UNIVERZITA PALACKÉHO V OLOMOUCI

PEDAGOGICKÁ FAKULTA

Ústav cizích jazyků

Diplomová práce

Teaching Language Skills at Primary School

Bc. Martin Fojtík

Olomouc 2024   Mgr. Josef Nevařil, Ph.D.

Čestné prohlášení

Prohlašuji, že jsem diplomovou práci na téma *Teaching Language Skills at Primary School* vypracoval samostatně a s použitím uvedené literatury a pramenů.

V Kobeřicích, dne 6.4. 2024

Martin Fojtík

Čestné prohlášení

Annotation

Jméno a příjmení:	Martin Fojtík
Katedra:	Ústav cizích jazyků
Vedoucí práce:	Mgr. Josef Nevařil, Ph.D.
Rok obhajoby:	2024

Název práce:	Teaching Language Skills at Primary School
Název v češtině:	Učení jazykových dovedností na prvním stupni základní školy
Zvolený typ práce:	kombinovaná práce
Anotace práce:	This diploma thesis focuses on English language skills and teaching these skills at primary schools in the Czech Republic. The research aims to discover how the four language skills are taught in English lessons at primary school and how selected language skills focused activities are perceived by primary school pupils.
Klíčová slova:	language skills, primary school, listening, reading, speaking, writing, English, foreign language teaching
Anotace v češtině:	Diplomová práce je zaměřena na učení jazykových dovedností v hodinách angličtiny na prvním stupni základní školy v ČR. Cílem výzkumu je zjistit, jak se k učení jazykových dovedností v hodinách angličtiny staví učitelé a jak jsou vybrané aktivity soustředící se na rozvoj jazykových dovedností vnímány žáky prvního stupně základní školy.
Klíčová slova v češtině:	jazykové dovednosti, první stupeň základní školy, poslech, čtení, mluvení, psaní, angličtina, učení cizího jazyka

Přílohy vázané v práci:	Appendix A: Questionnaire for the Teachers
	Appendix B: Feedback Questionnaire for Pupils
	Appendix C: Activity 1: Listening Comprehension: Finding People
	Appendix D: Activity 3: Reading Comprehension with Writing: Finding Mistakes in the Picture
	Appendix E: Activity 4: Reading Comprehension: Guessing Animals
	Appendix F: Activity 5: Speaking: Picture Differences
	Appendix G: Activity 6: Speaking: Favourite Foods
	Appendix H: Activity 7: Writing: Picture Description
Rozsah práce:	68 stran
Jazyk práce:	angličtina

UNIVERZITA PALACKÉHO V OLOMOUCI
Pedagogická fakulta
Akademický rok: 2022/2023

Studijní program: Učitelství anglického jazyka pro základní školy
Forma studia: Kombinovaná
Specializace/kombinace: Učitelství anglického jazyka pro základní školy (UAJco)

Podklad pro zadání DIPLOMOVÉ práce studenta

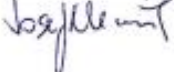|	
Jméno a příjmení:	**Bc. Martin FOJTÍK**
Osobní číslo:	**D22666**
Adresa:	Školní 571, Kobeřice, 74727 Kobeřice, Česká republika
Téma práce:	Učení jazykových dovedností na prvním stupni základní školy
Téma práce anglicky:	Teaching language skills at primary school
Vedoucí práce:	Mgr. Josef Nevařil, Ph.D.
	Ústav cizích jazyků

Zásady pro vypracování:

Práce se bude zabývat učením jazykových dovedností v hodinách angličtiny na prvním stupni základní školy. Práce bude rozdělena na teoretickou a praktickou část. Teoretická část představí relevantní pojmy z oblasti učení jazykových dovedností a praktická část se bude zabývat učením těchto dovedností v hodinách angličtiny na prvním stupni základního vzdělávání.

Seznam doporučené literatury:

MISHRA V. a kol. *English Language Skills A Practical Approach.* Cambridge: Cambridge University Press, 2020. ISBN 1108927742.
HARMER J. *The Practise of English Language Teaching.* 5th edition. Harlow: Pearson, 2015. ISBN 978-1-4479-8025-4.
SCRIVENER, J. *Learning Teaching:* the esential guide to English language teaching. 3rd ed. London: Macmillan Education, 2011. 978-0-230-72984-1.
UR, P. *A Course in English Language Teaching.* Revised ed. Cambridge: CUP, 2012. 978-0-521-4494-6.
HINKEL, E. Current Perspectives on Teaching the Four Skills. *TESOL Quaterly* 2006, vol. 40, no. 1, s. 109-131.

Podpis studenta: *[signature]*

Datum: 14. 12. 2022

Podpis vedoucího práce: *[signature]*

Datum: 15. 12. 2022

Podpis vedoucího pracoviště: *[signature]*

Datum: 15. 12. 2022

Contents

List of Tables and Figures

List of Abbreviations

ELT   English language teaching

FEP BE   Framework Educational Programme for Basic Education

GTM   Grammar-Translation Method

L1   Mother tongue

L2   Second language

TPR   Total Physical Response

CLT   Communicative Language Teaching

CLIL   Content and Language Integrated Learning

Introduction

In recent years, the popularity of English language has been growing worldwide and one of the areas influenced by this is education. English has become a part of curriculum at most primary schools and is taught for several lessons a week at most primary schools. Areas of language can be categorized into language systems, such as vocabulary, grammar, pronunciation, and the four language skills – listening, reading, speaking and writing. This thesis focuses on these four language skills and how they are taught at Czech primary schools, the way the teachers perceive teaching them and how pupils perceive selected skills-focused activities tried in their English lessons.

The thesis *Teaching Language Skills at Primary School* is divided into theoretical and practical part. The theoretical part starts with young language learners, what their specifics are, how they differ from teenagers and adult learners and what the teachers should do to help these learners develop their linguistic abilities. Another area explored by the thesis is Framework Educational Programme, which outlines English instruction at the primary level and states expected outcomes that every learner should achieve at the end of primary education in the Czech Republic.

Another chapter of the thesis focuses on the four language skills. The thesis covers the division of the four skills, how they should be taught, what are some differences of developing these skills in primary school learners compared to other age groups. Appropriate activities to develop each skill are also discussed.

The last chapter of the theoretical part focuses on different approaches and methods utilized by primary school English teachers to help their learners improve in English, selected methods are described and their appropriateness for primary school English classroom is evaluated.

The practical part describes the research realized between November 2023 and February 2024. The practical part containts the formulation of the aims of the thesis, the research questions, description of the research methods, respondents, possible limitations of the research and the results of the research and their interpretation.

The first part of the research focuses on English teachers, while the second part is concerned with primary school pupils and their feedback on skills-focused activities in their English lessons.

The thesis aims to discover how teachers who teach English at Czech primary school approach teaching language skills, what skills they focus on the most, their satisfaction with the coursebooks they use with regards to language skills, where they search for skills-focused materials and other areas. Another aim of the thesis is to obtain primary school learners' feedback on these activities, which they gave after completing selected skills-focused activities.

1 Young Language Learners and English at Primary School

This chapter aims to describe primary school pupils as foreign language learners, how they differ from older children and adults, what are the benefits and drawbacks of an early start of English language instruction. It also aims to describe how official curricular documents published by Czech Ministry of Education view English language teaching and learning at primary school level.

The first part of this chapter will explore the term *young language learners* and how these learners differ from their older counterparts, what are their advantages and disadvantages in a language classroom compared to other age groups and what activities are appropriate for language learners attending primary school.

The second part of this chapter will focus on Framework Educational Programme, the national curriculum that outlines education at Czech primary and lower-secondary schools. The chapter focuses on the number of English lessons Czech pupils receive during their primary school years and what the expected outcomes they should attain at the end of the 3rd and 5th grade are.

1.1 Primary School Learners and English Language

The target learners in the practical part of this thesis will be primary school pupils in the Czech Republic. In the Czech Republic, compulsory education lasts for nine school years approximately from age 6 to 15. Primary education includes grades 1-5 (children aged 6-11) and lower-secondary education includes grades 6, 7, 8 and 9 (children aged 11-15).

1.1.1 Early and Late Start in English Learning

Age is a significant factor in the processes of second language acquisition and learning. Scrivener writes about a growing trend of starting teaching English in the first few years of primary education and quite often even earlier. This trend is based on the belief that starting at a younger age will lead to greater profficiency in the target language. This belief is based on observations and studies done on immigrant families, whose children were able to achieve native-like profficiency in the target language, whereas adults were not (Scrivener, 2011, p. 321).

Proponents of an early start in second language learning use this example as an argument for starting teaching a foreign language as early as possible. However, this research done on immigrant families does not apply in formal education context. Immigrant children in these scenarios are surrounded by the target language for several hours every day and need it to communicate in everyday situations, thus they are extremely motivated to learn the language to fit in the social group, to satisfy their parents, teachers etc. On the other hand, children in the Czech Republic or other countries, where English is not used outside of classroom get 1-3 English lessons per week in formal settings, their motivation to use English is uncomparable to that of immigrant children discussed in the previous paragraph (Lightbown and Spada, 2013, p. 97; Ur, 2012, p. 256-257).

Lightbown and Spada note that sometimes an early start can even have a negative impact on learners (2013, p. 98). In recent years, the starting age for teaching a second language was lowered in many countries, but the total hours of L2 throughout primary school stayed the same and the lessons were more spread over more years. This affected the learners negatively, because they had fewer language lessons in the grades in which they were more efficient and this was supplemented by language lessons in the lower grades of primary school, in which they weren't as effective as learners. Early-starters' English was on a lower-level compared to late-starters at the end of primary education. Additionally, the early-starters were also frustrated and less motivated to study the second language (Lightbown, 2012).

On the contrary, several authors concur that lower-secondary school pupils outperform their primary school counterparts in most areas of second language learning, such as vocabulary, grammar, general understanding of the text and the ability to produce one. The only area in which the primary school learners benefit and seem to be better at is pronunciation. It is more difficult to develop native-speaker like pronunciation for older learners compared to younger learners (Harmer, 2007, p. 80-81).

Additionally, lower-secondary pupils as well as adults acquire the language at a much faster rate compared to the pupils attending primary school (Lightbown and Spada, 2013, p. 96). Lower-secondary pupils are able to acquire the language faster in formal settings (at school) because their cognitive abilities are more developed compared to primary school children and they can utilize abstract approaches in language learning, they can analyze the grammatical structures in an abstract way. Adolescent learners and adults can compare the grammatical structures, linguistic forms in their native language and their second language.

They can also use their understanding of the world to estimate some words they do not know and they know they have to use different registers in different situations, even if they are not advanced speakers in their L2. Older learners can also consciously utilize different learning strategies to understand grammar or memorize vocabulary and phrases. Primary school children cannot utilize abstract thinking, conscious learning strategies, comparison of their native language and their second language (Pinter, 2017, p. 23-24).

1.1.2 Cognitive and Affective Aspects of Language Learning at Primary School

The process of learning a second language at primary school is connected to the unconscious process of first language acquisiton and the younger the pupil is, the more similar these two processes are, because younger primary school pupils do not have the ability to think about the language consciously. If younger primary school children cannot comprehend language forms in their native tongue, they will not be able to do so in their second language. They will rather learn the language if they have fun, if they solve problems using the language as a tool and if they do not have to worry about abstract language forms. As they get to higher grades of primary school, they can utilize their growing knowledge in their mother tongue to consciously use their second language (Pinter, 2017, p. 23-24).

Another factor that affects the success in pupils' English learning is their cognitive ability. If a pupil is good at English, chances are he will be good at other subjects, such as maths, physics or geography. Success in English at school is thus related to pupil's ability to memorize vocabulary, understand and apply grammatical rules, solve problems and find information in texts (Ur, 2012, p. 17).

When comparing primary school children to their lower-secondary counterparts or adults, we can generally say that their concentration is lower and their attention span is shorter, at least during activities that they do not find interesting or engaging. The implication of this fact is that primary school English teachers should plan what activities and exercises they will include in the lessons, so that the pupils will participate and will not disrupt the lessons (Gordon, 2007, 70; p. Scrivener, 2011, p. 321).

When comparing adults to children attending primary or lower-secondary school, there is one significant difference. For the most part, adults learn a second language voluntarily and very often they have external motivation to do so, such as a promotion or an opportunity to travel abroad. Children attending primary or lower-secondary school learn English because of

national and school curriculum, which forces them to do so. Majority of lower-secondary pupils learn English to get good grades and pass the subject because they usually understand the importance of completing their education with good grades and getting accepted to a good secondary school, so the motivation is also external. On the other hand, younger pupils participate in the lessons when the lessons are interesting, if the topics revolve around them, their families and lives, as they are generally very self-centered. (Harmer, 2007, p. 82; Ur, 2012, p. 18). They also like participating in games and activities involving movement (Scrivener, 2011, p. 321).

It can also be stated that primary school learners are generally very curious and enthusiastic about the world and they often demand individual attention and approval from their teacher, at least if we compare them to their lower-secondary counterparts (Harmer, 2007, 82). Their advantage also lies in their lack of anxiety. Unlike adolescents or adults, most of them are not afraid or anxious to talk in the second language if they don't exactly know how to say something (Harmer, 2001, p. 10).

Harmer, Moon and Ur all advocate for switching between activities on opposite sides of a spectrum. An exciting activity should be followed by a calmer one, activities involving movement followed by activities done at desks, individual activities by collaborative ones (Harmer, 2007, p. 83; Moon, 2000, p. 28; Ur, 2012, p. 259). Ur also emphasizes the importance of switching activities at least every ten minutes because of children's short attention span (Ur, 2012, p. 259).

1.1.3 Appropriate Primary School Activities and Aids

Ur suggests using pictures, stories, games, songs, rhymes and chants in the primary classroom because of the developmental stage of the pupils at the primary level. Again, the younger the pupils are, the more relevant this suggestion is. As far as pictures are concerned, when young learners do not have some visual aid related to the task, they are likely to get distracted and not pay attention. This is the reason why many coursebooks intended for primary level (or at least the ones for younger primary school children) are full of colourful pictures and often include big vocabulary flashcards to be utilized in the classroom (Ur, 2012, p. 259-263).

Young learners enjoy drawing and thus activities such as picture dictation, during which the teacher says words and the pupils draw them, can be used. Stories are very age-appropriate source of input for young learners. They should consist of repetitious or similar phrases that

can be pre-taught by the teacher. Ur suggest a combination of stories and pictures as a particularly effective and engaging combination that can be utilized in the primary classroom. Games benefit from the fact that young pupils learn well when active and if they enjoy themselves, they are willing to pay attention and participate in the activities. Last but not least, songs and chants are very approptiate, especially for lower primary pupils. They can sing the songs or say tha chants without understanding it at first. Both songs and chants are an excellent way of language input for the pupils and they are also helpful with the improvement of their pronunciation (Ur, 2012, p. 259-263).

When it comes to a primary English clasroom, it can be beneficial to decorate the classroom in bright colours with different pictures and posters with English language on the walls. It is also a good idea to adjust the classroom for pupils to be able to participate in activities involving movement. Desks arranged in rows are less appropriate than a U-shaped arrangement or desk clusters consisting of 2-3 desks. These arrangements enable communication among pupils better than the traditional arrangement in rows (Gordon, 2007, p. 76-77; Harmer, 2007, p. 83).

1.1.4 Lower and Higher Primary School

When planning English lessons at primary school, it is important to distinguish between lower and higher primary school grades. In Czech state education, grades 1-3 could be considered lower primary and grades 4-5 higher primary school. This distinction is made based on Framework Educational Programme, which divides into these two periods (*Rámcový vzdělávací program,* 2023, p. 26). This division is discussed in more detail in chapter 1.2, which covers Framework Educational Programme.

Scrivener suggests that lessons for the lower primary grades should be based mostly on activities like the ones mentioned in the previous subchapter. He lists simple stories, songs, rhymes and chants, acting out simple stories, drawing and picture dictation or *listen and do* games, such as very popular *Simon says*, in which pupils have to follow the instructions only if they are preceeded by the phrase *Simon says*. As pupils progress to higher grades of primary school, he advocates for a greater use of the coursebook, teaching phrases without an explicit explanation of grammatical rules. He states that lessons should still include active and physical tasks, and recommends utilization of pictures, board drawing or toys. However, unlike in the first or second grade, pupils can start working with very simple texts, such as comic stories,

because most of them have already acquired the ability to read and write short texts in their first language (Scrivener, 2011, p. 322-323).

To summarize, this chapter aimed to characterize primary school language learners and to compare how they are different from lower-secondary pupils and adults. The literature review suggests that an early start in second language teaching offers some advantages, such as better pronunciation. However, it can also lead to a loss of motivation and decreased proficiency, if the total hours of English stay the same as in the past, only with English being taught in lower grades. Literature also suggests that adolescents are more efficient learners than primary school learners in most areas, such as grammar, vocabulary or skills work because of their cognitive abilities and more developed abstract thinking. Additionally, literature suggests that adolescents acquire second language at a much faster rate compared to primary school pupils. Primary school children benefit from a more holistic, non-analytical and fun approach, that is similar to the process of their first language acquisition. Teachers should utilize a lot of pictures, games, acting activities, chants and songs, that are interesting to the pupils. Physical activities should also be frequently utilized in the lessons at primary school. In the upper primary school grades, pupils can start working with simple texts supported by pictures, as they have already acquired the ability to read and write very short and simple texts.

Even though the chapter aims to characterize typical primary school pupils, their needs and optimal activities suited for the majority of the class, it is important to remember that every pupil is a unique individual with his own needs, motivation, social background, learning style and personality. Therefore, incorporating a wide range of activities that accomodate different learning styles, types of intelligence etc. is recommended.

1.2 English Language and Framework Educational Programme for Basic Education

1.2.1 Framework Educational Programme

Framework Educational Programmes are curricular documents that serve as national curriculum in the Czech Republic. These documents set expected levels that should be attained by every student who completes one of the educational stages covered in one of these documents. Framework Educational Programme for Basic Education (FEP BE) is a curricular document that sets standards and expected outcomes every pupil should attain after completion of primary and lower-secondary school in Czechia. FEP BE is preceded by Framework

Educational Programme for Pre-school Education and followed by Framework Educational Programmes for both general and specialized Secondary Education (*Rámcový vzdělávací program,* 2023, p. 5-6).

FEP BE also specifies the educational content of both primary and lower-secondary school. It encourages holistic and complex approach to teaching the content of education. It also stresses the importance of usage of a wide variety of methods, procedures and approaches to teaching to be appropriate for as many pupils as possible. It is also important to note that FEP is an open document that can be revised and upgraded based on the changing requirements for lower-secondary school graduates. Like it was mentioned in the previous paragraphs, FEP BE is a document that sets standards, expected outcomes, contents of education on a national level and all schools must follow this document. However, this document is very general and every school uses another curricular document – School Educational Programme. This document is more specific and it grants individual schools autonomy and enables them to interpret and implement FEP differently, taking into account the region the school is located in, the specific needs of its pupils and many other factors. (*Rámcový vzdělávací program,* 2023, p. 5-7, 14).

1.2.2 English in Framework Educational Programme and Other Curricular Documents

Framework Educational Programme divides the content of basic education into nine educational areas. Each area consists of one or more educational fields. These fields transform into specific subject in School Educational Programmes. English language is part of educational area *Language and Language Communication* and educational field *Foreign Language*. Framework Educational Programme also outlines mininimal number of hours of instruction per week each educational field/subject receives in each grade. As far as English is concerned, it needs to be taught for three hours a week from 3rd to 9th grade. However, there are sixteen hours a week per primary school and eighteen hours a week per lower-secondary school that the management of each school can redistribute as they see fit and the only condition is that all of these disposable hours must be redistributed and the total time allotment must be fulfilled. This means headmasters and headmistresses can choose to teach English earlier than in the 3rd grade or more than three times a week in grades 3-9 (*Rámcový vzdělávací program,* 2023, p. 147-148).

FEP BE outlines expected outcomes that every pupil should attain at the end of a certain period. Czech primary education is divided into two periods – period 1 ends at the end of the

3rd grade and period 2 ends at the end of the 5th grade. These are the expected outcomes at the end of period 1, the 3rd grade:

- Pupils will understand simple instructions and questions that are pronounced slowly and with precise pronunciation and they will react to them appropriatelly.
- Pupils will repeat and actively use words and phrases they have encoutered during English lessons.
- Pupils will understand the meaning of a short written text accompanied by a visual support.
- Pupils will understand a short spoken text that is articulated slowly, precisely and with accurate pronunciation if it is accompanied by a visual support.
- Pupils will match the written and spoken form of the same word.
- Pupils will write words and short simple sentences according to a written or a visual example (*Rámcový vzdělávací program, 2023, p. 26*).

The expected outcomes that should be attained at the end of period 2, 5th grade are divided into outcomes attained in the four language skills – listening comprehension, speaking, reading comprehension and writing.

Expected Outcomes in Listening Comprehension:

- Pupils will understand simple instructions and simple questions asked by the teacher if they are articulated slowly and with precise pronunciation.
- Pupils will understand words and simple sentences if they are articulated slowly and precisely and are related to the topics the pupils have encountered in their English lessons. They will be more likely to understand these utterances if they are given a visual support.
- Pupils will understand a simple spoken text if it is articulated slowly and precisely. They will be more likely to understand this text if it is accompanied by a visual support *(Rámcový vzdělávací program, 2023, p. 26).*

Expected Outcomes in Speaking

- Pupils will participate in simple conversations.

- Pupils will be able to state simple information about themselves, their family, school, free time and other topics covered in the lessons.

- Pupils will answer simple questions about themselves, their family, school, free time and other topics covered in the lessons *(Rámcový vzdělávací program, 2023, p. 26-27).*

Expected Outcomes in Reading Comprehension

- Pupils will search for a piece of information in a simple written text. They will be more likely to find it if the text is accompanied by a visual support.

- Pupils will understand simple texts from everyday life. They will be more likely to comprehend these texts if they are accompanied by a visual support *(Rámcový vzdělávací program, 2023, p. 27).*

Expected Outcomes in Writing

- Pupils will write a simple text consisting of short sentences about themselves, their family, favourite activities and events related to their interests a their everyday life.

- Pupils will fill their personal information in a form *(Rámcový vzdělávací program, 2023, p. 27).*

FEP BE also states that by the end of primary education pupils should have achieved A1 level according to the Common European Framework of Reference for Languages, which categorizes language proficiency into 6 levels – A1, A2, B1, B2, C1, C2 (Council of Europe, 2023). In this categorization, A1 (or Elementary) is the lowest level of language proficiency. By the end of lower-secondary education, Czech pupils should have achieved A2 level (*Rámcový vzdělávací program, 2023, p. 17).*

When discussing curricular documents in Czechia, Standards for English language must be mentioned. This document specifies how the expected outcomes in FEP BE can be achieved, it gives examplary activities and worksheets and helps the teachers achieve the expected outcomes outlined by FEP BE (*Standardy pro základní vzdělávání, Anglický jazyk, 2013, p. 105-114).*

1.3 Overview of Chapter One

Chapter one focused on the typical pupils of primary school and the Curricular document that outlines their education at national level, Framework Educational Programme for Basic Education.

First subchapter focused on young language learners in general and it compared them to adolescent language learners and adults and revealed them to be less effective language learners in most areas of language learning except for pronunciation. Lastly, several suggestions were made for English lessons at primary school – utilization of appropriate games, pictures, stories, chants, rhymes, games and physical activities. The importance of switching between various activities was also stressed because of learners' short attention span.

The second subchapter explored Framework Educational Programme for Basic Education and other curricular documents, what role they play in the Czech educational system and how they outline teaching at individual schools. This subchapter discussed the expected outcomes that every pupil should attain at the end of the 3rd and 5th grade. The level of pupils' English at the end of primary education should be approximately at A1 level (elementary) according to the Common European Framework of Reference for Languages.

2 Language Skills

When it comes to languages and how people use them, there are four processes or skills. These are listening, speaking, reading and writing. Literature often distinguishes between receptive skills – reading and listening – and productive skills – speaking and writing. These language skills can also be categorized based on the mode of communication. By this metric the language skills can be categorized as written (reading, writing) and spoken (listening, speaking) form of communication (Harmer, 2007, p. 265). Many authors agree on the fact that these language skills should not be taught solely in isolation, because real life communication mostly employs more than one of these language skills and English teachers should try to reflect that in the activities they implement in the English classroom (Hinkel, 2006, p. 113).

At the primary school level, the emphasis should be put on listening first and on speaking afterwards (Cameron, 2001, p. 40). This order reflects the process of the first language acquisition. Reading and listening are the two skills that are not mastered by most primary school learners in the first few grades. Pupils must first learn how to read and write in their native tongue before encountering and producing texts in English. Even when the learners acquire the ability to write and read in their first language in the first few years of formal education, the emphasis in English lessons at primary school should still be put on listening and speaking (Pinter, 2017, p. 53). This preference can be seen in Czech curricular document FEP BE, which outlines more expected outcomes in listening and speaking than in writing and reading (*Rámcový vzdělávací program, 2023, p. 26-27; see chapter 1.2.2).*

On the other hand, some reading and writing activities should still be utilized in the primary classroom, especially in the second period of primary school (grades 4 and 5). The following subchapters will explore the four language skills and how they should be implemented in the English classroom at primary school. Because of the fact that the literature suggest that teachers should focus more on listening and speaking compared to reading and writing and this is also apparent in FEP BE, where listening and speaking have more expected outcomes compared to reading and writing, this chapter will cover the former two skills in more detail than the latter ones.

2.1 Listening at Primary School

As mentioned above, listening is the language skill that language teachers should and do focus on at the beginning of second language teaching. It can be difficult for pupils to comprehend the spoken text and teachers should choose texts and recordings of an appropriate length and difficulty. Primary school pupils may also prefer listening to their English teachers rather than a recording because they are familiarized with their teachers' voice and teachers can adjust the rate of their speech, help their pupils with non-verbal communication like hand gestures or facial expressions (Harmer 2007, p. 305-306; Pinter, 2017. p. 54-55).

2.1.1 Top Down and Bottom Up Processing

Listening skill can be further categorized into two sub-skills. These are bottom-up processing skills and top-down processing skills. When pupils utilize their bottom-up skills, they understand the language by understanding and combining its individual components, such as grammatical structures, vocabulary or sounds. This sub-skill is difficult for all language learners, but primary school learners find it more difficult than others, since they haven't acquired the ability to comprehend the language in an abstract way yet (Scrivener, 2011, p. 257).

Top-down skills are the exact opposite of bottom-up skills. Learners make use of their schematic knowledge about the world and different situations to comprehend the overall meaning. By knowing different situations described in the listening texts, learners can guess and estimate the meaning of the text and its individual parts (Harmer, 2007, p. 270).

Top-down skills also discriminate against young language learners, as their knowledge of different topics or scenarios is less developed compared to adults or adolescents. Thus, young learners find it significantly more difficult to estimate the meaning based on their pre-existing knowledge of the world and situational topics. This handicap can be compensated by the teacher and the use of visual aids or gestures. Many coursebooks combine listening to and reading texts in one exercise along with pictures alligned with individual parts of the stories to help pupils with text comprehension. When pupils get to the last grades of primary school, along with cognitive development and the ability to think in an abstract way, they improve in both bottom-up and top-down processing skills and can utilize these in all receptive skills tasks (Pinter, 2017, p. 54, 63).

2.1.2 Listening Activities for Lower and Higher Primary School

Teachers' English is one of the biggest sources of the target language input for language learners at the primary level, especially in the first years of language learning. Teachers use English to comment on pictures in coursebooks or with the help of visual aids and pupils want to understand what their teachers mean. Young pupils do not need to react to their teachers in English and can use their first language. If they do so, it is a good idea for their teachers to translate their answers and reactions to English. Another part of teacher's talk and language listening input for the pupils is utilization of phrases such as *good morning, goodbye, how are you* at the beginning and at the end of each lesson (Gordon, 2007, p. 79-80; Pinter, 2017, p. 55).

When it comes to specific listening activities, we must distinguish between younger and older primary school pupils. This division for Czech educational context is explained back in chapter 1.1.4. Many materials focused on total beginners and the younger primary school learners contain activities that do not require a spoken response. Instead of speaking, pupils listen to songs, chants, stories and do the actions. These activities are designed so that the learners can absorb the language before having to speak. They are derived from Total Physical Response, a language teaching method from the 1960' (Larsen-Freeman and Anderson, 2011, p. 107), which will be covered in more detail in chapter 3.2. One type of activity that doesn't require talking is *listen and do*. This type of activity requires pupils to understand teachers' messages in English and then doing the actions. The best known activity belonging to this category is *Simon says* mentioned in chapter 1.1. Other activities that do not require speaking on pupils' part are *listen and draw, listen and colour* or *listen and point*. Pinter claims that because of their specificity, these activities make it easy for teachers to see how much their pupils understand the spoken text. Another benefit of these activities is that they facilitate learning through multiple inteligences. Some activities require pupils to speak, but in a very simple way. These are *Listen and repeat, listen and chant* or *listen and sing* activities, which combine listening and speaking (Pinter, 2017, p. 59).

The activities described as appropriate for younger pupils can be utilized with older primary pupils as well, because they can be adjusted to learners' language levels by using more difficult phrases, longer recordings and texts, or requiring pupils to complete more demanding tasks bases on the text. The same or similar stories can be utilized but pupils do different tasks with them. For example, pupils in the second or third grade only listen to a story or draw pictures or colour the pre-made handouts, older pupils can ask their teachers questions and answer

questions asked by their teachers that are related to the story (Ahlquist and Lugossy, 2014, p. 115-118).

2.2 Speaking at Primary School

Speaking is often perceived as the most important or desired language skill to attain. It is strongly emphasized by primary school language teachers in the first years of English instruction. This is caused by the fact that pupils attending the 1st, 2nd or 3rd grade have not mastered reading and writing in their mother tongue to a level sufficient to significantly improve these skills in their second language (Pinter, 2017, p. 53).

Speaking is one of the two productive skills. This means that language speakers speak and think about the language they are about to produce at the same time, which is a complex process. Speaking practise consists of drilling set phrases, communication with other learners through authentic target language and also distinguishing between things that are appropriate in a converstation and those that are not (Harmer, 2007, p. 345). When it comes to primary school learners, they often do not master communication in their L1 appropriately, so we have to take this into consideration. Pinter argues that it is beneficial for English teachers to know their learners' abilities in their L1 and to focus on conversational drills and simple dialogues between pupils so that they are able to talk about themselves and their world, their friends and family (Pinter, 2017, p. 66-67). This is in line with the expected outcomes for English in Czech curricular document FEP BE, which was discussed in chapter 1.2.2 (*Rámcový vzdělávací program, 2023, p. 26-27*).

2.2.1 Speaking Activities for Lower and Higher Primary School

Pupils do not have to talk at first, but once they have received enough listening input, they will want to talk to their teachers and classmates. They do not need to produce complete sentences at first and their teachers can help them with the production of simple phrases. Activities that improve pupils' speaking skills in the lower primary school grades are poems, rhymes and simple tongue twisters. Young learners enjoy participating in activities revolving around these and they learn vocabulary as well as structures from these activities. Younger primary school children start producing language with the help of language chunks. Children know the meaning of these chunks from previous input given by their teachers, songs, stories etc. Pupils do not have to know every element of these chunks to understand their meaning and to use them. These chunks can be fixed, such as *Good morning*, *See you tomorrow*, or they can

be partialy fixed, such as *Do you like….?* Learners can learn these chunks naturally just by receiving input in the lessons, but teachers can teach them explicitly in their lessons. If learners know these chunks and can use them, they can participate in simple dialogues about things they like, dislike, own etc. These activities have repetitive nature so it is important to design activities around them as entertaining as possible. One example would an activity, in which a child acts like an animal in front of the class and his classmates guess the animal using a chunk *Are you a dog? Are you a cat?* (Pinter, 2017, p.67-68). Another type of speaking activities utilized at lower primary schools are dramatic activities, which can improve not only speaking skills, but visual, spacial or emotional skills as well (Harmer, 2007, p. 349; Pinter, 2017, p. 69). Ur and Scrivener suggest picture description or discussion about differences between two pictures as a great activity focused on speaking skills improvement (Scrivener, 2011, p. 218; Ur, 2012, p. 123).

Activities utilized with older primary school children resemble those described in the previous paragraph. However, they should be adjusted to pupils' advanced abilities in the language. Simple dialogues, for instance, can transform into interviews or exchanges in which pupils produce some phrases spontaneously. Pictures described or compared by the pupils can be more challenging and teachers can introduce more sophisticated phrases to use during these activities. Pinter claims that older primary school pupils can handle exercises and activities that require collaboration, such as acting out a story or putting paragraphs of a text in the correct order (Pinter, 2017, p. 69).

2.3 Reading at Primary School

There is a consensus in the ELT (English Language Teaching) community that children acquiring a second language should master reading and writing, two language skills that transmit information through written language, in their first language, at least to a certain level, before focusing on reading and writing in their second language. Another statement that most ELT experts would agree on would be that listening and speaking should be the main concern in the first stages of second language learning (Pinter, 2017, p. 76; Ur, 2012, p. 138).

When children who learn English as their first language start attending primary school, they are already somewhat competent speakers in English. They know a relatively wide range of English words and phrases, which enables them to guess meaning of words when they attempt to read. Young primary school pupils who learn to read in the second language cannot

benefit from the same knowledge (Gordon, 2007, p. 95). On the other hand, they have an advantage in the fact that they can already read and write in their first language and they can utilize some of the strategies they learned to read in their L1, such as comparing different sounds and letters or recognizing spelling patterns (Pinter, 2017, p. 79).

The simplest reading exercises that are intended for learners in the first year of compulsory education focus on individual letters. Many of the coursebooks intended to be used in the first grade go through the alphabet and pupils match letters to words that they already know and that begin with those letters. Exercises that are slightly more challenging focus on the whole words. In these exercises, pupils can order words based on size, they can match words that belong to the same category, such as foods, toys etc. More challenging activities are concerned with word combinations and very simple sentences. The exercise in the coursebook might instruct pupils to draw a black cat, a red apple or to underline the sentences that are true about a picture. After these reading exercises, pupils should start encountering whole texts and they should be able to search for relevant information in these texts. The texts should be at an appropriate language level and the topics should be relevant to the learners. Primary learners should know more than 90 % of the vocabulary to comprehend the text and improve their reading skills. Additionally, text utilized with younger primary pupils should contain lots of pictures to help the pupils comprehend the meaning of the text (Ur, 2012, p. 140-143).

Pinter suggests using games and various activities that will engage learners, such as pairs of flashcards with vocabulary and a corresponding picture or completing sentences, songs, or rhymes from their individual parts. She also advises combining reading the texts with listening to the corresponding recording with younger primary learners. Simplified books and stories can be a great way to motivate pupils, especially older primary learners, to read English texts and increase their language input (Pinter, 2017, p. 83).

2.4 Writing at Primary School

The last of the four language skills discussed in this chapter will be writing. It is one of the two productive skills and the mode of communication it utilizes is written. Because of that, writing is different from other language skills in a number of ways. Unlike speaking, it is permanent and can be accessed at any time in the future. Written messages usually have higher informativity compared to spoken messages, which include fillers and unnecessary words. People we write to are usually not in the same room with us and finally, written language is

usually more formal and uses more standard forms. Most pieces of writing people encountered in the past decades were formal and informal writing was only used for things like notes. However, with the arrival of modern technology and the fact that most people use their smartphones or computers to chat online every day, this ratio has shifted significantly in favour of informal writing. Because of this, it is important to teach the differences between formal and informal language in English lessons (Ur, 2012, p. 150-151).

When we focus on teaching writing to beginners and especially young language learners, we must consider their L1. If their L1 uses the same alphabet as English, they have an advantage over the learners whose L1 uses different writing system. The simplest activities, that are mostly utilized by learners who do not use latin alphabet, focus on writing individual letters. To make writing these letters more entertaining for learners, it is a good idea to encourage them to write each letter with a different colour. When they copy the entire words, we can specify that they should copy only the words that represent an animal. Another type of a simple writing exercise is a dictation, during which pupils write the letters, words or phrases said by their teacher. Pupils can also fill in the missing letters from the words they already know (Ur, 2012, p. 157). Pinter mentions finger writing as a popular activity utilized with younger primary school pupils. Finger writing, which utilizes multisensory approach, because it involves movement. Pupils walk around the classroom writing on different surfaces, in the air, on their classmates' backs (Pinter, 2017, p. 87).

Learners in higher primary classes grades are better at writing in their L1 and thus they can take on more challenging writing tasks in English. One of these could be writing in speech bubbles in comic stories, creating shopping lists, simple diaries, descriptions of places or emails to their friends discussing their family etc. It can be beneficial for the pupils to complete tasks that are meaningful, like writing with pupils their age from different countries. Most pieces of writing will be probably completed at home. However, pupils can work sometimes write in pairs or small groups in class. This collaborative writing has shown to produce better texts than if the pupils write individually. Collaborative writing also has a positive influence on pupils' motivation and interest in writing. Collaborative writing can be executed in more than one way. Pupils can work on the whole text together or they can each write one sentence to be coherent with sentences written by their classmates before (Pinter, 2017, p. 89-90; Ur, 2012, p. 160).

2.5 Overview of Chapter Two

This chapter discussed the four language skills – listening, speaking, reading and writing. The chapter is then divided into subchapters covering individual skills. In the first stages of formal English instruction, the emphasis should be put on listening and speaking, since younger primary school learners still have not mastered reading and writing to a sufficient level.

Listening activities that should be utilized with younger primary school pupils do not require them to respond verbally, they listen to a recording or a teacher and draw, colour, move based on what they hear. Older pupils can answer questions based on the recording but they can also benefit from listen and do or listen and draw activities that are adjusted to their language level. When it comes to speaking, it is usually the second language skill the pupils learn and start to practise. They produce speech with the knowledge of vocabulary and language chunks, phrases that pupils cannot analyze but they know their meaning. Younger primary school learners learn speaking through different chants, poems, songs, or simple dialogues. Older pupils can benefit from dialogues with more challenging phrases in which they can say some parts spontaneously in a way they see fit.

When it comes to reading, activities focusing on the youngest learners should be concerned with individual letters and words. Pupils can order vocabulary based on size, choose words that represent an animal etc. As they get older, pupils can encounter more complex texts. These should be concerned with topics relevant to the learners and they should be accompanied by a lot of colourful pictures. These texts are often meant to be read and listened to at the same time which is in line with multisensory approach. The simplest writing tasks should focus on individual letters, words and phrases and they should aim to develop pupils' ability to distinguish between written and spoken forms of English words. Pupils attending higher primary school grades can produce simple texts like emails, shopping lists or picture descriptions. They benefit from collaborative writing in pairs or small groups.

3 Approaches and Methods in English Language Teaching utilized at primary schools

This chapter will distinguish between a method, an approach and a technique and then list some of the methods and approaches that were used in English teaching in the past and those that are used in English classrooms at primary schools today and evaluate them in primary school context.

3.1 An Approach, a Method and a Technique

First, we will distinguish between three concepts in English learning and teaching according to an American linguist L. Anthony: *an approach, a method* and *a technique*. An approach is the most theoretical concept, which reflects people's assumptions and belief about language learning. It explains the principles behind the process of language learning and it advises how the learning conditions should be adjusted to enable favourable outcomes (Harmer, 2007, p. 62).

A method is a practical implementation of an approach. It specifies the types of activities implemented in the classroom, the roles of pupils and their teachers, what material and aids will support the learning process. Methods consist of various procedures and techniques that help them achieve their objectives (Harmer, 2007, p. 62). Shastri also mentions design, an intermediate stage before an approach is implemented into a method and in which different aspects, such as the objectives, organization of language content, the types of learning tasks and the roles of learners and teachers are analyzed (Shastri, 2009, p. 35).

Techniques are specific types of teaching activity implemented in the classroom, such as drills, role-play, pair work or group work, that should help the learners achieve the objective based on the method and the approach it derives from. A sequence of techniques is called a procedure. (Harmer, 2007, p. 62; Shastri, 2009, p. 35)

This categorization into an approach, a method and a technique is not uninanomous and some linguists offered a different one. Richards and Rodgers proposed a new concept. In their concept, a method includes approach, which is theoretical concept, design, which includes the implementation in the classroom, the roles of pupils, teachers, materials etc. and procedure, which includes the techniques, practises and behaviors in teaching a language based on a particular method (Richards and Rodgers, 2001, p. 24-32). These different opinions on the

terminology may be confusing, so for the purpose of this thesis L. Anthony's categorization will be used. The following chapters are concerned mostly with approaches, methods and techniques that are used in real foreign language primary school classrooms.

3.2 The Grammar-Translation Method

The Grammar-Translation Method (GTM) evolved in the mid 19th century in Germany, more specifically Prussia and it derived language teaching from the way classical languages, such as Latin and Greek were taught in 19th century Europe. It dominated language teaching for a century and it is still in use in some parts of the world today (Richards and Rodgers, 2001, p. 6). These are some of its characteristics:

- With this method, a foreign language is learned so that the person learning it is able to read the literature written in this language and to develop intelectually and improve one's mental discipline. The first contact with a language is through thorough study of grammatical rules, after that these rules are applied to translate to and from English.
- The emphasis is placed on reading and writing, while speaking and listening are neglected.
- Vocabulary is taught through bilingual word lists, dictionaries and memorization.
- The main focus is put on the sentence, most exercises in the lessons focus in translating sentences from English to learner's first language (L1) and vice versa.
- Accuracy is crucial and it is given a highest priority.
- Grammatical rules are taught deductively. First, they are introduced, learned and then practised through translation exercises. Grammar is introduced systematically and in an organized way.
- Instructions in the language classes are given in learner's L1 (Richards and Rodgers, 2001, p. 6; Shastri, 2009, p. 36).

The Grammar-Translation Method definitely offers some advantages, such as relatively easy class management, even with large classes, relatively small demands on the teacher and his abilities and even without a teacher, learner can understand written texts with the help of a coursebook (Richards and Rodgers, 2001, p. 7; Shastri, 2009, p. 36). Nevertheless, it is obvious from the characteristics above that The Grammar-Translation Method is not an appropriate way to teach English to primary school pupils on the whole. Shastri writes about impersonal and remote materials the method uses, the absence of interpersonal communication, the lack of

exposure to spontaneous speech and heavy emphasis on grammar, writing and reading as the biggest disadvantages of this method (Shastri, 2009, p. 36). However, some of the techniques of this method are still used quite often and seen as useful by primary school teachers, as the results of the research in chapter 4.3.2 suggest.

It needs to be said that there are significant differences in the youngest and the oldest primary school children. The youngest primary school children learn a foreign language if they are engaged, having fun and if they get exposed to language in meaningful context. They learn how to use different words and phrases without analysing them. The older the children get, the more they can analyse and compare their L1 and English because they get closer to mastering their L1, which helps them with their English or other second language (Pinter, 2017, p. 36). This suggests that GTM or some of its techniques are more useful with the oldest primary school chilren.

3.3 Total Physical Response

Total Physical Response (TPR) is a method that aims to teach a second language through listening instructions and subsequent action or movement. It draws on theories from developmental psychology, learning theory and pedagogy. It evolved from an approach called Comprehension Approach, which stresses the importance of listening comprehension at the beginning of the second language learning process. It believes that when a learner is given enough spoken language input, he will eventually understand the language and he will start speaking spontaneously (Larsen-Freeman and Anderson, 2011, p. 103).

3.3.1 Teachers' and Learners' roles

Initially, the teacher plays a central role in the learning process. He is the person giving all the instructions in imperative mood and the learners do the action. After some time, when the learners were given enough input, they are ready to be the ones giving the instructions to other pupils and the teacher (Harmer, 2007, p. 68). Eventhough the teacher talks more than the learners at the beginning, the author of TPR stresses that he shouldn't teach but rather provide learning opportunities and provide the learners with the best possible language input (Larsen-Freeman and Anderson, 2011, p. 107).

3.3.2 Typical Lesson

In the first activities of the lesson, the teacher gives instructions, the he goes through the actions with the learners. After that, the pupils do the actions without the teacher. In the following part of the lesson, the teacher combines different instruction elements to check if the pupils understand the elements of the instructions. These recreated instructions can be entertaining or silly. The next step in difficulty is learning how to read and write the instructions. The last step is when the learners give instructions to their classmates, which enables the class to use different role-plays and games. The role-plays are based on everyday situations like being at the restaurant or grocery story. (Richards and Rodgers, 2001, p. 76).

Total Physical Response focuses heavily on grammatical structures and vocabulary. Most of theses are a part of sentences produced in imperative mood. One of the main reasons for this is that the author of TPR argued that most of the input children get in their native language when they are acquiring it is in imperative mood and thus it is more familiar. The spoken language is heavily emphasized compared to written language. As for the L1 used in the lessons, it is used when introducing TPR to the learners. After that, it is used very sporadically and the learners understand the meaning from the context and body movement. (Richards and Rodgers, 2001, p. 76; Larsen-Freeman and Anderson, 2011, p. 108).

3.3.3 Affective Factors

James Asher, the author of the method also considered the role of emotional factors in learning a foreign language. He advocated for activities that would not stress the learners and would not force them to speak before they are ready to. This would lead to the reduction of stress and hence created a positive learning atmosphere benefitial for learning (Richards and Rodgers, 2001, p. 73-74). Stress and anxiety in English classroom are also reduced by making the learning process as entertaining as possible for the learners. TPR achieves this by including humorous commands, role-plays and skits in the lessons.

Error correction should be handled the same way when parents give feedback to their child learning their native language. Teacher should not correct the learners every time they make a mistake, especially at the beginning, when their language level is low, but as the learners get more advanced, the teacher should intervene more (Richards and Rodgers, 2001, p. 76).

3.3.4 Disadvantages of TPR

Some authors mention TPR's disadvantages, such as relying too heavily on imperative mood, not being ideal method for teaching advanced learners, high dependency on the teacher and too much emphasis on listening while neglecting other language skills (Larsen-Freeman and Anderson, 2011, p. 110).

To summarize, Total Physical Response teaches learners in a similar way in which they acquire their native language. It aims to reduce stress and anxiety in learning a foreign language and it achieves this by not forcing the learners to speak before they are ready. The teacher is the main source of language input. It focuses on listening, grammar and vocabulary compared to other language skills and systems. From the description of TPR mentioned above it can be seen that it can be benefitial to utilize this method or at least its techniques and activities with primary school children. On the other hand, it must be mentioned that even the author of TPR emphasized the need of combination of TPR with other methods and approaches (Larsen-Freeman and Anderson, 2011, p. 109; Richards and Rodgers, 2001, p. 79). Scrivener notes that the method is highly suitable for beginners and young learners attending primary school (Scrivener, 2011, p. 32).

3.4 Communicative Language Teaching

Communicative Language Teaching (CLT) or Communicative Approach is an approach that is difficult to define. It is an umbrella term for a wider range of approaches, methods and techniques that often differ significantly, but they all stress communication and have a common aim – to develop learner's communicative competence. Communicative competence means a learner knows how to express and interpret messages in specific contexts in a foreign language (Abidin, 2021, p. 35-36; Richards and Rodgers, 2001, p. 159-160).

3.4.1 Teachers' and Learners' roles

In Communicative Language Teaching, teacher serves as a facilitator. As a facilitator, his aim is to provide situations that will likely promote communication. During the lessons, he serves as an advisor to pupils, he answers questions and listens to them to monitor their English. He can correct errors learners make in accuracy-based activities, but not in the ones that focus on fluency (Larsen-Freeman and Anderson, 2011, p. 124). Littlewood also mentions teacher's role as a co-comunicator who participates in communicative activities with the pupils (1981, p.

89). Pupils in CLT should be communicators, they should be active participants in the lesson and they should be trying to convey a message, even if their knowledge of English is incomplete. Pupils are more responsible for their own learning, since CLT is learner-centered and not teacher-centered (Richards and Rodgers, 2001, p. 166; Shastri, 2009, p. 40).

3.4.2 CLT Activities

Most of the activities practised in CLT classroom are done with the purpose of communication. Pupils participate in activities such as games, role-plays and problem-solving exercises. Truly communicative activities include *information gap, choice and feedback.* Information gap means that one learner knows something the other one does not, like the departure time of a train. If both participants of the conversation know, the task is not really communicative (Harmer, 2007, p. 70). Choice means that the learner can express himself as he sees fit. If he has to answer the question the same way as every other learner, the exercise is not real communication according to CLT. Feedback is also critical for an activity to be considered a part of CLT. The listener must provide the speaker with feedback, otherwise the speaker does not know whether his message was received and understood. Another characteristic feature of CLT is its use of authentic materials and last but not least, CLT activities are often carried out in small groups. Pair work and small group work maximizes the talking time of each individual learner compared to activities in which the whole class works together (Larsen-Freeman and Anderson, 2011, p. 125).

3.4.3 Meaningful communication

CLT assumes that if learners learn a language through real meaningful communication, they will have motivation to study that language because they will learn how to handle real life situations and they will feel that they are learning useful skill. CLT also encourages individuality and thought plurality, because learners are often asked to share their opinion or view with their partner, group or the whole class. Lastly, learner's anxiety and stress are lowered when he works in a pair or a small group and he does not have to worry about speaking in front of the whole class (Freeman and Anderson, 2011, p. 126; Shastri, 2009, p. 40).

Proponents of Communicative Language Teaching believe that language is a tool that should serve its speakers in real communication. Knowledge of different grammatical forms and their definitions only constitute linguistic competence. Linguistic competence is only a part

of communicative competence. A speaker must know when different functions that the language forms have. Lastly, a learner must also consider the social situation he is into and adapt his language expression accordingly to convey the intended meaning appropriately, if he wants to become communicatively competent (Freeman and Anderson, 2011, p. 126, Shastri, 2009, p. 41).

3.4.4 Meaning over Form

Overall, it can be said that language function and meaning of the message has higher importance than the form. Learner knows multiple forms that he can use to express given function. At first, he only learns the simplest forms but with growing proficiency he discovers other, more complex forms that express the same function. When working with a text, it isn't perceived as a number of isolated sentences, but the learner has to take coherence and cohesion into consideration. As for the four language skills, the learner works on improving all four skills once he starts learning a foreign language. Speaking and listening are usually practised together, as the speaker requires feedback from his converstational partner. Writing and reading are connected in the same way. When the learner writes a message to someone, he considers the reader's perspective and vice versa (Richards and Rodgers, 2001, p. 166).

Learner's native language can be used sporadically, however the teacher should speak the target language as often as possible, not only during communicating activities, but also for explanations, in organizational part of the lesson etc (Freeman and Anderson, 2011, p. 126). On the other hand, the ratio of learners' native tongue and the target language in the lesson is dependent on various factors, such as learners' age, proficiency, classroom atmosphere or the topic they are dealing with. Sometimes it is more benefitcial to use learners' native tongue instead of English because it is more time efficient and the lesson is only 45 minutes long for us to achieve our lesson objective.

Both fluency and accuracy are important when evaluating in CLT. Accuracy is not the only important factor anymore and the learner who knows the most grammatical forms or vocabulary is not necessarily the best communicator in the target language. The teacher can evaluate his pupils informally or formally. For a formal evaluation, he can ask them to write a letter, retrieve a specific information from a recording, a text. When it comes to making grammatical errors in the classroom, they are acceptable during fluency-based activities, as long as the message is still understood by the receivers. The class can revisit the error in an activity

that focuses on accuracy (Freeman and Anderson, 2011, p. 126; Finochiaro and Brumfit, 1983, p. 91-93).

3.4.5 Disadvantages of CLT

Eventhough CLT has been tremendously popular for teaching foreign languages, it is not without criticism. Richards and Rodgers mention some disadvanages of CLT and name the following potential drawbacks of CLT. They claim that because it focuses on fluency and communication, it promotes fossillization of errors made by the learners and it becomes difficult, if not impossible for the learners to stop doing them (Harmer, 2007, p. 71). Another potential drawback is that the method and its techniques are constructed in university settings and they might not be that appropriate for other levels of education, such as primary or lower-secondary school. CLT can be appropriate foreign language teaching method in Europe, North America, Australia etc, but it may be difficult to practise in other parts of the world, such as Asia, Africa, or Latin America with large classes and potentially under-qualified teachers Richards and Rodgers, 2014, p. 103-105).

To summarize, CLT views a language as a tool for communication and the aims to develop learners' communicative competence in the target language. CLT utilizes activities such as information-gap activities, role-plays, games and other meaningful activities that reflect communicative nature of languages. All four language skills are taught from the beginning and grammar and vocabulary are taught in context and with the purpose of being used in real communication and grammar is taught inductively. The emphasis is put on both fluency and accuracy, compared to more traditional methods such as TPR, which emphasizes only accuracy. CLT is still the most utilized approach in teaching foreign languages today and many methods developed in recent decades such as Content and Language Integrated Learning (CLIL) or Task-Based Language Teaching draw on the principles of Communicative Language Teaching.

Eventhough CLT is still the predominant approach that most teachers adhere to, most of them do not follow its original form and supplement it with techniques from the more traditional methods like GTM, such as explicit teaching of grammar, vocabulary or pronunciation. Ur calls this modified version in use today The Post-Communicative Approach (Ur, 2012, p. 8-9).

3.5 The Lexical Approach

The Lexical Approach believes that language teaching and communication in the target language are not based on the knowledge of grammatical structures or functions. It challenges the importance of grammar-based instruction and emphasizes the centrality of the lexis, specifically multiword lexical units or chunks in second language learning (Dellar and Walkley, 2016, p. 9-10).

This approach claims that critical part of language acquisition is the ability to comprehend and produce lexical units (phrases) that appear regularly. Lexical approach claims that language production often involves using these lexical units and combining them depending on the situation. Activities utilized by this approach include collocation exercises, in which the learners match parts of collocations together, sentence or phrase completion, in which the learners must match the beginning and the ending part of a sentence based on their knowledge of lexical chunks they have learner previously, or role-plays in which the learners utilize the knowledge of lexical chunks. (Richards and Rodgers, 2014, p. 225-229).

Eventhough there are some techniques that are inappropriate for primary school children, for example analyzing and comparing lexical chunks and working with computer programs, the Lexical Approach has its benefits and some of its suggested activities like matching parts of collocations or phrases can be and sometimes are utilized with primary school language learners. (Richards and Rodgers, 2014, 225-229).

3.6 Utilization of Pictures, Songs, Rhymes, Chants and Games

Utilization of pictures, stories, songs, rhymes, chants and games is not necessarily considered a separate method or approach in language teaching and learning literature, but it will be treated as such for the purpose of this thesis and its practical part, since it is highly encouraged by several authors as beneficial and effective when working with young learners.

3.6.1 Visual materials

Pictures and other visual materials are critical, because sight is a very dominant sense in most young learners, if they do not have it accompanying a task and relevant to it, they might get distracted. When it comes to the specifics, it is best if the pictures and other visuals are clearly visible, colourful and interesting to pupils (Ur, 2012, 259). Teachers can also utilize

physical objects present in the classroom (Pinter, 2017, p. 81). Videos, most notably music clips that combine auditive and visual input are also appropriate for young learners (Ur, 2012, p. 260) Luckily, internet is full of these for various English topics, such as bodyparts, days, months, colours, animals, etc.

3.6.3 Songs, Chants, Rhymes

Implementation of different songs, rhymes and chants is very beneficial in primary school English classrooms. English teachers can use them to teach new vocabulary, phrases, to improve their pupils' pronunciation. Using these can also positively influence classroom atmosphere and lower pupils' anxiety (Mejzini, 2016, p. 105). Scrivener suggests using action songs or chants in which pupils actively participate, move, dance, do some action, especially with younger primary school children (Scrivener, 2011, p. 322).

When looking for songs, chants, rhymes to use in the lessons, it is beneficial to find their versions with video, corresponding picture, or to design an activity so that the pupils use more than one sense to absorb the input. One of the reasons for this is the fact that different people have different preferred channel of perception. There are visual, auditory and kinaesthetic learners, who learn the best through different sense – vision, hearing or movement. By creating materials that are multisensory, teachers can prevent disadvantaging some of their pupils (Pinter, 2017, p. 17).

3.6.3 Games

Another type of activity suggested to be utilized in primary school English classrooms are games. Young learners enjoy didactic games, because they resemble games from their previous life and games in general are one of the most utilized form of learning for children. When it comes to games used in English classroom, teachers have to bear in mind that they do not initiate game for its own sake. In English lessons didactic games should have a didactic aim and should aim at teaching new vocabulary, phrases, improving pupils' language skills or their knowledge about the target culture. The most popular didactic games are quizzes, crosswords, or games involving movement (Zormanová, 2012, p. 57).

Games involving movement are often suggested as optimal for primary school English classroom, because pupils do not need to speak English, just react to the input provided in

English by movement, drawing, colouring etc. (Pinter, 2017, p. 58). Many of these activities could be categorized as TPR activities, which were discussed in chapter 3.3.

3.7 Overview of Chapter Three

This chapter distinguished between an approach, a method and a technique in English teaching terminology. It then aimed to introduce relevant approaches, methods and their techniques utilized at the primary level. Traditional Grammar-Translation Method, Communicative Language Teaching, Lexical Approach as well as Total Physical Response were discussed, as well as utilization of pictures, songs, rhymes, chants and games.

The literature suggests it is optimal to use a lot of songs, pictures, videos, didactic games with primary school children, especially younger primary pupils and Communicative language teaching becoming more relevant with older primary school children. However, utilization of different techniques and activities derived from other methods and approaches is not only acceptable, but beneficial and optimal for teaching English at primary school.

Summary of the Theoretical Part

The theoretical part of this thesis was concerned with several areas of ELT. Firstly, primary school learners and their characteristics were covered as specific group who benefit from learning implicitly in a way that mirrors acquisition of their mother tongue, different visual and audiovisual aids as well as utilization of didactic games, songs and rhymes. The thesis then focused on FEP BE and expected outcomes that should be attained by every primary school pupil. These outcomes were divided into four language skills in the main curricular document in the Czech Republic.

After that, the thesis focused on the four language skills, how they should be developed in primary school learners and what are some optimal activities for each skill for younger and older learners. Both younger and older learners benefit from combining more than one skill in classroom activities as well as from utilization of different visual and auditive aids.

The last chapter of the theoretical part covered some of the methods used to teach English at primary school, such as CLT or utilization of pictures, songs, chants, games, TPR, or the lexical approach and their techniques or activities that are optimal for primary classroom.

4 Practical Part

The practical part of this thesis is based on a research executed by the author of this thesis. The theoretical part focused on primary school children as language learners and it outlined the expected outcomes these learners should achieve in different stages of primary school. Theoretical part also discussed individual language skills and what are the specifics of teaching them at primary school. Finally, it introduces selected methods and approaches that are used to teach English at primary school. Practical part of this thesis will focus on how teachers perceive and approach teaching English and English language skills at primary school. It will also examine how learners perceive different activities that focus on language skills improvement and development.

4.1 Aim and Objectives of The Practical Part

The aim of the practical part as well as the aim of the whole thesis is to discover how teachers perceive and approach teaching English language skills at primary school and how pupils perceive activities focused on English language skills. This aim can be split into the following **objectives**:

1) To discover which language skills teachers prioritize the most and what emphasis they put on each individual skill in 3rd, 4th and 5th grade.

2) To discover teachers' satisfaction with the coursebooks they use with regards to language skills development and their approaches to supplementing the textbook.

3) To discover how teachers perceive Framework Educational Programme (RVP) and its expected outcomes for primary school learners in English/foreign language.

4) To obtain and assess pupils' feedback on skill focused activities.

Objectives 1-3 concern teachers who teach English at primary school, while objective 4 focuses on primary school learners. The four objectives of the thesis will be achieved by answering the following **research questions:**

1) Which language skills do teachers teaching English at primary school prioritize the most in their English lessons? Why?

2) What emphasis do English teachers put on individual skills in 3rd, 4th and 5th grade?

3) How satisfied are English teachers with the textbooks their school uses in terms of skills development for primary learners?

4) How do English teachers supplement the textbooks and where do they look for appropriate materials to improve language skills?

5) How often do teachers incorporate technology or multimedia tools in their English lessons to support skills development?

6): How do teachers perceive RVP and its expected outcomes for primary school learners in English/foreign language

7) Which of the skill focused activities did the pupils find the most enjoyable?

8) Based on feedback filled after the activity, would the pupils appreciate the selected activities in the lessons?

9) Were any of the selected activities focusing on English language skills perceived as too difficult for students?

Similarly to objectives 1-4, the research questions can be divided into two categories. Questions 1-6 focus on primary school English teachers, while questions 7-9 concern primary school pupils and their feedback on the skills-focused activities they were a part of in their English lessons.

4.2 Design of the Research and its Limitations

As it was mentioned in chapter 4.1, the aim of the thesis is to discover how teachers perceive and approach teaching English language skills at primary schools and to discover how pupils perceive language skills focused activities. The research part of this thesis consists of two parts. The first part is a questionnaire for teachers who teach English at primary school, while the second part focuses on pupils' feedback on activities executed in the English lessons.

4.2.1 First Part of the Research

First part of the research was concerned with English teachers. To obtain their opinions on teaching language skills, an electronic questionnaire was chosen as the best research tool, as it is one of the most effective tools for data gathering. Questionnaires in general are quite

effective at data gathering from large number of people (Gavora, 2000, p. 99). Online questionnaires have multiple other advantages. First of all, they enable significantly more people to participate in the research compared to paper-based questionnaires. Additionally, their production and distribution are significantly easier and less expensive. They can be accessed the comfort of respondents' home, regardless of their geographical distance from the researcher, at any time they see fit. Because people choose to fill these questionnaires voluntarily, the responses tend to be more authentic and genuine compared to the questionnaires filled at workplaces with supervision or just not in private (Cohen, Manion and Morrison, 2007, p. 230).

The questionnaire for the teachers was constructed by the author of this thesis via questionnaire construction tool accessed at *survio.com*. It was constructed in English language, because the respondents it aimed at teach English and should be able to answer the questions without any difficulties. On the other hand, it is possible that the fact that the questionnaire was constructed in English discouraged some teachers to fill it. The questionnaire can be accessed at https://www.survio.com/survey/d/X8F5A8I9E6J8U9N7E and its copy can be seen in Appendix A.

To gain an acceptable sized sample, forty-eight primary schools or schools that contain primary schools were contacted and asked to send the questionnaire to their teachers who teach English in the 3rd, 4th or 5th grade at their school. The teachers were asked to complete the questionnaire if their school utilized Happy Street 1, Happy Street 2 and Project 1 in the 3rd, 4th and 5th respectively. Altogether sixty-two respondents filled the questionnaire between 20th of November and and 9th of December 2023 and no questionnaire had to be excluded from the analysis.

The questionnaire consisted of an introduction, the questionnaire itself with twenty-five questions of various types and the conclusion. In the introduction, respondents were familiarized with the aim and focus of the questionnaire and with the potential benefits to language teaching at Czech primary schools. The respondents were also given instructions on how to complete the questionnaire. The introduction also contained an assurance about confidentiality of their answers. In the conclusion, there was a gratitude expressed for completing the questionnaire.

The first, second and third question were concerned with the teachers completing the questionnaire, their age, length of their teaching practise and their professional background. The rest of the questionnaire is concerned with teaching English and more specifically English

language skills. The questionnaire utilized various question types in order answer the research questions and achieve the objectives stated in chapter 4.1. Questions number one, two, three, seven and eight were close-ended multiple-choice questions.

Semi-open-ended questions were utilized in questions number four to six and question number twenty-three and twenty-four, as they offer several answers but enable the respondents to write a different option that was not considered by the author of the questionnaire.

Questions number ten to thirteen, fifteen, seventeen, nineteen to twenty-two and question number twenty-five were scale questions where the respondents could choose a degree to which they agree with the questions.

Last type of questions present in the questionnaire were multiple-choice questions with the option to choose more than one answer. These were used in questions fourteen, sixteen, eighteen, twenty-three and twenty-four.

4.2.2 Second Part of the Research

Second part of the thesis focuses on primary school English learners and aims to obtain their feedback on selected activities focusing on English language skills. Based on a suggestion by the supervisor of the thesis, this research took place at school where the author of the thesis currently teaches and with groups he regularly teaches.

The research was done during three weeks in February 2024 with three different groups, 3rd, 4th and 5th grade pupils. After completing each activity, pupils answered a short questionnaire consisting of three questions in a written form. These questions were five-rank scale questions and for pupils' better understanding, scales considered 1 to be the best and 5 to be the worst possible answer (similar to marking scales pupils are used to at school). The three questions pupils answered after every activity were formulated in Czech (see Appendix B). The English translation follows:

1) How did you like the activity? Evaluate it the same way you are assessed at school using a scale from 1-5.

2) Would you like to do more similar activities in your English lessons? Evaluate it the same way you are assessed at school using a scale from 1-5.

3) Did you understand what to do during the activity? Evaluate it the same way you are assessed at school using a scale from 1-5.

Each activity realized in the English classroom is briefly described below and the feedback provided by the pupils after the activity will be presented in chapter 4.4.

Activity 1: Listening Comprehension: Finding People

Activity 1 was a part of a lesson in the 4th grade and it was focused on listening comprehension. Pupils got worksheets with a picture of several people in a park (see Appendix C) and their task was to identify correct people based on their teacher's description of those people. The teacher described their physical features, what clothes they wore or what they were doing. Teacher described people in the picture using numbers instead of names, pupils were supposed to write correct numbers to correct people. After listening about every person in the picture, pupils were going to the board and wrote numbers to different people in the picture.

Activity 2: Listening Comprehension: Simon Says

Activity 2 was also a part of an English lesson in the 4th grade and it was a typical and popular activity utilized in English lessons, especially at primary school, *Simon says*. Pupils in the group knew the principles and rules of this TPR game, but the teacher briefly explained it at the beginning. Pupils were supposed to do the actions their teacher asked them to do only if these imperatives were preceded by a phrase *Simon says*. Pupils who did the actions not preceded by this phrase were out of the game. In order to be interesting and not monotonous for the pupils, the teacher introduced new vocabulary during the game and helped the pupils understand the meaning by acting them out. The activity lasted until there was only one pupil playing.

Activity 3: Reading Comprehension with Writing: Finding Mistakes in the Picture

In this reading activity, 4th grade pupils worked with a worksheet. This worksheet contained a picture of a town with several buildings, different vehicles etc. and with this picture, there were 8 sentences about the picture. Pupils' task was to assess if the sentences were correct or not. If they were correct, they were supposed to write a tick symbol, if they were incorrect,

they were supposed to write a cross symbol and correct the mistakes. Pupils worked individually and after they were finished, the pupils and the teacher read the sentences and assessed them together (see appendix D).

Activity 4: Reading Comprehension: Guessing Animals

The fourth activity that was realized with 3rd grade pupils focused on reading comprehension as well as vocabulary practise, pupils worked individually. Each pupil received a worksheet with descriptions of eight different animals. Pupils were supposed to identify these animals based on their description. When the majority of the pupils were finished, all of them discussed their answers with the teacher (see Appendix E).

Activity 5: Speaking: Picture Differences

In this speaking activity, 5th grade pupils worked in pairs. Both pupils in a pair received a picture, and were asked not to show their picture to their partner (see Appendix F). Pupils were told there were differences in their pictures and they must discover these differences and then write them down in their notebooks. Pupils were also asked to only use English during the activity. Before the activity started, the class reviewed the necessary vocabulary, useful phrases and the teacher wrote them on the board. During the activity, the teacher walked around the class and monitored pupils' work. After the activity, the teacher and the pupils discussed the differences together.

Activity 6: Speaking: Favourite Foods

This speaking activity was realized in the 4th grade. Pupils were supposed to copy a table their teacher projected on the whiteboard (see Appendix G). The top row contained columns *likes, loves, doesn´t like, hates*. The first column contained the names of pupils' classmates. Their task was to fill the table with answers from their classmates about food. Before the activity, the teacher and pupils discussed the phrases pupils should use during the activity and the teacher wrote these on the board. Pupils were asked to use English to collect their answers. Teacher was monitoring the activity of the pupils during the activity and was available to assist them if they needed something. When most of the pupils finished, the teacher

asked questions about indidivual pupils and other pupils were supposed to react, answer their teacher's questions.

Activity 7: Writing: Picture Description

The writing activity realized in the 5th grade focused on picture description. Pupils received a worksheet with a picture and their task was to write about it (see Appendix H). The teacher told them what things they could mention, such as individual people, their physical appearence, their clothes, the weather etc. Their worksheet included example sentences about the picture to serve as inspiration to the pupils. Pupils were asked to write in full sentences and to produce 6-10 sentences. After majority of the pupils finished, some of them were asked to read parts of their description.

These were the activities realized with three separate English groups in the 3rd, 4th and 5th grade that focused on their language skills development. There were two activities focused on listening and two activities focused on speaking, one activity combining reading and writing. There was only one activity that focused on reading and one focused on writing separately because of the fact that these two skills are given less attention in FEP BE and this curricular document states less expected outcomes for reading and writing than it does for listening and speaking.

4.3 Questionnaire Results

In this subchapter, results of the answers to the questionnaire will be analyzed. Questions that specifically focus on teaching in a specific grade were not answered by all respondents, as they might not have experience teaching in this particular grade. Because of this, the data will be primarily shown and discussed in percentages, not nominal numbers.

4.3.1 Questions 1, 2 and 3

The first three questions asked the respondents about their age, length of their teaching practise and their professional background.
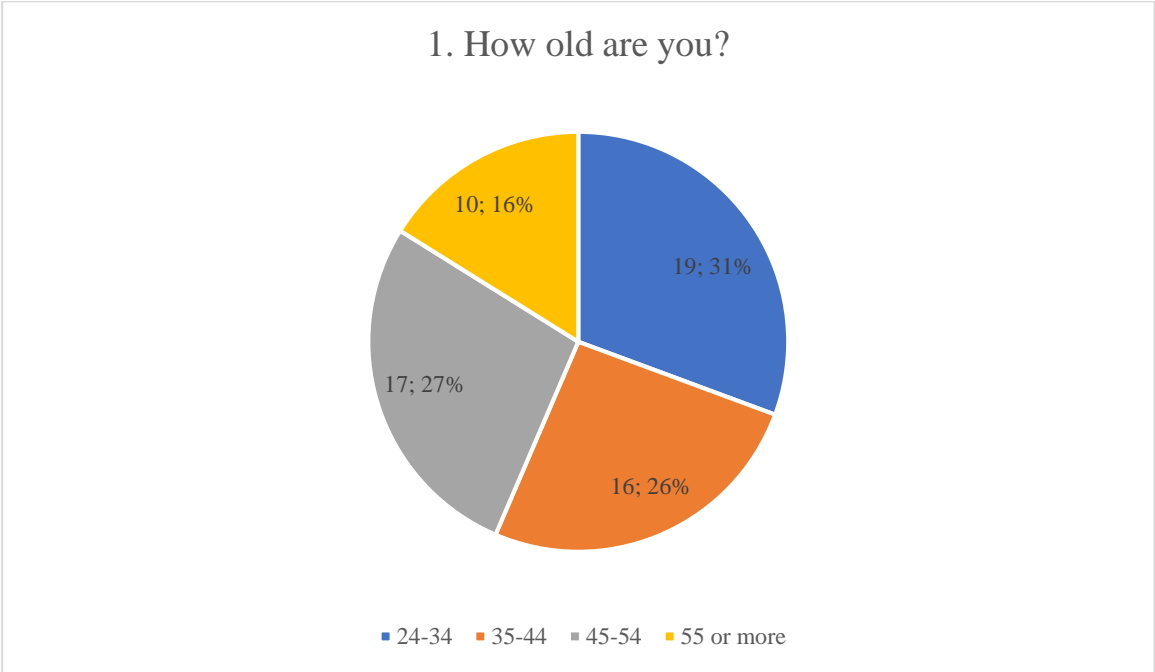
Figure 1: Age of the respondents

The first question was concerned with the age of the participating teachers. Biggest age group with 31% of the participants were teachers aged between 24-34. Twenty-seven percent of the respondents were between 45-54 years old. The third age group, aged between 35-44 covered 26%. The least represented age group were teachers aged 55 or older, comprising 16% of the total number of respondents.
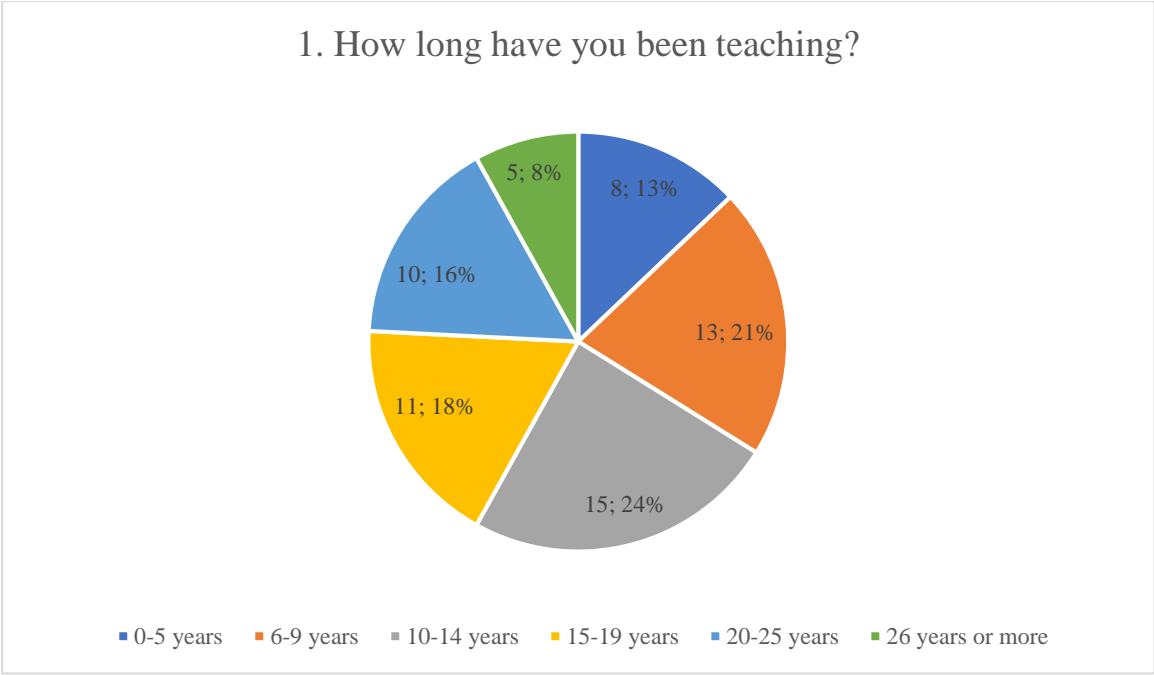
Figure 2: The length of teaching practise

Question number two was concerned with the length of the respondents' teaching experience. The respondents could choose from categories five years long intervals with the exception of the category 'twenty-five years or longer'.

Sixteen percent of the teachers completing the questionnaire were relatively unexperienced teachers with zero to five years of teaching experience. Next category were the teachers with six to nine years of teaching experience with 21%. The most numerous group were the respondents who had been teaching for ten to fourteen years, they represented 24% of the entire sample. Eighteen percent stated that their teaching experience was between fifteen and nineteen years. Thirteen percent of the respondents had between twenty and twenty-five years of teaching experience. The least represented group in the research sample were the most experienced teachers who had been teaching for twenty-six years or more, who represented 8% of the respondents.

3. What's your professional background?

3; 5%

7; 11%

29; 47%

23; 37%

- Primary school teacher
- Lower-secondary or secondary school English teacher
- Lower-secondary or secondary school teacher of other subjecrs
- Non-teaching degree
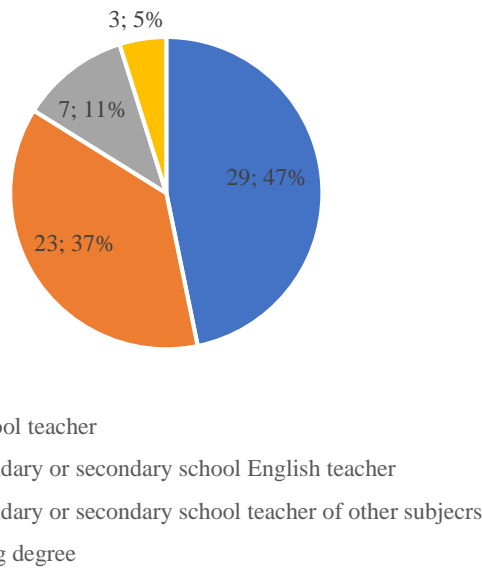
Figure 3: Professional background of the respondents

The third question was concerned with respondents' professional background. The largest group were general primary school teachers, who represented 47% of the research sample. These were followed by lower-secondary or secondary school English teacher, representing 37% of the respondents. Teachers who originally studied other subjects than English at university level constituted 11%. The least represented group were the teachers who had studied a university major other than teaching. These represented 5% of the research sample.

4.3.2 Questions 4, 5 and 6

Questions 4-6 were concerned with the methods or the approaches and their techniques the teachers use the most in their English lessons in the 3rd, 4th and 5th grade. These questions focus on teaching in specific grades and if the respondents did not feel confident enough to answer the question about a specific grade for a lack of experience in the given grade, they chose the answer 'I am not able to answer'. This answer was not projected in the figures in order to make them clearer.
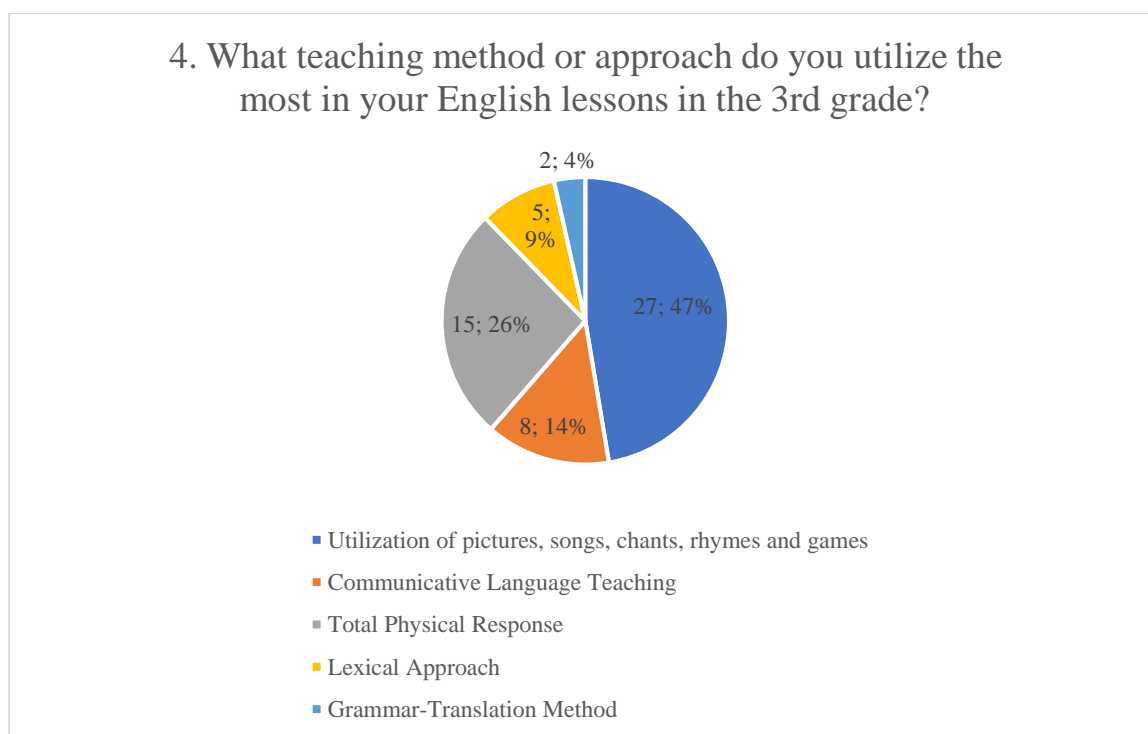
Figure 4: Primary method or approach utilized in the 3rd grade

The total of 57 respondents responded to the question about a prefered method or an approach in the 3rd grade. Out of these 57 teachers, a significant majority, comprising 47%, chose utilization of songs, chants, rhymes and games as their primary method in the 3rd grade. Second most popular method was Total Physical Response with 26%. Communicative language teaching was perceived as their primary method by 14% of the respondents. The Lexical approach was seen as central to 9% of the responding teachers and the least popular method among the respondents was Grammar-Translation Method.

5. What teaching method or approach do you utilize the most in your English lessons in the 4th grade?
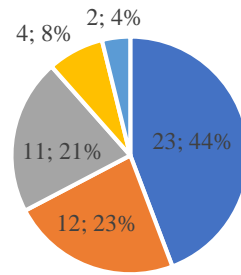
- Utilization of pictures, songs, chants, rhymes and games
- Communicative Language Teaching
- Total Physical Response
- Lexical Approach
- Grammar-Translation Method

Figure 5: Primary method or approach utilized in the 4th grade

Fifty-two respondents chose to answer the question focusing on methods and approaches in the 4th grade. Forty-four percent saw utilization of songs, chants, rhymes and games as their primary method, slightly less than in the 3rd grade. Twenty-three percent of the respondents saw Communicative language teaching as the method they identify with the most. Total Physical Response was prefered by 21% of respondents in their lessons. Lexical approach was seen as central by 8% of the respondents. Finally, Grammar-Translation Method was a prefered method 4% of the teachers who answered this question.

6. What teaching method or approach do you utilize the most in your English lessons in the 5th grade?

- Utilization of pictures, songs, chants, rhymes and games
- Communicative language teaching
- Total Physical Response
- Lexical Approach
- Grammar-Translation Method
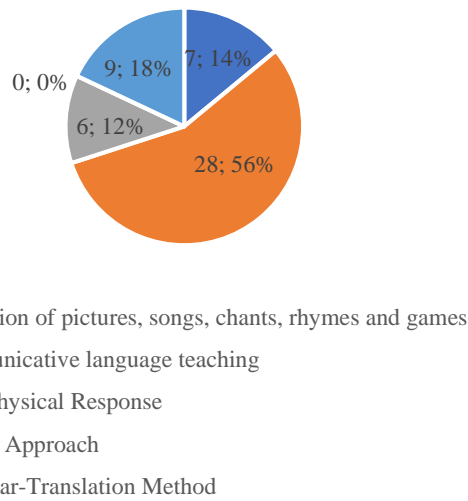
Figure 6: Primary method or approach utilized in the 5th grade

Methods or approaches prefered by the teachers differ significantly in the 5th grade compared to lower grades discussed in questions four and five. The total of fifty respondents answered this question with an answer other than 'I am not able to answer'. Communicative Language Teaching was the dominant method prefered by 56% of the respondents, followed by Grammar-Translation Method. GTM was seen as the dominant method in their teaching by 18% of the teachers answering the question. Fourteen percent relied the most on songs, chants, rhymes and games in their lessons while 12% utilize TPR and its techniques the most in their English lessons. The Lexical Approach was not chosen by any respondent as the dominant approach utilized in the 5th grade.

There is a significant difference in the dominant methods and approaches used in the 5th grade compared to the 3rd and the 4th grade. Almost 50% of teachers in the 3rd and in the 4th grade relied on songs, chants, rhymes and games, Communicative Language Teaching was seen as the dominant method by 55% of the respondents. Grammar-Translation Method is also used more often in the 5th grade compared to lower grades, which could be attributed to the nature of the books in these individual grades or the fact that fifth-graders can generally comprehend grammar better than their younger counterparts. The significance of Total Physical Response and Lexical Approach also decreases in the 5th grade compared to the 3rd and 4th grades.

4.3.3 Questions 7, 8 and 9

Questions 7-9 asked the respondents which language skill they prioritize the most in the individual grades. Similarly to questions 4-6, the respondents could choose the answer 'I am not able to answer' if they had not had experience with teaching English in a particular grade. These answers are not discussed nor shown in figures 7-9.
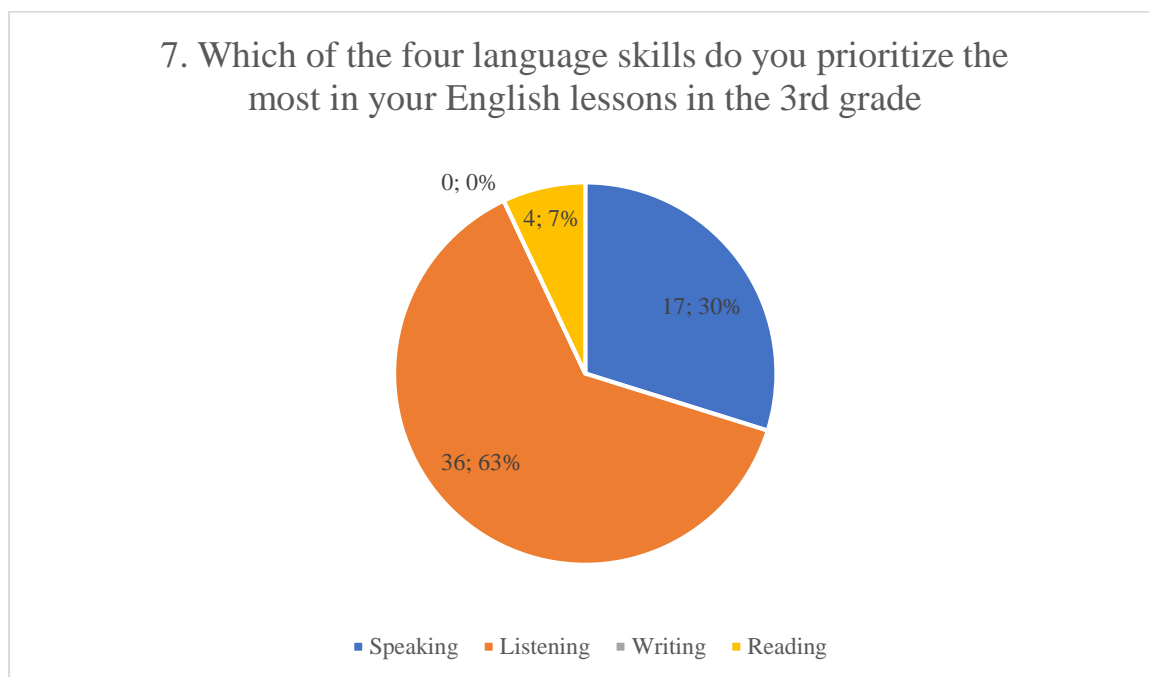
Figure 7: The most prioritized language skill the 3rd grade

The dominant skill among respondents teaching English in the 3rd grade was listening. Sixty-three percent of fifty-seven teachers chose listening as their answer. Thirty percent saw speaking as the skill they focus on the most, while only 7% prioritized the development of reading skills over the other skills. Not a single respondent chose writing, when the age of 3rd grade pupils and their proficiency in writing is rather low.

8. Which of the four language skills do you prioritize the most in your English lessons in the 4th grade

10; 19%

13; 25%

3; 6%

26; 50%

■ Speaking ■ Listening ■ Writing ■ Reading
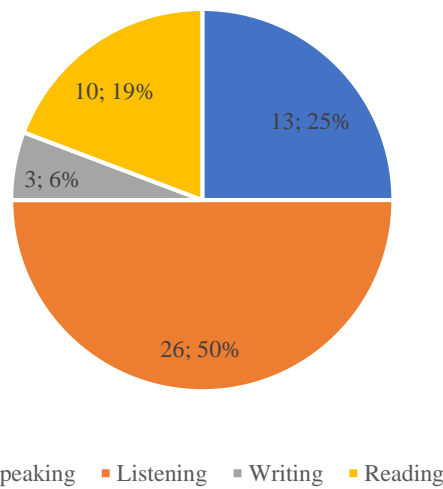
Figure 8: The most prioritized language skill in the 4th grade

Based on the answers of fifty-two respondents who teach English to 4th graders, the skills prioritized in the 4th grades differed slightly from the skills emphasized in the 3rd grade. Listening was still the dominant among the four language skills with 50% of the respondents choosing it as the most prioritized area. Twenty-five percent of the respondents chose speaking as the skill they prioritize the most. Listening was stressed as the most important skill by 19% of the respondents, which is a considerable increase from 7% in the 3rd grade. Finally, 6% of the teachers chose writing as their answer to the question.

9. Which of the four language skills do you prioritize the most in your English lessons in the 5th grade

- Speaking
- Listening
- Writing
- Reading
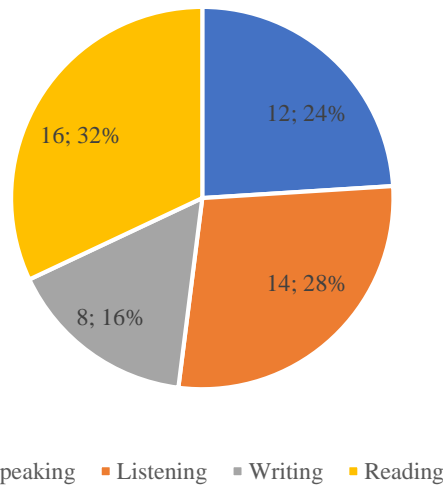
Figure 9: The most prioritized language skill in the 5th grade

Fifty respondents answered question number 9 and their answers were more evenly spread compared to the answers to questions 7 and 8. Reading was the most prioritized skill among the respondents with 32% of them choosing it as their answer. Twenty-eight percent answered that they prioritized reading the most. Speaking was the most important skill for 24% and writing for 16% of the respondents.

The distribution of answers asking about the most prioritized skill was quite similar for the questions asking about the 3rd and 4th grades. Listening was the dominant answer for both grades. In both grades, it was followed by speaking. Listening and speaking constituted 75% of all answers for the 4th grade and 93% for the 3rd grade, which shows how dominant these are. The distribution of answers for the 5th grade was more even and no skill is as dominant as listening in the 3rd and 4th grades. Fifth grade was also the only grade in which listening was not the most prioritized skill among respondents. When the answers for individual grades are compared, we can see the growing importance of reading and writing. The latter was not chosen by a single respondent as the dominant skill in the 3rd grade but by 16% in the 5th grade.

4.3.4 Questions 10, 11 and 12

Questions number 10 to 12 were scale questions that were concerned with the degree of emphasis teachers place on individual language skills in the 3rd, 4th and 5th grades. The respondents were asked to choose on a scale of 1 to 5 what emphasis they put on each skill.

Five was the upper end and one was the lower end of the scale. Teachers who did not feel confident about answering because they lacked experience teaching in a particular grade had the option of choosing the answer 'I am not able to answer' and their answers were not accounted for afterwards. After collecting the data, arithmetic mean was calculated for each skill to make the data more comprehensible for comparison.

Scale/skill	1		2		3		4		5		Mean
Listening	0	**0%**	2	**4%**	7	**12%**	17	**30%**	31	**54%**	**4.35**
Speaking	0	**0%**	4	**7%**	9	**16%**	18	**32%**	26	**46%**	**4.15**
Reading	3	**5%**	7	**12%**	19	**33%**	23	**40%**	5	**9%**	**3.35**
Writing	9	**16%**	27	**47%**	16	**28%**	5	**9%**	0	**0%**	**2.30**

Table 1: Emphasis on individual language skills in the 3rd grade

The answers to question number 10 asked the respondents what emphasis they place on each individual skill in the 3rd grade. Listening turned out as the most emphasized skill, with 54% of the respondents choosing rank 5 (the highest emphasis possible), 30% choosing 4, 12% chose rank3 and only 4% answered with rank 2. Not a single respondent chose the lowest level as their answer. The arithmetic mean of the responses was 4.35.

Speaking was the second most emphasized skill for the teachers teaching in the 3rd grade with 46% of them assigning it the highest rank, 5. Thirty-two percent of the teachers chose rank 4, 16% answered with rank 3 and 7% attributed speaking rank 2 as their answer. Noone rated speaking at the lowest possible level. The mean of the answers for speaking was 4.15, slightly lower than the mean of listening.

Both reading and writing, skills whose medium is written were significantly less favoured compared to speaking and listening. Reading was attributed rank 5 just by 9% of the respondents, 40% assigned it rank 4, 33% level 3, 12% chose rank 2 as their answer. Five percent of the respondents rated reading at the lowest point of the scale. The mean of the respondents' answers was 3.35.

Writing was on average the least important language skill in their 3rd grade lessons for the teachers completing the questionnaire. Not a single respondent chose rank 5 for their emphasis on writing, 9% answered with rank 4. Twenty-eight percent attributed writing level 3 on the scale. Rank 2 was chosen by 47% and rank 1 by 16% of the teachers answering the question. The arithmetic mean of the answers was 2.3.

Scale/skill	1		2		3		4		5		Mean
Listening	0	**0%**	5	**10%**	6	**12%**	13	**25%**	28	**54%**	**4.23**
Speaking	0	**0%**	6	**12%**	8	**15%**	23	**44%**	15	**29%**	**3.9**
Reading	1	**2%**	7	**13%**	16	**31%**	18	**35%**	10	**19%**	**3.56**
Writing	4	**8%**	23	**44%**	17	**33%**	5	**10%**	3	**6%**	**2.62**

Table 2: Emhpasis on individual language skills in the 4th grade

Question number 11 was concerned with emphasis on individual language skills in the 4th grade. Similarly to the results in question number 10, listening was on average the most emphasized language skill among the respondents with 54% marking it rank 5, 25% rank 4 and 12% rank 3. The lowest rank listening received on a scale from 1 to 5 was rank 2 and it was assigned this level by 10% of the respondents. Not a single respondent assigned listening in the 3rd grade the lowest rank on the scale. The arithmetic mean of the answers for listening was the highest among the four language skills, being 4.23.

Speaking was on average the second most important language skill for the fifty-two teachers responding to question 11. Twenty-nine percent of them marked it as rank 5, 44% as rank 4. Fifteen percent of the respondents assigned it rank 3 and 12% the second level. Speaking was not assigned the lowest rank by a single respondent. The mean of the responses for speaking was 3.9.

Nineteen percent of the respondents chose the highest rank for reading in the 4th grade, the most respondents. Thirty-five percent of the respondents chose rank 4 for reading in their lessons. Similar percentage, 31% assigned reading rank 3 on the scale, while 13% assigned it the second level. Only one respondent (2%) approached reading with the lowest priority possible on the scale.

Similarly to the answers for the 3rd grade in question 10, writing was the least emphasized skill for English teachers in the 4th grade. A mere 6% assigned it the highest priority rank (rank 5), while 10% categorized their emphasis on writing to rank 4. Thirty-three percent placed it at the mid-level (rank 3). The highest percentage, 44% of the respondents, approached writing in their lessons with the second lowest degree of emphasis (rank 2). Finally, 8% of the teachers answering this question allocated writing the lowest rank (rank 1). The mean of the answers for writing was 2.

Scale/skill	1		2		3		4		5		Mean
Listening	0	**0%**	3	**6%**	10	**20%**	23	**46%**	14	**28%**	**3.96**
Speaking	0	**0%**	2	**4%**	14	**28%**	21	**42%**	13	**26%**	**3.9**
Reading	0	**0%**	2	**4%**	8	**16%**	21	**42%**	19	**38%**	**4.14**
Writing	2	**4%**	9	**18%**	11	**22%**	18	**36%**	10	**20%**	**3.5**

Table 3: Emphasis on individual language skills in the 5th grade

Question 12 asked the respondents about their view on the importance of each language skill in their lessons in the 5th grade. Unlike in the answers for the 3rd and 4th grades, listening was not the most emphasized skill on average. Twenty-eight percent of the fifty respondents marked it as rank 5, 46% as rank 4 and 20% as rank 3. Only 6% of the respondents chose to assign listening in their lessons in the 5th grade level 2 on the scale and noone chose the lowest level. The mean of the answers constituted 3.96.

Speaking was on average the third most emphasized skill among the teachers teaching in the 5th grade. Twenty-six percent marked it with the highest possible option on the scale, 42% chose the second highest rank possible (rank 4) and 28% assigned it rank 3. Four percent of the respondents chose the second lowest level and similarly to listening, not a single respondent chose the lowest option possible. The arithmetic mean of the fifty answers for this question was 3.9, the third highest out of the four skills.

Reading, the language skill that was the second least emphasized language skill among the respondents teaching in the 3rd and 4th grades, was the most emphasized language skill among the fifty respondents teaching in the 5th grade. Thirty-eight percent of the respondents marked reading with the highest option possible, rank 5, while 45% assigned it to rank 4. Twenty-two percent placed it in the middle of the five-level scale and four percent chose to place it in rank 2. Not a single teacher categorized reading in the lowest rank in the 5th grade. The arithmetic mean of the answers for listening was 4.14.

Similarly to the answers in questions 10 and 11, writing was on average the least important language skill for English teachers filling in question 12 concerning language skills emphasis in the 5th grade. Only 20% of the respondents marked it with the highest importance, while the second lowest rank was chosen by 36% of the teachers responding. Twenty-two percent chose the central option of the scale and 18% the second lowest rank. Writing was attributed to the lowest level of the scale by 4% of the respondents. The mean of the answers for writing in the 5th grade was 3.5.

When the answers to questions 10-12 are compared, there are several apparent tendencies. The first of them is the dominance of listening and speaking in the 3rd grade and to a lesser extent in the 4th grade. However, their dominance decreases from the 3rd to the 4th grade and from the 4th to the 5th grade it decreases even more. On the other hand, the importance of reading and writing grows as we move from lower to higher grades of primary school and in the 5th grade, reading is on average the most emphasized skill among the respondents. Additionally, the means of the responses among the four language skills are considerably more even than in the 3rd and in the 4th grade. The difference between the highest and the lowest means in the responses regarding the 3rd grade was 2.05 on a five-level scale, this difference was less than 1, specifically 0.64 on a five-level scale.

4.3.5 Questions 13, 14, 15, 16, 17 and 18

Questions 13-18 were concerned with the coursebooks the respondents were using in their English lessons in the 3rd, 4th and 5th grades, specifically Happy Street 1, Happy Street 2 and Project 1. Only the teachers whose school utilized these coursebooks were asked to complete the questionnaire.

There were two types of questions to obtain the respondents' feedback on the coursebooks. The first type of questions were five-level Likert scale questions, in which the respondents chose a degree to which they are satisfied with the coursebook with regards to language skills focus and and language skills development. Each rank on the scale was assigned a numerical denomination, the lowest level of satisfaction with the coursebook was assigned rank 1 and the highest rank 5. This was done to quantify the answers and to gain the ability to calculate the arithmetic mean of the answers and compare the answers for individual grades. Assigning each level of a scale a mathematical value and calculating arithmetic means is suggested by Gavora (2000, p. 96).

The second type of questions were open-ended questions which asked the respondents to specify which language skills were covered insufficuently in the coursebooks.

Satisfaction Coursebook	Very dissatisfied (1)		Dissatisfied (2)		Neutral (3)		Satisfied (4)		Very satisfied (5)		Mean
Happy Street 1 (3rd grade)	8	14%	5	9%	9	16%	12	21%	23	40%	3.65
Happy Street 2 (4th grade)	4	8%	15	29%	14	27%	10	19%	9	17%	3.09
Project 1 (5th grade)	5	10%	2	4%	6	12%	17	34%	20	40%	3.9

Table 4: Satisfaction with coursebooks and their focus on language skills

The coursebook the respondents utilized in their English lessons in the 3rd grade, Happy Street 1, averaged the mean of 3.65 on a scale of 1 to 5 (very dissatistied – very satisfied). Forty percent of the respondents stated that they were very satisfied with the coursebook's focus on language skills and the ability to develop it, while 21% were satisfied. Sixteen percent chose the answer 'neutral'. Respondents who were dissatisfied constituted 9% of the respondents and very dissatisfied teachers constituted 14% of the fifty-seven respondents.

Happy Street 2 was on average less popular in the eyes of the teachers answering question 15, averaging the mean of 3.09 on a scale of 1 to 5. Only seventeen percent of the fifty-two respondents were very satisfied with the coursebook's focus on language skills. Nineteen percent were satisfied and 27% chose the answer 'neutral'. The largest percentage, 29% chose the answer 'dissatisfied' and 8% opted for the lowest rank of the scale.

Project 5, the coursebook utilized by the respondents in their English lessons in the 5th grade was on average the most satisfactory for the respondents. The arithmetic mean of the fifty responses was 3.9, which is only 0.1 points from the answer 'satisfied'. Forty-percent of the respondentr were very satisfied with the coursebook with regards to language skills focus and development and 34% were satisfied. The coursebook was perceived neutrally by 12% of the respondents, while 4% were dissatisfied and 10% very dissatisfied.

The means of all three results do not differ significantly with the highest mean score 3.9 being the closest to the answer satisfied that was achieved by Project 1, the mean score of 3.65 achieved by Happy Street 1, which is also closest to 'satisfied'. Happy Street 2 utilized by the respondents in the 4th grade averaged the mean score of 3.09, which is closest to 'neutral'´.

Questions 14, 16 and 18 were concenred with language skills that were covered insufficiently in the coursebooks for the individual grades. The respondents could choose more than one answer in these questions.

Skill	Listening		Speaking		Reading		Writing		None	
Happy Street 1 (57 respondents)	15	**26%**	17	**30%**	10	**18%**	7	**12%**	25	**44%**
Happy Street 2 (52 respondents)	22	**42%**	19	**37%**	12	**23%**	10	**19%**	13	**25%**
Project 1 (50 respondents)	16	**32%**	10	**20%**	13	**26%**	6	**12%**	28	**56%**

Table 5: Insufficiently covered skills in the coursebooks

Out of the fifty-seven respondents answering question 14, 44% did not find any major insufficiencies regarding focus on language skills. Twelve percent encountered some problems with how the coursebook dealt with writing, while 18% saw focus on reading as the problematic area. Thirty percent of the respondents viewed speaking as insufficiently covered in the coursebook and 26% thought that listening was covered less than needed for optimal skills development.

On average, the respondents were less satisfied with the coursebook's focus on skills development in the 4th grade compared to the 3rd grade. Only 25% of them did not find any insufficiencies in skills focus of the coursebook. The coverage of writing was insufficient for 19% of the respondents, reading for 23%, speaking for 37% and listening for 42%.

More than a half, specifically 56% of the respondents found no insufficiencies in the focus on language skills in the coursebook they utilized in the 5th grade. Twelve percent of the respondents found the way the coursebook focused on the development of pupils' writing skills as insufficient, whereas 26% had the same opinion on the development of pupils' reading skills. Speaking was perceived as insufficiently covered by 20% and listening by 32% of the respondents.

4.3.6 Questions 19, 20 and 21

Questions 19-21 were concerned with the frequency of usage of the coursebooks and their supplementary materials in the 3rd, 4th and 5th grades. These questions were six-level scale questions and each rank of the scale was assigned a number so that the results could be quantified and the arithmetic mean of the answers could be calculated.

Grade/coursebook usage	3rd grade (57 respondents)		4th grade (52 respondents)		5th grade (50 respondents)	
Very frequently (6)	17	30%	11	21%	15	30%
Frequently (5)	22	39%	15	29%	17	34%
Occasionally (4)	9	16%	12	23%	10	20%
Rarely (3)	4	7%	5	10%	6	12%
Very rarely (2)	5	9%	8	15%	2	4%
Never (1)	0	0%	1	2%	0	0%
Arithmetic mean	4.74/6		4.25/6		4.86/6	

Table 6: Usage of the coursebooks in the lessons

Thirty percent of the respondents teaching English in the 3rd grade stated that they worked with the coursebook very frequently, while 39% opted for the the option 'frequently'. Sixteen percent utilized the coursebook occasionally, 7% rarely and 9% very rarely. Not a single respondent chose the answer 'never'. The mean of the answers was 4.74, which is closest to rank 5 of the six-level scale, 'frequently'.

The coursebook was less crucial for the respondents in the 4th grade, where 21% used the coursebook very frequently, 29% frequently, 23% occasionally, 10% rarely and 15% very rarely. One respondent, constituting 2% of the respondents opted for the option 'never'. The arithmetic mean of the fifty-two answers was calculated as 4.25, which is closest to rank 4 of the scale - 'occasionally'.

The respondents utilized the coursebook in the 5th grade on average most frequently. Thirty percent of the respondents worked with the coursebook or its supplementary matterials very frequently, 34% frequently, 20% occasionally, 12% rarely and 4% very rarely. The mean of the responses for the 5th grade teachers was 4.86, the highest of the three grades.

The difference among the answers for the individual grades is not significant, the difference between the highest and the lowest mean being 0.6 points on a six-level scale.

4.3.7 Question 22

Question 22 was concerned with the frequency with which the teachers use multimedia tools in their skills focused activities. They could choose from six options on a six-level scale.

Frequency/ respondents	Very frequently (6)		Frequently (5)		Occasionally (4)		Rarely (3)		Very rarely (2)		Never (1)	
62 respondents	18	**29%**	23	**37%**	11	**18%**	7	**11%**	3	**5%**	0	

Table 7: Usage of multimedia tools in skills focused activities

All respondents answered question 22 and noone opted for answer 'I am not able to answer this question', so no answer was excluded from the question analysis. Out of the sixty-two respondents, 29% used multimedia tools in the skills-focused activities very frequently, 37% utilized them frequently, 18% opted for 'occasionally', while 11% used them rarely. Only 5% chose 'very rarely'. Noone answered this question with the lowest frequency option. The arithmetic mean of the answers was 4.74 on a six-level scale, which is closest to the option 'frequently' on this scale.

4.3.8 Question 23

Question 23 was concerned with how the respondents get appropriate materials focusing on the four language skills for their English lessons at primary school
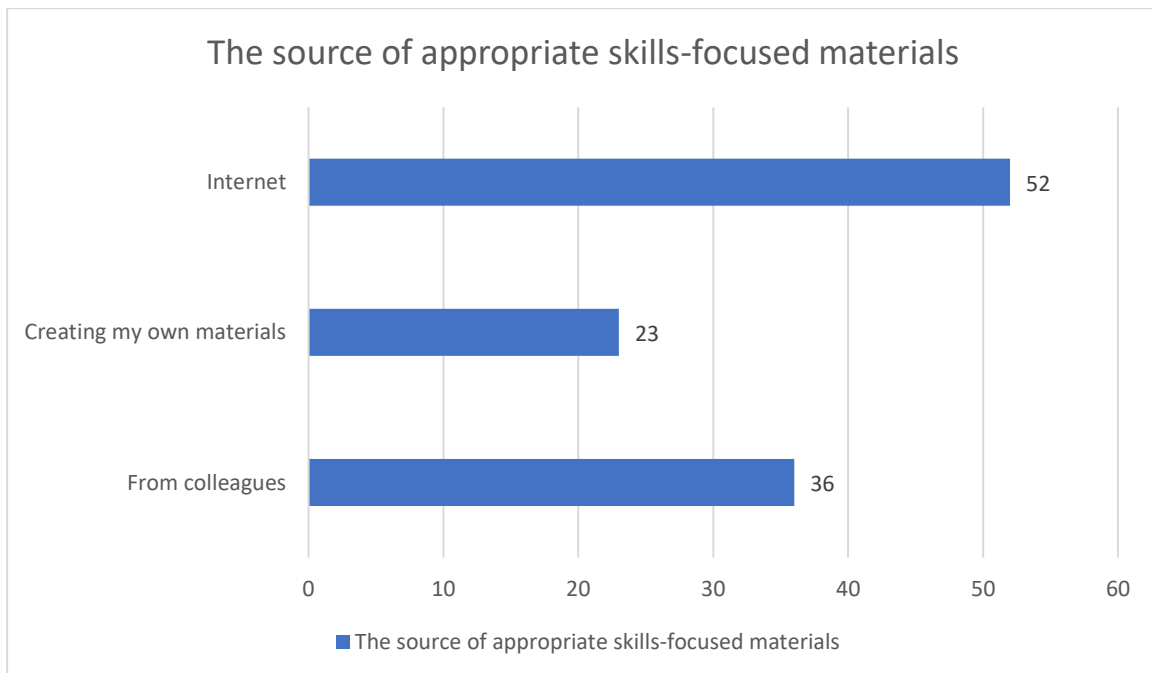
Figure 10: Source of skills focused materials

Question 23 was semi-open with 3 close-ended answers and one option, where the respondents could write other answer than the ones provided by the author of the questionnaire. Simultaneously, the respondents could choose more than one answer to the question. Out of the 62 respondents, 52 stated that they get their skills-focused materials from the internet, 36 received their materials from their colleagues and 23 respondents stated that they created their own materials that focus on language skills. Because the answers to this question covered most of the usual ways teachers use to gain teaching materials, not a single respondent wrote a different source of materials to the open-ended answer.

4.3.9 Question 24

The penultimate question of the questionnaire for English teachers was concerned with specific internet websites or applications the respondents used to find appropriate materials that focus on English language skills. The question could choose from seven answers that contained some of the most popular websites used by English teachers. They could write a different website that was not among the answers provided in the questionnaire. One answer was for the teachers who did not use internet to find skills-focused materials for their English lessons.

Figure 11: Internet websites used to find skills focused activities

Answers to question 24 will be discussed in actual numbers, not percentages, because the respondents could choose more than one answer and discussing the answers in percentages could be confusing. All 62 respondents answered this question, but eight of them stated that they did not use internet to find appropriate English skills-focused materials.

The most popular website among the 54 respondents who use internet to find their English skills-focused materials was ' HelpforEnglish.cz' that 38 respondents use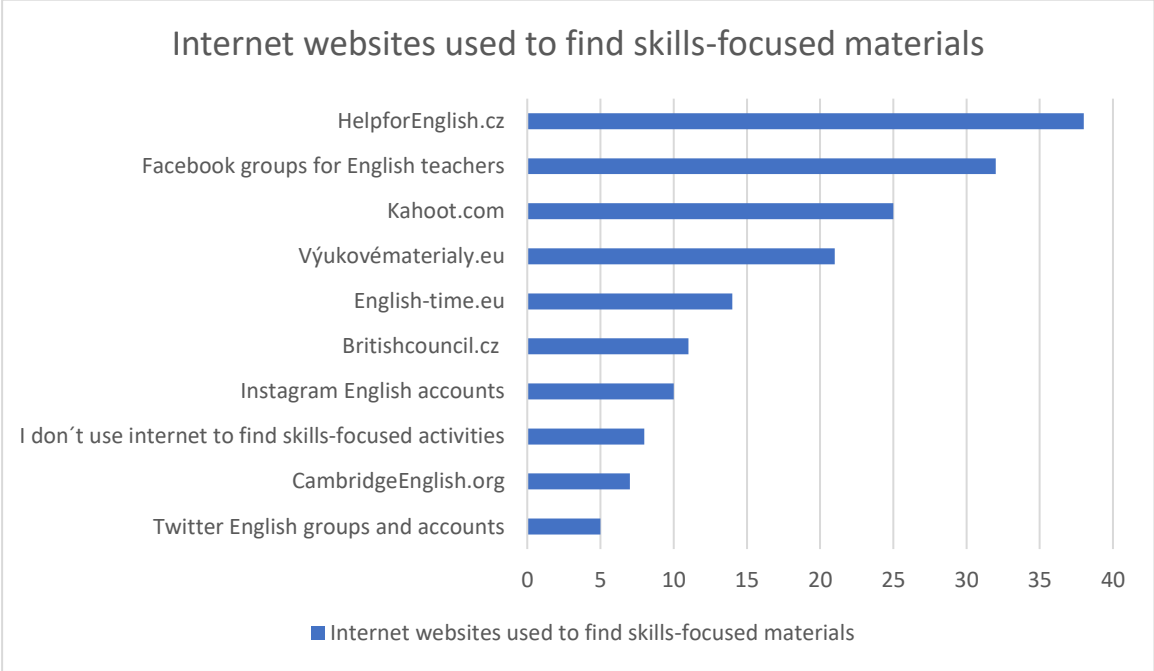d. The second most utilized website was social media site 'Facebook', specifically Facebook groups for English teachers. Thirty-two respondents used Facebook to find their skills-focused materials or activities. 'Kahoot' was the third most popular website among the respondents, as it was chosen by 25 of them. Twenty-one respondents used 'Výukovématerialy.eu' to search for appropriate materials and 14 respondents utilized the website 'English-time.eu'. 'Britishcouncil.cz' was among the less popular websites and was chosen by 11 respondents, while ' CambridgeEnglish.org' was only utilized by 7 respondents.

All of the websites mentioned above were close-ended answers the respondents could choose from. Several respondents chose to mention additional websites they used to look for skills-focused materials. Ten respondents mentioned social media website 'Instagram' and Instagram accounts that focus on English and English teaching. Finally, 5 respondents wrote that they used social media website 'X' (formerly 'Twitter') and its accounts or groups to find appropriate English skills-focused activities or materials.

4.3.10 Question 25

The last question of the questionnaire was concerned with the Framework Education Programme for Basic Education and the degree to which the respondents thought it was aligned with pupils' realistic needs and abilities. It was a scale question with a five-level scale with different degrees of alignment. Each level on the scale was assigned a value from 1-5 to better understand the answers.

Alignment respondents	Perfectly aligned (5)		Mostly aligned (4)		Neutral (3)		Not aligned entirely (2)		Not aligned at all (1)	
62 respondents	13	**21%**	19	**31%**	21	**34%**	7	**11%**	2	**3%**

Table 8: Alignment of FEP BE with pupils' needs and abilities

Out of the 62 respondents, 21% of the respondents thought that the Framework Educational Programme was perfectly aligned with pupils' needs and abilities. Thirty-one percent chose the second highest degree of alignment while 34% thought the alignment was neutral. Eleven percent of the respondents chose the second lowest option and three percent the lowest one. The arithmetic mean of the answer was 3.55, which is between degrees three and four, 'mostly aligned' and 'neutral' on the five-level scale.

4.4 Pupils' Feedback Results

As mentioned and described in chapter 4.2.2, seven language skills focused activities were realized with pupils attending 3rd, 4th and 5th grade. Two activities focused on listening, two on speaking, one activity aimed to develop reading and writing. These were supplemented by one activity for reading and writing each. After completing these activities, each pupil participating in the activity filled a short feedback consisting of three questions. This feedback questionnaire is described in detail in chapter 4.2.2 and the questions in Czech can be seen in appendix B.

In this subchapter, the results of the feedback provided by the pupils for individual activities will be presented and compared.

4.4.1 Activity 1: Listening Comprehension: Finding People

16 respondents (4th grade)	1 (best)		2		3		4		5 (worst)		Mean (1-5)
Q1	8	50%	3	19%	2	12%	0	0	3	19%	2.19
Q2	9	56%	3	19%	1	6%	1	6%	2	12%	2
Q3	9	56%	2	12%	2	12%	0	0	3	19%	2.13

Table 9: Activity 1: Listening Comprehension: Finding People

As shown in table 9, activity 1 was quite popular among the 4th grade pupils with 50% or 56% giving it the highest rank in all three questions, while the lowest rank was not chosen by more than 20% in a single question. The mean of the answers for the first activity, which focused on listening comprehension, was 2.19 for the first question, 2 for the second question and 2.13 for the third question.

4.4.2 Activity 2: Listening Comprehension: Simon Says

16 respondents (4th grade)	1 (best)		2		3		4		5 (worst)		Mean (1-5)
Q1	12	**75%**	1	**6%**	1	**6%**	0	**0**	2	**12%**	**1.69**
Q2	12	**75%**	2	**12%**	0	**0**	0	**0**	2	**12%**	**1.63**
Q3	13	**81%**	1	**6%**	1	**6%**	1	**6%**	0	**0**	**1.38**

Table 10: Activity 2: Listening Comprehension: Simon Says

The second listening activity was perceived very well with 75% of the respondents choosing the highest rank for questions 1 and 2 and 81% chosing this rank in question 3, while other ranks were not chosen by many respondents. The means of the answers for questions 1-3 were 1.69; 1.63 and 1.38 respectively, placing it between the best and the second best rank that could be chosen on a five rank scale.

4.4.3 Activity 3: Reading Comprehension with Writing: Finding Mistakes in the Picture

16 respondents (4th grade)	1 (best)		2		3		4		5 (worst)		Mean (1-5)
Q1	8	**50%**	3	**19%**	1	**6%**	1	**6%**	3	**19%**	**2.25**
Q2	8	**50%**	3	**19%**	1	**6%**	2	**12%**	2	**12%**	**2.19**
Q3	6	**37%**	2	**12%**	3	**19%**	1	**6%**	4	**25%**	**2.69**

Table 11: Activity 3: Reading Comprehension: Finding Mistakes in the Picture

The activity that combined reading and writing was perceived well with 50% choosing the highest rank as their answer in questions 1 and 2 and 37% in question 3. Nineteen percent of the respondents assessed the activity with the second highest grade in questions 1 and 2 and 12% in question 3. However, the lowest grade was assigned to the activity by 19% of the respondents in question 1, 12% in question 2 and 25% in question 3. This might be due to the fact that production, especially written can be difficult for some primary school learners and this activity combined reading with writing. Overall, the mean of the answers for questions 1-3 was 2.25; 2.19 and 2.69 on a scale of 1 to 5.

4.4.4 Activity 4: Reading Comprehension: Guessing Animals

18 respondents (3rd grade)	1 (best)		2		3		4		5 (worst)		Mean (1-5)
Q1	10	**55%**	2	**11%**	4	**22%**	0	**0**	2	**11%**	**2**
Q2	10	**55%**	3	**17%**	2	**11%**	0	**0**	3	**17%**	**2.06**
Q3	12	**67%**	2	**11%**	2	**11%**	1	**6%**	1	**6%**	**1.72**

Table 12: Activity 4: Reading Comprehension: Guessing Animals

Activity 4, the only activity realized in a group of 3rd grade pupils was assessed with the best grade by 55% of the respondents in questions 1 and 2 and by 67% in question 3. Other options were more evenly distributed with 11%, 17% and 6% grading this activity with the lowest option in questions 1-3 respectively. The mean of the answers to questions 1-3 was 2; 2.06 and 1.72 respectively.

4.4.5 Activity 5: Speaking: Picture Differences

15 respondents (5th grade)	1 (best)		2		3		4		5 (worst)		Mean (1-5)
Q1	9	**60%**	1	**6%**	2	**12%**	0	**0**	3	**19%**	**2.13**
Q2	9	**60%**	1	**6%**	2	**12%**	1	**6%**	2	**12%**	**2.06**
Q3	10	**67%**	0	**0**	3	**19%**	0	**0**	2	**12%**	**1.93**

Table 13: Activity 5: Speaking: Picture Differences

One of two speaking activities, in which the learners were supposed to discover differences between their pictures through conversation in English was given the best grade by 60% in questions 1 and 2 and by 67% in question 3. The worst grade was given by 19, 12 and 12% respectively for questions 1-3. Mean of the answers was 2.13 in the first question, 2.06 in the second question and 1.93 in the third question.

4.4.6 Activity 6: Speaking: Favourite Foods

14 respondents (4th grade)	1 (best)		2		3		4		5 (worst)		Mean (1-5)
Q1	4	**28%**	0	**0**	3	**21%**	1	**7%**	6	**43%**	**3.36**
Q2	4	**28%**	0	**0**	3	**21%**	2	**14%**	5	**36%**	**3.29**

Q3	5	**36%**	0	**0**	4	**28%**	2	**14%**	3	**21%**	2.86

Table 14: Activity 6: Speaking: Favourite Foods

The second speaking activity, in which the pupils asked their classmates about their food preferences was not perceived as well as other skills-focused activities. Only 28% chose the best grade for the activity in questions 1 and 2 and 36% in question 3. In contrast, 21% assessed the activity with rank 3 in questions 1 and 2 and 28% in question 3. This activity was also reviewed worse compared to the previous ones with 43%, 36% and 21% choosing the worst grade in questions 1-3 respectively. The means for the questions were 3.36; 3.29 and 2.86, also considerably worse than the means of answers in activities 1-5.

4.4.7 Activity 7: Writing: Picture Description

15 respondents (5th grade)	1 (best)		2		3		4		5 (worst)		Mean (1-5)
Q1	6	**40%**	1	**7%**	5	**33%**	0	**0**	3	**20%**	2.53
Q2	6	**40%**	1	**7%**	5	**33%**	1	**7%**	2	**13%**	2.47
Q3	8	**53%**	2	**13%**	2	**13%**	1	**7%**	2	**13%**	2.13

Table 15: Activity 7: Writing: Picture Description

The last activity focused solely on writing and pupils answered the questions followingly: 40 % of the pupils gave the activity the best grade in questions 1 and 2 and 53% in question 3. Grade 3 was chosen as answer by 33% in questions 1 and 2 and by 13% in question 3, while the 20%, 13% and 13% chose the lowest grade for questions 1-3 respectively. The means of the answers to questions 1-3 were 2.53; 2.47 and 2.13.

4.5 Discussion

The previous parts of this chapter presented data collected via an online questionnaire filled in by English teachers and paper feedback questionnaires filled in by primary school pupils after completing language skills focused activities in their English lessons. Answers of both online and paper feedback questionnaires will be interpreted in this chapter.

The thesis aimed to discover which language skills are prioritized the most by English teachers at primary school and what emphasis these teachers placed on individual skills. Listening was the most important language skill for the majority of teachers in the third grade,

with 63% choosing it as the most important in their lessons, followed by speaking with 30% and reading with 7%. Listening was the most important method for teachers teaching English in the fourth grade as well, but only for 50% of the respondents, while speaking was the most important for 25%, reading for 19% and writing for 6%. Fifth grade teachers' answers to this question were less uniform with reading being the most frequent answer with 32% followed by listening with 28%, speaking with 24% and writing with 16%. What is apparent from these answers is the fact in lower grades of English instruction at primary schools, teachers prioritized skills in spoken mode, with listening as the dominant skill. However, in the last grade of primary school, the most prioritized skill among the respondents was reading, but the distribution of answers was considerably more equal compared to the lower grades. This could be attributed to the fact that in the lower grades, pupils still learn mastering reading and writing in their mother tongue, but in the last grade of primary school, the respondents can focus on different skills more.

When it comes to specific emphasis on individual skills in the third, fourth and fifth grades, the respondents answered with numbers on a scale from 1 to 5 with 1 being the least emphasis and 5 being the most. The third grade teachers' emphasis on this scale was 4.35 on listening, 4.15 on speaking, 3.35 on reading and 2.3 on writing. The fourth grade teachers' emphasis on listening was 4.23, emphasis on speaking was 3.9, emphasis on reading was 3.56 and the least emphasis was placed on writing, which was on average 2.62 among respondents. Answers for the fifth grade were more equally distributed with emphasis on listening being 3.96, emphasis on speaking being 3.9, emphasis on reading being 4.14. Writing was the least emphasized skill in the fifth grade with 3.5 out of 5. It can be observed that teachers in lower grades thought of listening as the most important skill and writing was not considered as important, but these differences mitigated in the fifth grade.

Among the methods or approaches practised in English classrooms at primary school, utilization of pictures and other visual materials, songs, chants, rhymes and games turned out to be the dominant method in the third and fourth grades and Communicative Language Teaching was the most popular among the teachers in the fifth grade.

Another area of interest was the extent to which the English teachers were satisfied with how the coursebooks Happy Street 1, Happy Street 2 and Project 1 covered language skills and what skills were covered insufficiently according to the respondents. The satisfaction was measured on a scale of 1 to 5 with 5 being the most satisfied. The mean of respondents' answers

71

was 3.65 for Happy Street 1 utilized in the third grade, 3.09 for Happy Street 2 utilized in the fourth grade and 3.9 for Project 1 utilized in English lessons in the fifth grade.

The most insufficiently covered skill in Happy Street 1 was speaking followed by listening, in Happy Street 2 it was listening followed by speaking and in Project 1 the respondents marked listening followed by reading as the most insufficiently covered.

Frequency with which the teachers used the coursebooks in the lessons was also a topic the respondents encountered in the questionnaire. The respondents teaching in the third and fifth grade on average used coursebooks in their lessons *frequently*, while in the fourth grade the respondents utilized the answers were approximating answer *occasionally*. More than 80% of the respondents supplemented the coursebooks in skills-focused activities with materials found on the internet, while 63% exchanged materials with their colleagues and only 37% created their own skills-focused materials. This number is quite low, but can probably be attributed to the fact that the internet contains so many different materials teachers can adapt in their lessons, especially when the search pool expands from Czech to English spoken by more than a billion people.

The question focusing on the usage of multimedia tools in skills-focused activities revealed that 29% of the respondents used these tools *very frequently*, 37% *frequently* and 18% *occasionally*. Only 11% and 5% of the respondents chose answers *rarely* and *very rarely* respectively. The overall frequency of usage of multimedia tools is a positive finding in this questionnaire, considering how critical visual and auditive input is to young learners, especially combined.

Among the respondents who used the internet to find activities focusing on language skills, *HelpforEnglish.cz* was the dominant website mentioned by 70% of the respondents, followed by *Facebook groups for English teachers* used by 59%, *Kahoot* by 46%, *Výukovématerialy.eu* by 39%. Other internet sources mentioned included *English-time.eu, Britishcouncil.cz, Instagram English accounts, CambridgeEnglish.org* and *Twitter English groups and accounts.*

The last concern of the questionnaire for teachers was Framework Educational Programme and its allignment with pupils' needs and abilities. Slight majority of 51% perceived it as *perfectly alligned* or *mostly alligned*, while one third viewed it as *neutral* and less than 15% perceived it as *not alligned*.

The second part of the research was concerned with skills-focused activities and the feedback provided by the pupils after completing them. Pupils were supposed to give feedback on three factors and they could do so by giving grades 1-5 with 1 being the best and 5 being the worst.

The first question asked the pupils how they liked the activity and the most popular activity on average was listening game *Simon Says*, followed by a reading activity in which the learners were supposed to guess animals based on their written descriptions. The third most popular activity on average was a speaking activity in which the pupils had to discover how their pictures are different from their classmates' pictures. The least popular activity was a speaking activity in which the pupils had to discover their classmates' food preferences.

Another area in the feedback questionnaire aimed at finding out which activities would the pupils like to do more often in their lessons. Again, listening activity *Simon Says* was the most popular among the pupils. It was followed by a listening activity in which the pupils had to search for people in the picture based on their teacher's description. These activities were followed by a reading activity in which the pupils guessed the animals based on its descriptions and an activity with conversation about picture differences. The activity that the pupils would not want to repeat in a different variation was a speaking one about their classmates' food preferences.

The last area of the feedback aimed to discover if the pupils understood what they were supposed to do during the activity. Similarly to answers to questions 1 and 2, the activity that was best understood by the pupils was *Simon Says*, followed by *Guessing Animals* and *Picture Differences*. The least understood activity was the speaking activity about food preferences.

The responses from teachers regarding teaching language skills at primary school are in line with the recommendations by English methodologists. It can be seen that listening is the dominant skill emphasized by primary school English teachers, followed by speaking, at least in lower primary school grades. But with progression to higher grades, the emphasis on individual skills becomes more balanced.

The fact that majority of the respondents viewed utilization of visual materials, songs, chants, rhymes and games as their primary method in the third and fourth grade is also in line with the literature and is suggested as optimal at primary level. What is apparent is a shift in a primary method utilized by the respondents in the fifth grade, where CLT become more dominant. This might be due to the fact that the fifth grade is perceived as a gateway to lower-

secondary school and the pupils are perceived as more mature with developing cognitive abilities, abstract thinking etc. and capable of benefiting from CLT more so than from utilization of visuals, songs and didactic games.

When it comes to materials used in English lessons, the domination of the internet is not suprising, considering the amount of materials available on it. Most of the sources of materials on the internet were predictable, especially widely known and utilized websites in Czechia, such as *HelpforEnglish.cz* or teachers' groups or pages on social media websites.

The perceived allignment of FEP with pupils' needs and abilities is also quite high which testified to well laid out aims and expected outcomes of this curricular document.

The fact that TPR didactic game *Simon says* had the best score among the pupils in all three areas is slightly suprising. It is an appropriate activity for primary school classroom, but other activities tested, such as the ones in which the pupils worked with pictures were expected to do similarly well.

It must be stated that both the teachers' questionnaire and the pupils' feedback questionnaire had their limitations. Teachers' answers could be affected by the length of their teaching practise, age, their professional background, or the region they taught and lived in and it is possible that a group of respondents that would differ in these categories would answer the questions differently.

Similarly, the pupils who participated in these activities could be affected by their preference in school subjects, their relationship with their English teacher, by the way the teacher led the activities or other factors. It might be beneficial to focus on skills-focused activities for individual grades of primary school or to focus on one skill in more detail and explore and compare pupils' feedback on these activities or measure the efficiency of implementing selected activities in English lessons However it was not possible to do such extended research as a part of this thesis because of time constraints, typical length of diploma thesis and other factors.

Conclusion

The diploma thesis *Teaching Language Skills at Primary School*, as the title suggest, was concerned with just that. The entire thesis consisted of two parts, theoretical and practical part. The theoretical part focused on primary school pupils as language learners, how they differ from lower-secondary school learners or adults, what are some characteristics of these learners and how these characteristics influence English language learning and teaching. The thesis distinguished between lower and higher primary school pupils and how their English lessons should be approached differently. Another area covered in the theoretical part was the Framework Educational Programme, how it approaches English teaching and learning at the primary level and what this curricular document expects from primary school pupils.

The theoretical part also focused on the four language skills, what are some specifics of teaching them at primary school, which activities are appropriate at higher primary and which are appropriate at lower primary school. Last but not least, the theoretical part covered some methods and approaches that are used and some that should be used in English lessons at primary school.

The practical part aimed to discover several things. Firstly, it aimed to discover how the teachers who teach English at primary school approach developing language skills in their English lessons, which skills are given the most attention in individual primary school grades. Another factor the thesis focused on was the teachers' sattisfaction with the coursebooks they used with regards to language skills and their development, where they searched for appropriate skills-focused materials and their perception of Framework Educational Programme. The practical part also focused on primary school pupils and how they perceived selected skills-focused activities they tried in their English lessons. The thesis obtained the data from the teachers using electronic questionnaire and from the pupils throuhg a short feedback questionnaire they filled after completing each skills-focused activity.

The analysis of both questionnaires revealed several things. Majority of the teachers prioritize the development of listening the most in the third and fourth grades while reading is the most important skill for the largest percentage of those teaching English in the fifth grade. Teachers in both the third and the fourth grade prioritize the development of language skills in this order: listening, speaking, reading and writing. Fifth grade teachers order the importance of language skills significantly differently. Reading is perceived as the most important skill and is followed by listening, speaking and writing in this order.

The most utilized approach to teaching in the third and fourth grades is utilization of pictures, songs, chants, rhymes and didactic games, while CLT is more popular among the teachers teaching English in the fifth grade.

Third and fifth grade teachers are *mostly satisfied* with how the coursebooks Happy Street 1 and Project 1 respectively cover language skills and how they focus on their development, while the results for the fourth grade are on average *neutral* based on the answers of the responding teachers. The skill that is covered in the most insufficient way is speaking followed by listening in Happy Street 1, listening followed by speaking in Happy Street 2 and listening followed by reading in Project 1.

Teachers who teach English in the third and fifth grade use the coursebook on average *frequently,* while those who teach English in the fourth grade use it on average *occasionally*. Multimedia tools are utilized *very frequently* and *frequently* by almost 70% of the teachers in skills focused activities.

The dominant source of skills-focused materials is the internet, which is used by 80% of primary school English teachers to search for appropriate materials, while 63% receive these materials from their colleagues and 37% create their own skills-focused materials. The dominant source on the internet used by the teachers is *HelpforEnglish.cz* website used by 70% of the teachers. Other sources include *Facebook groups for English teachers, Kahoot, Výukovématerialy.eu, Britishcouncil.cz* or *CambridgeEnglish.org.*

The Framework Educational Programme is *perfectly or mostly alligned* with pupils' needs and abilities in case of primary school and English language according to 51% of the teachers, approximately one third view this as *neutral* and only 15% perceive it as *not alligned* with pupils' realistic needs and abilities.

The feedback questionnaire filled by the pupils revealed that out of the seven selected skills-focused activities realized in the third, fourth and fifth grades, TPR listening activity *Simon Says* is on average perceived best, pupils would appreciate similar activities in their lessons and understand what to do during this activity. Other activities that are perceived well in these areas were reading activity in which pupils guessed what animals are described, pair conversation about picture differences and finding mistakes in sentences based on comparison with a picture. Activity which is on average perceived the worst out of the seven realized activities is a speaking activity, in which pupils asked their classmates about their preferences in foods and had to fill their tables with this information.

Future research or theses in ELT at primary school and specifically teaching English language skills could focus on one language skill or receptive or productive skills in more detail. It could also measure efficiency of implementing selected skills-focused activities in primary school English classroom on pupils' language skills development.

Bibliography

ABIDIN, Azwar, 2021. *Systematic Reviews On Approaches & Methods in Language Teaching and Learning.* Makassar: Inti Mediatama Makassar. ISBN 978-623.90427-4-5.

CAMERON, Lynne, 2001. *Teaching Languages to Young Learners.* Cambridge: Cambridge University Press. ISBN 978-0-521-77434-5.

COHEN, Louis, MANION, Lawrence, and MORRISON, Keith, 2007. *Research Methods in Education.* 6th edition. New York: Routledge. ISBN 978-0-415-37410-1.

DELLAR, Hugh, and WALKLEY, Andrew, 2016. *Teaching Lexically: Principles and practise.* 1st edition. Surrey: Delta Publishing. ISBN 978-1-909-78322-5.

FINOCCHIARO, M., and BRUMFIT, C, 1983. *The Functional-Notional Approach: From Theory to Practise.* New York: Oxford University Press. ISBN 978-0194341066.

GAVORA, Petr, 2000. *Úvod do pedagogického výzkumu.* Brno: Paido. ISBN 80-85931-79-6.

GORDON, Tatiana, 2007. *Teaching Young Children a Second Language.* London: Praeger. ISBN 0-275-98604-7.

HARMER, Jeremy, 2001. *How to Teach English: An introduction to the practise of English language teaching.* 1st edition. Harlow: Pearson Education Limited. ISBN 0582 29796 6.

HARMER, Jeremy, 2007. *The Practise of English Language Teaching.* 4th edition. Harlow: Pearson Education Limited. ISBN 978-1405853118.

LIGHTBOWN, Patsy M., and SPADA, Nina, 2013. *How Languages are learned.* 4th edition. Oxford: Oxford University Press. ISBN 978-19-454126-8.

LITTLEWOOD, William, 1981. *Communicative Language Teaching.* Cambridge: Cambridge University Press. ISBN 978-0-521-28154-6.

LARSEN-FREEMAN, Diane, and ANDERSON, Marti, 2011. *Techniques and Principles in Language Teaching.* 3rd edition. Oxford: Oxford University Press. ISBN 978-0-19-442360-1.

MEJZINI, Magbule, 2016. Teaching Children Through Songs, Chants and Rhymes, vol. 1, no. 2, p. 104-113.

MOON, Jayne, 2000. *Children Learning English.* 1st edition. Macmillan Heinemann English Language Teaching. ISBN 9780435240967.

PINTER, Annamaria, 2017. *Teaching Young Language Learners.* 2nd edition. Oxford: Oxford University Press. ISBN 978-0194403184.

RICHARDS, Jack C., and RODGERS, Theodore S, 2001. *Approaches and Methods in Language Teaching.* 2nd edition. Cambridge: Cambridge University Press. ISBN 978-0521803656.

RICHARDS, Jack C., and RODGERS, Theodore S., 2014. *Approaches and Methods in Language Teaching.* 3rd edition. Cambridge: Cambridge University Press. ISBN 978-1107675964.

SCRIVENER, Jim, 2011. *Learning Teaching. The Essential Guide to English Language Teaching.* 3rd edition. Oxford: Macmillan Publishers Limited. ISBN 978-0-230-72982-7.

SHASTRI, Pramita Dave, 2009. *Communicative Approach to the Teaching of English as a Second Language.* Mumbai: Himalaya Publishing House. ISBN 978-93-5024-543-9.

UR, Penny, 2012. *A Course in English Teaching.* 2nd edition. Cambridge: Cambridge University Press. ISBN 978-1-107-68467-6.

ZORMANOVÁ, Lucie, 2012. *Výukové metody v pedagogice, S praktickými ukázkami.* Praha: Grada Publishing. ISBN 978-80-247-4100-0.

Online Sources

AHLQUIST, Sharon, and LUGOSSY, Réka, 2014. *Stories and Storyline*. Online, PDF. Hong Kong: Candlin & Mynard. © 2023 ISBN 9781311935861. Available from: Everand, https://www.everand.com/book/258308948/Stories-and-Storyline [cit. 2023-11-13].

COUNCIL OF EUROPE [COE], 2023. *Common European Framework of Reference for Languages (CEFR).* Online. © 2023. Available from: https://www.coe.int/en/web/common-european-framework-reference-languages/level-descriptions [cit. 2023-11-09]

HINKEL, Eli, 2006. Current Perspectives on Teaching the Four Skills. Online. *TESOL Quarterly,* vol. 40, no. 1: Multilingual Matters, p. 109-131. Available from: https://doi.org/10.2307/40264513. [cit. 2023-10-30].

LIGHTBOWN, Patsy M., 2012. Intensive L2 instruction in Canada: Why not immersion? Online. In: C. Muñoz (ed.). *Intensive Exposure Experiences in Second Language Learning.* Bristol, UK: Multilingual Matters, pp. 25-44. Available from:

https://www.researchgate.net/publication/292242337_Intensive_L2_instruction_in_Canada_Why_not_immersion . [2023-10-30].

Rámcový vzdělávací program pro základní vzdělávání, 2023. Online. Praha: MŠMT. Available from: https://www.edu.cz/rvp-ramcove-vzdelavaci-programy/. [cit. 2023-11-05].

Standardy pro základní vzdělávání. Anglický jazyk, 2012. Praha: MŠMT. Available from: https://www.msmt.cz/vzdelavani/zakladni-vzdelavani/standardy-pro-anglicky-nemecky-a-francouzsky-jazyk-ucinne-od. [cit. 2023-11-05].

Sources of Pictures

Fun Park Activity. In: Pinterest.com. Online. Dostupné z: https://in.pinterest.com/pin/498562621242671511. [cit. 2024-03-10].

Picture of a Town. In: Pinterest.com. Online. Dostupné z: https://cz.pinterest.com/pin/563018696238905/. [cit. 2024-03-10].

12 Differences. In: Jagranjosh.com. Online. 2022. Dostupné z: https://www.jagranjosh.com/general-knowledge/spot-the-difference-can-you-spot-all-12-differences-in-35-seconds-1666014758-1. [cit. 2024-04-02].

Bedroom. In: Freepik.com. Online. 2024. Dostupné z: https://www.freepik.com/free-vector/part-bedroom-children-scene-cartoon-style_10004983.htm. [cit. 2024-04-02].

Appendices

Appendix A: Questionnaire for the Teachers

Dobrý den,

Jsem studentem Univerzity Palackého v Olomouci, kde studuji navazující magisterský program Učitelství anglického jazyka pro základní školy.

Věnujte prosím několik minut svého času vyplnění následujícího dotazníku.

Týká se učení jazykových dovedností na prvním stupni ZŠ. Některé otázky se týkají konkrétních ročníků, a proto v případě, že jste daný ročník nikdy neučili, nebo jste v něm angličtinu neučili už dlouho a nechcete pro daný ročník odpovídat, zvolte odpověď ´´neumím odpovědět.

Vyplnění dotazníku by vám mělo trvat asi 10-15 minut a výsledky tohoto dotazníku budou vyhodnoceny v mé diplomové práci, která má zjistit, jak učitelé vnímají a jak přistupují k výuce jazykových dovedností na prvním stupni základních škol.

Dotazník je konstruován v anglickém jazyce, jelikož se předpokládá, což doufám nikoho neodradí od vyplnění.

Děkuji za spolupráci,

Martin Fojtík

1. How old are you?
a) 24-34
b) 35-44
c) 45-54
d) 55 or more

2. How long have you been teaching?
a) 0-5 years
b) 6-9 years
c) 10-14 years
d) 15-19 years
e) 20-25 years
f) 26 years or more

3. What´s your background?
a) Primary school teacher
b) Lower-secondary or secondary school English teacher
c) Lower-secondary or secondary school teacher of other subjects
d) Non-teaching degree

4. What teaching method or approach do you utilize the most in your English lessons in 3rd grade?

a) Utilization of Pictures, Songs, Chants, Rhymes and Games

b) Communicative Language Teaching

c) Total Physical Response

d) Lexical Approach

e) Grammar-translation Method

f) I am not able to answer this question

g) Other

5. What teaching method or approach do you utilize the most in your English lessons in 4th grade?

a) Utilization of Pictures, Songs, Chants, Rhymes and Games

b) Communicative Language Teaching

c) Total Physical Response

d) Lexical Approach

e) Grammar-translation Method

f) I am not able to answer this question

g) Other

6. What teaching method or approach do you utilize the most in your English lessons in 5th grade?

a) Utilization of Pictures, Songs, Chants, Rhymes and Games

b) Communicative Language Teaching

c) Total Physical Response

d) Lexical Approach

e) Grammar-translation Method

f) I am not able to answer this question

g) Other

7. Which of the four language skills do you prioritize the most in your English lessons in 3rd grade?

a) Listening

b) Speaking

c) Reading

d) Writing

e) I am not able to answer this question

8. Which of the four language skills do you prioritize the most in your English lessons 4th grade?

a) Listening

b) Speaking

c) Reading

d) Writing

e) I am not able to answer this question

9. Which of the four language skills do you prioritize the most in your English lessons 5th grade?
a) Listening
b) Speaking
c) Reading
d) Writing
e) I am not able to answer this question

10. On a scale from 1 to 5, how do you think you focus on the development of these skills in 3rd grade? (1 being the least, 5 being the most)

a) Listening	1	2	3	4	5
b) Speaking	1	2	3	4	5
c) Reading	1	2	3	4	5
d) Writing	1	2	3	4	5

11. On a scale from 1 to 5, how do you think you focus on the development of these skills in 4th grade? (1 being the least, 5 being the most)

a) Listening	1	2	3	4	5
b) Speaking	1	2	3	4	5
c) Reading	1	2	3	4	5
d) Writing	1	2	3	4	5

12. On a scale from 1 to 5, how do you think you focus on the development of these skills in 5th grade? (1 being the least, 5 being the most)

a) Listening	1	2	3	4	5
b) Speaking	1	2	3	4	5
c) Reading	1	2	3	4	5
d) Writing	1	2	3	4	5

13. How satisfied are you with the coursebook you are currently using in 3rd grade in terms of its focus on English language skills and its ability to develop it?
a) Very satisfied
b) Satisfied
c) Neutral
d) Dissatisfied
e) Very dissatisfied
f) I am not able to answer this question

14. Please, specify which skill skill/skills is/are covered insufficiently in the coursebook (Happy Street 1), if any
a) Listening
b) Reading
c) Speaking
d) Writing
e) None

15. How satisfied are you with the coursebook you are currently using in 4th grade in terms of its focus on English language skills and its ability to develop it?
a) Very satisfied
b) Satisfied
c) Neutral
d) Dissatisfied
e) Very dissatisfied
f) I am not able to answer this question

16. Please, specify which skill skill/skills is/are covered insufficiently in the coursebook (Happy Street 2), if any
a) Listening
b) Reading
c) Speaking
d) Writing

17. How satisfied are you with the coursebook you are currently using in 5th grade in terms of its focus on English language skills and its ability to develop it?
a) Very satisfied
b) Satisfied
c) Neutral
d) Dissatisfied
e) Very dissatisfied
f) I am not able to answer this question

18. Please, specify which skill skill/skills is/are covered insufficiently in the coursebook (Happy Street 2), if any.
a) Listening
b) Reading
c) Speaking
d) Writing

19. How often do you use the coursebook in your lessons in 3rd grade?
a) Very frequently
b) Frequently
c) Occasionally
d) Rarely
e) Very rarely
f) Never
g) I am not able to answer this question

20. How often do you use the coursebook in your lessons in 4th grade?
a) Very frequently
b) Frequently
c) Occasionally
d) Rarely
e) Very rarely
f) Never
g) I am not able to answer this question

21. How often do you use the coursebook in your lessons in 5th grade?
a) Very frequently
b) Frequently
c) Occasionally
d) Rarely
e) Very rarely
f) Never
g) I am not able to answer this question

22. How often do you include multimedia tools in skills work in your lessons?
a) Very frequently
b) Frequently
c) Occasionally
d) Rarely
e) Very rarely
f) Never
g) I am not able to answer this question

23. How do you get appropriate materials that focus on English language skills development?
a) From colleagues
b) Creating own materials
c) Internet
d) I am not able to answer this question
e) Different answer

24. What internet websites/teachers´ forums do you look at when searching for appropriate materials for English language skills fevelopment, if any?
a) Britishcouncil.cz (LearnEnglish Kids, LearnEnglish Teens, Teaching English)
b) CambridgeEnglish.org
c) English-time.eu
d) HeloforEnglish.cz
e) Výukovématerialy.eu
f) Facebook groups for English teachers
g) Kahoot
h) I don´t use internet to find skills-focused activities for my lessons
i) Other answer

25. To what extent do you think the RVP (Framework Educational Programme aligns with primary school pupils´ realistic needs and abilities?
a) Perfectly aligned
b) Mostly aligned
c) Neutral
d) Not aligned entirely
e) Not aligned at all
f) I am not able to answer this question

Appendix B: Feedback Questionnaire for Pupils

1) Jak se ti aktivita líbila? Ohodnoť jako ve škole 1-5.

2) Chtěl bys podobných aktivit dělat v hodinách angličtiny více? Ohodnoť jako ve škole 1-5.

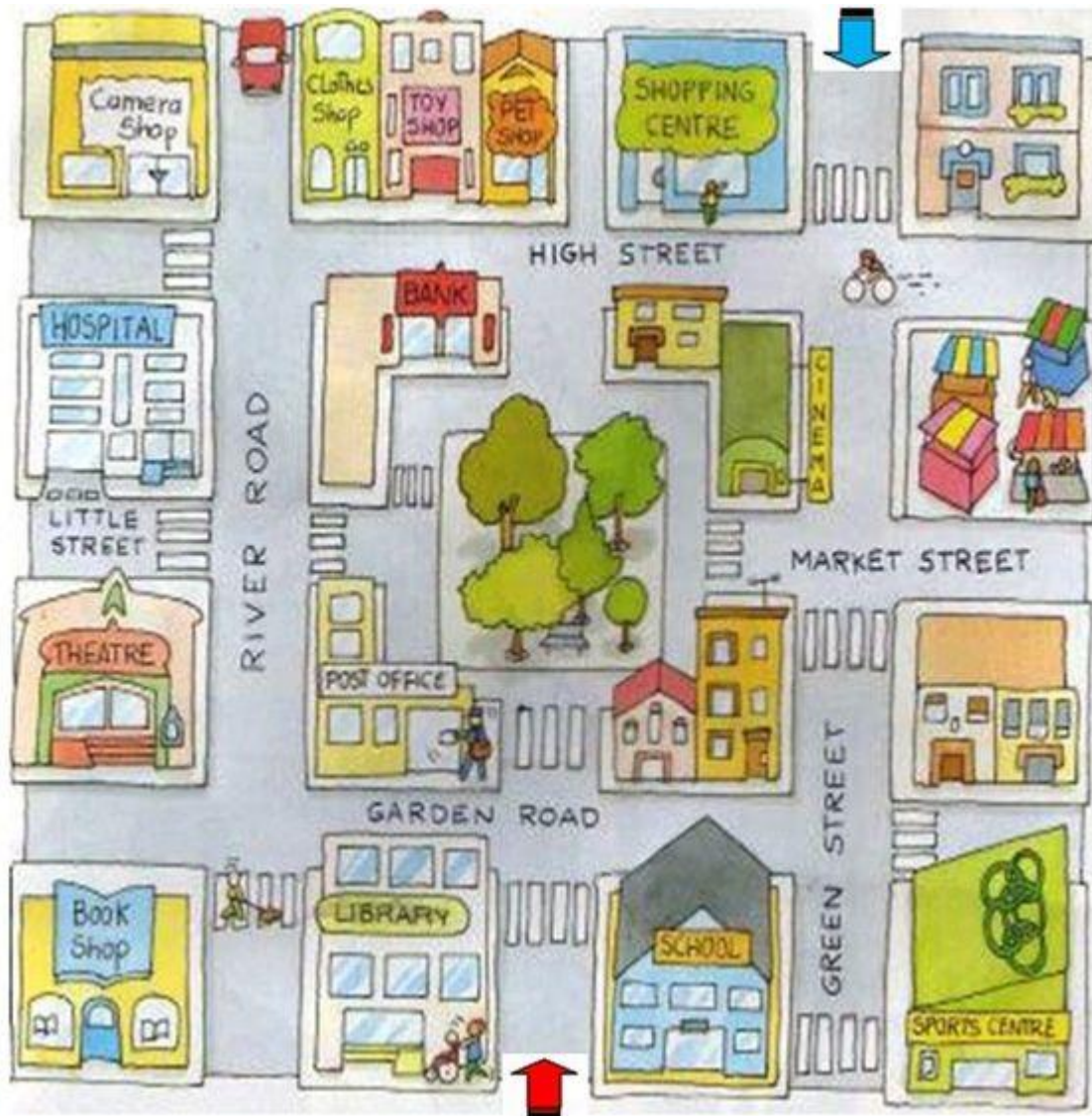**3)** Rozuměl jsi během aktivity/cvičení co máš dělat? Ohodnoť jako ve škole 1-5.

Appendix C: Activity 1: Listening Comprehension: Finding People

Find people your teacher talks about.

Picture 1: Fun Park Activity

Appendix D: Activity 3: Reading Comprehension with Writing: Finding Mistakes in the Picture

Picture 2: Picture of a Town

Are these sentences true (✓) or false (x)?

e.g. The postman is in front of the school. x He is in front of the post office.

1. Post office is yellow.
2. The book shop is opposite the library.
3. The school had four floors.
4. Hospital is in the Market street.
5. The theatre is between the hospital and the school
6. The camera shop has four windows.
7. The sports centre is brown.
8. The library has got 6 windows.

Appendix E: Activity 4: Reading Comprehension: Guessing Animals

What animal is it?

e.g. *It´s big, grey, lives in Africa. It has got a long nose. An elephant*

1. It has got four legs, can be big or small and people say it is man's best friend.

2. It has got wings, it can fly and is colourful.

3. It is yellow, it lives in Africa and is very dangerous.

4. It hasn't got any legs, is slow and very dangerous.

5. It is very small. It can be brown, grey or white and cats eat it.

6. It is a very big animal. It can also be brown, white or black and people ride it. It can be very fast

7. It is very big. It lives in Africa. It is very fat, but also very fast and dangarous. It can run and swim.

8. It is yellow and brown. It is very tall and it has got a very long neck. It is friendly.

Appendix F: Activity 5: Speaking: Picture Differences

Picture 3: 12 Differences

Appendix G: Activity 6: Speaking: Favourite Foods

	likes	doesn't like	loves	hates
Anička				
Matěj				
Tobiáš				
Eliáš				
Jáchym				
Leila				

Appendix H: Activity 7: Writing: Picture Description

Picture 4: Bedroom

Write 6-10 sentences about the picture similar to example sentences below:

e.g. There is a wooden floor in the bedroom. There is a brown window frame.

1._____

2._____

3._____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____