | 21 |
| 3.6 Comparison of teachers' and children's opinions | 28 |
| 3.7 Popularity of English among Bruntál schools..... | 30 |
| 3.7.1 Hypothesis No. 1 | 30 |
| 3.7.2 Hypothesis No. 2 | 32 |
| 3.7.3 Hypothesis No. 3 | 33 |
| 4 Conclusion..... | 35 |
| 5 Bibliography | 37 |
| Appendix 1: Dotazník | 39 |
| Appendix 2: Tables | 42 |
| Resumé..... | 43 |
| ANOTACE..... | 44 |

List of tables and figures

| | |
|---|----|
| Table 1: Bruntál's schools..... | 13 |
| Table 2: Number of respondents | 16 |
| Table 3: Hypothesis No. 1 | 42 |
| Table 4: Hypothesis No. 2 | 42 |
| Table 5: Hypothesis No. 3 | 42 |
| | |
| Figure 1: How satisfied are you with your English teacher? | 21 |
| Figure 2: How often do you use music activities in your English lessons?..... | 24 |
| Figure 3: What are your three favorite subjects? | 27 |
| Figure 4: “How much do you like English?”(Question 17)..... | 30 |
| Figure 5: Hypothesis 1 | 31 |
| Figure 6: Hypothesis No. 2..... | 32 |
| Figure 7: Hypothesis No. 3..... | 34 |

Abstract

The main aim of the thesis is to analyze the attitudes of Bruntál's fifth graders to learning English. Questionnaires from 206 students and structured interviews with ten teachers were used during the survey. There are significant differences in teaching methods among the Bruntál schools. The popularity of English is higher among the students who stated their parents have a positive attitude to the subject. The popularity of English did not correlate with the frequency of using music during the lessons and the age when the participants started to learn English.

1 Introduction

Knowledge of English has become an essential skill required in nowadays society. The teaching of English has changed significantly during the last few decades and the younger generations encounter English earlier than their parents. Czech Republic's educational system provides guidelines for schools to follow, however the level of education differs from one school to another based on the environment, class composition, teacher and many more factors.

This thesis deals with fifth graders' attitudes to learning English. The aim of the theoretical part is to cover the most important factors that influence the quality of education and the way children are motivated to study. The first chapter focuses on motivation followed by school environment, English as a second language and a brief description of the town of Bruntál. The main aim of the practical part of this thesis is to analyze the attitudes of Bruntál's fifth graders to learning English. The research is based on both quantitative and qualitative methods since all fifth grade classes in Bruntál were given questionnaires and the teachers of all schools were interviewed.

Since this is the first research focused on the attitude of Bruntál fifth graders to learning English so far, this thesis could provide interesting information about both the overall conditions among the children in Bruntál and also in their particular schools. Teachers could use this essay as guidance and it might possibly lead to an overall rise of popularity of English among Bruntál students.

I decided to choose Bruntál, because I grew up and studied there and also because of the good relationships I maintain with many teachers. Due to these facts there was a greater chance of getting an approval from all schools to run a research there. I decided to focus one part of the research on music used in the lessons. I believe music can make lessons more entertaining and the students might learn a lot of phrases and vocabulary in a playful way. I have been playing musical instruments since primary school and I would like to use it frequently in my lessons once I become a teacher.

2 Theoretical part

2.1 Motivation

Motivation has a huge impact on the quality of learning English. When a student feels motivated, there is much bigger chance of achieving better results in the language's understanding. According to Richard M. Ryan and Edward L. Deci (2000, p. 55) there are two main types of motivation – intrinsic and extrinsic, which can be divided into more specific subtypes.

2.1.1 Intrinsic motivation

Intrinsic motivation is driven by self-desire. Vladimír Hrabal states that the motivation is intrinsic when the pupils learn because learning is a source of knowledge for them. (Hrabal, 1989, p. 29) Intrinsic motivation in according to Ryan and Deci (2000, p. 56) was first mentioned by scientists studying the behavior of animals when many of the tested subjects had tendencies to do certain activities even without any potential reward just for the sake of excitement. Just like with animals, people also tend to focus mostly on the things they find entertaining in some way or which they believe are really important or somehow beneficial to learn in that moment even without expecting a good mark or any positive consequences. By nature, humans share this kind of motivation because as long as they are healthy, they feel a need to learn, explore the world and be active. At schools intrinsic motivation seems to be less present with each advancing grade, mostly because of the content of the curriculum. Another problem is that intrinsic motivation differs between people as it is impossible to intrinsically motivate everyone for one specific thing. (Ryan & Deci, 2000, p. 56) The same issue is mentioned by Matt DeLong and Dale Winter (2002, p. 163) as they state it is impossible to apply the same approach to all students. They also claim that it might take a long time to develop intrinsic motivation to a level where it really makes the student work hard on the subject. On the other hand, intrinsic motivation could have a very positive effect on students due to the fact that it can last for a long time and the students study the particular subject because of their own interest and not because of a possible reward or punishment. To

successfully motivate students this way, the teacher has to know them well and be able to find a way to merge the topic being discussed with the things they find interesting. As long as the teacher is passionate about his subject the results are often better. (DeLong & Winter, 2002, p. 163)

2.1.2 Extrinsic motivation

Richard M. Ryan and Edward L. Deci (2000, p. 61-62) state, that people feel extrinsic motivation when doing things in order to achieve an external outcome. It is far more frequent than intrinsic motivation, because most of the activities people do are based on a specific need. Some students for example apply themselves harder because they know they need good marks in order to get into university and later on having the career they dreamed of and some people for example study because they are scared of the consequences and potential punishment from their parents should they not achieve the expected results. Ryan and Deci (2000, p. 61-62) divide extrinsic motivation into four categories:

External regulation

Activities that fit to this category are the ones that people perform in order to get a certain reward or not being punished. From all four categories, this one is the least autonomous.

Introjected regulation

This type of extrinsic motivation is based on pressure. People carry out the necessary actions so as to not feel guilty.

Identified regulation

In this category of extrinsic motivation people understand the importance of their actions. For example, when a young boy is learning to recognize notes in music because he aspires to become a professional guitar player.

Integrated regulation

To fulfill the parameters of this category, the regulations have to be fully integrated with the person's value. However it is still not the same as intrinsic

motivation because people carry out these actions partly because of the future benefits it might bring, not only for the sake of joy. (Ryan & Deci, 2000, p. 62)

Matt DeLong and Dale Winter (2002, p. 163) claim that it is easier to motivate students this way because in comparison with intrinsic motivation the teacher does not have to spend so much time to achieve good results with his students and he does not even have to know them personally that well. The disadvantages of this method lie in the fact that extrinsic motivation does not often last for a very long time and the teacher has to find a suitable kind of reward or penalty to have a proper impact on the vast majority of the class. Also, the punishments and rewards might have to be increased after some time in order to keep the students motivated enough. (DeLong & Winter, 2002, p. 163)

2.2 School environment

The concept of school environment is described as “the educational environment of the classroom, school. It is a subject of exploration focused on the classroom climate, school climate” (Průcha et al, 2003, p. 241)

It makes a big difference, whether the children feel relaxed in school or if they feel the exact opposite. The differences among the particular schools can be huge considering the relationships between the employees, students and the parents, school equipment, or the area where the school is located. To understand the term “school environment” it is better to first define what a good school looks like. Robert Čapek (2010, p. 213) claims that the best possible educational institution is a school, that is “satisfied” and the relationships between teachers and students are very friendly. In this ideal school, there would be a supportive climate in all the classes and in the school itself as well. Čapek also states the opinion of Fox, who mentions satisfaction as one of the two aims of the school climate together with productivity. (Čapek, 2010, p. 213) A similar approach can be found in the research by Dr. Kent D. Peterson who states that “The key to successful performance is the heart and spirit infused into relationships among people, their efforts to serve all students, and a shared sense of responsibility for learning. Without heart and spirit nourished by cultural ways, schools become learning factories devoid of soul and passion.” (Peterson & Deal, 2002, p. 7) Apart from satisfaction, the level of a particular school can be described by many other factors. Robert J. Marzano (2003, p. 117-121) summarizes the level of schools into five main factors:

1. Guaranteed and viable curriculum
2. Challenging goals and effective feedback
3. Parent and community involvement
4. Safe and orderly environment
5. Collegiality and professionalism

Marzano claims that his five factors are organized by importance from the first most important point. He states, that the scale is based on the key factor which is for him the students’ academic results. (Marzano, 2003, p. 117-121)

According to Dr. Kent D. Peterson and Terrence E. Deal (2002, p. 17) it is not a coincidence that certain schools have a strong and positive environment. He states, that this environment is created during a long period of time by all the employees, students and those who hold the supreme positions. (Peterson & Deal, 2002, p. 17).

As it was stated before, the effect of English lessons can be largely influenced by the personality of the teacher and the parent involvement.

2.2.1 Personality of the teacher

The climate of the class is largely affected by a very important factor – the teacher. According to the study John Hattie (2003, p. 3-5) carried out on 500 000 students, the teachers are the most important factor in the classroom. In his study, Hattie refers to them as “the greatest source of variance that can make the difference”. Hattie also mentions there are big differences between expert teachers and those who are only experienced. (Hattie, 2003, p. 3-5) William L. Sanders (2005, p. 150-152) came to a very similar conclusion. In his study, he found out that kids from the same neighborhood achieved completely different results when taught by different teachers. He verified that a 3rd grade class that was taught by very good teachers for three years, managed to achieve 96 percentile on average. However, when the 3rd grade class was three years in a row educated by low percentile teachers, their average percentile reached only 44 percent. Even though Sanders’ study was mainly focused on math, it shows how important the role of a teacher actually is and how much they can influence the results of the kids. (Sanders, 2005, p. 150-152)

According to Marzano (2003, p.125), there are three factors that indicate the level of the particular teacher. The first one of them deals with the instructional strategies of the teacher, the second one is focused on classroom management and the last one on the classroom curriculum design. Marzano’s factors are based on factors stated by other authors. Marzano claims, that his work is mostly “a reorganization of the work of other researchers“, such as Kathleen Cotton, Bert Creemers and many more. (Marzano, 2003, p.125)

There are many ways how to describe what a good teacher is like. According to the study by Robert J. Walker (2008, p. 64-67), there are 12 ways to characterize an effective teacher. Walker states that the ideal teacher would always be well prepared for the lesson and when it comes to the actual teaching he/she would be optimistic and try to push students to their maximum. The perfect teacher should also try new ways of teaching to keep the lessons interesting and always treat his students fairly. Another important characteristic is being close to his/her students and willing to help them even outside class period. The atmosphere in the classroom should be always set at a level where the students feel like a real part of it. A great teacher should also be sensitive and caring for his pupils, trying to empathize with them and treat them with respect in every situation. It is also very positive when the teacher is able to fill the classroom with laughter due to his/her sense of humor. The last two characteristics of a great teacher according to Walker are being willing to forgive students for their improper behavior and always admitting his/her own mistakes. (Walker, 2008, p. 64-67)

2.2.2 Parent involvement in the educational process

The role of the parents in the educational process is crucial. According to the research held by Kathleen Cotton and Karen Reed Wikelund (1989, p. 17-18) there is a significant connection between the parents' involvement in the educational process and the pupils' results in school and their attitude towards studying. Cotton and Wikelund claim, that there are many ways how parents can get involved in the educational process of their children. Parents can help them at home with the tasks given to them by their teachers or at least watch over while the children write their homework. They can also try to support their efforts at school and provide them with an appropriate environment for their studying. Parents can also get actively involved in school life and offer the teachers help with certain activities. (Cotton & Wikelund, 1989, p. 17-18) As it was stated before, Marzano also finds the involvement of parents as one of the crucial factors of the educational process. (Marzano, 2003, p.121)

The study by Delores Peña (2000, p. 42-54) mentions factors which have either positive or negative effect on parents' participation in the educational process of their children. Among these factors Peña mentions language, behavior of school

employees, problems within the families, childcare, educational attainment of the parents, language, and parent cliques. The study also contains advice for schools to improve this situation. Peña highlights, that the school should always let parents learn of the possibilities of their potential involvement and make them feel like they are welcomed at school. Each particular school should also try to positively influence teachers' views towards parents in a way they will see the possible benefits of their collaboration. The teaching staff should also have enough time to plan these activities and to prepare their future organization. Another important factor is the situation within the family itself. School management should take into account the language and culture of each family and the educational attainment of the parents and potential problems within these families. When it comes to the parents, their participation should also be linked to their interests and needs and the school staff should always bear these things in mind when preparing these collaborative activities. The last factor mentioned by Peña's research is that the schools should understand the importance of parent involvement even when it is connected only to helping children with their studying at home. (Peña, 2000, p. 42-54)

2.3 English as a second language

2.3.1 English in the Czech educational system

As far as the teaching of English is concerned, the educational system of the Czech Republic is very similar to the one used in Germany. (MŠMT, 2019) The reason for this similarity is due mostly to the fact that both the Czech Republic's and Germany's education of languages is based on the language policy of the Council of Europe and the European Union. Due to this factor, several steps were made in order to achieve a higher knowledge of languages and the main goal is to provide every European citizen with the ability to speak at least two foreign languages. (MŠMT, 2019) To fulfill these expectations the European commission (2019) is taking important steps such as trying to follow "Council Recommendation on improving the teaching and learning of languages", enabling students to improve their language skills on Erasmus or awarding every year the most innovative educational project by the European Language Labor. (European commission, 2019) Even a national plan of the education of foreign languages for the years 2005 - 2008 was formed based on the European one. According to the general educational program, the education of a second language is obligatory from the third grade and schools are recommended to choose English. However, many schools start with English lessons from the first grade and some form of English education is present even in certain kindergartens. (MŠMT, 2019)

The General Educational Program for Primary Education (2017, p. 26) defines the amount of curriculum children are supposed to learn in primary school. The knowledge acquired by children at the end of the first degree (in the fifth grade) should therefore include knowledge of sound and graphic form of the language and their mutual relationship. Children should also be familiar with basic vocabulary regarding communication situations related to certain thematic areas such as home, school, leisure time, human body, jobs, clothes, place of residence, food, shopping, months, weekdays, and many more. As for grammar, children should be able to form basic grammatical structures. (Rámcový vzdělávací program pro základní vzdělání, p. 26) According to decree 48/2005 Sb.(2005), the maximum number of students attending a foreign language lesson is 24.

2.3.2 Using songs in English lessons

People are surrounded by music almost all of the time. In the modern world, most people start their day by turning off the alarm which is often a song. On the way to work people listen to their favorite radio station or a playlist on their mobile phone, music is present almost in every restaurant, café, in movies or advertisements. People are exposed to music almost throughout the whole day. Considering all of this, it is striking that music is barely present in English lessons.

According to Tim Murphy (1992), many teachers have a lot of concerns regarding the use of songs and music in their classes, namely he mentions twenty main problems that the teachers could experience using songs during their lesson. Some of the teachers for example claim that music may disturb neighboring classes, pop songs have poor vocabulary and there is a lot of slang and bad grammar and certain hyperactive students might get too excited. However, even though there are many possible minor issues, the number of pros for the usage of songs during English lessons exceeds the cons. Murphy claims, that it is easier to sing language than to speak it even though the songs alone could not teach the students the language. If the songs are supposed to be effective, the teacher has to use them appropriately. With younger classes, it is a good idea to use easier and more repetitive songs so it is not too far above the children's language level, while in high school it might be better to go for current pop songs and for example discuss the used slang. If the class is of a higher level of English, teachers can discuss the accent of the singer and compare it to a different accent. Via this method the class can start to feel the difference between American, British or for example accents used by people, who do not speak English as a native language. According to Murphy, songs are also very easily memorable and can stick in students' heads very fast. (Murphy 1992) However, music does not have to contain lyrics or singing in order to play a beneficial role in the educational process. Jo Budden (British Council, 2008) claims that even music without lyrics can be used in the background to set the atmosphere in the classroom. Music can for example calm down the students if they are too active or on the other hand, if the class is very tired, a faster song can cheer them up. Even though musical tastes differ among students, there is always a way to compromise and satisfy most of them. Jo

Budden also suggests that the song itself can be used to set the time for a certain activity instead of just telling kids they have for example two minutes for an exercise. It might be a good idea to ask students what music they listen to and then pick the songs that are most suitable for the lesson. (British Council, 2008) A very recent work by Kristen Lems (2018, p.16-20) encourages teachers to try new methods for using songs. She mentions creating and sharing playlists, using karaoke or reporting on a chosen musician as three such options. (Lems, 2018, p.16-20) This way the teachers could keep up with the times and make their lessons entertaining.

2.3.3 Helen Doron

According to their official website (Helen Doron, 2019), Helen Doron is an educational method for teaching English created by British linguist Helen Doron. The method is inspired by the Suzuki method, because when Doron's daughter started attending violin lessons and learning only by repeating the notes she heard, Doron decided to use the same concept in learning English. According to the official website, Helen Doron started with creating her own materials in 1985 and since then the method spread worldwide and over two million children were taught using the Helen Doron method. In 1995 the method made its way to Europe and nowadays there are 88 Helen Doron centers in Czech Republic including one in Bruntál, which is cooperating with two schools. The Helen Doron method is based on teaching children the language in a similar way to how they learned their mother tongue without the need of the knowledge of reading or writing. Due to this fact, the method is appropriate for a large range of learners starting from courses for three months old infants to education focused on teenagers until the age of 19 years. The courses for younger learners are mostly based on positive feedback and repeated listening of the songs she made in Israel. (Helen Doron, 2019)

2.4 The town of Bruntál

According to the Information center of Bruntál (2010) Bruntál is probably the oldest town in the Czech Republic. The town was mentioned for the first time in 1223 by King Přemysl Otakar I. in a document called the Uničov list. According to this document Bruntál was founded around 1213. (Information center of Bruntál, 2010) The town is situated in the Moravian-Silesian Region close to the state border with Poland. Bruntál used to be a very rich town due to its large reserves of mineral resources. (Information center of Bruntál, 2010) However, the situation has changed throughout time and nowadays Bruntál is one of the poorest regions in the Czech Republic. The town is inhabited by 16 583 people (Český statistický úřad, 2018) and the unemployment rate is 5.7%. (Ministerstvo práce a sociálních věcí, 2019).

3 Practical part

3.1 Bruntál's schools

There are five primary schools. However, there are big differences in the form of English education in each of them. Each of the schools will be characterized in the following text. In the Table 1 below, the particular schools are displayed with two numbers. The first number expresses the grade in which the particular school starts with English education. The second number shows the amount of respondents who attended the questionnaire survey in the particular school.

Table 1: Bruntál's schools

| School | The grade in which English education starts | Number of respondents |
|---------------------|---|-----------------------|
| AMOS | 1 | 9 |
| Primary school 3 | 1 | 53 |
| Petrin | 1 | 31 |
| Primary school BROK | 1 | 46 |
| Primary school 1 | 3 | 67 |

AMOS

The primary school AMOS is the only private school in Bruntál. Each class is composed of approximately ten children and the English education is based on the Helen Doron method. The children start learning English in the first grade and for the first two years they work only with the Helen Doron materials. For this reason there is one special classroom equipped with a huge touch pad which is regularly used and in the first two years all the lessons are full of games and singing. However, Helen Doron method ends in the second grade, because otherwise it would be too expensive and most of the parents would refuse to pay such amount

of money. Therefore, in the following three years the students work with the Didaktis exercise books that are written half in English and half in Czech.

Petrin

Petrin is a state school in which there are two fifth grade English classes. During the last few years the school managed to gain subsidy and was reconstructed. Due to this, most of the classrooms are very modernly equipped and the teachers can use touch pads during some of the lessons. Besides AMOS, Petrin is the only school using the Helen Doron method in their English education. However, there is a big difference, because the amount of curriculum taught in AMOS during the first two years of Helen Doron is here taught over four years. In the fifth grade, the students switch to the exercise book Bloggers and according to the teachers, students have problems with grammar, because the Helen Doron is focused mostly on speaking. According to teachers there are many children with attention deficit disorder and other handicaps. Also many students come from poor families and there are big differences in the level of English among them.

Primary school 1

Most children of Bruntál study in Primary school 1. It is a state school and there are three fifth grade classes divided into four English groups. Unlike in the other schools, the English education does not start in the first grade. Children get their first experience with English in the third grade, however, the primary school 1 is highly concerned with English education and organizes many free time activities connected to English. This way the students have the opportunity to attend an English club with a native speaker and are encouraged to take English exams and gain a certificate. According to one teacher, the children gain more motivation this way and want to study more once they feel they achieved something. In the third and fourth grade, the students use Chit-chat exercise books which are all written in English, however the work books include Czech task assignments. The fifth graders use Project exercise books and work books which are written only in English.

Primary school BROK

Primary school BROK is a state school. English education starts in the first grade and the school has three fifth grade English classes held by three teachers. Each of them has a very different approach. The fifth graders use exercise books Didaktis.

Primary school 3

Primary school 3 is a state school with three fifth grade classes located in the same building as the school of AMOS. However, there are big differences between these two schools in English educational system. In primary school three they do not use the Helen Doron method, however, the teachers stated they also try to base the English lessons partly on games and singing. Teachers stated they use the program didakta.cz during lessons in order to making them more entertaining.

3.2 Respondents

Students

The students selected for this survey were the fifth graders of all Bruntál schools. The reason for selecting this particular group was the fact that not every school in Bruntál starts with English education from the first grade. In an attempt to get valuable results the pupils are supposed to have a certain experience with English and since Primary school 1 starts in the third grade, the fifth grade was the most suitable grade in the primary school. In all schools together the questionnaire survey was attended by 206 children. Even though some of the children chose not to answer all the questions, I decided to count even these questionnaires, because this way the objectivity of most of the questions rose due to the higher number of respondents. The specific numbers of respondents of each school are displayed in the Table 2 below.

Table 2: Number of respondents

| School | AMOS | Petrin | Primary school 1 | ZŠ BROK | Primary school 3 | Total |
|-----------------------|------|--------|------------------|---------|------------------|-------|
| Number of respondents | 9 | 31 | 67 | 46 | 53 | 206 |

Teachers

Ten teachers were interviewed about the particular schools. Every school was represented at least by one of them, however in certain schools it was managed to question all the teachers.

Before the actual research was put into action, the five main hypotheses were formulated.

3.3 Hypotheses

Hypothesis No. 1

Those students who stated that their parents consider English as an important subject like English more than the children who stated their parents do not see such importance in English subject.

Hypothesis No. 2

The sooner the children start learning English, the bigger its popularity.

Hypothesis No. 3

When the songs are put in use more often during lessons, the kids like English more

3.4 Methodology

The main aim of the practical part of this thesis is to define relationship between Bruntal's fifth grade students and English. Both quantitative and qualitative researches were used for this purpose.

At first, in all these schools, the children of the fifth grade were given questionnaires containing 19 questions regarding their attitude towards English and the factors that influence it the most. The questionnaires were given to the students by their teachers and the number of respondents was reduced only by those who were not present in the particular lesson, when the survey was taking place.

The second part of the research was focused on the teachers so that there would be a point of view from both sides. Every teacher who attended the survey was asked several questions in a structured interview.

Questionnaires

The questionnaires were made of 19 questions:

Question 1 was "How much are you satisfied with the way English is being taught at your school?". It was a closed question and the children could choose one out of four possible answers ranging from "Very satisfied" to "Very dissatisfied".

The second question was based on the same concept, however this time the object of satisfaction was the teacher.

In the **third question** the children were asked about how important they find the role of the teacher, concerning their will to study and the amount of curriculum they might learn. This time the scale of importance was ranging from "Extremely" to "Not at all".

Question number four was "What motivates you to study more?" and the children were allowed to choose out of three preset answers or even add their own option. The three answers were "Praise from the teacher", "A good mark" and "Some form of reward".

Questions five to nine were focused on the music activities used during English lessons.

Question number five was the yes or no kind of question, where the children were stating if they have ever encountered any kind of activity connected to music during their English lessons.

In the following question “How much do you like these activities?” children were asked to choose out of a scale ranging from “Extremely” to “Not at all”.

The purpose of the **seventh question** was to find out how frequently the teachers use these activities during their English lessons. The possible answers were “Once or twice a year”, “A few times a year”, “Once or twice a month” and “Every week”.

Question number eight was “Which way do you use music during your English lessons?” and the possible answers “We sing”, “We fill in the missing words”, “We put the words/sentences to the right order”, “We translate”, “We learn the songs by heart”, with the children being also allowed to add their own option.

In the last question of this part – **number nine** - the pupils were asked if they would prefer to perform more activities connected to music during their English lessons with the answers ranging from “Certainly” to “Certainly not”.

The tenth question was a yes or no kind of question asking the children if they spend time practicing English even when they are not at school.

Question number eleven was focused on the time when the children started to learn English. It was a closed question with four possible answers – “In kindergarten”, “In the first grade”, “In the second grade” and “In the third grade”.

The aim of the **following question** was to find out if the pupils find English a hard subject. They could choose from a scale ranging from “Certainly yes” to “Certainly not”.

In the thirteenth question from the survey “Do you think your parents consider English an important subject?” the respondents were supposed to choose from four answers: “Certainly yes”, “Probably yes”, “Probably not” or “Certainly not”.

Question number fourteen was dealing with the amount of time the pupils spend on the preparation for the English lessons. The students could choose between “A few hours”, “One hour”, “Half an hour”, “A few minutes”, “I read the curriculum during the break before the lesson” and “I do not prepare at all”.

The aim of **question number fifteen** was to find out how frequently the parents help their children with English at home. The scale used for this question was included answers: “Before every English lesson”, “Before test”, “When I ask them”, “Exceptionally” and “Never”.

The sixteenth question was a yes or no kind of question where the students were supposed to say whether they take part in any English club or private lessons during their free time or not.

Question number seventeen “How much do you like English?” had four possible answers ranging from “Extremely” to “Not at all”.

The eighteenth question was an open question where the pupils were supposed to write their three favorite subjects.

The last question was a yes or no kind of question “Would you like to focus more on English in the future?”.

Interviews with teachers

Every interview was based on five key questions. In these five questions the teachers were asked about the school climate, the children’s attitude towards English lessons, childrens’ and teachers’ attitude towards music activities and the methods used during the lessons. However, every interview was slightly different, because even though the teachers were led through these main points, when they wanted to cover a different topic, they were not forced to stick only to the key questions and the teachers were very often naming the biggest problems of the particular school and came into more details. This way there was even a bigger chance of understanding the situation of each school better.

3.5 Results of the questionnaires

Question 1: “How much are you satisfied with the way English is taught at your school?”

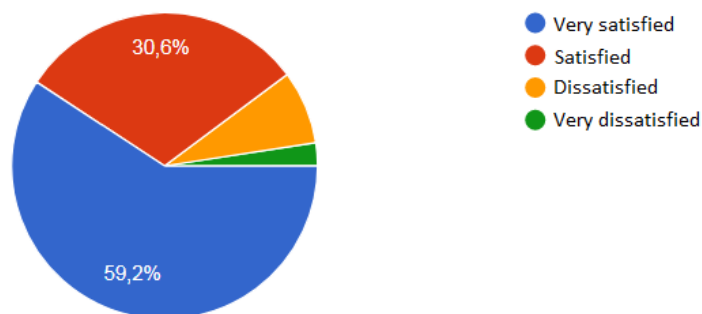
The first question was answered by nearly all the respondents (205) and the results seem to be very positive. 88.3 % of students are either very satisfied or satisfied (53.2 % very satisfied, 35.1 % satisfied) with the way English is being taught in their school. The remaining 11.7 % students are either dissatisfied or very dissatisfied (9.3 % dissatisfied, 2.4 % very dissatisfied).

Question 2: “How satisfied are you with your English teacher?”

When it comes to the popularity of the teacher, the numbers are even better. 89.8 % of the respondents answered that they are either very satisfied or satisfied (59 % very satisfied, 30.6 % satisfied) with their English teacher. Only 10.2 % are not satisfied about their teacher (7.8 % dissatisfied, 2.4 % very dissatisfied). These results are illustrated in the Figure 1 below. Question number two was answered by all participants of the survey (206).

Figure 1: How satisfied are you with your English teacher?

How satisfied are you with your English teacher?
206 answers



These positive results are striking, however after analyzing all the remaining answers and putting things into context, they do not even seem to be absolutely credible. Even though the questionnaires were anonymous, the children might have been scared to rate their teachers badly or they simply did not want to hurt them.

Question 3: “How much does your teacher influence your relationship with English and the amount of curriculum you learn in this subject?”

86.8 % of respondents consider the role of the teacher as crucial (for 48.5 % the teacher influence this extremely and according to 38.3 % the teacher influence this very much). The percentage of people who do not think the teacher’s role in the educational process is that important is much smaller – 11.7 % of people think the teacher influences this only slightly and 1.5 % think the teacher does not influence this at all. As well as the previous one, this question was answered by all respondents (206).

Question 4: “What motivates you to study more?”

It is obvious from the results, that the students are mostly concerned about their exams (for 59.6% a good mark is one of the biggest motivations). After the discussions with most of the teachers, this score seems to be negative, because from what they said, their aim was to feed their intrinsic motivation rather than having them obsess over their marks. However, the results are understandable because as aforementioned every student prefers different subjects and therefore when English is not their number one priority, they simply tend to try to get a good mark and focus their energies on other subjects or activities. Another great source of motivation is the appraisal from the teacher. 45.8 % of students selected it as a source of motivation for further study. The third mostly selected option was “Some form of reward”. It was selected by 10.3 % respondents.

Even though the students were allowed to write their own source of motivation, only 8 people did so. The things covered in these answers were “games”, “a bad mark”, “I am motivated because I like English”, “I want to understand the language”, “lollipop, goody or a chocolate”, “ I want to learn more”, and two times “Nothing motivates me”.

This question was answered by 203 respondents.

Question 5: “Have you ever encountered any kind of music activities during your English lessons?”

The vast majority of the respondents (89.8 %) answered “Yes” and only 10.2 % selected “No”. However, according to the teachers, all the children must have taken part in these activities. Also all the children who selected “No”, were later on answering all the following questions connected to this topic. It seems like some of the children might not have fully understood this question, however it was answered by all respondents (206)

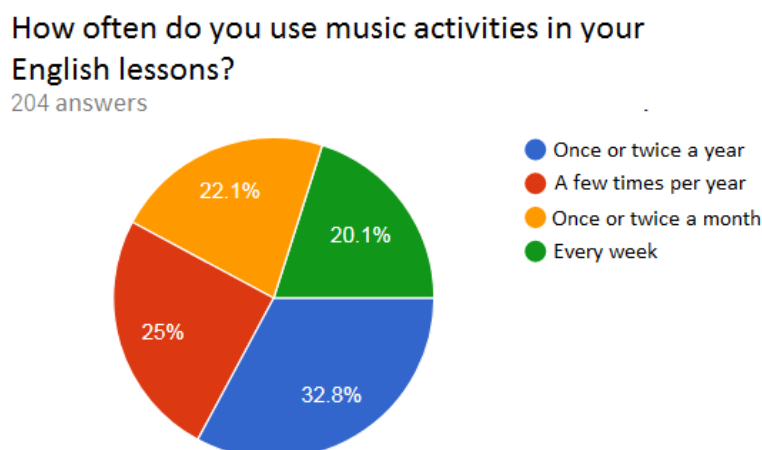
Question 6: “How much do you like this kind of activities?”

According to the survey, 82.5 % of the fifth grade students from Bruntál like these activities “Extremely” (44.2%) or “Very much” (38.3%). Only a fraction of the respondents (17.5 %) stated they like music activities only “Slightly” (12.6 %) or “Not at all” (4.9 %). Question number six was also answered by all the participants of the survey (206).

Question 7: “How frequently do you use music activities in your English lessons?”

As it is demonstrated in the Figure 2 below, more than a half of all fifth grade students from Bruntál responded that they come across these activities only either “once or twice a year” (32.8 %) or “a few times a year” (25 %). The percentage of respondents who stated “Once or twice a month” was 22.1% and the option “Every week” was chosen only in 20.1% of questionnaires. Two students decided to skip this question and therefore the total number of respondents was 204.

Figure 2: How often do you use music activities in your English lessons?



Question 8: “Which way do you use music during your English lessons?”

Due to the fact question number eight was a question, where the pupils were allowed to choose more than one answer and even write something on their own, the total number of percents is above 100%. Most of the respondents stated, that the music activities used in their lessons contain singing (50%). The second most selected option was “We translate” (48%). The rest of the possible answers was selected by a significantly lower number of respondents. The remaining three preset options were selected by the following percentiles: “We fill in the missing words” (25.5%), “We learn the songs by heart” (16.5%) and “We put the words/sentences to the right order” (7%). Eight students also came up with their own answers: “We write down the words we heard”, “We read the songs in English”, “We say new words out loud”, “We only listen” (by two respondents), “We do not use music during our English lessons”, “We learn English” and “We listen to the song and sing along”. This question was answered by 200 students.

Question 9: “Would you like to do more activities connected to music during your English lessons?”

According to the survey, the opinions of the fifth graders are very varied in this matter. 53.5% of the respondents would find it satisfying to do more of these activities – (23.3% chose “Certainly” and 30.2% chose “Rather yes”). The remaining 46.5% of pupils would not like to do more of music activities (31.2%

chose “Rather not” and 15.3% “Certainly not”). This question was answered by 202 respondents.

Question 10: “Do you learn/use English even when it is not connected to your English lessons?”

The vast majority of Bruntál’s fifth grade students (65.5%) claim they spend time practicing English even when they are not at school while only 34.5% of the respondents stated they do not. This question was answered by 203 respondents.

Question 11: “When did you start learning English?”

The most frequently selected answer was “In the first grade” (47.8%) followed by “In kindergarten” (27.6%). 18.2% of the pupils selected “In the third grade” and the remaining 6.4% “In the second grade”. According to these numbers, it is obvious, that many children start learning English before they first encounter the actual English lessons at school. This question was answered by 203 respondents.

Question 12: “Do you consider English a hard subject?”

According to the results of the questionnaires, the opinion on the difficulty of English seems to be rather varied. The most frequently chosen answers regarded “Rather yes” and “Rather not” both selected by 28.4%. While 26% of respondents claim that English is “certainly not” a hard subject and the remaining 17.2% consider it hard. This question was filled in by 204 respondents.

Question 13: “Do you think your parents consider English an important subject?”

The vast majority of the students who attended the survey chose the two positive answers (86.8%). The option “Certainly yes” was chosen by 63.9% and “Probably yes” by 22.9%. The two remaining options together reached only 13.2% while both gained a very similar score – 6.3% of respondents filled in the answer “Probably not” and 6.8% chose “Certainly no”. This question was filled in by 205 respondents.

Question 14: “How much time do you spend on preparation for the English lessons?”

According to the results of this question, more than three quarters of the students (75.7%) prepare at home for the lessons. However, the longer the time of the preparation is, the lower is the percentage. Therefore, the most frequently chosen option was “A few minutes” (30.6%) followed by “Half an hour” (19.4%), “One hour” (16%) and “A few hours” (9.7%).

The remaining 24.3% of respondents chose either “I read the curriculum during the break before the lesson” (9.7%) or “I do not prepare at all” (14.6%). This question was answered by all respondents.

Question 15: “How often do your parents help you with English?”

An obvious difference between the approaches of the parents can be seen in the fifteenth question answered by all respondents. According to the survey, most parents help their children with English only when the child asks them (40.3%). Over one fifth of the respondents (22.3%) stated that their parents never help them. “Before test” was stated by 17.5%, “Exceptionally” by 15.5% and only a fraction of respondents chose an option “Before every English lesson” (4.4%).

Question 16: “Do you take part in any English club or attend private lessons during your free time?”

Out of the 205 students who answered this question, only 14.6% claim to take part in such activities. The remaining 85.4% of respondents answered “No”.

Question 17: “How much do you like English?”

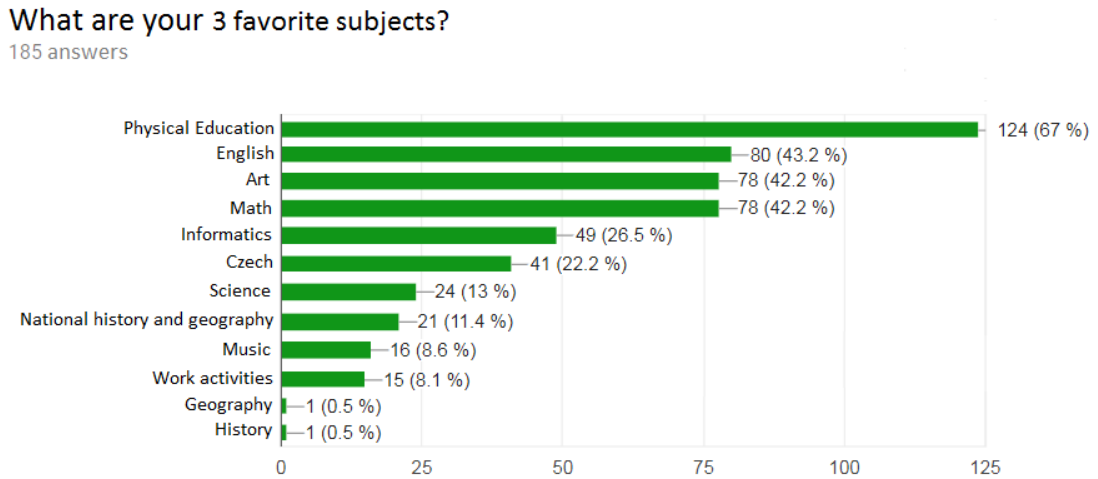
English seems to be a very popular subject among Bruntál fifth graders, because 72.5% of respondents stated they like it either “Extremely” (33.3%) or “Very much” (39.2%). 16.7% of the pupils answered “Slightly” and only 10.8% chose “Not at all”.

Question 18: “What are your 3 favorite subjects?”

As it was stated in the previous question, many children of the fifth grade like English and for 43.2% of the respondents it is one of the three favorite subjects.

This makes English the second most favorite subject right after Physical Education. However, 21 students decided not to answer this question which might have been caused by the fact that it was an open question and they did not want to write anything. Therefore, this question was answered only by 185 children. The popularity of the particular subjects is illustrated in the Figure 3 below.

Figure 3: What are your three favorite subjects?



Question 19: “Would you like to focus more on English in the future?”

Only 33.8% of respondents stated they would like to deepen their knowledge of English in the future while nearly two thirds (66.2%) chose the option “No”. This question was answered by 204 respondents.

3.6 Comparison of teachers' and children's opinions

The most significant difference between the attitudes of children and teachers towards English was found in their view towards activities connected to music. When it comes to question number six, where the children mostly stated a very positive attitude towards this kind of activities, most of the teachers saw it differently.

The vast majority of children answered question number six "*How much do you like this kind of activities?*" (*music*) by claiming they have a very positive or positive attitude towards this kind of activities.

During the discussions with the teachers regarding this topic it was clear, that each school has a slightly different approach on these methods. In the majority of schools, teachers stated that they tend to use songs and music in general mostly with the lower grades, because once the kids get to fifth grade or higher, they are slowly reaching puberty and are ashamed to sing in front of one another. During a discussion with one teacher of the Primary school 1, she stated that when she asks kids if they want to sing a song, they are never too satisfied and mostly want to switch to a different activity. However, when it comes to the results of Primary school 1 in the survey, there was a higher percentage of positive replies when compared to the average result of all the schools - 86,6 % of students from the Primary school 1 consider these activities either very satisfying or satisfying. However, there was one exception - in Primary school 3, all three English teachers stated that children like singing even in the fifth grade. They said the kids like both songs from the exercise book and modern music. One of the teachers said he always tells them "I do not know how to sing but I love singing" and then they do not mind to sing along with him. Even after controlling the results of the survey, the percentage of kids who are very satisfied or satisfied with this method is the highest of all schools (88,7 %).

On the other hand, the school where the least kids stated they are satisfied with these activities is ZŠ BROK. The number of kids who are very satisfied or satisfied with this educational method is only 73,9 %. In ZŠ BROK the fifth grade classes are held by three English teachers and each of them has a different

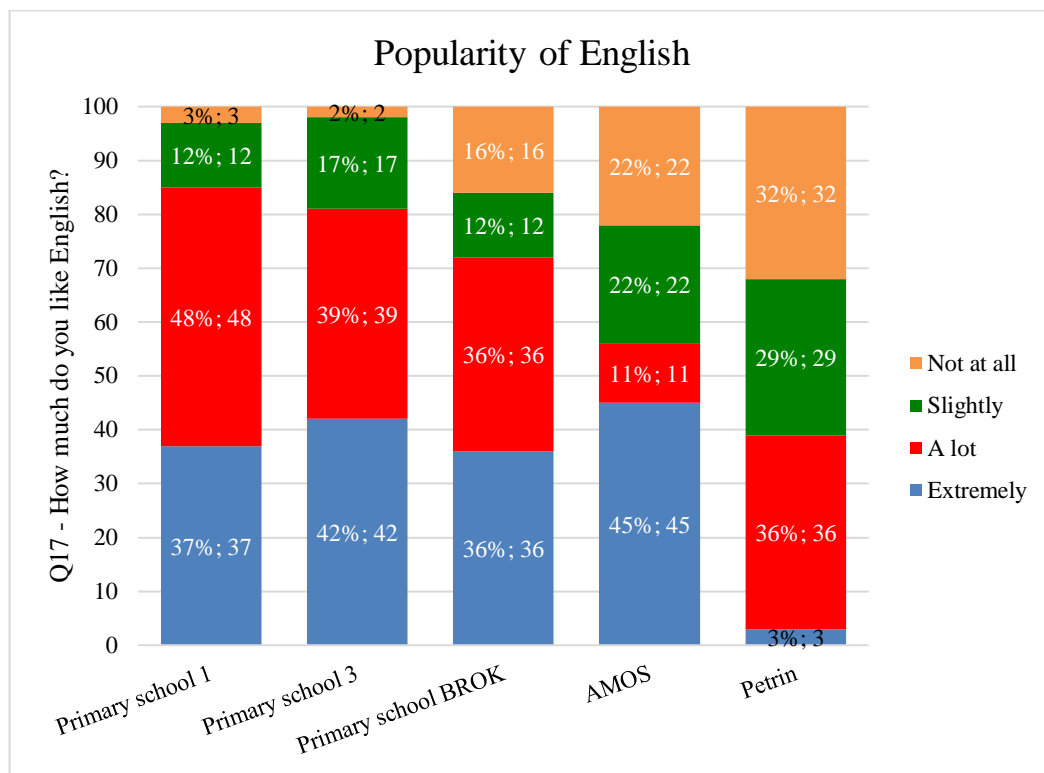
approach on the whole English educational process. However, neither of them focuses on songs too much. One teacher is mostly focused on conversation and his main aim is to teach kids how to speak English in practical situations. He states, that he does not penalize his students for mistakes and that the most important thing is to push children to stop being scared of conversation. He wants them to lose the fear of saying something wrong. The next two teachers were mostly concerned with grammar. One of them said she does not think kids are scared to speak, so she does not make them talk that often. She thinks kids are not taking English seriously, according to her all they want to do is to play games. She wants them to enlarge their vocabulary and wants them to study a lot of grammar.

No such significant differences between the attitude of teachers and children were found in the remaining areas of the research.

3.7 Popularity of English among Bruntál schools

Since every school has a slightly different approach on the teaching methods the results varied in each of them. A very good example of this variability is the result of the seventeenth question (Q17 - *“How much do you like English?”*) focused on the popularity of English. As it can be seen in the Figure 4 below, its popularity (answers “Extremely” and “A lot”) ranges from 38% up to 85%. This striking result might be connected to many factors which will be described in the following pages.

Figure 4: *“How much do you like English?”*(Question 17)



One of the main factors seems to be the environment surrounding the children and especially their families.

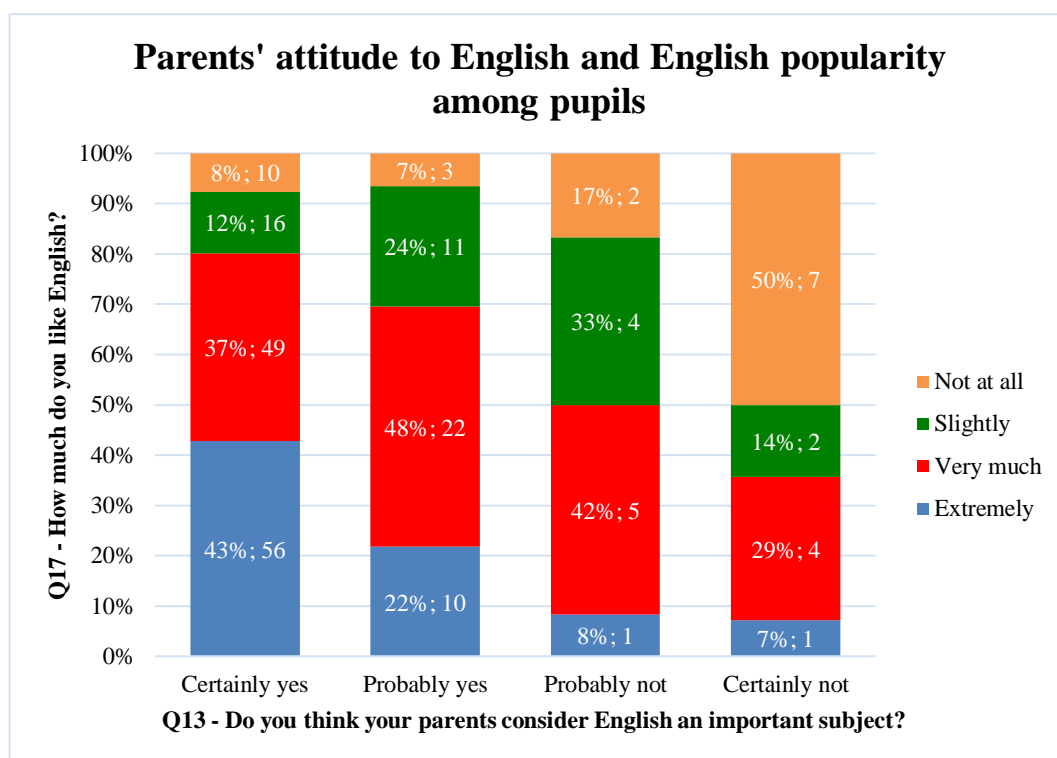
3.7.1 Hypothesis No. 1

For the purposes of calculation, the four possible answers of question 13 *“Do you think your parents consider English an important subject?”* were merged into two categories: Positive attitude (*“Certainly yes”* and *“Probably yes”*) and Negative attitude (*“Probably not”* and *“Certainly not”*). Results of question 17 were

simplified the same way: High popularity (“Extremely” and “Very much”) and Low popularity (“Slightly” and “Not at all”).

The first hypothesis “Those students who stated that their parents consider English as an important subject will like English more than the children who stated their parents do not see such importance in English subject.” **proved to be right.** Results are statistically significant (Table 3, the chi-square statistic is 14.1342; the *p*-value is 0.00017). As it can be seen in the following Figure 5, the positive attitude of students to English is higher in the cases, where the parents of the particular child consider English as an important subject (according to questionnaires filled in by students).

Figure 5: Hypothesis 1



When it comes to particular schools, the most obvious connection can be seen in the school of Petrin. Petrin reached the lowest score of popularity of English (38 %) and there was also the highest percentile of children stating they do not think their parents consider English as an important subject. Almost a third of the children (32.3 %) answered question 13, concerning their parents’ attitude to English “Probably not” (12.9 %) or “Certainly not” (19.4 %). In the remaining

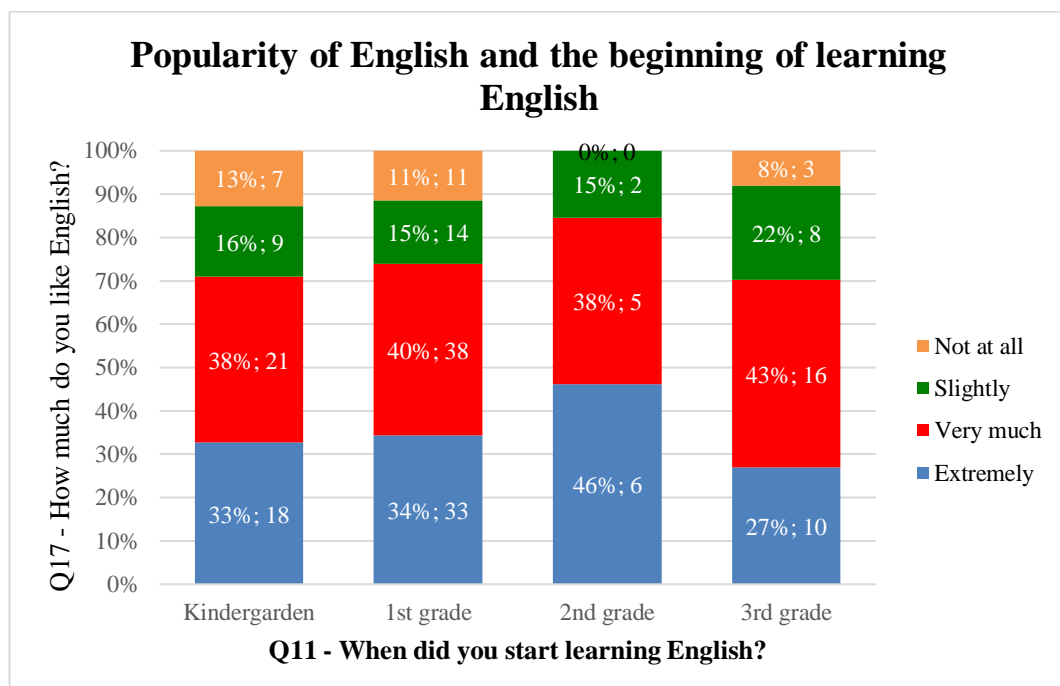
schools the percentiles of students answering positively to the question concerning parents all reached around 90 %.

3.7.2 Hypothesis No. 2

For the purposes of calculation, the four possible answers of question 11 “When did you start learning English?” were simplified into two categories: Third grade (“In the third grade”) and Earlier experience (“In kindergarten”, “In the first grade” and “In the second grade”). Results of question 17 were simplified the same way: High popularity (“Extremely” and “Very much”) and Low popularity (“Slightly” and “Not at all”).

From the results of the questionnaires it seems like the popularity of English is not affected by the age in which children encounter English education for the first time. Even though children might have English more ingrained, the results seem to be very similar among all the ages of the first experience. This means **the second hypothesis** “*The sooner the children start learning English, the bigger its popularity.*” **proved to be wrong**. Results are not statistically significant (Table 4, the chi-square statistic is 0.1893; the p-value is 0.663482) as it can be seen in the Figure 6 below.

Figure 6: Hypothesis No. 2



However, it is positive that over a quarter of children first encountered English already in kindergarten even though the guidelines of Czech education order English as a second language in the curriculum only in the third grade. This correlates with the results of Q13, where most of the students stated their parents have a positive attitude to English.

3.7.3 Hypothesis No. 3

For the purposes of calculation, the four possible answers of question 7 “*How frequently do you use music activities in your English lessons?*” were merged into two categories: Frequent use of music (“Every week” and “Once or twice a month”) and Rare use of music (“A few times a year” and “Once or twice a year”). Results of question 17 were simplified the same way: High popularity (“Extremely” and “Very much”) and Low popularity (“Slightly” and “Not at all”). Even though results are not statistically significant (Table 5, the chi-square statistic is 0.7688; the *p*-value is 0.380587), an interesting connection was found with some of the classes.

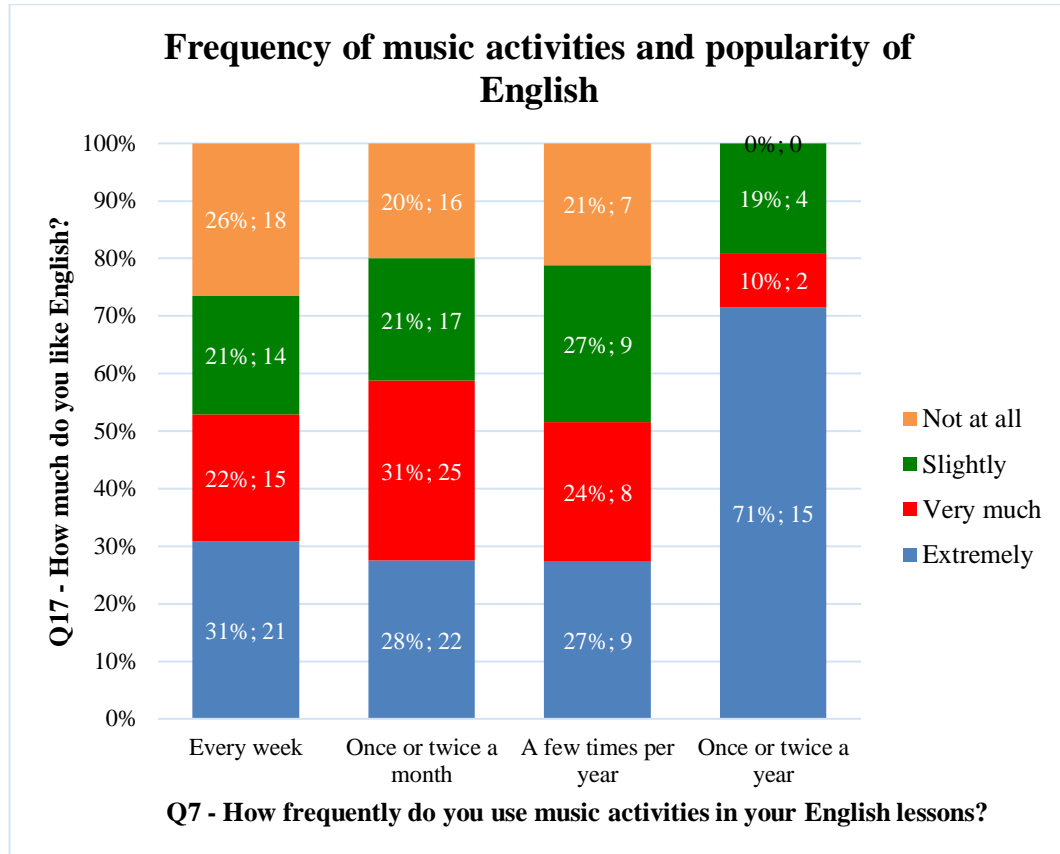
The third hypothesis “*When the songs are put in use more often during lessons, the kids like English more*” **did not prove to be right.**

The highest percentage of respondents stating that they use music either “Every week” or “Once or twice a month” was found in one of the classes of the Primary school 1. Even though the overall percentage of students of this school selecting those options was only 37.3 %, in class C, 20 out of 21 respondents stated they perform activities connected to music every week. An even more interesting fact is that all of these students answered the previous question “*How much do you like this kind of activities?*” as “Extremely” or “Very much”. This means the teacher likely considers these activities vastly beneficial and is really able to make them interesting for the kids. The popularity of English in this class reached 90.5 % while most of these “satisfied” students selected the utmost option - “Extremely” (57.9 %).

When it comes to the least use of music, 20 students from Petrin stated their lessons include activities connected to music only once or twice a year. Another six pupils chose “a few times a year” and only five students chose the option

“once or twice a month” or “every week”. Because there is no single class made of these five pupils, it is unclear why these five kids picked these answers. However, as it was stated before, Petrin reached the lowest score of popularity of English among the students, so this might be also one of the factors causing it.

Figure 7: Hypothesis No. 3



4 Conclusion

The theoretical part of this thesis divided into four chapters analyzes the most important factors that influence the quality of education and the way children are motivated to study. The first chapter focuses on motivation followed by the school environment, English as a second language and a brief description of the town of Bruntál.

The practical part is focused on the research which outlines the atmosphere in all Bruntál schools. The amount of variability between each of them is perceptible in matters such as the popularity of English, approach of the teachers towards emphasis on grammar or conversational topics, frequency of activities connected to music and many more. Still the English subject rates as the second most favorite of all primary school subjects in the overall results.

Most children stated that their parents consider English important and this vast majority of children ranked English as favorite more often than those who stated their parents do not see such importance in English subject.

This means the first hypothesis *“Those students who stated that their parents consider English as an important subject will like English more than the children who stated their parents do not see such importance in English subject.”* proved to be right. These results correspond with the statement of Kathleen Cotton and Karen Reed Wikelund (1989, 17-23) that there is a significant connection between the parents’ involvement in the educational process and the pupils’ results in school and their attitude toward studying.

The second hypothesis *“The sooner the children start learning English, the bigger its popularity.”* proved to be wrong since no significant correlation was found between the age of the first experience with English and its popularity.

Most teachers do not implement songs into their lessons very often and state, that the fifth graders do not like to sing, however these activities have been found very popular among most of the pupils. However, no significant correlation was found between the popularity of English among those who work with songs frequently during the lessons and those who do not do it very often. According to these

results the third hypothesis “*When the songs are put in use more often during lessons, the kids like English more*” did not prove to be right.

However, it is striking that many teachers expect singing songs to be the main activity connected to music and therefore barely perform music activities at all.

These findings open space for further education of teachers in this area and might encourage schools to work on increasing the involvement of parents because their interest seems to be one of the contributing factors for the popularity of English among children. It would be worthwhile running a research focused not only on the children’s opinions but also on the actual knowledge of English among them.

There are a few areas of potential improvement in regards to the research and namely when it comes to the questionnaires. With regard to the length of thesis, it was impossible to focus on all the variables and correlations found within the research. It would be worth comparing the apparent results with the actual academic level of English among the students. It would be an interesting theme for the diploma thesis.

Although there are significant differences in teaching methods among Bruntál’s schools, the overall attitude of students towards English seems to be positive. Insomuch as all the fifth graders were addressed, the research outlines an objective understanding of Bruntál’s English educational system.

5 Bibliography

Bibliography:

ČAPEK, Robert. *Třídní klima a školní klima*. Havlíčkův Brod: Grada Publishing, 2010. ISBN 978-80-247-2742-4.

DELONG, Matt, WINTER, Dale. *Learning to Teaching and Teaching to Learn Mathematics: Resources for Professional Development*, Mathematical Association of America, 2002, page 163. ISBN 9780883851685

HRABAL, Vladimír, František MAN a Isabella PAVELKOVÁ. *Psychologické otázky motivace ve škole*. 2. Praha: Státní pedagogické nakladatelství, 1989. ISBN 80-04-23487-9.

MARZANO, Robert J. *What works in schools: Facilitator's Guide*. Alexandria, Virginia: Association for Supervision and Curriculum Development, 2003. ISBN 0-87120-711-7.

PETERSON, Kent D. a Terrence E. DEAL. *The Shaping School Culture: Fieldbook*. 4. San Francisco: Jossey-Bass Publishers, 2002. ISBN 0-7879-5680-5.

PRŮCHA, Jan, WALTEROVÁ Eliška, MAREŠ Jiří. *Pedagogický slovník*. 4. aktualizované vydání. Praha: Portál, 2003. ISBN 80-7178-772-8.
p. 241)

Online sources:

BUDDEN, Jo. Using music and songs. *British Council BBC* [online]. [cit. 2018-10-31]. Dostupné na WWW:
<https://www.teachingenglish.org.uk/article/using-music-songs>

COTTON, Kathleen, WIKELUND, Karen Reed. Parent involvement in education. *School improvement research series*, 1989, 6.3: 17-23. Dostupné na WWW:
<http://multiculturaleducole.pbworks.com/w/file/attach/55317746/ParentInvolvementiEducation.pdf>

Český statistický úřad: Počet obyvatel v obcích k 1.1.2018. 30. dubna 2018. [online]. Dostupné na WWW: <<https://www.czso.cz/csu/czso/pocet-obyvatel-v-obcich-see2a5tx8j>>

DECI, Edward L., RYAN, Richard M. *Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions*. *Contemporary Educational Psychology*, 25, 2000, pages 54-67. Dostupné na WWW:

<https://www.sciencedirect.com/science/article/pii/S0361476X99910202>

EUROPEAN COMMISSION: *About multilingualism policy* [online]. [cit. 2019-03-27]. Dostupné na WWW:

<https://ec.europa.eu/education/policies/multilingualism/about-multilingualism-policy_en>

HATTIE, J.A.C. Teachers make a difference: What is the research evidence?

ACER Research Conference. Melbourne, Australia, 2003. Dostupné na WWW:

https://research.acer.edu.au/cgi/viewcontent.cgi?article=1003&context=research_conference_2003

Helen Doron English *O nás* [online]. [cit. 2019-04-17]. Dostupné na WWW:

<https://helendoron.sk/o-nas/>

LEMS, Kristin. *English Teaching Forum* [online]. 2008, **56**(1), 14-21 [cit. 2019-04-19]. ISSN-1559-663X. Dostupné na WWW:

https://americanenglish.state.gov/files/ae/resource_files/etf_56_1_pg14-21.pdf

MŠMT: *Podněty k výuce cizích jazyků v ČR* [online]. [cit. 2019-03-27]. Dostupné na WWW: <http://www.msmt.cz/ministerstvo/podnety-k-vyuce-cizich-jazyku-v-cr>

MŠMT: Rámcový vzdělávací program pro základní vzdělání [online]. [cit. 2019-04-19]. Dostupné na WWW: <http://www.msmt.cz/file/41216/>

MŠMT: Vyhláška č. 48/2005 Sb vzdělání [online]. [cit. 2019-04-19]. Dostupné na WWW: <http://www.msmt.cz/dokumenty-3/vyhlaske-ke-skolskemu-zakonu>

PEŇA, D. C. Parent involvement: Influencing factors and implications. *The*

Journal of Educational Research. 2000, **94**(1), 42-54. EJ615791. Dostupné na

WWW: <https://www.tandfonline.com/doi/abs/10.1080/00220670009598741>

SANDERS, William L. *Value-Added Assessment: Linking Student Achievement to Teacher Effectiveness*. NES Publications. 2005. Dostupné na WWW:

https://images.pearsonassessments.com/images/NES_Publications/2005_11Sanders_546_1.pdf

Úřad práce ČR: *Měsíční statistická zpráva – Březen 2019 ČR* [online]. [cit. 2019-04-20]. Dostupné na WWW:

https://portal.mpsv.cz/upcr/kp/msk/kop/bruntal/statistiky/zprava_o_situaci_na_trhu_prace_03-2019.pdf?fbclid=IwAR2RO2F013Av2IVKey_yo8jpZ1Yiv1boYAJ9AQOnlaJgHnBZ1Ft6D9GTN8HM

WALKER, Robert J. *Twelve Characteristics of an Effective Teacher* [online].

2008 [cit. 2019-03-27]. Dostupné na WWW:

<https://files.eric.ed.gov/fulltext/EJ815372.pdf>

Appendix 1: Dotazník

Vztah bruntálských žáků k výuce angličtiny

1. Jak jsi spokojen/na se způsobem výuky angličtiny u vás na škole?
 - Velmi spokojen
 - Spokojen
 - Spíše nespokojen
 - Nespokojen

2. Jak jsi spokojen/na s vaším anglickým učitelem/učitelkou?
 - Velmi spokojen
 - Spokojen
 - Spíše nespokojen
 - Nespokojen

3. Jak moc podle tebe ovlivní učitel tvůj vztah k angličtině a kolik se toho naučíš?
 - Hodně
 - Spíše ovlivní
 - Spíše neovlivní
 - Vůbec

4. Co tě dokáže namotivovat k další práci?
 - Pochvala od pana učitele/paní učitelky
 - Nějaká forma odměny
 - Dobrá známka
 - Jiné: _____

5. Setkal/la jsi se s využitím písní/hudby v hodinách angličtiny?
 - Ano
 - Ne

6. Baví tě tento způsob výuky?
 - Hodně
 - Spíše baví
 - Spíše nebaví
 - Nebaví

7. Jak často se během hodin věnujete písním v angličtině?
- 1-2x za rok
 - Několikrát za rok
 - 1-2x za měsíc
 - Každý týden
8. Jakým způsobem písně využíváte? (podtrhni odpovědi, které platí, případně doplň)
- Zpíváme
 - Doplňujeme slova
 - Uspořádáváme slova/věty
 - Překládáme
 - Učíme se je zpaměti
 - Jinak: _____
9. Chtěl bys, aby bylo v hodinách více aktivit spojených s hudbou? (stupnice 1-4)
- Určitě
 - Spíše ano
 - Spíše ne
 - Určitě ne
10. Věnuješ se angličtině i mimo školu? (sledování filmů v angličtině, čtení knížek, překládání textů oblíbených písní, doučování angličtiny...)
- Ano
 - Ne
11. Kdy ses začal učit angličtinu?
- Ve školce
 - V 1. třídě
 - Ve 2. třídě
 - Ve 3. třídě
12. Považuješ angličtinu za těžký předmět?
- Určitě
 - Spíše ano
 - Spíše ne
 - Ne

13. Myslí si tvoji rodiče, že je angličtina důležitý předmět?

- Určitě
- Spíše ano
- Spíše ne
- Ne

14. Kolik času trávíš přípravou na hodinu angličtiny?

- Několik hodin
- Hodinu
- Půl hodiny
- Pár minut
- Přečtu si látku před hodinou
- Nepřipravuji se vůbec

15. Jak často ti doma pomáhají s angličtinou rodiče?

- Před každou hodinou
- Před testem
- Když je požádám
- Výjimečně
- Nikdy

16. Chodíš do nějakých kroužků zaměřených na angličtinu, případně na soukromé hodiny?

- Ano
- Ne

17. Baví tě angličtina?

- Hodně
- Spíše baví
- Spíše nebaví
- Vůbec nebaví

18. Jaké jsou tvoje oblíbené předměty? (3)

19. Lákalo by tě věnovat se v budoucnosti angličtině víc? (např. učitel angličtiny, překladatel,...)

- Ano
- Ne

Appendix 2: Tables

Table 3: Hypothesis No. 1

| Parents' attitude to English (Q13) | High popularity (Q17) | Low popularity (Q17) |
|---|------------------------------|-----------------------------|
| Positive attitude | 137 | 40 |
| Negative attitude | 11 | 15 |

Table 4: Hypothesis No. 2

| Beginning of learning English (Q11) | High popularity (Q17) | Low popularity (Q17) |
|--|------------------------------|-----------------------------|
| Third grade | 26 | 11 |
| Earlier experience | 121 | 43 |

Table 5: Hypothesis No. 3

| Frequency of music activities (Q7) | High popularity (Q17) | Low popularity (Q17) |
|---|------------------------------|-----------------------------|
| Frequent use of music | 65 | 20 |
| Rare use of music | 83 | 34 |

Resumé

Vzdělávací systém České republiky vymezuje školám určitá pravidla, kterými se musí řídit, ale přesto se způsob výuky v jednotlivých školách výrazně liší. Hlavním cílem této diplomové práce je analýza postojů bruntálských žáků pátých ke studiu angličtiny. Výsledky výzkumu vychází z dotazníků vyplněných 206 studenty a strukturovaných rozhovorů s deseti učiteli. Mezi jednotlivými školami byly zaznamenány výrazné rozdíly ve způsobu výuky. Z výsledků je patrné, že popularita angličtiny je vyšší u studentů, kteří uvedli, že jejich rodiče mají k předmětu pozitivní postoj. Popularita angličtiny ale nekorelovala s frekvencí používání hudby během hodin a věkem ve kterém se studenti začali učit angličtinu.

ANOTACE

| | |
|---------------------|----------------------------|
| Jméno a příjmení: | Matěj Jelen |
| Katedra nebo ústav: | Ústav cizích jazyků |
| Vedoucí práce: | Mgr. Blanka Babická, Ph.D. |
| Rok obhajoby: | 2019 |

| | |
|------------------------------------|--|
| Název závěrečné práce | Young learners' attitudes to learning English in Bruntál schools |
| Název závěrečné práce v angličtině | Názory bruntálských žáků na výuku angličtiny |
| Anotace závěrečné práce | Hlavním cílem této diplomové práce je analýza postojů bruntálských žáků pátých tříd ke studiu angličtiny. Výsledky výzkumu vychází z dotazníků vyplněných 206 studenty a strukturovaných rozhovorů s deseti učiteli. Mezi jednotlivými školami byly zaznamenány výrazné rozdíly ve způsobu výuky. Z výsledků je patrné, že popularita angličtiny je vyšší u studentů, kteří uvedli, že jejich rodiče mají k předmětu pozitivní postoj. Popularita angličtiny ale nekorelovala s frekvencí používání hudby během hodin a věkem, ve kterém se studenti začali učit angličtinu. |
| Klíčová slova | Bruntál, pátá třída, 1. základní škola, 2. základní škola, 3. základní škola, Petrin, ZŠ BROK, angličtina jako cizí jazyk |
| Anotace v angličtině | The main aim of the thesis is to analyze the attitudes of Bruntál's fifth graders to learning English. Questionnaires from 206 students and structured interviews with ten teachers were used during the |

| | |
|---------------------------------------|---|
| | <p>survey. There are significant differences in teaching methods among the Bruntál schools. The popularity of English is higher among the students who stated their parents have a positive attitude to the subject. The popularity of English did not correlate with the frequency of using music during the lessons and the age when the participants started to learn English.</p> |
| <p>Klíčová slova v angličtině</p> | <p>Bruntál, fifth grade, Primary school 1, Primary school 2, Primary school 3, Petrin, ZŠ BROK, English as a second language</p> |
| <p>Přílohy vázané k práci</p> | <p>CD</p> |
| <p>Rozsah práce</p> | <p>45</p> |
| <p>Jazyk práce</p> | <p>Anglický jazyk</p> |