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V Hradci Králové dne

Anežka Trojanová

Poděkování:

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Poděkování patří i rodině, které děkuji za podporu a trpělivost.

Anotace

TROJANOVÁ, A. *Výuka anglického jazyka na střední škole v České Republice a v Norsku*. Hradec Králové, 2015. Bakalářská práce na Přírodovědecké fakultě Univerzity Hradec Králové. Vedoucí bakalářské práce Olga Vraštilová. 47 s.

Cílem této bakalářské práce je ukázat, jak výuka anglického jazyka v České republice může být účinnější čerpáním inspirace z norských učebních metod. Tato práce identifikuje hlavní rozdíly ve výuce anglického jazyka v těchto dvou zemích včetně rozdílů ve vzdělávacím systému, učebních metodách a vlivech na schopnost učit se anglický jazyk.

Klíčová slova

anglický jazyk, střední vzdělávání, Česká republika, Norsko

Annotation

TROJANOVÁ, A. *Teaching English at secondary school level in the Czech Republic and in Norway*. Hradec Králové, 2015. Bachelor thesis at Faculty of Science University of Hradec Králové. Thesis Supervisor Olga Vraštilová. 47 p.

The aim of this thesis is to demonstrate how teaching English in the Czech Republic can be more effective by taking an inspiration from Norwegian teaching methods. This thesis identifies the main differences in teaching English in these two countries, including the differences in the educational system, teaching methods and the influences on the ability of learning English

Key words

English, upper-secondary education, Czech Republic, Norway

Table of contents

1 Introduction.....	7
2 Overview of Educational System for Teaching English in Norway and in the Czech Republic	8
2.1 Structure of Primary and Secondary Education in both Countries	8
2.1.1 Amount of English lessons at Primary and Secondary School Level.....	9
2.2 Upper-Secondary School Educational Programmes for English.....	12
2.2.1 Background Information	12
2.2.2 Stunt	14
2.2.3 Maturita Solution.....	15
2.2.4 Comparison.....	16
2.3 Expected Outcomes.....	17
2.3.1 Norway	17
2.3.2 The Czech Republic.....	18
2.3.3 Comparison.....	19
3 Influences on the Pupils' Abilities to speak English	20
3.1 Origin of Norwegian and Czech	20
3.2 Exposure to English.....	20
4 Comparison of Approaches to teaching English at Czech and Norwegian Upper-Secondary Schools	22
4.1 Background Information.....	22
4.2 Basic Information about Teachers.....	22
4.3 Teaching Experience	24
4.4 Information about Upper-Secondary Schools and Pupils	25
4.5 Teaching approaches	27
5 Conclusion	36
6 Bibliography	37
7 Appendices.....	40

1 Introduction

Seeking ways how to efficiently teach English has always been a current issue in the Czech Republic. Pupils in this country learn a lot of English but they lack the skill of being able to apply what they have learned in its full extent. The question is where the problem is. Therefore, I decided to make use of my own experience at upper-secondary school in Norway, compare educational systems in both countries and find the main differences in the approaches to teaching English in the Czech Republic and in Norway.

This thesis deals with the content of educational documents which each country have. It introduces the dissimilarities in Framework and School Educational Programmes. It also considers the origins of Czech and Norwegian and the frequency of pupils being exposed to English. The research is focused on teaching methods used by English pedagogues in both countries and shows teachers' priorities in teaching. This all leads to better understanding of teaching English in the Czech Republic and indicates areas on which the English teachers has to concentrate more.

In the theoretical part I worked mostly with online documents published by The Ministry of education, Youth and Sports in the Czech Republic and The Norwegian Directorate for Education and Training. The origins of Czech and Norwegian were to be found on Britannica website and concerning the exposure to English language, I acquired data from e-mail conversations. On the grounds of the necessity to gain information also from English pedagogues teaching in Norway, I chose to employ the quantitative research method. I created my own questionnaires. One was in Norwegian and one was in Czech.

For the purposes of this thesis, there are three terms to be explained; primary, upper-secondary and lower-secondary education. In Norway primary education takes seven years. Lower-secondary education covers three years and upper-secondary education lasts four years. In the Czech Republic it is five years of primary education, four years of lower-secondary education and four years of upper-secondary education.

2 Overview of Educational System for Teaching English in Norway and in the Czech Republic

For a complete understanding of teaching English at upper-secondary school level, it is important to be familiar with the overall educational system in both countries. Therefore, this chapter deals not only with a number of English lessons at upper-secondary school level but also at lower-secondary and primary school level.

2.1 Structure of Primary and Secondary Education in both Countries

In Norway as well as in the Czech Republic primary, lower and upper-secondary education includes thirteen school years. In Norway primary and lower-secondary education comprises ten school years. On the contrary, in the Czech Republic it covers nine school years. The upper-secondary education lasts three school years in Norway and four school years in the Czech Republic.

According to the Act relating to Primary and Secondary Education and training (1998) Norwegian school year cannot have less than thirty-eight weeks. The school year in the Czech Republic comprises forty-four weeks. (Soubor pedagogicko-organizačních informací pro rok 2015/2016, 2015) In this bachelor thesis the school year is forty-one weeks long because it is the average number of the weeks of both countries.

Documents released by The Ministry of education, Youth and Sports and The Norwegian Directorate for Education and Training set certain numbers of English lessons (as a first foreign language) which are divided into various school years by particular schools. The English lessons are given as sixty-minute units in Norway and as forty-five-minute units in the Czech Republic. (Framework Education Programme for Secondary General Education, 2007; Appendix 1to Memorandum Udir-01-2013, 2013) For clearer vision of the difference, the numbers of English lessons set by The Norwegian Directorate for Education and Training are converted to the numbers built from forty-five-minute units.

2.1.1 Amount of English lessons at Primary and Secondary School Level

In Norway there are 184 English lessons which can be split up between the first four classes of primary school. For the next three classes, the fifth, the sixth and the seventh class, there are 304 lessons. And for the last three classes of lower-secondary education, there are given 296 English lessons. (Appendix 1 to Memorandum Udir-01-2013, 2013)

Slightly different division of English lessons is stated by The Ministry of education, Youth and Sports in the Czech Republic. There are 369 English lessons to be divided into the first five classes of primary school and from the sixth to the ninth class there are 492 English lessons. (Rámcový vzdělávací program pro základní vzdělávání, 2013)

Regarding upper-secondary education in Norway, the division of English lessons depends on a selected study program. Pupils can choose to study either a general study programme or a vocational study programme. At the general study programme English is obligatory only in the first class of upper-secondary education and during that one year they have 187 English lessons. In the second class the English subject is optional and pupils can choose from diverse subjects including English and that is Intercultural English. In the third class there is English also only as an optional subject and the pupils have again a choice of various subjects including two different English subjects; Social English and English literature and culture. At vocational study programme English is obligatory in the first class and is given 112 English lessons as well as in the second class of upper-secondary education where receives 75 English lessons. That means 187 English lessons in total which is the same amount as for one year at the general study program. (Appendix 1 to Memorandum Udir-01-2013, 2013)

The amount of English lessons in the Czech Republic depends on the selected study program as well. Four-year study programme (Czech gymnasium) receives 492 English lessons for the whole four school years. Vocational study programme in the Czech Republic lasts three years and is given a lower amount of English lessons than gymnasium study programme. This amount of English lessons differs according to the particular vocational programmes. Therefore, the amount cannot be generalised as it was done in the case of Norway. (RVP pro střední odborné vzdělávání, 2015)

This thesis intends to compare the most universal English teaching. The particular vocational study programmes are focused on their specifics besides the general part and are given various amounts of English lessons. On that account, the following comparison deals with general study programmes and four-year study programme which are regarded as broadened general studies. A table below (Tab. 1) illustrates the amounts of English lessons of these two study programmes. As it was mentioned previously, the school year is forty-one weeks long and the amounts of English lessons are both in forty-five minute units.

Table 1

Classes (N/CZ)	1.	2.	3.	4.	5.	6.	7.	8.	9.	10. /1.	1. /2.	2. /3.	3. /4.
Norway	184				304			296			187	0	0
Czech Republic	369					492				492			

(Drew, Trojanová)

In Norway and in the Czech Republic there is a difference in the number of school years of primary, lower and upper-secondary education as well as in the number of school years to which various numbers of English lessons are stated. For that reason, the following two tables (Tab. 2, Tab. 3) are put together according to a certain pattern to better illustrate the differences in the amount of English lessons.

Table 2

School years	1	2	3	4	5	6	7	8	9	1	2	3	4	year AVG	Total
Amount of English lessons in Norway	46	46	46	46	101	101	101	99	99	99	187	0	0	88	971

(Drew, Trojanová)

Table 3

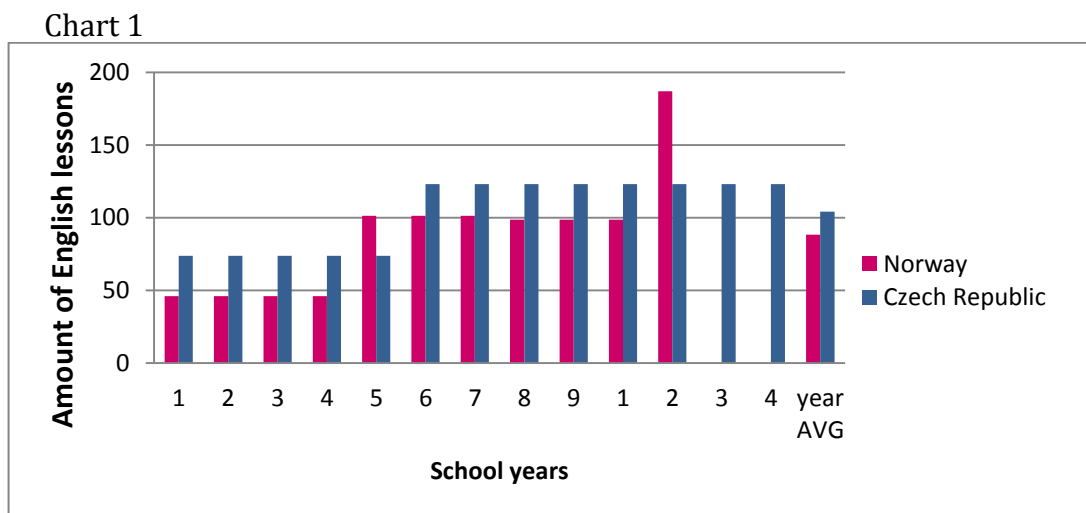
School years	1	2	3	4	5	6	7	8	9	1	2	3	4	year AVG	Total
Numbers of English lessons in the Czech Republic	74	74	74	74	74	123	123	123	123	123	123	123	123	104	1353

(Drew, Trojanová)

The tables (Tab. 2, Tab. 3) were formed by making the last year of lower-secondary school in Norway a first class of upper-secondary school. This created the same number of school years in the primary and lower-secondary school as well as in the

upper-secondary school in both countries. The amount of English lessons is divided evenly among the school years to which the amount belonged in both tables.

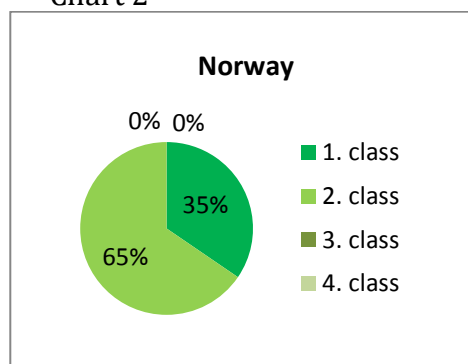
The following chart (Chart 1) is created from the numbers contained in the two previous tables (Tab. 2, Tab 3.). The chart visualises a gradual growth of the amount of English lessons in both countries. There is a considerable distinction in which class the growth starts. The change in the number of English lessons per year in the Czech Republic appears only once and that is between the fifth and sixth class. In Norway it changes two times. At first, the difference is between the fourth and fifth class of primary school and secondly, it appears between the tenth class of lower-secondary school and the first class of upper-secondary school or, rewritten to the Czech conditions, between the first and second class of upper-secondary school. In Norwegian part of the chart there is a remarkable point and that is that whenever the change appears, the new amount of English lessons is two times bigger than the original one. The change in the Czech part is of a greater amount; a bit more than one third of the preceding number but then it does not change for eight years. The year average indicates that in the Czech Republic are given generally more English lessons.



(Drew, Trojanová)

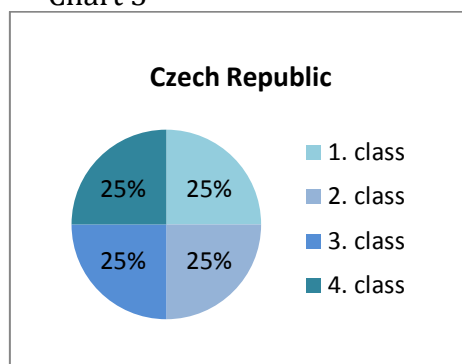
For a conclusion of this chapter, there are last two charts (Chart 2, Chart 3) showing the most usual division of English lessons at upper-secondary school level in both countries. The charts correspond with the table two and three and show the proportional amount of English lessons in each school year at upper-secondary school.

Chart 2



(Drew, Trojanová)

Chart 3



(Drew, Trojanová)

2.2 Upper-Secondary School Educational Programmes for English

This section deals with upper-secondary school educational programmes for English in Norway and in the Czech Republic. The comparison of content and thematic structure of school educational programmes indicates different approaches to teaching English in both countries.

2.2.1 Background Information

For better insight into the English classes' structure, this section compares upper-secondary school educational programmes for English in both countries. In Norway as well as in the Czech Republic upper-secondary school educational programmes for English follow selected teaching materials and are written by a particular school and subsequently by individual English pedagogues. Since the teaching materials differ between Norway and the Czech Republic as well as within each country, a survey, for finding out which teaching English material prevails, was carried out in both countries. In the Czech Republic the survey covered 83 upper-secondary schools from two regions, Královéhradecký kraj and Liberecký kraj. The most utilized teaching English material in the Czech Republic is a textbook called Maturita Solution 2nd edition (from now only Maturita Solution). The textbook received 9 votes from 36 responses in total. In Norway the survey included 68 upper-secondary schools also from two regions, Akershus fylke and Oslo fylke. According to this survey, the most used teaching English material in Norway is a textbook as well as a website called Stunt. Stunt obtained 2 votes from 12 responses in total. Detailed results and a broader elaboration of the survey are in the chapter 4.

Maturita Solution comprises a workbook and a students' book and is written for most language levels given by Common European Framework of Reference for Languages. Upper-secondary schools in the Czech Republic are supposed to finish at the level B2. (Framework education programme for secondary general education, 2007) Based on this, upper-secondary teachers use Maturita Solution Pre-intermediate and Intermediate level which are covered by two Maturita Solution books.

Stunt is a textbook and a website for the first year of general study programme at upper-secondary school in Norway. As it was mentioned in the previous section (2.1.1.) of this chapter, English is taught only in the first class of upper-secondary school for that study programme which is a second year of upper-secondary education if we convert it to Czech educational system. There is another difference which is connected with the fact that Stunt is also a website. At the upper-secondary schools in Norway it is common that teachers and students as well work on notebooks in the lessons which are either their own ones or which their school lent them. (PC i skolen, læremiddel eller hjelpemiddel, 2009)

We have two students' books which are used in the Czech Republic and one website representing Norway on the other hand. Stunt website comprises five chapters for one year. Maturita Solution students' books contain twenty chapters together for four years which means teaching five chapters per year. In addition, it is 971 English lessons which pupils spent at school after finishing the first class at upper-secondary school in Norway which means finishing the second class at upper-secondary school in the Czech educational system (Tab. 2). In the Czech Republic pupils spent 985 English lessons at school after finishing the first class at upper-secondary school (Tab.3). According to the calendar years, Norway should be ahead of the Czech Republic but as the number of English lessons shows, the pupils spend the same amount of English lessons at school after finishing the first classes. According to that, five chapters of Stunt website correspond with five chapters of Maturita Solutions pre-intermediate. Due to the limited number of pages of this bachelor thesis, I compare only the first chapters of both teaching materials.

For a greater objectivity, I do not use any school educational programme for Stunt and for Maturita Solutions written by a particular upper-secondary school but a general school educational programme which is available on the Stunt's website and on

Oxford University Press website for Maturita Solution students' book. I also work with the actual content of Maturita Solution students' book and Stunt website.

In Norway the first chapter is called No man is an island (Tab. 4) and comprises six parts. In the Czech Republic the first chapter is named All about you (Tab. 5) and is divided into eight parts. The chapters' themes are summarized in tables (Tab. 4, Tab. 5). The following comparison demonstrates the difference in thematic areas and content structure of both teaching materials.

2.2.2 Stunt

Table 4

<i>Individual and Society</i> – to be able to analyse classic and contemporary arts
<i>Values</i> – to be able to analyse works of English famous authors
<i>Making learning extraordinary</i> – to be able to distinguish British English from American, to be able to see the motivation for studying English
<i>Listening comprehension</i> – to be able to follow different stories
<i>Simplified texts</i> – to be able to understand to the previously mentioned topics
<i>Stunt discovery</i> – to be able to have a discussion about social media

(Drew, Trojanová)

Thematic Structure

Thematic areas of the first part introduce classic and contemporary arts. Besides other thing, pupils receive information about English poet John Donne, American singer Paul Simon, Hispanic writer Sandra Cisneros and compare for example For Whom the Bell Tolls written by Hemingway to Metallica's song with the same title. This chapter also talks about Dead poets' society literature mentioning famous names such as William Shakespeare, Robert Frost, Walt Whitman, and Henry David Thoreau. Third part emphasises the importance of learning English since it is a world's language and distinguishes the British and American English. It also deals with numeral and unit conversion. Last part points out the potential dangerous of social media.

Content Structure

Regarding the content structure, most of the exercises are based on reading and followed by different tasks connected to read text. Pupils are led to think about

themselves and what they are, through reading the poem. They are also asked to reflect on their English learning, how they learn English and why. Further, there are short texts which introduce different topics and are complemented with various websites which are connected to the topic. Pupils have to look up valid information or listen to some links to be able to answer given questions or they are asked to perform a presentation on a given topic in order to test their understanding. The questions develop students' critical thinking. They make them compare different sources with their own knowledge and opinions. The texts are sometimes followed by crosswords, check-box, fill-in, matching exercises which contain vocabularies from the texts. Picture analysis and describing painters' motives have also their part in the teaching process. Pupils develop their creativity through writing their own poem or a movie analysis. (Course plan, 2012; Thematic structure, 2012; Stunt: Engelsk for vg 1 studieforbereidende utdanningsprogram, 2012)

2.2.3 Maturita Solution

Table 5

<p><i>Personality</i> – to be able to describe peoples' personalities</p> <p><i>Present simple and continuous</i> – to be able to say what I usually do and what I am doing right now</p> <p><i>Teenage challenges</i> – to be able to talk about hobbies and interests</p> <p><i>Verb + infinitive</i> – to learn different verb patterns</p> <p><i>Music and personality</i> – to be able to understand an article about music and personality</p> <p><i>Exchanging opinions</i> - to be able to use every day English, to exchange information about hobbies</p> <p><i>A personal profile</i> – to be able to write a short text about yourself</p>
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(Drew, Trojanová)

Thematic Structure

First part of Maturita Solution starts with the topic about personality. That is demonstrated by describing different types of TV and film characters or by mutual description between the pupils. Next part concentrates on the grammar; particularly on present simple and continuous. Third part contains an article which encourages us to talk about hobbies and interests. Next part focuses on grammar. At this time it is

about different word forms which come before verbs. Fifth part connects music and personality through for example various images of different singers' characters. Following part is about everyday English and the ability to talk about hobbies. Writing a personal profile concludes the first chapter.

Content Structure

The book comprises vocabulary and listening, grammar, culture, reading, everyday English, writing and get ready for your exam section. Vocabulary and listening section contains different types of exercises such as fill-in-the-gap, multiple-choice, matching and describing exercises. These types of exercises are widely used through the whole chapter to test not only vocabulary and listening but also grammar speaking and reading. Grammar section starts with a short text which introduces new grammar. The main table explaining grammar follows. Next fill in gap exercise test pupils' understanding and another exercise leads pupils to become active users of new grammar by creating sentences according to the learned rules. Culture, reading and everyday English section starts usually with various types of text such as articles or dialogues. The texts are accompanied by questions, exercises and colourful images. Questions are designed to get a general idea about text's purpose or to find specific information in the text. There are listening and speaking exercises about the similar topic of a text and exercises which work with the vocabularies from the text. Writing section begins with an example of the text including writing tips and exercises and is concluded by writing task. (Falla, 2012; Vzdělávací obsah - Solutions 2nd edition Pre-Intermediate, 2012)

2.2.4 Comparison

The teaching material in both countries has a different general structure. Maturita Solution is based on learning English via different types of exercises and has balanced division of listening, reading, speaking, vocabulary and writing language skills. Stunt focuses on developing critical thinking in English through working with authentic texts, different information sources and opinions. The thematic structure varies in both teaching materials as well. In the Czech Republic, the teaching material comprises modern topics accompanied by colourful images and highlighted sections which are intended to attract pupils. On the other side, in Norway, the themes are taken from different historical periods and connected to the contemporary world.

Maturita Solution book is a proper material for learning language. Stunt website is a proper material for active using of the language.

2.3 Expected Outcomes

The required level of English is B2 in the Czech Republic. (Framework Education Programme for Secondary General Education, 2007) The Norwegian Directorate for Education and Training claims in their e-mail on December 7, 2015 that “in Norway the required level of English is B1 in speaking and B2 in writing.” (Personal communication, 2015) The levels are defined by Common European Framework of Reference for Languages. B1 stands for intermediate and B2 means upper intermediate.

In addition, there are various competences which the pupils are expected to obtain after finishing English classes at general study programme.

2.3.1 Norway

Competence aims after finishing general study programmes are divided into four areas, language learning, oral communication, written communication, culture, society and literature.

1) Language learning: pupils are able to evaluate their own progress in learning English and use different working methods, learning strategies and digital resources which are evaluated critically and independently to further develop their English language skills.

2) Oral communication: pupils are able to understand the main content and details in different types of oral texts about general and academic topics related to the pupils' education programme and to understand social and geographic variations of English from authentic situations. Pupils can introduce, maintain and terminate conversation and discussions and can express themselves fluently and coherently in a detailed and precise manner suited to the purpose and situation and can use various types of sentences in communication. In addition pupils manage to interpret and use technical and mathematical information in communication.

3) Written communication: pupils are able to understand the main content and details in texts of varying length about different topics and to evaluate different sources in an independent, critical, and verifiable manner. They can write different types of text with structure and coherence suited to the purpose, situation and different digital media and use varied sentences and text constructions. Students can read to acquire level.

4) Culture, society and literature: pupils are able to discuss and elaborate on culture and social conditions in several English-speaking countries, current news item from English language sources, different types of English language literary texts from different parts of the world and English language film and other forms of cultural expressions from different media. Pupils manage to present an in-depth study topic within their education programme. (English subject curriculum, 2013)

2.3.2 The Czech Republic

Competence aims after finishing four-year study programme are divided into three areas, receptive language skills, productive language skill and interactive language skills.

1) Receptive language skills: pupils shall understand the main points and ideas of an authentic oral expression or when reading an authentic text or written expression with a rather complex content on a current topic and express its main and complementary information. Pupils can read the literature in English with comprehension and describe the plot and sequence of events in a film or play. They are able to infer the meaning of unknown word based on already acquired vocabulary, context, knowledge of word formation and cognates and utilise various types of dictionaries, informative literature, encyclopaedias and media.

2) Productive language skills: pupils shall receive information of a rather complex content with a good degree of comprehension and are able to reproduce freely and coherently and authentic text which he/she has read or listened to. Students shall formulate his/her opinion in such way that he/she is understood, using correct grammar, spontaneously and coherently and shall create lucid texts on a wide range of topics and express his/her attitudes. They manage to present a coherent speech on an assigned topic.

3) Interactive language skills: pupils shall express and defend their ideas, opinions and attitudes using appropriate written as well as oral forms. They are able to begin, carry on, end and join in active discussion with native speakers about various topics and are able to communicate fluently on abstract as well as specific topics in less common or specialised situations. (Framework Education Programme for Secondary General Education, 2007)

2.3.3 Comparison

In both countries the expected outcomes share the main features such as being able to participate in a conversation, to understand various texts, to read in English and to obtain all the language skill at a certain level. In Norway, in addition, they refer to the necessity of being able to evaluate different digital resources and other aids critically and independently. They also emphasize the competence of pupils being able to understand social and geographic variations of English and to discuss culture, social conditions and current news in several-speaking English countries. There is also a very specific competence that is required and that is to be able to use technical and mathematical information in communication. In the Czech Republic they stress the competence of being able to formulate, express and defend ones' own ideas and opinions. They also highlight the word authentic in connection with reading and listening to various texts. An additional competence is that the pupils' shall infer the meaning of an unknown word from context.

3 Influences on the Pupils' Abilities to speak English

Besides other factors, a great influence on the pupils' English learning abilities has also their mother tongue. Logically if a pupil has already a good grasp of a language which has similar grammar rules, sentence constructions, pronunciation principles as a foreign language which he/she is learning, it is much easier for him/her to pick up the new language.

In addition, pupils who are regularly exposed to foreign language from early on in their lives acquire that particular language more easily than the pupils who are exposed to that foreign language only occasionally.

3.1 Origin of Norwegian and Czech

Most of the European languages belong to an Indo-European language family. Indo-European language family is further divided into eight branches. Each branch comprises particular languages. Among Celtic, Romance, Baltic, Albanian, Armenian and Greek branch, there are two branches which we are interested in most, Germanic and Slavic branch.

"The chief reason for grouping the Indo-European languages together is that they share a number of items of basic vocabulary, including grammatical affixes, whose shapes in the different languages can be related to one another by storable phonetic rules." (Jasanoff 2015) This shows the same language base of Czech, Norwegian and English.

The relation between Norwegian and English is even deeper. Germanic branch is usually divided into three regional groups; East, North and West. Norwegian belongs to the North region and English is part of the West region. As well as other languages in the Germanic branch English and Norwegian have certain similarities given by the same historical origins. (Moulton, 2014)

3.2 Exposure to English

There is a very significant difference in the frequency of being exposed to English between both countries. The greatest impact in Norway comes primarily from

television. (Huseby, 2010) As it was written in the e-mail from The Norwegian Directorate for Education and Training (Utdanningsdirektoratet) on December 7, 2015, “there is no statistic on how much English is used in Norwegian media (TV, radio) but all English speaking programs on TV have subtitles, they are not dubbed.” (Personal communication, 2015) On the contrary, all English speaking programmes broadcasted by Czech television companies are dubbed with the availability of adding English subtitles.

NRK and TV2 are the greatest Norwegian broadcasting companies. NRK covers 30% of the market and TV2 takes up 21%. (Ditt Norge, 2015) NRK does not have any easily accessible overview of the use of English in the programmes. (Personal communication, 2015) TV2 claims that “57, 3% of the content was in Norwegian in 2014.” (Personal communication, 2015) It does not necessarily mean that the rest was in English. The programmes could also be in Swedish or Danish or some other language but since English is a world language, I assume it covers majority of the left percentage. On the basis of received e-mails from these two companies and my personal experience, I infer that the use of English in Norway is so common that they do not find it essential to have statistics about it.

To conclude, watching English speaking programmes in English helps enormously in English acquisition. Therefore, if pupils in Norway are used to it since their childhood, it is surely easier for them to learn English at school.

4 Comparison of Approaches to teaching English at Czech and Norwegian Upper-Secondary Schools

4.1 Background Information

The survey of approaches to teaching English at upper-secondary school level in the Czech Republic and in Norway was realized in the autumn 2015. The survey in Norway covered 68 upper-secondary schools from two regions, Akershus fylke and Oslo fylke. The questionnaire was sent to school e-mails. I received 21 responses back. 14 out of them were positive and the schools sent my questionnaire on to their English teachers. 7 out of them could not provide me with their teachers' e-mail addresses. In the end I received 12 questionnaires in total. In the Czech Republic, the survey covered 83 upper-secondary schools from two regions as well, Královehradecký kraj and Liberecký kraj. The questionnaire was sent via e-mail to 163 upper-secondary school teachers working in these two regions. I sent it to English teachers whose emails I found on the schools' websites. I received overall 36 filled in questionnaires.

For the following comparison of particular answers, it is relevant to take into consideration that it is 12 responses versus 36 which means that Norway is represented only by one third of the amount of responses from the Czech Republic. The questionnaire was online, comprised 21 questions and was written in mother tongues of both countries. (Engelskundervisning på videregående skole i Norge, 2015; Výuka anglického jazyka na střední škole v České republice, 2015) The reason for that was that I wanted the teachers to feel comfortable when filling the questionnaires in. Both language versions are to be found in the appendix. There is not any filled-in example as I have promised that I will not publish any particular questionnaire.

4.2 Basic Information about Teachers

Table 6

Gender	Norway (%)	Czech Republic (%)
Male	8	28
Female	92	72
Average age	40.6	38.7

(Drew, Trojanová)

The table shows that the proportion of men who teach English at upper-secondary schools is low in both countries. In Norway it is utterly low. Approximately only one teacher out of ten is a male. In the Czech Republic it is a bit better. Almost three teachers out of ten are men. In the Czech Republic this confirms generally known fact that female teachers prevail over the male teachers. (Stav genderové rovnosti a plán MŠMT, 2013) School should prepare pupils for a real life and in the real life there are represented both genders equally. (Population, female, 2015) Therefore, it would be much better if both genders were equally represented in the school environment too.

The average age of the teachers was very similar in both countries. In Norway it was 40.6 and in the Czech Republic it was 38.7. The survey's results are based on the experiences of similarly aged teachers.

Table 7

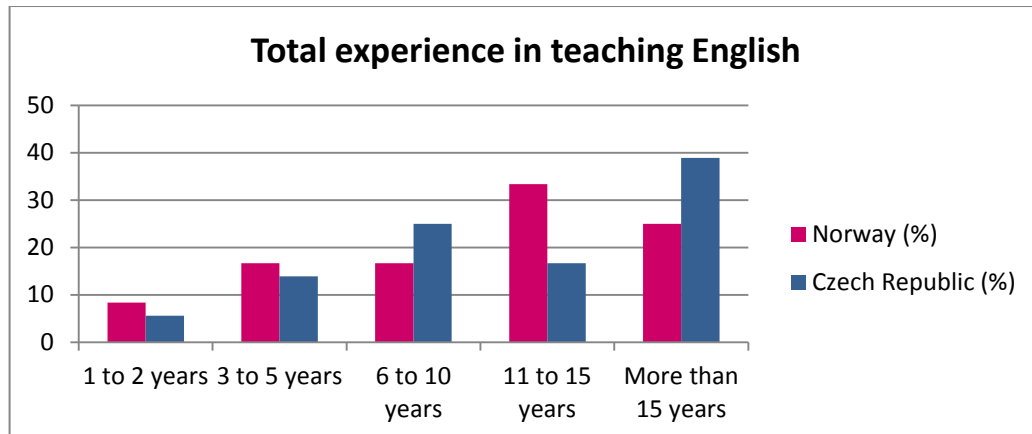
Teachers' qualification for teaching English	Norway (%)	Czech Republic (%)
Master degree in English as a first choice	75	81
Additional qualification for teaching English	25	19
Optional English courses, didactic seminars	0	31

(Drew, Trojanová)

Teachers who obtained master degree in English as their first choice dominate in both countries; with 75% in Norway and with 81% in the Czech Republic. Additional qualification for teaching English obtained teachers who are either native speakers or teachers who decided to teach English as their second choice. 31% of teachers in the Czech Republic attended English courses either abroad or home or didactic seminars or acquired CPE, FCE certificates or participated in the training course to become supervisors at upper-secondary school-leaving exams to broaden their knowledge. English teachers in Norway did not mention any courses.

4.3 Teaching Experience

Chart 4



(Drew, Trojanová)

In Norway pedagogues with total experience in teaching English of 1-2 years hold 8%. The 3-5 years experienced teachers received 17%. These two figures make 25% together which means that every fourth English teacher has total pedagogic experience of 1-5 year. The teachers with teaching experience of 6-10 years are represented by 17%. In other words almost every fifth teacher has a total pedagogic experience of 6-10 years.

In the Czech Republic there was the lowest figure in the total experience in teaching English between 1-2 years. It was only 6%. The 3-5 years experienced pedagogues hold 14% which signifies that every fifth teacher has a total teaching experience of 1-5 years. Another period bounded by six and ten years covers 25%. It means that every fourth teacher in the Czech Republic has a total experience in teaching English between 6 and 10 years.

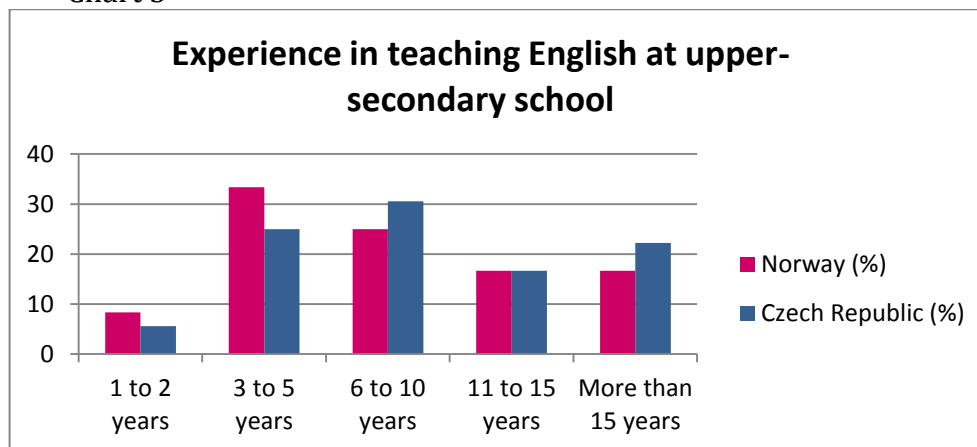
Teachers with pedagogic experience of 11-15 years cover 33% in Norway and only 17% in the Czech Republic. 25% of teachers in Norway and 39% teachers in the Czech Republic tutor English for more than 15 years.

Comparison

The teaching experience of 1-5 years varies in five percent. The percentage of pedagogic experience of 3-5 years is a double amount of the percentage of teaching experience of 1-2 years in both countries. This could be caused by a low interest in teaching in public sphere right after obtaining university degree. Half of English

teachers in Norway and 42% of teachers in the Czech Republic tutor English for 6-15 years. The Czech Republic predominates with almost forty percent over Norway in pedagogical experience of more than 15 years.

Chart 5



(Drew, Trojanová)

The results of total experience in teaching English and experience in teaching English at upper-secondary school are quite different. In both countries the growth of the percentage of pedagogic experience of 3-5 and 6-10 years indicates that teachers usually begin their careers at lower-secondary schools and later switch to upper-secondary schools. The last four columns decreased which confirms the statement in previous sentence.

4.4 Information about Upper-Secondary Schools and Pupils

Table 8

Study programme of upper-secondary school	Norway (%)	Czech Republic (%)
Vocational study programme	50	58
General study programme/Gymnasium	25	14
Other study programmes	0	6
More than one study programme	25	22

(Drew, Trojanová)

English teachers of vocational study programmes prevail in the survey. One fourth of pedagogues in Norway teach at general study programmes which can be likened to Czech gymnasium. In the Czech Republic there works 14% of teachers. One fourth of English teachers in Norway tutor both at vocational study programmes and at general study programmes. In the Czech Republic it is 22% of teachers. 6% of pedagogues in

the Czech Republic teach at other study programmes which were specified as English courses.

Table 9

Form of finishing upper-secondary school	Norway (%)	Czech Republic (%)
Vocational certificate	17	6
Certificate	33	86
Both	50	8

(Drew, Trojanová)

In Norway half of the pedagogues responded that they work at schools which are finished by receiving either a certificate or a vocational certificate. In the Czech Republic it is only 8% of the teachers. Pedagogues tutoring at schools which are finished by receiving a certificate covered 33% in Norway and 86% in the Czech Republic. 6% of teachers in the Czech Republic work at schools which are finished by receiving vocational certificate.

These two tables indicate that more than a half of the pupils in the Czech Republic studying at vocational schools receive certificates. In both countries the certificate is a permit to continue in education to the next level. In the Czech Republic it explains the rising number of pupils applying to university or college. It also shows that in Norway it is more common that one school comprises both vocational study programme and general study programme.

Table 10

	Norway	Czech Republic
Average number of pupils in the English lesson	19	16

(Drew, Trojanová)

19 pupils is the average number of pupils in English lesson in Norway. In the Czech Republic the average number is 16 pupils. The number is in favour of English teachers in the Czech Republic.

4.5 Teaching approaches

Table 11

Overall use of mother tongue by teachers in English lessons	Norway (%)	Czech Republic (%)
English	89	74
Mother tongue	11	26

(Drew, Trojanová)

The use of mother tongue in English lessons varies. English teachers in Norway use Norwegian in 11% and teachers in the Czech Republic use Czech in 26%. Some teachers may claim that activities such as explaining grammar or giving instructions are better to be explained in pupils' mother tongue for greater efficiency. Harmer (2001) argues that "teachers-talking time has an important part to play in pupils' acquisition. It therefore makes sense for the teachers to speak English as much as possible in the class, especially if they do not; the pupils will not see the need to speak too much English either." Especially upper-secondary teachers should keep this in their minds and lead their pupils to use grammar rules actively.

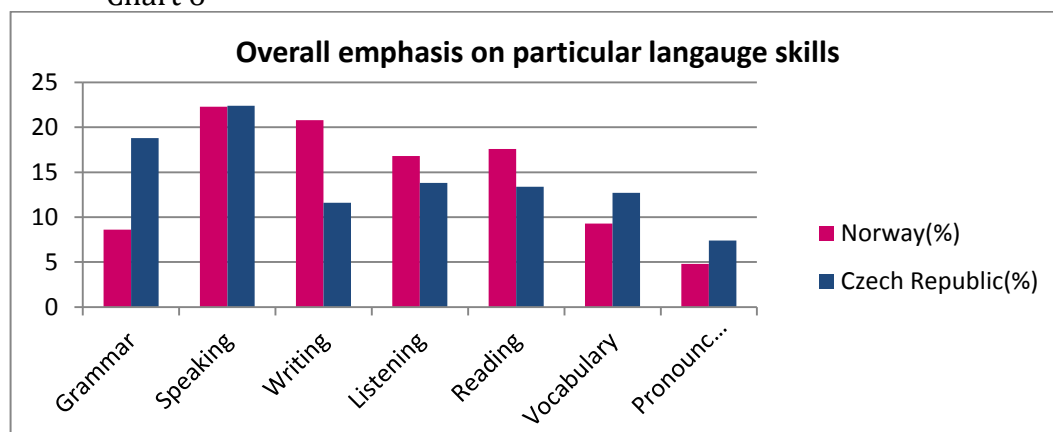
Table 12

	Norway	Czech Republic
Most utilized teaching material	Stunt	Maturita Solution 2nd edition

(Drew, Trojanová)

As it was mentioned in the chapter 2, the most utilized teaching material in Norway is a textbook as well as a website called Stunt. In the Czech Republic teachers use mostly student's book called Maturita Solution 2nd edition. Besides other coursebooks teachers also made references to other teaching materials such as English magazines and websites. These materials are all listed in the appendix.

Chart 6



(Drew, Trojanová)

English teachers focus on seven language skills. According to the survey, speaking falls into the most taught language skills and won with 22% in both countries. Writing is closely behind with 21% in Norway. On the contrary, in the Czech Republic writing received only 14%. Grammar is the second most taught language skill in the Czech Republic with 19% and one of the less taught language skills in Norway. It covers only 9%. In Norway listening and reading acquired 17% each. In the Czech Republic it was 14% of listening and 13% of reading. Referring to vocabulary and pronunciation, the countries exchanged their predominance. The Czech Republic leads vocabulary and pronunciation language skills ahead of Norway with 13% and 7%. In Norway vocabulary and pronunciation obtained 9% and 5%.

The percentage of teaching speaking is preferred in both countries. The deficiency of language skills' division in the Czech Republic is influenced by an extreme focus on grammar which causes lack of time for teaching writing, listening and reading. All these three language skills obtained greater percentage in Norway especially writing. As mentioned in the chapter 3, it is much more difficult for pupils in the Czech Republic to learn English since the languages have dissimilar origins and because they are scarcely exposed to English in their daily lives. Therefore, they need more time for learning grammar. Higher percentage of teaching vocabulary and pronunciation skills also confirms the difficulties with learning English for pupils in the Czech Republic. On the other side, pupils cannot learn grammar forever. They need to improve other language skills as well and that can be reached just by using the grammar actively.

Table 13

Grammar explanation	Norway (%)	Czech Republic (%)
Deductive	64	57
Inductive	37	44

(Drew, Trojanová)

In both countries there predominates deductive grammar teaching, in Norway with 63% percent and in the Czech Republic with 56%. It signifies that most of the teachers go from explanation of grammar rules to the examples. The rest of the percent stands for inductive grammar teaching which means that pupils learn grammar rules from the context.

The teachers in the Czech Republic try to apply more inductive grammar teaching than the teachers in Norway. This fact has a lot to do with the structure of teaching materials and with the overall amount of focus on teaching grammar. According to the total emphasis on particular language skills (Chart 6), pedagogues in the Czech Republic devote more time to teaching grammar and therefore, it is very effective to use unlike grammar explanation techniques.

Table 14

Testing grammar	Norway (%)	Czech Republic (%)
Yes	75	100
No	25	0

(Drew, Trojanová)

In the Czech Republic there is not a single teacher who would not test grammar. On the contrary, one fourth of the teachers in Norway do not test grammar at all. In addition, there is a difference in how the teachers test grammar. Usual exercises used by teachers in the Czech Republic are gap filling, matching, open cloze and multiple choice exercises, also making questions from given parts of speech, rephrasing sentences, correcting mistakes in the text and translation of short sentences. They commonly use the exercises from textbooks and workbooks. Only two teachers mentioned using grammar in context and online exercises. In Norway pedagogues responded that they correct grammar in the texts which their pupils write or in the conversations which pupils carry. If there appears something particularly difficult for pupils, teachers use paper grammar tasks or online tasks where the pupils test themselves and are corrected automatically.

As the paragraph above shows, Czech way of testing grammar is based on grammar exercises. Teachers in Norway focus on grammar while testing speaking and writing English skills. In other words, pupils in Norway are taught to use grammar actively and grammar tasks are given them only when something is especially difficult for them. Scrivener (2005) claims that “learning and reciting grammar rules by heart may not mean understanding grammar. Even doing tests and exercises may not necessarily be learning grammar. There is actually no hard evidence that any of these things lead to people being able to use grammar accurately and fluently in speech. These things are only useful if there is some way that students can transfer this studied knowledge into a living ability to use the language.” English teachers in the Czech Republic should consider that because “in real life, people rarely come up to you and say ‘Please tell me about conditionals.’ ” (Scrivener 2005)

Table 15

Are the teaching materials preparing pupils to discuss current affairs (political and social situations in Europe, in the world)?	Norway (%)	Czech Republic (%)
Yes	83	72
No	17	28

(Drew, Trojanová)

Almost every four teachers out of five in Norway assume that their teaching materials prepare their pupils to talk about current affairs, about political and social situations in Europe and in the world. In the Czech Republic it is three and a half out of five teachers. This is connected with the chapter 2. Thematic and content structure of teaching materials varies and depends on the level of pupils’ vocabulary and their confidence to understand English. Therefore, it is very difficult to judge the result since only one chapter was included in the comparison.

Table 16

Forms of speaking	Norway (%)	Czech Republic (%)
Individual	18	32
In pairs	33	40
In groups	20	21
Other forms of speaking	29	7

(Drew, Trojanová)

Speaking in pairs prevails in both countries, in the Czech Republic with 40% and in Norway with 33%. The second in Norway comes other forms of speaking which I did not let the teachers specify, therefore, I do not know what represents almost one third of forms of speaking in Norway. Speaking in groups and individual speaking cover almost same percentage. It is 20% and 18%. The second place in the Czech Republic holds individual speaking with 33%. Third comes speaking in groups and the last is other forms of speaking.

In Norway the teachers prefer other forms of speaking and speaking in pairs. In the Czech Republic pedagogues use speaking in pairs as well and individual speaking. This question could provide more information if it was set properly and if the teachers had space to define other forms of speaking.

Table 17

Testing writing in English lessons	Norway (%)	Czech Republic (%)
Not at all	8	0
Only in English lessons	75	56
In English lessons and by writing homework	17	39
Only by writing homework	0	5

(Drew, Trojanová)

According to the survey, writing is tested in both countries. Testing writing only in English lessons prevails. It gained 56% in the Czech Republic and 75% in Norway. In the Czech Republic there are almost 40% of teachers who test writing both in the lessons and by assigning writing homework. In Norway it is slightly over 15%. 5% of teachers in the Czech Republic test writing only by assigning writing homework and 8% of teachers in Norway do not test writing at all. Concerning the writing forms, in Norway creative writing tasks and writing assignments to give the teachers feedback about understanding the topic are given to the pupils. Teachers test short texts such as comparison, description and short essay. Pedagogues in the Czech Republic listed e-mail, letter, opinion, reflection and narrative essay, short story, news article, description, advert, report and review. There were many responses which explained that they test writing to make pupils ready for upper-secondary school-leaving exam. In the Czech Republic two teachers mentioned the frequency of testing from which follows that they test it two to four times per year.

The divergence appears in the approaches to writing. Pedagogues in the Czech Republic listed far more different writing forms than the teachers in Norway. According to the requirements for upper-secondary school-leaving exam, content structure of teaching materials in chapter 2 and teachers' responses, teachers in the Czech Republic focus more on teaching various writing forms while in Norway the teachers emphasize more the pupils' ideas and opinions about the topics and their writing skills. (O textu, 2010) Harmer (2001) adds that "teachers tutor writing with a writing forms approach before the pupils are able to embark on their own writing." Surprising fact is that the required level of English in writing is B1 in the Czech Republic and only B2 in Norway.

Table 18

Difficulties with listening comprehension	Norway (%)	Czech Republic (%)
Yes	0	58
No	100	42

(Drew, Trojanová)

English teachers in Norway agree on with unanimity that their pupils do not have any problems with listening comprehensions in their lessons. On the contrary in the Czech Republic there are 42% of teachers who find it difficult for their pupils to understand listening.

As mentioned in the chapter 3, pupils in Norway are more frequently exposed to English language than pupils in the Czech Republic and therefore, teachers in Norway can be much more confident about their pupils' listening skills than teachers in the Czech Republic. This shows a huge gap in teaching English in the Czech Republic and indicates the importance of improvement by increasing teachers' focus on listening in their lessons.

Table 19

Types of reading	Norway (%)	Czech Republic (%)
Loud reading	48	51
Silent reading	52	49

(Drew, Trojanová)

Regarding the types of reading, the results are nearly the same in both countries. In Norway silent reading prevails over loud reading and in the Czech Republic it is the

opposite way. The distinction between both types of reading is in 2-4%. This question did not bring any inspiring results.

Table 20

Inspiration to read in English in pupils' free time	Norway (%)	Czech Republic (%)
Yes	75	97
No	25	3

(Drew, Trojanová)

In Norway three English teachers out of four inspire their pupils to read in English in the free time. In the Czech Republic it is even more pedagogues. According to the survey, only 3% of the teachers are not interested in inspiring their pupils to read in English in the free time. Pedagogues in Norway recommend reading English books, classic also contemporary titles, English news websites and interesting English articles. Besides previous recommendations teachers in the Czech Republic suggest watching movies with English subtitles, using English websites of pupils' interest, lending titles written in English from the school library, reading simplified popular literature and magazine Bridge. Few of them give their pupils reading homework and have a discussion about the read books as practice for upper-secondary school-leaving exam.

Teachers in the Czech Republic do a great work in showing the students various possibilities of learning English in their free time.

Table 21

Teaching vocabulary in English lessons	Norway (%)	Czech Republic (%)
Vocabulary list	22	34
Reading texts	57	54
Something else	21	12

(Drew, Trojanová)

According to the table above (Tab. 19), teaching vocabulary from reading texts prevails in both countries with more than a half of the whole percentage. It differs in less than three percent. This confirms the reality that most of the work, which students do at school, is dealing with the text whether it is reading of different types of texts or reading assignments such as filling – in or matching exercises. In Norway the second most used way of teaching vocabularies is from vocabulary lists. It ended

up in close proximity of the third and the last possible answer. In the Czech Republic the second place also holds teaching vocabulary from vocabulary lists but with one third of the percentage more than in Norway. The last answer received 20% in Norway and only 10% in the Czech Republic. It was additional answer for finding another way for teaching vocabulary. The representatives from Norway mentioned listening, speaking and half of them use Quizlet. "Quizlet is a free website providing learning tools for students, including flashcards, study and game modes." (How Quizlet works, 2015) In the Czech Republic the pedagogues were more specific. They teach vocabulary by watching movies, series and playing games.

Table 19 signifies a persisting lack of vocabulary of Czech students. Therefore, Quizlet could be an inspiration even though Czech pupils do not work on notebooks at school, most of them have Internet access at home and creating an account on Quizlet website, could help them to improve their vocabulary.

Table 22

Teaching pronunciation separately	Norway (%)	Czech Republic (%)
yes	50	53
no	50	47

(Drew, Trojanová)

As the table above shows, there is not a significant difference in teachers' approach to teaching pronunciation separately in their lessons. In Norway it is half to half and in the Czech Republic there are 53% of pedagogues who teach pronunciation separately in their lessons and 47% of teachers who are not devoting any extra time for teaching pronunciation. An additional question to this part of the survey was to write which way the pedagogues teach pronunciation. In Norway the teachers did not respond which way they teach pronunciation but did mention when. They are occupied with pronunciation only if they see that pupils are having troubles with it or when they introduced them to the phonetic symbols. In the Czech Republic most of the teachers' answers were focused on teaching pronunciation of difficult words by either choir repetition or individual repetition after hearing of a recorded voice or a voice of the teacher. One third of them teach pronunciation of all new vocabularies and few of them focus on teaching different accents of English.

The fundamental idea of necessity to teach pronunciation is same in both countries. The fact that few of the teachers in the Czech Republic are concerned with different accents of English is positive.

5 Conclusion

Particular comparisons of educational systems, documents and teachers' responses in the survey brought some very interesting results which can serve as mutual inspiration for English pedagogues at upper-secondary schools in Norway and in the Czech Republic. It can also be beneficial for anybody who is in some way interested in teaching English at the upper-secondary school level.

The most surprising fact of the outcomes was that the overall amount of obligatory English lessons which pupils spent at primary, lower and upper-secondary education is 1353 in the Czech Republic and it is only 971 in Norway. Numbers are adapted for the purposes of this thesis. Each lesson is 45 minutes long.

Concerning the school educational programmes, the teaching materials differ in the content structure as well as in the topic. Their structure is closely interconnected with the teaching methods which the English pedagogues use and explains pedagogues' priorities in teaching. The overall required level of English after finishing upper-secondary school is B2 in the Czech Republic. In Norway it is level B2 in speaking and B1 in writing. This quite startlingly signifies that they set lower English language requirements even though the origins of Norwegian and English are similar and Norwegians are much more often exposed to English than Czechs.

The main outcome of the survey is that the pedagogues in the Czech Republic focus too much on grammar which causes lack of time for improving pupils' other language skills and as Scrivener (2005) claims "there is no point knowing a lot about language if you can't use it." On the other side they try to encourage pupils to learn English in their free time.

Unfortunately, I do not have any comparisons of pupils' actual knowledge of English language skills which would prove the effectivity of teaching methods used in both countries. Extensive analysis of teaching materials and a survey at primary and lower-secondary school could also be beneficial. These issues could be a stimulus for further research.

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7 Appendices

Recommended websites and course books

Recommended websites

helpforenglish.cz

busyteacher.org

bbc.com

breakingnewsenglish.com

islcollective.com

dumy.cz

quia.com

britishcouncil.org

elt.oup.com

teach.this.com

statnimatorita-anglictina.cz

tolearnsenglish.com

novamaturita.cz

bridgeonline.com

macmillan.cz

esl.com

jazykinteraktivne.cz

onestopenglish.com

engvid.com

socrative.com

kahoot.it

quizlet.com

tracks.cappelen.no

ted.com

cia.gov - Factbook

ndla.no

Additional course books

Pairwork and groupwork

Teen world

Anglictina v kostce – konverzace

Realie (Fragment)

Questionnaire, Norway

Engelskundervisning på videregående skole i Norge

Hei,

jeg lurer på om du kan bruke noen minutter av din tid til å fylle ut følgende skjema. Det vil være til stor hjelp for meg i arbeidet med bacheloroppgaven, og kanskje vil det også gi deg anledning til å reflektere litt over din egen undervisning.

Informasjon om spørreskjemaet: alle tomme felter må fylles ut. Det betyr at selv om du ikke ønsker å svare, må du skrive noe i feltet, for eksempel en tankestrek. Ellers vil det ikke være mulig å sende spørreskjemaet. Hvis du underviser i engelsk på flere ulike utdanningsprogrammer (studiespesialiserende og yrkesrettede), vennligst fyll ut spørreskjemaet med gjennomsnittlige verdiene basert på begge programmene.

Spørreskjemaet er anonymt.

1. Hva er din kjønn?

Kvinne

Mann

2. Hvor gammel er du?

Tall

3. Hvor mange år har du undervist i engelsk?

Tall

4. Hvor mange år har du undervist i engelsk på videregående skole?

Tall

5.

Hvilke kvalifikasjoner har du for å undervise i engelsk på videregående skole?	Vennligst spesifiser
Universitet	
Grad (master, bachelor e.l.)	
Lærerskole med tilleggsutdanning i engelsk	
Annet (vennligst spesifiser)	

6. Vennligst oppgi hvor (innenfor hvilket utdanningsprogram) du underviser i engelsk.

Yrkesrettede utdanningsprogram

Studiespesialiserende utdanningsprogram (vennligst oppgi type spesialisering)

7. Vennligst oppgi hvilken type avgangsvitnemål elevene dine får.

Fagbrev

Vitnemål
Annet

8. Vennligst anslå det gjennomsnittlige antallet studenter (elever) i dine engelsktimer.

Tall

9. Vennligst anslå hvor mye du bruker engelsk og hvor mye du bruker norsk (i prosent) i dine engelsktimer. (%)

Engelsk

Norsk

10.

Hvilke læremidler bruker du i engelsktimene?	Ja/Nei	Vennligst spesifiser (navn, publiseringsår)
Lærebok		
Nettsider		
Annet		

11. Vennligst anslå hvor stor prosentdel av din engelskundervisning generelt følgende elementer utgjør. (%)

Grammatikk

Samtale

Skriving

Lytting

Lesing

Ordforråd

Uttale

12. Vennligst anslå hvilken type grammatikktolkning er mest vanlig i dine engelsktimer. (%)

Fra regler til eksempler (deduktiv)

Utlede reglene fra konteksten (induktiv)

13. Tester du elevene i grammatikk i dine engelsktimer?

Nei

Ja (hvis ja, vennligst skriv på hvilken måte)

14. Setter temaene som blir tatt opp i læremidlene elevene i stand til å samtale om aktuelle verdensspørsmål (om politiske, sosiale situasjonen i Europa, i verden)?

Ja

Nei

15. Vennligst anslå forholdet mellom følgende metoder i dine engelsktimer. (%)

Elevene snakker en og en

Samtale i par

Samtale i gruppe

Annet

16.

Tester du elevene i skrivning i dine engelsktimer?	Eksempler
Hvis ja, vennligst skriv på hvilken måte (eksempler)	
Hvis nei, gir du skrivelekser?	

17. Er det vanskelig for elevene dine å forstå engelsk muntlig?

Ja

Nei

18. Vennligst anslå hvilken type lesing som er vanligst i dine engelsktimer. (%)

Høyt lesing

Stille lesing

19. Prøver du å inspirere elevene dine til å lese på engelsk i fritiden?

Nei

Ja (hvis ja, vennligst skriv på hvilken måte)

20.

Hvordan underviser du elevene for å utvide deres ordforråd på engelsk?	Vennligst oppgi prosentandel for hver kategori
Ordlister	
Ved å lese tekster	
Annet (Vennligstspesifiser)	

21. Underviser du i uttale separat i dine engelsktimer?

Nei

Ja (hvis ja, vennligst skriv på hvilken måte)

Andre kommentater:

Tusen takk for din tid!

Questionnaire, The Czech Republic

Výuka anglického jazyka na střední škole v České republice

Dobrý den,

ráda bych Vás poprosila o několik minut Vašeho času na vyplnění následujícího dotazníku. Myslím, že tento dotazník bude přínosem nejenom pro mou bakalářskou práci, ale i pro určité zamyšlení nad výukou angličtiny pro Vás dotazované.

1. Jaké je Vaše pohlaví

Žena

Muž

2. Kolik je vám let?

Číslo

3. Jak dlouho učíte anglický jazyk?

Číslo

4. Jak dlouho učíte anglický jazyk na střední škole?

Číslo

5.

Jaká je Vaše kvalifikace pro výuku anglického jazyka na střední škole?	Ano/ne	Pokud ano, rozepište prosím konkrétněji (název, aprobace)
Vysoká škola		
Certifikát		
Rozšíření kvalifikace pro výuku nového oboru/nových oborů		
Jiné		

6. Uveďte prosím typ střední školy, na které vyučujete anglický jazyk.

Gymnázium

Střední odborná škola

Střední odborné učiliště

Odborné učiliště

Konzervatoř

Speciální střední škola

Jiná

7. Uveďte prosím typ zakončení střední školy, na které vyučujete anglický jazyk.

Střední vzdělání s maturitou

Střední vzdělání s výučním listem

Střední vzdělání bez maturity a bez výučního listu

Jiné

8. Odhadněte prosím, jaký je průměrný počet žáků ve Vašich hodinách anglického jazyka,
Číslo

9. Odhadněte prosím, kolika procenty ve Vašich hodinách anglického jazyka využíváte český jazyk a kolika procenty je zastoupen jazyk anglicky. (%)

Anglický jazyk

Český jazyk

10.

Jaké používáte učební materiály pro výuku anglického jazyka?	Ano/ne	Vypište prosím co nejkonkrétněji (název, datum vydání).
Učebnice		
Internetové stránky		
Jiné		

11. Odhadněte prosím, jakou část Vaší výuky anglického jazyka tvoří celkově následující složky. (%)

Gramatika

Mluvený projev

Písemný projev

Poslech

Ctění

Slovní zásoba

Výslovnost

12. Odhadněte prosím procentuálně, jaký vyklad gramatiky ve Vaší výuce anglického jazyka převažuje. (%)

Od pravidel přes příklady (deduktivní)

Vyvozováním pravidel z kontextu (induktivní)

13. Testujete ve své výuce gramatiku?

Ano

Ne

Pokud ano, uveďte prosím jakým způsobem (např. typy cvičení):

14. Připravuji témata ve Vašich učebních materiálech pro výuku anglického jazyka studenty ke konverzaci o současném světovém dění (o politické, společenské situaci v Evropě, ve světě)?

Ano

Ne

15. Odhadněte prosím, v jakém poměru jsou ve Vaší výuce anglického jazyka zastoupeny následující typy výuky mluveného projevu. (%)

Samostatný projev

Konverzace ve dvojicích

Konverzace ve skupinách

Jiné

16.

Testujete v rámci své výuky anglického jazyka písemný projev?	Příklady (pokud je to možné, uveďte prosím procentuální vyčíslení u každého Vámi uvedeného příkladu)
Pokud ano, uveďte prosím jakým způsobem (např. dopis, úvaha, esej, report, povídka):	
Pokud ne, je písemný projev součástí domácí přípravy studentů? Pokud ano, uveďte prosím jakým způsobem (např. dopis, úvaha, esej, report, povídka):	

17. Je poslech anglického jazyka pro studenty obtížná dovednost?

Ano

Ne

18. Odhadněte prosím, jaký je poměr hlasitého a tichého čtení anglických textů ve Vaší výuce. (%)

Hlasité čtení

Tiché čtení

19. Vedete své studenty ke čtení v anglickém jazyce i mimo vyučování?

Ano

Ne

Pokud ano, uveďte prosím jakým způsobem:

20.

Jak prezentujete ve Vaší výuce anglického jazyka slovní zásobu?	Uveďte prosím procentuální zastoupení.	Pokud jste obsáhli složku "Jiné", rozepište prosím konkrétněji, zdali je potřeba.
Seznamy slovíček		
Z čtení textů		
Jiné		

21. Je procvičování výslovnosti anglického jazyka samostatnou součástí Vaší výuky?

Ano

Ne

Pokud ano, uveďte prosím jakým způsobem:

Zde máte prostor pro Vaše případné komentáře.

Mnohokrát Vám děkuji za Váš čas.