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Development of Speaking Skills in ELT through a Textbook
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Z á s a d y p r o v y p r a c o v á n í :

Studentka se ve své bakalářské práci bude zabývat rozvojem řečové dovednosti mluvení ve výuce anglického jazyka na základě učebnice. V teoretické části se bude věnovat roli a funkcím učebnice ve výchovně-vzdělávacím procesu. Dále pak bude definovat problematiku spojenou s rozvojem řečové dovednosti mluvení v procesu učení anglického jazyka. V části empirické bude studentka obsahovou analýzou zjišťovat, jaké možnosti pro rozvoj řečové dovednosti mluvení nabízí zvolená učebnice, a to na základě kritérií stanovených v teoretické části.

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ABSTRACT

This bachelor thesis is concerned with developing speaking skills in ELT through a textbook. The theoretical part deals with a definition of a textbook as a teaching aid and its roles and functions within the educational processes. The following chapters define the concept of second language speaking competence, speaking skills as a means for development of communicative competence and classification of speaking activities. The practical part of the thesis is based on the content analysis of speaking activities from the chosen textbook. The main aim of the research is to discover the opportunities for the development of speaking skills in ELT and therefore, the second language speaking competence.

KEY WORDS: textbook, speaking skills, second language speaking competence, speaking activities

ABSTRAKT

Tato bakalářská práce se zabývá rozvojem řečové dovednosti mluvení a to za pomoci učebnice. Teoretická část nejprve vymezuje koncept učebnice jako významný didaktický prostředek a jeho role a funkce ve výchovně-vzdělávacím procesu. Dále pak definuje koncept rozvoje mluvní kompetence v cizojazyčné výuce, řečové dovednosti mluvení jako prostředek k rozvoji komunikační kompetence a klasifikaci mluvních aktivit dle jejich zaměření na procvičení přesnosti, či plynulosti jazyka. Praktická část je založena na obsahové analýze mluvních aktivit ve zvolené učebnici za účelem zjistit, jaké možnosti nabízí pro rozvoj řečové dovednosti mluvení a tedy mluvní kompetence.

KLÍČOVÁ SLOVA: učebnice, řečová dovednost mluvení, mluvní kompetence, mluvní aktivity

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List of Abbreviations

CC – Communicative Competence
ELT – English Language Teaching
SLSC – Second Language Speaking Competence

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INTRODUCTION

The bachelor thesis deals with the development of speaking skills in ELT through a textbook. Nowadays, plenty of textbooks and materials for learning-teaching processes are being published. Therefore, it is a challenging task to choose the appropriate and most suitable textbook for the particular group of learners. The textbook as a teaching aid plays an essential role within educational processes and can be very beneficial for learners' language acquisition as a source of well-organized contents.

The thesis is divided in two main parts: theoretical and practical. In the theoretical part, the first chapter includes the concept of a textbook consisting of a description of the main role of a textbook as a teaching aid within educational processes. Subsequently, the functions of language textbooks are discussed in connection with their benefits and possible drawbacks. Lastly, the two key approaches to the evaluation of textbook will be presented. The second chapter introduces the concept of communicative competence and the recent model of second language speaking competence by Goh and Burns. Furthermore, the features of speaking skills as a means for developing second language speaking competence and spoken language are being defined. The third chapter follows with various approaches to the classification of speaking activities and a few intentionally chosen techniques for speaking practice.

The issues discussed in the theoretical part will provide a base for the practical part which overall aim is to investigate the range of opportunities for the development of speaking skills through a textbook. Therefore, the research will focus on the model of second language speaking competence, recently established by Goh and Burns' to find out, which aspects, influencing the development of speaking, are targeted the most and which are targeted least within the textbook chosen for the purposes of the research. Moreover, the examination of materials will be observed via the classification of activities into pre-communicative and communicative according to Littlewood's theory and thus, according to the prevailing level of emphasis on form or meaning.

THEORETICAL PART

1. Textbook

On one hand, the use of textbooks could be for some teachers stressful and out of alignment with their teaching philosophy. Textbooks which are supposed to be followed due to a particular school educational programme could possibly “represent a block to creativity” (Harmer 2015, 71) for teachers and as a result, teachers may restrict their usage to the minimum. On the other hand, for some teachers the predetermined use of textbooks represents a relief not having to prepare their own materials which may not be at the level that the textbooks provide. (Harmer 2015, 71)

Pursuing this further, some teachers could see the textbook as the main way to transfer knowledge to learners, strictly adhere to its contents and do not go beyond the limits which the particular textbook offers. Choděra (2013, 149) appeals on the fact that it is vital to realise that a textbook is neither an autonomous factor, nor the aim of learning-teaching processes. Despite the fact that teachers are usually expected to follow the particular textbook chosen by schools they work for, the way they teach should not be completely defined by the presence of the textbook. (Cunningsworth 1995, 7) Consequently, it could be argued, that the best option is to stay somewhere in the middle in terms of avoiding the two extremes mentioned above. Therefore, in the following chapters the main roles and functions of the textbook as a teaching aid within the educational system will be presented in greater detail.

1.1 Textbook as a Teaching Aid

To begin with, it is necessary to mention that to define the term ‘textbook’ is not an easy task. This chapter introduces the basic classifications to which the textbook belongs and therefore, its role within educational processes.

Textbooks play an essential role within the learning-teaching process, especially in terms of *didactic communication* between learners and teachers. (Průcha, Walterová and Mareš 2013) In other words, a textbook creates the basic interactional formula of educational processes together with a learner, a teacher and the content being taught. (Průcha 1998)

From the widest point of view, a textbook is seen as ‘a curriculum project’ and therefore, the contents of the textbook should be in alignment with the framework educational programmes of the particular country in question. (Průcha 1998, 13) Hendrich says that the textbook is

actually a didactic aid used to concretise the curriculum. (1988, 397) Therefore, the textbook should reflect the expected outputs according to the curriculum documents in order to be suitable for the particular group of learners.

Every learning-teaching process has its aids and objectives. A textbook is included into material didactic aids and in combination with non-material aids, which are represented by knowledge, methods and organisational forms. Both textbooks and non-material aids help to achieve educational goals. (Maňák 1997, 49; Choděra 2013, 148) Moreover, textbooks can be categorised into literary aids according to Maňák (1997, 50) for which Průcha uses the equivalent *didactic texts* as a summary term for textbooks, methodical guides and language guides. (1998, 18)

While it may seem that the use of textbooks is old-fashioned in comparison with modern technologies, the opposite could be true. The use of textbooks is timeless and still enjoys great success. (Průcha 1998, 16) Brown even claims that “The most obvious and most common form of material support for language instructions comes through textbooks.” (Brown 2000, 136) Moreover, textbooks are considered to be a central material didactic aid for a content transformation. (Choděra 2013, 148) On that account, According to D. D. Zujev (1983) one of the most important intentions of textbooks as textual materials is to provide information from a particular field of study which is accessible and understandable to learners. (Maňák and Knecht 2007, 13)¹

Given these facts, the textbook is considered as an essential teaching aid for a content transformation within the learning-teaching processes. Furthermore, it should be in alignment with curriculum documents to ensure the suitability for learners for whom it is composed. On the other hand, it is necessary to bear in mind that the textbook should not be perceived as the goal of learning.

¹D. D. Zujev (1983 in Maňák and Knecht 2007, 13), as well as other authors (Hendrich 1988, 395; Průcha 1997, 19) address the information transformation as a function, but for purposes of the bachelor thesis it is perceived as the role of textbook as a teaching aid.

1.2 Functions of Textbook in ELT - Advantages and Disadvantages

In the previous section, the role of the textbook within the educational process was discussed. The textbook as a significant material didactic aid has also many functions. This chapter deals with the chosen textbook functions in ELT and investigates their benefits and drawbacks.

To start with advantages, the use of textbooks provide a well-prepared and organised structure and syllabus. (Harmer 2015, 71) The syllabus is presented in most textbooks which systematically offer a balanced selection of contents. (Ur 1999, 79) Concerning the organisational function of textbooks, some authors (Harmer 2015, 71; Ur 1999, 79; Průcha 1997, 278) suggest the particular advantage of textbooks being opportunity for learners to go back through what they have already learn and look forward to what is coming next. This advantage could be termed as giving “a sense of structure and progress.” (Ur 1999, 79) Textbooks simply enable learners to self-direct their learning and provide them with immediate access to the source of knowledge.

Another positive function of textbooks is the management of the learning-teaching processes to achieve the stated goal through its content and methodology. Bearing this in mind, publishers often accompany textbooks with manuals and language guides for teachers to teach the content of textbooks effectively. (Brown 2000, 137) The manuals suggest a variety of activities which can possibly help teachers to modify lessons. This function may be assumed as key, especially for less experienced teachers. Furthermore, publishers of language textbooks also provide plenty of extras, such as workbooks, websites or DVDs offering more practice exercises. (Harmer 2015, 71) Průcha describes the combination of materials as a didactic textual complex and adds that textbooks are often part of complementary material sets. (1998, 17)

Nowadays, plenty of materials and educational books are being published. (Harmer 2015, 71) In that respect, another basic and key function should be the one of stimulation and motivation. Interesting and motivational textbooks should be designed in the way they would provoke the learners' willingness to learn which seems to be a challenging task considering the number of available informational sources these days. (Maňák and Knecht 2007, 13) Therefore, the various methods, techniques and illustrations should be implemented within the textbooks. Furthermore, Cunningsworth claims that “a general coursebook can include interactions that display some features of real-life communication” (1995, 117) which will

increase the learners' interest and give them a sense of appreciation for how and why learning the contents can benefit them in the future.

There are also a number of arguments concerning the drawbacks of using the textbook which are mainly caused by its overuse. (Harmer 2015, 72) In other words, it sometimes happens that teachers tend to use every single exercise in the textbook which may overload the learners, resulting in the suppression of real communication in a class. Moreover, the textbook may offer activities which are not in-line with the learning styles and needs of the particular group of learners. (Harmer 2015, 72) Sometimes, it happens that a particular unit is not about students' current interests, and consequently, becomes boring. (Ur 1999, 13) Additionally, Harmer (2015, 72) points out that the same format in each unit can cause a lack of interest among the learners which corresponds with the aforementioned importance of the motivational function of textbooks.

Given these facts, it can be argued that rather than viewing the use of textbooks as a disadvantage, a teacher can maximise the textbooks' advantages by adapting and modifying its use in-line with the learners' interests, needs and learning styles. Thus, the teachers should broaden the potential of the textbook as a material teaching aid, which in doing so, provides the structured methodology of contents transformation and not as the overall objective of the learning-teaching processes.

1.3 Approaches to Evaluation of Textbooks

Since the aim of this thesis focuses on the development of speaking skills in ELT through the chosen textbook, it is important to pay attention to approaches to evaluation of that teaching aid. Therefore, this chapter will deal with two approaches, suggested by Alan Cunningsworth (1995). Before the approaches will be discussed, it is necessary to point out that Cunningsworth does not distinguish between evaluation and assessment as for example Harmer does, since he divides the pre-use assessment and post-use evaluation. (2001, 301)

The first kind of evaluative approaches according to Cunningsworth is called *impressionistic overview* and it is characterised as a brief consideration whether the particular textbook has an attractive and clear layout, design, sequencing of contents, etc. (1995, 1) This kind of approach is applicable when the teacher needs to go through plenty of textbooks and make a shorter list of more appropriate coursebooks which will be subject to more detailed examination in order to choose the most appropriate one. The term *in-depth evaluation* is used

for this kind of analysis. (Cunningsworth 1995, 2). Each teacher has a list of language aspects or contents which he/she considers to be more difficult for learners and so he/she should prepare their own checklist of vital items or indicators which will help him/her to recognise the quality of the textbook and whether that particular textbook is what he/she is looking for.

For the purposes of the thesis, the combination of the two aforementioned approaches will be used. The criterion for the content of in-depth evaluation of the textbook will be discussed in the following chapters.

2. Speaking

Before ‘speaking as a skill’ and its features are described, it is important to first draw attention to the framework of communicative competence and the influence of individual components to the development of this particular skill.

2.1 Communicative Competence

The term *communicative competence* was brought into light by Hymes (1972 in Richards and Rodgers 2001, 159) in order to argue his view to Chomsky’s theory of competence and distinction between *competence* and *performance*. The difference was in seeing the linguistic theory. Whereas Chomsky characterized the linguistic theory as the abstract concept enabling learners to create grammatically correct language, Hymes was convinced that in order to be a competent communicator in the speech community, the learners need to accompany the linguistic structures by cultural notions. (Richards and Rodgers 2001, 159) Therefore, CC is, according to Hymes, the combination of knowledge and skills to use the language. (Goh and Burns 2012, 51) Consequently, the communicative approach became very popular and aimed to make *communicative competence* the goal of language teaching. In that respect, different models of *communicative competence* were developed and since 1980s the linguists, for instance Canal and Swain (1980); Bachman (1987); Usó-Juan and Martínéz-Flor (2006) in (Usó-Juan and Martínéz-Flor 2006, 146), focused on specific components of CC.

Since this bachelor thesis deals with the development of speaking skills in ELT, the following chapter will discuss the recent model for second language speaking competence, established by Goh and Burns in their publication *Teaching Speaking: A Holistic approach* from the year 2012. Recognising the model is not the only one used nowadays, the author of the thesis will comment on some similarities with other current models for CC.

2.2 Goh and Burns’ Model of Second Language Speaking Competence

Following on from the previous chapter, this one deals with a specific model of *communicative competence* which is focused on second language speaking. This model was introduced by Goh and Burns (2012) in the perspective of a holistic approach to the issue of teaching speaking. In general, many experts (Brown 2007, Goh and Burns 2012, Harmer 2015, Hedge 2000, Lazaraton 2014, Usó-Juan and Martínéz-Flor 2006) agree on the fact that speaking competence is a very complex and contextualised concept consisting of interdependent aspects. Therefore, Goh and Burns developed the model which takes into

consideration three main categories that influence the speaker's ability to create accurate, fluent and socially appropriate utterances:

- Knowledge of language and discourse
- Core speaking skills
- Communication and discourse strategies

(Goh and Burns 2012, 53)

Previously mentioned categories were set according to the combination of various dimensions which the process of speaking demands. All the components of the model relate to each other. The model distinguishes between knowledge and the core skills required for the development of speaking. Apart from that, it includes communication strategies which are vital for developing language skills (Council of Europe 2003, 57). In the following part of chapter, the individual sections of the SLSC model will be discussed.

2.2.1 Knowledge of Language and Discourse

To be a good speaker, it is inevitable to have a level of language knowledge which to enable the process and use of language in practice. Goh and Burn's model defines four types of knowledge: grammatical, phonological, lexical and discourse knowledge.

To start with, knowledge of grammar is vital for learning of any language skill and thereupon, the development of this area cannot be underestimated. Goh and Burns (2012, 54) provide examples of necessity to understand the grammatical aspect of language. These examples demonstrate that without understanding, language cannot work. It includes syntactic and semantic knowledge of language in order to process the word order correctly and to create grammatical structures and meanings. For instance, when creating a question, a verb used in a declarative sentence has to be switched with a subject, or there is a need to use an auxiliary verb. (Goh and Burns 2012, 54) Thus, the grammatical competence includes the combination of knowledge and use of grammatical resources of a language. (Council of Europe 2003, 112) Furthermore during an interaction, speakers must have the grammatical knowledge to analyse the utterances to respond appropriately. (Rost 2001 in Goh and Burns 2012, 54)

Another type of knowledge which learners should develop in order to be better English speakers is the sound system. Phonological knowledge is the important step when gaining speaking competence and include "three levels of production: word, utterance and discourse"

(Goh and Burns, 2012, 54). Authors of SLSC model stated aspects of phonological knowledge which contain segmental features of pronunciation at the level of word and supra-segmental features, such as stress, rhythm and intonation. A further and more significant step is the knowledge of features for instance prominence, which includes recognition of weak and strong sounds, and tones during the process of speaking and listening. (Goh and Burns 2012, 54).

Lexical knowledge is to be equipped by vocabulary, its relationship among other words and the knowledge of its semantics. (Goh and Burns 2012, 55) In terms of second language learners' vocabulary size, it is needed to distinguish between productive, used when speaking or writing, and receptive, ensuring the understanding of listening or reading. Goh and Burns (2016, 55) point out that because the productive vocabulary is smaller than the receptive one, some learners may find it difficult to express themselves in a foreign language. Apart from the knowledge of vocabulary, it is assumed as important to understand the denotations and connotations of certain words and moreover, to formulaic and idiomatic expressions. Formulaic expressions could be represented by discourse markers, signalling vagueness and expressing modality. (Goh and Burns 2003, 55) Therefore, the lexical knowledge consists of lexical and grammatical elements. (Council of Europe 2003, 111)

The three types of knowledge mentioned above, are according to other models of communicative competence (Council of Europe 2003; Usó-Juan and Martínez-Flor 2006), addressed as linguistic competence. The development of grammar, vocabulary and pronunciation are inevitable components of language for learners to feel comfortable and thus, successfully create the spoken language. However, Celce-Murcia and Olshtain (quoted in Usó-Juan and Martínez-Flor 2006, 149) point out the fact that even with a small knowledge of language, learners can orally communicate with respect to the pragmatic and sociocultural factors.

Due to various genres of texts appointed to spoken form, learners of second language need to know structures of discourse in order to decide how to organize the speech and discourse itself. (Goh and Burns 2012, 56) The authors of the model demonstrate a particular example in the case of retelling a story. Taking into account that this category of SLSC model is titled as knowledge, the aims of activities should be composed in such a way as to provide enough information about the structure of narrating a story. Usó-Juan and Martínez-Flor (2006, 147) called this stage of second language speaking competence as *formal schemata*.

Pursuing this further, learners' discourse knowledge already includes pragmatic knowledge and sociocultural practices. Pragmatic knowledge is concerned with speech acts and further contains awareness of "the norms in communication in different societies, even when the societies speak the same language". Therefore, the sociolinguistic competence is another part of discourse knowledge. (Canale and Swain 1980 in Goh and Burns 2012, 56) In addition, learners should be equipped with the understanding of using speech functions, which is discussed in the next chapter dealing with the core speaking skills.

2.2.2 Core Speaking Skills

Although the knowledge of grammar structures, vocabulary, phonology and structuring discourse is an inevitable component of SLSC, without the ability to put the knowledge into action, learners would not be able to communicate effectively. Thus, the second component of SLSC model has to be discussed. The concept of *Core speaking skills* is composed of four categories which further contain other specific aspects. Therefore, this chapter is concerned with skills of pronunciation, speech functions, interaction-management and discourse organisation.

Pronunciation skills represent "the ability to pronounce words and phrases clearly" (Goh and Burns 2012, 60). In other words, the process of pronunciation is based on the articulation of sounds, syllables and words. This helps learners to transfer the message to the interlocutors but it is not enough to complete the whole process of speech. Based on the studies of God and Burns (2012, 60), learning stress and intonation makes speech more intelligible rather than articulating the single sounds. Pronunciation skills could be developed by several ways for instance, chorused imitation of the teacher, audio-recorded or video-recorded native speakers, reading aloud, or drilling. (Council of Europe 2003, 153)

Expressing speech functions is an inevitable part of the speakers' competence portfolio. According to Goh and Burns (2012, 59), skills of speech-function include interpersonal communication such as thanks, greetings, agreements, disagreements, explaining, declining, complaining, complimenting, encouraging and many others. (see Appendix 2B) The knowledge of how to use speech acts should form pragmatic competence for every speaker. Moreover, phrases for expressing such functions are frequently put into the language syllabuses and 'coursebooks'. (Goh and Burns, 2012 59) Developing the speech-function skills should be in alignment to the cultural background, which again suggests the

interconnection of pragmatic and sociolinguistic competence. (Goh and Burns 2012) Usó-Juan and Martínez-Flor use terms *pragmalinguistic* and *sociopragmatic aspects*. *Pragmalinguistics* are linguistic conventions used in order to achieve a specific communication act, and *sociopragmatics* apply when the language forms are being selected according to the context of the particular situation. (2006, 149) To set an example, the speaker should think ahead to whom he/she is going to address his/her utterance and therefore, choose an appropriate style of language. (Council of Europe 2003, 119)

Besides the know-how of expressing own intentions, learners should master the interaction-management skills and the ability to direct conversations because “communication is a two-way process.” (Goh and Burns 2012, 61) Authors of the model draw attention to the fact that these skills could be interchangeable with speech-function skills, but it is necessary to take into account that the interaction-management skills have a specific purpose of regulations. It means that interaction-management skills, such as openings, closings, or turn-takings, are those which enable learners to initiate, sustain, or even finish the interaction. In other words, interaction-management skills refer to the ability to control the content. (Bygate 1989, 36) According to CEFR, structuring discourse is a part of functional competence. (Council of Europe 2003, 126) Goh and Burns (2012, 59) also indicate that the same skills could be referred to as discourse management as for example in the case of Usó-Juan and Martínez-Flor’s (2006, 147) model of communicative competence, where it is further combined with discourse organisation.

Furthermore, the authors of the chosen SLSC model include interaction-management skills as a part of the speakers’ ability to recognize non-verbal cues such as body language and gestures. (Goh and Burns 2012, 61) Usó-Juan and Martínez-Flor include non-verbal communication into intercultural competence according to their framework of speaking competences. (2006, 150)

Discourse-organisation skills contain the organisational ability to recognise specific discourse genre, grammatical and lexical knowledge and coherence with cohesion (Goh and Burns 2012, 123) and thus, applying the discourse knowledge into the practical use. Coherence refers to the quality of speech which enables the interlocutor to easily understand. It is represented by pronouns and referencing, whereas cohesion represents words and phrases which make the text meaningful and structured. (Goh and Burns, 2012, 62) In that respect, the discourse-organisation skills require further knowledge of discourse markers, e.g. *on the other*

hand, to summarize or to conclude. (Goh and Burns, 2012, 62) According to Usó-Juan and Martínez-Flor (2006, 147), the expressions such as *well, oh, I see, okay* are also considered as discourse markers.

Concluding the core speaking skills chapter, it could be claimed that pragmatic and cultural aspects of spoken production are closely interconnected with speech functions, interaction-management and discourse organisation skills and in that respect, it clearly demonstrates the complexity and contextualisation of second language speaking competence. Furthermore, Goh and Burns (2012, 58) appeal to the fact that the development of speaking has a very broad aim to be considered when constructing activities for learners and therefore, the concept of core speaking skills could help teachers to identify which of the speaking sub-skills should be practised and focused upon.

2.2.3 Communication Strategies

During speaking processes, learners may experience some difficulties to express themselves in the way they would like to. In essence, this could be caused by the lack of time for preparation during the face-to-face interaction. Communication strategies help learners to compensate for the gaps in language knowledge. (Goh and Burns 2012, 63) For instance, a learner who might be of the introvert character could possibly stop communicating in the situation when he or she feels unprepared for the topic of conversation. Therefore, there are communication strategies to help such learners to keep the interaction going even if there might be some lexical problems. Communicative strategies are likely to be used during fluency-based activities and encourage learners to reach the full potential of their language range. (Hedge 2000, 266)

Goh and Burns (2012, 63) explain two purposes of strategies which help to compensate for the expression problem. Firstly, the learner can use reduction strategies, to avoid further communication by changing topics or not participating in discussions. Such strategies are sometimes labelled as avoidance ones (Bygate 1991, Hedge 2000, Thornbury 2005). Secondly, he/she can use achievement strategy in order to achieve a communication goal by substitution and improvisation. (Goh and Burns 2012, 63, Bygate 1991, 42) At that moment compensatory and facilitating (Bygate 1991) strategies come to the fore. Goh and Burns' (2012) divide up three categories of communication strategies: cognitive, metacognitive and interactional.

Cognitive strategies “are used to mentally manipulate the information being conveyed” (Goh and Burns, 2012, 64) and they are commonly known as psycholinguistic. These strategies use linguistic knowledge to solve the possible problems with vocabulary during oral production. Cognitive strategies are represented by paraphrasing, or in other words, replacing the suitable word by using a list of features that describe the word, or even by using a new word. The category of cognitive strategies also includes approximation/compensation. (Goh and Burns, 2012, 64) Another way to compensate or even facilitate the process to achieve the goal of utterance is to use formulaic expressions which represent using language ‘chunks’ or so called *time-creating devices* such as hesitations, pauses and fillers. (Bygate 1981; Goh and Burns 2012, 64) The last cognitive strategy which Goh and Burns’ model (2012, 66) consists of, are message frames, through which the speaker can create a broader context for the lexical item being described. Thornbury (2005, 35) addresses this strategy as using all-purpose words such as *stuff, thing*.

Metacognitive strategies are those which use preparation and thinking in relation to the speech production in advance. Furthermore, such strategies refer to self-monitoring of message during the process of communication and also to backshift and self-evaluate one’s own performance. Goh and Burns (2012, 65) point out the importance of metacognitive strategies for second language learners in terms of reflecting own process of speaking.

Oral communication strategies, also known as interaction strategies, are addressing pragmatic aspects of communication. They include comprehension checks, repetition, example givings, gestures and facial expression. (Goh and Burns 2012, 65) The interaction between speakers is not only about speaking but also about listening. Thus, when the listener is not sure about the meaning of the utterance, the speaker should set examples to provide better understanding. Interactional strategies might not be natural for all learners, in other words, such strategies need to be developed in English classes to raise awareness of them and to increase the usage in real communication. (Goh and Burns 2012, 65)

Since the components of SLSC will be one of the dimensions to be studied in the practical part, the tables of SLSC model by Goh and Burns (2012) were put into the appendices. (see Appendices 1A, 1B and 1C)

2.3 Speaking as a Skill

To begin with, the speaking skill is considered to be the means of developing learners' *communicative competence* together with skills of writing, listening and reading. (Šebestová 2011, 29; Usó-Juan and Matínez-Flor 2006, 151) Moreover, Lazaraton claims that "speaking is considered by many to be the fundamental skill in second language learning." And what is more, that "it is almost certainly so at the beginning level." (in Celce-Murcia and Snow 2014, 106) Furthermore, Choděra states that speaking is not only an immanent part of language teaching aim but also an effective means of developing other skills due to inner speech. (2013, 77)

Nevertheless, some authors claim that speaking skills are often neglected during English classes in comparison with other language skills. (Bygate 1991, Goh and Burns 2012) One of the reasons for this could be that it is not that easy to create an ideal model of correctness, as for example in the case of writing. In other words, it might be challenging to measure and evaluate speaking in classes. (Brown and Yule, 1983, 21) Thornbury and Slade (2006) state that, "For a long time spoken language was taught as if it were simply a less formal version of written language." (in Goh and Burns 2012, 75) Regardless of being both production and interaction skills, there are still differences between speaking and writing.

Firstly, speaking takes place 'online' in real time. Most of the time, in face-to-face communication, speakers do not plan ahead what they will say. (Goh and Burns 2012, 79) The utterances in a real communication are not as well organized and prepared in advance as for instance in a written text. Moreover, under time pressure, speakers often make mistakes and repeat themselves, use hesitation expressions or pause fillers to give themselves time to process information. Therefore, the first group of conditions when communication takes place is called *processing*. (Bygate 1991, 11)

Secondly, speaking is a subject to *reciprocity conditions*. (Bygate 1991, 12) In the case of writing, a writer and a reader need to anticipate and assume the others' point of view. On the other hand, during spoken language a speaker has to pay attention to what the listener says and appropriately react to it. When speaking under the reciprocity conditions, interlocutors take turns and adjust the message on the spot, requiring them to notice new information, the level of formality and then make choices on how to develop the topic of conversation accordingly. (Bygate 1991, 13) Therefore, this type of condition demands preparation and certain knowledge of interaction management.

Pursuing this further, spoken language is functional and helps speakers to achieve their everyday goals as it is always produced for a communication purpose. Based on that, experts (Brown and Yule 1983, 23; Goh and Burns 2012, 113) differentiate two types of functions. The first function is transactional, which enables speakers to transfer information and enable them to exchange goods and services for example during a job interview or when making a medical appointment. Interactional function, as the second one, enables a speaker to make and sustain personal and social relations such as storytelling at the workplace, gossiping or telephoning family.

Nevertheless, some authors (Brown and Yule 1983, Goh and Burns 2012) agree on the feasibility and complexities of teaching spoken language in relation to these two types of functions. They stated that it is much easier to deal with the transactional function while teaching. That is caused by its predictability and better control rather than in the case of interactions which, in contrast, demand very specific context and are based on spontaneous and individual turn-taking.

2.4 Bygate's View of Speaking as a Skill

According to Bygate (1991, 3), being able to speak depends on at least a certain knowledge of language grammar and vocabulary. More importantly, he and Thornbury (2005) draw attention to the differences between knowledge and skill. The distinction between them is that, whereas both knowledge and skill can be memorised only the skill functions in practice. (Bygate 1991) In other words, knowing exact grammatical and discourse structures does not mean that learners are able to use it in real communication. This type of distinction is also implemented within the Goh and Burns' model of second language speaking competence dealt with in chapter 2.2.

Regarding Bygate's concept of speaking as a skill, he categorises two of it: oral/motor-perceptive skills and interaction skills. Motor-perceptive skills are context free and include "perceiving, recalling and articulating in the correct order sounds and structures of the language", (Bygate 1991, 5) which the author himself states as a superficial aspect of oral skills. Therefore, his point of view may be completed by the characterisation of oral production in *Common European Framework of Reference*, stating that they are practised through:

- reading a written text aloud

- speaking from notes, or from a written text or video aids (diagrams, pictures, charts etc.)
- acting out a rehearsed role
- speaking spontaneously
- singing

(Council of Europe 2003, 58)

From the examples mentioned above, it can be assumed that none of these can be performed without the notion about the context. Moreover, even the structural exercise aims at the practice of separate piece of language and it should be put, at least in some extend, into the context (i.e. pictures) to ensure the notion about the meaning. (Littlewood 1981, 9)

Interaction skills demand further use of the second language. It is not about the production ‘only’, but mainly about “making decisions about communication”. (Bygate 1991, 6) Bygate further explains interaction skills as the ability to know what and how to say it, or whether is needed to develop the utterance in accordance with and in relations to the addressee. Thus, the interaction process reflects the pragmatic abilities of the speakers. Furthermore, learners need to be equipped with enough vocabulary to react, ask and participate within the interaction. (Bygate 1991, 7) According to CEFR, the interaction skills can be practised through following examples of activities:

- transactions
- casual conversation
- informal discussion
- formal discussion
- debate
- interview
- negotiation
- co-planning
- practical goal-oriented co-operation

(Council of Europe 2003, 73)

In addition, as Wilga M. Rivers claims, such activities at the elementary level are usually accompanied by materials to be followed. What is more, “after only a few weeks of language, students can begin to interact within a structure.”(1987, 34) At that level, the interaction starts with a simple two-line exchange of information where the learners substitute the language elements within question-answer exercises. (Rivers 1987, 34)

To conclude, in order to be successful communicators, learners need to manage interaction skills through a combination of knowledge and oral/motor-perceptive skills. In other words, speaking process involves a combination of putting information together, communicating

information and the ability to interact with other speakers. (Lindsay and Knight 2006, 57)
Therefore, either production, or interaction should not be learnt separately because they go hand in hand and create communication.

3. Speaking Activities

3.1 Accuracy and Fluency

Since the equality of structural and functional language became the main aim of language learning-teaching processes, it became usual to use accuracy and fluency-based activities. (Hedges 2000, 261) Lindsay and Knight claim that teachers should keep the balance between that two in order to provide learners with the opportunity to practice error-free language as well as the more fluent expressions in second language. (2006, 60)

According to the level of teacher's control during the activity, the activity itself, can be measured to establish whether it is focused more on the form, or meaning. (Lindsay and Knight 2006, 61) In other words, more controlled activities tend to be rather accurate-oriented and aim at broadening learners' store of linguistic knowledge in order to have enough means for expressing themselves during communication, as a next step to their language learning. A lot of labels were suggested to this type of activity: pre-communicative (Littlewood 1981), skill-getting (Rovers and Temperley 1978 in Bygate 1987, 55), or for example appropriation activities (Thornbury 2005). The activities which are less controlled, focused more on fluency and supporting free communication were labelled as: communicative (Littlewood 1981), skill-using (Rovers and Temperley 1978 in Bygate 1987, 55), or activities towards autonomy (Thornbury 2005).

Pursuing this further, Brown in Lazaraton (2014, 107) appeals on the distinction between message and language orientation. Message oriented techniques support learners in developing their fluency skill and promotes them in quick operating the system of language. Whereas language oriented techniques pay attention to the usage of correct language and its system.

3.2 Approaches to Teaching Speaking

Teaching speaking could be divided into two approaches which differ in the focus of language development. (Richards 1990, Burns 1998 in Goh and Burns 2012, 134) On one hand, the direct/controlled approach aims to develop the structural aspects of language and uses activities practising language forms. Learning contents are therefore perceived as sets of formulas designed for practice. (Šebestová 2011, 35) On the other hand, an indirect/transfer approach focuses on meaning and on activities developing fluency dimensions of language. Furthermore, the indirect approach has begun to evolve along with the development of a

communicative approach and communicative competence. (Šebestová 2011, 35) It enables learners to use functions of language and therefore, transfer language skills into real communication.

The two aforementioned approaches have some limitations when using them separately. Goh and Burns (2012, 135) demonstrate that when learners are acquiring grammatical structures, which are supposed to be an accurate part of language, the development of language often comes to fruition with real communication. Another example could be shown on gaining discourse skills which need to be practised in interaction. Goh and Burns (2012, 135) further state that a lot of teachers adopt the approach according to the coursebook they use.

Considering the limitations of separate approaches to teaching speaking, some authors (Littlewood 1991, Rivers and Temperley 1978 in Nunan 1989) suggest a combination of approaches as the means for a balanced process of learning language. Therefore, such combination of these approaches will be discussed in the following chapter dealing with classification of activities.

3.3 Littlewood's Classification of Speaking Activities

As was already mentioned, the main aim of ELT is to develop learners' communicative competence. Therefore communicative practice must be part of learning. Littlewood stated (1981, 1) that "One of the most characteristic features of communicative language teaching is that it pays systematic attention to the functional as well as structural aspects of language." Thus, communicative learning aims at linking the knowledge of language with communication itself and moreover, with the help of the four language skills and their development at the same time. (Littlewood 1981, Hedge 2000) Furthermore, the author explains in his publication that he considers the linguistic sphere as the inevitable part of language. However, he does not deal with it in his classification as he assumes it as the obvious basis for language-teaching processes. Therefore, he analyses activities exclusively in terms of their relationship to the development of communication. (1981)

Littlewood's (1981) methodological classification provides distinction of activities that develop speaking skills and is derived from either the predominant pre-communicative, or communicative focus. Through the whole publication, Littlewood (1981) repeats the fact that there are no strict boundaries between categories described below and therefore, it is dealt with the level of emphasis.

The main aim of pre-communicative activities is to equip learners with language forms and develop links to meanings in order to bridge the gap to communicative competence. (Littlewood 1981, 8) The criterion of success is being able to produce an acceptable piece of language. Therefore, the purpose of this pre-communicative stage is to produce accurate language structures rather than manage effective communication. (Littlewood 1981, 85) The author of classification further distinguishes pre-communicative activities into structural and quasi-communicative ones.

The overall aim of structural activities is to practise isolated elements of language and prepare learners for later communication. Thus, the learners are trained in *a part-skill ability*. (Littlewood 1981, 16) Furthermore, Littlewood appeals to the fact that through non-contextualised drills, learners might not be aware of the structure meaning, and in that respect, teachers should implement devices such as pictures, which would help to determine the context of the learnt language forms. Pre-communicative activities are mainly represented by various types of drills and may be a very useful teaching aid, mainly in a sense of focusing on any structure which might be confusing or ambiguous for learners. (1981, 9)

Some structural activities relate the forms of language to the functional meanings and non-linguistic reality and therefore, they are called quasi-communicative activities. (Littlewood 1981, 10) The category can be further divided up into the three possible ways of relating the language. Firstly, relating structure to communicative functions, secondly to specific meanings and thirdly to the social context. (Littlewood 1981, 10-15)

According to Littlewood, the purpose of communicative activities is to stimulate learners' knowledge of language in order to transfer them into communicating meanings. Therefore, such activities can be classified as practising *a total-skill/whole-task*. (1981, 86) Communicative activities are further subcategorised according to the anticipated goal of communication into functional communication and social-interaction activities.

During functional communication activities, the learner is put into a particular situation where "he must perform a task by communicating as best he can, with whatever resources he has available." (Littlewood 1981, 86) Moreover, there are four possible types of dealing with information through functional communication activities. Littlewood distinguishes between sharing information with restricted cooperation; sharing information with unrestricted cooperation; sharing and processing information and processing information. (1981, 22) The first type, sharing information with restricted cooperation, is characterised as discovering the

information gap from someone else, with the learners being equipped with language they should use. In that case, such type of activity is rather called as *communicative form of controlled language*. Unrestricted cooperation while sharing information is more flexible in terms of the choice of language. The third and fourth types add the process of dealing with information. Having enough language background, learners are able to discuss, evaluate, analyse, justify information and consequently, solve a problem.

Concerning the last subgroup of the classification, apart from the functional meaning of language, social interaction activities take into consideration the social context of the situation as well as social relationships. (Littlewood 1981, 43) Littlewood describes these activities as very close to real communication outside the classroom where the language does not fulfil only the functional aspects, but the form of social behaviour as well. (1981, 43)

Rivers and Temperley (1978 in Bygate 1987, 55) also provide a diagram of communicative activities and distinguish between *skill-getting* and *skill-using* stages of the learning process which can be, to a certain degree, compared to Littlewood's distinction. The authors moreover point out two essential aspects requiring consideration. Firstly, the two stages of learning language are not successive and therefore, "even beginners have skills they can use to communicate at least something." (Bygate 1987, 56) Secondly, they suggested so called *pseudo-communicative skill getting* activities which should naturally connect *skill-getting* and *skill-using* stages when learning language.

To conclude, the judgement of whether the activity focuses more on speaking as the aim of communication, or endeavours to achieve accurate aspects of language is sometimes ambiguous. Therefore, when analysing speaking activities, it is not possible to classify the activity as exclusively belonging to one, or another category but rather as having a prevailing degree of focus. (Littlewood 1981; Šebestová 2011, 35)

3.4 Techniques for Speaking Practice

As the aim of this thesis is to investigate the opportunities which the chosen set of textbook materials offer, this chapter provides a few examples of techniques² for speaking practice, through which the two targeted dimensions for developing speaking as a skill will be

² The term a technique for speaking practice is used intentionally to distinguish between the types of speaking activities discussed in the previous chapter. Some authors use the synonym terms 'speaking activities' (Brown 2000, Lindsay and Knight 2006, Thornbury 2005) and some other experts use the determination 'types of speaking tasks' (Goh and Burns 2012)

examined. Therefore, their description functions as a means to recognise speaking tasks for the purposes of the empirical part. In that respect, techniques such as a reading aloud, storytelling, drills, information-gap exercises, guessing games and role-plays will be discussed.

Reading aloud is considered as an oral production activity (Council of Europe 2003, 58) which promotes the production of written texts in front of an audience. Thornbury suggest that the technique is actually the “natural step between writing and speaking.” (2005, 70) Due to the textual framework the learners are provided with, they can focus more on the articulation of contents and improve their pronunciation skills. (Thornbury 2005, 70) Moreover, reading aloud is considered as very effective especially for young learners. (Scott and Ytreberg 1991, 57)

Another intentionally chosen technique for purposes of this thesis is storytelling. Goh and Burns include this technique into *monologic tasks* aiming at individual production of the piece of discourse for an audience. (2012, 211) Thornbury claims that a narration “has always been the main means of practising speaking in the classroom.” (2005, 95) The author also states that coursebooks often include tasks demanding the narration of stories as a very useful tool, and what is more, it is biologically natural for us. (2005, 95) In the case of young learners, the stories should be based on familiar topics and genres. (Goh and Burns 2012, 212)

Drills are imitative and repetitive activities which ensure the controlled practice of words, phrases and even utterances and include choral repetition of models set by teachers, or various types of records. (Thornbury 2005, Brown 2000, Lindsay and Knight 2006) Drills, which can be also in a form of question-answer exercises, are a very useful noticing technique with respect to potential linguistic or phonological issues which might otherwise go un-noticed by learners. (Brown 2000, 272; Thornbury 2005, 64) According to Thornbury, due to instant repetition, drills aid recollection and fluent articulation of language items which effects in a fluency-enhancing technique. As the author points out, this contrasts with the traditional view of drill as simply being an accuracy-promoting activity. (2005, 64)

Information gap activities are based on asking and giving information. Learners are provided with different sets of information and it provides them with a genuine chance to speak. (Goh and Burns 2012, Lindsay and Knight 2006) Information gaps are primarily focused on communicating meanings, and moreover, through them a lot of speech functions can be practised such as describing, comparing, contrasting, explaining, summarizing etc. (Goh and

Burns 2012, 203) Types of information gaps may vary in terms of gathered data. To exemplify the variations, Lindsay and Knight suggest activities which require the learner to ask for information, direction, then describing and drawing, arranging, identifying or finding differences in pictures. (2006, 65) Concerning the guessing game technique, which is based on discovering information from the other person (Ur 1981, 27), it could be considered as a specific type of information-gap activities. Moreover, since the guessing game is considered as one of the simplest ways of brainstorming, it is possible to use it during English classes of any level because the learners use brief questions, phrases or only words in order to discover the right answer. (Ur 1981, 27)

Role-plays are based on allocating characters from particular situations to learners and thus, they have a chance to simulate real-life situations in pairs or groups. (Lindsay and Knight 2006, 67; Harmer 2015, 392) Role-plays and simulations can be used as a means of encouraging either accuracy, or fluency of language, depending on the freedom given through the objective of the task. Harmer (2015, 393) says that role-plays are based on developing fluency, whereas Littlewood (1981, 49) explains that it depends on the level of control within the task. To work well, a role-play has to be well-organised and controlled in order to meet anticipated objectives and therefore, the role-play is a technique for pre-communicative language practice. On the other hand, the objective of role-play could present a more communicative nature when the goal is rather to communicate meanings and provide the space for learners' improvisation. (Littlewood 1981, 50) Scrivener also argues for the function of role-play in helping to practice grammatical, functional or lexical aspects of language at the same time. (Scrivener 2005, 156)

Advantages of role-plays are that learners are highly motivated to have a role and it can be fun. (Harmer 2015, 393) Harmer advocates the benefit of role-play by 'hiding' hesitant learners behind their roles and therefore, supporting their expressions. As another advantage, Harmer points out the opportunity for a broader range of language use through activities such as simulations and role-plays. (Harmer 2015, 393)

4. Conclusion of the Theoretical Part

The first chapter of this thesis deals with the concept of the textbook within educational processes. In that respect, the main roles, functions, advantages and disadvantages of the textbook as a material teaching aid are presented.

As the research of this thesis focuses on the development of speaking skills through the mentioned medium, the second chapter discusses the specific framework of communicative competence with regard to the speaking established by Goh and Burns. Therefore, the individual components are described in order to prepare the theoretical background for the content analysis. The second chapter also contains the description of features of speaking as production and interaction skill and means for the development of communicative competence, supported by Bygate's view.

The third chapter is concerned with the classification of speaking activities beginning with accuracy and fluency distinction, followed by approaches to teaching speaking. Following on, attention is drawn to the categorisation of speaking activities into pre-communicative and communicative as it is the second examined dimension in the empirical part of this thesis. Moreover, a few examples of techniques for speaking practice are dealt with.

PRACTICAL PART

5. Research Aim

Today's publishers provide schools with a wide range of books and materials selected to help the learning-teaching process. Therefore, it might be a challenging task to choose a textbook of good quality and suitability for a particular group of learners. This thesis is concerned with the development of speaking as a skill and therefore, the development of second language speaking competence through the newly published textbook.

The overall aim of the research is to find out the range of opportunities to develop speaking skills in ELT through a specifically chosen textbook *Wow! Bronze* and its complementary materials: workbook A, B and DVD with video and song clips. Based on the chosen criteria from the theoretical part, the author of this thesis will analyse two dimensions of speaking development within speaking activities from the set of textbook materials. The first dimension is going to analyse the aspects of second language speaking competence according to Goh and Burns' model through speaking skills production and interaction. The second dimension will examine the Littlewood's classification of speaking tasks (activities)³ into pre-communicative and communicative ones.

Furthermore, taking into consideration the age of learners for whom the textbook materials are composed, the author of this thesis will be referring to the *Common European Framework of Reference* and *Framework Educational Programme for Basic Education* of the Czech Republic in reference to the required outcomes for the target group of learners.

Given these facts, the structure of the empirical part is going to be as follows. Apart from the already mentioned research aim, the first introductory chapter also contains research questions, the presentation of the *Wow! Bronze* textbook and the description of the method used in order to find out answers to the research questions. The second chapter provides information about the process of collecting and analysing data and the third chapter demonstrates the research findings.

³ During the whole practical part, the terms speaking task, activity and exercise will be used as synonyms.

5.1 Research Questions

With respect to the research aim, research questions were set as follows:

1. Which aspects of second language speaking competence are being developed through the speaking activities within the *Wow! Bronze* materials?
 - Which aspects of SLSC model do the materials focus the most and least through production activities?
 - Which aspects of SLSC model do the materials focus the most and least through interaction activities?
2. In what proportion, according to Littlewood's classification, are the interaction activities composed?

For the purposes mentioned above, the content analysis of educational documents has been selected as the research method and is going to be dealt with in the next chapter.

5.2 Research Method

As the research focuses on the development of speaking skills through textbook materials, the content analysis for the whole process of research has been selected as the most appropriate methodology for fulfilling the set aim. Therefore, this chapter focuses on the description of the method.

In the field of pedagogy, the chosen tool for research is included into the methods of school documentation analysis. (Pelikán 2007, 151) Such documentation can be considered as the materials presented in a written or printed form as well as video, film or other audio-visual records. (Maňák 1996, 63) Skalková points out that in most cases, pedagogical documents have not been designed for research purposes and therefore, the examination of them is a demanding process which requires a detailed study. (1985, 95) Therefore, the inevitable part of the research is going to be the detailed analysis of the text which will also lead to the explanations which considered as non-qualitative aspects of analysis. (Gavora 2000, 117) Moreover, in pedagogy, the content analysis is taken as the important source of knowledge which can provide information about the frequency of aspects within the chosen issue. (Skalková 1985, 96) On that account, Skalková also states that the results are expressed in a qualitative form and the mathematical processing is expressed in numerals. Furthermore, the quantification of results is not only about the expression of *analytical categories* but also

about their relations. (1985, 96) The precise process of collection and analysing data is described in chapter 6.

5.3 The Chosen Textbook Materials

This chapter focuses on the impressionistic overview of the *Wow! Bronze* textbook set as newly published materials for language lessons which were distributed to schools in September 2017. Thus, the new textbook set was chosen in order to find out whether they provide learners with a good proportion of speaking activities developing the chosen dimensions of speaking skills in English.

The author of this thesis has been provided with the whole *Wow! Bronze* set of textbook materials by the publishers, which are appointed to third graders as the basic users at the age of eight to nine years old. The successful completion of the textbook should result at A1 level according to common reference levels (Council of Europe 2003, 23). In terms of speaking competence, the outcomes are stated in CEFR as follows: learners should accomplish: the production of simple phrases about the place where they live and about people they know, spoken interaction in a simple way with a person who will be prepared to repeat and rephrase utterances, ask and answer simple questions on familiar topics. Furthermore, learners should achieve a simple repertoire of vocabulary related to personal details, be able to control a limited amount of grammatical structures, present prepared utterances, articulate less familiar words and use linear connectors to link words and word phrases. (2003, 27-29) The same A1 proficiency description is implemented within the FEP BE⁴ of the Czech Republic. (MŠMT, 17, 26)

Wow! Bronze course set of materials contains teaching aids for teachers: Teacher's book, flashcards, CD for teachers (songs + instrumental versions), Game bank; and for Children: class book, workbooks A, B, CD with songs and DVD containing song and video clips.

The whole course is divided up into nine units. Class book⁵ begins with the table of contents showing the structure of *Wow! Bronze* course. The table of contents provides brief introduction to each unit, i.e. the topic and vocabulary, a structure of language and few examples to demonstrate (see Appendix 2A). The author of materials suggests that each unit of the textbook set is designed to be taught over the period of one month (Watts 2017d). The structure of the first unit is not as typical in comparison to the remaining units in a sense that

⁴ FEP BE – The Framework Educational Programme for Basic Education

⁵Class book is used as a synonym to the textbook/coursebook.

it provides more space for teachers to create class rules together with learners and therefore, there are less activities. At the same time, tasks in the first unit help to revise structures from the previous sets of *Wow!* materials and thus, ensuring the continuity between Wattse English courses. Throughout the *Wow! Bronze* materials, there is no presence of mother tongue but on the contrary, there is a large amount of audio-visual support in order to avoid translation.

Furthermore, Wattse English methodology, on which the materials are based, has its own strategy for using *Wow!* materials to be followed. As aforementioned, every unit is designed to be taught over a period of a month, the first week is focusing on five new items of vocabulary to be taught and including revision of vocabulary and grammar from previous units. Thus, the structure is ensuring the transparent functions of language that the learners have already managed. New vocabulary is introduced in the first and second weeks by video clips on DVD through interactive contextualized drills. The third week is composed to focus on new grammar, which is presented by song clips. The last week provides activities to allow for practice of all aspects of language included in the particular unit.

6. Collection and Analysis of Data

To begin with, according to the distribution of activities between *Wow! Bronze* class book, workbooks, VCs and SCs⁶ on DVD, the analysis procedure follows the structure of materials to gain a meaningful and complex research sample. As the criterion for the research has been chosen in terms of detailed examination concerning the occurrence of SLSC aspects within either productive or interactive activities and proportion between pre-communicative and communicative activities, the following process of analysis will be based on the in-depth evaluation.

The process of content analysis started by identifying and collecting activities focused on the development of speaking skills, which has been based on the author's assumption of what keywords the task should contain and in connection with a definition of contents and objectives of the activities. The author of thesis decided on keywords as follows: tell, re-tell, say, talk, ask, answer, discuss, describe, explain, read aloud and sing aloud. Those keywords immediately suggest that the activity aims at speaking production or interaction. Furthermore, the objectives for activities were set according to the author's assumptions in a way that clearly indicates what the activity is aiming for. The table of contents and objectives of all activities is possible to access in Appendix 2B.

In some cases, the decision as to whether the particular activity is focused on speaking was ambiguous due to unclear instructions. Therefore, the final decision was made based on the content, objective of the particular activity and position among the other activities which preceded or followed. To demonstrate the process of selection of such tasks, which may not be clearly seen as speaking ones, the example CB p20e3 (see Appendix 3C) is provided below:⁷

Number	Unit	Code	Production / Interaction	Content + objectives: By the end of the activity, learners will (be able to..)	Speaking/ Listening/ Reading/ Writing
54	4	CB p20e3	I	Spot the differences between two wardrobes and describe them. +use/practise new vocabulary items (free time) and revise phrases <i>there is/there are</i> and <i>can/can't</i> in order to find out differences.	S

(Appendix 2B)

⁶ VCs and SCs are abbreviations for video clips and song clips. They will be frequently used during the practical part.

⁷ While presenting the process of content analysis, the author of thesis will use small referential tables which have been taken out from the list of contents and objectives possible to access in Appendix 2B. The tables contain the number of activity, the number of unit in which the activity has been found, code for orientation, production/interaction skill, brief content of the activity, objective and a skill focus.

The task above has been classified as a speaking one because the learners are supposed to describe recognised differences with a help of picture. Furthermore, there is no place to write, no link to practice of listening or even reading, except for the examples as the demonstration of language the learners should use and practise. Moreover, its position among the other activities is located at the end of the first week after the drill of new vocabulary, revision of old vocabulary and grammatical phrases, which corresponds with the structure of using *Wow! Bronze* materials described in chapter 6.1.

The process of selecting speaking activities has been applied to every target activity included in the research sample. Since the speaking activities were identified, the author of thesis has continued with the analysis of individual aspects of SLSC model through either production or interaction.

Before the attention is drawn to the phase of the analysis, the author of this thesis would like to point out the usage of labels for speaking activities due to their content and for the purposes of the research. Thus, the terms: a drill, question-answer, guessing game, storytelling, reading aloud, singing aloud, description of pictures and role-play will be used during the description of collecting data and the interpretation of findings.

6.1 Dimension 1: Development of Aspects of SLSC According to Goh and Burns' Model

This part of the analysis endeavours to discover which aspects of the Goh and Burns' model are developed the most and which the least within the *Wow! Bronze* materials.

The model integrates three main categories of SLSC. The first category deals with knowledge of individual areas of language and discourse: grammatical, phonological, lexical, and discourse knowledge. The second category includes core speaking skills and therefore, usage of knowledge from the first category in practice. Core speaking skills are divided up into four subcategories (pronunciation, speech functions, interaction management and discourse organization) which also contain further specific skills to be developed (see Appendix 1B). Lastly, the third SLSC category consists of communication strategies which help speakers to achieve an understanding of discourse and the representative components are cognitive, metacognitive and interactional strategies (see Appendix 1C).

According to the contents and objectives of activities, the author of this thesis investigated whether the activity is focused on the productive or interactive skills and which aspects were,

and were not, the focus of an activity. This finding was the recorded into the recording sheet which has been designed for the analysis of every unit separately (see example of the recording sheets in Appendix 3A).

Before the examples of analysis will come to the fore, it is important to mention the fact that the content analysis has been applied on paper materials (class book, workbooks A, B) as well as audio-visual interactive video and song clips.

Let us have a look at the process of recording the data which can be demonstrated by a few example activities. Firstly, the analysis of paper material aids (class book, workbooks A, B) has been carried out to examine SLSC aspects through speaking skills. The following activities are meant to exemplify the process of analyses.

The first activity CB p9e1, enclosed in Appendix 3C, was analysed as follows:

Number	Unit	Code	Production / Interaction	Content + objectives: By the end of the activity, learners will (be able to..)	Speaking/ Listening/ Reading/ Writing
20	2	CB p9e1 1/2	P	Read a comics story aloud (Based on the VC 2.2) +produce/pronounce the written text (containing new vocabulary) aloud and adopt the requisites for narrating a story.	R/S
21	2	CB p9e1 2/2	P	Re-tell the story with the help of comics. (Based on the VC 2.2) +understand the story: describe/retell the story by using new vocabulary and reflect the discourse knowledge in practice.	S

(Appendix 2B)

As can be seen from the table above, the activity was actually divided in two because the original aim of the productive activity was multiple and contained more steps together.

The first part requires learners to read the comics story aloud which contains dialogue and the location of characters. Through this part of the task, learners should adopt discourse knowledge as a preparation for the second part of the task during which the learners should re-tell the story with the help of newly learnt vocabulary and pictures. From the perspective of improving SLSC aspects through the productive skills (see Appendix 1A, 1B, 1C), the first part (20) focuses on:

- Pronunciation: to articulate the written text
- Lexical knowledge: to practise new vocabulary about daily routines
- Discourse knowledge: to learn how to narrate the story with the support of pictured comics

The second part of the task (21) aims at developing the learners' ability to use the discourse knowledge in practice through as well productive skills. Thus, through the second part of the task, learners have the opportunity to develop their:

- Speech functions: to describe events
- Discourse organisation: to narrate the story by using linguistic conventions
- Metacognitive strategies: to plan the contents for a future speech

Not all the activities provide such a degree of developed SLSC aspects. Some exercises which occur in the form of drills and question-answer exercises offer more limited opportunity to improve language aspects. As a demonstration, the second task on the page 9 (see Appendix 3C and Appendix 2B for the aim) can be used. It was classified as intended to develop only lexical knowledge. The reason for such classification is that the questions demand a mere substitution of lexical elements and expects direct answers.

Another activity WBa p23e2 (see Appendix 3C) functions as a spoken revision of all the vocabulary and grammar aspects learnt in unit 3 because of its location at the end of the third week. As can be seen in the table below, the activity's aim is the use of grammar and vocabulary. Learners are expected to interactively find out the correct house which their partners are thinking about through a guessing game. The activity is supported by pictures from the previous exercise and therefore, learners are supposed to use vocabulary about furniture and phrases: *Is there? Are there?*.

Number	Unit	Code	Production / Interaction	Content + objectives: By the end of the activity, learners will (be able to...)	Speaking/ Listening/ Reading/ Writing
47	3	Wba p23e2	I	Play a guessing game with a partner to find out information about houses and practise agreement and disagreement with a help of pictures from the previous exercise. (pictorial support) + use questions <i>Is there? Are there?</i> In order to find out the correct house by using vocabulary about furniture; appropriately answer the questions by using grammar <i>there is, there are</i>, prepositions of place and express agreement and disagreement.	S

(Appendix 2B)

So evidently, this speaking activity focuses on the revision of grammatical and lexical knowledge and moreover, speech functions and interaction-management skills as the learners are guided to use description of objects, express agreement and disagreement and direct a cued dialogue.

A further step to the previous activity can be displayed by an interactive role-play WB p39e3 (see Appendix 3C). Its aim being provided in the table below:

Number	Unit	Code	Production / Interaction	Content + objectives: By the end of the activity, learners will (be able to...)	Speaking/ Listening/ Reading/ Writing
81	5	Wba p39e3	I	Through a role-play of patient and doctor create dialogue based on the drawn path of pictures from the previous exercise +use vocabulary (health problems, solutions) and grammar (imperatives – giving advice, restrictions) learnt within the unit 5 and simulate the situation between patient and doctor. Therefore, to ask and answer about health problems and suggest solutions.	S

(Appendix 2B)

Apart from the aspects of SLSC which are developed by the previous activity (lexical and grammatical knowledge), the speaking task 81 also improves the core speaking skill of speech functions and interaction-management by way of expressing complaints, offering suggestions and use a basic structuring of a conversation.

After analysing the class book and workbooks A, B, we turn our attention to the interactive video clips which provide learners with authentic dialogues between Steve and his friends. In terms of the development of knowledge, the video stories contain implemented interactive drill exercises with a native speaker, in order to adopt new lexical items which are subsequently checked by filling the exercise.

Furthermore, the author of this thesis has taken into consideration that speaking skills are often complemented by the development of other language skills and vice versa. In case of VCs, learners are developing listening skills because of the authentic audio-visual support of videos but since the bachelor thesis deals with the development of speaking skills, the listening skills are only analysed at the stage of identification and designation, and are not scrutinised further.

The process of VCs analysis can be demonstrated on the video clip 3.2, which accompanies the exercise p17e1 in the workbook A. It contains an interactive speaking activity within a funny story which aims at learners' adoption of five new vocabulary items through a contextualised drill. The aim can be seen in the table below displaying the identification of activity.

Number	Unit	Code	Production / Interaction	Content + objectives: By the end of the activity, learners will (be able to...)	Speaking/ Listening/ Reading/ Writing
36	3	WB p17e1 +VC 3.2	I	Label the pictures after an interactive contextualized drill of new vocabulary (furniture 2 + rooms) within the VC 3.2 + identify and adopt new vocabulary (furniture 2 + rooms). + label pictures using new vocabulary.	L/S/W

(Appendix 2B)

The second part of the task is focused on the usage of new vocabulary in a written form, demonstrating the learners' ability to identify an object and label it. Thus, there has been also identified a development of writing but this fact has been dealt in a same way as in the case of listening skills. Let us have a look at the content of the contextualized drill exercise within the video 3.2 in relation to the analysis of individual aspects of SLSC which the activity develops.

- 1) **Steve:** "Help me tell the little blobs and Bob by saying - It's my toilet, it's my toilet, it's my toilet."
- 2) **Steve:** "So help me tell the little blobs and Bob - What is it? It's a sink. What is it? It's a sink. What is it? It's a sink."
- 3) **Steve:** "Help me tell Bob and the little blobs. What is it? It's a shower. What is it? It's a shower. What is it? It's a shower."
- 4) **Steve:** "Help me say to the little blobs. It's my wardrobe. It's my wardrobe. It's my wardrobe."
- 5) **Steve:** "It's my bed I know haha. Say with me, say to the little blobs. It's my bed. It's my bed, yes. It's my bed."

(Watts 2017a; *Wow! Bronze* DVD, VC 3.2)

From the perspective of developing the first group of SLSC model, the interactive activity with a native speaker within the VC 3.2 has been classified unambiguously developing the lexical knowledge as the five new vocabulary items are drilled by substitution.

Concerning the second group of SLSC model including core speaking skills, the learners are supposed to clearly produce language together with a native speaker and therefore, they are also practising their pronunciation skills which are implemented in the context of a real situation.

As already mentioned several times, another part of the materials are the song clips which accompany the exercises in workbooks during third weeks. For a demonstration of the analysis, the activity WB p29e1 + SC 4.3 has been chosen (see the activity in Appendix 3C).

For the task mentioned above, the aim was set as follows:

Number	Unit	Code	Production / Interaction	Content + objectives: By the end of the activity, learners will (be able to...)	Speaking/ Listening/ Reading/ Writing
61	4	Wba p29e1 + SC 4.3	P	To listen and sing a song along with the help of lyrics and SC 4.3 and order verses. + produce/pronounce the lyrics of the song and identify new grammar: have got/ve'got + questions	L/S

(Appendix 2B)

Referring to the table, the task was classified as belonging to the subcategories of grammatical knowledge and pronunciation development since it focuses on production of a written text by singing aloud which allows for the adoption of new grammatical items. As a further comment to the development of pronunciation, the song provides opportunities to improve the articulation of sentences, rhythm and the use of intonation patterns which are specific skills of pronunciation, and in that regard it correspond with Goh and Burns' model.

The processes of analysis described in this chapter were applied to all the materials which had been selected as the research sample. In the chapter where the findings of the analysis are presented, the contextualised drills within the VCs and the production of songs supported by the SCs are interconnected with the paper materials.

Before we move on to the second dimension to be examined, the author of thesis would like to comment on how complementary the video clips are to the paper materials. Apart from the opportunity to adopt new vocabulary items during interaction with a native speaker, the learners have a great chance to experience the functioning of English speech on the spot. Each learner is equipped with a DVD including video clips, being part of the course set for them. Therefore, they are free to watch the clips at home and comprehensibly adopt more aspects of language than during the lessons in school.

6.2 Dimension 2: Classification of Activities According to Littlewood's model

Following the gathered data about developed aspects of SLSC model, the author of this thesis has drawn the attention to the classification of speaking activities according to the Littlewood's taxonomy into pre-communicative and communicative. The author of thesis will provide further comments on the level of control of activities and therefore, the degree of focus within the activities to either accuracy or fluency.

As was already discussed in chapter 3.3 dealing with classification of activities according to Littlewood, the pre-communicative category is divided into structural and quasi-

communicative activities and the communicative one includes functional communication and social interaction activities. Based on the set content and objective (see Appendix 2B), the decision whether the particular analysed activity belongs to one of the subcategories was carried out according to a difference in emphasis on either form or meaning. For a more accurate demonstration of the process of analysing speaking activities within the *Wow! Bronze* textbook set of materials, a few examples will be shown in this chapter.

The first chosen activity from CB p4e2 (see Appendix 3C) in unit one was considered as purely structural. First of all, the content and objective of the activity were set out as can be seen in the table below:

Number	Unit	Code	Production / Interaction	Content + objectives: By the end of the activity, learners will (be able to...)	Speaking/ Listening/ Reading/ Writing
7	1	CB p4e2	I	To tell how learners are with a help of maze with pictures and words – Drill of answers to the question <i>How are you?</i> + recognize and remember vocabulary about feelings and thus answer the question <i>How are you?</i>	S

(Appendix 2B)

Referring to the table, the interactive activity should fulfil the objective of recognizing pieces of vocabulary with pictorial support and thus, practise the answers to the question “*How are you?*”. Furthermore, the substitutional drill ensures learners remember the phrases and expand their lexical knowledge. On the account of visual support, learners can easily understand the vocabulary meaning. For reasons mentioned above, the task was classified as belonging to the pre-communicative category as it aims at practice of the accurate forms of language and the level of control is high.

The next activity CB p26e3 (see Appendix 3C) was considered as a representative of quasi-communicative category according to Littlewood’s taxonomy. This group of activities differs from the previous one mainly by shifting the practice of language forms into the non-linguistic reality. Quasi-communicative activities relate structures to communicative functions, specific meanings and social context. Therefore, the activities were approached from that point of view.

Let us have a look at the content and objective of the activity in the table below:

Number	Unit	Code	Production / Interaction	Content + objectives: By the end of the activity, learners will (be able to...)	Speaking/ Listening/ Reading/ Writing
70	5	CB p26e3	I	To play a guessing game in pairs by asking about pictures from the previous exercise and find out the correct answer by using new vocabulary. +ask and answer questions in pairs about pictures with health problems in order to find out the correct answer by using expressions of agreement and disagreement.	S

(Appendix 2B)

It can be seen that the interactive task above aims at the practice of cued dialogues. Because the exercise is supported by cues, it was finally considered that the activity belongs to the second group of the pre-communicative category. The learners are supposed to relate structures in order to ask and answer the questions about the object and therefore, they are required to practise communicative functions of language.

At the level of learners for whom the textbook materials are composed, the author of thesis has not expected much of the representation within the category of communicative activities. However, a few exercises from the selected research sample have been included in this classification group. Let us have a look at the interaction activity WBb p55 HW (see Appendix 3C) below, throughout which the learners are asked to talk about drawn pictures, using the unit grammar and vocabulary. Given the fact that the activity is located at the end of the unit, it can be expected that the learners are familiar with the grammar and vocabulary needed, and can therefore communicate the picture and share information with restricted cooperation. Therefore, the activity is assumed as a communicative form of language practice.

Number	Unit	Code	Production / Interaction	Content + objectives: By the end of the activity, learners will (be able to...)	Speaking/ Listening/ Reading/ Writing
116	7	WBb p55 HW	I	Talk about a drawn crazy space animal/plant with a peer and revise all vocabulary and grammar learnt from the unit or previous units. +talk about, ask and answer the questions about own crazy space animal using UNIT grammar and vocabulary and find out the details.	S

(Appendix 2B)

Another activity WBa p36e3 (see Appendix 3C) draws attention to the last subcategory of Littlewood's classification which is the social-interaction one. Such activities provide a development opportunity of the practical use of language that the learners already know.

Littlewood describes this category as being the same as the functional – overcoming of an information gap or even solving a problem, and divides it up into four groups according to the fact, whether the activity aims at sharing or even processing information with an added specific social context.

Number	Unit	Code	Production / Interaction	Content + objectives: By the end of the activity, learners will (be able to...)	Speaking/ Listening/ Reading/ Writing
78	5	Wba p36e3	I	Through a role play tell - what is the matter with health and suggest solution (doctor and patient) using vocabulary and grammar. +share information about health problems and suggest solutions by using <i>can/can't/should</i>.	S

(Appendix 2B)

The author of this thesis wondered whether the interactive activity above belonged to the quasi-communicative category, but for the following reasons, the activity was finally included in the social-interaction group. The learners are expected to simulate a situation between doctors and patients with respect to the speech functions such as greetings, offering help or suggesting solutions to health problems. Therefore, the activity accomplishes the criterion of the second subgroup of communicative activities (see chapter 3.3) of sharing information with restricted cooperation. Not only do the learners have to understand the meanings of grammatical and lexical items, but they must also use them to find out the partners' answers and record them into a provided chart. As the learners are supposed to discover information from someone else, this activity was considered as a communicative form of controlled language practice and therefore, it belongs into the social-interaction activity category, as the learners are supposed to simulate their social roles which are similar to real life. Furthermore, Littlewood states that for beginners the social acceptability appears in the form of "a satisfactory level of grammatical accuracy while performing communicative activities (...) in the specific situation." (1981, 44)

7. Interpretation of Findings

The previous chapter provided information about the process of collecting data for the content analysis and based on that, the author of this thesis has chosen the activities developing speaking. Consequently, findings of the thesis are exclusively related to the chosen speaking activities which were analysed from the two dimensions as follows: the first dimension is the development of second language speaking competence aspects, according to the SLSC model by Goh and Burns through either production or interaction, the second perspective is the classification of interaction activities according to Littlewood's theory. In that respect, outcomes of the analysed research sample are presented in this chapter with further comments.

7.1 Dimension 1: Aspects of SLSC through Production and Interaction

The relationship between speaking skills and the aspects of second language speaking competence is closely interconnected. Therefore, this chapter deals with the development of second language speaking competence aspects and production/interaction skills. Before the interpretation starts, it is inevitable to mention a few points. Productive and interactive speaking skills function as a means for the development of speaking competence. The individual components of speaking competence are developed through either production or interaction activities. (Council of Europe, 58, 73) Furthermore, the model of SLSC by Goh and Burns includes core speaking skills which are pronunciation, speech functions, interaction-management and discourse organisation. However, there is a need to explain the inter-play between these. Not every productive activity develops pronunciation skills, for example, some activities aim at describing pictures or giving a talk, the addressed core speaking skills are mainly speech functions or discourse organisation in connection with using grammatical, lexical and discourse structures to achieve the goal of the activity. In such cases, the production skills are being developed but pronunciation skills not. Therefore, the resulting number of productive activities does not equal the number of pronunciation skills being developed.

Similarly, not every interaction activity targets the development of interaction-management skills and thus, when the interaction activity asks the learners to set the two-line question and answer, it does not mean that the learners should practise direction of conversation. On the other hand, when the task requires learners to interactively ask and answer the questions in order to find out the correct answer, there is a presence of developing interaction-management

skills since they are supposed to take turns and react on the answer appropriately to achieve the goal of the activity.

Let us move on to the representation of individual aspects of SLSC through productive/interactive activities. To begin with, the results of analysed aspects of second language speaking competence within the class book and workbooks A, B are presented. Firstly, the process started by the summarisation of productive and interactive activities and the representation of individual aspects of SLSC model from the initial recording sheets. (see example of the recording sheets and the summarisation chart in Appendix 3A) Subsequently, *Table 1* indicates results which are based on the aforementioned initial sheets and the summarisation chart. In the first row, there is an indication of the total number of speaking tasks within the *Wow! Bronze* textbook set, which resulted in 148 activities for the research sample. The second row displays the total numbers of productive (89) and interactive (59) activities. In further rows, the occurrence of second language speaking competence aspects is recorded in the exact numbers.

Table 1 Production and Interaction - Distribution of Aspects of SLSC

Aspects of SLSC	Total number of SA	148	
	Production / Interaction	89	59
Knowledge of Language and Discourse	Grammatical knowledge	36	35
	Phonological knowledge	0	0
	Lexical knowledge	76	52
	Discourse knowledge	22	0
Core Speaking Skills	Pronunciation	47	21
	Speech functions	36	22
	Interaction management	0	17
	Discourse organization	20	2
Communication strategies	Cognitive strategies	0	0
	Metacognitive strategies	18	1
	Interactional strategies	0	0

As it is apparent from *Table 1*, some of the aspects of the SLSC model are not targeted by the research sample at all.

The knowledge of phonology is unfortunately not applied, as none any of the exclusively chosen activities aim at focusing on the analysis of phonological process such as elaboration of stress within segmental and supra-segmental elements, weak and strong sound etc.

At the same time, cognitive and interaction strategies were not recognised in any of the selected tasks, as none of the 148 productive/interactive activities enable the author of this thesis to prove demands on any of the aspects included in the two types of strategy.

Therefore, the aspects of SLSC which do not have their representatives within the *Wow! Bronze* materials will not be included in the further interpretations.

Let us have a look at those aspects of SLSC model which occurred through either productive or interactive activities. Based on *Table 1*, the graph below has been designed in order to provide a clear preview of results.

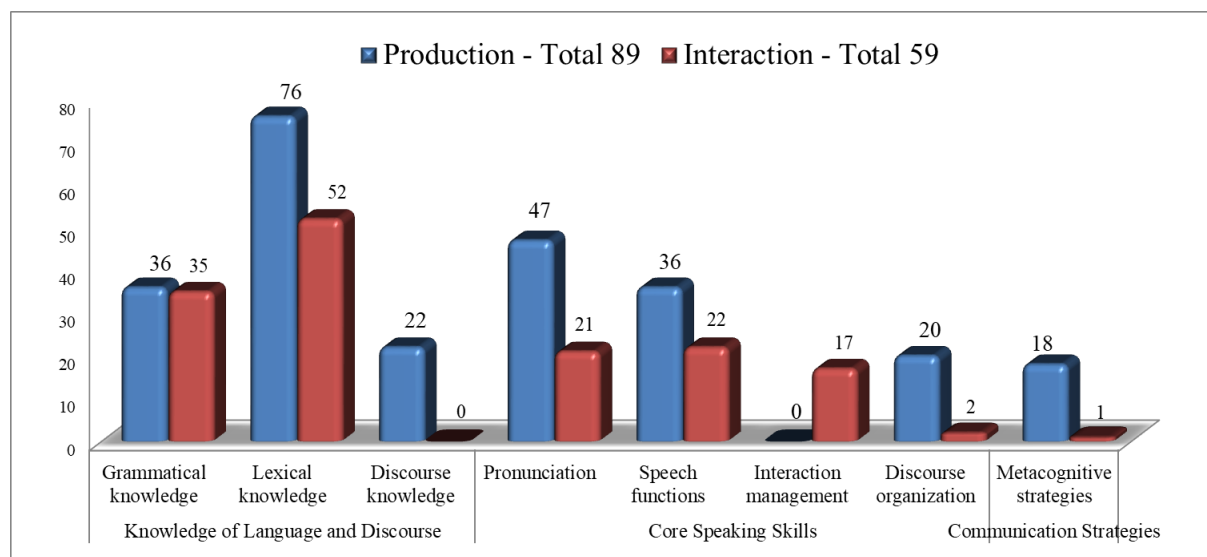


Figure 1 Aspects of SLSC through Production or Interaction

The graph illustrates the representation of targeted aspects of SLSC model within either production (Blue – Total 89) or interaction activities. (Red – Total 59) Individual occurrences are going to be presented separately.

7.1.1 Production activities

Let us start with the category of knowledge of language and discourse. As can be seen from *Figure 1*, the lexical knowledge clearly dominates in the first category of the SLSC model but also among the categories of core speaking skills and communication strategies. The lexical component is targeted in 76 out of the total number of production tasks. Specifically, the *Wow! Bronze* textbook set provides the opportunity to achieve a repertoire of vocabulary related to, not only personal details (see chapter 5.3), but also to furniture, health problems, food, free time, shopping etc. (see Appendix 2A) Thus, the materials support learners' vocabulary development in terms of future communicative purposes. Grammatical knowledge is represented in 36 production activities and therefore, it is in the second place of the most developed knowledge of language within the research sample. Concerning the grammar structures, learners have the opportunity to learn the verb be in positive and negative forms;

place prepositions; frequency adverbs; imperatives etc. (see Appendix 2A) Learners have the chance to gain the control over the grammatical structures through the production of written texts, drills or descriptions of pictures. Such frequency of those two types of knowledge is due to the repetition of vocabulary and grammar through following units and thus, it ensures the continuity of the textbook materials and transparent functions of the structures. The development of discourse knowledge is at the third place and thus, it is developed through 22 productive activities which focus on reading comics aloud, or other stories. This is the preparation for the narration which occurs in following exercises where learners have the opportunity to use the knowledge of discourse in practice.

Concerning the group of core speaking skills, the graph illustration provides us with valuable information that the *Wow! Bronze* materials include activities focusing on the use of structures in practice. Pronunciation skills are addressed within 47 out of 89 productive tasks, followed by skills of speech functions in 36 cases and discourse organization skills in 20 out of the total. Concerning the skills of speech functions, the textbook provides a lot of exercises where the learners are supposed to describe people/objects/situations/processes.

In the category of communication strategies, the results are not surprising when taking into account the group of learners for whom the *Wow! Bronze* materials are composed. However, there are still a few activities in which metacognitive strategies are addressed. Specifically, they are developed through 18 productive activities. These were activities which asked learners to re-tell a story based on their lexical, grammatical and discourse knowledge. Therefore, it is assumed that in such cases, learners firstly need to plan their future speech. Of course, it is also necessary to take into account the age of learners for whom the exercises are intended and thus, the planning would include pre-packed phrases that the learners had already had chance to practise but nevertheless, it is a big step for their future language proficiency.

7.1.2 Interaction Activities

Interaction activities occurred mainly in the form of question-answer exercises, guessing games and role-plays and thus, demanded learners to practise their language with a teacher or a peer. The total number of tasks which develop interaction skills resulted in 59 out of the 148 speaking activities. The representation of aspects of SLSC within them resulted as follows.

As *Figure 1* shows, the lexical knowledge by its occurrence within 52 interaction activities exceeded any other categories of SLSC model. Grammatical knowledge is presented as the second most and least used last type of knowledge in 35 activities encouraging the development of interaction skills.

Regarding the category of core speaking skills, the diagram revealed that learners have the chance to develop their pronunciation and speech functions skills within 21 and 22 activities though the interaction. Interaction-management skills were recognised in 17 exercises. Namely in four role-plays, eleven guessing games and two dialogues about a picture through which the learners are supposed to react to the answers of their partners. Based on that, learners are required to create a new question rather than responding to unrelated questions. Thus, the seventeen interaction activities enable learners to improve their interaction-management skills in terms of their basic level and ability to direct conversation.

7.2 Dimension 2: Classification of Activities According to Littlewood's taxonomy

Having been shown the results of analysis concerning the aspects of SLSC model through two types of speaking skills, the author of this thesis shifts the focus on the interpretation of outcomes from the perspective of classification into pre-communicative and communicative activities. As was suggested in the theoretical part (see chapter 3.3) the author of classification analyses the activities from the communicative point of view. Therefore, the analysis in this bachelor paper followed that rules and combined Littlewood's classification with exclusively interaction activities which ask learners to communicate with each other.

Consequently, the analysis has been applied to the total number of 59 interaction activities. Before the results will be presented, the author of this thesis considers it important to mention that video clips are included into the results at the level they are connected with the paper materials. (see Appendix 2B)

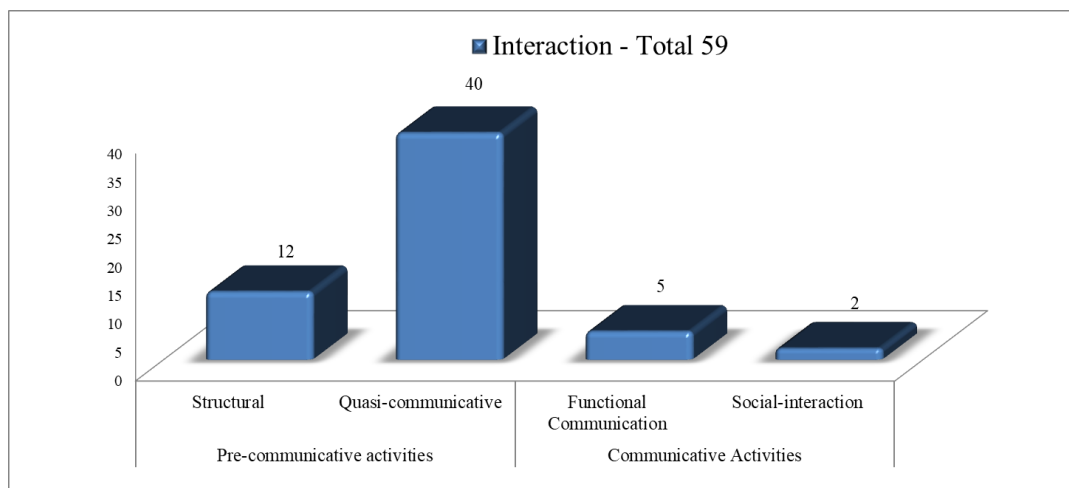


Figure 2 Littlewood's Classification of Activities

The bar graph in *Figure 2* has also been created based on the summarisation of the initial sheets and the summarisation chart (see Appendix 3A) and it demonstrates the proportion between four subcategories of Littlewood's classification. It is clearly apparent that the textbook set mainly aims at developing language forms and relating structures to non-linguistic reality, rather than communicating meanings. Specifically, in the *Wow! Bronze* textbook set, there were 12 purely structural, 40 quasi-communicative, 5 functional and 2 social-interaction activities recognised. None of the tasks aims at totally free communication because even the classified activities as communicative ones are communicative forms of controlled language practice.

In other words, the pre-communicative category results in 52 speaking tasks, whereas the communicative activities resulted in just 7 cases. However, it is necessary to bear in mind that the borderline between individual categories is not strict but rather the question of prevailing degree of focus.

Figure 3 displays that the category of Littlewood's classification is represented by 12 purely structural activities focusing on the development of interaction skills. For this purpose, direct question-answer exercises are used. The learners are supposed to practise interaction but still in a two-line form (Unit 3 – CB p14e1: *Whose furniture is it? – It is his dishwasher*), or the activity CB p4e2 (*How are you? – I'm cold, I'm happy*), already discussed in chapter 6.2, can be demonstrated as another specific example.

Concerning the quasi-communicative group, *Figure 3* shows that interaction skills were applied 40 activities. Interaction activities occurred through descriptions of pictures but in various forms, such as the comparison and spotting differences tasks which are always

completed with a partner (Unit 4 – CBp20e3). Guessing games are used as another technique for the interaction development (Unit 4 – WBa p14e3). Into this classification, there are also included the contextualised drills implemented within video clips (Unit 3 – Wba p17e1 + VC 3.2), even these may be thought of as fitting into the structural activities category. The author can justify the classification decision by the fact that the practising of new vocabulary is accompanied by spoken interaction with a native speaker, who uses vocabulary items in particular situations in which the drills are included. Taking into consideration that it is not possible to set the strict boundaries, the author settled the issue by the aforementioned method due to the fact that the process of drills is related to the social context of authentic video stories. Moreover, two roleplays were categorised as interaction activities belonging into the pre-communicative group. These tasks provide learners with forms to use during interaction with peers and therefore, they were classified as relating structures to non-linguistic reality, especially to social context.

From the total number of functional communication activities, which amounts to 5, 2 activities aimed at developing interaction through the communicating of pictures with a partner by using speech functions, discourse organization, interaction-management, lexical and grammatical knowledge but the structures are not strictly predetermined. Therefore, the learners can use the knowledge they already have from previous units. Interaction skills are also addressed in 3 guessing games where learners are provided only pictorial cues only and the anticipated goal is to brainstorm the knowledge in order to find out the right answer.

Lastly, social-interaction activities result in 2 out of the total 59 interaction activities. They are of course occurring while developing interaction skills through role-play techniques and thus, fulfilling the criterion for the first stage of social-interaction activities as the learners are asked to share information (suggestions, complaints) with restricted cooperation through simulating the roles of doctors and patients. Even beginners can communicate something within a simulated social context and the two role-plays provided in the fifth unit (see Appendix 3A) offer a great chance to connect forms to communicative practice. The ‘social acceptability’ in this case is perceived as the recognition of two opposite roles and differentiation between styles of greetings.

To conclude, the *Wow! Bronze* textbook set appointed to third graders provide most of the activities classified as pre-communicative, and only 7 out of the 59 collected interaction activities aim towards a communicative form of language practice. Furthermore, it is also

necessary to take into account the ‘all-or-nothing’ notion when considering the distinction between the individual categories of Littlewoods classification and therefore, the activities were divided according to the prevailing degree of focus on either language/accuracy/form, or message/fluency/meaning.

8. Summary of Findings

To conclude the practical part, this chapter is intended to answer the research questions which were set in order to find out the range of possible opportunities, concerning the speaking development, for learners who might work with the new *Wow! Bronze* set of textbook materials. Therefore, the answers to the research questions below are going to be presented.

Which aspects of second language speaking competence are being developed through the speaking activities within the *Wow! Bronze* materials?

- Which aspects of SLSC model do the materials focus the most and least through production activities?
- Which aspects of SLSC model do the materials focus the most and least through interaction activities?

In what proportion, according to Littlewood's classification, are the interaction activities composed?

The first question was designed to find out the most and least developed aspects of second language speaking competence by Goh and Burns through the chosen materials. Since speaking skills function as a means of development towards communicative competence, the answer must also distinguish between development of SLSC through either production or interaction activities.

First of all, both, production and interaction skills are developing lexical knowledge more than any other component of SLSC model. The *Wow! Bronze* materials provide the practice of vocabulary through almost all the speaking activities. The opportunity to gain knowledge of grammar is apparent within half of speaking tasks which also concern both skills of speaking (production and interaction). Unexpectedly, the materials offer the opportunity to develop discourse knowledge which is addressed exclusively in specific productive activities involving reading of comics (based on video clips) or other stories aloud as a preparation for the narration. During the narration of stories which *Wow! Bronze* provides learners have the chance to develop their skills of discourse organisation. This fact is considered as very valuable in that it creates a foundation for improvement of learners' language proficiency. Metacognitive strategies are addressed in almost the same cases as discourse organization skills but there is a need for further comment. Due to the learners' age being from eight to nine years old, they are not at a developmental stage to be able to plan their speech ahead independently. Therefore, the metacognitive communication strategy is being developed but

in the form of pre-packed utterances which the learners can use during the narration of stories. The development of pronunciation skills is addressed in half of the research sample. The skills of a clear articulation are developed not only by productive drills and interactive question-answer exercises, but also through activities directed to the production of written texts i.e. reading a story aloud or singing aloud with lyrics.

Another highly developed aspect of speaking competence is the core skill of speech functions demonstrated by the fact that a third of activities ask learners to describe pictures (objects, people, situations, processes), recognise differences and express agreement/disagreement/suggestions/complaints. This fact has not been assumed and therefore, it is essential in terms of range of opportunities which the set of materials offers. Lastly, interaction-management skills are exclusively being developed through interactive activities demanding the creation of dialogues as communicative forms of language practice. Therefore, learners for whom the textbook set is designed, have the chance to reflect the pragmatic and sociolinguistic aspects of language at the very beginning of their studies. Unfortunately, concerning the least developed aspects of speaking competence; cognitive strategies, interaction strategies and phonologic knowledge were not verifiably recognised in any of the 148 speaking activities.

When focusing on the second question, the research has shown that a considerable majority of speaking activities developing interaction is designed as pre-communicative tasks, aiming at practising forms or relating structures to communicative functions, specific meanings or social context. Nevertheless, there are still a few representatives (7) addressing communicative forms of controlled language practice and thus, fulfilling the first stage of functional and social-interaction activities, defined as sharing information with restricted cooperation.

Concerning the proportion between individual stages of Littlewood's classification, the research has revealed that structural activities are represented in 12 interaction activities which are addressing the very basic stage of interaction in a form of two-line question-answer exercises. Furthermore, quasi-communicative activities, as the most prevalent category within *Wow! Bronze* materials, are occupied by 40 interaction skill-focused activities represented by interactive contextualised video drills with a native speaker, comparing/descriptions of pictures in pairs/groups, guessing games and roleplays. Functional communication activities were recognised in 5 cases of interaction activities. Such tasks focused on discussing pictures

in pairs/groups with less control than in the previous category and guessing games asking for more than unit knowledge. Lastly, two role-plays were categorised into the social-interaction classification by requiring a basic level of social acceptability within the exchange.

Even though the pre-communicative stage apparently dominates, the quasi-communicative stage prevails against the structural and thus, *Wow! Bronze* materials enable learners to practise speaking by relating structures to non-linguistic reality and equip them with skills required for communication.

To conclude all the findings, despite the fact that the *Wow! Bronze* targets learners from ages eight to nine years old, some of the exercises seem to be quite demanding and above the expected outcomes according to CEFR and FEP BE. Therefore, possible future studies might focus on the question of how to deal with *Wow! Bronze* materials during lessons, in order to allow a sense of successful accomplishment for the learners as well as the opportunity for the speaking skill development. At the same time, since the textbook is a teaching aid and perceived as a non-autonomous element, and more importantly, not the aim of learning-teaching processes, teachers should approach the textbook critically and adapt it to ensure its suitability for the learners they work with.

FINAL CONCLUSION

This bachelor paper dealt with the issue of developing speaking skills in ELT through a specifically chosen textbook. The paper is divided into two main parts – theoretical and practical.

The first part of the thesis was concerned with the theoretical background for the purposes of the practical part. Therefore, the first chapter defined the textbook as an important teaching aid within the educational processes aiming at transformation of specific contents in order to be suitable for the target group of learners it is composed for. On one hand, textbooks have a lot of functional advantages, such as well-organised structures enabling learners to self-direct their studies, complementary material sets enriching the central textbook and motivational exercises to increase learners' interest and access to purposeful contents for their future. On the other hand, even though some authors perceive the textbook as the most obvious teaching aid within learning-teaching processes, it should not become the aim of the lessons and overload the real communication between teachers and learners. The same chapter also presented impressionistic and in-depth approaches to evaluation of textbooks in order to suggest the process of analysis in the practical part.

The second chapter dealt with speaking as a complex and contextualised concept. Firstly, the chapter introduces the individual aspects of second language speaking competence according to newly established model by Goh and Burns. The model is composed as a combination of the knowledge and core skills needed for the development of speaking and moreover, it includes communication strategies. Furthermore, the chapter provided an overview of speaking as a combinatory skill of production and interaction, and as the means for the development of communicative competence, followed by the Bygate's perception of a particular skill.

Lastly, the third chapter discussed distinction of speaking activities into accuracy/fluency-based and approaches to teaching speaking. Subsequently, the chapter included the classification of speaking activities according to the Littlewood's theory into pre-communicative and communicative categories and a few specifically chosen techniques for speaking practice.

The practical part, as the second half of the thesis, was primarily aimed at providing an insight into the opportunities for development of speaking skills in ELT through the newly published

Wow! Bronze textbook materials. Therefore, the first chapter of the empirical section introduced the research aim, research questions, the definition of the method used in order to answer the research questions and the introduction to the chosen textbook materials on which the research has been applied. The second chapter of the empirical part was focused on a detailed description of the process of collecting and analysing data. The third chapter revealed the research findings concerning the occurrence of aspects of second language speaking competence and proportion of pre-communicative and communicative activities.

It has been found that the *Wow! Bronze* textbook set offers the wide range of opportunities to develop both production and interaction skills of speaking. Furthermore, the research has shown that the textbook provides the chance to improve learners' second language speaking competence by targeting the practice of language knowledge as well as the pragmatic and sociolinguistic aspects. Specifically, the textbook mainly focuses on the development of vocabulary, grammar and pronunciation. Considering the age for which the materials are composed, the research has shown very valuable information that the textbook provides some activities focused on developing discourse knowledge and the skills of speech functions, discourse organisation and interaction-management. Furthermore, the textbook is addressing the metacognitive communication strategy in a few examples. Even though the materials provide rather pre-communicative types of activities, the research revealed that a considerable majority of interaction tasks are designed as quasi-communicative and therefore, provide the opportunity to prepare for later communication.

Moreover, *Wow! Bronze* textbook materials are composed in a very colourful and entertaining way and what is more, support the learning processes by audio-visual interactive video and song clips. Apart from the implemented exercises, the video and song clips offer the authentic stories with a native speaker, which provide a chance to experience on how the authentic English language functions on the spot.

Therefore, learners who might work with the textbook materials would be provided with various types of activities focusing on various developmental aspects of speaking as a whole. Consequently, learners would have the opportunity to improve their language proficiency for future communication purposes.

RESUMÉ

Bakalářská práce se zabývá rozvojem řečové dovednosti mluvení ve výuce anglického jazyka za pomoci učebnice. Cíl práce je směřován k obsahové analýze zvolené učebnice za účelem zjistit, jaké možnosti pro rozvoj určené řečové dovednosti nabízí. Na základě teoretické části byla vybrána kritéria pro postup výzkumu, který se zabýval výskytem jednotlivých aspektů mluvní kompetence prostřednictvím řečové dovednosti mluvení v rámci mluvních aktivit, které zvolená učebnice nabízí. Dále bylo předmětem práce klasifikovat mluvní aktivity do kategorií dle zaměření na formu, či význam jazyka. Celá práce je koncipována do dvou hlavních částí a to do teoretické a praktické.

Teoretická část se skládá ze čtyř kapitol. První kapitola pojednává o konceptu učebnice ve výchovně-vzdělávacím procesu. Využití učebnic při výuce může pro některé učitele znamenat blok jejich kreativitě, a proto eliminují její využití na minimum. Naopak někteří učitelé se až přehnaně spoléhají na její podporu a striktně dodržují její rámec a obsah. Školy sice předurčují, podle kterých učebnic by se mělo v hodinách učit, ale to neznamená, že by učitelé měli měnit svůj styl výuky, a proto by využití učebnice mělo figurovat někde mezi dvěma zmíněnými extrémy.

Učebnice, která je vnímána jako centrální materiální didaktická pomůcka při výuce nejenom anglického jazyka, která by měla společně s nemateriálními pomůckami (znalosti, metody, organizační formy) vést k dosažení výukových cílů. I přes to, že se učebnice může zdát staromódním prostředkem k transformaci výukových obsahů, těší se stále velké pozornosti a využití ve školním prostředí. Proto by měla splňovat důležité aspekty a především odpovídat svým obsahem kurikulárním dokumentům, jakožto prostředek didaktické komunikace společně s žáky a učiteli. Zároveň je ale důležité zdůraznit, že učebnice sama o sobě neplní cíl vzdělávání a neměla by se tedy považovat za autonomní složku výuky.

Z hlediska funkcí učebnice je třeba nahlédnout na jejich výhody a možné nevýhody. Jednou z hlavních výhod zmíněné didaktické pomůcky je její funkce organizační a tedy strukturovaná forma učiva, která je na začátku každé učebnice uvedena v obsahu. Tato funkce umožňuje jak učitelům, tak i studentům rychlý přístup k informacím, nahlédnout na již probranou látku a připravit se na nadcházející učivo. Dále je velkou výhodou učebnice funkce řídicí, která poskytuje systematické učení obsahů za pomoci metodologického konceptu. Vydavatelé doplňují učebnice o spousty materiálů navíc, jako jsou pracovní sešity, webové stránky, nebo DVD pro rozšíření nabídky k procvičení látky. Poté je prodiskutována funkce motivační

v případě, že je učebnice navržena tak, aby obsahovala zajímavé aktivity spojené s reálným životem a tedy, aby vzbudila zájem studentů se z ní učit. Vzhledem k tomu, že je v dnešní době publikováno velké množství učebnic, výběr takového materiálního prostředku není lehkým úkolem. Učitelé, nebo kdokoliv, kdo bude učebnici vybírat, může postupovat podle dvou přístupů k hodnocení učebnic a to impresionistickým přehledem obsahu a hloubkovým hodnocením dle vlastních nastavených kritérií pro kvalitu učebnice.

Druhá kapitola teoretické části přesouvá pozornost na koncept mluvení ve výuce jazyků. Tato sekce je započata stručným popisem vzniku teorie komunikační kompetence, jakožto cíli jazykové výuky. Řečová dovednost mluvení je velmi komplexní a kontextuální jev, který je prostředkem k rozvoji komunikační kompetence. Vzhledem k zaměření práce je následně pozornost věnována specifickému modelu mluvní kompetence podle autorek Gohové a Burnsové, který se skládá ze tří hlavních skupin aspektů - znalostí jazyka a diskurzu, základních mluvních dovedností a komunikačních strategií, které jsou v kapitole podrobně popsány. Dále se tato kapitola zabývá řečovou dovedností jako takovou a jsou diskutovány hlavní znaky mluveného projevu.

Třetí kapitola se zabývá klasifikací mluvních aktivit dle zaměření na přesnost, či plynulost mluveného projevu. Do souvislosti je dán přístup výuky mluveného jazyka a v návaznosti na to je definována kategorizace komunikačních aktivit dle známé klasifikační teorie Littlewooda. Závěrem třetí kapitoly jsou vydefinované techniky na procvičení mluveného jazyka. Poslední, čtvrtá kapitola teoretické části pak shrnuje základní východiska pro účely výzkumu v praktické části.

Dále se již obsah práce přesouvá do části praktické, která si klade za hlavní cíl zjistit, jaké možnosti pro rozvoj řečové dovednosti mluvení poskytuje nově vydaná učebnice *Wow! Bronze* a její doplňující materiály. Praktická část je rozdělena do čtyř hlavních sekcí podle postupu výzkumu.

První kapitola praktické části je koncipována jako úvod do výzkumu. Nejprve je vydefinován cíl a výzkumné otázky. Dále je v této kapitole prezentována metoda obsahové analýzy školské dokumentace, která v případě výzkumu této bakalářské práce probíhá nekvalitativním a kvalitativním způsobem. Jedná se totiž o kombinaci podrobného studia a rozboru obsahu textu s následným numerickým vyjádřením zjištěných poznatků a jejich vztahů na základě analytických kategorií. Poslední sekce první kapitoly praktické části se zabývá představením didaktického textového komplexu *Wow! Bronze* a zároveň je věnována pozornost

očekávaným výstupům pro mluvní jazykovou úroveň A1 dle SERR a RVP ZV a tedy je nabídnut impresionistický přehled z hlediska přístupů k hodnocení učebnice dle Allana Cunningswortha.

V druhé kapitole výzkumné části se pozornost přesouvá na podrobný popis sběru výzkumného vzorku a analýzy dat dle vytyčených kritérií v části teoretické. Nejprve je nastíněn proces výběru mluvních aktivit k účelům následné analýzy. Na základě klíčových slov a obsahu aktivit byl vybrán výzkumný vzorek čítající 148 mluvních aktivit. Vzhledem k zvoleným cílům výzkumu se dále autorka práce rozhodla rozdělit následující části do dvou zkoumaných dimenzí. První dimenze se zabývá rozvojem řečové dovednosti mluvení jako prostředkem k rozvoji mluvní kompetence podle současného modelu Gohové a Burnsové, a tedy nabízí detailní náhled do procesu analýzy z uvedeného hlediska. Druhá dimenze se zabývá klasifikací interakčních aktivit na prekomunikační a komunikační kategorie dle teorie Williama Littlwooda, které se dále dělí na strukturní, kvazikomunikační, funkčně-komunikační a sociálně-interakční aktivity. Rozdělení do jednotlivých kategorií je provedeno na základě převažujícího zaměření na přesnost, či plynulost jazyka.

Třetí a čtvrtá kapitola praktické části je věnována interpretaci a shrnutí zjištění z hlediska dvou zkoumaných dimenzí pro rozvoj řečové dovednosti mluvení. Na základě analýzy bylo zjištěno, že v oblasti rozvoje řečové dovednosti mluvení nabízí *Wow! Bronze* materiálů možnosti k zlepšení jak produkční, tak i interakční složky zkoumané řečové dovednosti. Prostřednictvím produkčních aktivit je nejvíce kladen důraz na rozvoj slovní zásoby, dále pak i na rozšíření znalostí gramatiky a diskurzu. Produkční aktivity dále rozvíjí výslovnost, na kterou je kladen největší důraz v porovnání s vyjádřením funkcí mluveného projevu a organizaci diskurzu. Metakognitivní strategie jsou rozvíjeny v případech aktivit, které se zaměřují na převyprávění příběhu, a tedy se očekává příprava na mluvený projev. Interakční aktivity v učebnici *Wow! Bronze* jsou opět nejvíce zaměřeny na rozšíření slovní zásoby a gramatiky, dále pak nabízejí možnosti k rozvoji výslovnosti a funkcí mluveného jazyka k vyjadřování souhlasu/nesouhlasu/stížnosti/návrhu/popisu skutečností. Řízení interakce, jako další dovednost mluvení dle modelu autorek Gohové a Burnsové, je zastoupeno v aktivitách, kde se od žáků očekává dialog ve formě hádajících her, diskutování rozdílů na obrázcích a simulace rolí mezi doktorem a pacientem. Nejméně se interakční aktivity zaměřují na rozvoj organizace diskurzu a metakognitivní strategii komunikace. V celém zkoumaném vzorku nebyla identifikována žádná aktivita, která by byla průkazně zaměřena na rozvoj kognitivních strategií, interakčních strategií a fonologické znalosti.

Z hlediska rozdělení interakčních aktivit dle Littlewoodovy klasifikace jasně převažuje kategorie prekomunikační. Výzkum prokázal, že i když v učebnici dominují aktivity zaměřené na procvičování jazykové přesnosti, kvazikomunikační kategorie převažuje nad strukturální a tedy, učebnice nabízí více aktivit umožňujících praktikovat řečovou dovednost mluvení spojující struktury jazyka s nelingvistickou realitou. Tím poskytuje žákům možnost se důkladně připravit na budoucí využití v reálné komunikaci. Sedm aktivit z celého výzkumného vzorku bylo klasifikováno jako komunikační s tím, že vyžadují první stádium kritéria pro funkční a sociálně-interakční aktivity – sdílení informací s omezenou kooperací předem učených jazykových struktur. V těchto aktivitách se tedy jedná o komunikativní formu jazykové praxe.

Na základě obsahové analýzy bylo zjištěno, že nově vydaná učebnice *Wow! Bronze* nabízí širokou škálu možností pro rozvoj produkční i interakční složky řečové dovednosti mluvení a tedy mluvní kompetence. Učebnice totiž zahrnují mluvní aktivity zaměřené jak na znalostní, tak pragmatické a sociolingvistické aspekty jazyka. Konkrétně se *Wow! Bronze* materiály primárně soustředí na rozvoj slovní zásoby, gramatiky a výslovnosti. Vezmeme-li v úvahu věk, pro který jsou materiály koncipovány, výzkum prokázal velmi cennou informaci a to, že nabízejí aktivity zaměřené na znalosti struktury diskurzu, dovednosti funkce mluveného jazyka, organizaci diskurzu a řízení interakce. V několika málo případech nabízejí produkční aktivity také možnost uplatnit metakognitivní strategii komunikace ve smyslu plánování ústního projevu. Přestože materiály poskytují hlavně prekomunikační aktivity, bylo zjištěno, že značná většina interakčních cvičení je navržena jako kvazikomunikační a tedy cílí k přípravě znalostních a praktických základů mluvního projevu k pozdější komunikaci. Kromě uvedených možností dále *Wow! Bronze* učebnice nabízí videa a písničky na DVD, která kromě implementovaných cvičení poskytují žákům možnost reflektovat proces autentické komunikace rodilého mluvčího v každodenních situacích.

Závěrem, učebnice *Wow! Bronze* je navržena pro žáky ve věku od osmi do devíti let, ale některá mluvní cvičení se zdají být náročná a nad očekávání výstupů pro jazykovou úroveň A1 dle SERR a RVP ZV. Na základě toho by se budoucí výzkumy mohly zabývat otázkou, jak je s materiály nakládáno tak, aby umožnily úspěšné dosažení možností pro rozvoj řečové dovednosti mluvení a tedy mluvní kompetence v anglickém jazyce. Zároveň je třeba upozornit na to, že by učebnice neměla být vnímána jako cíl a autonomní prvek výuky. Proto by k ní pedagogičtí pracovníci měli přistupovat kriticky a přizpůsobit ji možnostem žáků tak, aby pro ně byla vyhovující.

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Appendix 1A Goh and Burns' Model of SLSC

Speaking competence 53

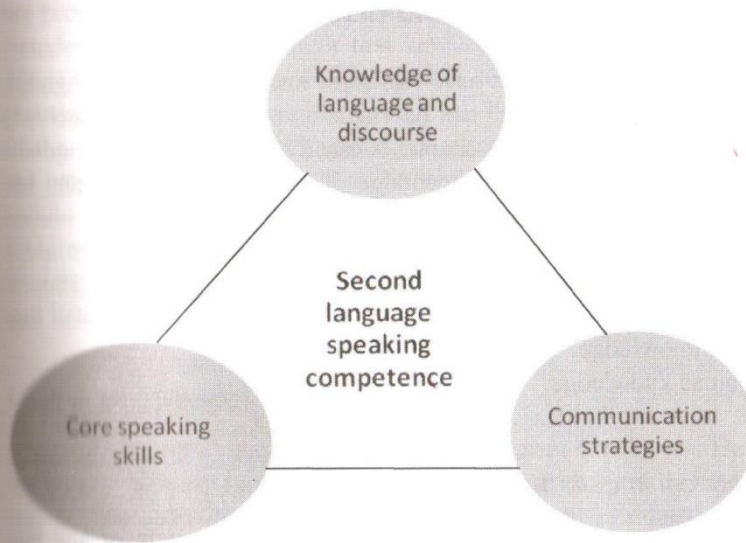


Figure 3.1: Aspects of second language speaking competence.

Source: Goh and Burns 2012, 53

Appendix 1B Goh and Burns' Model of SLSC – Four Categories of Core Speaking Skills

Core skill	Specific skills*
<p>a. Pronunciation (Produce the sounds of the target language at the segmental and suprasegmental levels.)</p>	<ul style="list-style-type: none"> - Articulate the vowels and consonants and blended sounds of English clearly. - Assign word stress in prominent words to indicate meaning. - Use different intonation patterns to communicate new and old information.
<p>b. Speech functions (Perform a precise communicative function or speech act.)</p>	<ul style="list-style-type: none"> - Request: Permission, help, clarification, assistance, etc. - Express: encouragement, agreement, thanks, regret, good wished, disagreement, disapproval, complaints, tentativeness, etc. - Explain: reasons, purposes, procedures, processes, cause and effect, etc. - Give: instructions, directions, commands, orders, opinions, etc. - Offer: advice, condolences, suggestions, alternatives, etc. - Describe: events, people, objects, settings, moods, etc. - Others. <i>Greetings, instructions, emotions (likes, dislikes), apologies</i>
<p>c. Interaction management** (Regulate conversations and discussions during interactions)</p>	<ul style="list-style-type: none"> - Initiate, maintain and end conversations. - Offer turns. - Direct conversations - Clarify meaning. - Change topics.
<p>d. Discourse organization (create extended discourse in various spoken genres, according to socioculturally appropriate conventions of language.)</p>	<ul style="list-style-type: none"> - Establish coherence and cohesion in extended discourse through lexical and grammatical choices. - Use discourse markers and intonation to signpost changes in the discourse, such as a change of topic. - Use linguistic conventions to structure spoken texts for various communicative purposes, e.g., recounts and narratives.

*These are important speaking skills within each category of core skills. The lists are not exhaustive.

**Some linguists refer to this as “discourse management”.

Source: Goh and Burns 2012, 59

Italics: Council of Europe 2003, 126

Appendix 1C Goh and Burns' Model of SLSC – Communication Strategies

Communication strategies	Specific strategies
<p>a. Cognitive strategies (Techniques to compensate for gaps in lexical knowledge and related linguistic problems)</p>	<ul style="list-style-type: none"> - Paraphrase: Circumlocuting or describing an object, person, or event. To get the meaning of a specific word across - Approximation: Using an alternative term, e.g., squirrel for chipmunk - Formulaic expressions: Using language chunks, e.g., What I'm trying to say is... to buy processing time (<i>fillers, pauses, hesitations</i>); <i>collocations and idioms</i> - Message frames: Setting the global context for what is being described before attempting to describe it." - <i>Facilitation: ellipsis, simplifications – subordination, coordination</i>
<p>b. Metacognitive strategies (Mental operations to regulate thinking and language during speaking)</p>	<ul style="list-style-type: none"> - Planning: Preparing the contents and the form for the message. - Self-monitoring: Noticing one's language and message during message production. - Self-evaluation: Noticing one's language and message after message production.
<p>c. Interactional strategies (Social behaviour for negotiating meaning during interaction)</p>	<ul style="list-style-type: none"> - Exemplification: Offering an example to make one's point clear. - Confirmation checks: Asking listeners whether they have understood the message. - Comprehension checks: Paraphrasing what is heard to confirm one's understanding. - Repetition: Repeating all or part of what is said to check one's own understanding. - Clarification requests: Asking the speaker to explain a point further. - Repetition requests: Asking the speaker to say something again. - Exemplification requests: Asking the speaker to give an example. <p>Appeal: Asking the listener for help with difficult words.</p>

Source: Goh and Burns 2012, 66

Italics: Bygate 1981

Appendix 2A Table of Contents – Wow! Bronze

Wow! Bronze		Table of Contents	
Unit	Topic/Vocabulary	Structures	Examples
Unit 1 MEET MY FRIEND	good morning, good afternoon, good evening, good night, (best) friend 0-100 sit down, stand up, open, close REVIEW: colours and patterns numbers 1-20	verb BE - positive, negative and questions Wh- questions Imperative, please.	Is it a girl? Yes, it is. / No, it isn't. What's your name? I'm/My name is... Who's this? This is... How old is she? She is... Sit down, please.
Unit 2 MY CLASS	pen, pencil, book, rubber, ruler, bag, teacher, board, desk, chair REVIEW: colours, patterns, numbers	Wh- questions (What, What colour, his, our, their, your)	What is it? It's our pen. Is it a book? Yes, it is. / No, it isn't. Whose book is it? It's his book. What colour is it? It's blue.
Unit 3 MY NEW HOME	sofa, armchair, cupboard, dishwasher, washing machine, toilet, bed, wardrobe, sink, shower REVIEW: bedroom, bathroom, living room, kitchen	there is/are Where...? BE + place prepositions (in, on, under, by)	Is there a sofa in your living room? Yes, there is. / No, there isn't. Are there any wardrobes in your bedroom? Yes, there are. / No, there aren't. Where is my bag? It is under my sofa.
Unit 4 LET'S GO OUT!	play tennis, play football, play the guitar, play the piano, play computer games, do gymnastics, do karate, ride a bike, go swimming, go skiing, go skateboarding EXTRAS/REVIEW: ball, racket, skis, swimsuit, kit	have got REVIEW: can	Have you got a bike? Yes, I have. / No, I haven't. Can you ride a bike? Yes, I can. / No, I can't.
Unit 5 HELLO, DOCTOR!	have a headache/sore throat/stomach ache/cough/runny nose, take medicine, go to hospital, drink a hot drink, stay in bed, see the doctor EXTRAS/REVIEW: I'm sick/sleepy. You should... What's the matter? body parts	imperative - giving advice negative imperative - giving restrictions fill in a simple form REVIEW: questions	What's the matter? I have got a sore throat. Don't go swimming. Take medicine.

Wow! Bronze

Table of Contents

Unit	Topic/Vocabulary	Structures	Examples
UNIT 6 MASTER CHEF	peel (a banana), slice (a carrot), mix (it), pour (it), serve (it), spoon, knife, fork, plate, glass EXTRAS/REVIEW: take (a banana), put (it) in a smoothie maker, eat (it) with various kinds of food, vegetables, fruit	there is a (banana) X there are (2 bananas) X there is some (milk) REVIEW: My favourite... / I like... / I don't like...	What's in it? There is some milk. There are 2 apples. Recipe: Take (a banana), peel (it), slice (it), put (it) in a smoothie maker, mix (it), pour (it) into the glass, serve it with (a cherry).
UNIT 7 ON THE FARM	beef, pork, ham, eggs, flour, get (it) from, raise (pigs), grow (vegetables), take care of (the farm), farmer EXTRAS/REVIEW: pig(s), chicken(s), sheep (sheep), goat(s) fruit, vegetables, wheat, bread, milk, chicken	present simple	What do we get from cows? We get beef and milk from cows. What do they do on the farm? They grow fruit, raise cows, take care of the farm.
UNIT 8 OUR FAMILY LIFE	make the bed, clean my teeth, go to school by bike, watch TV, have a shower, tidy (my room), load/unload the dishwasher/ washing machine, Hoover (the kitchen/the bedroom), wash (the car) EXTRAS/REVIEW: play with friends, read a book	How often + present simple frequency adverbs: every (day/Monday), always, sometimes, never	How often do you make the bed? I make the bed every day. Do you make the bed every day? Yes, I do. / No, I don't. Does he make the bed every day? Yes, he does. / No, he doesn't.
UNIT 9 SHOPPING FOR CLOTHES	season, spring, summer, autumn, winter, dress, sweater, trousers, shorts, shoes EXTRAS/REVIEW: buy wear	present continuous + NOW	What are you doing now? I am buying shoes now. Is she buying shoes? Yes, she is. / No, she isn't.

Source: Watts 2017a

Appendix 2B Table of Contents and Objectives of Speaking Activities from Wow! Bronze Set of Materials

Explanatory notes:

SA – Speaking activity

VC – Video clip

CB – Class book

SC – Song clip

Wba – Work book – part A

WBb – Work book – part B

p – Page; e – Exercise

P – Production; I – Interaction

S – Speaking; L – listening; R – reading; W – writing

Number	Unit	Code	Production / Interaction	Content + objectives: By the end of the activity, learners will (be able to..)	Speaking/ Listening/ Reading/ Writing
1	1	CB p1e1	P	To tell words the learners remember with a help of pictures. + recall and name vocabulary from previous courses.	S
2	1	CB p2e1	P	To tell words the learners see in the picture with written forms of words. + recall and pronounce vocabulary from previous courses.	R/S
3	1	Wba p3e1 +VC 1.1	I	To listen and sing along the song together with lyrics of the song, answering the questions. Support of VC 1.1. Then, label the pictures by new vocabulary. (What's your name? How old are you? How are you?) + produce/pronounce the lyrics of the song and identify new grammar and identify, adopt three questions: What's your name? How old are you? How are you? + recognize and label the pictures in the exercise by new vocabulary.	L/S/R/W
4	1	CB p3e1 1/2	P	Read a comics story aloud (Based on the VC 1.1) + produce/pronounce the written text (containing new vocabulary) aloud and adopt the requisites for narrating a story	R/S
5	1	CB p3e1 2/2	P	Re-tell the story with a help of comics. (Based on the VC 1.1) + understand the story: describe/retell the story by using new vocabulary and reflect the discourse knowledge in practice	S
6	1	CB p4e1	P	To read the conversation aloud, followed by drilling (3 questions from VC 1.1) + produce/pronounce the dialogue correctly	S
7	1	CB p4e2	I	To tell how learners are with a help of maze with pictures and words – Drill of answers to the question <i>How are you?</i> + recognize and remember vocabulary about feelings and thus answer the question <i>How are you?</i>	S
8	1	CB p4e3	I	Walk and talk with classmates. To ask and answer three questions from the previous activities. Drill activity within the interaction between peers. (Wba p3 e1 VC 1.1)	S

				+recognize the questions and answer them.	
9	1	Wba p5e1 +SC 1.2	P	To listen and sing a song along with a help of lyrics and SC 1.2. + produce/pronounce the lyrics of the song and identify new grammar: <i>What/What's, I am/I'm, It is, It's</i> +recall vocabulary from previous courses: numbers, patterns, colours, greetings	L/S/
10	1	Wba p7e2	I	To ask friends about their name, age and feeling and then write it down into a chart. +ask three Wh-questions by using new grammar and write the answers down.	S/W
11	1	Wba HW p7	I	At home – to ask family members the questions about their name, age and feelings and write the answers. +ask three Wh-questions by using new grammar and write the answers down.	S/W
12	2	Wba p9e1 +VC 2.1	I	To watch the VC 2.1 and after an interactive contextualized drill exercises with Steve and Bob the Blob and to revise vocabulary from the last lesson: patterns and colours together with new vocabulary (classroom objects) +label pictures. +repeat vocabulary from previous unit and identify and adopt new vocabulary and grammar (classroom objects, Wh - questions) +label pictures using new vocabulary	L/S/W
13	2	CB p7e1 1/2	P	Read a comics story aloud. (Based on the VC 2.1) +produce/pronounce the written text (containing new vocabulary) aloud and adopt the requisites for narrating a story.	R/S
14	2	CB p7e1 2/2	P	Re-tell the story with a help of comics and yellow sentences. (Based on the VC 2.1) +understand the story: describe/retell the story by using new vocabulary and reflect the discourse knowledge in practice.	S
15	2	CB p8e1	p	To recognize the object by using vocabulary of patterns, colours and school needs +recognize and practice vocabulary about classroom objects in connection with patterns and colours; practise new grammar: Wh – questions.	S
16	2	CB p8e2	I	Play a guessing game with a partner and recognize the correct object, colour and pattern and answer questions. (guessing drill game) +ask the questions <i>Is it..?</i> and thus, revise vocabulary about objects, colours and patterns.	S
17	2	CB p8e3	P	Able to recognize coloured objects, count them and practice the phrase <i>how many</i> (Pictures; CLIL) +recognize same objects and name them in connection with calculating.	S
18	2	CB p8e4	I	Able to find out colour differences in the picture and express it in sentences (<i>It is a green pencil. – No it isn't. It is a yellow pencil.</i>)SF agreement disagreement +discover differences between pictures and express agreement and disagreement	S
19	2	+WB p11e1 VC 2.2	I	Adopt new vocabulary (classroom objects 2) through an interactive contextualized drill exercise from VC 2.2. +identify and adopt new vocabulary (classroom objects 2). +label pictures using new vocabulary.	L/S/W
20	2	CB p9e1	P	Read a comics story aloud (Based on the VC 2.2) +produce/pronounce the written text (containing new	R/S

		1/2		vocabulary) aloud and adopt the requisites for narrating a story.	
21	2	CB p9e1 2/2	P	Re-tell the story with a help of comics. (Based on the VC 2.2) +understand the story: describe/retell the story by using new vocabulary and reflect the discourse knowledge in practice.	S
22	2	CB p9e2	I	Able to answer the Wh-questions + practising new vocabulary with a help of pictures. +recognize correct objects and answer Wh - questions based on comics.	S
23	2	CB p10e1	P	Say the colours and count them. +relate colours to numbers and count them. (CLIL)	S
24	2	CB p10e2	I	Play a guessing game about the Blob with a partner and answer the questions. +repeat vocabulary (classroom objects) through asking Wh-questions about objects in blobs, answering them and guessing the right blob; express agreement and disagreement.	S
25	2	CB p10e3	I	Able to talk with a partner about the colour of objects. +recognize and repeat colours and classroom objects	S
26	2	Wba p12e3	I	Play a guessing game with a partner about the classroom objects +ask and answer the W-questions to reveal the classroom objects, express agreement and disagreement.	S
27	2	Wba p13e1 +SC 2.3.	P	To practise singing a song in English with a help of a record and lyrics and based on that fill in correct words + produce/pronounce the lyrics of the song and identify new grammar: possessive pronouns	L/S/W
28	2	CB p11e2	I	Through a drill game, recognize the objects in maze, revise unit vocabulary and grammar +revise vocabulary about classroom objects and practise possessive pronouns.	S
29	3	WB p17e1+ VC 3.1.	I	Label the pictures after an interactive contextualized drill of new vocabulary (furniture 1) within the VC 3.1 +repeat vocabulary from the previous unit and identify and adopt new vocabulary (furniture 1) +label pictures using new vocabulary.	L/S/W
30	3	CB p13e1 1/2	P	Read a comics story aloud (Based on the VC 3.1) +produce/pronounce the written text (containing new vocabulary) aloud and adopt the requisites for narrating a story.	R/S
31	3	CB p13e1 2/2	P	Re-tell the story with a help of comics. (Based on the VC 3.2) +understand the story: describe/retell the story by using new vocabulary and reflect the discourse knowledge in practice.	S
32	3	CB p13e2	P	Read aloud sentences and based on the story from VC 3.1 decide and say whether are statements true or false. +pronounce the statements, understand them and decide whether they are true or not with the help of pictures, practise vocabulary about furniture and grammar: possessive pronouns from unit 2.	S
33	3	CB p14e1	I	To answer the question <i>Whose is it?</i> - drill of possessive pronouns and furniture vocabulary with a help of pictures. + use possessive pronouns from UNIT 2 in order to identify objects and answer the question <i>whose is it?</i>	S
34	3	CB	I	Drill question <i>Whose is it?</i> And answers to that –	S

		p14e2		adopting new vocabulary about furniture. + adopt new vocabulary about furniture and to answer the question Whose is it?	
35	3	CB p14e3	I	Through a guessing game with a partner, find out what is the peer thinking about. + find out on which blob (from CB p14e1) is the other peer thinking about by using various vocabulary: colours, furniture, numbers; and possessive pronouns; express agreement and disagreement.	S
36	3	WB p17e1 +VC 3.2	I	Label the pictures after an interactive contextualized drill of new vocabulary (furniture 2 + rooms) within the VC 3.2 + identify and adopt new vocabulary (furniture 2 + rooms). + label pictures using new vocabulary.	L/S/W
37	3	CB p15e1 1/2	P	Read a comics story aloud (Based on the VC 3.2) +produce/pronounce the written text (containing new vocabulary) aloud and adopt the requisites for narrating a story.	R/S
38	3	CB p15e1 1/2	P	Re-tell the story with a help of comics. (Based on the VC 3.2) +understand the story: describe/retell the story by using new vocabulary and reflect the discourse knowledge in practise.	S
39	3	CB p15e2	I	To answer questions about house. + answer the question <i>Where is your..?</i> by using vocabulary about furniture 2.	S
40	3	CB p16e1	P	To talk about pictures and describe the objects. +describe pictures with a use of vocabulary: colours, patterns, furniture, house rooms, school objects + grammar: <i>it's/it isn't</i>, prepositions of place, <i>there is there are</i>.	S
41	3	CB p16e2	I	Revise vocabulary and grammar from the previous activities and question – where something is. Help of pictures in context. +identify a correct object and answer the question where the object is, revise vocabulary about school objects and grammar <i>Where..?, is/it's</i>.	S
42	3	CB p16e3	I	Drilling the question <i>What colour is ..?</i> with the help of pictures. +describe asked objects by using vocabulary about furniture, colours, patterns, rooms.	S
43	3	Wba p20e1	I	Able to find out partner's furniture by asking questions from the unit and write it down. +communicate the position of objects (vocabulary: furniture) by using specific questions (grammar: <i>Where?</i>, place prepositions, <i>there is there are</i> and <i>cued pictures</i>).	W/S
44	3	Wba p21e1 +SC 3.3	P	To listen and sing a song along with a help of lyrics and SC 3.3 and order verses. + produce/pronounce the lyrics of the song and identify new grammar: a/an = one; isn't = is not; aren't = are not +recall vocabulary (furniture 1, 2).	L/S
45	3	CB p17e2	P	To find 10 differences between two pictures +describe pictures by using the phrase <i>there is there are</i> with a given example of the form.	S
46	3	Wba p22e1	I	Speak in pairs and practice questions <i>Is there? Are there?</i> And answer (agreement, disagreement) with the help of pictured maze, revision of vocabulary.	S

				+ask the questions <i>Is there? Are there?</i>, recognize picture and adequately answer by using grammar there is there are, prepositions of place and vocabulary about furniture.	
47	3	Wba p23e2	I	Play a guessing game with a partner to find out information about houses and practise agreement and disagreement with a help of pictures from the previous exercise. (pictorial support) + use questions <i>Is there? Are there?</i> In order to find out the correct house by using vocabulary about furniture; appropriately answer the questions by using grammar <i>there is, there are</i>, prepositions of place and express agreement and disagreement	S
48	4	WB p25e1 + VC 4.1	I	Label the pictures after an interactive contextualized drill of new vocabulary within the VC 4.1 + identify and adopt new vocabulary (free time) + label pictures using new vocabulary (free time)	L/S/W
49	4	CB p19e1 1/2	P	Read a comics story aloud (Based on the VC 4.1) +produce/pronounce the written text (containing new vocabulary) aloud and adopt the requisites for narrating a story	R/S
50	4	CB p19e1 2/2	P	Re-tell the story with a help of comics. (Based on the VC 4.1) +understand the story: describe/retell the story by using new vocabulary and reflect the discourse knowledge in practice.	S
51	4	CB p19e2	I	Able to answer the questions from the comics story and revise prepositions of place +choose a correct answer connected with comics and revise grammar aspects (wh- questions, prepositions of place)	S
52	4	CB p20e1	P	Talk about pictures practise of new vocabulary about free time +recognize the activity from the picture and label it with new vocabulary (free time)	S
53	4	CB p20e2	P	Labelling pictures with vocabulary about free time and make sentences with <i>can/can't</i> . +recognize the activity from the picture and based on that, create sentences by using vocabulary about free time and use <i>can/can't</i>.	S
54	4	CB p20e3	I	Spot the differences between two wardrobes and describe them, practise the grammar <i>can/can't</i> +use/practise new vocabulary items (free time) and revise phrases <i>there is/there are</i> and <i>can/can't</i> in order to find out differences.	S
55	4	WB p27e1 + VC 4.2	I	Label the pictures after an interactive contextualized drill of new vocabulary within the VC 4.1 + identify and adopt new vocabulary (free time 2) + label pictures using new vocabulary (free time 2)	L/S/W
56	4	CB p21e1 1/2	P	Read a comics story aloud (Based on the VC 4.2) +produce/pronounce the written text (containing new vocabulary) aloud and adopt the requisites for narrating a story	R/S
57	4	CB p21e1 2/2	P	Re-tell the story with a help of comics. (Based on the VC 4.2) +understand the story: describe/retell the story by using new vocabulary and reflect the discourse knowledge in practice.	S
58	4	CB p22e1	P	Show the activity by miming and say the correct answer. +recognize the activity (free time)	S

59	4	CB p22e2	P	Describe pictures by using <i>there is there are</i> , prepositions of place and vocabulary: furniture, free time +recognize the position of objects and use the correct phrase (there is/are) and vocabulary (furniture, free time) to make sentences.	S
60	4	CB p22e3	P	Drill practice of vocabulary +make a sentence about objects using vocabulary about colours, patterns, free time.	S
61	4	Wba p29e1 + SC 4.3	P	To listen and sing a song along with a help of lyrics and SC 4.3 and order verses. + produce/pronounce the lyrics of the song and identify new grammar: have got/ve'got + questions +recall vocabulary (free time 1, 2).	L/S
62	4	CB p23e2	P	By the game with a dice – drill the new grammar have got. +practise grammar have got/ve'got (+ can/can't).	S
63	4	Wba p31e2	I	Pick the picture of wardrobe and guess the partner's one by using phrase <i>have got</i> and revision of agreements and disagreements + revision of vocabulary of free time. +ask and answer a question <i>Have you got..?</i> to find out the correct answer and practise agreements and disagreements (based on a picture from the previous exercise).	S
64	4	Wba p31e3	I	To ask peers who has got...and write it into the table. (revision of vocabulary and have got/ve'got grammar) +use a question <i>Have you got..?</i> in order to find information and fill in the table.	S/W
65	5	Wba p33e1 + VC 5.1	I	Label the pictures after an interactive contextualized drill of new vocabulary within the VC 5.1 + identify and adopt new vocabulary (health problems) + label pictures using new vocabulary (health problems)	L/S/W
66	5	CB p25e1 1/2	P	Read a comics story aloud (Based on the VC 5.1) +produce/pronounce the written text (containing new vocabulary) aloud and adopt the requisites for narrating a story	R/S
67	5	CB p25e1 2/2	P	Re-tell the story with a help of comics and orange sentences. (Based on the VC 5.1) +understand the story: describe/retell the story by using new vocabulary and reflect the discourse knowledge in practice.	S
68	5	CB p26e1	P	To describe pictures using new vocabulary about <i>health problems</i> . +recognize picture with a health problem and name it by using vocabulary about health problems.	S
69	5	CB p26e2	P	To describe pictures by using negatives of <i>have got</i> , remembering new vocabulary +recognize picture with a health problem and name it by using vocabulary about health problems, adopt negatives of <i>have got</i>.	S
70	5	CB p26e3	I	To play a guessing game in pairs by asking about pictures from the previous exercise and find out the correct answer by using new vocabulary. +ask and answer questions in pairs about pictures with health problems in order to find out the correct answer by using expressions of agreement and disagreement.	S
71	5	WB p35e1	I	Label the pictures after an interactive contextualized drill of new vocabulary within the VC 5.2	L/S/W

		+ VC 5.2		+ identify and adopt new vocabulary (health problems – solutions) + label pictures using new vocabulary (health problems – solutions)	
72	5	Wba p35e4	I	According to pictures, say what happened and whether they can do something (vocabulary: health problems, free time, grammar: should) Form of role-play – doctor and patient + express a health problem and ask whether they can do some free time activity. + answer the questions and suggest solution (using should) to health problems.	S
73	5	CB p27e1 1/2	P	Read a comics story aloud (Based on the VC 5.2) + produce/pronounce the written text (containing new vocabulary) aloud and adopt the requisites for narrating a story	R/S
74	5	CB p27e1 2/2	P	Re-tell the story with a help of comics (Based on the VC 5.1) + understand the story: describe/retell the story by using new vocabulary and reflect the discourse knowledge in practice.	S
75	5	CB p28e1	P	According to the maze, say what the blob should do. (grammar: <i>have got, should</i> ; vocabulary – health and solution) + recognize health problem from pictures and create a sentence based on that by using grammar: <i>have got, should</i> and vocabulary: health problems and solutions.	S
76	5	CB p28e2	P	To read aloud the story with pictures instead of some words. + produce/pronounce a written text aloud + recognize pictures and name them by a correct vocabulary item.	S
77	5	CB p28e3	I	Similar to Wba p35e4 – discuss With a partner what to do and not to do – based on pictures (using vocabulary about health and solutions) + express a health problem and ask whether they can do some free time activity. + answer the questions and suggest solution to health problems by using <i>can/can't/should</i>.	S
78	5	Wba p36e3	I	Through a role play tell - what is the matter with health and suggest solution (doctor and patient) using vocabulary and grammar. + share information about health problems and suggest solutions by using <i>can/can't/should</i>.	S
79	5	Wba p37e1 +SC 5.3	P	To listen and sing a song along with a help of lyrics and SC 5.3 and fill in the gaps by missing information. + produce/pronounce the lyrics of the song and identify new grammar: <i>Do/don't</i> + recall vocabulary (health problems and solutions).	L/S/W
80	5	CB p29e2	I	After reading aloud the dialogue, make a new conversation by substitution of vocabulary with a help of pictures + express health problems. + suggest solutions by using new grammar: <i>don't</i>	S
81	5	Wba p39e3	I	Through a role-play of patient and doctor create dialogue based on the own drawn path of pictures from the previous exercise. Share information about health problems. + use vocabulary and grammar learnt within the unit	S

				5 and simulate the situation between patient and doctor. Therefore, share unknown information about health problems and suggest solutions with a partner.	
82	5	CB p30e1 1/2	P	Read David's story aloud. +produce/pronounce the written text aloud and adopt the requisites for narrating a story.	R/S
83	5	CB p30e1 2/2	P	After reading David's story, ability to re-tell the other pictured stories. (using unit vocabulary and grammar) +understand the story: describe/retell the story by using unit grammar and vocabulary, reflect the discourse knowledge in practice.	S
84	6	WBb p 41e1 +VC 6.1	I	Label the pictures after an interactive contextualized drill of new vocabulary within the VC 6.1. + identify and adopt new vocabulary (making smoothie) + label pictures using new vocabulary (making smoothie)	L/S/W
85	6	CB p31e1 1/2	P	Read a comics story aloud (Based on the VC 6.1) +produce/pronounce the written text (containing new vocabulary) aloud and adopt the requisites for narrating a story	R/S
86	6	CB p31e1 2/2	P	Re-tell the story with a help of comics (Based on the VC 6.1) +understand the story: describe/retell the story by using new vocabulary and reflect the discourse knowledge in practice.	S
87	6	CB p31e2	P	Is the statement true or not, answer based on the comics from the previous exercise. +recognize correct statements based on comics and express it.	R/S
88	6	CB p32e1	P	With a help of pictures, be able to say how to prepare a smoothie (vocabulary about preparing smoothies and grammar from previous unit do and don't) +create sentences with a help of cues about processes of preparing a smoothie, use vocabulary about preparation of smoothies and grammar <i>doldon't</i>.	S
89	6	CB p32e2	P	Choose one item which is odd out. +recognize types of food (vocabulary about food) and take out one which does not fit.	
90	6	CB p32e3	I	Though a guessing game with a peer, practise vocabulary about food and grammar <i>can/can't</i> . +ask questions about preparing food to find out the correct answer and practise agreement and disagreement.	S
91	6	WBb p43e1 + VC 6.2	I	Label the pictures after an interactive contextualized drill of new vocabulary within the VC 6.2. + identify and adopt new vocabulary (dishes). + label pictures using new vocabulary (dishes).	L/S/W
92	6	CB p33e1 1/2	P	Read a comics story aloud (Based on the VC 6.2) +produce/pronounce the written text (containing new vocabulary) aloud and adopt the requisites for narrating a story.	R/S
93	6	CB p33e1 2/2	P	Re-tell the story with a help of comics and yellow sentences. (Based on the VC 6.2) +understand the story: describe/retell the story by using new vocabulary and reflect the discourse knowledge in practice.	S
94	6	CB p34e1	I	With a help of pictures and a list of items, ask and answer the questions about the place of the items	S

				(revision of place preposition and drilling new vocabulary) +ask and answer the questions about the place where the items (vocabulary: dishes; grammar: prepositions of place) are with a peer.	
95	6	CB p34e2	P	Read aloud the text with pictures instead of some words. +produce/pronounce a written text and name the pictures which are instead of some words.	R/S
96	6	WBb p45e1 +SC 6.3	P	To listen and sing a song along with a help of lyrics and SC 6.3 and match pictures to verses. + produce/pronounce the lyrics of the song and identify new grammar: a/an, numbers and some	L/S/W/R
97	6	CB p35e2	I	Through a guessing drill game, practising new grammar about articles. +classify correct articles to objects from the picture and adopt new grammar	S
98	6	WBb p46e1	P	To create a correct sentence including a correct articles and match it with a right box +classify correct articles to objects and adopt new grammar.	S
99	6	CB p36e1	P	To read Emma's recipe and then, retell the recipe of David by the same pattern (Revision of unit vocabulary and grammar) +understand: describe the list of items in a recipe by using unit grammar and vocabulary.	S/R
100	7	WBb p49e1 + VC 7.1	I	Label the pictures after an interactive contextualized drill of new vocabulary within the VC 7.1. + identify and adopt new vocabulary (food). + label pictures using new vocabulary (food).	L/S/W
101	7	CB p37e1 1/2	p	Read a comics story aloud (Based on the VC 7.1) +produce/pronounce the written text (containing new vocabulary) aloud and adopt the requisites for narrating a story.	R/S
102	7	CB p37e1 2/2	P	Re-tell the story with a help of comics. (Based on the VC 7.1) +understand the story: describe/retell the story by using new vocabulary and reflect the discourse knowledge in practice.	S
103	7	CB p37e2	P	Based on the pictures from the comics, decide and say whether the statements are true or false +recognize the true of statement with a help of comics and express it.	S
104	7	CB p38e1	I	Compare fridges of Steve and Maggie in order to practise new vocabulary about food. +recognize differences between two fridges and express it by using vocabulary about food and phrase there is/are.	S
105	7	CB p38e2	P	Talk and describe the picture of the farm and correct the statements. +recognize whether the statements about farm are true and if not, be able to correct them, revision of grammar: there is/there are; vocabulary about the farm.	S
106	7	CB p38e3	P	Drilling vocabulary through a game „Clap if true“ +recognize true statements and revise vocabulary about the farm.	S
107	7	WBb p51e1 + VC 7.2	I	Label the pictures after an interactive contextualized drill of new vocabulary within the VC 7.2. + identify and adopt new vocabulary (farm life). + label pictures using new vocabulary (farm life).	L/S/W

108	7	CB p39e1 1/2	P	Read a comics story aloud (Based on the VC 7.2) +produce/pronounce the written text (containing new vocabulary) aloud and adopt the requisites for narrating a story.	R/S
109	7	CB p39e1 2/2	P	Re-tell the story with a help of comics. (Based on the VC 7.2) +understand the story: describe/retell the story by using new vocabulary and reflect the discourse knowledge in practice.	S
110	7	CB p39e2	P	Read the written sentences about the story from VC 7.2, decide whether they are true with a help of pictures +produce and recognize the true of statement with a help of comics adopt new vocabulary about a farm life.	S
111	7	CB p40e2	P	Read aloud the text with pictures instead of some words to revise vocabulary about the farm life. +produce/pronounce a written text and name the pictured items.	R/S
112	7	WBb p52e1	P	To describe smoothies of Steve, Maggie and Blob and recognize how many of what they have in their smoothies and then, write it down. (Revision of vocabulary) +recognize pictures of smoothie ingredients and fill them into the sentences below.	S/W
113	7	WBb p53e1 +SC 7.3	P	To listen and sing a song along with a help of lyrics and SC 7.3 and order verses. + produce/pronounce the lyrics of the song and identify new grammar: 3rd person does – does not	L/R/S
114	7	CB p41e2	I	Play a guessing game in pairs and find out the farmer on which the partner is thinking about - by using grammar (does, does not) +use <i>does/does not</i> and vocabulary about the farm life when guessing a farmer, react on the answer and create new questions.	S
115	7	WBb p54e2	I	Answer the questions by provided sentences to practise grammar from SC 7.3 +answer correctly (<i>do/don't; does/doesn't</i>) to questions.	S
116	7	WBb p55 HW	I	Talk about a drawn crazy space animal/plant with a peer and revise all vocabulary and grammar learnt from the unit or previous units. +talk about, ask and answer the questions about own crazy space animal using UNIT grammar and vocabulary and find out the details.	S
117	7	CB p42e1	P	To read sentences aloud and recognize them in the picture. +produce/pronounce a written text aloud and recognize the pictures which match to the numbers.	R/S
118	8	WBb p57e1 +VC 8.1	I	Label the pictures after an interactive contextualized drill of new vocabulary within the VC 8.1. + identify and adopt new vocabulary (daily routines). + label pictures using new vocabulary (daily routines).	L/S/W
119	8	CB p43e1 (1/2)	P	Read aloud the comics story (Based on the VC 8.1) and focus on requisites of narrating a story. +pronounce/produce the written dialogue (containing new vocabulary) aloud and adopt discourse knowledge as a preparation for the next step of the activity (2/2).	R/S

120	8	CB p43e1 (2/2)	P	Re-tell the story with a help of comics. (Based on the VC 8.1) +understand the story: describe/retell the story and practise new vocabulary and discourse knowledge.	S
121	8	CB p43e2	I	Answer the questions based on the story from the previous exercise. + recognize the answer to questions from pictures by using new vocabulary.	S
122	8	CB p44e1	P	Based on the pictures, compare Steve's and Maggie's day, using vocabulary about daily routines. + identify difference between Steve's and Maggie's daily routines and describe them by using new vocabulary.	S
123	8	CB p44e2	I	Answer the questions with a help of pictures and practise new vocabulary. +recognize the correct answer to questions and revise new vocabulary.	S
124	8	WBb p59e1 + VC 8.2	I	Label the pictures after an interactive contextualized drill of new vocabulary within the VC 8.2. + identify and adopt new vocabulary (house work). + label pictures using new vocabulary (house work).	L/S/W
125	8	CB p45e1 1/2	P	Read aloud the comics story (Based on the VC 8.2) and focus on requisites of narrating a story +pronounce/produce the written dialogue (containing new vocabulary) aloud and adopt discourse knowledge as a preparation for the next step of the activity (2/2).	R/S
126	8	CB p45e1 2/2	P	Re-tell the story with a help of comics. (Based on the VC 8.2) +understand the story: describe/retell the story and practise new vocabulary and discourse knowledge.	S
127	8	CB p46e1	P	Based on the pictures, read aloud the sentences and decide whether they are true or not (practise of new vocabulary) + produce/pronounce a written text and based on pictures decide whether the statements are true or false and adopt new vocabulary about house work.	R/S
128	8	CB p46e2	P	Choose the odd one out and tell why, practising vocabulary +recognize the odd picture and describe, why it does not fit to the others by using new vocabulary.	S
129	8	WBb p61e1 +SC 8.3	P	To listen and sing a song along with a help of lyrics and SC 8.3 and fill in the gaps needed vocabulary item. + produce/pronounce the lyrics of the song and identify new grammar: How often	L/S/R/W
130	8	CB p47e2	P	Talk about Steve's and Maggie's week with a help of pictures and practising new grammar <i>How often...</i> +express frequency of doing house work with the help of picture.	S
131	8	WBb p63e1	P	Read aloud the story and connect it with pictures, practising <i>how often</i> grammar +produce/pronounce a written text about frequency of doing house work (revision of vocabulary, grammar) and connect sentences to correct pictures.	R/S
132	8	CB p48e1	P	Create as many sentences as possible from the pictures and revise unit vocabulary and grammar. +name as many sentences about frequency of doing housework as possible and practise the unit vocabulary and grammar.	S
133	9	WBb	I	Label the pictures after an interactive contextualized drill	L/S/W

		p65e1 +VC 9.1		of new vocabulary within the VC 9.1. + identify and adopt new vocabulary (the four seasons). + label pictures using new vocabulary (the four seasons).	
134	9	CB p49e11 1/2	P	Read aloud the comics story (Based on the VC 9.1) and focus on requisites of narrating a story +pronounce/produce the written dialogue (containing new vocabulary) aloud and adopt discourse knowledge as a preparation for the next step of the activity (2/2).	S
135	9	CB p49e12 2/2	P	Re-tell the story with a help of comics. (Based on the VC 9.1) +understand the story: describe/retell the story and practise new vocabulary and discourse knowledge.	
136	9	CB p49e2	I	To recognize the season and answer the question with a help of pictures from the comics – drilling new vocabulary +recognize the picture of season and answer the questions by using new vocabulary from VC 9.1.	S
137	9	CB p50e1	P	To match the seasons (+months) to pictures and drill them. +recognize pictures and name them by using new vocabulary of the four seasons from VC 9.1.	S
138	9	CB p50e2	P	Drill sentences about how often in connection with new vocabulary about weather and match them to pictures. +understand to sentences about weather and match them to the correct pictures, adopt new vocabulary about seasons and weather and revise grammar <i>how often</i>.	R/S
139	9	WBb p67e1 + VC 9.2.	I	Label the pictures after an interactive contextualized drill of new vocabulary within the VC 9.2. + identify and adopt new vocabulary (clothes) + label pictures using new vocabulary (clothes)	L/S/W
140	9	CB p51e1 1/2	P	Read aloud the comics story (Based on the VC 9.2) and focus on requisites of narrating a story +pronounce/produce the written dialogue (containing new vocabulary) aloud and adopt discourse knowledge as a preparation for the next step of the activity (2/2).	S
141	9	CB p51e1 2/2	P	Re-tell the story with a help of comics. (Based on the VC 9.2) +understand the story: describe/retell the story and practise new vocabulary about clothing and discourse knowledge	
142	9	CB p51e2	P	To read sentences and say whether they are true or not based on the comics. +pronounce and understand to sentences and decide whether the statement is true or not (vocabulary about clothing).	R/S
143	9	CB p52e2	I	Compare Maggie’s and Steve’s wardrobes in pairs. +find differences between two wardrobes and express them by using unit vocabulary and vocabulary from previous units.	S
144	9	WBb p68e2	I	After drawing clothes for every season, describe it to a peer and talk about season clothing. +realize which clothes is worn in the four seasons, draw it, describe it to the partner and talk about season clothing.	S

145	9	WBb p69e1 +SC 9.3	P	To listen and sing a song along with a help of lyrics and SC 9.3 and order verses. + produce/pronounce the lyrics of the song and identify new grammar: present continuous + recall vocabulary (the four seasons and clothes shopping)	L/S/R
146	9	CB p53e2	I	Play a guessing game with a partner in order to practise present continuous +use present continuous to express what items they are buying and let a partner guess the correct person, practice of expressing agreement and disagreement.	S
147	9	WBb p70e1	P	After reading aloud, decide whether the statement is true or false and write it down – practising present continuous +produce/pronounce a written text and understand to its meaning in order to decide whether it is true or not, practise present continuous.	R/S
148	9	CB p54e1	P	Revise vocabulary about 4 seasons and describe pictures +describe pictured situations by using already known grammar (present continuous) and vocabulary (4 seasons) from unit 9	S

Appendix 3A Analysed Data

The Example of Initial Recording Sheets

UNIT 5 - Hello, doctor!		The number of SA	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	total	19	
		Production		1	1	1	1				1	1	1	1			1			1	1		11	
		Interaction	1					1	1	1					1	1		1	1				8	
Speaking Activity		Reading/singing Aloud		1							1			1			1				1		5	
		Storytelling			1							1											1	3
		Drill	1			1	1		1					1										5
		Guessing game						1																1
		Question-answer																						0
		Miming																						0
		Description of picture															1							1
		Role-play										1						1		1	1			4
Orientation of Activities		Accuracy	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	17	
		Fluency															1				1		2	
Classification of activities	Pre-communicative	Structural		1		1	1				1		1	1			1				1		8	
		Quasi-com.	1		1			1	1	1		1							1			1	9	
		Communicative	Functional																				0	
			Social-interactional															1				1		2
Aspects of second language speaking competence	Knowledge of Language and Discourse	Grammatical knowledge					1			1	1	1	1	1	1	1	1	1	1	1	1	1	12	
		Phonological knowledge																					0	
		Lexical knowledge	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1			1	1	1	17	
		Discourse knowledge		1								1			1								1	4
	Core Speaking Skills	Pronunciation	1	1		1			1		1		1	1				1					9	
		Speech functions			1			1		1		1					1	1		1	1		9	
		Interaction management						1		1							1	1		1	1		6	
		Discourse organization			1							1											1	3
	Communication strategies		Cognitive strategies																					0
			Metacognitive strategies			1								1										1
Interactional strategies																	1						1	

The Summarized Chart – Production and Interaction – Distribution of Aspects of SLSC between Individual Units

Aspects of SLSC	Unit	1	2	3	4	5	6	7	8	9	Total										
	Total number of SA	11	17	19	17	19	16	18	15	16	148										
Knowledge of Language and Discourse	Production / Interaction	6	5	8	9	8	11	11	6	11	8	11	5	12	6	11	4	11	5	89	59
	Grammatical knowledge	1	2	3	6	4	9	6	4	7	5	5	3	3	4	4	0	3	2	36	35
	Phonological knowledge	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Lexical knowledge	6	3	7	9	6	11	9	5	10	7	9	4	11	5	9	4	9	4	76	52
Core Speaking Skills	Discourse knowledge	1	0	2	0	2	0	4	0	3	0	3	0	3	0	3	0	2	0	22	0
	Pronunciation	4	2	4	2	4	4	4	2	7	2	7	3	6	2	4	2	7	2	47	21
	Speech functions	1	0	4	5	5	4	2	3	6	3	4	1	4	3	5	0	5	3	36	22
	Interaction management	0	0	0	3	0	3	0	1	0	6	0	1	0	2	0	0	0	1	0	17
Communication strategies	Discourse organization	1	0	2	0	2	0	2	0	3	0	3	0	2	0	2	0	3	2	20	2
	Cognitive strategies	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Metacognitive strategies	1	0	2	0	2	0	2	0	3	0	2	0	2	0	2	0	2	1	18	1
	Interactional strategies	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The Summarized Chart – Interaction – Littlewood's Classification of Activities

UNIT	1	2	3	4	5	6	7	8	9	Total
Interaction	5	9	11	6	8	5	6	4	5	59
Structural	1	2	4	0	0	2	1	2	0	12
Quasi-communicative	4	7	6	6	6	3	3	2	3	40
Functional	0	0	1	0	0	0	2	0	2	5
Social-interaction	0	0	0	0	2	0	0	0	0	2

Appendix 3B Transcription of VC 3.2 – Not now, Bobby!

Introduction: toilet, sink, shower, wardrobe, bed

Maggie: “Oh! Come on Steve!”

Steve: “Not now Maggie, I’m busy. I’m just on the toile. I’ll be out in a minute.”

Bob: “Hello, Steve! It’s good to see you not busy.”

Steve: “I am busy.”

Bob: “You can help me teach the little blobs. Let’s go!”

Steve: “Oh, no!” (Steve is kidnapped by the alien Bob to his planet.)

Bob: “Look little blobs, look, look, it’s Steve!”

Steve: “Hello little blobs, hello Bob! Oh look, what’s that over there, look.” (Steve’s splashing the toilet)

Bob: “Oh where, Can you see anything? I can’t see anything. Oh Steve!”

Steve: “You surprised me.”

Bob: “Sorry Steve!”

Bob: “What’s that funny chair oh!”

Steve: “Ha Ha Bob. It’s not a chair. What is it? ... Yeah. It’s a toilet. It’s where we... well you know. This is my toilet. Help me tell the little blobs and Bob by saying – It’s my toilet, it’s my toilet, it’s my toilet. Yeah. When we finish on the toilet, what do we do? ... Yeah, need to wash our hand and to wash my hands I need a sink. So Bob I need a sink to wash my hands.”

Bob: “Okay, searching, oh yes a sink, okay here you are Steve!”

Steve: “Great! What is it? ... Yeah! It’s a sink, super. So help me tell the little blobs and Blob – What is it? It’s a sink. What is it? It’s a sink. What is it? It’s a sink. That’s right!”

Bob: “And you wash everything in the sink? Oh?”

Steve: “No Bob you don’t wash everything in the sink just your hand and face. To wash your body you need a bathroom and a shower?”

Bob: “A shower? Ok, searching, oh here it is, here it is!”

Steve: “Great! Hey look, look, look! What is it? It’s a shower. Help me tell Bob and the little blobs. What is it? It’s a shower. What is it? It’s a shower. What is it? It’s a shower. Yeah! And when we finish in a shower we need to dry ourselves with a towel. My towels are in my wardrobe.”

Bob: “Oh! Wardrobe? Searching! Here it is. Yeah!”

Steve: “This is a wardrobe, it looks like my wardrobe. Hold on ... Oh, hey, this is my wardrobe.”

Bob: “Yes!”

Steve: “My socks, my pants, my T-shirts, my towels... Oh Bobby...! Help me say to the little blobs. It’s my wardrobe. It’s my wardrobe. It’s my wardrobe. Oh Bobby, now everybody’s seen my wardrobe, my socks and pants. Why don’t you just show them my bed as well!” (Bob is laughing)

Bob: “Oh, good idea! Searching.”

Steve: “No Bobby, no!”

Steve: “Ha ha, it’s not my bed. This is not my bed no... Okey, yes. It’s my bed I know ha ha. Say with me, say to the little blobs. It’s my bed. It’s my bed, yes. It’s my bed. Oh.” (Steve’s phone is ringing)

Bob: “Oh, What’s that?”

Steve: “Sorry, it’s Maggie, just a moment. Hello Maggie.”

Maggie: “Help, help, there is a problem.”

Steve: “A problem? Okay, I’m coming, sorry Bob. I have to go.” (Steve goes back to his bathroom where there is flood because Steve’s toilet, sink and shower are missing.)

Bob: “Bye Steve, bye!”

Steve: “Oh no! You’re right Maggie this is really big problem. Bob took my toilet, my sink and my shower. Oh, Bob!!! Help!!!”

Source: *Wow! Bronze* DVD

Appendix 3C Speaking Activities

CB p20e3 – Unit 4



Source: Watts 2017a, 20

CB p9e1 (1/2, 2/2); CB p9e1 – Unit 2

1. Read and re-tell the story. Clip

1 This is my board. **Steve is making a video.**

2 I'm a teacher.

3 Lunch time! I'm hungry!

4 Where is my bag? **Steve is looking for his bag.**

5 Hey, Steve! Catch!

6 Aahhhh! **Oh, that's how Steve goes to sleep!**

7 Stop! Wait!

8 This is how they go to sleep. **Bob is teaching the little blobs.**

9 **What is it?**

10 It's a bag.

11 It's a desk.

12 It's a chair.

13 What's this? **It's my tummy! I'm hungry.**

14 See you later! **Steve is going back home.**

2. Look at pictures 9-12 and answer the questions.

1. What colour and pattern is the bag?
2. What colour is the desk?
3. What colour is the chair?
4. What colour is the board?

UNIT 2 MY CLASS 9 nine

Source: Watts 2017a, 43

Wba p23e2 – Unit 3

② Look at the houses in **1**.
Play the game.

Are there 2 washing machines in the bathroom?
No, there aren't.
Is there a sink in the kitchen?
Yes, there is.
Are there 2 wardrobes in the bedroom?
Yes, there are.
Is it the pink house?
Yes, it is.

Source: Watts 2017b, 23

WB p39e3 – Unit 5

② Draw a path through the pictures to make a conversation.

Hello, what's the matter?
OK. And...
Thank you, goodbye.

③ Work in pairs. Role-play the conversation in **2**.

Source: Watts 2017b, 39

WB p29e1 + SC 4.3 has been chosen.

① Listen to the song and sing along. Then match the pictures to the verses and number them.

Let's do something!

Verse 1
I can't ride a bike, I haven't got a bike.
He can't ride a bike, he hasn't got a bike.
But, there's a bike.
There is a bike for you there.
I've got a bike, I've got a bike.
Ooh, I can ride a bike, yeah.

Verse 2
I can't play football, I haven't got a ball.
He can't play football, he hasn't got a ball.
But, there's a ball.
There is a ball for you there.
I've got a ball, I've got a ball.
Ooh, I can play football, yeah.

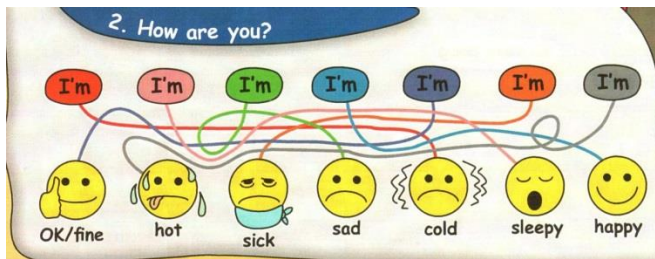
Chorus
Let's play tennis, let's go swimming.
Let's go skateboarding, let's do something!
Let's do gymnastics, let's do karate.
Oh, let's go outside, you and me.
Let's do something that makes us happy.

Verse 3
I can't play the piano, I haven't got a piano.
He can't play the piano, he hasn't got a piano.
But, there's a piano.
There is a piano for you there.
I've got a piano, I've got a piano.
Ooh, I can play the piano, yeah.

Verse 4
I can't go skiing, I haven't got any skis.
He can't go skiing, he hasn't got any skis.
But, there are some skis.
There are some skis for you there.
I've got some skis, I've got some skis.
Ooh, I can go skiing, yeah.

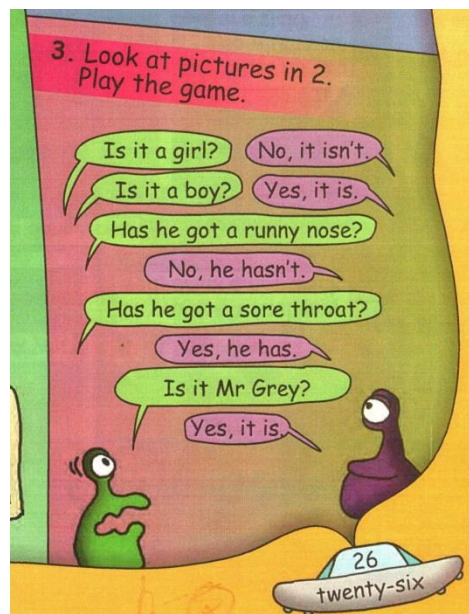
Source: Watts 2017b, 29; Wow! Bronze DVD, SC 4.3

CB p4e2 – Unit 1



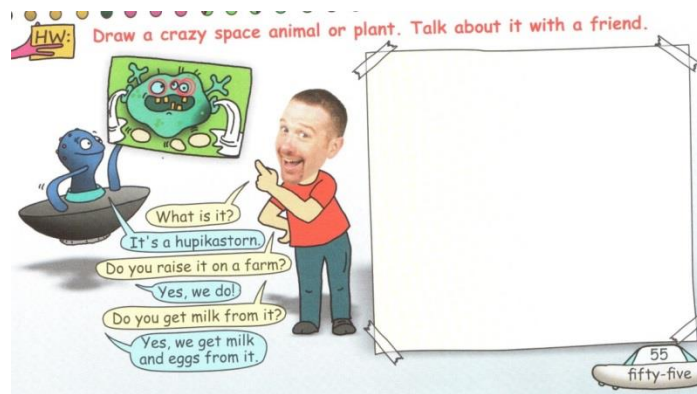
Source: Watts 2017a, 4

CB p26e3 – Unit 5



Source: Watts 2017a, 26

WBb p55 HW – Unit 7



Source: Watts 2017c, 55

Wba p36e3 – Unit 5

3 Role-play in small groups. Choose an illness and see the doctor.

My name is Zig. I have got a runny nose.

You should take medicine and stay in bed.

My name is Zag. I have got a cough.

You should drink a hot drink.

patient's name:	problem:					
Zig					✓	
Zag					✓	

(Watts 2017b, 36)