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VYUŽITÍ PŘÍSLOVÍ VE VÝUCE ANGLICKÉHO JAZYKA
DIPLOMOVÁ PRÁCE

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Prohlašuji, že jsem diplomovou práci vypracovala samostatně s použitím uvedené literatury a zdrojů informací.

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vlastnoruční podpis

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ABSTRACT

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Using proverbs in teaching English

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This thesis deals with the use of proverbs in teaching the English language. It is divided into two main parts: Theoretical Background and Practical Part. The theoretical Background introduces the concept of a proverb, occurrence of proverbs in coursebooks I use. Several reasons are presented for drawing attention to proverbs and formulaic language in them, as well as recommendations regarding the suitability of proverbs and their use in lessons with specific age groups. Further sections on how and what to teach with the help of proverbs provide a basis for the research discussed in the Practical Part. The research consists of two main items: a questionnaire for teachers of English and testing of learners. The Practical Part contains a description of materials used, procedure of their formation and discussion of the research results. The questionnaire shows the interest of teachers in proverbs. The test suggests that using proverbs in teaching may help to improve learners' knowledge of the English language.

Key words: proverb, teacher, learners, English, lesson

1 INTRODUCTION

Proverbs may contain elements of optimism and advice, as well as great wisdom which is applicable to diverse situations that may arise in one's life. Some proverbs are meant to warn us, others are quite humorous. Sometimes, they can also seem very stereotypical, critical and pessimistic. In short, one way or another, many things we need to be aware of in our daily lives seem to be found in proverbs. The topic of proverbial phrases has attracted my interest since elementary school. At that time, I won a competition focusing on 'collecting proverbs in the Czech language without using the internet'. I gathered the most proverbs of all the participants as I spoke mostly to elderly people and teachers of the Czech language. I also visited libraries to search for relevant sources of proverbs. A few years ago, proverbs also formed the topic of my undergraduate thesis.

This diploma thesis focuses on the use of proverbs in English in education. The work is divided into two main parts – Theoretical Background and Practical Part. The hypotheses being proposed here are: first, the pupils at the MZŠ lower secondary school in Kdyně are not aware of proverbs in English; second, education with the use of proverbs is enriching and helps learners gain knowledge of the language; and third, teachers of English are interested in teaching with proverbs and willing to use them in their lessons.

The Theoretical Background chapter contains an introduction to proverbs and a review of five coursebooks I use at school to discover whether any proverbs are mentioned in them. Experts offer several reasons why teachers should use proverbs, including the fact that proverbs are a source of formulaic language which competent speakers should be familiar with. Then there is the issue of the suitability of using proverbs with regard to the age of pupils and students. Surprisingly little attention is devoted to proverbs in the Framework Educational Programmes of the Czech Republic. In what follows the focus is on various educational uses of proverbs including teaching skills or grammar; mention is also made of the appropriate role played by the teacher.

In order to test and assess the hypotheses, the Practical Part presents quantitative research, with the results of tests and exercises based on the use of proverbs. All the materials, procedures, study subjects and results of the questionnaire and testing are described in detail. The results are then summarised in the Conclusion.

2 THEORETICAL BACKGROUND

Proverbs represent a topic of considerable importance. But what is a proverb? There are several definitions proposed by various scholars; for the purpose of this project the two following definitions were chosen:

"Proverbs … they are representative of social attitudes and stereotypes, cultural patterns and traditions (Klégr, 2013 p. 7)*."*

"A proverb is a short, generally known sentence of the folk which contains wisdom, truth, morals, and traditional views in a metaphorical, fixed and memorizable form and which is handed down from generation to generation (Mieder, 2004 p. 3)*."*

Proverbs are not only Czech or English as it may seem from this thesis. Every language has its own proverbs. They originate from all around the world. Some proverbs that carry the same meaning (wisdom) are almost identical whilst others totally differ from each other. It is caused by loans and translations of proverbs between the languages and same conditions the nations had, similar experience. The most popular proverbs have their origin in the Bible and other old literary works written anonymously, some proverbs were originally quotes made by famous people that became proverbial due to their popularity among people that spread them further (D'Angelo, 1977). One could easily say that proverbs are old-fashioned and not used anymore. This is not true. Proverbs are highly connected to human development. They adapt and evolve in modern proverbs such as *"No body is perfect"*. This new proverb was made for the purpose of a body-positive movement – it is just an altered version of the old proverb *"Nobody is perfect"*. And what about the famous YOLO attitude? This is again a quite new proverb – YOLO is an acronym for *"You only live once"* with a meaning to enjoy your only life fully. It is basically a modern twin of the old Horace's quote *"Carpe Diem"*. Proverbs are also very often used in songs or even as names of songs of the 20th and 21st century music which makes them almost immortal e.g. *Nice guys finish last* (Green Day, 1997), *The motto (YOLO)* (Drake, 2011), *You only live once* (The Strokes, 2005), *Nobody's Perfect* (Jessie J, 2011), *Easy Come, Easy Go* (Elvis Presley, 1967), or *Fools Rush In* (Frank Sinatra, 1940).

English native speakers use proverbs not only in their day-to-day communication quite often so why are proverbs not a part of the process of learning the English language in the Czech schools? I reviewed course- and work- books being used at the lower-secondary school (6th – 9th grade) of MZŠ Kdyně in order to ascertain whether there are proverbs mentioned in the course books, so there may be at least some possibility of the teachers

applying them in their lessons regardless the school curriculum (see the section on Proverbs in Curriculum 2.4). As a result of this review, it was detected that there are absolutely none proverbs mentioned in the course- and work-books MORE! by Cambridge at lower-secondary schools and also zero proverbs written in the course-books Bloggers by Klett. There is not any figurative language occurring in those books at all.

More! 1 (2nd edition) – 0 proverbs

More! 2 (2nd edition) – 0 proverbs

More! 3 (2nd edition) – 0 proverbs

Bloggers 1 by Klett – 0 proverbs

Bloggers 2 by Klett – 0 proverbs

I also asked my colleges teaching English at our school whether they use proverbs regarding the fact that proverbs are not mentioned anywhere in our teaching materials that we use with the learners. They confessed that they do not use proverbs in teaching at all during their lessons. As a reason why they do not work with proverbs, they mostly mentioned that there is almost none supporting material on this topic; and they are not sure how to incorporate them in the lessons properly. They also noted that some of the groups of learners they teach are not very passionate about the English language and not much interested in anything. For further details of the research see the Practical Part chapter.

2.1 REASONS TO USE PROVERBS IN ELT (ENGLISH LANGUAGE TEACHING)

There are many reasons why teachers should incorporate proverbs and proverbial language in their everyday lessons. Proverbs not only express traditional folk wisdom and advice for proper living, but they may serve as tools for transmitting grammar rules of languages, culture, social and moral values too. According to Byrne (2005), there are three main functions of proverbs: they transmit values and wisdom, give us valuable life advice and warnings and last but not least, proverbs provoke our minds. They embellish our speech and help English learners to express themselves in a more natural way. Furthermore, Mieder (2004) states that using proverbs in teaching English as a foreign language is necessary for supporting learner's ability to communicate effectively. Durbin Rowland in his article states *"five potential values of proverb:*

1. Proverbs stick in the mind

2. Proverbs build up vocabulary

3. Proverbs illustrate admirably the phraseology and idiomatic expressions of the foreign tongue

4. Proverbs contribute gradually to a surer feeling for the foreign tongue

5. Proverbs in the classroom consume very little time (Rowland, 1926)*"*

Not only Rowland but other linguists too agree that since proverbs are in their form quite short and concise phrases; they are easily remembered even for little children. Nuessel and Cicogna also claim that the language of proverbs in fact, corresponds mostly to the basic vocabulary of elementary and intermediate level of English. Another important reason why teachers should use proverbs in their lessons which is often mentioned in experts' publications is introducing and teaching metaphoric competence to learners which is also associated with indirect speech acts (see the next section: "Formulaic Language in Proverbs"). It is important to mention that proverbs have two meanings, the first is a literal meaning of the phrase and the second one is figurative meaning. The students/pupils need to recognise the phrase in the context of a given situation (Nuessel, et al., 1994). Also, Hanzén (2007) claims that proverbs play a significant role in language learning and metaphorical understanding.

In order to be able to use a language correctly and understand it properly authentic texts should be used while learning the language. Notable examples of short authentic texts are proverbs and idioms since they are being standardly used in day-to-day communication among native-borns (Ababneh, 2015).

Last but not least, a good reason to use proverbs in English lesson is being a good teacher who motivates learners to be proactive not only during the lesson itself but also outside the school, motivate them to learn English at home, read, watch movies and TV series in English and voluntarily by themselves search for meaning of new collocations and words they come across. If the teacher uses proverbs and their real-life context during his or her lessons, students may attain the language level and knowledge of its culture more easily. They can also observe how the language works in everyday situations. Such alternations in teaching keep the learners concentrated on the lesson and interested in the language. In addition, the knowledge of proverbs raises the students to the heights of more advanced level of English language since they may be able to understand the true meanings behind native speakers' phrases and statements.

There are plenty reasons why teachers should use proverbs in their English lessons. Among all of them here are the most mentioned: proverbs are short and easily remembered; they contain mostly basic vocabulary. Various experts agree on using proverbs due to its good influence on the level of English of the learners – their vocabulary and a deeper understanding of the metaphorical language.

2.2 Formulaic Language in Proverbs

Proverbs, idioms, and other fixed speech expressions are characteristic for formulaic language. Such peculiar phrases need to be known by both participants of communication in order to fulfil the communicative intentions. Wray (2002) states that native speakers use such language to form their utterances quite often but notes that second language learners find formulaic phrases difficult either to include them in their communication to sound nativelike or to understand them in the native speaker's usage. Also, Mieder (2004) writes that using proverbs in teaching English as a foreign language is necessary for supporting learner's ability to communicate effectively.

Many experts, for example House (1996) and Mieder (2004), suggest raising *"awareness of useful formulaic sequences"* (Wray, 2002 p. 191) among learners of foreign languages together with teaching grammar; since as teachers we want our students not only to know the grammar but also to be able to communicate. As Wray, according to Jeremias's study from 1982, states: "Formulaic language enables learners to communicate *at a level beyond their grammatical and lexical knowledge*" (Wray, 2002 p. 191). Proverbs together with other formulaic sequences should be introduced to learners through their use in every day's situations and real communications (with the use of authentic texts). Native and nativelike speakers tend to use shortened proverbs or somehow inverted proverbs in their utterances, for example: *"No, sweetie, I won't need your help here, you know, as they say: Too many cooks... Ha-ha."* (Too many cooks spoil the broth) or *"…Hey, sister, know that water's sweet but blood is thicker… (Avicii, 2013)"* (Blood is thicker than water). In such situations (indirect communication) they expect the receiver to know the whole proverb and its meaning – the sender expects to have the same shared knowledge with the receiver (Wray, 2002 p. 24). If the receiver does not know proverbs and the meaning behind them, he/she is thus not able to comprehend the utterance successfully.

Proverbs, which are formulaic phrases, contain two meanings: literal and figurative. They should not be understood by their literal meaning since why would lies have legs, much less short legs; and love could not see (*Lies have short legs*, *Love is blind*)? Proverbs have a deeper and abstract meaning which in addition should be understood from the phrase as a whole. Wray (2002 p. 56) cites Van Lancker who noted that the meaning could be interpreted wrongly when only a part of a proverb is being analysed. According to Szcześniak and Kořínková (2022), there are several issues to encounter while learning any formulaic sequences. One of the problems is that children or learners of any age are unable

to recognise formulaic expressions in general. Nevertheless, there is a possibility to know whether the sequence is a proverb or not, since many proverbial phrases usually contain some kind of literary devices and stylistic figures (D'Angelo, 1977). For example a *metaphor* (a term of poetry based on external similarity in features, functions, or appearances (Vlašín, 1984)) or a *personification* (a type of metaphor which attributes actions of animate nouns – persons – to inanimate nouns and abstract entities – non-persons (Vlašín, 1984)) are both present in the two previously mentioned proverbs. Other commonly occurring devices and figures are *alliteration* (a repetition of the same letter/sound/group of sounds in a phrase (Vlašín, 1984), e.g. Better bend than break), *rhyme* (words or ends of words in a phrase have the same or highly similar sounds (Vlašín, 1984), e.g. Birds of feather flock together), *repetition* (recurrence of words or group of words in a phrase (Vlašín, 1984), e.g. Boys will be boys) (D'Angelo, 1977). Szcześniak and Kořínková (2022) further recommend to expose learners to multiple examples or situations containing formulaic sequences which could enable learners to strengthen the process of memorization. The authors mention frequency as one of the main factors contributing to persistence of formulaic phrases in one's memory.

Taken the above written into consideration, learners of English should be familiar with proverbs in English in order to understand native communication and writings. Learning proverbs also builds and improves nativelike proficiency. Proverbial phrases should be correctly remembered since they only make sense in their original form (Wray, 2002); that is why proverbs are mentioned in *fixed-form* formulaic phrases. Formulaic language and metaphorical meaning of proverbs should be presented by the English language teachers to their learners regularly so the learners could be able to communicate at a higher level and to understand the native-born utterances properly.

2.3 AGE SUITABILITY OF PROVERBS

Proverbs are short phrases containing general wisdoms everybody should know. Nevertheless, their understanding is based on the metaphorical competence. Experts argue when to begin with the use of proverbs in teaching a language.

On the one hand, as Rowland and Nuessel and Cicogna claim proverbs tend to be quite short and they contain mostly basic vocabulary, so they are suitable for even the youngest learners of the English language. On the other hand, there are several studies done in many different languages that strongly suggest that children under the age of 11 or 12 years do not really understand the meaning behind the proverbs since their brain can only see the literal meaning of the words and phrases as it is not fully developed in abstract thinking yet. Based on Piaget's studies and Piagetian psychologists, Holden and Warshaw advise to start using proverbs at first at the age of early adolescence (which is the age of 11 / 12 years). Such stage was named *'a period of formal operational thinking'* by psychologists. During this period, the human brain develops formal cognitive thinking and thus a sense for what is abstract, so it is able to infer and use deductive reasoning. Before turning the age of eleven, learners in general need to be provided with explanation and instruction in order to do some kind of learning with the help of proverbs. Therefore, beginning with proverbs in foreign language at the right age helps the teacher to unburden his or her preparation for lessons as the learners themselves may discuss the true meaning of a given proverb and help each other. The teacher's role during this discussion should be only a bit guiding (prompter) and mainly observing (Holden, et al., 1985).

However, Nippold (1988) argues that most of the famous studies mentioned above did not test proverb comprehension in context, which is according to her crucial for proverbs understanding since proverbs mostly occur in stories or are a reaction to actions and situations around us. Nippold does not support testing proverbs similarly as only explaining the meaning of a given proverb. She claims that giving youngsters proverbs in context or letting them choose from various explanations, that would be incorporated in a short context, increases the readers' understanding of proverb and its figurative meaning. See the following example of such task which is cited from the publication "Proverbs Comprehension in Context – A Developmental Study with Children and Adolescents".

Task: Choose the best answer.

"*Jimmy's mother says, "Don't count your chickens before they're hatched."*

a. Jimmy has told his mother that he would like to buy her a new dress.

b. Jimmy has told his mother that he would rather play baseball than go to school.

c. Jimmy has told his mother that when he grows up, he's going to be rich and famous.

d. Jimmy has told his mother that he's the smartest boy in his class. (Nippold, et al., 1988 p. 21)"

To summarise the previously mentioned studies, proverbs may be used in teaching a foreign language at any age insofar as the learners understand the figurative not only the literal meaning; either they are provided with the meaning by the teacher's explanation, or they are mature enough to comprehend proverbs by themselves. To facilitate the teaching with the help of proverbs in English, I suggest that introductory lesson to proverbs in the mother-tongue of the learners should precede the very beginning with them in English lessons so the teacher and learners too could rely on the knowledge of proverbs in learners' mother-tongue.

2.4 Proverbs in Curriculum

This section focuses on occurrence of proverbs and proverbial phrases in educational curriculums. Based on my review of documents available on-line, proverbs in English are not included in the Czech curriculum for lower-secondary schools issued by the Czech Ministry of Education, Youth and Sports. Proverbs in English, therefore, do not have to be included in lower-secondary schools' curriculums. I focused on school's curriculum and English language educational plans of MZŠ Kdyně (see Appendix 8 and Appendix 9) and investigated that there is not one topic on proverbs included.

Nevertheless, the Czech Framework Educational Programme (available on-line) allows *cross-curricular links* in the educational area of *Language and Language Communication* which includes the first language (Czech) and a foreign language as a second language; and in specialised area called *Cross-Curricular Subjects* which further offers fields such as *Moral, Character and Social Education* or *Multicultural Education* that are both present in proverbs. Proverbs are carriers of life advice and wisdom. This case is, furthermore, described in the two following parts of this thesis in the section of Educational Use of Proverbs: Moral values (2.4.1.3) and Culture-bound phenomena (2.4.1.6). By the term cross-curricular we understand inserting several topics from one subject to another in order to guide learners to link previously gained knowledge and apply it from one subject to another or better – to real-life situations. The cross-curricular approach is widely used mainly because of its proved good outcomes. The approach also motivates students since the process of learning is enriched with numerous different but simultaneously interconnected topics. By crossing the 'boundaries' of one subject we open the learners another door with real-life links and usage. Such cross-curricular links could be applied with proverbs too.

There is a topic on oral literature (folk literature) in the curriculum of the Czech language. This is where proverbs belong together with other oral traditions. The curriculum states that pupils should be able to find the moral and wisdom in such phrases. They learn to generalize and understand the phrases. While explaining the meanings of words and phrases in Czech, their connotations and convey of the meaning, the learners should know that not only the Czech language can be figurative. This topic is usually included in lessons first at the 6th or 7th grade at lower-secondary schools since the pupils have their formal cognitive thinking developed and are thus able to further evolve e.g., their metaphoric competence. Teachers commonly explain the terms such as a proverb, a saying, an adage, a maxim. Then they ask their learners whether they know any of these, afterwards, exercises to match two

halves of such phrases usually follows. This is an opportunity for English to appear there. Pupils may match the phrases' halves together and then try to match them to their equivalents in English. Since usually many of such phrases share some kind of form (they are quite similar), it is not very difficult to match them even if the pupils do not understand every word in the equivalents in English. The usual similarities are: lexical (animals, verbs, months etc.), stylistic (rhyme, alliteration, repetition etc.), and grammatical (negation, verb tense, syntax etc.). See the example:

1. *Kovář<u>ova</u> kobyla*
2. *Pes, který štěká,*
3. *Mluviti stříbro,*
4. *Jak se do lesa volá*
5. *Kdo dřív přijde,*
6. *Bez práce*
7. *Kdo jinému jámu kopá*
8. *Komu se <u>ne</u>lení*
9. *Lepší vrabec v hrsti*
10. *Jak si kdo ustele,*

A. *ten dřív mele*
B. *sám do ní padá*
C. *<u>nejsou</u> koláče*
D. *než holub na střeše*
E. *tak si lehne*
F. *tak se z lesa ozývá*
G. *chodí bosa*
H. *mlčeti zlato*
I. *tomu se zelení*
J. *nekouše*

1) *First come, first served*
2) *As the call, so the echo*
3) *No bees, no honey, no work, <u>no</u> money*
4) *As you make your bed, so you must lie on it*
5) *The shoemaker<u>'s</u> son always goes barefoot*
6) *Speech is silver, silence is gold*
7) *Barking dogs seldom bite*
8) *<u>No</u> pain, no gain*
9) *He who digs a pit for others falls in himself*
10) *A bird in the hand is worth two in the bush*

1 – G	2 – J	3 – H	4 – F	5 – A	6 – C	7 – B	8 – I	9 – D	10 – E
5)	7)	6)	2)	1)	3)	9)	8)	10)	4)

The exercise was made by me. I was inspired by the official article on educational materials for Czech lesson available on-line by Pšeničková (2015). The equivalents in English were found using multilingual collections and dictionaries of proverbs. I highlighted some of the most obvious similarities, but there are more of them to be observed of course.

Besides the curriculum for lower-secondary schools, I also reviewed the Framework Education Programme (FPE) for secondary general education (also known as grammar schools or *gymnázium*). There are proverbs mentioned in the foreign language section in this curriculum as cited here: *"lexicology – collocations, set phrases on the sentential level, proverbs, simple idioms, phrasal verbs, set clause patterns, specialised terms and phrases on common topics"* (2007). This finding purports that the topic of proverbs should be introduced to all grammar schools' learners since the schools' curriculums should be in accord with the FPE. However, I, furthermore, found and read two curriculums of grammar schools (each available on-line) that are near the town Kdyně (Domažlice – Gymnázium Jindřicha Šimona Baara, Klatovy – Gymnázium Jaroslava Vrchlického), where I come from and focus my thesis on, and I discovered that such topic is present in neither of them. It could be hidden under another wider topic, but it seems that secondary schools do not include proverbs in their curriculums as well. When I asked my friends who recently finished grammar schools ('maturita' leaving exams), they do not recall any work with proverbs in English during their school years.

2.5 EDUCATIONAL USE OF PROVERBS

This section presents some ways of using proverbs while teaching English as a foreign language. Proverbs were historically used as a means to teach rhetoric. Using proverbs together with other fixed forms in essays and other writings is still considered as a great enrichment of a text (D'Angelo, 1977). This could be applied even today by giving learners a task to write an essay about what a particular proverb means, students or older pupils could write a story carrying the moral in the given proverb. Such tasks are great for practicing creative writing and students' imagination. Proverbs for their short and concise form are also often suggested for practising reading comprehension skills that are nowadays back in the vogue. It has been proven that Czech learners of lower age struggle with reading in general and their orientation in texts is not the same as it was with previous generations or other nations (Holíková, 2010). In addition, the Czech Ministry of Education strongly recommends reading comprehension together with writing should be more supported in the upcoming school years (MŠMT, 2022). Proverbs are, moreover, ideal for teaching various grammatical points such as imperative sentences, verb tenses and word order, or negation (grammatical negation through a negative particle 'not': *Don't judge the book by its cover*; grammatical negation through a negative determiner 'no': *No pain, no gain*; lexical negation through an expression negative in meaning but not in the form: *Barking dogs seldom bite*) (Dušková, et al., 2012). Wray (2002 p. 192) cites the assertion by Ellis and Sinclair (1996) that memorisation of proverbs helps learners acquire a special language sequence memory when the learner has solid intuitions about vocabulary for vocabulary, phonological and lexical units and their sequences in English clauses. Furthermore, the classification proposed by Matti Kuusi and Outi Lauhakangas (2001) for finding proverbs with target vocabulary may be helpful while teaching new words. Proverbs may serve as examples of unfamiliar words usage in sentences. Another area where proverbs may help is in writing lessons; for example, proverbs provide an excellent opportunity for learning how to paraphrase. Simultaneously, students may learn how to use thesaurus to acquire new words – synonyms – to the words they already know (Holden, et al., 1985).

Another important educational impact of proverbs are moral and ethical values they carry, and optimism which very often occurs in the traditional old proverbial phrases. These two items provided by proverbs may have a good educational influence on the learners in their character development.

2.5.1 TEACHING WITH THE HELP OF PROVERBS

There are numerous opportunities how to use proverbs in teaching English (as a second language). But what in particular can we teach with them? For the purpose of this I adopted ideas of several authors written below of how English can be taught with the help of proverbs. This section of the work is divided into six subcategories: grammar, vocabulary, moral values, reading comprehension, creative writing, and culture-bound phenomena. Zaid (2016) mentions using proverbs in class as a lead-in activity, proposing a number of areas in which they could be used, such as grammar, pronunciation, speaking and writing, besides that Zaid also named moral values and culture. D'Angelo (1977) suggests using proverbs in teaching speaking, writing and also moral values. Holden and Warshaw (1985) advocate using proverbs similarly to Zaid as teaching skills, comprehension, vocabulary, and cross-cultural sensitivity. I decided to choose several items of each category listed below depending on those occurring in the educational curriculum and plan of lower-secondary schools (see Appendix 9) and simultaneously those phenomena connected to proverbs.

1. Grammar
2. Vocabulary
3. Moral values
4. Reading comprehension
5. Creative writing
6. Culture-bound Phenomena (Realia)

2.4.1.1 GRAMMAR / GRAMMATICAL PHENOMENA

➢ **Present Simple tense – affirmative positive and negative sentences**

Present Simple tense uses verbs in their base form except for third person singular where it uses *-s* from. For negative and interrogative sentences a verb *do* (base form / -s form) in its auxiliary function is used to form a question or to help with negation – in such case the verb *do* is so called negative auxiliary or 'dummy' operator (Quirk, et al., 1985 pp. 96-125,133). Parrot (2000) states that the most problematic in Present Simple tense for people trying to learn English is the third person's -s verb form and making questions.

> *'Appetite <u>comes</u> with eating'*
>
> *'Mistakes <u>are</u> often the best teachers'*
>
> *'Fortune <u>favours</u> fools'*
>
> *'Practice <u>makes</u> perfect'*
>
> *'Like the gardener's dog that neither <u>eats</u> cabbage himself nor <u>lets</u> anybody else'* (Świerczyński, et al., 2008)
>
> *'When one door shu<u>ts</u>, another open<u>s</u>'* (Bachmannová, et al., 2007)
>
> *'<u>Don't</u> judge a book by its cover'*
>
> *'All that glitters <u>is not</u> gold'* (Lauhakangas, 2001)

➢ **Present Continuous tense – affirmative positive sentences**

Present progressive tense uses verbs in their *-ing* participle forms together with a verb *be* in its auxiliary function (forms of the verb *be* depend on the subject of the phrase/sentence given) preceding the main verb (Quirk, et al., 1985 pp. 96-123). Parrot (2000) mentions that the most problematic part for learners is that they omit the auxiliary verb (*am, is, are*).

> *'See which way the wind <u>is blowing</u>'*
>
> *'He that has a great nose thinks everybody <u>is speaking</u> of it'* (Bachmannová, et al., 2007)

> **Future tense – affirmative positive sentences with '*will*'**

'Will' in sentences expressing future functions as an auxiliary verb; thus, the main verb of the sentence is in its base form (Quirk, et al., 1985 p. 124). According to Parrot (2000) learners struggle the most with the infinitive forms of verbs.

> '*Boys will be boys*' (Bachmannová, et al., 2007)
>
> '*Scratch my back and I'll scratch yours*' (Lacinová, 2006)
>
> '*Make yourself a sheep and the wolf will eat you*' (Lauhakangas, 2001)
>
> '*There will be sleeping enough in the grave*' (Mieder, 2005)

> **Present Perfect tense – passive**

Present Perfect tense uses verbs in their past participle (*-ed* participle) form which are preceded by a verb *have* (base form / *-s* form) in its perfective auxiliary function and a verb *be* (*-ed* participle) in its passive auxiliary function (Quirk, et al., 1985 pp. 96-132). As Parrot (2000) advises, present perfect should be presented to learners with a context otherwise it may cause great difficulties in understanding.

> '*The wolf eats often of the sheep that have been counted*' (Bachmannová, et al., 2007)
>
> '*Don't lock the door after the horse has been stolen*' (Lauhakangas, 2001)

> **Past Simple tense – affirmative positive and negative sentences**

Past Simple tense uses verbs in their *-ed* from or past form (irregular verbs). For negative and interrogative sentences a verb *do* (past from = *did*) in its auxiliary function is used to form a question or to help with negation – in such case the verb *do* is so called negative auxiliary or 'dummy' operator (Quirk, et al., 1985 pp. 96-125, 133). Parrot (2000) states that learners may mostly make mistakes in irregular verb forms and notes that learners should be introduced to constructing an emphasis in past tenses.

> '*Rome was not built in a day*' (Świerczyński, et al., 2008)
>
> '*The course of true love never did run smooth*'
>
> '*Sour grapes as the fox said when he could not reach them*' (Lauhakangas, 2001)

➢ **If clauses – zero conditional, imperative**

If clauses are so called conditional sentences. They consist of two clauses – the main clause which contains a verb and a subordinate clause that starts with *if*. Zero conditional is used for stating general truths. Zero conditional consists of two sentences which can be swapped – a clause with *if* and present tense (if clause) and a present tense clause (conditional clause).

If clause together with an imperative sentence is another variation of conditional sentences and is used in situations such as giving advice and instruction. In such sentences, there occur a simple present clause with *if* (if clause) and an imperative (conditional clause) (Parrott, 2000 pp. 272-288).

> '*If you wish for peace, be prepared for war*' (Świerczyński, et al., 2008)
>
> '*If the cap fits, wear it*' (Lauhakangas, 2001)

➢ **Imperative sentences**

Since proverbs also carry advice, they quite often form imperatives. Imperative sentence type Quirk and others (1985 p. 803) define as sentences that normally do not have subject and there is a verb in its base form. For the purpose of this thesis, we may divide imperative sentences into two types – positive and negative sentences similarly as Zaid did in his publication "Using Proverbs as a Lead-in Activity in Teaching English as a Foreign Language" (2016).

- **Positive imperative sentences**

> '*Mind your own business*'
>
> '*Look before you leap*'
>
> '*Live and learn*'
>
> '*Make hay while the sun shines*' (Zaid, 2016)
>
> '*Be yourself*' (Mieder, 2005)

- **Negative imperative sentences**

> '*Don't cry over spilt milk*'
>
> '*Do not cast your pearls before swine*'
>
> '*Don't judge a book by its cover*' (Zaid, 2016)
>
> '*Look not a gift horse in the mouth*' (Świerczyński, et al., 2008)

➢ **Modal verbs**

According to Quirk et al. (1985) central modals are: can, could, may, might, shall, should, will, would and must which are mostly invariable and are specialised in terms of giving advice, orders, making promises, logical deductions or threats etc.; some of them may serve as modal auxiliaries (we cannot use them on their own, there always has to be another main verb with them (Parrott, 2000)).

> *'All that lives, <u>must</u> die'*
>
> *'A good horse <u>should</u> be seldom spurred'*
>
> *'You <u>must not</u> teach fish to swim'*
>
> *'He that will not work, <u>shall</u> not eat'* (Świerczyński, et al., 2008)
>
> *'You <u>can't</u> teach an old dog new tricks'* (Bachmannová, et al., 2007)
>
> *'A leopard <u>cannot</u> change his spots'*
>
> *'As you make your bed, so you <u>must</u> lie on it'*
>
> *'Friends <u>may</u> meet but mountains never greet'*
>
> *'Do as you <u>may</u> if you <u>can't</u> do as you <u>would</u>'*
>
> *'Everyone <u>should</u> sweep before his own door'* (Lauhakangas, 2001)

➢ **Constructions with '*there*' in affirmative positive and negative sentences**

Dušková et al. present that constructions with 'there' appear in sentences used to introduce the existence of something where 'there' functions as a dummy subject (not the real subject which is usually postponed and lies after the verb) (Dušková, et al., 2012 pp. 392-393).

> *'While <u>there is</u> life <u>there is</u> hope'*
>
> *'Where <u>there's</u> a will, <u>there's</u> a way'*
>
> *'<u>There is</u> no place like home'* (Świerczyński, et al., 2008)
>
> *'<u>There is</u> time and place for everything'*
>
> *'<u>There is</u> a time to speak and a time to be silent'*
>
> *'Where <u>there is</u> whispering, <u>there is</u> lying'*
>
> *'<u>There is</u> nothing new under the sun'* (Lauhakangas, 2001)

➢ **Gradable adjectives (affirmative, comparative, superlative)**

Proverbs are full of adjectives describing qualities. Dušková and others characterise adjectives as words expressing feature, quality, or relation. Most adjectives are able to form grades (gradable adjectives). Comparative form is the second grade of an adjective. It is used to compare two subjects of a matter. Superlative form is the third grade of an adjective. It compares three or more subjects of a matter to express the highest or greatest feature/quality/relation. There are two possible ways of making comparative and superlative forms of adjectives. The first is by adding suffixes *-er*, *-est* and the second is analytical by adding *more* or *most*. Grading adjectives is accompanied with some changes and exceptions such as adjectives ending with -e, ending with -y which is preceded by a consonant, three- or multi-syllabic adjectives etc. Some of the adjectives are irregular in their grading; for example, good, bad and all the rest (Dušková, et al., 2012 pp. 141-155). Parrot (2000) states that exercising only adjectives without any examples of them applied in a sentence is rather unhelpful. All this grammar and use in a sentence could be perfectly presented to learners via proverbial phrases as you can see in the table below. For an example how to exercise such knowledge see the attached worksheet for learners (Appendix 2).

AFFIRMATIVE	COMPARATIVE	SUPERLATIVE
good	better	the best
'A good liar needs a good memory'	*'Better late than never'*	*'Hunger is the best sauce'*
hard	harder	the hardest
'A faithful friend is hard to find'	*'The further, the harder'*	*'The first step is the hardest'*

- **Affirmative**

   'A cold hand and a warm heart' (Świerczyński, et al., 2008)

   'It is better to be born lucky than rich' (Lacinová, 2006)

   'A good liar needs a good memory'

   'Bad news travels fast'

   'Better be alone than in bad company'

   'Old dogs will learn no new tricks'

'A fool asks more questions in an hour than a <u>wise</u> man answers in a year'

'A faithful friend is <u>hard</u> to find'

'<u>Easy</u> come, easy go'

'A <u>great</u> talker, a great liar'

'A <u>big</u> head and a little wit'

'All beginnings are <u>difficult</u>' (Lauhakangas, 2001)

- **Comparative**

  'The remedy is <u>worse</u> that's the disease'

  'A good name is <u>better</u> than riches'

  '<u>Better</u> late than never'

  '<u>Older</u> and <u>wiser</u>'

  'The further, the <u>harder</u>' (Świerczyński, et al., 2008)

  '<u>Easier</u> said than done'

  'The grass is always <u>greener</u> on the other side of the fence' (Bachmannová, et al., 2007)

  '<u>Better</u> be alone than in bad company'

  'The <u>greater</u> the tree, the harder the fall'

  'The <u>bigger</u> they are, the <u>harder</u> the fall' (Lauhakangas, 2001)

- **Superlative**

  'Laughter, <u>the best</u> medicine'

  '<u>The greatest</u> talkers are the least doers' (Świerczyński, et al., 2008)

  'Hunger is <u>the best sauce</u>'

  'Every man is his own <u>worst</u> enemy'

  '<u>The darkest</u> place is under the candlestick'

  '<u>The biggest</u> fools have <u>the best</u> luck' (Bachmannová, et al., 2007)

  'The first step is <u>the hardest</u>'

  'The end is <u>the most difficult</u> of all' (Lauhakangas, 2001)

➢ **Adverbs of frequency (never, sometimes, often, usually, always)**

Quirk et al. describes them as *indefinite nonnumerical time-frequency adjuncts*. They respond to the *How often?* question providing us with frequency of a given action within time (Quirk, et al., 1985 pp. 541-550). Teachers usually present to learners the rule of placing the adverbs immediately before the main verb of the sentence but they often forget to mention that there are also 'exceptions' and we may use other positions to e.g. emphasise something (Parrott, 2000). All the grammar could be shown on proverbs too.

> *'Better late than <u>never</u>'* (Świerczyński, et al., 2008)
>
> *'Winter weather and women's thoughts change <u>often</u>'*
>
> *'The grass is <u>always</u> greener on the other side of the fence'*
>
> *'Even Homer <u>sometimes</u> nods'* (Lauhakangas, 2001)

➢ **Quantifiers (much, many, some, any, no, few, little, a few, a little)**

Quantifiers usually precede a noun (are at the beginning of a noun phrase) to express the amount or quantity; and they are mostly indefinite. Their usage often depends on number of the noun, countability (which according to Parrot (2000) causes the most mistakes among learners) and overall meaning of the utterance (e.g. *many* being used with plural countable nouns, *much* being used with uncountable nouns).

> *'Too <u>many</u> cooks spoil the broth'*
>
> *'Too <u>much</u> laughter discovers folly'*
>
> *'One lie makes <u>many</u>'* (Świerczyński, et al., 2008)
>
> *'<u>No</u> bees, <u>no</u> honey, <u>no</u> work, <u>no</u> money'* (Bachmannová, et al., 2007)
>
> *'<u>Many</u> are called but <u>few</u> are chosen'*
>
> *'Better <u>some</u> of pudding than none of a pie'*
>
> *'Save <u>something</u> for a rainy day'*
>
> *'A clever tongue will take you <u>anywhere</u>'*
>
> *'<u>Any</u> water in the desert'*
>
> *'<u>A little</u> is better than none'*
>
> *'He that has <u>nothing</u> can never be bankrupt'* (Lauhakangas, 2001)

➢ **Articles (a / an / the, zero article)**

Articles depend on what the speaker is referring to. Quirk et al. (1985) distinguish generic and specific reference. When talking about generic nouns without thinking of anything particular which is either singular or plural, we use no article (zero article), for example '*You can't teach an old dog new tricks'*. Specific reference is pointing at one or some items for example '*an old dog'* mentioned in the proverbs written above or '*An apple a day keeps the doctor away'* - *an* is an indefinite article used in the given sentence for singular countable noun *apple*; *a* is an indefinite article used in the given sentence for singular countable noun *day*; *the* is a definite article used for singular countable noun *doctor* (Quirk, et al., 1985 pp. 265-287). Specific reference contains two types of articles: definite and indefinite. The definite article has the same form (*the*) in both singular and plural nouns. Indefinite article (*a, an*) is possible only with singular countable nouns. We use indefinite article *a* before a word with a first letter pronounced as a consonant (a hungry man, a good name, a day). The usage of indefinite article *an* depends on whether the word following the article begins with a letter which is pronounced as a vowel (an angry man, an apple) (Dušková, et al., 2012 pp. 59-60). The problem of teaching articles is that in many languages articles do not occur at all. In the Czech language, articles *a, an, the* do not really have their equivalents which causes the Czech learners to omit them when they speak or write; and they are not sure how to use them in a sentence. This might cause difficulties in understanding in a communication since articles provide detailed information about the matter we are talking or writing about (Parrott, 2000). Proverbs as short and concise phrases serve splendidly as example sentences while teaching articles.

'*A hungry man, an angry man*' (Świerczyński, et al., 2008)

'*You can't teach an old dog new tricks*'

'*A good name is better than riches*'

'*The road to hell is paved with good intentions*' (Bachmannová, et al., 2007)

'*An apple a day keeps the doctor away*' (Zaid, 2016)

➢ **Numbers**

Numbers themselves, cardinal numbers especially, can be taught as vocabulary, nevertheless there occur also special forms.

- **Ordinal numbers**

  'First come, first served' (Świerczyński, et al., 2008)

  'The third time's lucky' (Lauhakangas, 2001)

  'Nice guys finish last' (Mieder, 2005)

- **Multiplicative numbers (time-frequency adjuncts)**

  Multiplicative numbers are created either synthetically (once, twice) or with the word *times* (three times, four times) which are thus considered adverbs (Dušková, et al., 2012 p. 139), Quirk et al. (1985) specifies the name in syntax as time-frequency adjuncts.

  'Measure twice, cut but once' (Świerczyński, et al., 2008)

  'It is a silly fish that is caught twice, with the same bait' (Bachmannová, et al., 2007)

  'You only live once' (Mieder, 2005)

2.4.1.2   VOCABULARY

Several authors, including Holden and Warshaw (1985) or Zaid (2016), agree that it is possible and good to use proverbs as a means of teaching or practising new vocabulary. Moreover, the fact that Nuessel and Cicogna (1994) state in their publication that the language of proverbs mostly consists of basic vocabulary of elementary and intermediate level of English means that using proverbs at the earliest stages of teaching English is more than suitable. Taking in consideration the teaching plans of primary and lower-secondary schools in the Czech Republic, there are several categories of vocabulary themes listed, each provided with some examples of proverbs that could be used in the English lessons. For the purpose of teaching or revising new words, Matti Kuusi's proverb typology on-line (Lauhakangas, 2001) with the word searching engine could be easily used by teachers to prepare a lesson with proverbs containing particular vocabulary the teacher is dealing with during his or her lessons. Another option to find proverbs with the target vocabulary is to consult proverb dictionaries – either their online versions where the 'word search' tool may be used or printed publications containing key word indexes.

> **Days**
>
> > *'Every day is not <u>Sunday</u>'* (Świerczyński, et al., 2008)
> >
> > *'One hour <u>today</u> is worth two <u>tomorrow</u>'* (Bachmannová, et al., 2007)

> **Uncountable nouns**
>
> Countability is an important topic taught and explained at lower-secondary schools. Learners need to know not only that there are countable and uncountable nouns but also how to use their forms in a sentence correctly (Parrott, 2000).
>
> > *'<u>Money is</u> the god of the world'* (Świerczyński, et al., 2008)
> >
> > *'Bad <u>news</u> travel<u>s fast</u>'* (Bachmannová, et al., 2007)
> >
> > *'<u>Time is</u> money'*
> >
> > *'<u>Beauty is</u> only a skin deep'*
> >
> > *'<u>Love is</u> blind'* (Lauhakangas, 2001)

➢ **Family and relatives**

'Like father, like son'

'Like mother, like daughter' (Świerczyński, et al., 2008)

'Death and sleep are brothers'

'Don't teach your grandmother to suck eggs'

'If my aunt had been a man she'd have been my uncle'

'A good wife makes a good husband' (Lauhakangas, 2001)

➢ **Parts of body, parts of face**

'Eye for eye, tooth for tooth'

'Quick believers need broad shoulder'

'One hand washes the other'

'Lies have short legs' (Świerczyński, et al., 2008)

'Keep your eyes open'

'Far from eye, far from heart' = *'Out of sight, out of mind'*

'The tongue is not steel yet it cuts' (Bachmannová, et al., 2007)

'The way to a man's heart is through his stomach' (Lacinová, 2006)

'Every shoe fits not every foot'

'Fields have eyes and woods have ears // Walls have ears'

'Beauty is only a skin deep' (Lauhakangas, 2001)

➢ **Animals**

'When the cat is away, the mice play'

'Fish and guests smell in three days'

'One must howl with the wolves'

'Barking dogs never bite'

'No bees, no honey, no work, no money' (Bachmannová, et al., 2007)

'Fine feathers make fine birds' (Lacinová, 2006)

'Look not a gift horse in the mouth'

'The lion is known by his claws'

'Eagles catch no flies' (Świerczyński, et al., 2008)

'A leopard cannot change its spots'

'Make yourself a sheep and the wolf will eat you'

'The last straw breaks the camel's back'

'The old cow thinks she was never a calf'

'Don't count your chickens before they are hatched'

'To warm a snake in your bosom' (Lauhakangas, 2001)

➢ **Food, eating, cooking**

'Don't cry over the spilt milk'

'An apple a day keeps the doctor away'

'Hope is the poor man's bread'

'As they brew, so let them dink'

'Appetite comes with eating'

'Too many cooks spoil the broth'

'After dinner sit a while, after supper walk a mile'

'Like the gardener's dog that neither eats cabbage himself nor lets anybody else'

'Hunger makes hard beans sweet'

'Hunger is the best sauce'

'After meat, mustard'

'Forbidden fruit is sweet'

'A little pot is soon hot'

'To fall out of the frying-pan into the fire' (Świerczyński, et al., 2008)

'The butcher looked for his knife when he had it in his mouth'

'You cannot have your cake and eat it'

'Do not keep all your eggs in one basket'

'Better some of the pudding than none of a pie'

'All bread is baken in the oven' (Lauhakangas, 2001)

'No bees, no honey, no work, no money' (Bachmannová, et al., 2007)

➢ **House chores**

'Don't wash your dirty laundry in public'

'New broom sweeps clean' (Lacinová, 2006)

'Sweep before your own door'

'A clean hand wants no washing'

'Fools grow without watering'

'Better one small fish than an empty dish' (Lauhakangas, 2001)

'As you <u>make your bed</u>, so you must lie in it' (Bachmannová, et al., 2007)

2.4.1.3   MORAL VALUES

Moral values are a bonus in proverbs and another great reason being highlighted by many experts to start using proverbs in the everyday teaching process. The learners could discuss which moral, advice or instruction occurs in given proverbs in groups and with the teacher. So, they will be equipped with it in their minds for their future personal and social lives. Such values are crucial while forming children to mature persons that are a part of our civilized society.

➢ **Kindness, politeness, generosity**

'Kind words go a long way'

'Words cut more than swords'

'Let bygones be bygones' (Lauhakangas, 2001)

'If you can't say something nice/good, don't say anything at all' (Mieder, 2005)

'He gives twice who gives quickly' (Świerczyński, et al., 2008)

'Actions speak louder than words' (Bachmannová, et al., 2007)

'Many hands make light work' (Holden, et al., 1985)

➢ **Health**

'An apple a day keeps the doctor away' (Zaid, 2016)

'Prevention is better than cure'

'Much meat, much malady'

'One hour's sleep before midnight, is worth two after' (Lacinová, 2006)

➢ **Friendship**

'A friend's eye is a good mirror' (Zaid, 2016)

'A good friend is my nearest relation' (Świerczyński, et al., 2008)

'Better an open enemy than a false friend'

'A friend in need is a friend indeed' (Lauhakangas, 2001)

2.4.1.4   READING COMPREHENSION

One of the options of the usage of proverbs when teaching such skill as reading comprehension is that learners are given a few sentences with a story and are to assign one proverb as a headline to each of them. For instance:

Task: Choose a proverb that suits the story.

Story: A man once stole a police car right in front of the police station and left the place with the car completely unnoticed.

Given proverbs to choose from:

➢ *Love is blind*

➢ *The darkest place is under the candlestick*

➢ *You only live once*

➢ *An apple a day keeps the doctor away*

Correct answer: b. The darkest place is under the candlestick

For more skilled learners, sentences may be replaced with a paragraph, or a short story. I made a worksheet for such learners, see the Appendix 3 (Reading comprehension). A discussion on the meaning of the given proverbs could precede the lesson in order to assure that the younger learners fully understand and are able to fulfil the task correctly. Another work with proverbs is matching proverbs with same or similar meaning or finding opposite proverbs (Holden, et al., 1985). See examples of such exercises below:

*Task: Match proverbs with **same or similar** meaning.*

1. *Birds of feather flock together*
2. *The apple doesn't fall far from the tree*
3. *Any water in the desert*
4. *First come, first served*
5. *A journey of a thousand miles begins with a single step*

a. *The first step is the hardest*
b. *A man is known by the company he keeps*
c. *The early bird catches the worm*
d. *Beggars can't be choosers*
e. *Like father, like son*

1 – b	2 – e	3 – d	4 – c	5 – a

Task: *Match proverbs with **opposite** meaning.*

1. *Many hands make light work*

2. *Better safe than sorry*

3. *Don't judge a book by its cover*

4. *Speech is silver, silence is gold*

5. *Look before you leap*

a. *Nothing ventured, nothing gained*

b. *He who hesitates is lost*

c. *The squeaky wheel gets the grease*

d. *Too many cooks spoil the broth*

e. *Clothes make the man*

| 1 – d | 2 – a | 3 – e | 4 – c | 5 – b |

2.4.1.5   CREATIVE WRITING

Proverbs may serve as instruments for writing lessons as various authors for instance Holden and Warshaw (1985) or D'Angelo (1977) recommend. One of the options how to incorporate proverbs into writing lessons is using proverbs as thematic headlines for a short story or essay where learners should illustrate the proverb in their own's or someone else's experience. Another option is proverb paraphrasing which is a 'middle road' to start a writing lesson with as paraphrasing a proverb is neither anything long nor difficult to write as you can see in the examples below:

Proverb: 'Where there's a will, there's a way'
Paraphrase: If someone really wants to do something, he finds a way how to do it.
Proverb: 'Don't judge a book by its cover'
Paraphrase: People shouldn't make opinions on others / things based only on their appearance and looks.

2.4.1.6   CULTURE-BOUND PHENOMENA (REALIA)

Teaching a language includes or at least should include also teaching the culture itself in the language since every language has its background and origin and is a part of one's culture. Furthermore, introducing learners to the culture and realia builds cross-cultural sensitivity (when people are aware of and accept cultures different from theirs, are empathetic etc.) and cross-cultural understanding which are crucial for mutual accord and interplay of cultures around the world. It also improves their social skills and understanding of how the language itself works (Zaid, 2016).

'An Englishman's home is his castle'
'Half loaf is better than none'
'Time is money' (Zaid, 2016)
'To carry coals to Newcastle'
'A storm in a tea-cup' (Świerczyński, et al., 2008)
'A bushel of March dust and a shower in May makes the corn green and the field gay'
'One swallow makes no summer' (Lauhakangas, 2001)

2.5.2 THE ROLES OF A TEACHER

While educating diverse learners and using proverbs in a lesson a teacher may serve in several roles in order to achieve his or her goals in the lesson. Each of the roles is suitable for different kind of work and aiming to various teaching goals. Taking into consideration the law, the general role of a teacher is quite brief – to nurture, educate and raise children to become useful to society. According to Harmer (2007), there are five roles of a teacher in the classroom: a controller, a prompter, a participant, a resource, and a tutor. The true teacher should be ready to swich from one role to another according to what is the most needed at that time of the lesson. For the purpose of the process of teaching with the help of proverbs, there are all the above-mentioned roles explained and described as they may be used in a classroom:

➢ *Controller* leads the class as in frontal teaching, explains everything by himself/herself. Controller is there to inspire and motivate by his/her charisma. This role may not serve well together with using proverbs in teaching since the learners neither have an opportunity to speak or react nor there is a place for students' experimental learning. Teachers should use the role of a controller to organise the process of learning such as set tasks or bring a class to order.

➢ *Prompter* is a very suitable role to use when teaching with the help of proverbs. To 'prompt' means to assist or encourage somebody to say something. Prompter is a teacher who helps and supports his or her students to react and think creatively by 'prompting' them. This is what we want learners to do when there is a task to for example paraphrase proverbs, discuss the meaning of a proverb or to find particular vocabulary in it. A teacher should not prompt too much in order to preserve an opportunity for experimental learning.

➢ *Participant* is a role of a teacher that gives the learners feedback on their activities if needed; but most importantly it is a role which merges with the learners. Participant *'can liven things up from the inside* (Harmer, 2007)*'*. This role does not act like an authority but rather as a member of the group. The disadvantage is that the learners sometimes still feel the authority of their teacher despite the role being well played, and tend to listen to the teacher more than they do to their peers, they do not interrupt the teacher when discussing etc. The role of a participant may be used during

a creative activity to invent new proverbs that would suit the modern world problems or while discussing the meaning of the proverbs too.

> ➤ *Resource* offers a guidance where to find more information or advises the learners how to properly use e.g., a phrase in a sentence. This role is suitable for activities (either with proverbs or anything else) such as grammar-translation method, reading comprehension tasks or group project work. The teacher serves here as a helping hand, should be available to everyone in the class and should have the right sources (a good on-line and off-line dictionary, web pages, convenient publications concerning the topic of the lesson) prepared in advance, so he or she would avoid a situation where the teacher does not know. If such situation occurs, the teacher should be responsible and reasonable and admit the fact that *'Even Homer sometimes nods'* and that *'Nobody is perfect'* and offer the learners an alternative solution such as finding the information on the web or in a proper publication and present it to them the nearest possible lesson.

> ➤ *Tutor's* role is to prompt and guide learners individually, support each of them. The role of a tutor combines the above written roles of a prompter and a resource. It is suitable for activities such as creative writing (see how exactly can creative writing be taught with the help of proverbs in the section above – 2.4.1.5 Creative Writing) or a preparation for a debate (e.g. about a meaning of a given proverbs, comparing of proverbs, or finding the moral in the given proverbs). Tutor walks through the classroom, stops at each desk and helps the learners to find a proper way to handle the topic etc. if it is in the case needed. (Harmer, 2007)

The ability to change roles according to a class environment and its needs belongs to skills all teachers should have. Thanks to such role change we as teachers provide our pupils/students with many learning opportunities. Teachers should always be available to help their learners in an appropriate and encouraging way.

The chapter of Theoretical Background deals with the experts' recommendations how and why to use proverbs in the classroom, with the formulaic language of proverbs and its importance for language learning and sounding nativelike; it discusses at what age are proverbs most suitable to learn and work with during English lessons; there are also educational uses of proverbs and particular examples what can we teach with the help of proverbs presented. And last but not least, roles of teacher suitable for teaching with the help of proverbs listed and explained in the chapter.

3   PRACTICAL PART

In this part of the thesis two main chapters are presented. The chapter of study design which is further divided into three sections (materials, subjects, and procedure) is followed by a discussion of the results of the research.

3.1   STUDY DESIGN

This chapter includes three sections. The first section introduces all the material applied in the research. In the second section, there are the subjects of research presented; and in the third section, procedures of the two main parts of the study are described in detail. Thich chapter also includes a quantitative study. Quantitative research is a method which focuses on data collecting and its analysis. For the purpose of this thesis, a questionnaire was chosen as a survey method, and the pre- and post-test used to measure the learners' growth after applying proverbs to the teaching process.

3.1.1   MATERIALS USED

A questionnaire is in the research used in order to ascertain several information from teachers of the English language from the Czech Republic. This survey aims to gather data about the interest of teachers in using proverbs in teaching the English language, their knowledge of proverbs in English, their personal opinion on using them etc. The process of making of the questionnaire is described in detail in the following section of Procedure.

During the research, pre- and post-testing technique was applied. The pre- and simultaneously post-test is examining the knowledge of selected group of learners (described in the following section of Subjects) before and after using proverbs in teaching English as a second language in the lessons through discussion, worksheets and mind maps which are mentioned in the paragraph below.

There were three worksheets in total applied during the time between the pre- and post-test. The first worksheet aims at gradable adjectives, the second focuses on reading comprehension, and the third is focused on vocabulary development and exercising. The worksheets were completely created by the author of this thesis. The process of making those worksheets is described in the following section of Procedures (3.4). They were used in several English lessons to exercise specific knowledge and skills in the English language that are presented in the chapter of Theoretical Background; and they should prepare

the learners under the test for the post-test, examining whether the use of proverbs in teaching helps them gain more knowledge of English.

In the course of exercising with the help of proverbs, two mind maps have been made during lessons in the class. The mind maps were on two proverbs *'You can't teach and old dog new tricks'* and *'When the cat is away, the mice play'.* The proverbs were chosen for their complexity in grammar, so the learners could review all the grammar they know so far through them.

3.1.2 SUBJECTS

Altogether, there are two subjects under the study. The first subject are English teachers who were the respondents in the case of the questionnaire and the second subject are learners of the English language who participated in the research with testing.

The first subject were Czech teachers of English from the age of 20 to 70 years old (70 and more years). In total there answered 125 teachers in the questionnaire. The most respondents of the questionnaire were between the age of 40 and 44 years. From all the teachers who answered the question on their gender there are 113 women and 11 men. The teachers are from various educational institutions, the most often they ticked the lower secondary school, primary school, and secondary school. More than 50 (out of 125) respondents have also experience from private English teaching.

The second subject were learners of the Masarykova základní škola Kdyně. The number of learners under the test was 17. There were 12 girls and 5 boys. In the end, two children (a boy and a girl) had to be omitted from the research since they were not present either on the testing (pre- or post-test), or during the process of learning with worksheets (see Appendix 2, Appendix 3, and Appendix 4). The age of the subjects at the time of the research was between 13 and 15 years. They are all 8th graders. This group of learners belongs to the better skilled in English among their peers. In the final tested group, there are 13 Czechs (9 girls and 4 boys), 1 Ukrainian (a girl) and 1 Moldovan (a girl).

3.1.3 PROCEDURE

In this section, the process of creating the materials mentioned above on materials is presented and described in detail as well as methods and all sources used.

3.1.3.1 Procedure of the Questionnaire

The questionnaire for teachers was administrated on-line to be able to get to more people, to make it possible for the respondents to do the questionnaire whenever and wherever they wish with the condition they have a good internet connection. Doing the survey in an on-line format allows the author to reduce costs and be more environment-friendly since there is no need for printing one hundred copies of the questionnaire. There are also other advantages of an on-line questionnaire such as it spares time as the data are being processed automatically immediately after they are typed by the respondents. Once the questionnaire is opened (via a link), first there is a short and brief introduction on a welcome screen as Cohen (2007) recommends. The introduction specifies basic info about the questionnaire, sets clear instructions and there is also an approximate time needed to get through the survey stated which may motivate the visitor to participate. We should be aware of potential problems that may arise when setting a questionnaire on-line. For that reason, I chose to make the survey via Google Forms which is a platform that allows all its visitors to see the graphic content and the whole design at every device in the same way no matter what kind of internet browser they are using. I also tried to minimalize the graphic content to an absolute minimum in order not to burden the network connection while loading the survey. Originally, there was supposed to be an example of a teaching with the help of proverbs on a scanned worksheet shown, however, the respondents would not be able to zoom the picture and for those visiting the questionnaire via mobile devices the scanned document would not be readable for its really tiny size; therefore, I decided to write just right under the question short examples as a simple text instead. For the purposes of the questionnaire not to be forcing its respondents to answer a question they may find disturbing or offensive, I was guided by Cohen et al. (2007) and included additional possible answers such as *'I don't know'*, *'I do not wish to answer'* and *'Other'*. For the sake of clarity and understandability of the questions and tasks occurring in the survey, each of them has been consulted with an experienced teacher of the Czech language – since the questionnaire is in Czech – to be sure that none of the sentences may be misunderstood or wrongly interpreted.

In the on-line survey, I was interested in the below specified data (for the original Czech version see the Appendix 7). The first question is a simple yes/no form asking whether teachers of the English language themselves know some proverbs in English. The following task in the questionnaire is to tick the proverbs that the respondents know. There are 18 proverbs in total plus there are two fake proverbs included for the sake of the questionnaire to be dependable. The true and well-known 18 proverbs were selected from

the publication "Nejužívanější anglická přísloví" by Eva Lacinová (2006). By this task/question we are able to tell the dependability and trustworthiness of each respondent and simultaneously have an overview of teachers' knowledge of proverbs. There is also an option allowing the respondents to admit that they are not familiar with any of the proverbs mentioned there. The next set of questions is focused on using proverbs in lessons. The first question detects whether the teachers themselves have ever experienced the use of proverbs in an English lesson. We should take in consideration the fact that if a teacher has a previous personal experience regarding the use of proverbs in an English lesson, he/she probably have some kind of formed opinion and biases which could be either positive or negative and that are likely to influence the person's answers in the questionnaire since for example some people are not quite welcoming about methods they have never seen before etc. The second question of the set is a yes/no type and asks whether the teachers use proverbs during their lessons. If yes, there are three possibilities – the teacher uses proverbs because he/she has to (as proverbs are included in their school's educational plans), or the proverbs are mentioned in a coursebooks that the teacher uses during his/her lessons, or the teacher uses proverbs voluntarily from his/her own initiative. The next two questions are for the teachers to decide at a linear rating scale: first, how appropriate they find using proverbs in English lessons (e.g. as they can see in the example which is written under the task) so we may know their opinion on this topic; and second, if they were provided with supporting materials and a good methodology, would they be interested in using proverbs in teaching English? By these questions, the author ascertains the respondents' opinion and interest in this topic. The following task is for the teachers to tick those schoolings in which they would use proverbs while teaching the target learners, so there is the information of what stage or sphere teachers from praxis recommend. Next question is again a yes/no type asking if the respondents agree with an idea of including proverbs as a part of standard English lessons at schools. The last set of questions is there to gain the basic information about the respondents, such as their age, length of their praxis etc. The questionnaire is ended with a possibility to make a comment, write a recommendation, or ask for anything relevant to the topic and there is, naturally, an acknowledgment included in the last screen.

The questionnaire consists of nine sections in total. The respondents are allowed to go further and back using two buttons at the bottom of each page. The sections are programmed to make a special order according to how the respondents answer the questions – for example there is a question asking whether they know any proverbs in English, if the respondent ticks 'yes' he or she is automatically (by clicking on the 'next' button) send

to additional subsection with a set of questions to complete his or her answers (e.g. how many proverbs do they know, and if they go further they can be even sent to another subsection where they are asked to write at least one proverbs in English). For a better image how this works, see the picture following this paragraph. After completing those subsections, the respondent is automatically returned to the original line of sections to go through the questionnaire to the end.

I have sent the generated link to the questionnaire to my English teacher colleagues and friends and to two on-line groups for English teachers too together with a brief description of the questionnaire and a request to help with sharing it further to other teachers of the English language. The goal was to reach at least 100 respondents. The questionnaire was available on-line for ten days and reached over 120 respondents. The next day, the accepting of further responses have been closed.

3.1.3.2 Procedure of the Worksheets

I have decided to use three worksheets and two proverbs for mind maps in the English lessons between the pre- and post-testing. The worksheets were completely created by me according to several sources mentioned in the descriptions of the materials written in the following paragraphs.

The worksheet no. 1 (see Appendix 2) focuses on gradable adjectives and their occurrence in proverbs. The creation of the worksheet was inspired by the fourth exercise – a table – in a worksheet available at en.islcollective.com (see Appendix 2.1). As written in the Theoretical Part, Parrot (2000) states that exercising only forms without any given context is not that useful as doing it together with the real use in sentences. For this purpose, there are 20 proverbs selected so that there are gradable adjectives in them included in the worksheet no. 1. The pupils learn to recognise the three forms of an adjective (base form, comparative form, and superlative form) in sentences or phrases (proverbs); and according to the form they find they will exercise writing the two other forms of the adjective.

The instructions are written in an easy English for all the pupils to understand. As Penny Ur advise in her publication (1996), the instructions are highlighted using formatting and also there is an example included what should the learners do – so the instructions are clear and in addition shown in practice. During the lesson with this worksheet the learners are about to discuss the meaning of the proverbs with each other; and try to translate them while the teacher plays a role rather of an observant and a prompter.

The worksheet no. 2 (see Appendix 3) uses proverbs as headlines for articles or short stories. The worksheet is conceived on reading comprehension – first, there are proverbs listed together with their explanations, and then there are three short texts each of different kind printed in the worksheet. The children should read each of the texts carefully and try to assign each of them one proverb as a proper headline which would suit the particular text. The stories/articles together with the meanings of the proverbs were all created by me. I was guided by the work of Holden and Warshaw (1985) on 'Using Proverbs to Teach Skills and Comprehension'. The teacher during this lesson serves in the beginning as a controller who tells the learners what the plan for the lesson is and organises the start of the reading. Once the children start to read and work properly, the teacher changes the role to a prompter. This role remains with the teacher through the rest of the lesson where the results are presented by the learners themselves; and the problematic parts of the texts are being translated. In addition, further work with the worksheet is possible since there may come a discussion on proverbs' equivalents in Czech; or finding similar proverbs in English using several sources (proverbs collections, internet); and the learners may be to write their own short stories that would suit the other three proverbs which were not used during the reading-comprehension activity which is a creative-writing task Holden and Warshaw (1985) recommend too.

The worksheet no. 3 (see Appendix 4) focuses on the house chores vocabulary revision. It consists of four tasks. The first and the third tasks have an example shown as Penny Ur (1996) advises. While creating this worksheet I used word key indexes in the case of printed publications by Bachmannová and Suksov (2007), Świerczyński and Świerczyńska (2008) and a searching tool in an on-line Matti Kuusi's proverb collection (Lauhakangas, 2001) for finding the target vocabulary as it is recommended in the chapter of Theoretical Background (2.4.1.2 Vocabulary). There is a place for discussion on the meanings of the proverbs mentioned in the worksheet (the second task). The teacher should 'play' a role of a prompter or a participant, letting the learners to produce the definition of each proverb and direct them towards the right answers and uses.

The fourth task examines learners' knowledge of the vocabulary in more direct way – they should write the rest of house chores that have not been mentioned via proverbs in the previous task.

The mind maps (see Appendix 5 and Appendix 6) of two proverbs (*'You can't teach and old dog new tricks'* and *'When the cat is away, the mice play'*) were created during two English lessons. I copied the text from the board and gave it a more readable format in a graphical application for a better outline, printed it, and handed it out to my pupils. First, the teacher writes the proverb in the middle of a board (the bigger board the better). Second, the teacher lets the learners to tell its meaning. Third, the teacher says what are they going to do with this proverb and presents the class an example of it to show them how it is done. Then the learners take turns at the board and write grammar points they found in the proverb. The learners may further branch and add ideas and examples and write them on the board too. The teacher should be only a prompter there, occasionally may also be a resource (e.g., when the class does not know or remember grammatical rules of a verb tense). I recommend completing such mind maps in two separate lessons for two following reasons: first, since such activity is very complex and combines many topics, there may be several debates expanding the original task, and so there will not be time to do both of the proverbs; and second, the lessons should not be monotonous – there should be a change of methods and materials applied. As I observed from the lessons with the mind maps, children were overall active, engaged in the activity, helping each other; and the atmosphere in the class was rather positive and energic.

3.1.3.3 Procedure of the Test

The author of this thesis used material on didactic testing by Junková (2006) and Jeřábek and Bílek (2010). The test was designed to assess the learners' ability to form and use grades of adjectives (comparative and superlative form) and simultaneously was focused on vocabulary knowledge of house chores. The test consists of 13 tasks. There are 5 "open" tasks on producing the answer (completion of words, translations) and 8 "closed" tasks where the learners should choose the correct answer or match the given words/phrases together. The tasks were written in a very easy (low level) language in order to make them understandable for everyone. When dichotomous questions occur, I paid attention to use almost the same number of correct and incorrect answers as it is recommended in the sources mentioned in the beginning of this paragraph. Concerning the three 'select the wrong answer' tasks, there are four possible answers in each case since by less than 4 the learners

could guess it by chance without a clue about the knowledge and more than 4 possibilities make the assignment too difficult and incomprehensible. When creating the incorrect options to choose from, the options were based on logical deduction and often occurring mistakes during the previous lessons I had with the learners. One of the matching tasks was combined with completing the endings of words. There is also one totally opened task – to describe one of three given proverbs in one's own words. The teacher allowed the students to explain the meaning in Czech (their first language), so they could express themselves accurately and so we know exactly if they understand the proverb in English or not. As Cohen et al. (2007) state, open-ended questions are quite tricky to evaluate and assessing points to such tasks is under the influence of the evaluator. There may be a range of factors such as psychological and physical condition, concentration, inconsistency in the marking, the Halo effect – being biased about a learner etc.

Since the test is used for measuring the knowledge of learners before and after the usage of proverbs in teaching, the test needs to be given to the students with the right conditions. In order for the learners not to copy from each other, the teacher made a special seating plan where every child sits at the desk alone. The very first task in the test is close to 'extremely easy' difficulty for the following psychological reasons: it was detected that giving a very easy task as a first thing to appear in the test can contribute to reassuring the children under the test; and can give them the necessary feeling of confidence (Junková, 2006). Such task motivates them to do the test. However, it should not be worth a lot of points due to the total points score and reliability of the test (Jeřábek, et al., 2010). At the beginning of a lesson dedicated to writing the test, the teacher's role was a controller who sets the rules, organises the seating, explains the process of writing the test and eventually explains the tasks. During the test, the teacher functions as a silent observer.

As both of the sources recommend, the number of points assigned to each of the tasks was consulted with severe experienced teachers. The number of points for the 13 tasks was thus set to the total of 72 points. For the exact number of points of each task see the Appendix 1.1 or 1.2 – there are the tests corrected and points assigned (it is the number after the forward slash symbol). The classification of the test was discussed with the older and wiser teachers too. Together they created the following classification.

Percentage		Points	
100 % - 89 % ……………	1	72 – 64 ……………..	1
88 % - 77 % ……………..	2	63 – 55 ……………..	2
76 % - 61 % ……………..	3	54 – 44 ……………..	3
60 % - 43 % ……………..	4	43 – 31 ……………..	4
42 % - 0 % ……………...	5	30 – 0 ..……………..	5

The author guided by this classification scored the tests and compared the results of the pre-test (before the use of proverbs and after a common teaching of gradable adjectives and house chores vocabulary) and post-test (taken after several lessons with worksheets providing the topics with the help of proverbs). There were six days (holidays, including a weekend) without any English lesson between the last worksheet with proverbs and the final post-test. The learners were not provided with a particular date of the post-test. I presume that the results may show that using proverbs is more effective in teaching grammar than in teaching vocabulary or vice versa.

3.2 Results and Discussion

In this chapter, results of each part of the survey, tests or worksheets are presented. There are graphs used for the sake of clarity and comprehensibility of the stated results.

3.2.1 Results of the Questionnaire

The questionnaire was completed by 125 teachers of the English language within ten days. As for the gender, there are more women (113) than other genders present in the survey – see the graph below.

Prosím zvolte Vaše pohlaví:
125 odpovědí
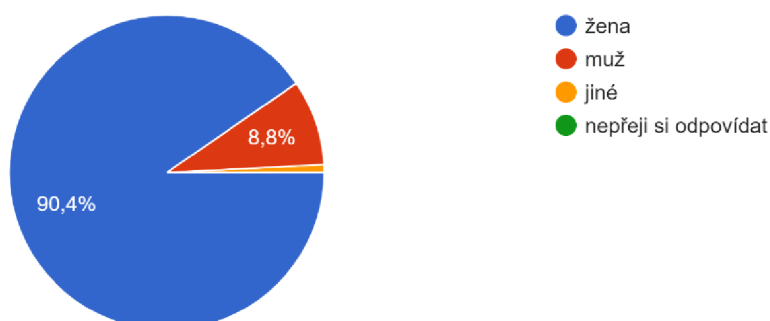
The age of the respondents is quite diverse, as you can see in the following graph. The majority of teachers in the survey are in the age range of 40 to 49 years. One of the 125 teachers is 70 years old or older. The youngest teachers from 20 to 24 years account for 6.4% of the whole number. Two of the respondents did not wish to answer this question.

Zvolte Váš věk:
125 odpovědí
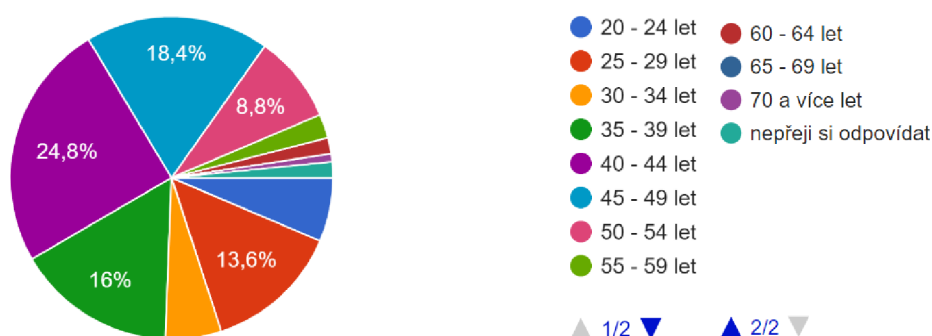
As for the length of their teaching experience, most respondents have been teaching for less than 6 years (25.6%). The second most numerous group consists of teachers with between 11 and 15 years' teaching experience (18.4%). The third largest group has been teaching English from 21 to 25 years (15.2%). There are five respondents who have very little

experience – less than a year of teaching (4%). One of the 125 respondents did not wish to answer this question. All the data can be seen in the following graph.

Jaká je délka Vaší učitelské praxe?
125 odpovědí
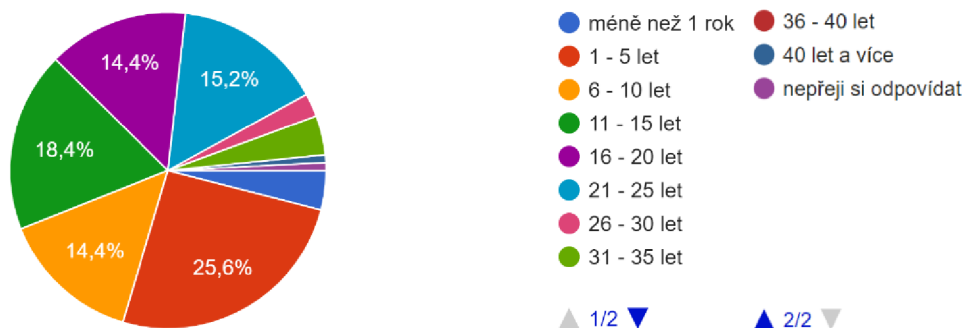
The results of the questionnaire showed that slightly over 98% of the surveyed know some proverbs in English. At the beginning, respondents who answered positively to this question (123 people) were further to answer how many proverbs they are able to recall. The largest number of the teachers (almost 36%) claim they can immediately remember from four to six proverbs in English; 30% of the respondents are able to recall at least one proverb; and there are also nine teachers who admit to not remembering any proverbs at the given moment (for further details see the graph below).

Na kolik přísloví v AJ si nyní dokážete vzpomenout?
123 odpovědí
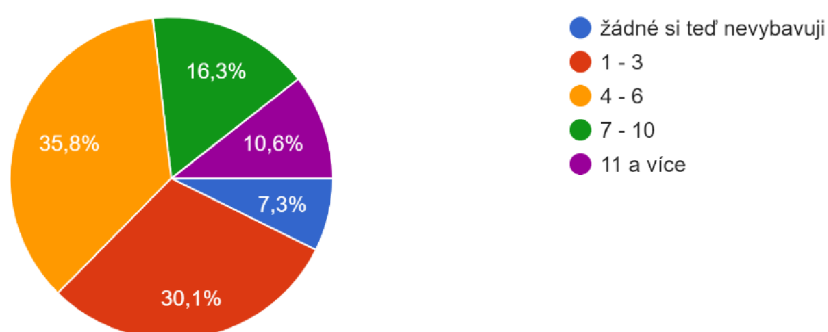
When all the 125 respondents were asked to tick those proverbs they know out of 18 true and two fake proverbs given, the most known of these proverbs turned out to be the following three: *'Better late than never'*, *'Don't judge a book by its cover'* and *'An apple a day keeps a doctor away'*, all of which gained at least 100 votes. For more details see the following graph. The number of respondents who chose also the fake proverbs which do not exist is 40. What does this finding mean? Is it the ability of the author to create new proverbs or did our respondents lie in the survey? The question was set clearly: *'What proverbs do you*

know?'. But how could the 40 respondents know proverbs which are not real? That is *32%* of all the people under the survey. Possibly they were unwilling to admit to not knowing something they thought they should be familiar with; or maybe the proverbs gave the impression of authenticity, which led people to believe they must know them.

Označte přísloví, která znáte:
125 odpovědí

Proverb	Count (%)
Beauty is only a skin deep	26 (20,8 %)
Even Homer sometimes nods	4 (3,2 %)
He who gives, seldom steals	25 (20 %)
All that glitters is not gold	79 (63,2 %)
The darkest place is under t…	69 (55,2 %)
Better late than never	118 (94,4 %)
Look not a gift horse into mo…	54 (43,2 %)
When the cat is away, the mi…	83 (66,4 %)
Bad news travels fast	66 (52,8 %)
Too many cooks spoil the broth	64 (51,2 %)
Laughter, the best medicine	64 (51,2 %)
Boys will be boys	72 (57,6 %)
Old dogs will learn no new tri…	86 (68,8 %)
Actions speak louder than w…	83 (66,4 %)
Don't judge a book by its cover	112 (89,6 %)
Bread is better the first day	15 (12 %)
After meat, mustard	3 (2,4 %)
Rome was not built in a day	95 (76 %)
An apple a day keeps the do…	100 (80 %)
A storm in a tea-cup	58 (46,4 %)
neznám žádné z výše zmíně…	0 (0 %)

Over 65% of respondents (see the graph below) answered that they have experienced proverbs being used in teaching English. For me, this came as something of a surprise since never in my life have I actually witnessed any teacher using proverbs in English lessons. The remaining respondents are divided into one group of teachers who are not sure (7.2%); and those who have never experienced the use of proverbs in the English lessons (27.2%).

Setkal/a jste se někdy s výukou/využitím přísloví při hodině AJ?
125 odpovědí

- ano — 65,6%
- ne — 27,2%
- nevím — 7,2%
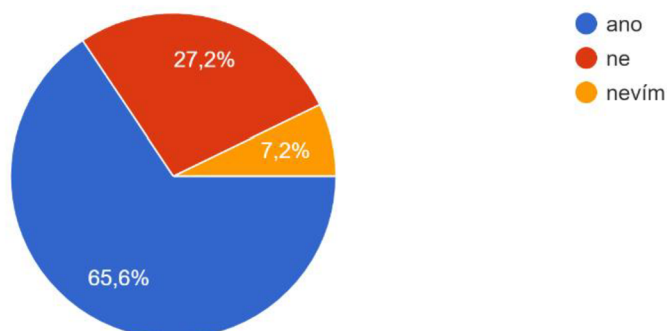
The next question was again very surprising since almost 53% of the respondents claim they use proverbs in their lessons of their own accord. However, the possibility should be borne in mind of some respondents ticking more proverbs or other options than they would do in a different situation; trying to look like better teachers because they might feel a bit of a discomfort not knowing or not using proverbs in their lessons since they believed they should use them to be better teachers. The rest is divided into a group of 25.6% respondents who admitted that they do not include proverbs in their lessons at all; then the group of 19.2% of all the 125 respondents who ticked the answer that they use proverbs, since there is sometimes a proverb in the coursebook they have. The rest which are 3 people (2.4%) answered that there are proverbs included in their educational plans, so they use them. For clear overview of the results see the following graph.

Používáte Vy osobně při výuce AJ někdy přísloví?
125 odpovědí

- ano, máme to zahrnuto v ŠVP / tematickém plánu
- ano, občas je nějaké v učebnici
- ano, ze své iniciativy
- ne
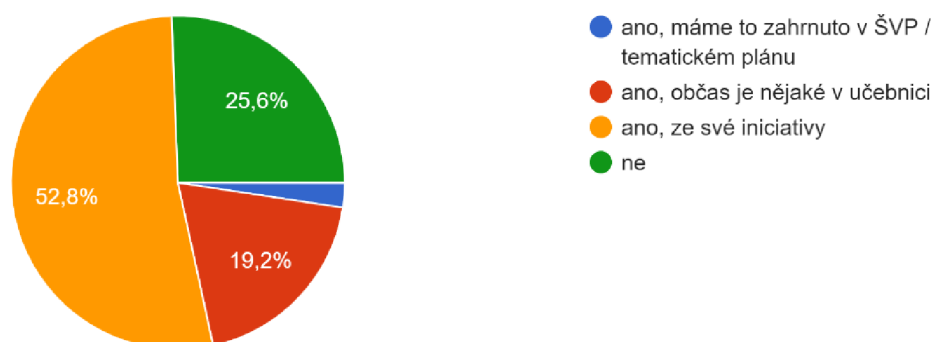
Concerning the examples of use of proverbs given by me, overall more respondents agreed (40.8% think this usage is suitable, and 38.4% believe it is very suitable) than disagreed (three people thought it rather not suitable and one person answered that the usage is absolutely unsuitable). Almost 18 % of the respondents chose the answer of *'I don't know / I am not able to assess'*.

Also, respondents' willingness to use proverbs if they were provided with appropriate supporting materials appears to be mostly positive since 76% would be interested in using proverbs. The number of respondents who are not sure is 25. There are two teachers who responded they would rather not use them even when provided with such materials; and three people who would never ever use proverbs in their lessons at all.

The next question concerned the most appropriate age category to teach with the help of proverbs. Respondents mostly recommended secondary schools (106 votes), lower-secondary schools (88 votes) and language courses for adults (86 votes); other schoolings were right behind – universities (68 votes), 'vyšší odborná škola' (55 votes) and hobby

language clubs (53 votes). The lowest number was for nursery / kindergarten (6 votes). For clear details see the following graph. One of the respondents (a woman, age: 20-24 years, teaching experience: 1-5 years) commented on the appropriateness of using proverbs; she suggests using them according to learners' acquired level of English. Her comment says: *'Na 2. stupni ZŠ to dost záleží na úrovni. Za mě jsou vhodná od úrovně B1 (včetně)'.*

Pokud byste si mohl/a vybrat, na jaké úrovni byste přísloví využil/a? (bez ohledu na Vaši kvalifikaci)
125 odpovědí
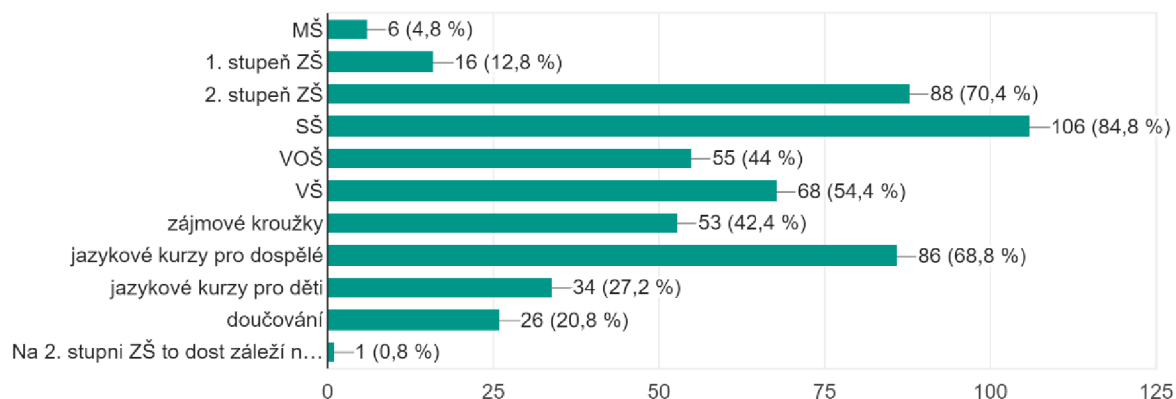
More than 93% (117 people) of the teachers agree with the inclusion of proverbs in standard English lessons and only eight people out of 125 respondents are against it. I asked (via a subsection which was explained earlier in the section of Procedure) these eight respondents to pick other variants where they would rather include proverbs; there was a possibility of ticking more than one answer. All eight agreed on adding this topic to a language course for adults; six of them ticked also 'a school's elective course focusing more deeply on the English language'; two of these people also chose language courses for children, and one of them chose tutoring lessons for children.

The comment section gathered together 14 notes from the respondents: seven of them were purely positive, supportive and showing interest in the topic; three of the comments stated how they personally approach the topic of proverbs in English; others were neutral or merely asking to be informed later of the results. One respondent's comment indicated she had misunderstood the aim to use proverbs as tools to explain the grammar etc. She thought I want to teach proverbs as phrases and examine the knowledge of proverbs; she complained about the education being disrupted and delayed by the COVID-19, which served an argument for her to oppose integrating proverbs in primary and lower-secondary schools' educational plans. She then suggested that it would be much better to teach proverbs at the higher level in secondary schools. Several respondents were grateful for me reminding

them of proverbs usage in teaching and stated how, after completing my questionnaire, they are now more motivated to use them during their own lessons.

There are a few ideas that might prove useful while creating a questionnaire to continue such research in the future. First of all, I would suggest asking the respondents two questions for more detailed data. The first question would be a complementary one to a question '*Používáte Vy osobně při výuce AJ někdy přísloví? □ ano, máme to zahrnuto v ŠVP/tematickém plánu □ ano, občas je nějaké v učebnici □ ano, ze své iniciativy □ ne*' – for those who answer '*ano*' to write in what way they use proverbs in teaching English (there would be a few options given, plus an option '*Jiné*' where they could write their own way of using proverbs if they have any); and if there are proverbs in the course books they use, to write the name of the book(s). The second question would be what Cohen et al. (2007) recommend, namely asking what skills or knowledge in particular they think could be suitable to teach with the help of proverbs. There could be a linear rating scale for them to choose the suitability and appropriateness of each of the areas.

See the example:

Jak vhodné Vám připadá vyučovat následující oblasti ve výuce AJ za pomocí přísloví?
vyberte na škále následovně:
(1)velmi vhodné (2)vhodné (3)nevím/nedokážu posoudit (4)nevhodné (5)naprosto nevhodné

OBLAST	1	2	3	4	5
gramatiku	□	□	□	□	□
slovní zásobu	□	□	□	□	□
čtení s porozuměním	□	□	□	□	□
psaní (tvůrčí psaní)	□	□	□	□	□
kulturu a reálie	□	□	□	□	□
mravní hodnoty	□	□	□	□	□
Jiné: _____	□	□	□	□	□

There is one more thing to consider, namely dividing the question '*Myslíte si, že je vhodné používat přísloví při výuce AJ, např. jako vidíte níže?*'into two parts, , so as to differentiate between primary and lower secondary schools ('na ZŠ') on the one hand and, on the other, middle schools ('na SŠ'). This modification would enable a comparison teachers' opinions

regarding the use of the exercises mentioned there. This suggestion was made by one of the questionnaire respondents in an additional comment.

I am aware of the limitations of my research. It must be considered that the participation in the questionnaire was voluntary and so only those teachers who wanted participated. We should, therefore, assume that respondents were motivated by the title of the questionnaire, were curious or like proverbs. Larger scale research might reveal more teachers who are less enthusiastic about using proverbs. Any future survey could be conducted on a bigger scale (as proposed earlier) to enable the collection of much more data from more teachers of English than this one. However, the survey included in this thesis clearly shows the interest of teachers in using proverbs in the process of teaching English as a second or third language. .

3.2.2 RESULTS OF THE TESTING

Both tests were given to 15 learners in total. The results show that except for one case, after the use of proverbs in teaching English, learners managed to improve both their grammar and vocabulary. There are 14 learners who showed *an improvement on average of 6.9%* (5 points). The subjects under the test mostly performed better in task number 10, which was testing the vocabulary of house chores: the average score is 1.5 point greater than before; likewise in task number 5, testing the knowledge of gradable adjectives (the creation of base forms, comparative forms and superlative forms of regular and irregular gradable adjectives), the average scored points is 1.5 points better than in the pre-tests. Another task where the learners scored noticeably more points than in the pre-tests was task number 4, in which subjects were to translate forms of English adjectives into Czech (task on vocabulary): here the average score is 1.4 points higher than in the pre-tests.

There were also two subjects present during the testing whose mother-tongue is not Czech; therefore, they were not able to fulfil perfectly the four tasks where a knowledge of the Czech language was required. The teacher allowed them to use English in explaining the meaning of proverb in the 13th task. Despite the language barrier, both girls would pass the test (neither of them would receive a fail grade). There was a sign of more confidence in the language of the Ukrainian girl who skipped the task number 12 (matching proverbs in English to their Czech equivalents) in the pre-test but completed it in the post-test while making only two mistakes. The overall improvement of the girl from Ukraine is 12%. This growth means that proverbs can help not only teach English but Czech too.

One of the tested learners – a native Czech– scored worse in the post-test. She lost 1.5 points compared to the pre-test. There may be several reasons why this girl scored more points in the pre-test, such as personal problems, momentary mood, etc., but it could also be the evaluation of the 13th task (see the section on Procedure). Nevertheless, the points difference between her two tests is neither significant nor alarming.

After the grading and evaluation of the tests, the most problematic parts appear to be *the third person singular* in the 9th sentence in task number 11 (which was correctly written only in one case out of 30 tests) and irregular gradable adjectives *little* and *far* and their forms in task number 5. I also noticed that most of the learners did not know the adjective *wise* in the fourth task (translation) in the pre-test. However, after the worksheets had been completed, the learners did much better in the post-test involving the same word, which is a clear sign that proverbs may teach learners new vocabulary.

The maximum possible points total was 72. On average, the learners scored 56 points (78%) in the pre-test and 60.5 points (8 %) in the post-test. The minimum score was 32 (44%), and the maximum was 70.5 (98%). In the post-test, none of the learners scored fewer than 56% of the total 72 points. Detail of the results are shown in the table below.

SUBJECT	NATIONALITY	GENDER	SCORED POINTS PRE-TEST	SCORED POINTS POST-TEST	RESULT
1	Czech	female	59	57,5	- 2 %
2	Czech	female	61,5	68	+ 9 %
3	Czech	female	52,5	58	+ 8 %
4	Czech	female	66	70,5	+ 6 %
5	Czech	female	53	59,5	+ 9 %
6	Czech	male	61	64	+ 4 %
7	Czech	male	64,5	66	+ 2 %
8	Czech	male	61	68	+ 9 %
9	Czech	female	63,5	66,5	+ 4 %
10	Czech	female	53,5	61,5	+ 11 %
11	Czech	female	64	66,5	+ 3 %
12	Czech	male	54	55,5	+ 2 %
13	Czech	female	49,5	61,5	+ 16 %
14	Ukrainian	female	32	40	+ 12 %
15	Moldovan	female	44,5	45	+ 1 %

CONCLUSION

As stated at the beginning, the aim of this diploma thesis was to test the following hypotheses: first, that pupils at the lower secondary school of MZŠ Kdyně are not aware of proverbs in the English language; second, education with the use of proverbs is enriching and helps learners gain knowledge of the language; and third, teachers of the English language are interested in teaching with proverbs and willing to use them in their lessons. To test the hypotheses methods of observation, testing and a survey have been used.

The learners at MZŠ Kdyně generally do not know proverbs in English. Nevertheless, after a brief introduction, they were able to find some proverbs by 'translating' a few of those they know in Czech that are identical in English (e.g., *Lepší pozdě než nikdy = Better late than never, Láska je slepá = Love is blind, Nikdo není dokonalý = Nobody is perfect*). Given an exercise or a task offering Czech equivalents to match to proverbs in English, most learners are able to match them correctly based on similar vocabulary. Some of my pupils even recognised there are proverbs in English and Czech sharing the same stylistic features, albeit they, as 8th grade students at lower-secondary level are not yet able to name these precisely; however, attentive pupils identified some kind of similarity in them, and were thus able to match them together even if they did not understand the whole proverbial phrase.

The 8th grade students at the lower-secondary school in Kdyně completed the post-test with an average improvement of five points. Proverbs thus can be used while teaching children not only grammar but also vocabulary in the English language, since proverbs are able to enhance learners' knowledge. Taking into consideration results of the testing, it seems that teaching vocabulary with the help of proverbs is more effective than it is in the case of grammatical phenomena (or at least teaching gradable adjectives). Based on my observations, the children reacted mostly positively to the usage of proverbs in English during the lessons since it represents an interesting insight into the culture and life of English-speaking nations.

The overall results of the questionnaire show that the vast majority of the teachers are willing to use proverbs in their lessons. Some of them already do use them when they teach English. Except for a couple of the teachers, they would also be willing to include teaching with the help of proverbs in their everyday lessons. The majority of the questionnaire's respondents agree with adding proverbs to curriculums as a part of standard English lessons at schools. They further consider the usage of proverbs most

suitable for students and pupils at secondary and lower-secondary schools and in language courses for adults.

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APPENDICES

Appendix 1: *Test*

Appendix 1.1: *Pre-test of two learners*

Appendix 1.2: *Post-test of the same two learners*

Appendix 2: *Worksheet no. 1 – Adjectives in Proverbs*

Appendix 2.1: *Worksheet from 'Internet Second Language Collective' (islcollective.com)*

Appendix 3: *Worksheet no. 2 – Reading Comprehension*

Appendix 4: *Worksheet no. 3 – House chores Vocabulary in Proverbs*

Appendix 5: *Mind Map – You can't teach an old dog new tricks*

Appendix 6: *Mind Map – When the cat is away, the mice play*

Appendix 7: *The questionnaire*

Appendix 8: *Tematické plány*

Appendix 9: *Souhlas*

Appendix 1: *Test*

Pre-test and post-test   **Name:** _____

---

1. Choose the adjectives from the table to complete the sentences:

the tallest	more interesting	faster	better	younger

1) My sister is _____ at cooking than me.

2) The Empire State Building once was _____ building in NYC.

3) Ferrari F8 is _____ than Hyundai i30.

4) Harry (38) is _____ than his brother William (40).

5) I think that history is _____ than geography.

2. Underline the correct form of adjective:

1) My friend is way *cooler / the coolest* than you!

2) This year's holidays are boring, I liked the last *more / the most*.

3) I chose the red skirt because I liked it *more / the most*. The other skirts were too long.

4) My mom is *better / the best* in the world.

5) Ted is *cleverer / the cleverest* of all boys in the class.

3. Match the sentence together:

1) Seas are usually larger	a) than me.
2) My brother is 15, he is older	b) on Earth?
3) Cows run faster	c) than most of the people.
4) Do you know which animal is the slowest	d) than yesterday.
5) This day is better	e) than lakes

4. Translate the adjectives in Czech:

1) further -	6) faster -
2) the smallest -	7) the largest -
3) wise -	8) prettier -
4) more interesting -	9) older -
5) funnier -	10) the heaviest -

5. <u>Complete the table with correct forms of adjectives:</u>

good		
intelligent		
high		
		the smallest
		the least
lucky		
big		
	further	
late		
difficult		
	greater	
bad		
		the hardest
easy		
wise		

6. <u>Complete the sentences with the correct form of adjectives:</u>

1) The red bag is _____ (cheap) than the green one.

2) Everyone knows Europe is _____ (small) than Asia.

3) My little cousin is only two months. He is _____ (young) in our family.

4) Susan has _____ (loud) laugh! I can hear her from the outside.

5) We can't afford this car too – it's as _____ (expensive) as the other car.

7. <u>Circle the **wrong** form of adjective:</u>

a. nicer

b. usefuler

c. more creative

d. less

8. <u>Circle the **wrong** form of adjective:</u>

a. safer

b. more boring

c. the hungriest

d. sader

9. <u>Circle the **wrong** form of adjective:</u>

a. most

b. more prouder

c. more modern

d. newer

10. <u>Translate the house chores to English:</u>

    1) vytírat podlahu –

    2) vysávat –

    3) jít nakupovat –

    4) stlát postel –

    5) prostírat stůl –

    6) uklízet pokoj –

    7) utírat prach –

    8) vařit oběd –

11. <u>Complete the words from the table to the text:</u>

wash	take out	do
water	feed	do
sweep	fold	do

    1) Oh, I really must _____ the plants! They're dying!

    2) My mother always has to _____ the laundry in our house.

    3) I never _____ the dishes. We have a dishwasher.

    4) My brother hates to _____ the trash.

    5) Jessica has to _____ the gardening with her father.

    6) _____ the floor, please. There are crumbs and dog hair everywhere!

    7) Can you _____ the dog, please? It's hungry.

    8) Why don't you _____ your clothes? Now I have to iron it again!

    9) Chris _____ the ironing because I can't do it.

12. <u>Match the proverbs in English to their Czech equivalents:</u>

    1) To kill two birds at one shot   a) Sejde z očí, sejde z mysli

    2) It's raining cats and dogs   b) Mnoho rukou, málo díla

    3) To carry coals to Newcastle   c) Zabít dvě mouchy jednou ranou

    4) Out of sight, out of mind   d) Nosit dříví do lesa

    5) Too many cooks spoil the broth   e) Padají trakaře

13. <u>Choose **one** of the proverbs, underline it and explain (in Czech) what it means:</u>

Look not a gift horse in the mouth / You can't teach an old dog new tricks / Don't judge a book by its cover

49,5/72 69% ③ kö

SUBJECT 13

Pre-test and post-test   Name: ▮▮▮▮

1. Choose the adjectives from the table to complete the sentences:

the tallest	more interesting	faster	better	younger

1) My sister is ___better___ at cooking than me.
2) The Empire State Building once was __the tallest__ building in NYC.
3) Ferrari F8 is ___faster___ than Hyundai i30.
4) Harry (38) is ___younger___ than his brother William (40).
5) I think that history is _more interesti-_ than geography.
       ng

5/5

2. Underline the correct form of adjective:

1) My friend is way *cooler / the coolest* than you!
2) This year's holidays are boring, I liked the last *more / the most*.
3) I chose the red skirt because I liked it *more / the most*. The other skirts were too long.
4) My mom is *better / the best* in the world.
5) Ted is *cleverer / the cleverest* of all boys in the class.

4/5

3. Match the sentence together:

1) Seas are usually larger — a) than me.
2) My brother is 15, he is older — b) on Earth?
3) Cows run faster — c) than most of the people.
4) Do you know which animal is the slowest — d) than yesterday.
5) This day is better — e) than lakes

5/5

4. Translate the adjectives in Czech:

1) further -
2) the smallest - nejmenší
3) wise -
4) more interesting - nejzaj nejzajímavější
5) funnier - vtipnější

6) faster - rychlejší
7) the largest - nejsirší
8) prettier - hezčí
9) older - starší
10) the heaviest - nejtěžší

6/10

S13 (1/6)

61/72 85% ② kö

SUBJECT 8

Pre-test and post-test   Name: ▮▮▮▮

1. Choose the adjectives from the table to complete the sentences:

the tallest	more interesting	faster	better	younger

1) My sister is __better__ at cooking than me.
2) The Empire State Building once was _the tallest_ building in NYC.
3) Ferrari F8 is __faster__ than Hyundai i30.
4) Harry (38) is __younger__ than his brother William (40).
5) I think that history is _more interesting_ than geography.

5/5

2. Underline the correct form of adjective:

1) My friend is way *cooler* / *the coolest* than you!
2) This year's holidays are boring, I liked the last *more* / *the most*.
3) I chose the red skirt because I liked it *more* / *the most*. The other skirts were too long.
4) My mom is *better* / *the best* in the world.
5) Ted is *cleverer* / *the cleverest* of all boys in the class.

5/5

3. Match the sentence together:

1) Seas are usually larger *e*   a) than me.
2) My brother is 15, he is older *a*   b) on Earth?
3) Cows run faster *c*   c) than most of the people.
4) Do you know which animal is the slowest *b*   d) than yesterday.
5) This day is better *d*   e) than lakes

5/5

4. Translate the adjectives in Czech:

1) further -
2) the smallest - nejmenší
3) wise - bělejší
4) more interesting - zajímavější
5) funnier - zábavnější

6) faster - rychlejší
7) the largest - největší
8) prettier - hezčí
9) older - starší
10) the heaviest - nejtěžší

7/10

(1/6) S8

Left answer sheet (S13)

5. Complete the table with correct forms of adjectives:

good	better	the best	1
intelligent	more intelligent	the most intelligent ↑	1
high	higher	the highest	1
small	smaller	the smallest	1
little	less	the least	0
lucky	more luckier ~~luckier~~	the most luckiest	0
big	bigger	the biggest	1
far	further	the furthest	0
late	later	the latest	1
difficult	more difficult	the most difficult ~~~~	1
great	greater	the greatest	1
bad	worse	the worst	1
hard	harder	the hardest	1
easy	easier	the easiest	1
wise	wiser	the wisest	0

11/15

6. Complete the sentences with the correct form of adjectives:

1) The red bag is __cheaper__ (cheap) than the green one.

2) Everyone knows Europe is __smaller__ (small) than Asia.

3) My little cousin is only two months. He is __the youngest__ (young) in our family.

4) Susan has __the loudest__ (loud) laugh! I can hear her from the outside.

5) We can't afford this car too – it's as __expensive__ (expensive) as the other car.

5/5

7. Circle the **wrong** form of adjective:
a. nicer
b. (usefuler)
c. more creative
d. less

1/1

8. Circle the **wrong** form of adjective:
a. ~~safer~~ SAFER
b. more boring
c. the hungriest
d. (sader)

1/1

9. Circle the **wrong** form of adjective:
a. most
b. (more prouder)
c. more modern
d. newer

1/1

Right answer sheet (S8)

5. Complete the table with correct forms of adjectives:

good	better	the best	1
intelligent	more intelligent	the most intelligent	1
high	higher	the highest	1
small	small	the smallest	1
little	less	the least	0
lucky	luckier	the luckiest	1
big	bigger	the biggest	1
far (furth)	further	the furthest	0,5
late	later	the latest	1
difficult	more difficult	the most difficult	1
great	greater	the greatest	1
bad	worse	the worst	1
hard	harder	the hardest	1
easy	easier	the easiest	1
wise	wiser	the wisest	1

13,5/15

6. Complete the sentences with the correct form of adjectives:

1) The red bag is __cheaper__ (cheap) than the green one.

2) Everyone knows Europe is __smaller__ (small) than Asia.

3) My little cousin is only two months. He is __the youngest__ (young) in our family.

4) Susan has __the loudest__ (loud) laugh! I can hear her from the outside.

5) We can't afford this car too – it's as __expensive__ (expensive) as the other car.

4/5

7. Circle the **wrong** form of adjective:
a. nicer
b. usefuler more useful
c. more creative
d. less

0/1

8. Circle the **wrong** form of adjective:
a. safer
b. more boring
c. the hungriest
d. sader sadder

0/1

9. Circle the **wrong** form of adjective:
a. most
b. more prouder
c. more modern
d. newer

0/1

Left copy

10. <u>Translate the house chores to English:</u>

1) vytírat podlahu –
2) vysávat –
3) jít nakupovat – go shopping
4) stlát postel –
5) prostírat stůl –
6) uklízet pokoj –
7) utírat prach –
8) vařit oběd – cook lunch

2 | 8

11. <u>Complete the words from the table to the text:</u>

wash	take out	do
water	feed	do
sweep	fold	do

1) Oh, I really must ~~take out~~ feed / water the plants! They're dying!
2) My mother always has to __do__ the laundry in our house.
3) I never __wash__ the dishes. We have a dishwasher.

0,5 4) My brother hates to __take out__ the trash.

5) Jessica has to __do__ the gardening with her father.
6) __wash__ the floor, please. There are crumbs and dog hair everywhere!
7) Can you __take out__ feed the dog, please? It's hungry.
8) Why don't you __fold__ your clothes? Now I have to iron it again!
9) Chris __does__ the ironing because I can't do it.

2,5 | 9

12. <u>Match the proverbs in English to their Czech equivalents:</u>

1) To kill two birds at one shot — a) Sejde z očí, sejde z mysli
2) It's raining cats and dogs — b) Mnoho rukou, málo díla
3) To carry coals to Newcastle — c) Zabít dvě mouchy jednou ranou
4) Out of sight, out of mind — d) Nosit dříví do lesa
5) Too many cooks spoil the broth — e) Padají trakaře

5 | 5

13. <u>Choose **one** of the proverbs, underline it and explain (in Czech) what it means:</u>

Look not a gift horse in the mouth / You can't teach an old dog new tricks / Don't judge a book by its cover

Nikdy nesuď člověka podle
toho jak vypadá.

1 | 2

(3/6) S13

Right copy

10. <u>Translate the house chores to English:</u>

1) vytírat podlahu – mop the floor
2) vysávat – do the / hoovering
3) jít nakupovat – go shopping
4) stlát postel – make the bed
5) prostírat stůl – set the table
6) uklízet pokoj – tidy the room
7) utírat prach –
8) vařit oběd – cook / do lunch

6,5 | 8

11. <u>Complete the words from the table to the text:</u>

| wash	take out	do
water	feed	do
sweep	fold	do

1) Oh, I really must __water__ the plants! They're dying!
2) My mother always has to __do__ the laundry in our house.
3) I never __wash__ the dishes. We have a dishwasher.
4) My brother hates to __take out__ the trash.
5) Jessica has to __do__ the gardening with her father.
6) __sweep__ the floor, please. There are crumbs and dog hair everywhere!
7) Can you __feed__ the dog, please? It's hungry.
8) Why don't you __fold__ your clothes? Now I have to iron it again!
9) Chris __does__ the ironing because I can't do it.

9 | 9

12. <u>Match the proverbs in English to their Czech equivalents:</u>

1) To kill two birds at one shot — a) Sejde z očí, sejde z mysli
2) It's raining cats and dogs — b) Mnoho rukou, málo díla
3) To carry coals to Newcastle — c) Zabít dvě mouchy jednou ranou
4) Out of sight, out of mind — d) Nosit dříví do lesa
5) Too many cooks spoil the broth — e) Padají trakaře

5 | 5

13. <u>Choose **one** of the proverbs, underline it and explain (in Czech) what it means:</u>

Look not a gift horse in the mouth / You can't teach an old dog new tricks / Don't judge a book by its cover

Nikoho nesuď podle vzhledu

1 | 2

(3/6) S8

APPENDICES

SUBJECT 13

61,5 /72   85%   ②dö   ↑ 12b. 16%

Pre-test and post-test   Name: ██████

1. Choose the adjectives from the table to complete the sentences:

the tallest	more interesting	faster	better	younger

1) My sister is _better_ at cooking than me.
2) The Empire State Building once was _the tallest_ building in NYC.
3) Ferrari F8 is _faster_ than Hyundai i30.
4) Harry (38) is _younger_ than his brother William (40).
5) I think that history is _more interesti-ng_ than geography.

5|5

2. Underline the correct form of adjective:

1) My friend is way _cooler_ / the coolest than you!
2) This year's holidays are boring, I liked the last _more_ / the most.
3) I chose the red skirt because I liked it _more_ / the most. The other skirts were too long.
4) My mom is _better_ / the best in the world.
5) Ted is _cleverer_ / the cleverest of all boys in the class.

4|5

3. Match the sentence together:

1) Seas are usually larger — a) than me.
2) My brother is 15, he is older — b) on Earth?
3) Cows run faster — c) than most of the people.
4) Do you know which animal is the slowest — d) than yesterday.
5) This day is better — e) than lakes

5|5

4. Translate the adjectives in Czech:

1) further -
2) the smallest - nejmenší
3) wise - moudrý
4) more interesting - (víc) zajímavější
5) funnier - vtipnější

6) faster - rychlejší
7) the largest - největší
8) prettier - hezčí
9) older - starší
10) the heaviest - nejtěžší

8|10

(4/6)   S13

SUBJECT 8

68/72   94%   ①dö   ↑ 7b. 9%

Pre-test and post-test   Name: ██████

1. Choose the adjectives from the table to complete the sentences:

the tallest	more interesting	faster	better	younger

1) My sister is _better_ at cooking than me.
2) The Empire State Building once was _the tallest_ building in NYC.
3) Ferrari F8 is _faster_ than Hyundai i30.
4) Harry (38) is _younger_ than his brother William (40).
5) I think that history is _more interesting_ than geography.

5|5

2. Underline the correct form of adjective:

1) My friend is way _cooler_ / the coolest than you!
2) This year's holidays are boring, I liked the last more / _the most_.
3) I chose the red skirt because I liked _more_ / _the most_. The other skirts were too long.
4) My mom is better / _the best_ in the world.
5) Ted is cleverer / _the cleverest_ of all boys in the class.

5|5

3. Match the sentence together:

1) Seas are usually larger _e_   a) than me.
2) My brother is 15, he is older _a_   b) on Earth?
3) Cows run faster _c_   c) than most of the people.
4) Do you know which animal is the slowest _b_   d) than yesterday.
5) This day is better _d_   e) than lakes

5|5

4. Translate the adjectives in Czech:

1) further - dál
2) the smallest - nejmenší
3) wise - moudrý
4) more interesting - zajímavější
5) funnier - zábavnější

6) faster - rychlejší
7) the largest - největší
8) prettier - hezčí
9) older - starší
10) the heaviest - těžší

9|10

(4/6)   S8

Left page (S13)

5. Complete the table with correct forms of adjectives:

good	better	the best	1
intelligent	more intelligent	the most intelligent	1
high	higher	the highest	1
small	smaller	the smallest	1
little	less	the least	1
lucky	luckier	the luckiest	1
big	bigger	the biggest	1
	further		0
late	later	the latest	1
difficult	more difficult	the most difficult	1
great	greater	the greatest	1
bad	worst	the worse	0,5
hard	harder	the hardest	1
easy	easier	the easiest	1
wise	wiser	the wisest	1

13,5 /15

6. Complete the sentences with the correct form of adjectives:

1) The red bag is ___cheaper___ (cheap) than the green one.

2) Everyone knows Europe is ___smaller___ (small) than Asia.

3) My little cousin is only two months. He is ___the youngest___ (young) in our family.

4) Susan has ___the loudest___ (loud) laugh! I can hear her from the outside.

5) We can't afford this car too – it's as ___more expensive___ (expensive) as the other car.

4 /5

7. Circle the **wrong** form of adjective:
a. nicer
b. (usefuler)
c. more creative
d. less

1 /1

8. Circle the **wrong** form of adjective:
a. safer
b. more boring
c. the hungriest
d. (sader)

1 /1

9. Circle the **wrong** form of adjective:
a. most
b. (more prouder)
c. more modern
d. newer

1 /1

(5/6)   S13

Right page (S8)

5. Complete the table with correct forms of adjectives:

good	better	the best	1
intelligent	more intelligent	the most intelligent	1
high	higher	the highest	1
small	smaller	the smallest	0,5
little	less	the least	1
lucky	luckier	the luckiest	1
big	bigger	the biggest	1
far	further	the furthest	1
late	later	the latest	1
difficult	more difficult	the most difficult	1
great	greater	the greatest	1
bad	worse	the worst	1
hard	harder	the hardest	1
easy	easier	the easiest	1
wise	wiser	the wisest	1

14,5 /15

6. Complete the sentences with the correct form of adjectives:

1) The red bag is ___cheaper___ (cheap) than the green one.

2) Everyone knows Europe is ___smaller___ (small) than Asia.

3) My little cousin is only two months. He is ___the youngest___ (young) in our family.

4) Susan has ___the loudest___ (loud) laugh! I can hear her from the outside.

5) We can't afford this car too – it's as ___more expensive___ (expensive) as the other car.

4 /5

7. Circle the **wrong** form of adjective:
a. nicer
b. usefuler
c. more creative
d. less

1 /1

8. Circle the **wrong** form of adjective:
a. safer
b. more boring
c. the hungriest
d. sader sadder

0 /1

9. Circle the **wrong** form of adjective:
a. most
b. more prouder
c. more modern
d. newer

1 /1

(5/6)   S8

Left page

10. Underline Translate the house chores to English:

1) vytírat podlahu – ~~sweep~~ *mop* the floor
2) vysávat – ~~hoover~~
3) jít nakupovat – go shopping
4) stlát postel – make ✱ bed
5) prostírat stůl –
6) uklízet pokoj – clean *tidy* ~~the~~ room
7) utírat prach –
8) vařit oběd – cook lunch

4 /8

11. Complete the words from the table to the text:

wash	take out	do
water	feed	do
sweep	fold	do

1) Oh, I really must ___water___ the plants! They're dying!
2) My mother always has to ___make (do)___ the laundry in our house.
3) I never ___wash___ the dishes. We have a dishwasher.
4) My brother hates to ___take out___ the trash.
5) Jessica has to ___feed___ the gardening with her father.
6) ___sweep___ the floor, please. There are crumbs and dog hair everywhere!
7) Can you ___feed___ the dog, please? It's hungry.
8) Why don't you ___fold___ your clothes? Now I have to iron it again!
9) Chris ___does (HE)___ the ironing because I can't do it.

8,5 /9

12. Match the proverbs in English to their Czech equivalents:

1) To kill two birds at one shot — a) Sejde z očí, sejde z mysli
2) It's raining cats and dogs — b) Mnoho rukou, málo díla
3) To carry coals to Newcastle — c) Zabít dvě mouchy jednou ranou
4) Out of sight, out of mind — d) Nosit dříví do lesa
5) Too many cooks spoil the broth — e) Padají trakaře

5 /5

13. Choose one of the proverbs, underline it and explain (in Czech) what it means:

Look not a gift horse in the mouth / You can't teach an old dog new tricks / *Don't judge a book by its cover*

nikdy nesuď člověka,
kvůli vzhledu nebo toho
jak vypadá.

1,5 /2

Right page

10. Translate the house chores to English:

1) vytírat podlahu – mop the floor, vacuum cleaning
2) vysávat – do the hoovering
3) jít nakupovat – go shopping
4) stlát postel – make the bed
5) prostírat stůl – set the table
6) uklízet pokoj – tidy the room
7) utírat prach – do the dusting
8) vařit oběd – make cook the lunch

8 /8

11. Complete the words from the table to the text:

wash	take out	do
water	feed	do
sweep	fold	do

1) Oh, I really must ___water___ the plants! They're dying!
2) My mother always has to ___do___ the laundry in our house.
3) I never ___wash___ the dishes. We have a dishwasher.
4) My brother hates to ___take out___ the trash.
5) Jessica has to ___do___ the gardening with her father.
6) ___Sweep___ the floor, please. There are crumbs and dog hair everywhere!
7) Can you ___feed___ the dog, please? It's hungry.
8) Why don't you ___fold___ your clothes? Now I have to iron it again!
9) Chris ___does (HE)___ the ironing because I can't do it.

8,5 /9

12. Match the proverbs in English to their Czech equivalents:

1) To kill two birds at one shot c) — a) Sejde z očí, sejde z mysli
2) It's raining cats and dogs e) — b) Mnoho rukou, málo díla
3) To carry coals to Newcastle d) — c) Zabít dvě mouchy jednou ranou
4) Out of sight, out of mind a) — d) Nosit dříví do lesa
5) Too many cooks spoil the broth b) — e) Padají trakaře

5 /5

13. Choose one of the proverbs, underline it and explain (in Czech) what it means:

Look not a gift horse in the mouth / You can't teach an old dog new tricks / Don't judge a book by its cover

Když ti někdo něco dává,
tak bo nekritizuj

2 /2

Appendix 2: *Worksheet no. 1 – Adjectives in Proverbs*

WORKSHEET no.1 - Adjectives in proverbs, gradable adjectives
Task:
Find adjectives in the proverbs, <u>underline</u> them and *write* all their forms into the table.
If your need help, some of the forms are in proverbs too. There are 18 adjectives.

PROVERBS

1. 'The end is <u>the most difficult</u> of all'
2. 'A cold hand and a warm heart'
3. 'It is better to be born lucky than rich'
4. 'Better be alone than in bad company'
5. 'The biggest fools have the best luck'
6. 'Old dogs will learn no new tricks'
7. 'A good name is better than riches'
8. 'The greater the tree, the harder the fall'
9. 'The greatest talkers are the least doers'
10. 'Every man is his own worst enemy'
11. 'The darkest place is under the candlestick'
12. 'Better late than never'
13. 'Easy come, easy go'
14. 'The further, the harder'
15. 'Easier said than done'
16. 'The first step is the hardest'
17. 'Bad news travels fast'
18. 'Older and wiser'
19. 'Laughter, the best medicine'
20. 'A great talker, a great liar'

TABLE

BASE FORM	COMPARATIVE FORM	SUPERLATIVE FORM
difficult	*more difficult*	the most difficult

Appendix 2.1: *Worksheet from 'Internet Second Language Collective' (islcollective.com)*

Comparatives and Superlatives

1. Write the adjectives in brackets in the Comparative form.

   a) John Lennon was (OLD) _____ Paul McCartney.
   b) Some people think the Met is (GOOD) _____ the Louvre.
   c) Eric was (AFRAID) _____ in Harlem _____ in the Subway.
   d) Cats are (NICE) _____ dogs.
   e) Cartoons are (GOOD) _____ music programmes.
   f) The Empire State is (BIG) _____ the Chrysler Building.
   g) Barcelona is (SMALL) _____ Madrid, but (BIG) _____
      Valencia.

2. Write the adjectives in brackets in the Superaltive form.
   a) Samantha is the (PRETTY) _____ girl that Paul has ever met.
   b) I think that King Kong was the (BAD) _____ film ever!
   c) Mounth Everest is the (HIGH) _____ mountain in the world.
   d) Our English teacher is the (GOOD) _____ teacher ever!
   e) My room is the (CLEAN) _____ room in my house.
   f) Ron is the (CLEVER) _____ person I've ever met.
   g) The Millenium Star is one of the (EXPENSIVE) _____ diamonds in
      the world.

3. Write the sentences in the correct order.

   a) are / than / faster / Cars / bikes.
   b) interesting / is / than /more / History / Maths.
   c) than / is / exciting / New York / Albany.
   d) than / funnier / Comics / magazines / are
   e) Japan / expensive / the / country. / is /most

4. Complete the table. Pay attention and don't forget *than* or *the*.

ADJECTIVE	COMPARATIVE	SUPERLATIVE
Good		
	Nicer than	
		The most annoying
	Cheaper than	
Expensive		
Bad		
	Bigger	
		The tallest
	Prettier	
Fast		
	Happier	
		The smallest
	Sadier	
Boring		

WORKSHEET no. 2 – Reading, headlines

Task: **Read the texts and choose a proper headline (proverb) from the table that suits each of the stories. There are three stories and more proverbs – some of the proverbs are extra.**

STORY NUMBER	PROVERB	MEANING
	Too many cooks spoil the broth	= if there are too many people doing the same thing, it will not be good
	Extremes meet	= opposite qualities have much in common
	Actions speak louder than words	= how people act is worth more than what they say, it is always better to do something than just talk about it
	The darkest place is under the candle stick	= people often don't see what happens right in front of them because it is too close to them and they think they would see it so they do not pay enough attention
	Empty vessels make the greatest sound	= the people that know very little or nothing usually speak the most and the loudest of all
	Look not a gift horse in the mouth	= we shouldn't inspect or criticise things that were given to us

STORY 1: Once upon a time, there was a very brave and cheeky thief. One day, he woke up and felt bored. He decided to steal something completely alone. So he did, he stole a car. But it wasn't just a regular car, it was a police car! He wanted to do something special so he stole it right in front of the police station. The biggest surprise is that he left the place with the stolen car completely unnoticed. Nobody noticed him taking the car so he drove home. The police found the thief later that day thanks to the GPS locator that is in every police car.

STORY 2: "Congratulations! You just won two concert tickets!" Did this ever happen to you? Let us know in the comment section.

Today we share with your a story about a ticket winner Alice Shepherd. Alice won a voucher for two tickets in an online quiz. The voucher was sent to her e-mail address with the note saying that she has to print it and take the voucher with her to the concert and it will stand for two valid tickets. Alice printed he voucher, took her friend and went to see the concert. When they enter the music hall, they gave the security man their voucher. The security man exchanged their voucher for two tickets with the sector and seats on it. Alice and her friend thanked him and went further to first go to the toilet before the concert starts. When they met in front of the toilets after, they took a look at the tickets and their seats and couldn't be more surprised. Their seats were the highest and the most distant places to sit. They neither saw what was happening on the stage nor they heard the music clearly. Alice told us that she wasn't disappointed at all because the tickets were free and now she knows what to expect the next time she wins something similar…

STORY 3: Hi, I am Nancy and I want to tell you my love story. One day, I met a very handsome gentleman named Rick. He was really nice to me and we went for a few dates. I immediately fell in love with him! We started dating but sadly, we saw each other only on Friday's evenings. He said he works for a huge American company so he needs to be there all the time. We always had dinner together at my place, talked a lot about his work. He was telling me all the time about taking me somewhere for a few days trip but never actually took me anywhere. One morning, when I was grocery shopping for our Friday's dinner a random guy hit me with a trolley so hard that I dropped all my stuff on the floor, he was so sorry and offered me a lunch as an apology. I was confused but I said ok, he seemed nice. He helped me with the groceries to my flat and took me to a very fancy restaurant. We talked about everything and realised that we have so much in common. He asked me to go to his friend's wedding with him the next day. It was crazy, we did not really know each other but I said yes again! On Friday evening Rick texted me that he can't come over to have dinner with me because of his work, so I was alone. I went to the wedding the next day and I totally forgot about Rick and I think I fell in love with Martin (the man I met in the shop). The day after the wedding Martin brought me flowers and two theatre tickets… Rick called me that day, talked only about himself for twenty minutes and then promised me to take me out for a dinner some next time. I told him about Martin and that I don't want to wait my whole life for someone who doesn't make enough time for our relationship… Martin and I have been a couple for many years now, still so madly in love. We go to trips every second weekend, dine out once a week and care about each other so much. I am very happy that I made the decision in time. Girls, don't believe empty promises!

Appendix 4: *Worksheet no. 3 – House Chores Vocabulary in Proverbs*

<u>**Worksheet – proverbs & house chores**</u>   .

    1. <u>Underline proverbs with house chores vocabulary:</u>

Never say never; <u>New broom sweeps clean</u>; Mistakes are often the best teachers; Don't cry over spilt milk; Sweep before your own door; A clean hand wants no washing; Don't wash your dirty laundry in public; Where there's a will, there's a way; As you make your bed, so you must lie in it; Fools grow without watering; Easy come, easy go; Better one small fish than an empty dish; Keep your thanks to feed your chicken (cat); An apple a day keeps the doctor away; No matter how many chores you complete, there are always more to be done; All gardeners know better than other gardeners; Every day is not Sunday

    2. <u>Discuss the meaning of the proverbs above</u>

    3. <u>Find the house chores words in the proverbs and write them in phrases:</u>

        e.g. sweep – sweep the floor

   4. <u>Are there any other house chores you remember? Write them:</u>

MODAL VERBS: can, could, must, will, would, should, may, might

PRESENT – can

CAN – ability, modal verb

PAST – could

we know what we speak about, that exact specified thing, it was mentioned before, there is only one of it in the area/world

singular & plural

the

DEFINITE

do, drink, eat, cut, speak, cook, write, listen, talk, dance, play, sing, wash, clean, make, create

PRESENT – teach (I, you, we, they), teaches (he, she, it)

TEACH – regular verb, infinitive

PAST – taught

pig, cow, donkey, horse, goat, sheep

an old dog
Ø new tricks

VERBS

tiger, lion, elephant, zebra, hyena, meerkat, giraffe, hippo, wild boar, crocodile, deer, bear, snake

cat, hamster, rabbit, tortoise, goldfish, snail

DOMESTIC

stand before nouns

WILD

PETS

ARTICLES

You can't teach an old dog new tricks

NOUNS

ANIMAL

INDEFINITE

DOGS – countable, 3rd person plural (singular = dog)

we haven't heard/mentioned it before, some/any thing (not specified), random, there are more of these things around us – one of them

only singular

a

TRICKS – countable, 3rd person plural (singular = trick)

ADJECTIVES

PRONOUN

a – when the noun starts with a consonant (souhlaska)

an – when the noun starts with a vowel (samohlaska – a, e, i, o, u)

STARÝHO PSA NOVÝM KOUSKŮM NENAUČÍŠ

YOU – subject pronoun

contrast OLD x NEW

NEW – regular gradable adj. new–newer–the newest opposite adjectives: old

OLD – regular gradable adjective, old–older–the oldest opposite adjectives: new, young

SUBJECT: I, you, he, she, it, we, you, they
OBJECT: me, you, him, her, it, us, you, them
POSSESIVE (adjectives): my, your, his, her, its, our, your, their
POSSESSIVE: mine, yours, his, hers, ours, yours, theirs
REFLEXIVE: myself, yourself, himself, herself, itself, ourselves, themselves

When the cat is away, the mice play

VERBS

PRESENT – am, is, are

PAST – was, were

IS – verb BE, 3rd person singular (he, she, it), Present Simple tense

do, work, sleep, run, swim, buy, go, walk, drink, eat, make, cook, sweep, wash, teach

PLAY – 3rd person plural (they–mice), regular verb

PRESENT – play (I, you, we, they), plays (he, she, it)

PAST –played

ARTICLES

we know what we speak about, that exact specified thing, it was mentioned before, there is only one of it in the area/world

singular & plural

the

DEFINITE

THE cat
THE mice

stand before nouns

INDEFINITE

only singular

a

we haven't heard/mentioned it before, some/any thing (not specified), random, there are more of these things around us – one of them

a – when the noun starts with a consonant (souhlaska)

an – when the noun starts with a vowel (samohlaska – a, e, i, o, u)

NOUNS

ANIMALS

WILD

snake, spider, bear, monkey, elephant, zebra, deer, wolf, squirrel, shark, dolphin, panda, owl, eagle, kangaroo

DOMESTIC

cow, pig, horse, sheep, goat, chicken

PETS

dog, parrot, rabbit, goldfish

MICE – countable, irregular, plural (singular = mouse)

rat, hamster, Guinea pig

CAT – countable, 3rd person singular (plural = cats)

tiger, lion, jaguar, cheetah, leopard

KDYŽ JE KOCOUR PRYČ, MYŠI MAJÍ PRÉ

Appendix 7: *The questionnaire*

Využití přísloví ve výuce anglického jazyka - pro učitele AJ

Dobrý den, jmenuji se Karolína Löffelmannová a při mé diplomové práci na Univerzitě Palackého v Olomouci se zabývám využitím přísloví v anglickém jazyce ve výuce AJ na základních školách. Pokud jste učitel(ka) angličtiny, prosím Vás o vyplnění mého dotazníku, nezabere Vám více než 7 minut.
Předem Vám děkuji za spolupráci popřípadě za Vaše připomínky.
Pro načtení dotazníku prosím klikněte na tlačítko "Další".

Přihlaste se do Googlu, abyste mohli uložit dosavadní postup. Další informace

Další   Vymazat formulář

Nikdy přes Formuláře Google neposílejte hesla.

Obsah není vytvořen ani schválen Googlem. Nahlásit zneužití - Smluvní podmínky služby - Zásady ochrany soukromí

Google Formuláře

Využití přísloví ve výuce anglického jazyka - pro učitele AJ

Přihlaste se do Googlu, abyste mohli uložit dosavadní postup. Další informace
*Povinné pole

Znáte nějaká přísloví v anglickém jazyce? *

◯ ano

◯ ne

Zpět   Další   Vymazat formulář

Využití přísloví ve výuce anglického jazyka - pro učitele AJ

Přihlaste se do Googlu, abyste mohli uložit dosavadní postup. Další informace

*Povinné pole

Na kolik přísloví v AJ si nyní dokážete vzpomenout? *

○ žádné si teď nevybavuji

○ 1 - 3

○ 4 - 6

○ 7 - 10

○ 11 a více

Zpět   Další   Vymazat formulář

Využití přísloví ve výuce anglického jazyka - pro učitele AJ

Přihlaste se do Googlu, abyste mohli uložit dosavadní postup. Další informace

*Povinné pole

Prosím zkuste napsat alespoň jedno přísloví v anglickém jazyce: *

Vaše odpověď

Zpět   Další   Vymazat formulář

Využití přísloví ve výuce anglického jazyka - pro učitele AJ

Přihlaste se do Googlu, abyste mohli uložit dosavadní postup. Další informace

*Povinné pole

Znáte přísloví v anglické jazyce?

Označte přísloví, která znáte: *

- [ ] Beauty is only a skin deep
- [ ] Even Homer sometimes nods
- [ ] He who gives, seldom steals
- [ ] All that glitters is not gold
- [ ] The darkest place is under the candlestick
- [ ] Better late than never
- [ ] Look not a gift horse into mouth
- [ ] When the cat is away, the mice play
- [ ] Bad news travels fast
- [ ] Too many cooks spoil the broth
- [ ] Laughter, the best medicine
- [ ] Boys will be boys
- [ ] Old dogs will learn no new tricks
- [ ] Actions speak louder than words
- [ ] Don't judge a book by its cover
- [ ] Bread is better the first day
- [ ] After meat, mustard
- [ ] Rome was not built in a day
- [ ] An apple a day keeps the doctor away
- [ ] A storm in a tea-cup
- [ ] neznám žádné z výše zmíněných

Zpět   Další   Vymazat formulář

Využití přísloví ve výuce anglického jazyka - pro učitele AJ

Přihlaste se do Googlu, abyste mohli uložit dosavadní postup. Další informace

*Povinné pole

Přísloví ve výuce

Setkal/a jste se někdy s výukou/využitím přísloví při hodině AJ? *
ať už jako student či vyučující

○ ano

○ ne

○ nevím

Používáte Vy osobně při výuce AJ někdy přísloví? *

○ ano, máme to zahrnuto v ŠVP / tematickém plánu

○ ano, občas je nějaké v učebnici

○ ano, ze své iniciativy

○ ne

Myslíte si, že je vhodné používat přísloví při výuce AJ, např. jako vidíte níže? *

Myslíte si, že je vhodné používat přísloví při výuce AJ, např. jako vidíte níže? *

Přísloví (proverbs) jsou zdrojem krátkých autentických textů, lze je využít jako větné příklady při výuce gramatiky, při čtení s porozuměním, seznamování s kulturou atd.

Na stupnici ohodnoťte vhodnost používání přísloví:
1 - velmi vhodné, 2 - spíše vhodné, 3 - nevím / nedokážu posoudit, 4 - spíše nevhodné, 5 - naprosto nevhodné

Zde máte k dispozici zkrácené příklady využití k nahlédnutí:
Task: Choose a proverb that suits the story.
Story: A man once stole a police car right in front of the police station and left the place with the car completely unnoticed.

Given proverbs to choose from:

a.   Love is blind

b.   The darkest place is under the candlestick

c.   You only live once

d.   An apple a day keeps the doctor away

Task: Find adjectives in the proverbs and underline them, write their base form, comparative and superlative:

1. A good name is better than riches
2. A cold hand and a warm heart
3. Better late than never
4. The darkest place is under the candlestick
5. Old dogs will learn no new tricks

-> good, better, the best
dark, darker, the darkest
cold, colder, the coldest
...

	1	2	3	4	5	
velmi vhodné	○	○	○	○	○	naprosto nevhodné

Pokud byste měl/a možnost přísloví ve výuce občas využívat, měl/a k dispozici   *
dostatek materiálu a metodiky, měl/a byste o to zájem?

Na stupnici zvolte číslo od 1 (rozhodně bych použil/a) do 5 (stejně bych přísloví nevyužíval/a) podobně jako při známkování ve škole. 2 - spíše ano, 3 - možná/nevím, 4 - spíše ne

	1	2	3	4	5	
rozhodně ano	○	○	○	○	○	určitě ne

Pokud byste si mohl/a vybrat, na jaké úrovni byste přísloví využil/a? *
(bez ohledu na Vaši kvalifikaci)

lze vybrat více možností

- ☐ MŠ
- ☐ 1. stupeň ZŠ
- ☐ 2. stupeň ZŠ
- ☐ SŠ
- ☐ VOŠ
- ☐ VŠ
- ☐ zájmové kroužky
- ☐ jazykové kurzy pro dospělé
- ☐ jazykové kurzy pro děti
- ☐ doučování
- ☐ Jiné: _____

Souhlasil/a byste s zařazováním přísloví do běžné výuky AJ na školách? *

- ○ ano
- ○ ne

Zpět   Další   Vymazat formulář

Využití přísloví ve výuce anglického jazyka - pro učitele AJ

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*Povinné pole

Zařazení přísloví do výuky AJ

Přísloví bych raději zařadil/a do … než do běžné výuky. *
lze zaškrtnout více možností

☐ doučování

☐ povinně volitelného předmětu s hlubším zaměřením na AJ

☐ jazykových kurzů pro dospělé

☐ jazykových kurzů pro děti

Zpět   Další   Vymazat formulář

Využití přísloví ve výuce anglického jazyka - pro učitele AJ

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*Povinné pole

Nyní Vás prosím o vyplnění základních údajů (pohlaví, věk, zkušenosti, kde učíte)

Zvolte Váš věk: *

◯ 20 - 24 let

◯ 25 - 29 let

◯ 30 - 34 let

◯ 35 - 39 let

◯ 40 - 44 let

◯ 45 - 49 let

◯ 50 - 54 let

◯ 55 - 59 let

◯ 60 - 64 let

◯ 65 - 69 let

◯ 70 a více let

◯ nepřeji si odpovídat

Prosím zvolte Vaše pohlaví: *

◯ žena

◯ muž

◯ jiné

◯ nepřeji si odpovídat

Jaká je délka Vaší učitelské praxe? *

Jak dlouho učíte **anglický jazyk**? Pokud učíte (nebo jste někdy učil/a) AJ na soukromé škole / v doučovacím centru / jazykové škole / či v jiných vzdělávacích institucích, tyto roky také započítejte. Děkuji.

○ méně než 1 rok

○ 1 - 5 let

○ 6 - 10 let

○ 11 - 15 let

○ 16 - 20 let

○ 21 - 25 let

○ 26 - 30 let

○ 31 - 35 let

○ 36 - 40 let

○ 40 let a více

○ nepřeji si odpovídat

Kde angličtinu učíte, popř. kde jste učil/a? *

lze zaškrtnout více možností

☐ MŠ

☐ 1. stupeň ZŠ

☐ 2. stupeň ZŠ

☐ SŠ

☐ VOŠ

☐ VŠ

☐ doučování v centru / jako OSVČ

☐ soukromá výuka AJ (OSVČ)

☐ zájmový kroužek

☐ kurzy pro dospělé

☐ kurzy pro děti

☐ Jiné:

Využití přísloví ve výuce anglického jazyka - pro učitele AJ

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Děkuji Vám za vyplnění dotazníku. Nyní už zbývá se jen zeptat na Vaše reakce, připomínky, dotazy či doporučení.

Pokud si přejete, abych Vás kontaktovala, prosím zanechte Váš e-mail, děkuji.

Zde je prostor pro Váš komentář

POKUD SI NEPŘEJETE NIC PSÁT, NEMUSÍTE, STAČÍ KLIKNOUT NÍŽE NA TLAČÍTKO "ODESLAT"

Vaše odpověď

Zpět   Odeslat   Vymazat formulář

Tematický plán – anglický jazyk – 7.roč

Školní rok 2022/2023

More 1 Září	Opakování – present simple / continuous Can for ability / permission	My day Clothes Ability
Říjen	Present simple vs continuous Articles	Computers Make invitation Free time
Listopad	Past simple of be – pos., neg. Question and short answer Past time expression	Where were you? My room
Prosinec Leden	Past simple – regular verbs – pos.	Things to do Places to go
More 2 Leden	Past simple of be + regular verbs – pos.	Clubs and groups Talk about clubs at school
Únor	Past simple – irregular verbs – pos.	Tv programmes Films Past actions
Březen	Past simple – negative + question + short answer	Transport Holidays Describing photos
Duben	Comparisons – comparative + superlative	Comparing people Physical appearance Key facts at text
Květen	Be going to Have / don't have to	Future plants Jobs in the house
Červen	Must / mustn't Adverbs of manner Opakování	School subjects Careers Rules at school
Poznámka	Skupiny s nadanými žáky budou mít učivo rozšířené o další témata a bude kladen důraz na rozšiřování komunikačních dovedností. Dále budou přidány reálie a projekty.	

Tématický plán – anglický jazyk – 6.roč

2022/23

		rozšíření
září	Opakování In the classroom Present simple of be Feelings Numbers Possessive adjectives	Greetings … is / are from introducing
říjen	Prepositions of place Questions – who, where, why, chat Imperatives	Giving instructions Describing of classroom
říjen listopad	There is /are Questions with whose Have got The article a / an	Describing things Giving informatik Describing rooms and furniture Describing people
prosinec	Present simple - positive	Food eating round the world
leden	Present simple – negative + question Object pronouns	Daily activities Time, routines
únor	Demonstrative adjectives and pronouns Countable and uncountable How much / many	Clothes In the shop
březen	Can for ability / permision Like / love/hate	Family members …like doing
Duben	Present continuous Ordinál numbers	Phone me months
květen	Articles Present simple vs. continuous	Free- time activities Talking about tecnology
červen	opakování	
poznámka	Skupiny s nadanými žáky budou mít učivo rozšířené o další témata a bude kladen důraz na rozšiřování komunikačních dovedností. Dále budou přidány reálie a projekty.	

Tématický plán – anglický jazyk – 9.roč

2022/23

září	Opakování: Past Simple, Continuous Should, shouldn't Future: will / won't might / might not	Places Shops
říjen	If clauses Possessive pronouns	Weather
listopad	Present perfect How long / since / for	Talking about consequences and preferences Offers and excuses
prosinec	Present perfect – yet /already / just Present Perfect vs. Past Simple	Holidays What have you done? What did you do?
leden	Will vs. be going to Reflexive pronouns	Outdoor activities Geographical features
únor	First Conditional Verb + prepositions	Superstitions Zodiac signs Personality
březen duben	Relative pronous Questions tags Present Simple + passive voice Used to So do I / Neither do I	English round the world Tourist attractions Places to visit Music
květen červen	Too / Not enough Past Simple + passive voice Second Conditional Indefinite Pronouns Opakování	Past habits Materials, recycling Natural diseases Internet
poznámka	Skupiny s nadanými žáky budou mít učivo rozšířené o další témata a bude kladen důraz na rozšiřování komunikačních dovedností. Dále budou přidány reálie a projekty.	

Tématický plán – anglický jazyk – 8.roč

2022/23

		rozšíření
září	Opakování – past simple Otázka / zápor Nepravidelná slovesa	My holiday Travelling
říjen	Comparisons – porovnávání Popis osoby Adjectives	Describing people Compare people
listopad	Future be going to Have to / don´t have to	Future plans Have to do at home Jobs in the house
prosinec	Must / mustn´t Příslovce	Rules at school Favourite subjects
leden	Present continuous for future Předložky času	Invite someone Make suggestions Activities for weekends
únor	Minulý čas průběhový Superlatives	Was / were doing The best / the worst
březen	Minulý prostý / průběhový One / ones A lot of / much / many	Give reasons Emotions Embarrassing experience
duben	Should / shouldn´t Spojky – and / so / but / because	Ask for directions Want to buy Give advice
květen	Will / won't Might / might not	Weather Offers and excuses
červen	If clauses (first conditional) Possessive pronouns	Make suggestions Talk about preferences
poznámka	Skupiny s nadanými žáky budou mít učivo rozšířené o další témata a bude kladen důraz na rozšiřování komunikačních dovedností. Dále budou přidány reálie a projekty.	

Tematický plán – anglický jazyk základy – 8.roč

Školní rok 2022/2023

Září	Opakování – daily routine
	At school
Říjen	Čas, my ideal day
	School clubs, afternoon activities
Listopad	Our house, furniture
	My favourite room, adjectives
Prosinec	Possessive pronouns
	fHousehold
Leden	Object pronouns
	Must / mustn't x have to
Únor	Clothes
Březen	Present continuous
Duben	Shopping
Květen	Can / can't
	How much ….?
Červen	Opakování
Poznámka	Dle úrovně žáků bude učivo rozšířené o další témata a bude kladen důraz na rozšiřování komunikačních dovedností. Dále budou přidány reálie a projekty.

Tematický plán – anglický jazyk základy – 7.roč

Školní rok 2022/2023

Září	Pozdravy, čísla, barvy, abeceda, měsíce
Říjen	Věci kolem nás – slovní zásoba
	Jméno, věk, bydliště – otázky a odpovědi
Listopad	Osobní zájmena, sloveso to be
	Otázka, zápor
	Státy, národnosti
Prosinec	Slovesa like / hate + ing form
	Hobbies
	Podstatná jména . č. jed. a mn.
Leden	Vazba there is / are
	Můj dům / pokoj
	Předložky
	Writing short email
Únor	Family
Březen	Have got
Duben	Popis osoby
Květen	Přídavná jména
	Členové rodiny – představení
Červen	My day
	Present simple
	Timetable
Poznámka	Dle úrovně žáků bude učivo rozšířené o další témata a bude kladen důraz na rozšiřování komunikačních dovedností. Dále budou přidány reálie a projekty.

Tématický plán – základy anglického jazyka – 9.roč

2022/2023

září	Opakování – sloves to be + to have - přítomné časy
říjen listopad	členy present simple vs. continuous free time
listopad prosinec	past simple – to be - positive, negative, question + short answer furniture, rooms Where were you?
leden únor	past simple – positive, negative, question + short anter irregular verbs What did you do?
březen duben	comparisons adjectives physical appearance describing people
květen červen	future „going to" have to opakování
poznámka	Učivo bude rozšířeno o jednoduché reálie anglicky mluvících zemí. Témata budou volena dle tematického zaměření.

Appendix 9: *Souhlas*

Bc. Karolína Löffelmannová

Mgr. et Bc. Pavel Kopta, Mgr. Stanislava Ticháčková
Masarykova základní škola Kdyně
Komenského 134
345 06 Kdyně

Žádost

Vážený pane řediteli, vážená paní zástupkyně

žádám Vás o udělení souhlasu s realizací výzkumu na ZŠ
Kdyně a využitím jeho výsledků v souvislosti s vypracováním
mé diplomové práce. Dále žádám o Váš souhlas se
zveřejněním tematických plánů pro školní rok 2022/2023
předmětu anglický jazyk v mé diplomové práci.

Děkuji za kladné vyřízení mé žádosti.

S pozdravem

Bc. Karolína Löffelmannová

Masarykova základní škola Kdyně,
okres Domažlice, příspěvková organizace
Komenského 134, 345 06 Kdyně
IČ: 709 96 709

RÉSUMÉ

Tato práce se zabývá využitím přísloví ve výuce anglického jazyka. Je rozdělena do dvou základních částí – teoretická a praktická část.

V teoretické části jsou vysvětleny důvody, proč bychom jakožto učitelé měli přísloví ve svých hodinách využívat, názory expertů na minimální vhodný věk pro začleňování přísloví do výuky jsou zde porovnány. Následně jsem se zaměřila na výskyt přísloví ve vzdělávacích plánech a možnosti, jak je využít, které jsem dále použila v podkapitole, jež se blíže soustředí na jednotlivé sféry a jevy, kde se dají přísloví ve výuce použít (např. výuka gramatických jevů, tvůrčího psaní, čtení s porozuměním či výuku reálií a kultury zemí, které daným jazykem hovoří). Následuje poslední kapitola teoretické části, která nám přibližuje, v jakých rolích učitele je vhodné dané jevy vyučovat.

Praktická část obsahuje dotazníkové šetření učitelů anglického jazyka a testování žáků 8. třídy za pomocí experimentu pre-post testu. Tato část je rozdělena do dvou podkapitol. První podkapitola se zabývá výzkumnými vzorky, přípravou materiálů potřebných k výzkumu a jejich detailním popisem. Materiály použité při výzkumu byly: on-line dotazník, tři pracovní listy s příslovími v anglickém jazyce a dvě myšlenkové mapy. Druhá podkapitola poté prezentuje výsledky testování a dotazníku. Dotazník zkoumal zájem učitelů anglického jazyka o využití přísloví při výuce angličtiny a také přehled učitelů o příslovích v anglickém jazyce. Nasbíral celkem 125 odpovědí v rámci 10 dnů, kdy byl přístupný on-line. Ukázalo se, že převážná většina učitelů (mezi respondenty bylo však výrazně více žen) by přísloví ve výuce použila a toto téma je zajímá. Ohledně otázky, zda by respondenti mohli zaškrtnout přísloví v AJ, která znají, 40 z celkového počtu 125 učitelů zvolilo dvě přísloví, která ve skutečnosti neexistují a byla do seznamu přidána z toho důvodu, abychom mohli vyhodnotit celkovou znalost jednotlivých přísloví, která byla vybírána z publikace „Nejužívanější anglická přísloví" od Evy Lacinové. Toto zjištění výrazně ovlivnilo spolehlivost dané otázky. Dalším zkoumaným vzorkem bylo 15 žáků 8. ročníku MZŠ Kdyně, kteří byli anonymně se souhlasem školy podrobeni experimentu. Ten zahrnoval pre-post test zaměřený na znalost a stupňování přídavných jmen a slovní zásobu domácích prací/povinností, dále byla do testu zahrnuty dvě cvičení na znalost přísloví v AJ. Dále byly v rámci tohoto experimentu použity tři pracovní listy, které byly aplikovány mezi testy za účelem zjištění, zda dané gramatické a lexikální jevy lze naučit za pomoci využití přísloví v anglickém jazyce. Kromě již zmíněných se v mezidobí dvou testů použila ještě technika vytváření myšlenkových map. Výsledky pre-post testování ukázaly mírné zlepšení.

Průměrně se žáci v post testu zlepšili o 6,9 % oproti pre testu. Žáci se zlepšovali především ve cvičeních, která se zaměřovala na slovní zásobu. Největší zlepšení, celkem o 12 %, bylo zaznamenáno u ukrajinské dívky, která má uprchlický status, a v České republice je necelý půlrok. Tato dívka se během práce s výukovými materiály s příslovími naučila slovní zásobu nejen v anglickém, ale i českém jazyce, díky čemuž pak byla schopna překládat slovíčka z jednoho jazyka do druhého a naopak. Jedna dívka z celkového počtu 15 žáků pak dokončila post test se zanedbatelným zhoršením o 2 %.

ANNOTATION

Jméno a příjmení:	Karolína Löffelmannová
Katedra/ústav:	Ústav cizích jazyků PdF UP Olomouc
Vedoucí práce:	DR HAB Konrad Szcześniak
Rok obhajoby:	2023

Název práce:	Využití přísloví ve výuce anglického jazyka
Název v angličtině:	Using Proverbs in Teaching English
Anotace práce:	Tato diplomová práce se zabývá využitím přísloví v anglickém jazyce v hodinách anglického jazyka. Teoretická část se zaměřuje na vhodnost využívání přísloví z hlediska věku, zkoumá výskyt přísloví ve vzdělávacích plánech a navrhuje možnosti využití v hodinách AJ. Praktická část obsahuje dotazník pro učitele anglického jazyka, testování žáků MZŠ Kdyně a několik materiálů využívaných v hodinách AJ.
Klíčová slova:	Přísloví, Učitel, Studenti, Anglický jazyk, Vyučovací hodina
Anotace v angličtině:	This diploma thesis discusses the use of proverbs in English language teaching. The theoretical part focuses on suitability of proverbs for learners according to their age. It analyses the occurrence of proverbs in Framework Educational Programmes. It proposes ways to use proverbs in English lessons. The practical part consists of questionnaire for teachers, testing of lower-secondary school learners, and a few materials for teaching.
Klíčová slova v angličtině:	Proverb, Teacher, Learners, English, Lesson
Přílohy vázané v práci:	Příloha 1: Test Příloha 1.1: Pre test dvou žáků Příloha 1.2: Post test stejných dvou žáků Příloha 2: Pracovní list 1 – Přídavná jména v přísloví Příloha 2.1: Pracovní list z islcollective.com Příloha 3: Pracovní list 2 – Čtení s porozuměním Příloha 4: Pracovní list 3 – slovní zásoba *House chores* Příloha 5: Myšlenková mapa – Starýho psa novým kouskům nenaučíš Příloha 6: Myšlenková mapa – Když je kocour pryč, myši mají pré Příloha 7: Dotazník Příloha 8: Tematické plány Příloha 9: Souhlas
Rozsah práce:	93 stran
Jazyk práce:	Anglický