

UNIVERZITA PALACKÉHO V OLOMOUCI  
PEDAGOGICKÁ FAKULTA

Ústav cizích jazyků



BAKALÁŘSKÁ PRÁCE

**Application of ELT methods for young learners at the elementary  
school in Šumperk**

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Olomouc 2024

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**Prohlášení**

Prohlašuji, že jsem tuto bakalářskou práci vypracovala samostatně a použila pouze uvedených pramenů a literatury.

V Olomouci dne .....

## **ABSTRACT**

This bachelor thesis examines the use of English language teaching methods for lower elementary school students, specifically in fourth and fifth grades at an elementary school in Šumperk. The practical part focuses on identifying and describing the methods used, detailing each lesson. The research was conducted through observation. It was found that all methods (Grammar-Translation Method (GTM), The Direct Method, Total Physical Response (TPR), Communicative Language Teaching (CLT), and Text-Based Instruction (TBI)) were utilized in the classroom. TPR and CLT emerged as the most suitable for young learners due to their interactive, engaging, and contextually meaningful activities, which met the learners' needs and maintained their motivation. GTM and TBI were the most frequently used methods across lessons, as they provided solid foundations in vocabulary and sentence structure.

## ANOTACE

|                          |                     |
|--------------------------|---------------------|
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| <b>Rok obhajoby:</b>     | 2024                |

|                                    |  |
|------------------------------------|--|
| <b>Název práce:</b>                | Užití výukových metod anglického jazyka pro mladší žáky na základní škole v Šumperku   |
| <b>Název v angličtině:</b>         | Application of ELT methods for young learners at the elementary school in Šumperk  |
| <b>Zvolený typ práce:</b>          | Výzkumná práce   |
| <b>Anotace práce:</b>              | Tato bakalářská práce se zabývá užitím výukových metod anglického jazyka u žáků čtvrtých a pátých tříd na základní škole v Šumperku. Popisuje jednotlivé metody a zkoumá, jak jsou ve výuce použity. Bylo zjištěno, že ve výuce byla použita gramaticko-překladová metoda, přímá metoda, TPR metoda, komunikativní výuka jazyků i TBI metoda. Z těchto zmíněných se metody TPR a Komunikativní výuka jazyků ukázaly jako nejvhodnější pro mladší žáky díky svým interaktivním, poutavým a kontextově smysluplným aktivitám, které splňovaly potřeby studentů a udržovaly jejich motivaci. Gramaticko-překladová metoda a TBI metoda byly nejčastěji používanými metodami napříč lekce, protože poskytovaly pevné základy ve slovní zásobě a struktuře vět.   |
| <b>Klíčová slova:</b>              | Výukové metody, základní škola, anglický jazyk, žák středního školního věku, první stupeň ZŠ   |
| <b>Anotace v angličtině:</b>       | This bachelor thesis examines the use of English language teaching methods for fourth and fifth-grade young learners at the elementary school in Šumperk. It describes each method and investigates how they are applied in the classroom. It was found that The Grammar-Translation method, Total Physical Response, Text-Based Instruction, Communicative Language Teaching, and The Direct Method were used in the lessons. Total Physical Response and Communicative Language Teaching proved to be the most suitable for young learners, thanks to their interactive, engaging, and contextually meaningful activities that met the learners' needs and maintained their motivation. The Grammar-Translation Method and Text-Based Instruction were the most commonly used methods across lessons, offering solid foundations in vocabulary and sentence structure. |
| <b>Klíčová slova v angličtině:</b> | Teaching methods, English language teaching methods, young learners, English language  |

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|--------------------------------|---|
| <b>Přílohy vázané v práci:</b> | Appendix n. 1: Worksheet – lesson two<br>Appendix n. 2: Worksheets – lesson three<br>Appendix n. 3: Worksheet – lesson four |
| <b>Rozsah práce:</b>           | 46 stran  |
| <b>Jazyk práce:</b>            | Angličtina  |

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## **INTRODUCTION**

The ability to communicate effectively in English has become an essential skill in our increasingly globalized world. For young learners, particularly those in the fourth and fifth grades, acquiring proficiency in English can provide a strong foundation for future academic and professional success. This thesis explores the application of various English language teaching methods tailored specifically for young learners in these grade levels. The main goal of the thesis is to find out which teaching methods are used in the lessons for young learners at elementary school in Šumperk and how particularly they are applied. The secondary goal is to discover why the teacher used these methods and approaches in lessons and also to observe the learners' responses to each method. I have chosen this topic to gain valuable insights and practical knowledge for my future teaching career.

This bachelor thesis is divided into theoretical and practical parts. In the theoretical part, the concept of "young learners" is defined, and various English language teaching methods are described, including their history, potential applications, and suitability for young learners. The practical part outlines the research methodology, and the goals of the thesis, and provides a detailed description of the observed lessons, including an analysis of the specific methods employed. The research was conducted at an elementary school in Šumperk in the Czech Republic with learners in the fourth and fifth grades.

The fourth and fifth grades represent a critical period in a child's cognitive and linguistic development. This research examines the teaching methods used in the education system of young learners and how they are implemented. Specifically, it explores the use of the Grammar-Translation Method, The Direct Method, Communicative Language Teaching, Total Physical Response, and Text-Based Instruction.

# THEORETICAL PART

## 1. YOUNG LEARNERS

Firstly, it is important to mention who young learners are. Generally, children from the first to fifth grade of primary education belong to the group called young learners (Phillips, 1993). These can be children from the age of five to twelve but in the Czech Republic, young learners are usually children at the age of six to eleven. This bachelor thesis aims to children of the fourth and fifth grades at the age of nine to eleven. However, according to Pinter (2006), the teacher must not forget that every child is unique and there are often essential differences between the learners within the same age range. The maturity of children is influenced by a variety of circumstances: for example, their environment (city or rural), their sex, culture, or the expectations of their peers and parents (Phillips, 1993, p.5).

Young learners are described by Scott and Ytreberg (1993) as active learners who respond to language through concrete objects, learn through sensory experiences, and are engaged in practical tasks that challenge their thinking. They enjoy playing and learn best when they are having fun, so if an educator teaches them through enjoyable activities, they will be enthusiastic.

Additionally, as young learners differ from adolescents and adults in many ways, teachers need to be aware of these differences. Some characteristics of young learners are:

- 1) They learn from everything around them: they learn indirectly rather than directly.
- 2) Rather than through explanations, they learn most when they see, hear, touch, and interact with others.
- 3) They have a developed sense of fairness about what happens in the classroom and begin to question the teacher's decisions.
- 4) They can work with others and learn from others.
- 5) They enjoy talking about themselves and respond to learning that centers on their life experiences.
- 6) They are often bored after five to ten minutes due to their short attention span. (Scott, Ytterberg, 1990; Zainollah, 2016)



There are several advantages to this age group that should be used in lessons. Lojová (2005) presents that lessons for young learners should be based on activities that are similar to how they perceive the world. It entails singing, repeating favorite activities, and learning words, poetry, chants, and rhymes. At this level, language should be related to specific scenarios, images, or other visual aids. Furthermore, because abstract thinking does not yet exist at this age and develops later in puberty, pictures and other visual aids are important. In addition, young learners like coloring, acting out scenarios, sketching, and dancing. Language structures, phrases, and chunks are required to make a connection with the tangible experiences that kids encounter.

### **1.1. LANGUAGE ACQUISITION OF YOUNG LEARNERS**

Teachers working with young learners should integrate the unique characteristics of this age group into their language instruction. As a consequence of that, they can achieve satisfactory results. According to Claire (1998), teachers need to recognize that young learners similarly acquire a foreign language to their native tongue. Babies, for instance, spend considerable time listening to their first language before attempting to produce it. They learn through patient repetition of single words, often in the context of real objects, people, or activities. Additionally, it is important to highlight the importance of teachers possessing the same patience and kindness as parents, creating a positive and friendly atmosphere that supports the educational process and fosters strong relationships.

As children interact with adults, usually parents, they are immersed in a significant amount of language input. Parents play a crucial role in this process by consistently talking about the child's daily routine and surroundings, using techniques like singing, chanting, and playing rhythmic language games. Children's language skills develop gradually through various subconscious processes. Unlike intentional language learning, their acquisition happens naturally through exposure to events and information in their environment (Harmer, 1991, p. 33).

Consequently, Halliwell (1992) advocates for incorporating real tasks into classroom activities, offering children opportunities to engage in meaningful and interesting tasks that allow them to use language authentically. This approach enables children to engage their subconscious minds in language processing while their conscious minds focus on the task at hand. Given that children's ability to consciously absorb grammatical patterns is still developing

at the elementary school level, leveraging their natural inclination toward indirect learning is crucial for maximizing their language acquisition potential.

## **1.2. THE ROLE OF VISUALS**

Visual aids play a crucial role in language acquisition, particularly for learners between the ages of seven and eleven. They facilitate the recall of new vocabulary and expressions, promote spoken language development, and aid in understanding meaning and information transfer (Wright, 1989, 139). Since students in this age group struggle with abstract terms and rely on concrete connections with pictures and visuals, the use of visual aids becomes even more important. All students in an English classroom should receive assistance in acquiring knowledge, comprehending concepts, and connecting words, fostering confidence throughout the language-learning process, with visual aids serving as valuable tools in achieving these objectives (Bland, 2015; Čačka, 2000).

Education Planner (2024) points out there are at least three types of learners – auditory, visual, and tactile. Auditory learners learn by hearing and listening. These store information by how it sounds and have an easier time understanding spoken instructions than written ones. Tactile learners learn by touching and doing. They use their physical movements to comprehend and retain information. On the contrary, visual learners learn by reading or seeing pictures. They rely on sight to comprehend and retain information. Statistics show that 65 % of the population learns best visually (Zopf et al., 2004). This is another reason for implementing visual aids into the learning process.

According to the results of the study by Mathew and Alidmat (2013), both teachers and learners benefit from employing audiovisual aids when teaching languages. It is said to make the class engaging and productive by both sides. The authors claim that when language instructors are forced to use textbooks as their primary source of language input, teaching and learning become monotonous.

There are a variety of suitable visual aids for children available that teachers can use to assist students in understanding the topic, involve them in the learning process, and encourage involvement. Pictures, posters, storybooks, memory cards, and flashcards are a few of these. As noted by Bland (2015), appropriate images for children should encompass a variety of colors, depict life cycles, and feature animals. It is imperative for teachers to select images tailored to the age and level of knowledge of the learners. Posters, defined as large pieces of paper typically

displaying a specific topic or area of interest, serve as valuable teaching aids or personalized classroom decorations. Encouraging learners to create their own posters individually not only enhances their engagement but also allows them to express their unique personalities within the classroom environment.

As Macwan (2015) points out, another popular type of visual aid in education that is beneficial for language learning is video and film. It facilitates concentration and helps the student pay attention to the text and images on it. Various slides, videos, short film clips from YouTube, and captioned videos help people learn words, word clusters, and eventually sentence structure. In the beginning, the learners might not be able to understand some words. However, the exercise might help you understand word groups, which could lead to sentence structure. According to Çakir (2006), audio-visual aids are consistently employed by educators to enhance the teaching of listening, speaking, reading, and writing skills in language acquisition. Their utilization is increasingly prevalent among language teachers, as they serve to captivate learners' interest promptly. By incorporating audio-visual aids into instruction, teachers are able to foster greater engagement among students, thereby motivating them to actively participate in the learning process and facilitating connections between classroom learning and real-life experiences.

In summary, visual aids are instrumental in language acquisition, particularly for young learners aged seven to eleven, assisting in vocabulary retention, spoken language development, and comprehension. These aids are especially beneficial for young learners who struggle with abstract concepts, as visuals provide tangible connections. According to studies, the majority of learners prefer visual learning. Audio-visual aids benefit both teachers and learners, enhancing engagement and productivity. Various aids such as pictures, posters, and videos facilitate active participation in the learning process and reinforce language skills. Application of these aids enables educators to captivate students' interest, foster active engagement, and bridge classroom learning with real-life experiences.

## **2. ENGLISH LANGUAGE TEACHING METHODS**

Teaching is a systematic, intentional form of education for children, teenagers, and adults that generally occurs in schools as an institutionalized method of learning. It is understood as a “system that includes the process of teaching, the goals of teaching, the content

of teaching, the conditions, determinants and means of teaching, the types of teaching and the outcomes of teaching“ (Průcha et al, 2003, p. 259). Teaching methods are among the basic didactic categories in pedagogy. The teaching method can be defined as “an organized system of teacher’s teaching activities and students’ learning activities aimed at achieving educational goals“ (Maňák, Švec, 2003, p. 30). In other words, once the teaching goal has been set, the teacher must choose an appropriate teaching method to achieve the goal.

In the literature, there are various understandings of the breakdown of teaching methods. The classification depends on the particular author. Průcha, Walterová, and Mareš (2003, p. 287) classify teaching methods according to the way of presentation (verbal, demonstrative, practical) or according to the stages of the teaching process (forming, consolidating, testing knowledge). However, the general classification of teaching methods is according to the way the teacher and students interact: frontal teaching, group work, and individual work.

On the other hand, Maňák and Švec (2003, p. 5) categorize methods into classical, activating, and complex teaching methods. Classical teaching methods include verbal, skill-practical, and demonstration methods. Heuristic, situational, and linguistic methods are examples of activating teaching methods. Complex teaching methods are the most extensive. These include well-known methods like frontal teaching, project-based learning, group and individual work, but also less frequent ones such as suggestopedia and superlearning, teaching through drama, hypnopedia, and others.

Another classification of teaching methods is the methods of imparting ready-made knowledge, skills, habits, and methods of active work of pupils (activating methods) by Pecina and Zormanová (2009, p. 36). The first category includes verbal methods, demonstration methods, and skill-based practical methods. Activating methods include discussion methods such as dialogue and discussion, didactic games, brainstorming, and brainwriting.

In this bachelor thesis, the categorization of the teaching methods is based on the classification covered in the publication 30 Language Teaching Methods by Scott Thornbury because of their complexity and frequent use at Czech elementary schools. According to Thornbury (2017, p. 5), teaching methods might be divided into the following categories – natural methods, linguistic methods, communicative methods, visionaries, and self-study methods. From natural methods, Total Physical Response (TPR), and The Direct Method are used in this thesis. From linguistic methods, this work aims to Text-Based Instruction (TBI) and The Grammar-Translation Method (GTM). This document further concentrates on Communicative Language Teaching (CLT), which is part of the communicative methods.

Visionaries and self-study methods are not covered in this thesis because they are not as common in the Czech educational system as the previous ones.

## **2.1 THE GRAMMAR-TRANSLATION METHOD (GTM)**

There are various titles for this method. For instance, Howatt and Smith (2014, p. 79) refer to the "Classical Method" or the "Grammar-Translation Method". It is renowned as the oldest method of teaching English. In the United States, the method was known as „the Prussian Method“ (Patel, Jain, 2008, p. 73). The term „Classical Method“ arose because The Grammar-Translation Method was initially applied to the teaching of classical languages like Latin and Greek (Arora, 2012, p. 143).

According to Larsen-Freeman and Anderson (2014, p. 40), in this method, the emphasis is put on grammar and vocabulary. The two primary skills that students focus on are reading and writing. speaking and listening are given less consideration. Pronunciation receives little to no consideration.

The educator interprets each word and phrase from English in the learners' native tongue. Students must also translate sentences into English from their L1. The method emphasizes the study of grammar through the study of the rules of grammar (Arora, 2012, p. 143). The syntax and grammar of a second language are initially taught to the learners using this method. Typically, learners' native language grammatical rules are compared to the grammar rules of the target language (Patel, Jain, 2008, p. 73).

As Patel and Jain (2008, p. 73) claim, the Grammar translation method has advantages like quicker understanding of new vocabulary, or creating strong memory bonds. On the other hand, The grammar-translation method does not emphasize basic skills like listening and speaking so learners are not allowed to participate in discussion. Moreover, there are several lexical items in one language, which have no synonyms or equivalents in the other language. English prepositions might serve as an illustration. Each language has a unique structure, idiom, and usage, which do not have their exact counterparts in another language (Arora, 2012, p. 145).

These are the reasons Patel and Jain (2008) consider the method not suitable from a psychological and linguistic point of view. The language is multi-sensor while on the contrary, this method makes it only a part of the human information. Therefore, the Grammar Translation method seems to be not fully convenient for teaching young learners because it prevents them

from thinking directly in English. Learners first think in their mother tongue and then in English. As a consequence, it prevents the establishment of a direct bond between thought and expression (Patel, Jain, 2008, p. 77). In addition, because of the short attention span young learners have, they may find grammar lessons boring. (Norland, Pruettt-Said, 2006, p. 7).

Despite its obvious disadvantages, the method is still widely used in English language teaching. According to Arora (2012, p. 145), in GTM communication between the teacher and students does not cause linguistic problems and even teachers who are not fluent in English themselves may teach the subject. Presumably, for that reason, this method has been used extensively and endured for a lengthy period.

Even though GTM might be considered an outdated method with extensive drawbacks for young learners for various reasons as preventing learners from thinking straight in English or young learners' short attention span, more modern approaches broaden the grammar point to make the syllabus or lesson more communicative and authentic, while simultaneously presenting and employing grammatical points as a guiding force (Patel, Jain, 2008, p. 77; Norland, Pruettt-Said, 2006, p. 7).

In conclusion, GTM prioritizes grammar and vocabulary over speaking and listening skills, often neglecting pronunciation. Despite its focus on translation and grammar rules GTM limits learners' ability to think directly in English and inhibits natural language expression. While it may facilitate quick vocabulary acquisition, GTM's rigid structure fails to address the nuances of language and limits learners' engagement in meaningful communication. Despite its enduring use, modern pedagogical trends advocate for more communicative and authentic approaches that integrate grammar instruction within broader language contexts. Nonetheless, if educators make a serious effort to implement modern aspects through the method, it should serve as an effective part of the educational process, even for young learners.

## **2.2 THE DIRECT METHOD**

As Thornbury (2017, p. 10) presents, The Direct Method ranks among Natural Methods. It was developed as an alternative to the Grammar-Translation method. Since the Grammar-Translation Method was not effectual enough in preparing students to use the target language communicatively, the Direct Method has gained popularity (Larsen-Freeman, Anderson, 2014, p. 46). As Norland and Pruettt-Said (2006, p. 5) claim, Francois Gouin created the foundation of this technique in Europe during the 1880s. His theory was that learning a language should

not be done by memorizing grammar rules and vocabulary lists, but rather by speaking and listening to it like a child. The Direct Method's basic principle was that learning a second language ought to resemble learning a first language. Reform Method, Natural Method, Phonetical Method, or Anti-grammatical Method are other titles sometimes used for this approach (Arora, 2012, p. 146).

Larsen-Freeman and Anderson (2014, p. 52) claim, that the main goal of the Direct Method is to teach learners how to think and communicate in the target language. The Direct Method is governed by a fundamental guideline. It exclusively utilizes the target language, avoiding the usage of the learners' native tongue. Translation between first and second language is not allowed (Larsen-Freeman, 2014, p. 46). Additionally, the use of real objects and visual aids to replace the requirement for translation is a further characteristic of the method (Thornbury, 2017, p. 12). According to Richards and Rodgers (2014, p. 267), anything that facilitates understanding is crucial. Both visual aids and exposure to a broad vocabulary as opposed to studying grammatical structure are beneficial. Furthermore, the focus of learner work should be on meaningful communication rather than form. Interesting inputs will contribute to a relaxed classroom atmosphere.

While the teacher guides the activities, the relationship between the teacher and students is largely one of equality. Other employed techniques include reading aloud, answering questions, and practicing conversations. It is encouraged for learners to self-correct when they discuss their mistakes (Larsen-Freeman, Anderson, 2014, p. 52).

Even though The Direct Method was criticized, as acknowledged by Richards and Rodgers (2014), it was the first approach to language instruction that linguists and educators took notice of, ushering in the so-called "methods era." As Arora (2012, p. 148-149) presents, this method is not advantageous for overcrowded classes and the educator has to spend a sufficient amount of time on the preparation for the lesson. On the other hand, the direct method helps in self-expression and boosts creativity, which is one of the main characteristics of young learners. Additionally, it assists in converting passive vocabulary terms into active vocabulary and puts a strong emphasis on pronunciation. The direct method may be used effectively among the lower and middle classes despite its drawbacks. The method should be practiced to prepare a sound background of the oral work at the earlier stage and decrease his future difficulties.

Despite certain disadvantages, the method is appropriate to use for young learners mainly because of the speaking and listening practice, boosting creativity and self-confidence, and preparation for real-life situations (Larsen-Freeman, Anderson, 2014; Arora, 2012, p. 149).

Based on the findings The Direct Method aims to develop thinking and communication skills solely in the target language, without translation. It uses real objects and visual aids to facilitate comprehension and vocabulary acquisition through meaningful communication rather than grammar memorization. Despite criticisms, such as its impracticality in overcrowded classrooms, the method fosters self-expression, creativity, and active vocabulary usage, making it suitable for young learners due to its focus on speaking and listening practice and preparation for real-life language situations.

### **2.3 TOTAL PHYSICAL RESPONSE (TPR)**

Total Physical Response, commonly known as TPR, was developed by James Asher in the 1960s and 1970s. He argued that learning new vocabulary in conjunction with appropriate motor activity would strengthen the learning of words and expressions. He preferred to employ this method primarily with children but also supported it with adults. Active participation also keeps students interested. Moreover, Asher believed that by using commands, anxiety levels would drop. (Norland, Pruett-Said, 2006, p. 28).

As Cain (2000, p. 37) presents, the key concept of TPR is that people are most likely biologically adapted to acquire language by responding physically to language, and then internalizing both vocabulary and grammar until they reach a level when they feel comfortable to start talking. The TPR hypothesis states that language learning proceeds linearly, starting with understanding and ending with speaking. This concept is supported by the architecture of the brain, which seems to contain two different regions - one for speech comprehension (Wernicke's area) and the other for speech regulation (Broca's area). Moreover, according to Richards and Rodgers (2014, p. 277), TPR is associated with the trace theory of memory in psychology, which argues that the stronger the memory association and the greater the likelihood of recall, the more frequently or intensely a memory connection is traced. Retracing might be done in conjunction with motor activities or orally (e.g., by rote repetition). Thus, combined tracing exercises that involve both verbal and physical activity enhance the likelihood of successful recall.

Even though TPR does not focus on certain English skills like reading and writing, it still serves as a suitable teaching method for young learners especially because it is virtually stress-free thanks to the relaxed and playful atmosphere. Funny skits and loony commands are used to demonstrate how much fun language learning can be. Students who are usually not



successful in ordinary English classes often do great in TPR activities. Moreover, it is also an amazing confidence booster for all the students (Cain, 2000, p. 38; Larsen-Freeman, 2004, p. 114).

To summarize, Total Physical Response is considered vital for young learners in English language education, supported by numerous compelling reasons. Based on the concept that language acquisition is inherently linked to a physical response, TPR corresponds with neurocognitive frameworks, utilizing sequential learning processes and memory consolidation mechanisms. While TPR may not directly address reading and writing, its efficacy lies in fostering a stress-free and enjoyable learning environment, characterized by humorous activities and inclusive pedagogical practices. This method not only facilitates linguistic proficiency but also serves as a confidence booster for young learners, particularly those who may struggle in traditional English settings.

## **2.4 COMMUNICATIVE LANGUAGE TEACHING (CLT)**

Communicative language teaching (CLT) might be understood as “a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom“ (Richards, 2006, p. 2). The method emerged from changes in British language teaching traditions beginning in the late 1960s. The study and writings of applied linguists in North America and Europe who stressed that language equated to communication were the basis for its development (Canale, Swain, 1980; Richards, Rodgers, 2001; Savignon, 1983).

This method has a broad scope and is commonly described as a set of general characteristics or principles. According to Nunan (1991, p. 279), communicating in the target language through interactions is the main focus of CLT. Additionally, an effort should be made to connect language acquisition in the classroom to outside language activation and the enhancement of the learner's personal experiences as significant components of the classroom learning process.

According to Howatt (1984), there are two types of CLT – a strong version and a weak version. The weak version emphasizes the significance of providing learners opportunities to apply their English for communicative objectives and, usually, strives to integrate such activities into a larger program of language teaching. On the other hand, the strong version of

CLT claims that language acquisition occurs through communication, rather than just activating pre-existing knowledge. This approach encourages the growth of the language system itself. (Howatt, 1984, p. 279). However, in both versions classroom activities should aim to promote authentic and meaningful communication, where the emphasis is put on fluency, as an essential part of communication. (Richards, Rodgers, 2001, p. 172)

As Norland and Pruett-Said (2006, p. 19) present, the most significant strength of CLT is that it produces a learning environment that closely simulates how students would use language in real-life settings. On the other hand, a potential drawback to this method is that certain educators may view communication primarily as oral and aural abilities, failing to emphasize the reading and writing skills some pupils may require. Another disadvantage is that to develop conversational skills fast, accuracy may be overlooked or given little care.

To conclude, CLT emphasizes authentic communication in the target language, connecting classroom language acquisition to real-life use. It encourages interactive learning and fosters fluency, particularly beneficial for young learners. However, potential drawbacks include a possible neglect of reading and writing skills, a prioritization of fluency over accuracy, and a lack of suitability for all learners, particularly those who may require a more structured approach. Despite these limitations, CLT's focus on communication can create engaging learning environments that simulate real-life language use, making it a valuable method for young learners when supplemented with activities addressing the full range of language skills.

## 2.5 TEXT-BASED INSTRUCTION (TBI)

Text-based instruction, commonly referred to as a genre-based approach or text-based learning is a method that employs written texts, often conveyed via text messages, to deliver educational material and support the learning process. It considers the mastery of various text kinds as an essential part of communicative competence. In this context, "text" refers to specifically defined linguistic sequences used in specific contexts and following specific guidelines (Feez, Joyce, 1998; Gragg, 2023).

According to Mumba and Mkandawire (2019), the origins of this method date back to the 1970s. The purpose of the method is to make learners acquainted with diverse texts which have a different context. Moreover, students should be able to create and comprehend written and spoken discourse in a variety of naturally occurring or artificially stimulated communication contexts, participating with clear and defined goals in mind. According to Lauber (2021), TBI gained popularity during the pandemic of COVID-19.

In TBI, teachers ought to select texts that are both interesting to students and relevant to achieving the lesson's goals (Mickan, 2011). As Sanako (2021) presents, by reading new words in context, students can independently learn their meanings and quickly acquire new vocabulary that concentrates on that one topic. Instead of teaching isolated words like "teeth", the educator may tell a tale explaining how crucial is to wash the teeth at least twice a day to prevent dental appointments. Furthermore, several studies suggest that teaching grammar and vocabulary combined improves student learning for all ages. Choosing texts that will draw attention is advised. Young learners might be more interested in cartoons and animals, while older students might find movies, music, sports, or even politics more interesting. Moreover, according to Mickan (2011), working with texts integrates the skills to take advantage of multisensory text experiences to enhance memorizing language.

However, as Richards (2024) points out, some critics argue that Task-based Instruction (TBI) lacks a focus on individual creativity and personal expression, as it predominantly relies on studying model texts and replicating them. Similarly, they highlight the risk of teaching within this framework becoming monotonous and uninteresting over time.

To summarize, TBI offers advantages for young learners by providing engaging and contextually relevant learning experiences through various text types, facilitating vocabulary acquisition and comprehension in a multisensory manner. It encourages independent learning and can adjust to different interests and preferences, making it adaptable for diverse classrooms.

However, TBI may pose challenges as it could potentially limit individual creativity and personal expression, relying heavily on model texts and structured activities. There is also a risk of monotony over time if the tasks become repetitive, potentially leading to disengagement among young learners. Therefore, while TBI can be beneficial for young learners, educators need to balance its structured approach with opportunities for creativity and varied activities to maintain student interest and motivation.

When comparing English language teaching methods for young learners, noticeable advantages and limitations emerge. GTM prioritizes grammar and vocabulary, neglecting speaking and listening skills, which could hinder natural language expression. Conversely, the Direct Method emphasizes communication solely in the target language, fostering self-expression and active vocabulary usage, but faces challenges in crowded classrooms. TPR aligns language acquisition with physical responses, offering a stress-free environment and enhancing linguistic proficiency and confidence, particularly beneficial for struggling students. CLT encourages authentic communication, promoting fluency, but may overlook reading and writing skills and prioritize fluency over accuracy. TBI provides engaging and contextually relevant learning experiences, facilitating vocabulary acquisition and comprehension, yet risks limiting creativity and leading to monotony over time. Despite variations, each method concentrates on different aspects of language learning, with the Direct Method focusing on speaking and listening, TPR enhancing linguistic proficiency and confidence, CLT emphasizing fluency, GTM focusing mainly on grammar and vocabulary, and TBI facilitating vocabulary acquisition and comprehension. A balanced approach integrating these methods can provide a comprehensive language learning experience for young learners, addressing various language skills and needs.

### **3. THE CURRENT STATE OF KNOWLEDGE**

Takáč (2017) studied the implementation of different teaching methods at vocational secondary schools. The study aimed to examine the attitudes of secondary vocational school students towards various teaching methods, comparing their perceptions of different approaches. The research outcome identified the methods, specifically techniques, that learners perceive favorably and those that are less well-received. In the thesis, The Grammar-Translation Method, Audio-Lingual Method, Desuggestopedia, and Communicative Language Teaching

were covered. Questionnaires and interviews as well as the teacher's reflection were the methods used in the research. The participants in this research were learners enrolled in a culinary vocational school, where they train to become cooks or waiters over a three-year cycle.

The research findings indicate that students generally hold a positive attitude towards Communicative Language Teaching, despite perceiving the lessons as demanding. Conversely, The Grammar-Translation lessons were viewed as the most beneficial for language acquisition and easy to follow, albeit lacking in entertainment value. While Dessuggestopedia received moderate reception, attitudes towards the use of music and infantilization were occasionally unfavorable. However, techniques such as theatre and role-plays within suggestopedia were highly appreciated, creating a relaxed environment where learners felt comfortable making mistakes, although some introverted learners expressed discomfort with performing in front of the class. The Audio-lingual method met theoretical expectations, demonstrating efficiency in pronunciation and boosting learners' self-confidence; however, its techniques were perceived as one-sided and tediously repetitive (Takáč, 2017, p. 76)

Martináková (2023) determines the effectiveness of the use of activating teaching methods in teaching English to pupils in the sixth and eighth grades of elementary school. Attitudes and opinions on selected activation methods from each category (discussion, situational, staging, heuristic, special methods, and didactic games) were investigated using a questionnaire survey. Based on the results, it can be argued that the use of activating methods is appropriate in all the classes studied, as they were not only fun but also beneficial for the students. Therefore, the students always learned something and as the activities were neither too easy nor too challenging for the students, the author considers the activities to be appropriate to their level. The situational methods were the most challenging and least fun for the students, especially in the sixth grade using the gradual case familiarisation method. This method was very challenging to set up given the topic currently being discussed and the language level of the pupils. As this method requires pupils to express their opinions and present solutions to a situation, they need to already know the language. Therefore, with such a low grade level, the activity would be more appropriate in other subjects such as civics (Martináková, 2016, p. 79-82)

Another research by Šároši (2022) focused on the English language teaching methods used at primary level education. Her study covered all the teaching methods used in this thesis except TBI, plus Cooperative Language Teaching, Audio-Lingual Method, Content-Based Instruction and Content and Language Integrated Learning, Community Language Learning,

Suggestopedia, Task-Based Teaching, Participatory Approach, Natural Approach, and The Silent Way. The goal of her thesis was to discover which teaching methods are applied at primary level education. She observed the English lessons of young learners of the third, fourth, and fifth grades.

Based on observations, various English language teaching methods were identified, including the Grammar-Translation Method, Natural Approach, Direct Method, Total Physical Response (TPR), Communicative Language Teaching (CLT), Community Language Learning (CLL), and Audio-Lingual Method (ALM). These methods were typically associated with individual activities within the lessons. Analyses revealed that the TPR and Direct Method were commonly utilized for giving instructions, while ALM was predominantly employed for teaching listening and reading skills. To enhance communication skills, CLT and CLL were frequently utilized by teachers. Vocabulary instruction often involved the Natural Approach or the Direct Method. Additionally, the Grammar-Translation Method was observed in activities focused on reading comprehension and in instructional contexts (Šároši, 2022, p. 50).

On the other hand, Křivánková (2016) studied popular natural teaching methods in the Czech Republic. Her thesis aimed to find reasons why language schools using a natural method of teaching English are getting more popular in the Czech Republic despite current evidence against the use of natural methods and strictly monolingual teaching. She discovered, why students and teachers choose natural methods like Direct Method, Berlitz Method, Callan Method, and Effective English. Qualitative research was employed to address the research questions through the administration of questionnaires to both students and teachers focusing on natural methods of language learning.

The research conducted for this thesis revealed that both students and teachers of natural English language teaching methods expressed satisfaction with their use. Students not only enjoyed the lessons but also reported feeling content with their progress and increased confidence in using English, attributing these improvements to the natural methods. Given that many students in the study did not regularly use English outside the classroom, their positive perception of learning through natural methods is significant. It suggests that when teaching methods align with the preferences and needs of both teachers and students, as evidenced by their satisfaction, natural methods effectively meet students' educational requirements (Křivánková, 2016, p. 75).

# PRACTICAL PART

## 4. RESEARCH METHOD

Vodáková, Černochová, and Rambousek (2007) state that in pedagogy and other social sciences, new knowledge is most often obtained by collecting and interpreting data obtained by observing people and phenomena (observation, experiment, case study), by questioning (questionnaire, interview, case study) or by evaluating the products of measured values, studied works, etc. (product analysis, meta-analysis, evaluation).

As a research method for my bachelor thesis, I have chosen class observation. The inspiration for my research was the publication *Úvod do pedagogického výzkumu* by Peter Gavora. He presents in his book that there are two types of observation – direct and indirect. Direct observation means that the observer observes the progress of activities in person. On the other hand, indirect observation means the observation is produced from a recording. In this work, the direct observation was used. The observer in direct observation should be positioned to cause the least amount of disturbance. In the classroom, the best place to be is behind the students in the corner of the room. The corner is better than a place near the center of the back wall because more of the learners' faces can be seen from here.

There are two basic ways of recording observed categories: recording the duration of categories and recording the occurrence of categories. When recording the duration of the categories, the duration of the activities is measured. The observer observes the activities with a stopwatch in his hands and records the length of each activity defined. Anyway, recording the duration of categories was not important for this thesis. In a category-based observation evaluation, the frequency (frequency of occurrence) of each category is determined for the unit of observation under study (e.g., for one lesson or several lessons). The frequency of each category is determined separately, but it is also possible to merge some categories.

In this bachelor thesis, the observed categories are the English language teaching methods mentioned in the theoretical part – GTM, The direct method, CLT, TPR, and TBI. In this study, I not only documented the frequency with which each method was employed but also provided a detailed analysis of the entire instructional process. This includes an examination of how the methods were integrated into the lessons, the teaching aids utilized, and the rationale behind the teacher's selection of these specific methods and approaches.

## **5. THE GOALS OF THE RESEARCH**

The main goal of this bachelor thesis is to find out which English language teaching methods are employed for young learners in the fourth and fifth grades at an elementary school in Šumperk. This research aims to identify which specific methods are utilized in the classroom and how they are implemented during lessons. This includes examining the teaching aids used by educators for each method, detailing particular activities conducted, and understanding the rationale behind the application of these methods. By conducting this analysis, the thesis seeks to provide a comprehensive overview of current teaching practices and their effectiveness in fostering language acquisition among young learners. The secondary goal is to observe the learners' responses to each method.

To achieve this, the study will involve a comprehensive review of the teaching practices observed in the classroom. The focus will be on identifying the key teaching methods such as the Grammar Translation Method (GTM), The Direct Method, Total Physical Response (TPR), Text-Based Instruction (TBI), and Communicative Language Teaching (CLT). For each method, the research will document the specific teaching aids employed, such as textbooks, interactive boards, flashcards, and digital resources, and how these aids support the learning process. The study will analyze various classroom activities associated with each teaching method. For example, activities might include sentence construction exercises, vocabulary drills, interactive games, role-playing, and pair work. The effectiveness of these activities in enhancing language acquisition and learner engagement will be evaluated.

The research will also delve into the pedagogical reasoning behind the choice of each method and activity. This will involve understanding the teachers' perspectives on why certain methods are preferred for different language learning objectives, such as vocabulary retention, grammar practice, or communication skills development.

By providing a detailed account of the teaching methods and their application in the classroom, this thesis aims to offer insights into effective teaching strategies for young learners. The findings will contribute to the broader field of language education by highlighting best practices and potential areas for improvement in teaching English to elementary school students.



## **6. GROUP ONE – THE FOURTH GRADE**

The first observed group of this thesis was the group of young learners in the fourth grade. There were sixteen learners and in the lessons, there was a teacher's assistant present because of a learner's learning difficulties – ADHD and dyslexia. In general, children from each class are selected into linguistically stronger and weaker groups. Although this teacher typically instructs the linguistically stronger groups, this particular group of students falls among the slightly less advanced ones. The teacher acknowledges this fact and endeavors to present the curriculum as comprehensibly as possible, frequently revisiting the material and incorporating a variety of engaging activities for the students. A significant aid in teaching, as mentioned by the teacher herself, is the pedagogical assistant assigned primarily to a student with learning difficulties. However, the assistant is helpful in a variety of tasks and provides assistance not only to the mentioned learner but to all who require support and she follows the teacher's instructions, as necessary for organizing any tasks. Although the students may occasionally be easily distracted and require more assistance and repetition than other groups, the teacher predominantly evaluates this group positively.

### **6.1 LESSON ONE – THE FOURTH GRADE**

The first lesson with the young learners of the fourth grade was on the topic of prepositions of place. At the beginning of the lesson, the teacher came and greeted students by saying „Good morning, children“ and learners replied, „Good morning, Mrs. Nováková“. This greeting was the same at every lesson. The Direct method was used here.

Then the teacher made a short revision because the topic of the lesson was not new for the learners. She was saying short phrases in Czech like „v krabici“, „pod stolem“, „na židli“ and learners repeated the phrases in English, all at the same time – The Grammar Translation method was used for the revision. Most of the learners knew the correct answer and they were enthusiastic about saying or yelling the right answers out loud.

Another part of the lesson was devoted to the exam on the mentioned topic. In the exam, there was a picture and four questions in English about where each thing was in the picture - e.g. „Where is the umbrella?“ or „Where is the lion?“. Learners should have answered these four questions in English. The teacher chose this kind of exam because it used engaging visual elements and straightforward questions, making the test feel more like a fun activity. The picture-based format captured learners' attention and reduced anxiety. Additionally, the exam encouraged the practical use of English in context, reinforcing vocabulary and prepositions in a meaningful way.

In another part of the lesson, the educator used the work with the interactive board where the teacher utilized elements of the TBI method. She used the interactive board to make learners more active and move a bit. Learners worked with their textbooks and also with the online textbook on the interactive board. They saw the same page and the exercise in their books and on the big screen. The teacher called the learners on and afterward, they went to write the correct answer on the interactive board. This activity was highly effective for young learners and the teacher used it for several reasons. Firstly, the use of the interactive board engaged students more dynamically compared to traditional methods. By integrating both the physical textbook and the digital version on the big screen, students could easily follow along and maintain focus. The visual and tactile elements of writing on the board helped reinforce their learning through multi-sensory engagement. Additionally, the interactive nature of the activity promoted active participation. By calling students up to the board, the educator ensured that each learner had an opportunity to be involved in the lesson, fostering a sense of responsibility and boosting their confidence. This method also facilitated peer learning, as students could observe and learn from each other's contributions.

For the end of the lesson, the teacher prepared a listening activity. Every learner got a picture with a picture of kites. They could see the same picture on the interactive board as well. In the listening, learners heard which color to paint each kite – e.g. „Now, look at the kite on the swing. Color the kite on the swing. Which color? Yellow.“ For the first time, the teacher stopped the audio after each part. The second time, she did not stop the audio during the listening. The initial challenge encountered with this activity was the availability of colored pencils, as not all learners possessed the appropriate colors. However, the teacher was well-prepared, having brought a substantial supply of colored pencils to lend to the students. Consequently, those who lacked their pencils were able to borrow the necessary supplies from the teacher, ensuring that all learners could participate fully in the activity. The teacher

implemented this activity to help develop listening skills and following instructions in English, which are crucial for language acquisition at a young age. By hearing which color to paint each kite, learners practiced listening for specific information and associating it with visual cues, reinforcing their vocabulary and comprehension in a practical context. However, the task was also challenging for the students. Understanding and processing spoken instructions in a foreign language was difficult for them, especially when it involved multiple steps and they needed quite a long time to listen to the audio, understand, and color the kites. This activity was excellently prepared and organized; however, a significant number of students experienced difficulty understanding the spoken instructions. The teacher addressed this issue by repeating the English phrases slowly, which helped most students to successfully complete the task and she even did not have to use the Czech language. This activity also incorporated both visual and auditory elements, it catered to different learning styles, enhancing comprehension and retention. The use of pictures of kites, both in their hands and on the interactive board, provided a clear and engaging visual reference, making the task more interactive and enjoyable.

The most utilized English language teaching methods in this lesson were The Grammar Translation method, The Direct Method, and TBI. The Grammar Translation method was well implemented during the revision segment of the lesson. The teacher used short phrases in Czech which the learners then translated into English simultaneously. This method effectively reinforced previously learned vocabulary and prepositional phrases, ensuring that students recalled and applied their knowledge. The enthusiasm and eagerness of the learners to shout out the correct answers indicated their engagement and confidence, demonstrating the method's effectiveness in reinforcing language structures and vocabulary in a familiar and supportive context. The Direct Method was employed during the greeting and listening activities, emphasizing the immediate use of English and enhancing listening comprehension and oral skills. By using English directly and contextually, students were encouraged to think and respond in the target language, promoting natural language acquisition. TBI was integrated into the instructional approach involving both traditional textbooks and interactive digital resources, aiming to enhance the dynamism and enjoyment of the learning experience for the learners. Other methods including CLT and TPR were not directly used in the lesson, mainly because the teacher wanted to focus on the exam and there was not much time left for other activities.

## 6.2 LESSON TWO – THE FOURTH GRADE

The second lesson aimed at fourth-grade young learners centered on the thematic exploration of body parts, incorporating the grammatical structure of "have/haven't got" alongside vocabulary related to animals. This topic selection was particularly advantageous for young learners due to its fusion of familiar and engaging subject matter. The inclusion of body parts and animals effectively captivated their interest, aligning with their everyday experiences. Furthermore, the introduction of "have/haven't got" within this context provided a practical application of essential grammar, thereby fostering language development in an enjoyable and meaningful manner. Additionally, the lesson served as a revision session, reinforcing previously acquired knowledge on body parts from preceding classes.

At the beginning of the lesson, the teacher and learners greeted each other with the use of the Direct method as usual. This was followed by a revision of the vocabulary of body parts. The teacher said the Czech word (e.g. uši) and pointed at her body. Learners repeated the movement and said out loud the proper English word. In this quick revision, the teacher implemented both the Grammar Translation method and Total Physical Response. The Grammar Translation method helped reinforce understanding through translation, while Total Physical Response engaged students physically by having them associate words with actions. This multi-sensory approach catered to different learning styles, enhanced retention, and made the learning process more interactive and engaging.

After that, she told the learners they were going to dance to the song „Head, shoulders, knees and toes“. They were very enthusiastic about that. This activity was a typical example of the Total Physical Response. This activity was great for young learners because it incorporated TPR, which combines movement with learning. Dancing to "Head, Shoulders, Knees and Toes" engaged students physically and mentally, making the learning process more enjoyable and memorable. The enthusiastic participation showed their enjoyment, and the physical actions helped reinforce vocabulary related to body parts, enhancing retention and understanding through active involvement. In addition to engaging in physical movement, the students also sang along with the song, which helped them improve their pronunciation and fluency in English. Although this song is quite old because I personally remember dancing to it at elementary school, learners nowadays still enjoy it and it has proved to be a successful enjoyable learning activity.

In the last activity, fourth-grade learners received worksheets featuring pictures of various animals. Each worksheet included frames with vocabulary words related to animals and body parts, such as "tail," "whiskers," and more (Appendix 1). The task for the students was to create sentences using the provided vocabulary. For example, next to a picture of a monkey, learners wrote "This is a monkey. It has got a tail." This activity helped students practice their descriptive writing skills and reinforced their knowledge of animal-related vocabulary and body parts. It also encouraged them to form complete sentences, enhancing their grammar and sentence structure skills. After checking the worksheet, learners played a game in pairs. Each learner created sentences about an animal and the other in the pair guessed the animal. For example, the first learner said: „It is a big animal. It has got a tail. What is it?“ And the other one guessed the animal. If he was right, they changed turns. The end of the activity, where learners played a guessing game in pairs, was particularly effective due to its incorporation of CLT. This part of the activity encouraged active communication and interaction between students, which is a core principle of CLT. The teacher chose this activity because by describing and guessing animals, students practiced speaking and listening skills in a meaningful and engaging context. This interactive format helped build their confidence in using English spontaneously and improved their ability to form and understand descriptive sentences. Moreover, the game format made learning fun and motivating, fostering a positive attitude towards language practice. The turn-taking aspect ensured that all students participated equally, enhancing their social and collaborative skills. In the classroom, there was a positive atmosphere characterized by laughter and enjoyment as the children engaged enthusiastically in the game. Overall, this communicative approach not only reinforced their vocabulary and grammar but also developed their practical communication abilities, making it an excellent and holistic learning experience for young learners.

In this lesson, the teacher diversified the teaching methods. While in the first lesson, she primarily used the GTM and the Direct Method, in this second lesson, she mainly utilized TPR and CLT. GTM was utilized at the beginning of the lesson during the vocabulary review along with Total Physical Response. By incorporating TPR, the teacher engaged students in physical activities, which helped them to better retain vocabulary through movement and actions. This method is particularly effective for young learners as it keeps them active and makes learning more enjoyable. The learners spent a significant portion of time dancing and singing to the song "Head, Shoulders, Knees, and Toes. Dancing to the song helped reinforce vocabulary related to body parts in a fun and interactive way.

Using CLT, the teacher promoted real-life communication skills. This method encouraged students to interact with each other in English, enhancing their speaking and listening abilities. The pair work and guessing game allowed learners to practice language in a meaningful context. Learners gained considerable confidence in spoken expression through this method, which is often a common issue, especially among Czech students, where there is not enough emphasis placed on communication in English and pronunciation during lessons. The variation in teaching methods catered to different learning styles and kept the students motivated and interested. Overall, this diverse approach not only reinforced language skills but also fostered a more dynamic and interactive learning environment.

## **7. GROUP TWO – THE FIFTH GRADE**

The second group observed consisted of fifth-grade students, with a total of fifteen in attendance. Furthermore, the presence of a teaching assistant was noted, which is a regular occurrence observed in most classes at the school. This group falls within the average range - neither notably advanced nor behind in terms of language proficiency. The teacher once again assesses the group relatively positively. However, since one of the classes occurs later in the day, beginning at 12:50, she is not particularly fond of teaching during this time. By then, students are considerably more distracted and find it challenging to concentrate as effectively as they do during morning hours. Consequently, the teacher incorporates as many enjoyable instructional games as possible during these sessions, including those involving movement (with elements of TPR), among others. She recommended that I attend the classroom observation at a different time when the students are more focused, and the lesson proceeds in a more relaxed atmosphere.

### **7.1 LESSON THREE – THE FIFTH GRADE**

The initial lesson for the fifth-grade students concentrated on constructing sentences, including mastering word order, translating sentences, and formulating questions and answers, particularly utilizing the verb "to be." This approach was highly beneficial for young learners as it laid a strong foundation for their grammatical understanding. By focusing on sentence structure and the correct use of "to be", students developed essential skills in constructing

coherent and grammatically accurate sentences. From my perspective, this was the most practically-oriented lesson so far, which allowed the students to best apply their knowledge in real-life situations.

After the greeting, a brief review session followed. The teacher asked questions in Czech and learners translated them into English. Unfortunately, it was not greatly successful. Therefore, the teacher had to explain the grammar in the Czech language. During the explanations, learners also translated some Czech words into English, e.g. pošťák, soused, and others, which they needed for the following activities.

After that, learners were divided into groups of three. The teacher frequently divides the children into groups to facilitate mutual assistance when tackling more complex tasks, such as this one. Occasionally, the group assignments are made randomly, while at other times, the teacher selects the group members herself to ensure that more linguistically proficient students can support those who are less advanced. This approach helps weaker students enjoy the activity more, as they receive help from their peers, thereby boosting their confidence and motivation to learn the language. They were given worksheets with exercises that they needed to fill in (Appendix 2). Instructions were written in Czech – e.g. Nahrad' zájmenem (I, YOU, HE, SHE, IT, WE). Learners had to write correct answers within a time limit of three minutes. They could see the remaining time on the interactive board, where a timer with an image of a lemur was running. The teacher frequently utilizes this method during various tasks so that the students can see how much time they have left. They can always choose a different motif that is displayed on the timer. While the students were completing the tasks, the teacher and the assistant walked around the classroom and assisted the students. After the time limit elapsed, the entire class reviewed the exercise together. In the following worksheets, learners had various tasks including translation from Czech to English. This activity was quite time-consuming and lasted until the end of the lesson.

Although this teaching session was weaker in terms of the number and diversity of activities and teaching methods, it was still meaningful and highly beneficial for the learners. Of all the mentioned methods, the Grammar Translation Method and Text-Based Instruction were the most prominently employed in this lesson. GTM was utilized both for the introductory review and in the subsequent worksheet activity. The use of worksheets with exercises, translation tasks, and written instructions in Czech indicates the implementation of Text-based Instruction. Learners worked with written texts and engaged in language activities based on those texts. The Direct Method and TPR were not utilized in the lesson, as the focus of

instruction primarily centered around written text. The teacher does not consider it essential to incorporate these methods in every lesson, as she believes that fifth-grade students have a longer concentration span and can focus on more complex tasks for extended periods. The teacher also did not include activities directly utilizing the CLT method in this lesson because she believes that by practicing sentence construction in this lesson, students will develop their confidence to communicate in the target language subsequently. She plans to focus on communication in the next teaching session.

## **7.2 LESSON FOUR – THE FIFTH GRADE**

The last observed English lesson for fifth-grade learners focused on the topic of daily routines. This topic is an introduction to present simple tense, which is a significant subject matter that learners later review in other school years to reinforce their understanding and usage. This topic was chosen to help students learn how to describe regular activities and habits, laying the groundwork for using the present simple tense effectively in their everyday conversations. The lesson incorporated a variety of engaging activities designed to reinforce vocabulary and grammar related to daily routines, ensuring that students could confidently discuss their typical day-to-day actions.

As a warm-up activity, the teacher engaged the learners by imitating various daily routine actions. She pretended to brush her teeth, do homework, have a shower, and others. The learners were then encouraged to say the corresponding phrases out loud as the teacher performed each action. This interactive approach helped to reinforce their understanding of daily routine vocabulary and ensured that they were actively participating from the start of the lesson. The learners found this activity enjoyable and it effectively prepared them for the more detailed revision of the vocabulary and present simple tense that followed.

After the warm-up activity, the class transitioned into playing Simon Says – the learners' favorite game. In this game, one learner took on the role of "Simon" while the others followed instructions. They took turns being Simon, which added an element of excitement and engagement to the activity. This game not only allowed the learners to practice the daily routine phrases they had just revised but also provided an opportunity for them to take turns leading the game and following instructions, fostering collaboration and participation among the students. Overall, the learners found this game to be a fun and interactive way to reinforce their understanding of the vocabulary.



The following activity involved learners working in pairs. They asked each other about the timing of their daily routines, such as "What time do you brush your teeth?". They were then required to write down the sentences (e.g. Marek wakes up at seven o'clock). Afterward, the teacher invited volunteers to share their sentences. Many learners enthusiastically raised their hands, eager to read their sentences aloud. Due to a large number of students volunteering, the teacher refrained from calling on those who were hesitant to speak in front of the whole class.

As the final activity of the lesson, students engaged in a text-based exercise, where they were provided with a worksheet to complete phrases related to daily routines from their vocabulary (Appendix 3). The worksheet was also displayed on the interactive board for reference. This task was assigned as independent work. Upon the expiration of the time limit, students volunteered to come up and write their correct answers on the interactive board.

This lesson was one of the most diverse in terms of activities and methods employed. It incorporated elements of the CLT, TPR, The Direct Method, and TBI. The absence of the Grammar Translation Method in this particular lesson can be attributed to the teacher's decision to deviate from its use because the teacher frequently incorporates GTM in other lessons. However, for this specific English lesson on daily routines, the teacher decided on a more communicative and interactive approach, aligning with the objectives of the lesson and the needs of the learners. This departure from GTM allowed for greater emphasis on language use in authentic contexts, promoting active engagement and meaningful communication among the students. CLT was evident mainly in the pair work activity, where students engaged in meaningful communication about their daily routines. This approach allowed students to practice using language in context, promoting fluency and communicative competence. TPR was integrated into the lesson through the physical imitation of daily routine actions during the warm-up activity and in the game Simon Says. This kinesthetic approach enhanced vocabulary acquisition and engagement among the learners. The Task-Based Instruction method was prominently utilized in the last activity of the lesson, where students worked with worksheets to complete phrases related to daily routines. Additionally, the Direct Method was effectively employed throughout the lesson, as evidenced by the absence of translation between English and Czech. This approach allowed learners to develop their language skills through direct engagement with the target language, promoting fluency and natural language acquisition.

## 8. RESULTS OF THE OBSERVATIONS

### 8.1 LESSON ONE: FOURTH GRADE

- **METHODS USED:** GTM, The Direct Method, TBI
- **APPLICATION:**
  - **GTM:** Used during the revision segment where learners translated short phrases from Czech to English, reinforcing vocabulary and prepositional phrases.
  - **THE DIRECT METHOD:** Employed during greeting and listening activities, emphasizing immediate use of English to enhance listening comprehension and oral skills.
  - **TBI:** Integrated into the lesson through the use of traditional textbooks and an interactive digital board for the grammar exercise.
- **OUTCOME AND LEARNERS' RESPONSE:**
  - **GTM:** The learners enjoyed this activity because they found it exciting to shout out the correct translations. This method effectively reinforced previously learned vocabulary and prepositional phrases, ensuring that students recalled and applied their knowledge.
  - **THE DIRECT METHOD:** Although the teacher incorporated entertaining elements to engage the students, many learners found it difficult to understand and were often confused, indicating that this approach might have been challenging for them without additional support or clarification.
  - **TBI:** The interactive board was a highlight for the students, as they enjoyed working with this technology, which made the learning experience more dynamic and engaging.

### 8.2 LESSON TWO: FOURTH GRADE

- **METHODS USED:** TPR, CLT, GTM
- **APPLICATION:**
  - **GTM:** Utilized at the beginning of the lesson during vocabulary review.
  - **TPR:** Engaged students in physical activities like dancing and singing to reinforce vocabulary through movement and actions.

- **CLT:** Promoted real-life communication skills through interactive activities like pair work and guessing games, enhancing speaking and listening abilities.
- **OUTCOME AND LEARNERS' RESPONSE:**
  - **GTM:** The learners responded positively to this method, enjoying the challenge of translating and the opportunity to shout out answers. This approach effectively reinforced vocabulary and engaged students actively in the learning process.
  - **TPR:** The physical activities were a highlight for the students. They enjoyed the movement and music, which not only made the lesson fun but also helped them remember the vocabulary more effectively. The interactive and dynamic nature of TPR was particularly well-suited to young learners.
  - **CLT:** Learners enjoyed the communicative activities, finding them both challenging and rewarding. The opportunity to practice speaking with peers in a meaningful context helped to build their confidence and competence in using English for real-life communication.

### 8.3 LESSON THREE: FIFTH GRADE

- **METHODS USED:** GTM, TBI
- **APPLICATION:**
  - **GTM:** Used for introductory review and worksheet activities.
  - **TBI:** Implemented through the use of worksheets with exercises, translation tasks, and written instructions in Czech. The method was used in group work.
- **OUTCOME AND LEARNERS' RESPONSE:**
  - **GTM:** Learners enjoyed the GTM approach during the review segment as it involved translating phrases and allowed them to actively participate by yelling out the right translations. This engagement helped reinforce their vocabulary and language structures effectively.
  - **TBI:** The learners particularly enjoyed the activity, especially the use of the timer on the interactive board, which helped them stay on track and added a sense of urgency. However, some struggled because they found it difficult to work with other learners in a group. Additionally, they found the activity somewhat boring as it involved working solely with text-based worksheets,

lacking pictures or entertaining elements, which diminished their overall enjoyment. On the other hand, through this method, they learned how to create sentences and better understand language structures, providing a solid foundation for their language skills.

## 8.4 LESSON FOUR: FIFTH GRADE

- **METHODS USED:** CLT, TPR, TBI, The Direct Method
- **APPLICATION:**
  - **CLT:** Evident in pair work where students discussed their daily routines.
  - **TPR:** Integrated through physical imitation of daily routine actions during the warm-up and in the game Simon Says.
  - **TBI:** Used in the final activity where students completed phrases related to daily routines using worksheets.
  - **The Direct Method:** Employed throughout the lesson without translation between English and Czech.
- **OUTCOME AND LEARNERS' RESPONSE**
  - **CLT:** Students enjoyed the pair work and interactive communication activities. These activities helped them practice speaking in a real-life context, increasing their confidence in using English.
  - **TPR:** The physical activities were a hit among the learners. They enjoyed the movement and found it helpful for remembering vocabulary. The kinesthetic approach of TPR made the lesson lively and engaging.
  - **The Direct Method:** Although challenging at times, this method was effective in encouraging students to think and respond in English. Some learners found it difficult, but it ultimately helped improve their fluency.
  - **TBI:** Students enjoyed working with the worksheets and the interactive board. The visual and interactive elements of TBI made the tasks more engaging and helped reinforce their understanding of daily routine vocabulary.

## 9. THE FINAL SUMMARY

The observed lessons for fourth and fifth-grade learners utilized a variety of teaching methods, including GTM, TPR, the Direct Method, CLT, and TBI. In the first lesson, GTM and the Direct

Method were primarily used, with students enjoying GTM for its engaging translation activities but finding the Direct Method somewhat confusing despite its entertaining elements. TBI was also appreciated, especially when working with the interactive board. The second lesson prominently featured TPR and CLT, with students responding positively to the physical activities and interactive communication tasks, which enhanced their vocabulary retention and speaking confidence. The third lesson primarily employed GTM and TBI, with students enjoying the structured translation and interactive worksheet activities. The fourth lesson was the most diverse, incorporating CLT, TPR, the Direct Method, and TBI, all of which were well-received by the students. Overall, **TPR** and **CLT** emerged as the most suitable methods for young learners, as they provided interactive, engaging, and contextually meaningful activities that catered to the learners' needs and kept them motivated. **GTM** and **TBI** were the most frequently used methods across the lessons, providing a strong foundation in vocabulary and sentence structure while incorporating interactive and engaging elements to maintain student interest.

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## **LIST OF APPENDICES**

Appendix n. 1: Worksheet for the fourth grade – Lesson two

Appendix n. 2: Worksheets for the fifth grade – Lesson three

Appendix n. 3: Worksheet for the fifth grade – Lesson four

# APPENDIX N. 1

**Body parts:** tail - fur - teeth  
beak - claws - wings - feathers  
scales - shell - ears - legs  
earsearsmouth

## Animals

**Verbs:** jump - eat - drink - fly  
climb - run - swim



This is an ..... This is a ..... This is a ..... This is a .....  
It has got ..... It has got ..... It has got ..... It has got .....  
It can ..... It can ..... It can ..... It can .....



This is a ..... This is a ..... This is a ..... This is an .....  
It ..... It ..... It ..... It .....  
It ..... It ..... It ..... It .....

bear - camel - crocodile - dolphin - elephant - fish - giraffe - kangaroo - lion - monkey - flamingo - turtle - ostrich - penguin - rabbit - tiger



This is a ..... This is a ..... This is a ..... This is a .....  
It ..... It ..... It ..... It .....  
It ..... It ..... It ..... It .....



This is a .....  
It .....  
It .....



This is a .....  
It .....  
It .....



This is a .....  
It .....  
It .....



This is a .....  
It .....  
It .....

## APPENDIX N. 2

### A Nahrad' zájmenem (I, YOU, HE, SHE, IT, WE) (1-6)

- |                               |                        |
|-------------------------------|------------------------|
| 1. my sister _____            | 7. his father _____    |
| 2. I and my friend _____      | 8. your friends _____  |
| 3. your brother and you _____ | 9. Lisa _____          |
| 4. Tom and Alex _____         | 10. My dog Black _____ |
| 5. an elephant _____          | 11. her friend _____   |
| 6. Micka my lovely cat _____  | 12. Jim and I _____    |

### B Dopln' odpovědi na otázky (1 – 5)

1. Are you happy? Yes, \_\_\_\_\_.
2. Is Alena your friend? No, \_\_\_\_\_.
3. Are Petr and Tom in Italy? Yes, \_\_\_\_\_.
4. Is John and Jill your neighbours? No, \_\_\_\_\_.
5. Are you a postman? No, \_\_\_\_\_.
6. Is your dog at home? No, \_\_\_\_\_.
7. Are you their friend? Yes, \_\_\_\_\_.
8. Are they at school? Yes, \_\_\_\_\_.

### E Přelož (osobu si musíš někdy doplnit) (1-2)

1. Je Tina doma?  
\_\_\_\_\_

2. Jsi šťastný?  
\_\_\_\_\_

3. Jsou ve škole?  
\_\_\_\_\_

4. Je Tim tvůj kamarád?  
\_\_\_\_\_

### C Utvoř otázky na které se odpovídá YES/NO (1-3)

1. your sister / at school \_\_\_\_\_
2. you / at home \_\_\_\_\_
3. her parents / in the garden \_\_\_\_\_
4. Petr / your friend \_\_\_\_\_
5. it / your cat \_\_\_\_\_

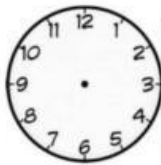
### F Najdi chybu ve větě

1. Is they your friends? \_\_\_\_\_
2. Are your brother happy? \_\_\_\_\_
3. Are at school you? \_\_\_\_\_

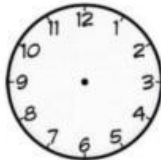
## APPENDIX N. 3

### DAILY ROUTINES

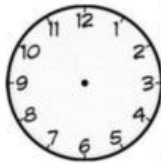
Choose the correct daily routine and put the appropriate time on the clock (go to bed, have breakfast, have dinner, have lunch, get up, go to school)



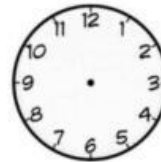
I \_\_\_\_\_ at eight o'clock



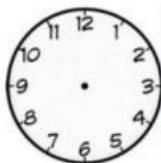
I \_\_\_\_\_ at half past eight



I \_\_\_\_\_ at nine o'clock



I \_\_\_\_\_ at half past one



I \_\_\_\_\_ at nine o'clock



I \_\_\_\_\_ at half past ten

## **LIST OF ABBREVIATIONS**

**ELT** English Language Teaching

**GTM** Grammar-Translation Method

**CLT** Communicative Language Teaching

**TPR** Total Physical Response

**TBI** Text-Based Instruction

## RESUMÉ

Tato bakalářská práce se zabývá užitím výukových metod pro výuku anglického jazyka na prvním stupni základní školy, konkrétně ve čtvrtých a pátých třídách na základní škole v Šumperku. Praktická část se zaměřuje na to, které výukové metody byly použity a jakým způsobem, a poskytuje podrobný popis jednotlivých hodin. Výzkum byl proveden metodou pozorování. Při pozorování bylo zjištěno, že všechny metody (gramaticko-překládová metoda, přímá metoda, TPR metoda, komunikativní výuka jazyků i TBI metoda) byly využity ve výuce, přičemž jako nejvhodnější metody pro mladé žáky se ukázaly TPR metoda a komunikativní výuka jazyků, protože poskytovaly interaktivní, poutavé a kontextuálně smysluplné aktivity, které uspokojovaly potřeby žáků a udržovaly jejich motivaci. Gramaticko-překládová metoda a TBI metoda byly nejčastěji používanými metodami napříč lekce, protože poskytovaly pevné základy slovní zásoby a struktury vět a zároveň obsahovaly interaktivní a poutavé prvky, které udržovaly zájem studentů.