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Comparison of English Language Educational Methods at preschool and school age of a child

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Prohlášení

Prohlašuji, že jsem závěrečnou práci vypracovala samostatně a použila jen uvedených pramenů a literatury.

V Olomouci dne

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vlastnoruční podpis

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ABSTRACT

The bachelor thesis focuses on the educational methods which are used in pre-primary and primary English language teaching. The research focuses on the influence of an educational method on the learners' motivation to study English language. The practical part is processed in a form of a questionnaire research which is designed for primary school learners. In the research it is found out that in general, the learners are motivated to study English language. However, the type of an educational method does not influence the motivation of the learners to study English language in the particular sample of the respondents.

TABLE OF CONTENTS

INTRODUCTION

English language is one of the most used languages in the world. It is used in politics, science, international communication, or diplomacy. The knowledge of English language has been one of the requirements in many fields such as medicine, politics, international law and economics. Currently, the knowledge of English language is indispensable for the younger generations. Non-native speakers learn English language and therefore, with the knowledge of English they are given the possibility to travel abroad or study in foreign countries. In the present day, the school-aged children are taught English language at school and it is very common to start teaching English to pre-primary children.

Pre-primary children are taught English language through the Total Physical Response Method. Similarly, the primary children are also taught through the TPR Method but together with the combination of features of primary educational methods of English language. I was very interested in the way children are taught English at school and the way pre-primary children are taught English language.

I have chosen the topic of my bachelor thesis because I work as a teacher in a language centre for primary and pre-primary children. It is my job to teach primary and pre-primary level children English language. This bachelor thesis deals with the comparison of English language educational methods at preschool and school age of children. The aim of this bachelor thesis is to learn which of these educational methods motivate children to further study English language. The theoretical part is based on a scientific literature in both Czech and English language.

The practical part is based on a questionnaire which is given to children from 3rd to 5th grades who are taught English through both pre-primary and primary educational methods and who are taught only through primary educational methods. The questions in the questionnaire are created to learn if the respondents are motivated to learn English or not.

1 THEORETICAL PART

1.1 Cognitive Development

In this chapter there are individual features of the child's cognitive development described and it is divided into two sub-chapters. The first sub-chapter focuses on the early childhood cognitive development. In the second sub-chapter, there is the cognitive development in the middle childhood described.

1.1.1 Early childhood

The early childhood stage lasts from the age of 3 to the age of 6 and during this stage the child's development is integrated. Therefore, all the developmental changes that occur at this period are related. (Zgourides, 2000, p. 54; Šimíčková-Čížková , et al., 2010, p. 76)

The cognitive development during the early childhood stage is intense (Šimíčková-Čížková, et al., 2010, p. 76) and children at this stage take active part in their own cognitive development. For example, children actively try to understand or explain different kinds of phenomena. (Zgourides, 2000, p. 57-60)

According to Piaget (1970), the early childhood stage is also called the preoperational stage. (Piaget, 1970, pp. 105-106) Children at this stage are not able to understand particular rules and operations. However, at this period there is a major development in conceptual thinking. The child is able to use different thinking operations, for example analysis or comparison. At first, the child can identify different objects, for example an apple. However, they are not able to understand the relations between the objects. This means that the child knows an apple, but they do not understand that it belongs to a group that is called fruit. (Piaget, 1970, pp. 110-118; Šimíčková-Čížková , et al., 2010, pp. 77-78) However, between the ages of 4 and 6, the child starts to understand the relations between individual objects, and the general terms. (Šimíčková-Čížková , et al., 2010, pp. 77-78)

Perception

The perception of preschool children is syncretic, which means that children do not recognize and do not perceive the individual parts of an object, but they perceive it as a whole piece. Children's perception develops through experimentation and active operations. Usually, they perceive objects that are connected to the activity that they are engaged to at

that time. At this stage of cognitive development, children improve their perception of colours, hearing and also taste. (Šimíčková-Čížková , et al., 2010, p. 76)

Brain
The development of a child's brain is very important for the cognitive development and also, for their ability to learn languages. The brain consists of the left and right cerebral hemispheres. The left hemisphere develops in early childhood and there are language, writing, and mathematical skills located. The right hemisphere develops more in the middle childhood and it is responsible for creativity, music, artistic skills, and fantasy. Even though these two hemispheres do not develop at the same time they are equally important for the correct functioning of one's brain. (Zgourides, 2000, p. 54)

Memory
In the preschool stage, child's brain is not fully developed yet, and it lacks special aspects important for mature memory. Children in early childhood have worse memory than older children or adults. (Zgourides, 2000, p. 60) There are two types of memory – recognition and recalling. (Piaget, et al., 1997, p. 75) Early childhood children remember better by recognition. (Zgourides, 2000, p. 60) At this stage, the memory tends to be mechanical. It means that child's memory depends on the external factors and relations. However, the verbally-logical memory also develops at this stage. This type of memory depends on the internal factors and relations. At the end of the preschool stage, there might be also signs of the development of the intentional memory. (Šimíčková-Čížková , et al., 2010, p. 76)

Language
In the early childhood, children increase the usage of a language that is improved usage of symbols. The usage of language comes with the development of child's brain. Language development can be measured by measuring the average number of words in a sentence. Children learn new words from their families, teachers, or their friends. (Zgourides, 2000, p. 61-62) During the preschool age, the child can acquire from 2 000 to 2 500 words and terms. There is an imbalance in the language development at the early childhood stage. Children who are at the beginning of this stage tend to think quicker than they speak. Therefore, they are able to do an activity, but they are not able to name that activity. On the other hand, in the second half of the preschool stage, there is a major step in children's speech development and therefore they tend to create words to name a certain object or activity. (Šimíčková-Čížková , et al., 2010, p. 78)

Attention

Children who are at the early childhood stage do not easily concentrate. The attention at this stage is volatile. As the child develops, the attention becomes intentional. However, the ability of being intentionally attentive does not depend only on the age of a child but also on the type of an activity and, temperament of a child. (Šimíčková-Čížková , et al., 2010, p. 76)

1.1.2 Middle childhood

Middle childhood is a period that lasts from the age of 7 to the age of 11. (Zgourides, 2000, p. 71) The specific feature of this stage is that children can experience first signs of prepubescence. (Šimíčková-Čížková , et al., 2010, p. 105) Due to their cognitive development, school-age children are aware of their internal selves and their internal world. That is called metacognition. (Vágnerová, 1999, p. 173; Zgourides, 2000, p. 75; Šimíčková-Čížková , et al., 2010, p. 108) Metacognition means that children develop the ability to think about their own cognition. (Vágnerová, 1999, p. 173; Šimíčková-Čížková , et al., 2010, p. 108)

According to Piaget (1970), the cognitive development in the middle childhood is called the concrete operations stage. (Piaget, 1970, p. 106; Šimíčková-Čížková , et al., 2008, p. 108; Zgourides, 2000, p. 75) The concrete operations are connected to reality and they are based on logic. (Vágnerová, 1999, p. 163)

The child gains the ability to operate logically, and these operations depend on situations and particular objects that they have experience with. Child's thinking is affected by the school activities but also by the teacher. (Šimíčková-Čížková , et al., 2010, p. 107) Children learn how to understand the relationship between a cause and an effect and also the idea of stable identity. This means that the children understand that the identity remains the same even though other features can possibly change, for example age or clothing. (Zgourides, 2000, pp. 75-76)

The child tries to be active in their cognitive development and they actively participate in understanding the relations between different phenomena, and the cognitive processes are connected to emotions. (Šimíčková-Čížková , et al., 2008, p. 106)

Perception

The perception becomes planned and not accidental. During this period, the perception changes from perceiving specific objects to more general perceiving. By the age of 10, the

perception is very similar to adult's way of perceiving, but a child does not possess the same kind of experience an adult does. Therefore, it is more difficult for a child to classify the information. (Šimíčková-Čížková , et al., 2010, pp. 106-107)

According to Piaget, children in the concrete operations stage are not limited by egocentrism which is the incapability of perceiving other's point of view found in preschool children. (Zgourides, 2000, p. 76)

Memory
Child's memory also develops in the middle childhood. At the beginning of this period, the children use unintentional, mechanical memory. (Šimíčková-Čížková , et al., 2010, p. 107) Children from 7 to 11 years old are able to achieve better memory skills than preschool children. Due to their experience with the world, school-age children are able to better recall the information and they start to use metamemory. (Zgourides, 2000, p. 77)

Metamemory is a capability of predicting how one will remember the information. It means that metamemory helps children know how much time they will need to learn something. At school, children are taught how to use their memory and how to remember better using mnemonic devices and memory strategies. (Zgourides, 2000, pp. 77-79) Due to using different memory strategies, children at this stage are able to connect and use different kinds of memory and they are able to figure out a reason to remember a specific information. (Šimíčková-Čížková , et al., 2010, p. 107)

1.1.3   Summary

In this chapter, the changes that appear during the cognitive development of pre-primary and primary level children were described.

1.2 Educational Methods

In this bachelor thesis, the term *educational method* is used to sufficiently characterize the range of this topic. The term educational method is meant to describe that the methods which are introduced in this bachelor thesis are used in compulsory education but also in education that is not compulsory, for example preschool education. This means that the term educational method includes wider range of methods rather than methods only used in compulsory education.

This point of view is introduced in an article by Alvin Zander and Ronald Lippitt who use this term to describe a specific educational method that is used at schools but also at clubs or in education of adults. (Zander, et al., 1944, p. 129)

According to Josef Malach (2003), the educational methods are ways to achieve certain goals. The educational methods help the teacher to choose the activities for the learners and also for themselves. These activities further lead to gaining knowledge, skills and experience and they influence the learners. (Malach, 2003, pp. 100-101)

The range of the educational methods is very wide and diverse. Due to the diversity of these methods, it is useful for teachers to divide them into categories. The categorization helps with the orientation in the educational methods, but the system is not very transparent due to the educational methods themselves, different kinds of principles and concepts or even modifications of the educational methods. (Maňák , et al., 2003, p. 46)

It is important to mention that there are inaccuracies within the terminology of language educational methods. There are several terms which are related to the second language teaching methodology, for example terms *approach*, *technique*, and *method*. There are authors who have defined these terms. Edward M. Anthony was according to B. Kumaravadivelu (Kumaravadivelu, 2008, p. 84) one of the first people who tried to clarify the terminology surrounding the language teaching methodology. E. M. Anthony introduced a terminology classification and defined the terms *approach*, *technique*, and *method*. Even though this terminology was first useful, it was not defined precisely, and the inaccuracies appeared. (Kumaravadivelu, 2008, p. 85) Therefore using the terms *approach* and *method* is interchangeable nowadays and even Anthony suggests modifying and adapting the terminology to suit everyone. (Kumaravadivelu, 2008, p. 85)

Norland and Pruett-Said define the term approach as an "overall theory about language learning" and say that the theory further leads to teaching language in a specific manner. (Norland, et al., 2006, p. x)

On the other hand, the term *method* is, according to Norland and Pruett-Said, defined as a set of activities and strategies which are used in a specific way in teaching language. (Norland, et al., 2006, p. x)

Due to the absence of a specific way to categorize the language educational methods, there are several systems of the categorization. According to Maňák and Švec, the educational methods can be categorized according to a logical procedure, according to the phases of the teaching process, according to the number of students etc. (Maňák , et al., 2003, p. 47) Therefore, Maňák and Švec divide them into three categories – the traditional educational methods, the activating educational methods, and the complex educational methods. Kumaravadivelu suggests that the classification of the educational methods should be based on theoretical and pedagogic aspects. He divides the methods into three groups – language-centred methods, learning-centred methods, and learner-centred methods. (Kumaravadivelu, 2008, p. 90)

Another case of different categorization is introduced by Deborah Norland and Terry Pruett-Said. They divide the educational methods into five categories which are historical, solo, communicative, language arts and academic, and professional. They also mention that due to the inconsistency in the educational methods terminology they use the term *approach* in their book. However, according to Norland and Pruett-Said, there is a disagreement between the experts and therefore they encourage the readers to decide on the terminology on their own. (Norland, et al., 2006, pp. v-x)

On the other hand, Richards and Rodgers divide the language educational methods into two categories which are the current methods and the alternative methods. (Richards, et al., 2014, p. v) The categorization of the educational methods in this bachelor thesis is based on the system presented by authors of *Approaches and methods in language teaching* Richards and Rogers (2001) and also on the distinction of the pre-primary and primary education language methods based on the system created by María De Las Mercedes González-Aller Rodríguez and Jesús Paz-Albo in a study called English teaching methodologies for early childhood education. (González-Aller Rodríguez, et al., 2016) Due to the inconsistency and inaccuracies amongst the terminology, especially in a clear distinction between the terms

method and *approach*, all the specific manners and ways of teaching language are considered methods in this bachelor thesis.

1.2.1   Summary

This chapter was focused on the categorization of the educational methods and the inconsistency within the system of the educational methods. There were different definitions of the terminology described, for example terms *method* and *approach*.

1.3 Language Educational Methods at primary level

Nowadays, there are many different English language educational methods used at primary level of English teaching. These methods are listed further on in this chapter.

1.3.1 The Grammar-Translation Method

The Grammar-Translation Method belongs within the Grammar-based methods. These methods have been known since the ancient times. (Norland, et al., 2006, p. 7) Through the years, the Grammar-Translation Method has had many different names. One of them was the Classical Method because it was used for teaching Latin and Greek which are the classical languages. (Larsen-Freeman, 2000, p. 11) In the United States it was known as the Prussian Method. (Richards, et al., 2014, p. 6)

The method was first used as an educational method to teach students how to read foreign language literature and understand the grammar of that languages. The reason for this was that people believed that learning foreign language grammar would help them understand the grammar of their native language better. (Larsen-Freeman, 2000, p. 11)

Even though the Grammar-Translation Method was widely popular from the 1840s to the 1940s, it is still used as an educational method. However, only the modified form of the method is used nowadays. (Scrivener, 2005, p. 38; Patel, et al., 2008, p. 73)

The Grammar-Translation Method is suitable for learners from primary school to the stage of adulthood. (Norland, et al., 2006, p. 7) The learners, who are taught through this method are first taught syntax and grammar of a second language. Usually, the grammatical rules are compared and contrasted with the grammatical rules of the native language of the learners. (Patel, et al., 2008, p. 73)

Users of the Grammar-Translation Method apply several principles. One of the principles explains that the main purpose of teaching foreign languages is to develop mentally and intellectually while studying a foreign language or to give the learners the ability to read and understand foreign literature. The focus is on writing and reading skills, rather than the speaking and listening ability. (Larsen-Freeman, 2000, p. 15; Richards, et al., 2014, p. 6; Scrivener, 2005, p. 38)

Other rules of the Grammar-Translation Method are to learn and know the grammatical rules of the second language by heart. The advocates of the Grammar-Translation Method believe that grammar is the essence of a language. (Patel, et al., 2008, p. 74) It is important that the learners are able to translate the language structures from the target foreign language to the native language and vice versa. They use dictionaries to learn translation and memorize the vocabulary. (Larsen-Freeman, 2000, pp. 16-17; Richards, et al., 2014, p. 6)

Teachers use the native language of the learners to provide the instructions to different activities (Richards, et al., 2014, p. 7; Scrivener, 2005, p. 38) and they are the authority, therefore the learners work in the way the teacher suggests. (Larsen-Freeman, 2000, p. 17)

The major advantage of the Grammar-Translation Method is that the knowledge of the grammatical rules can be beneficial for the learners in the way that they can acquire the ability to better reproduce the target language. Learners who already have an experience with the grammar-based methods in general can find the Grammar-Translation Method easier to understand and follow its rules and system. (Norland, et al., 2006, p. 8)

However, when the attention is solely brought to the grammar, some of the learners can find it hard to use the grammatical rules in practise because they do not know how. The learners also do not have the knowledge of other language skills as the Grammar-Translation Method focuses mainly on grammar. (Norland, et al., 2006, p. 8)

1.3.2   Communicative Language Teaching

Communicative Language Teaching Method (henceforth CLT) originated in late 1960s and it was due to the changes in the British traditions of language teaching. (Richards, et al., 2001, p. 153)

CLT was based on emphasis of the functional and communicative capacities of a language which were introduced by British linguists. At the same time, Noam Chomsky introduced a thought that the standard language theories were not sufficient to consider an individual sentence to be a unique characteristic of a language. (Richards, et al., 2001, p. 153)

Jack C. Richards (2002) affirms that CLT method is a collection of principles focusing on classroom activities, teacher's and learner's roles in the classroom, the language teaching goals, and the way learners learn a foreign language. (Richards, 2006, p. 2)

Due to changing the traditional composition of English language lessons, the focus changed from the traditional grammar activities which were based on memorization and drilling to activities such as role plays, projects or working in groups. There are many different kinds of activities which can be used in CLT method. There are activities focused on fluency and accuracy, then there are activities which are focused on communicative practise or an information-gap. (Richards, 2006, pp. 14-18)

Another principle of the CLT method focuses on the role of a teacher and the role of a learner in a classroom. The learners work in groups and they cooperate in group activities, they learn how to listen to their classmates and how to be independent in the conversation. The learner is now in the role of someone who is more responsible for their language abilities and their language skills. The teacher is no longer a model of correct language skills, but they are rather in a role of a coordinator or an assistant who observes the classroom activities. (Richards, 2006, p. 5)

The essential goal of CLT is the achievement of a communicative competence. (Richards, 2006, pp. 2-3; Savignon, 2002, p. 1; Littlewood, 2002 p. 1) It means that the learner has the ability to choose the convenient type of language for different opportunities. In practise it means that the learner is able to choose between the formal and informal language to communicate in spoken but also in written form. (Richards, 2006, pp. 2-3)

The last principle of the CLT relates to the way learners learn a language. The learners base their learning on hearing the language and trying to repeat it. The language learning is focused on communication between the learners or between the learner and the teacher. The language is also taught via experimenting with the different meanings of words. (Richards, 2006, p. 4)

1.3.3 Cooperative Language Learning

This method was designed to be used in cooperative and group language learning activities. It is based on an idea that the learners work and exchange the information between each other. (Richards, et al., 2001, p. 192) Therefore, the Cooperative Language Learning is suitable for learners of every age and every language skill level. (Norland, et al., 2006, p. 21)

Cooperative Language Learning (henceforth CLL) is based on teaching method called Cooperative Learning. (Richards, et al., 2001, p. 192) CLL emphasizes group and peer

support and teaching. (Richards, et al., 2014, p. 244) The essential idea of this method is that the learners who are taught through it develop communicative proficiency through conversations on specifically selected topics. (Richards, et al., 2001, p. 194)

In CLL the learners cooperate and work together on different kinds of activities while they communicate in the target language. (Norland, et al., 2006, p. 21) The learners learn from each other. (Larsen-Freeman, 2000, p. 164) However, the teacher has a very important role in the Cooperative Language Learning class. The teacher teaches the learners how to work together and they teach them social skills. Therefore, the cooperation is more effective. (Larsen-Freeman, 2000, p. 164)

The main goal of the CLL is to help the learners to develop fluency in their second language speech. (Norland, et al., 2006, p. 21) Other goals of this method are to support and enhance the motivation of the learners, to create positive climate in a classroom and to let the learners gain the knowledge in group or pair activities. (Richards, et al., 2014, p. 245)

There are several principles of the CLL, according to Diane Larsen-Freeman (2000). To introduce a few, the learners are encouraged to think cooperatively rather than thinking competitively. They are also encouraged to think less individualistically. (Larsen-Freeman, 2000, p. 167) The learners are divided into groups which usually consist of both males and females, and these learners are often on different language levels. (Larsen-Freeman, 2000, pp. 167-168) Within the group, the teacher can give the learners specific roles, for instance a leader. (Norland, et al., 2006, p. 21) Learners are taught social skills, for example to accept other learner's contribution or improvement or to ask other learners to contribute within the class. (Larsen-Freeman, 2000, p. 168) However, even though the learners work in groups, they are still individually responsible for themselves. (Larsen-Freeman, 2000, p. 168)

Within the strengths of the CLL, there is the need to communicate in the groups of learners. The practise communication can help them achieve the communication skills and thereby it can prepare the learners for communication in real-life situations. (Norland, et al., 2006, p. 23)

The weaknesses of the CLL depend mainly on the teacher. If the lesson is not carefully planned and the teacher only divides the learners into the groups, there can arise a situation where the learners do not understand the purpose of the group activities and therefore, they can refuse to work in the groups. (Norland, et al., 2006, p. 23)

1.3.4 Audio-Lingual Method

The Audio-Lingual Method (henceforth ALM) was created during the World War II in the United States. It was developed as a military program to improve the speaking skills in different languages. This method belongs to the oral-based methods and it was developed as a reaction to the educational methods which did not deliver sufficient development of the speaking abilities. (Brown, et al., 2015, p. 21; Norland, et al., 2006, p. 2; Larsen-Freeman, 2000, p. 35)

In the ALM it is important to form good habits. This method is based on listening to model dialogues in the target language and repeating them. Therefore, the learners are able to learn the sentence structures and form the correct habits. (Scrivener, 2005, p. 38) The more the sentences and dialogs are repeated the stronger the habits are. (Larsen-Freeman, 2000 p. 43)

The teacher uses the target language in the classroom, and they demonstrate the meaning of particular words through visuals. The teacher is in a role of a leader and they provide a good model. Therefore, the learners can imitate the pronunciation and intonation correctly. (Larsen-Freeman, 2000, pp. 42-45)

In the ALM, the learners listen to dialogs and texts, and they repeat and memorize them. After that, there are specific grammatical structures in the dialogs which are highlighted and practised in the lesson. (Richards, et al., 2014, p. 67)

New structures and topics are introduced through dialogs in the ALM. These dialogs are further repeated and imitated and therefore the learners can form the correct language habits. It is important that the learners 'overlearn' the phrases and therefore they do not think about the speech anymore. (Brown, et al., 2015, p. 22; Larsen-Freeman, 2000, p. 45) The grammatical rules are not introduced in ALM classroom. (Larsen-Freeman, 2000, p. 45) The mistakes that may be done by the learners are immediately corrected by the teacher and the correct answers are praised. (Norland, et al., 2006, p. 2)

For shy learners it can be beneficial to repeat the dialogues as it can encourage them to speak more. (Norland, et al., 2006, p. 3) However, for some ALM students it can be difficult to apply their knowledge in real conversation. (Richards, et al., 2014, p. 72; Norland, et al., 2006, p. 3)

1.3.5   Summary

In this chapter, different educational methods which influence and are used for teaching primary level learners were introduced and described, and the specific features of these methods, and also their advantages and disadvantages were provided. According to Penny Ur, games, storytelling, and visuals are very important for teaching children. (Ur, 1999, p. 130) However, this chapter showed that games and visuals are not a common feature of the primary educational methods.

1.4 Language Educational Methods at pre-primary level

Teaching foreign language to young children differs from teaching foreign language to older children. Young children benefit from learning through different kinds of activities, games, movement, visuals, or stories. (Harmer, 2001, p. 38; Ur, 1999 p. 130) The educational methods that are suitable for pre-primary children are listed in this chapter.

1.4.1   The Natural Approach

The Natural Approach was created in 1970s by Tracy Terrell and Stephen Krashen. (Norland, et al., 2006, p. 36) The basics of the Natural Approach are based on Tracy Terrell's own experience with teaching foreign language. The Natural Approach was created to prepare the learners for communicating in foreign language since the previously used Grammar-Translation Method was not sufficient for teaching the learners of foreign language how to communicate. (Richards, et al., 2001, p. 178) The creators of the Natural Approach believed that the learners of foreign language gain the knowledge of that target language best when they learn the target language the way children learn their mother tongue. (Norland, et al., 2006, p. 36)

The Natural Approach emphasizes the ability of communication and expressing the meaning. However, for the learners who are taught through the Natural Approach, the grammar and its rules are not as important. The spoken production of the learner does not have to be perfect, but it should be understandable. (Richards, et al., 2001, p. 184) The main goal of the Natural Approach is to teach the learners how to successfully communicate with native speakers of the target language. (Krashen, et al., 1995, p. 58)

Krashen and Terrell conclude that the language learners should not be forced to communicate and that they should start speaking when they feel ready. (Norland, et al., 2006, p. 36) They also suggest that speaking is not essential for gaining the language knowledge. (Krashen, et al., 1995, p. 56)

According to Krashen and Terrell (1995), there are four main principles of the Natural Approach. (Krashen, et al., 1995, pp. 20-21) It is more important for the learners to understand the listening and reading exercises than the ability of speaking or writing and producing something on their own. (Krashen, et al., 1995, p. 20)

The second language learners develop their speaking ability in the target language in six specific stages. In the first stage the learners produce only nonverbal response. In the second stage the learners can produce a response consisting of one word only, for example yes or no responses. (Krashen, et al., 1995, p. 20) In the third and the fourth stage they are able to produce a response which consists of two to three words and therefore create a simple phrase, for example Where you go? (Krashen, et al., 1995, p. 20) In the fifth stage the learner is able to produce sentences and in the sixth stage they can produce more complex conversation. (Krashen, et al., 1995, p. 20) If a mistake is made by the learners, the teacher does not correct them if the speech is still understandable and the mistakes do not hinder the conversation to continue. Also, the learners are not forced to produce any kind of speech until they are ready. (Krashen, et al., 1995, p. 20)

The third principle focuses on a syllabus which comprises together the communicative goals. The activities are structured according to the topic and not according to the grammatical structures. The topics are usually focused on real-life situations which are known to the learners. Krashen and Terrell (1995) believe that if the given communicative goals are accomplished, the grammatical structures are also acquired. (Krashen, et al., 1995, pp. 20-21)

The fourth principle says that the topics should engage the learners. Therefore, they can voice and express their thoughts and opinions about the topic. The teacher also has to create an appropriate environment where the learners will not feel pressure to speak and they will not be afraid of making mistakes. (Krashen, et al., 1995, p. 21)

The teacher who uses the Natural Approach in their language teaching speaks to the learners only in the target language. However, they use the appropriate language level and therefore the learners are at least partially able to understand the teacher's speech. The teacher may use visuals and they can demonstrate the meaning with their actions. (Norland, et al., 2006, p. 36)

1.4.2   Direct Method

The Direct Method has been used by the foreign language teachers for many years. This method was created by Maximilian Berlitz in 1887. (Brown, 2015, p. 20). As the Direct Method became more popular, it was known as the Berlitz Method. Nowadays, there are

also Berlitz language schools around the world which use the Berlitz Method to teach the learners any language possible. (Brown, 2015, p. 21)

The Direct Method was used side by side with the Grammar-translation method. However, the Grammar-translation method was not sufficient for the learners to be taught communication. That is why the Direct method started to be popular within the foreign language teachers' community. (Larsen-Freeman, 2000, p. 23)

The name Direct Method comes from the fact that learners taught through the Direct Method should reveal the meaning directly. Teachers using the Direct method use visuals to explain the meaning to the learners and therefore the learners understand the meaning directly without using their mother tongue and translation. Due to this feature, there is one basic rule the Direct Method is based on – translating is not allowed. (Larsen-Freeman, 2000, p. 23)

The main goal of the Direct Method is to teach the learners to communicate in the target foreign language. To teach the learners to communicate in the target language, the teacher has to teach them how to think in the target language. (Arora, 2012, p. 147)

In the Direct Method, the reading skills are taught through practising the speaking skills (Larsen-Freeman, 2000, p. 26) and the communicative skills are gained through questions and answers. (Brown, 2015, p. 20; Richards, et al., 2001, p. 12; Larsen-Freeman, 2000, p. 27) Another principle of the Direct Method is that the learners and the teacher should not speak in the native language of the learners. (Richards, et al., 2001, p. 12; Larsen-Freeman, 2000, p. 23) The teacher should use visuals and actual existing objects to present and explain the meaning of the vocabulary used in the class. (Richards, et al., 2001, p. 12; Larsen-Freeman, 2000, p. 27) Richards and Rogers (2001) specifically suggest not to translate but rather demonstrate the meaning of the words. It is also important to use everyday-life vocabulary and communicative situations. (Richards, et al., 2001, p. 12; Norland, et al., 2006, p. 5)

The learners learn grammar practically and inductively. This means that the teacher introduces the grammar problem through examples. The learners then try to figure out the grammatical rule and they try to understand it from these examples given by the teacher. However, the Direct Method does not focus much on the correct grammatical structures. (Norland, et al., 2006, p. 5)

Even though the grammatical structures are not emphasized through the Direct Method, the vocabulary and correct pronunciation are. The learners learn new vocabulary through visuals

and demonstration, and they practise the new vocabulary through using it to complete sentences in the target foreign language. (Larsen-Freeman, 2000, p. 29)

1.4.3 Total Physical Response Method

The creator of the Total Physical Response Method (henceforth TPR) is James Asher, a professor of psychology. (Richards, et al., 2001, p. 73; Norland, et al., 2006, p. 28) The Total Physical Response Method was developed between 1960s and 1970s. (Norland, et al., 2006, p. 28) The development of the TPR method started with the hypothesis that a second language learning should first start with the ability to understand the target language and afterwards it should be produced. (Asher, 2012, p. 4)

Young children learn their first language through hearing commands and they first respond to these commands through movement or physical reaction. Further they are able to respond through verbal production. Asher believes that second language should be taught in the same way. (Asher, 2012, p. 4; Richards, et al., 2001, p. 73) The learners should be given commands by the teacher and the learners should follow them with a physical response. The teacher can also try to use words from the learners' native language to help them understand. They can even use advanced language features in their speech. As long as the teacher sufficiently expresses the spoken content, the learners are still able to understand naturally. (Larsen-Freeman, 2000, p. 107) Asher (2012) believes that verb in an imperative form is the basic linguistic concept and therefore every linguistic feature is coordinated and based on this concept. (Asher, 2012, p. 4; Richards, et al., 2014, p. 278)

Another feature of the TPR, according to Asher (2012), is that this method does not require spoken production. (Asher, 2012, p. 4) This method was created to introduce a learning experience while reducing the stress levels of the learners and therefore encourage the learners to improve their language skills and knowledge. (Larsen-Freeman, 2000, p. 113)

The TPR is connected to the 'trace theory' of memory. This theory says that the more a memory connection is deepened, the easier it is to recall this memory and the stronger the memory connection is. Deepening the memory connections can be done through verbal production which in this case means through repetition, or through associations with physical activities. (Richards, et al., 2014, p. 277)

A teacher who teaches through the TPR method speaks in the target language and the meaning is therefore expressed through actions and moves. The learners learn the meanings

and the target language through a physical response to the teacher. (Larsen-Freeman, 2000 p. 111) This means that the teacher introduces a command, for example stand up or open the door. The learners therefore learn the meaning of the command through actually completing it. (Norland, et al., 2006, p. 28)

The last principle of the TPR is based on the ability to speak. The learners are allowed and also expected to make mistakes when they try to speak. However, later it is expected that the learners will be able to speak without significant mistakes. (Larsen-Freeman, 2000, p. 113)

Another way to teach the learners through the TPR method is to use it in storytelling where the teacher tells the story and teaches the vocabulary through commands. (Norland, et al., 2006, p. 29-30)

Some of the strengths of the TPR are reducing the levels of stress and anxiety amongst the learners. Another strength of the TPR can be found in learning the foreign language in a credible way – through activities and movements. (Norland, et al., 2006, p. 29)

On the other hand, in the original state, the TPR method is insufficient to be used on its own. Therefore, it is used for beginners or as a part of a complex lesson with other language educational methods.

1.4.4 The Silent Way

The Silent Way is a language educational method which is focused on a teacher who is silent during the lesson. The creator of this method was Caleb Gattegno, who is famous for his strategy about teaching the reading skills using colours which code specific sounds. (Richards, et al., 2014, p. 289)

In the Silent Way the learner is in a role of a scientist who tries to understand the language on their own and they base the understanding on their experience and research. (Richards, et al., 2014, p. 291) The learning is superordinate to the teaching in this method. (Larsen-Freeman, 2000, p. 54)

It is believed that the learners who are taught through the Silent Way Method should not rely on the help and assistance of a teacher, but they should work independently, which would help the learners develop responsibility for their learning. (Norland, et al., 2006, p. 14)

The goal of the Silent Way Method is to let the learners learn how to use the language to express their thoughts, opinions, and feelings. That is achieved through their independent work. (Larsen-Freeman, 2000, p. 64)

The teacher introduces new structures and topics through demonstration, for example with a Silent Way charts and they give the learners the necessary information. (Norland, et al., 2006, p. 14; Larsen-Freeman, 2000, p. 64) The learners have to figure out the topic of the lesson and then work on their own. (Norland, et al., 2006, p. 14; Larsen-Freeman, 2000, p. 60)

In a Silent Way classroom, the silence is crucial. The learners work independently and gain a practical experience from their studying. Therefore, the teacher is not in the centre of the action and they can focus on observing learners' work and behaviour and give them necessary advice. They also encourage cooperation between the learners while they remain silent. (Larsen-Freeman, 2000, pp. 61-63)

It is important that in the Silent Way the learners do not translate to understand the meaning but they concentrate and try to perceive the meaning. The learners learn the ability of self-expression which is very important for the language skills. The language features are introduced in a logical order from the already known information to new information. (Larsen-Freeman, 2000, pp. 62-63)

The strength of the Silent Way is that the learners have to work on their own, without the leadership of a teacher and therefore this method encourages their independence. On the other hand, some of the learners may need more instructions and help from the teacher. Therefore, this method is not suitable for them. (Norland, et al., 2006, p. 14)

1.4.5 Summary

The methods which are mainly suitable for pre-primary children were introduced in this chapter. These educational methods were described and their main features were listed. This chapter also provides the advantages and disadvantages of the methods which are mentioned.

2 PRACTICAL PART

2.1 Research Method

The practical part of this bachelor thesis is processed in a form of a questionnaire research. A questionnaire research is a research method that is often used in a pedagogic researches and it is described as a system of questions which are prepared in advance. The author of the questionnaire has to formulate the questions carefully in order to achieve content that is understandable and not complicated for the respondents. The respondents work on the questionnaire in writing. (Chráska, 2007, p. 163)

Even though the questionnaire research is frequently used in the pedagogic field, it is rarely used in other fields. Instead, the scientists choose for example interviews. (Chráska, 2007, p. 164)

2.1.1 Questionnaire Research

The Practical Part of this bachelor thesis is based on a questionnaire research. The research was realized with learners who attend third, fourth and fifth grades of Czech primary schools.

There are 10 questions in the questionnaire. The questions are both open and closed. There are nine of the questions in the questionnaire research which are closed and one of the questions is open. The first question is an identifying question which is supposed to identify if the respondent attends any English language free-time activity or if the respondent attends only compulsory English language lessons at primary schools.

Other questions, which are in the questionnaire, are closed questions with 2 to 3 options that the respondents can choose from. One of the questions is an open question. The questions which are closed are compulsory for the respondents. However, the open question is not, and it is connected and based on the responses for the previous question.

The questionnaire was provided to the respondents only in an online form. There were 47 respondents in total and the questionnaire research lasted approximately for a month and a half.

The questionnaire was created in an online environment of a Google Docs system. Afterwards, the questionnaire was delivered to the respondents via e-mails which were sent

by their teachers. The responses were registered in the online environment of the Google Docs, too.

The questionnaire for this research was created in Czech language because the respondents were children who do not have a sufficient English language knowledge to be able to respond to a questionnaire in English language. The questionnaire is enclosed to the bachelor thesis (Appendix 1) and the English translation of the questionnaire is also enclosed to this bachelor thesis (Appendix 2).

The respondents are children who are pupils of the 3rd, 4th, and 5th grade of primary schools, which are mainly located in Olomouc and Jeseník. However, the location of the primary schools is not important for this research.

2.2 Research question and hypothesis

For the purpose of this bachelor thesis, there was a research question created. The research question focuses on whether the educational methods which are used in English language teaching motivate the learners to further learning the English language.

The supposed outcome of the research is that the learners, who are taught through the primary language educational methods, but also through the pre-primary language educational methods within an English language after-school activity, are more motivated to study English language. On the other hand, primary school children who are only taught through the primary educational methods might be less motivated to learn English language.

There was a hypothesis created, which says that the learners who are taught also through the pre-primary educational methods are more motivated to study English than the learners who are taught only through the primary educational methods. This hypothesis is further divided into sub-hypotheses and therefore it can be verified.

2.3 Goals

The main goal of the practical part of this bachelor thesis is to learn whether or not the learners are motivated to study English language and to learn whether or not the type of educational method has an impact on the motivation of the learners who are primary school pupils.

According to Schunk, Meece and Pintrich (2014), motivation is something that helps initiate purposeful activities. (Schunk, et al., 2014, p. 5)

Other goals of the practical part were to determine whether the learners prefer English as a subject at school or whether they rather prefer other school subjects and also whether the learners feel confident enough about their English language knowledge to use English language in their life outside of the school environment.

2.4   The questionnaire analysis

The analysis of the questionnaire research results is based on the book *Metodika pedagogického výzkumu* (Chráska, 2007, p. 178) and the information that is included in the theoretical part of this bachelor thesis.

Categorization of the responses

When processing the questionnaire, first it was necessary to analyse all the responses and decide whether they are valid and useable for the research or not. In this case, all the responses for nine closed questions were all correctly filled out and the responses were valid. Therefore, the responses could be further used in the individual analysis of every questionnaire item.

However, the question number seven, which was the only open question, was not correctly filled out by every respondent. The number of responses to the seventh question depended on the number of affirmative responses in the question number six. However, these two numbers of respondents were not coherent. Therefore, some of the responses to the seventh questions had to be separated from the valid responses that could be further analysed. The responses that needed to be taken out were responses which were either blank, and therefore they were not filled out correctly, or they were responses which were from respondents who were not supposed to fill the seventh question out.

The inaccuracies in the seventh question might appear as a consequence of insufficient study of the instructions of the seventh question which were available in the questionnaire and also, the fact that this question was not compulsory and therefore the questionnaire could be sent even though there was no answer in the seventh question.

After analysing the validity of all the responses from the respondents who participated in the questionnaire research, it was necessary to categorize all the questionnaire items and the responses. (Chráska, 2007, p. 175)

In this questionnaire research there were 2 questions which had nominal attributes. These were the questions number one and number two. Nominal attributes are used for identification of the respondents and their classification into a specific group or category. (Chráska, 2007, p. 175)

The rest of the questions in the questionnaire expressed ordinal attributes. The ordinal attributes are focused on the categorization of the respondents according to specific aspects. (Chráska, 2007, p. 176)

The only exception was question number seven. This question was an open question and it expressed the differences within the characteristics of the individual respondents. Therefore, the question number seven expresses interval attributes. (Chráska, 2007, p. 176)

It is also necessary to do a categorization of the responses. The closed questionnaire items do have the categorization already set within the possible options. However, the open questionnaire items have to have full categorization created. (Chráska, 2007, p. 177) The full categorization has been created for the question number seven and there have been created seven categories.

Analysis of the responses

During the analysis process, first it is necessary to organize the responses that were gathered from the questionnaire research into specific charts. These charts can be further used to help create graphs which are needed to visually express the questionnaire research outcomes and findings. (Chráska, 2007, pp. 178-179)

It is important to figure out the absolute frequency and the relative frequency of the questionnaire results. Therefore, based on these two frequencies one is able to create graphical representation of the research outcomes. The sum total of the absolute frequencies of the individual categories which were specified previously equals the number of respondents. The sum total of the relative frequencies, which are written in percentages, should equal 100%. (Chráska, 2007, pp. 178-179)

In the questionnaire research there were 47 respondents who were primary school pupils from the 3rd, 4th and 5th grade.
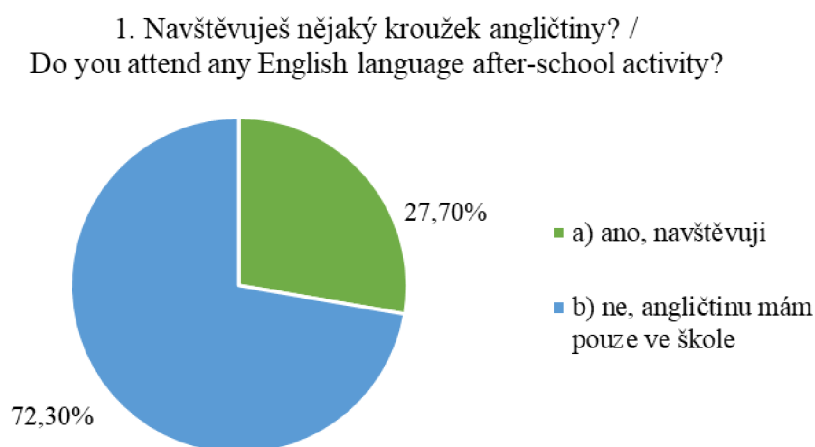
Question 1

The first question of the questionnaire was a nominal question. Nominal questions function as a tool to divide respondents into specific groups. (Chráska, 2007, p. 170) The purpose of this question was to identify children who have English only as a subject at school and also those who have English language lessons at school but also, they have English as their after-school activity. As a result of this question there were in total 34 respondents who study English only as their school subject and 13 respondents answered that they attend English language after-school activity.

In the process of analysing the results of this question, there was a chart created and the absolute and relative frequencies were determined. Both of these corresponded with the total number of respondents. The graph is based on the relative frequency (Figure 1).

There was not a question that would focus on identifying the age of the respondents or their gender. For the purpose of this research, this information does not have to be included since it is mentioned that the respondents are pupils of 3rd, 4th, and 5th grade. Gender of the respondents is not an attribute that is examined in the practical part of this bachelor thesis.

Also, there was no need to include questions that would focus and also indicate whether or not the respondents have English as their school subject. The reason for that is that English as a second language is compulsory from the third grade at all schools in the Czech Republic. (Coubalová, 2012)

Figure 1: Relative frequencies of the respondents who attend an English language after-school activity vs those who do not

1. Navštěvuješ nějaký kroužek angličtiny? /
Do you attend any English language after-school activity?

27,70%

■ a) ano, navštěvuji

■ b) ne, angličtinu mám pouze ve škole

72,30%

Question 2

The second question was another closed question and it also functioned as a nominal question. This question had three options. It was focused on the number of English language lessons which the respondents have both at school and in after-school activities. It was supposed to verify the question number 1. The time allocation for the third, fourth and fifth grade together is 9 lessons in total. (Tichá, 2010, p. 3) Therefore, in case they do not attend any English language after-school activity, the assumption is that the respondents can have approximately 3 English lessons per week and 3 lessons per week would be the maximal possible number. Therefore, there should be more respondents who have 1-3 English lessons per week.

This assumption is shown to be truthful as there is a majority of the respondents, 85% in total, who have 1-3 English lessons per week. The outcome of the second question also verifies the truthfulness and correctness of the question number one.
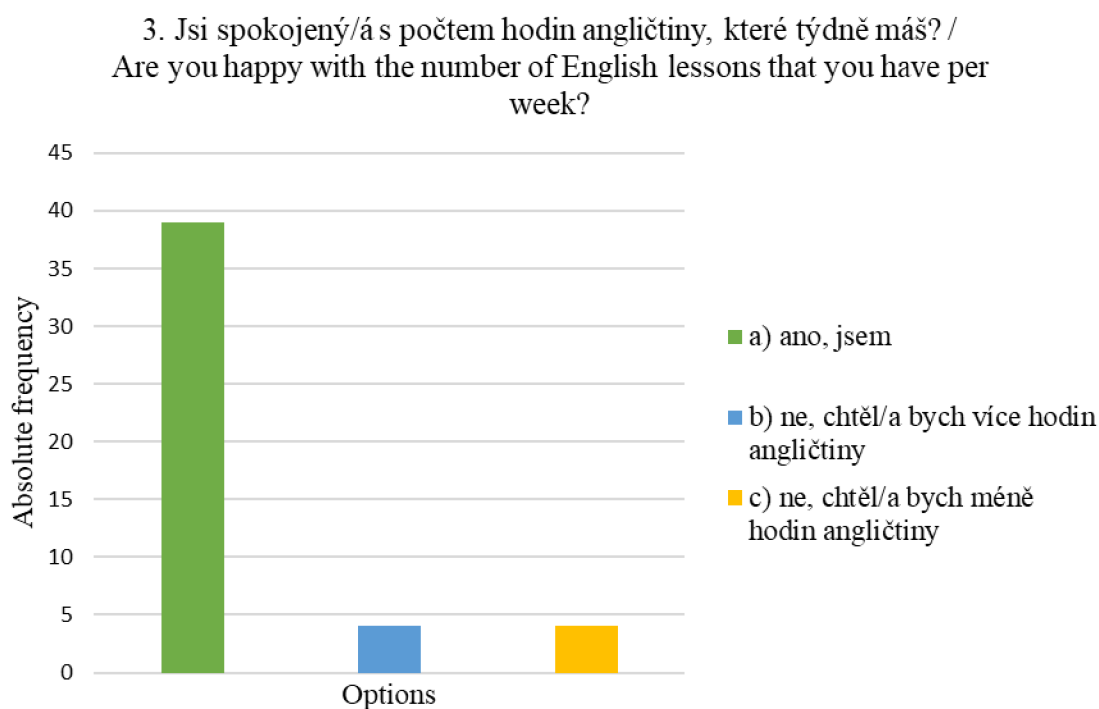
Question 3

The third question focused more on the motivation of the respondents to study English language. The questionnaire research showed that 39 respondents were pleased with the number of English lessons that they have (Figure 2). In this group of respondents, there were both groups of respondents – those who have English only as a school subject and those who have English as a school subject but also as an after-school activity included.

There were 4 respondents who answered that they would like to have more lessons of English language and after deeper study of the questionnaire results, it was shown that 2 of these respondents have English as a school subject but also as an after-school activity (Figure 2). Therefore, one can assume that they are motivated enough to study English by the methods which their teachers use to teach them English language. Due to the fact that they both have English as an after-school activity one can assume that they are motivated by the educational methods which are categorized as the pre-primary educational methods in this bachelor thesis.

There are also four respondents who answered that they want fewer English lessons. These four respondents also stated in the first question that they do not attend any English language after-school activity. These responses can indicate that these respondents do not feel motivated to study English and the reason for that might be the fact that they are taught only through the primary language educational methods.

3. Jsi spokojený/á s počtem hodin angličtiny, které týdně máš? /
Are you happy with the number of English lessons that you have per week?

Question 4

The question number four in the questionnaire was also focused on the motivation and it examined if the respondents prepare for their English lessons or not. Majority of the respondents prepare at least sometimes and only 2% do not prepare for their English lessons at all. However, this does not have to mean that the respondents do not prepare because of the lack of motivation. After a deeper study of the results, the 2% of the respondents attend an English after-school activity and that could mean that their English is on a very good level and therefore they do not need to prepare themselves.
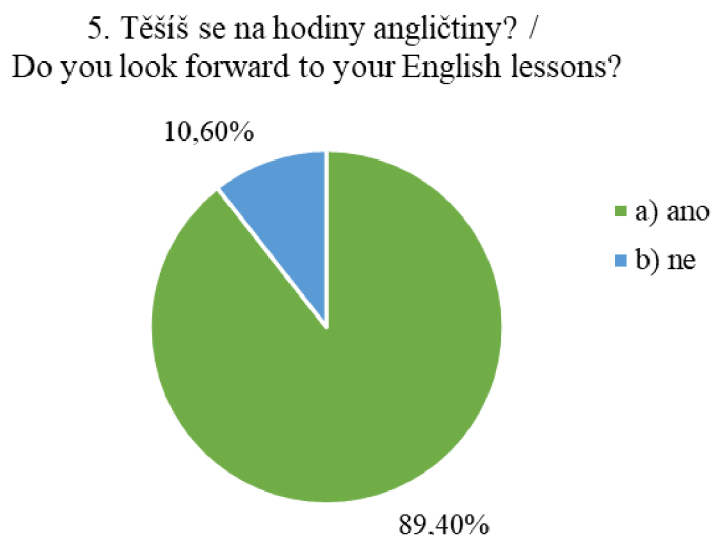
Question 5

The question number five was exploring whether or not the respondents look forward to their English lessons. Majority of the respondents said that they do. However, there were almost 11% of the respondents who do not look forward to their English lessons (Figure 3).

After an analysis of the specific responses, there can be seen that some of the respondents who do not look forward to their English lessons also do not attend English language after-

school activity. Therefore, one can suppose that these respondents do not look forward to the lessons due to the fact that they are taught through methods that do not quite suit them.

Figure 3: Relative frequencies of respondents who look forward to their English lessons vs those who do not

5. Těšíš se na hodiny angličtiny? /
Do you look forward to your English lessons?

10,60%

89,40%

- a) ano
- b) ne

Question 6

In another item of the questionnaire, the question was focused on whether or not the respondents apply their English knowledge in their free time. Almost 79% of the respondents answered positively. However, there was almost quarter of the respondents who do not apply their knowledge of English language in their free time. The results of this question might suggest that around 20% of the respondents are not motivated enough and do not have a positive relationship with English language, and therefore they do not want to apply the knowledge in their free time.

Question 7

The seventh question was the only question which was open and also it was the only question that was not compulsory. The question number seven was connected to the question number six. Respondents who filled in answer yes in the question number six should specify their choice and describe their leisure time activities that they use English for. The respondents who selected answer *no* did not have to specify anything and therefore they were able to leave out this question as it was not compulsory.

There were in total 37 respondents who answered that they encounter with English language and therefore apply their English knowledge during their free time. However, in the seventh question there were only 33 respondents who filled in their specific answers which were also

valid and therefore applicable for the purposes of the practical part of this bachelor thesis. The remaining 4 respondents either did not fill in their specific answers or there were responses from the respondents who selected answer *no* in the previous question. In this case, the respondents answered that they apply English language only at school.

Within the valid answers there were 33 responses which were further looked into and divided into 7 specific categories. It is important to say that even though there were 33 respondents in total, there was a different number of responses as the majority of respondents listed more possible options and there was no limit for the number of specific options that the respondents were allowed to mention. Therefore, there were 33 respondents who filled in 33 combinations of responses and there were 49 individual responses that were further divided into the 7 categories. The responses were analysed and divided into categories which were *music*, *fairy tales*, *films and television series*, *computer games*, *YouTube*, *mobile phone*, and *practise with parents*. The most frequent option that the respondents wrote in the questionnaire was that they encounter with English language while playing computer games. This answer appeared in 45% of the respondents and was filled in 15 times in total. Other very frequent responses were from the category *music*, which appeared in 39% of the respondents, and then there were responses from the category *films and television series* which were mentioned by 27% of the respondents.

Question 8

In the questionnaire item number eight, the respondents are asked if the English language helps them in their lives outside of the school environment. The question is specifically focused on communication, using English while using mobile phones or computers and using English in everyday life of the respondents.

Almost 32% of the respondents chose the answer that says that they do not use English language outside of their English language lessons (Figure 4). The reason for that might be that the respondents are primary school pupils who attend the 3rd, 4th, and 5th grade. Therefore, they do not need to be using English yet.

However, 68% of the respondents said that they do use English outside of their English language lessons (Figure 4), therefore there might be a different reason for the respondents who do not use English in their every-day life.

The reason for that could be that the 32% of the respondents do not feel motivated to use English in their everyday life. Deeper analysis shows that approximately 67% of the

respondents who stated that English does not help them in everyday life identified themselves in the first question as the respondents who do not attend any English language after-school activity (Figure 5). This fact suggests that the 67% of the respondents who do not find English language helpful in their everyday life might not be motivated enough to use English more as they are taught only through the language educational methods which are classified as methods used in primary schools.

Figure 4: Respondents who find English helpful in their everyday life vs respondents who do not

8. Pomáhá ti angličtina i mimo výuku? (používání telefonů, počítačů, komunikace, běžný život) / Does English language help you even outside of an English language lesson? (phones, PCs, communication, life)

31,90%

68,10%

- a) ano, angličtinu používám běžně
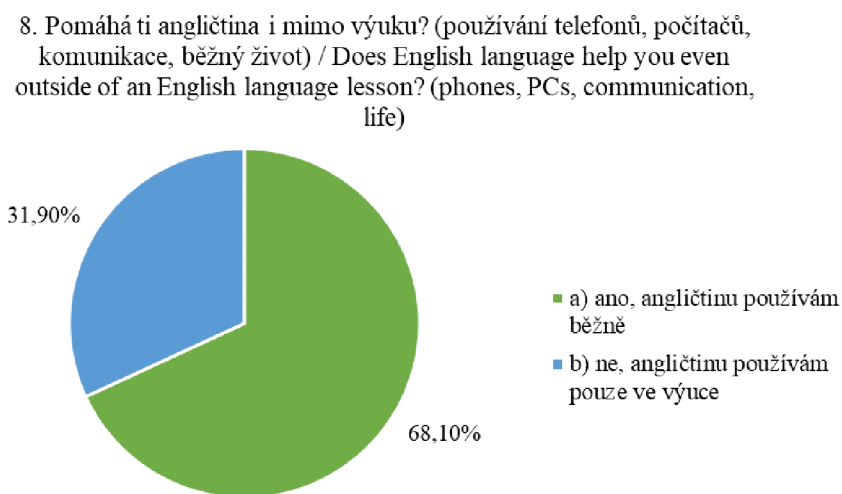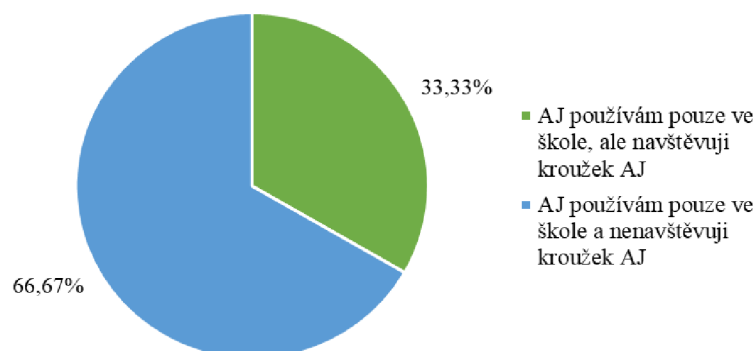- b) ne, angličtinu používám pouze ve výuce

Figure 5: Relative frequencies of the respondents who either attend or do not attend an English language after-school activity and at the same time they do not find English helpful in their everyday lives

33,33%

66,67%

- AJ používám pouze ve škole, ale navštěvuji kroužek AJ
- AJ používám pouze ve škole a nenavštěvuji kroužek AJ

Question 9

The question number nine in the questionnaire is very important and one is able to see what kind of lesson style and way of education the respondents prefer. According to the questionnaire results, there is around one quarter of the respondents who prefer learning English from their textbooks and workbooks. On the other hand, there are three quarters of the respondents who prefer lessons in a form of game (Figure 6). This way of teaching and learning English is connected to the pre-primary language educational methods which are also used in English language after-school activities and language courses for pre-primary and primary level children. These methods are used because the pre-primary English itself is a free-time course. (Vomáčková, 2007)

The results of this specific questionnaire item can show that if the respondents could choose, the majority would like to be taught through the pre-primary educational methods. There might be a connection between the questions number one, number five, and question number nine. There are respondents who do not look forward to their English lessons. The majority of these respondents do not have English as an after-school activity, and they would rather prefer their English lessons in a form of game. This fact might suggest that they would be more motivated to learn English and look forward to the lessons if they were taught in a form of game which means through the pre-primary educational methods. Overall, the majority of the respondents prefer English in a form of game. However, the game-like activities are not typical for the primary educational methods. Therefore, children might be more motivated if they were taught through the pre-primary educational methods.

Figure 6: Preferences of the respondents on the form of learning English

9. Máš raději výuku angličtiny pomocí učebnic a pracovních sešitů nebo máš raději výuku formou hry? / Do you prefer learning through books and workbooks or do you prefer learning through games?

25,50%

- a) výuka pomocí učebnice a pracovního sešitu
- b) výuka formou hry

74,50%
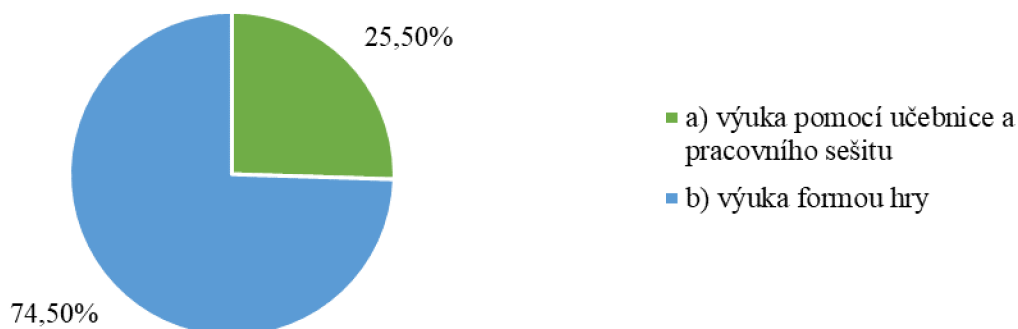
Question 10

The last question in the questionnaire focuses on whether or not the respondents consider English language to be their favourite school subject. The majority of the respondents, 80% of them, answered that they consider English to be one of their favourite subjects at school. The remaining 19% of the respondents answered that English is not one of their favourite subjects (Figure 7). More of the respondents who do not consider English language to be their favourite school subject also do not attend any English language after-school activity and they also prefer English teaching in a form of game. This fact might suggest that teaching through pre-primary educational methods could help increase the motivation of the respondents and the learners in general.

Figure 7: Relative frequencies of the respondents who consider English to be one of their favourite subjects vs respondents who do not.

10. Patří angličtina k tvým oblíbeným předmětům ve škole? / Is English one of your favourite school subjects?

19,10%

80,90%

- a) ano
- b) ne
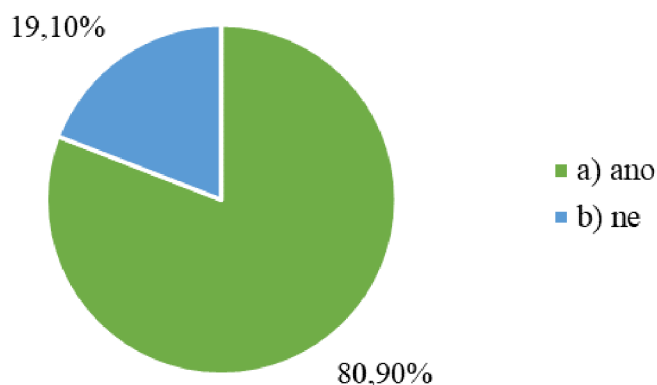
Chi-square tests

There were two chi-square tests done to verify sub-hypotheses and therefore verify the main hypothesis and answer the research question. The research question is asking whether or not the pre-primary educational methods motivate the learners to study English language. The main hypothesis is that the learners who are taught also through the pre-primary educational methods are more motivated to learn English language than the learners who are only taught through the primary educational methods.

Two sub-hypotheses, which should verify the main hypothesis, were created.

1. The learners who are taught also through the pre-primary educational methods look forward to their English lessons more than the learners who are taught only through the primary educational methods.

2. The learners who are taught also through the pre-primary educational methods consider English one of their favourite subjects at school more often than the learners who are taught only through the primary educational methods.

There were two chi-square tests put together to verify if the motivation is dependent on the educational method.

Chi-square test no. 1

The first test focused on the sub-hypothesis number one which explores a relation between the educational methods and the learners' looking forward to their English lessons.

First, a contingency table was created (Table 1) with the observed frequencies (Table 2) taken from the questionnaire results. Further on, the theoretical frequencies were created (Table 3) and hypothesis one H_1 and null hypothesis H_0 were provided.

H_0: Looking forward to the English lesson does not depend on the choice of an educational method.

H_1: Looking forward to the English lesson depends on the choice of an educational method.

Table 1: Contingency Table 1

	Těšíš se na hodiny angličtiny?-ne	Těšíš se na hodiny angličtiny?-ano
Navštěvuješ nějaký kroužek angličtiny?-ne	4	30
Navštěvuješ nějaký kroužek angličtiny?-ano	1	12

Table 2: Observed frequencies 1

	Těšíš se na hodiny angličtiny?-ne	Těšíš se na hodiny angličtiny?-ano	Total
Navštěvuješ nějaký kroužek angličtiny?-ne	4	30	34
Navštěvuješ nějaký kroužek angličtiny?-ano	1	12	13
Total	5	42	47

Table 3: Theoretical frequencies 1

	Těšíš se na hodiny angličtiny?-ne	Těšíš se na hodiny angličtiny?-ano	Total
Navštěvuješ nějaký kroužek angličtiny?-ne	3,6170	30,3830	34,0000
Navštěvuješ nějaký kroužek angličtiny?-ano	1,3830	11,6170	13,0000
Total	5	42	47

Based on the contingency table, the chi-square test χ^2 was realized. In this case, the result is $\chi^2 = 0.1641$. Next the observed value is compared with a critical value at significance value alpha level $\alpha = 0.05$ that is 3.8415.

The critical value is greater than the observed value and therefore one cannot reject the null hypothesis. This means that in this particular sample one cannot prove that learners' looking forward to the lessons is related to the choice of educational methods.

However, there might be different results in bigger sample as the null hypothesis H_0 is not true for 100% but for 68.54%.

Chi-square test no. 2

The second test is focused on the sub-hypothesis number two. This one explores a relation between the educational methods and English language being one of learners' favourite subjects.

First, there was a contingency table (Table 4) with the observed data created (Table 5). The theoretical frequencies were added (Table 6) and null hypothesis H_0 and hypothesis one H_1 were created.

H_0: Looking forward to the English lesson does not depend on the choice of an educational method.

H_1: Looking forward to the English lesson depends on the choice of an educational method.

The chi-square test χ^2 result was $\chi^2 = 1.5674$. The observed value 1.5674 was compared to the critical value at significance value alpha level $\alpha = 0.05$ which is 3.8415. Therefore, the observed value is lower value than the critical value. Therefore, one cannot reject the null hypothesis as it is true for 21.06 %.

Table 4: Contingency table 2

	Patří angličtina k tvým oblíbeným předmětům ve škole?-ne	Patří angličtina k tvým oblíbeným předmětům ve škole?-ano
Navštěvuješ nějaký kroužek angličtiny?-ne	5	29
Navštěvuješ nějaký kroužek angličtiny?-ano	4	9

Table 5: Observed frequencies 2

	Patří angličtina k tvým oblíbeným předmětům ve škole?-ne	Patří angličtina k tvým oblíbeným předmětům ve škole?-ano	Total
Navštěvuješ nějaký kroužek angličtiny?-ne	5	29	34
Navštěvuješ nějaký kroužek angličtiny?-ano	4	9	13
Total	9	38	47

Table 6: Theoretical frequencies 2

	Patří angličtina k tvým oblíbeným předmětům ve škole?-ne	Patří angličtina k tvým oblíbeným předmětům ve škole?-ano	Total
Navštěvuješ nějaký kroužek angličtiny?-ne	6,5106	27,4894	34,0000
Navštěvuješ nějaký kroužek angličtiny?-ano	2,4894	10,5106	13,0000
Total	9	38	47

The results of the chi-square test do not prove that English being one of the favourite subjects of the learners depends on the choice of educational methods. However, if there was a different sample of respondents the results might be different.

Questionnaire Research Results

The practical part of this bachelor thesis dealt with the relationship between the type of educational method and motivation of the learners to study English language. The research was performed via a questionnaire research which consisted of 10 questions and it was realized in an online form. There were 47 respondents who were primary school learners from the 3rd, 4th, and 5th grades.

First, an analysis of the responses was realized, and the graphs were provided to demonstrate the questionnaire outcomes. Then, there were 2 chi-square tests realized, which were supposed to verify the two sub-hypotheses to eventually verify the main hypothesis of this bachelor thesis.

To summarize the outcomes of the analysis, it can be seen that the majority of the respondents is motivated to study English language. However, after a detailed look into the individual results, it can be seen that the respondents who are not taught through the pre-primary educational methods are often less motivated to study English than the learners who experience them. The research also showed that the respondents prefer learning in a form of game which suggests that they prefer the pre-primary educational methods.

Even though the analysis suggested that the hypothesis would be correct, the chi-square tests did not verify that. This means that in this sample, it was not proven that the choice of the educational method would affect learners' motivation. However, the reason for that might be that the sample of the respondents was not sufficient to prove the hypothesis.

CONCLUSION

In conclusion, this bachelor thesis focused on comparison of the English language educational methods which are used in pre-primary and primary education. The aim of the bachelor thesis was to introduce the individual pre-primary and primary educational methods and also to learn whether the learners are motivated to study English language or not.

In the theoretical part, there were the cognitive developmental changes of pre-primary and primary children described. There were the term *educational method* and its complexity introduced and also different categorizations of the primary and pre-primary educational methods were provided. In the theoretical part of this bachelor thesis there were the individual primary and pre-primary educational methods introduced and further described.

The practical part of this bachelor thesis was focused on the relationship between the primary and pre-primary educational methods and the motivation of the respondents to study English. The research was realized via a questionnaire and it was completed by 47 respondents who were primary school pupils from 3rd, 4th, and 5th grades.

The analysis of the questionnaire outcomes consisted of detailed analysis of the responses to every question in the questionnaire and chi-square test which was supposed to verify the hypothesis. The analysis of the responses showed that the respondents who were taught through both pre-primary and primary educational methods, meaning that they had an English language after-school activity, were more motivated to study English. On the other hand, the respondents who seemed to be less motivated usually attended no English language after-school activity. However, the chi-square test did not verify the hypothesis and therefore it was shown that in this specific sample, the hypothesis was not correct. This suggests a question whether the hypothesis could be verified in a different sample of respondents. Even though the hypothesis was not proven, the research showed that overall, the respondents are motivated to study English language.

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APPENDICES

Srovnání metod výuky anglického jazyka v předškolním a mladším školním věku dítěte

Dobrý den, jmenuji se Dominika Šároši a studuji na pedagogické fakultě Univerzity Palackého v Olomouci. Součástí mé bakalářské práce je výzkum, ve kterém se zabývám motivací dětí při studiu angličtiny, a na jeho ověření je potřeba vyplnit tento dotazník. Dotazník je anonymní, jeho data budou využita pouze pro účely mé bakalářské práce a je určen pro děti 3. - 5. tříd. Dotazník obsahuje 10 otázek, z nichž většina je uzavřených. Vyplnění dotazníku by vám nemělo zabrat více než 10 minut. Děkuji za vaši spolupráci a ochotu.

*Povinné pole

1. Navštěvuješ nějaký kroužek angličtiny? *

   Označte jen jednu elipsu.

   ( ) ano, navštěvuji

   ( ) ne, angličtinu mám pouze ve škole

2. Kolik hodin angličtiny týdně máš? (včetně kroužků) *

   Označte jen jednu elipsu.

   ( ) 1-3

   ( ) 4-5

   ( ) 6 a více

3. Jsi spokojený/á s počtem hodin angličtiny, které týdně máš? *

   Označte jen jednu elipsu.

   ( ) ano, jsem

   ( ) ne, chtěl/a bych více hodin angličtiny

   ( ) ne, chtěl/a bych méně hodin angličtiny

4. Připravuješ se na hodiny angličtiny? *

Označte jen jednu elipsu.

( ) ano, pravidelně

( ) ano, občas

( ) ne, nepřipravuji se

5. Těšíš se na hodiny angličtiny? *

Označte jen jednu elipsu.

( ) ano

( ) ne

6. Setkáváš se s angličtinou i ve svém volném čase? (pohádky, písničky, hry a jiné) *

Označte jen jednu elipsu.

( ) ano

( ) ne

7. Pokud jsi v předchozí otázce uvedl/a odpověď 'ano', napiš, kde se s angličtinou mimo výuku setkáváš.

_____

8. Pomáhá ti angličtina i mimo výuku? (používání telefonů a počítačů, komunikace, běžný život) *

Označte jen jednu elipsu.

( ) ano, angličtinu používám běžně

( ) ne, angličtinu používám pouze ve výuce

9. Máš raději výuku angličtiny pomocí učebnic a pracovních sešitů nebo máš raději výuku formou hry? *

Označte jen jednu elipsu.

◯ výuka pomocí učebnice a pracovního sešitu

◯ výuka formou hry

10. Patří angličtina k tvým oblíbeným předmětům ve škole? *

Označte jen jednu elipsu.

◯ ano

◯ ne

1) Do you attend any English language after-school activity?
   a. yes, I do
   b. no, I do not
2) How many English lessons do you have per week? (after-school activities included)
   a. 1-3
   b. 4-5
   c. 6 and more
3) Are you happy with the number of the English lessons that you have?
   a. yes, I am
   b. no, I'd like more lessons
   c. no, I'd like less lessons
4) Do you prepare for your English lessons?
   a. yes, regularly
   b. yes, sometimes
   c. no, I do not
5) Do you look forward to your English lessons?
   a. yes
   b. no
6) Do you encounter with English language in your free time?
   a. yes
   b. no
7) If you answered 'yes' in the previous question, describe where you encounter with English language outside of the school environment.
8) Does English language help you even outside of an English language lesson? (using of a mobile phone and PCs, communication, everyday life)
   a. yes, I use English language ordinarily
   b. no, I use English language at school only
9) Do you prefer learning though books and workbooks or do you prefer learning through games?
   a. learning through books and workbooks
   b. learning in a game form
10) Is English language one of your favourite school subjects?
   a. yes, it is
   b. no, it is not

LIST OF ABBREVIATIONS

CLT   Communicative Language Teaching

CLL   Cooperative Language Learning

ALM   Audio-Lingual Method

TPR   Total Physical Response

LIST OF FIGURES

LIST OF TABLES

RESUMÉ

Tato bakalářská práce se zabývá srovnáním výukových metod využívaných při výuce anglického jazyka u dětí v předškolním a raném školním věku. V praktické části této práce je objektem výzkumu vliv typu výukové metody na motivaci žáků ke studiu anglického jazyka. S pomocí dotazníkového šetření, kterého se zúčastnili žáci třetích, čtvrtých a pátých tříd základních škol bylo zjištěno, že žáci jsou všeobecně motivováni k výuce anglického jazyka. Nicméně bylo zjištěno, že u konkrétního vzorku respondentů, který se podílel na dotazníkovém šetření k této bakalářské práci, typ výukové metody nemá vliv na motivaci žáků ke studiu anglického jazyka.

ANNOTATION

Jméno a příjmení:	Dominika Šároši
Katedra:	Ústav cizích jazyků
Vedoucí práce:	Mgr. Ondřej Duda
Rok obhajoby:	2021

Název práce:	Srovnání metod výuky anglického jazyka v předškolním a mladším školním věku dítěte
Název práce v angličtině:	Comparison of English Language Educational Methods at preschool and school age of a child
Anotace práce:	Bakalářská práce popisuje a srovnává výukové metody anglického jazyka využívané u žáků v předškolním a raném školním věku. Dále se také zabývá vztahem mezi typem výukové metody a motivací žáků ke studiu anglického jazyka.
Klíčová slova:	výukové metody, anglický jazyk, předškolní věk, raný školní věk
Anotace v angličtině:	This bachelor thesis describes and compares the English language educational methods which are used in teaching pre-primary and primary learners English language. Further, it deals with the relationship of an educational method and the motivation of the learners to study English language.
Klíčová slova v angličtině	educational methods, English language, preschool age, early-school age
Rozsah práce:	58 stran
Přílohy:	Dotazník v českém jazyce, dotazník v anglickém jazyce