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Zásady pro vypracování

Studentka se ve své práci bude zabývat problematikou výuky anglického jazyka u žáků mladšího školního věku. V teoretické části diplomantka s oporou o příslušné dokumenty nejprve představí cíle cizojazyčné výuky na 1. stupni základní školy. Následně bude diskutovat specifika žáků mladšího školního věku s ohledem na procesy osvojování cizího jazyka ve formálním kontextu. Dále v teoretické části diplomantka formuluje principy výuky angličtiny u žáků mladšího školního věku.

V praktické části práce diplomantka realizuje vlastní výzkumné šetření. V souladu s výše uvedenými principy navrhne ucelený soubor plánů vyučovacích hodin anglického jazyka pro žáky 1. stupně konkrétní základní školy, které implementuje ve výuce, a celý proces kriticky zhodnotí.

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ANNOTATION

This thesis aims to describe principles of teaching English with the focus on young learners and factors which affect learning of this age group. It also deals with particular language skills, grammar, vocabulary and pronunciation with regards to the needs and abilities of young learners.

KEYWORDS

English, English as a Foreign Language, Teaching English, Young Learners, Reading, Writing, Listening, Speaking, Grammar, Vocabulary, Pronunciation

ANOTACE

Diplomová práce popisuje principy výuky anglického jazyka se zaměřením na žáky mladšího školního věku a faktory, které ovlivňují učení této věkové skupiny. Práce se také zabývá jednotlivými jazykovými dovednostmi, gramatikou, slovní zásobou a výslovností s ohledem na potřeby a schopnosti žáků mladšího školního věku.

KLÍČOVÁ SLOVA

Anglický jazyk, angličtina jako cizí jazyk, výuka angličtiny, žák mladšího školního věku, čtení, poslech, ústní projev, písemný projev

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INTRODUCTION

Everyone learns differently and that is why it is so difficult to determine one way of teaching English to everyone. However, it is possible to make a group of people whose needs for learning English would be similar. Such grouping might be based on age. This thesis is interested in researching the principles of teaching English to young learners. This age group was chosen since it will be probably these learners that will be the focus of author's future profession.

The thesis is divided into theoretical and empirical part. The theoretical part aims at discovering how to teach young learners and, therefore, does not pay attention to selecting the particular subject matter or developing communicative competence. Since this thesis is interested in teaching specifically young learners, it does not go into detail of describing general principles of teaching English. The thesis tries to answer questions about the way young learners learn English, what do they need to be successful in learning English and how they need to be taught. The outcome of the theoretical part are principles of teaching English to young learners. The aim of the empirical part is to plan lessons in accordance with these principles and to evaluate to what extent the principles were followed.

At first, it is explained what age group young learners are, and then a general characteristic of young learners is given. The context for this thesis is the Czech Republic thus mainly Czech authors are the source for the topic of young learners. Furthermore, this thesis describes their social, cognitive, and physical development as it affects the way young learners need to be taught. Since the way children learn English is similar to learning their mother tongue, some influential perspectives on learning one's first language is included.

Teaching cannot happen without learning. That is why this thesis also includes a chapter about how children learn English, even though its primary focus is on teaching it. Memory and attention are two topics that are dealt with in more detail.

The next chapter is interested in general principles of teaching English to young learners. Special attention is paid to activities used to teach English to children, and to didactic games. The nature of activities appropriate for teaching English to young learners is defined, and it is explained what didactic games are and why they might be included in teaching English to young learners. The TPR method is described in this chapter as well since it is very suitable for young learners.

Even though using language skills (reading, writing, listening, and speaking) separately is rare in real life, in the theoretical part, these skills are treated individually in order to describe them and introduce their outcomes in primary education. Grammar, vocabulary, and pronunciation are aspects of language which are needed for every language skill. Therefore, it was decided to describe them individually.

Before going into detail of every language skill, it is briefly described how to teach literacy skills, since it is usually at the age of young learners when they begin to read and write in a new language. Language skills are at first divided into receptive and productive ones since the classroom procedure for listening and reading is the same. That is also true for speaking and writing, which also share an identical classroom procedure.

After each skill was described in detail, the attention is focused on teaching grammar. It is explained what grammar is, and some approaches to teaching grammar to young learners are discussed. In this chapter, the basic principles of learning and teaching grammar can be found as well as steps in teaching it.

The chapter devoted to teaching and learning vocabulary is a very detailed one as much of vocabulary learning is done during primary education. At first, it is explained what it means to know a word. This chapter also discusses how many vocabulary items might be introduced in one lesson. What follows is an introduction of principles of learning vocabulary. After that, the steps of teaching new vocabulary are defined, with some examples of different ways of presenting meaning.

Pronunciation is the last chapter of the theoretical part of the thesis. In this chapter, some aspects relevant to teaching to young learners are introduced, and then a procedure of teaching pronunciation is suggested.

At the beginning of the empirical part, the context of research is explained. A chapter describing the research methodology, follows. Summarization of principles of teaching English to young learners can be found after the chapter about this chapter. In the next subchapter, a comparison of observations, interviews and author's reflection of the lessons can be found.

THEORETICAL PART

1 YOUNG LEARNERS

This chapter is about young learners from the viewpoint of developmental psychology.

1.1 Age Specifics of Young learners

In Czech, the term “young learners” refers to children attending primary school (Zitková 2014, 32). This period of childhood is called early school age (Thorová 2015) or middle childhood (Kollerová 2016). The beginning of early school age is considered the time when a child starts attending primary school. For most children, it is the age of six or seven. (Thorová 2015; Kollerová 2016). Weller (2013, 148) agrees, as does Helus (2004), Thorová (2015), and Kollerová (2016). Twelve is the age when early school age ends, according to Thorová (2015), Langmeier and Krejčířová (1998) and Weller (2013). This age is usually the time when puberty starts (Thorová 2015, 402; Langmeier and Krejčířová 1998, 115; Čížková-Hlobilová 1999).

To summarize, in the Czech Republic, children become young learners when they start attending primary school (usually at the age of six or seven), and they remain young learners for approximately five years until the age of twelve when they stop attending primary school.

1.2 General Characteristics of Young Learners

It is now known how old young learners are. It is crucial for teachers to know what can be expected from young learners and what they need so that their learning is successful.

School is usually dominant in children's¹ life during this period (Matějček 2011, 121); however, the center of their life is their family even though they spent more time outside their home than they did during their preschool age (Thorová 2015, 407). The period of early school age is usually a time of games when children compete with each other, may start becoming fans, and collect many different kinds of objects (Matějček 2011, 121).

At the beginning of early childhood, learners start a new period of their lives. They now attend school, and they are expected to learn. However, as literature suggests, that does not mean they do not need to play anymore. Since the beginning of school attendance, children should be taught that there is time for playing and there is time for learning (Langmeier and Krejčířová 1998, 137). Games are a natural and essential part of growing up (Gordon and Bedson 1999, 5) and they create a positive situation for the development of socialization

¹ The terms *children, learners, pupils*, and others similar to those are used in this thesis to mean *young learners*.

among children (Piaget and Inhelder 2014, 93). Fontana and Balcar (2003, 50) together with Langmeier and Krejčířová (1998, 137) claim that games are important for children's mental health and add that it would be wrong to think of a game as a waste of time which children should spend learning. Since games are an essential part of children's lives, it would seem to be a good idea to include them in language teaching. A chapter devoted to games in English language teaching and learning is called "Didactic Game."

During primary education, young learners start to have more responsibilities at home and school, but with that, they also obtain more freedom and options to attend to their interests (Kollerová 2006, 90). Young learners are interested in many topics; they read books which help them learn about the world, new inventions, people, things, and countries (Langmeier and Krejčířová 1998, 115). By this, their knowledge and awareness about the world inevitably expand (Thorová 2015, 400). Children want to try and understand things on their own, and they are very persistent in doing so (Čížková-Hlobilová 1999, 93).

During middle childhood, learners usually can differentiate between reality and fantasy (Čížková-Hlobilová 1999, 95). They go back from reality to fantasy during their play or in their reading (Čížková-Hlobilová 1999, 95). Langmeier, Langmeier, and Krejčířová (1998, 82) explain that while children of this age usually like fairy tales, they also seek new factual information, for instance in children's encyclopedia, books, and magazines about technical inventions (Langmeier, Langmeier and Krejčířová 1998, 82). They are still interested in concrete things and objects (Langmeier, Langmeier and Krejčířová 1998, 83).

1.3 Social development

Young learners are often dependent on authorities, at least at the beginning of middle childhood (Čížková-Hlobilová 1999, 93). The main authorities for children are the parents (Thorová 2015, 407) and teachers (Langmeier, Langmeier and Krejčířová 1998, 83). Thorová (2015, 407), as well as Weller (2013, 158) and Kollerová (2016, 92), mention that family is very important for children at this age, especially parents (Thorová 2015, 407).

1.3.1 Peers

Vágnerová (2005, 165) asserts that peers tend to be important for children at this age as they compare themselves with others and they compete with each other. This claim seems to agree with what Langmeier and Krejčířová (1998, 133) think, that the longer young learners attend school, the more influence their peers have on them. The explanation for the importance of having peers is given by Kollerová (2016, 93) who claims that because the

relationships among children are more equal than those with adults, young learners can expand their social skills, for instance, cooperation. The friendships children have, are deeper than those they had previously (Kollerová 2016, 93) and are based on shared interests and personal characteristics (Thorová 2015, 407). The friendships between the same sexes prevail in groups (Thorová 2015, 407) and young learners tend to spend more time with their friends than they did before (Kollerová 2016, 93).

Although pupils often mock others and point to other people's drawbacks (Thorová 2015, 404), it is noticeable that children usually make efforts to cooperate and to be praised (Čížková-Hlobilová 1999, 93). Thorová (2015, 407) adds that most children are happy to cooperate and play team games. Children often see their achievement as a success only when they have someone else to compare with (Vágnerová 2005, 165). Generally, Thorová (2015, 407) thinks that most young learners learn to communicate and to cooperate when they are with other children, while, as Kollerová (2016, 93) observes, negative or non-existent relationships with peers might mean some risks. However, Kollerová gives no further specifications.

During early school age, emotions related to self-evaluation and to evaluation of others (especially peers) are developed (Vágnerová 2005, 165-166). Recognition and regulation of their emotions become better with age (Kollerová 2016, 89).

1.4 Cognitive Development

At this age, children can only think in concrete terms and when seeing concrete objects or their pictures (Zahálková 2001, 4). In middle childhood, children's thinking is always related to real-life objects (Vágnerová 2005, 107-108). Young learners try to understand the world around them (Halliwell 1992, 7), they usually want to find out the rules according to which the world works (Vágnerová 2005, 107-108) by trying to identify patterns and deviations from those patterns (Halliwell 1992, 7). According to Cameron (2001, 2-3), Piaget thought that learning occurs through taking actions to solve problems presented by the environment and that the knowledge acquired from such actions

Kollerová (2016, 87) and Thorová (2015, 400) assert that in middle childhood, children start to think according to the laws of logic. Thinking logically is shown by the ability of classification and understanding different relations (Vágnerová 2005, 107-108). Weller (2013, 148) together with Piaget and Inhelder (2014, 82) add that young learners should be capable of classifying and ordering according to a specific criterium. Kollerová (2016, 87)

offers a specific example of categorizing: to say that a brown bead belongs to a broader category of beads. Young learners start to be able to order things, for instance, from the smallest to the largest (Piaget and Inhelder 2014, 81). Logical thinking is an important assumption for being successful at school as a child who would not be able to do so, would not be able to manage requirements set forth by school (Vágnerová 2005, 107-108).

Young learners are starting to be able to think in abstract terms and thus they are capable of time orientation (for instance to understand when it is morning and evening) and space orientation (in the front, in the back) (Thorová 2015, 400). They start to be able to apply the same solution they have already used for problems of a similar kind (Vágnerová 2005, 157). At the beginning of middle childhood, visual aids and the possibility of confirming what the teacher said help young learners to understand (Vágnerová 2005, 158). At the end of the early school age, learners should be able to solve even abstract problems (Kollerová 2016, 87).

1.5 Physical Development

Even though children are still growing quickly, in comparison with pre-school age, the growth is slowing down (Kollerová 2016, 85). Especially boys' development tends to be slower than girls' development (Thorová 2015, 410). Physical changes in middle childhood include the proportion changing of head to limbs (Thorová 2015, 402). Children's balance is getting better as well as the coordination of their bodies (Kollerová 2016, 86) and motor coordination (Thorová 2015, 410).

The movement of eyes and head are faster and more precise. That is important, for instance, for drawing and writing (Kollerová 2016, 86). Fine and gross motor skills are clearly better developed in comparison with preschool age (Kollerová 2016, 85). According to Thorová (2015, 399) well developed gross and fine motor skills, which young learners should already have at the beginning of primary education, are crucial for school attendance especially for learning to write and physical education.

Thorová (2015, 398-399) adds that a child should be strong enough to participate in competitive moving games since being able to play them is important for child's social standing in a collective. Langmeier and Krejčířová (1998, 117) assess that children usually like participating in moving games. Sitting for a long time at school is often difficult for them and it makes them restless (Haasová 1991, 77; Halliwell 1992, 68). Their physical performance is improving and the need to move is growing (Zitková 2014, 32). Thorová

(2015, 404) suggests that physically passive activities should be compensated by active ones involving movement. According to Halliwell (1992, 68) if learners are given opportunities to move around then they might be more willing to sit calmly when the teacher wants them to.

2 FIRST LANGUAGE ACQUISITION

As literature suggests, in some ways acquiring one's mother tongue is similar to acquiring one's second language. That is why this chapter will discuss the way one acquires his or her first language. Over the past fifty years, three main theoretical positions have been attempted to explain the way children acquire their first language.

Language, which we use every day as a means of communication, is very complex. It allows people to express ideas, describe events, recite poems and participate in numerous other speech activities. Being able to use language seems natural. However, when babies are born, they are not able to speak which is why scientists have been interested in finding the way children acquire their mother tongue for many years.

2.1 The Behaviorist Perspective

The behaviorists attempted to describe language acquisition by assigning little innate behavior to the child (Ingram 1989, 18). Their theory suggests that children should receive "positive reinforcement" for imitating the language which people around use. Positive reinforcement means praising or successful communication. (Lightbrown and Spada 2006, 10) By being encouraged in this way, the behaviorists thought that children will keep imitating and practicing sounds and patterns, and in this way develop "habits" of the correct way to use language over time (Ingram 1989, 70). According to the behaviorist theory, the quality as well as quantity of the language children is exposed to influences child's language (Lightbrown and Spada 2006, 10). The child is, according to the behaviorists, passively controlled by their environment (Ingram 1989, 12).

2.2 The Innatist Perspective

For this perspective, the most influential figure is Noam Chomsky (Ingram 1989, 19). It is curious that children all over the world acquire their first language similarly to a high degree (Lightbrown and Spada 2006, 2). At the end of 1950s and beginning of 1960s, Noam Chomsky challenged the behaviorist explanation (Lightbrown and Spada 2006, 15). A theory was created that every person has an inborn ability to acquire a language and that acquiring a language is not solely the result of learning (Ingram 1989, 26). According to Chomsky, every person has a predisposition to learn every language that exists, and it only depends on what language a child meets from birth (Průcha 2011, 19). Chomsky suggested that every language has universal principles determining what is or is not grammatically possible in a language. This theory is called *Universal Grammar*. (Ingram 1989, 25)

2.3 Interactionist Perspectives

Interactionists attribute more importance to the environment than the innatists do while also recognizing that a learning mechanism in the human brain exists (Lightbrown and Spada 2006, 19). Developmental psychologists and psycholinguists claim that language acquisition is similar to the acquisition of other skills and knowledge (Lightbrown and Spada 2006, 19). According to Piaget, the child continually interacts with the world around and solves a problem which the environment presents to them (Cameron 2001, 2). Learning results from the actions taken to solve the problem (Cameron 2001, 2). Language can represent the knowledge which “children have acquired through physical interaction with the environment” (Lightbrown and Spada 2006, 20). The psychologist Lev Vygotsky concluded, that language development is primarily the result of social interaction (Lightbrown and Spada 2006, 20). Whereas Piaget sees a child as an active learner who is alone in a world of objects, Vygotsky sees the child also as an active learner but in the world full of other people (Cameron 2001, 6). It is those people who play a crucial role in children’s lives, who help them learn by attracting their attention to objects, read them stories or ask questions (Cameron 2011, 6). In a supportive and interactive environment, children might acquire knowledge and performance of a higher level. Vygotsky named this metaphorical place as the *zone of proximal development* (Lightbrown and Spada 2006, 20).

In conclusion, there are some distinctive theories of first language acquisition, and it has not been decided which one is the correct one. One perspective suggests that learning one’s first language is an inborn ability while other claims that it comes from positive reinforcement. Vygotsky’s as well Piaget’s theories are mentioned in connection with second language acquisition² and in developmental psychology.

² See, for instance, Cameron (2001)

3 HOW YOUNG LEARNERS LEARN ENGLISH

In the Czech Republic, English is taught and learned as a foreign language. Learners of English usually have a little encounter with English with the exception of several hours of teaching at school as it is not the official language of the Czech Republic.

One of the differences in learning the second language (not one's mother tongue) is that learners have a little encounter with it in comparison with their mother tongue (Cameron 2001, 241). Harmer (2007, 56) and Fedicheva (2011, 58) agree that being exposed to language is crucial in learning a language. Children, based on the language input they are given, make hypotheses about how the language works (Cameron 2001, 102). Language input can be received from reading or listening (Harmer 2007, 78). Lightbown and Spada (2006, 150) add that interaction with the teacher or other learners is important for learning a language. Learners make assumptions based on the rules of their first language. Pupils, even though they are probably not aware of it, attempt to examine the rules of a language in their heads (Moon 2005, 4).

Often children learning a second language use complete phrases which they have heard from someone else (Moon 2001, 6). Young learners often tend to remember whole phrases, or pieces of language, which can be called chunks (Cameron 2001, 97-98). At first, they use it together as a whole however, later on, they are able to divide the phrase into individual parts and use again with other words (Cameron 2001, 97-98). This type of learning seems to be very important at the beginning of learning new language (Cameron 2001, 97-98). Generally, this ability to divide and re-use already learned chunks of language is considered useful in language learning (Cameron 2001, 97-98)

To learn effectively, pupils need to be involved which can be achieved by catching their interest (Moon 2005, 118). Harmer (2007, 79) agrees that learners should be encouraged to discover how the language works instead of just being told. Harmer (2007, 56) adds that in order to learn a language, one has to be engaged in meaning-focused tasks. Young learners tend to learn especially through purposeful interaction with others (Moon 2005, 107). Repetition is needed in learning a language as it helps to organize things in learners' minds (Harmer 2007, 56). According to Moon (2005, 12) young learners need repetition to be done in an interesting and purposeful way. Hamer (2007, 56) thinks that rewards or praise may aid young learners in learning a language.

3.1 Attention

Attention is important as it helps learners notice features in a language, which is the first step in learning it (Cameron 2001, 110). What is difficult about teaching young learners is the fact that when they are supposed to focus on something they consider uninteresting, difficult, not useful or important, the short attention span comes up (Fedicheva 2011, 82).

Attention span, important for successful learning, is the longer the older the children (Kollerová 2016, 85) but it is still short in comparison to adults (Fedicheva 2011, 82). When starting school, most learners are capable of keeping attention for a very short time and can be easily distracted (Čížková-Hlobilová 1999, 95). The older they are, the less distracted they get (Kollerová 2016, 85). Harmer (2007, 82) thinks that ten minutes is young learners' approximate attention span "unless activities are extremely engaging." That is why English teachers should make activities aimed at young learners fun, meaningful, and engaging (Shin 2014, 551). Moon (2005, 53) recommends planning more shorter activities instead of one long one to keep the learners' interest.

3.2 Memory

Learning would be useless if new knowledge was not remembered. Memory is generally important for learning a language. Authors agree that memory, in terms of how long it stores information, is divided into two types: long-term memory and short-term memory.

Long-term memory is also known as declarative memory (MacDonald 2008, 94). It could be said that long-term memory has no limits regarding its capacity (Ortega 2013, 87). What is more, its contents are durable over time (Thornbury 2002, 24). MacDonald (2008, 94) explains that the information stored in long-term memory is permanent. As Thornbury (2002, 24) claims, declarative memory "occupies a continuum from the quickly forgotten to the never forgotten". Long-term memory is dependent on permanent changes in the brain (MacDonald 2008, 95).

Short-term memory, also called working memory, is the type of memory which storage is very limited in capacity and also in terms of for how long information can be stored there (MacDonald, 2008, 94). Information in the working memory is accessible only while focusing on them (MacDonald 2008, 95). According to Ortega (2013, 90), information is stored in short-term memory for about two seconds. If the items need to be stored longer, it can be done by repeating subvocally until it enters long-term memory (Ortega 2013, 90). MacDonald (2008, 95) suggests that repeating information continuously can prolong

the time they are stored in working memory. Short-term memory is not only responsible for storing information but also for processing them, more specifically, integrating them with what is already stored in the long-term memory (Ortega 2013). It is a known fact that the capacity short-term memory is bigger for information stored in mother tongue compared to the ones stored in a foreign or second language (Ortega 2013, 94).

Young learners' memory is more stable than before (Langmeier, Langmeier and Krejčířová 1998, 83). However, at the beginning of middle childhood, children are not able to use any effective systems of memorizing yet (Vágnerová 2005, 90) and, as Halliwell (1992, 6) comments, children are not yet completely able to learn consciously. Playing memory cards, learning poems and nursery rhymes help with memorization, according to Thorová (2015, 401). During middle childhood, learners start to use different strategies for memorizing, for instance, organizing materials logically or using mnemonics (Langmeier and Krejčířová 1998, 121). Vágnerová (2005, 157) adds that young learners understand better that logical organization of subject matter makes it easier to learn it.

Unfortunately, not everything that was once learned is remembered forever. Forgetting is inevitable and happens similarly in short-term and long-term memory (Pavičić Takač 2008, 10). The challenge for language learners is to transfer information from short-term memory to long-term memory, in other words "from the quickly forgotten to the never forgotten" (Thornbury 2002, 24).

4 TEACHING ENGLISH TO YOUNG LEARNERS

In the Czech Republic, English is taught as a foreign language, which means that English is not the primary language used for communication with institutions such as schools or the government. As a consequence, learners of English in the Czech Republic might hear very little English outside the classroom (Shin 2014, 554). That is why English lessons need to offer rich and meaningful language input (Shin 2014, 554).

Many factors should be considered when teaching English. Many of those decisions are about the learners themselves. Learners' level of English is one of them (Thornbury 2000, 27). If teachers use mainly English for communication with learners, they need to modify their speech when talking to students with a lower level of proficiency. It is recommended to use familiar words and phrases as well as moderate the speed of speaking to help them understand. (Harmer 2007, 92) Moon (2005, 79) suggests that teachers should make pauses in speech to give learners some time to think. Speaking in English with young learners might be considered helpful since, as it was already mentioned, children tend to remember whole chunks of language and they learn from interaction with people (Moon 2005, 79). Generally, if children are to benefit from teacher's talk in terms of learning a language, the input should be comprehensible but a little higher than learners' language (Linse 2005, 13). This idea is called *Comprehensible input* and the author of this concept is Stephen Krashen (Linse 2005, 13).

The age of learners is another criterium which should be considered in terms of appropriacy, and it is a very important one (Thornbury 2000, 27). Students' age influences their needs, competences, and cognitive skills (Harmer 2007, 81). Generally, young learners are believed to learn faster and more effectively than learners of any other age (Harmer 2007, 81).

Moon (2005, 7) claims that young learners are usually curious and Cameron (2001, 110) thinks they should be encouraged in their curiosity. In order to keep their attention, their curiosity, interest, and imagination need to be sparked (Shin 2014, 555). If learners are interested in a lesson, they might gain a positive attitude to English (Moon 2005, 7). If they associate English with something positive and enjoyable, they might want to participate and take risks by trying out new language (Moon 2005, 10) and therefore confirm or correct the hypothesis they make about the language. In comparison with adult learners, they tend to be less embarrassed in using a new language (Cameron 2001, 1). In other words, the affective

domain, “the emotional side of human behavior” (Brown 2007, 153) should be addressed as well as when teaching young learners.

Most children are talkative (Shin 2014, 553) and active thinkers and learners who assemble their knowledge through working with ideas and objects (Cameron 2001, 4). For this reason, Moon (2005) suggests using communication games when teaching young learners as they offer opportunities for purposefully using English.

Children already have experience with learning a language, and the knowledge of their mother tongue may help them to learn English (Moon 2005, 1). Even if young learners are not perfectly proficient in English, they are able to produce meaningful utterances (Halliwell 1992, 3). Children starting to learn a new language are sometimes able to interpret meaning without needing to understand every word (Halliwell 1992, 3). Intonation, actions, and gestures help young learners to understand what is being said (Halliwell 1992, 3) because what they see, hear, and, more importantly, can interact with, supports their understanding (Harmer 2007, 82). It is suggested to accompany instructions by a demonstration to make understanding easier for pupils (Harmer 2007, 97). Children often deduce the meaning without paying attention to the words expressing the meaning (Moon 2005, 5). This ability helps them in learning a new language as it assists them to assign meaning to particular words (Moon 2005, 5). Children tend to pay more attention to the words as they get older (Moon 2005, 5).

In the Czech Republic, young learners start learning English soon enough to be able to be as proficient as native speakers (Shin 2014, 553). Cameron (2001, 13) names the idea that children before puberty have the potential to acquire native-like accent The Critical Period Hypothesis. This hypothesis is connected to Chomsky’s ideas about acquiring child’s first language (Lightbrown and Spada 2006, 17)³. Cameron (2001, 13) further explains that the reason for the possibility of sounding like a native speaker is the fact that the brain is still being able to use the same mechanism for the acquisition of the mother tongue to assist in learning a second language.

Moon (2005, 8) and Shin (2014, 558) agree that young learners learn through doing and need a lot of “hands-on activities.” For this purpose, physical activities, like action songs, rhymes, games, and drama, might be used in English lessons (Moon 2005, 79). Physical activities are especially appropriate since children have a lot of physical energy (Shin 2014, 555).

³ More on this topic can be found in the chapter *First Language Acquisition*.

What is more, most young learners are kinesthetic learners and like to move (Shin 2014, 557). Also, children need to use all of their senses when learning English if that is supposed to be successful (Alquanayeer and Zamir 2015, 82). Razawi et al. (2001, 180) together with Hansen Čechová, Seifert and Vedrálová (2001, 40) agree it is helpful when learners have the chance to be introduced to a new topic while also touching it.

When teaching children, Moon (2005, 70) suggests proceeding from the concrete to abstract. For instance, show them a toy car and then talk about a car without showing it again. It is also suggested to focus on objects that learners can see (Moon 2005, 79) because young learners can usually only think in concrete terms, which is why abstract talks about language should be limited (Fedicheva 2011, 82). Shin (2014, 550-551) further adds that gestures, demonstration, using real objects, as well as pointing at visual aids, dancing, and movement, might be also used in young learners' classroom. Also, technical labels concerning language (for instance, "an intensifying adverb") might be difficult for children to comprehend (Shin 2014, 550-551). Vágnerová (2005) also thinks that when children's perspective functions are stimulated, it is beneficial for their learning. The idea of employing all young learners' senses when learning is called multisensory learning, or multisensory approach (Sarudin et. al. 2019, 3187).

4.1 Activities

Usually, a lesson is divided into activities. An activity is "a general term for any classroom procedure that requires students to use and practice their available language resources" (Richards and Schmidt 2010, 9)

Generally, activities should be interesting and relevant to young learners as well as purposeful and active (Shin 2014, 555) so that learners are engaged in learning. Moon (2005, 92) adds that an activity should challenge learners while also being enjoyable and exciting so that children want the activity to go on or repeat, which results in young learners getting more practice of using a language. Moon (2005, 92) also adds that an activity should have a language-learning value and should not be done only in order to entertain children.

According to Moon (2005, 88), an activity used in teaching a language should have a clear goal connected to language teaching, be meaningful and purposeful for the learners, and require learners to use English. Zimmerman (2014, 294) adds that activities that are

suitable for teaching young learners English are those which engage children in learning, are interactive, and let learners focus both on meaning and form.

Fedicheva (2011, 82) thinks that many different types of activities should be used when teaching young learners. Shin (2014, 550-551) and Moon (2005, 8) agree on using songs, drama, poems, and rhymes.

4.1.1 Didactic game

Shin (2014, 551) and Harmer (2007, 81) claim that majority of young learners learn a new language through play. What is more, when learners are having fun, they will probably want to continue doing so without being aware they are learning English (Moon 2005, 6). As it was already mentioned in the chapter about young learners, playing is vital for children's mental health.

Playing and learning can be done at the same time. According to Sochorová (2011), if the aim of a game is to develop cognitive processes purposefully, it is a didactic game. Burac (2013, 147) states that "the objectives of physical, intellectual, moral and tactical training of the child" should be developed as well as their cognitive processes. Nováková (2014, 44) claims a didactic game is about trying to solve a problem that is presented as a game. A game in language teaching, as defined by Richards and Schmidt (2010, 239), is an organized activity that usually has rules, a particular aim or task, and often involves competition as well as "communication between players by spoken or written language." A didactic game should have an educational aim, and its rules and content should be clearly defined (Sochorová 2011).

4.2 Total Physical Response

Richards and Rodgers (2001, 87) claim that young learners may learn much if they are exposed to language in the form of commands. Total Physical Response (TPR) is a method used for teaching a language through physical activity (Richards and Rodgers 2001, 73). The author of this method is James Asher, who thought that learning a second language is similar to learning one's mother tongue (Linse 2005, 30). The original claim was that when adults talk to children they often use commands and children respond with physical action before they are able to give a verbal response (Richards and Rodgers 2001, 73). According to this method, before pupils begin to speak, they should be able to react non-verbally to commands (Linse 2005, 30).

The advantages of using TPR are that pupils are not forced to speak until they are ready (Brown 2007, 79) and it utilizes tactile, auditory and visual learning channels (Linse 2005, 79). Children can learn from one another by watching their classmates perform a command (Linse 2005, 79). Also, it is easy to adjust it to the complete beginner level by using one-word commands (for instance *jump*) and make the commands gradually more complicated (Linse 2005, 79).

At first, the teacher gives an oral command and performs it. Children then follow the command and physically respond to it (Linse 2005, 30). It is suggested to give one command at a time to check whether learners comprehend what was said (Linse 2005, 30). It is important

for learners to feel successful during the learning because it facilitates learning (Larsen-Freeman and Anderson 2011). TPR can be used for teaching new vocabulary (Thornbury 2002, 79) and for developing listening skills (Linse 2005, 30).

This method is appropriate for teaching English to young learners for many reasons. It can be used to satisfy children's need to move, it does not force learners to use language until they are ready. This technique is not only beneficial for the learners who are allowed to move and thus their physiological need is not ignored, but it is also good for the teachers who immediately know, if the learners understand the given utterance or not, based on their physical response. Today, TPR is used more as an activity rather than a method (Brown 2007, 79).

5 LANGUAGE SKILLS

Reading, writing, listening, and speaking are referred to as language skills in literature. Language skills are commonly divided into receptive and productive. Receptive skills include listening and reading, while speaking and writing are categorized under productive skills (Hadfield and Hadfield 2008, 72).

When learning language skills, pupils learn how – how to speak more fluently, how to write different types of text, and much more (Hadfield and Hadfield 2008, 72). It is necessary for children to practice those skills in order to acquire them⁴ (Hadfield and Hadfield 2008, 72).

Of course, seldom are the language skills used separately in real life (Harmer 2007, 265). Without the support of receptive ones, productive skills would not exist (Golková and Hubáčková 2014, 478). Receptive knowledge allows grammar structures, vocabulary, and phonemes of a foreign language to be implemented and later used in production (Golková and Hubáčková 2014, 478). In order to reflect mixing skills in real life, different skills should be integrated when teaching English (Harmer 2007, 266; Ediger 2014, 162). For instance, talking about what they read might help children to make sense of their reading (Ediger 2014, 162).

The teacher's correct pronunciation is crucial since children imitate their teacher at the beginning of their English studies (Harmer 2007, 83) and also because spoken language should prevail in young learners' English classroom. Cameron (2001, 20) agrees that if a skill is to be learned by children, they need to have experience with it. New language should be introduced and automatized orally and understood both orally and aurally. (Cameron 2001, 18) Harmer (2007, 83) agrees that oral skills (listening and speaking) are the most relevant for teaching young learners.

Young learners are near beginners, and their production of English is very limited (Moon 2005, 9). Harmer (2007, 79) claims that at lower levels of language proficiency, focus on form is vital. Activities requiring learners to listen and then act upon are useful, especially

⁴ The description of teaching the language skills is written with the focus on teaching English to young learners. Thus, the description is not as detailed as it could be since some types of, for instance, listening or speaking are not appropriate for young learners' level of language proficiency. If interested, the reader is encouraged to study the referred sources for more detailed information.

with young learners whose listening skills are often better developed than their speaking abilities (Moon 2005, 8). Understandably, when learning English, pupils make mistakes and errors, which is an evidence that they do not only imitate what they hear but are trying to understand how the language works (Moon 2005, 1).

Each of the language skills has its own subchapter. In the theoretical part, the language skills are treated separately in order to find out what each skill involves and what are the aims of the skills which should be achieved at the end of the primary education according to the Framework Educational Program (MŠMT 2017). During the research, more than one skill was practiced in each lesson.

5.1 Literacy Skills

Literacy skills⁵ include being able to read and write different types of text for various purposes (Cameron 2001, 124). These skills need to be learned; they do not come automatically just from being exposed to English (Ediger 2014, 154; Shin and Crandall 2019, 188)

Vocabulary knowledge is essential for developing literacy skills (Cameron 2001, 125) as well as pronunciation skills (Shin and Crandall 2019, 192). That is because written words become spoken ones when they are read, and spoken words become written in the writing process (Cameron 2001, 125). Incorrect pronunciation may result in difficulties with matching spoken and written form of a word (Cameron 2001, 125). That is why Nation and Newton (2008, 17) recommend developing phonological awareness at the beginning of learning English. Phonological awareness is the ability to “listen and think about the entire range of sounds that occur in a word” (Linse 2005). Shin and Crandall (2019, 188) also support this idea. Linse (2005, 29) further adds that if children were properly trained to listen to sounds in English, it will be easier for them to match a sound with its specific letter or symbol.

Literacy instruction should be taught simultaneously with oral language proficiency (Ediger 2014, 159). Only familiar vocabulary and grammar, meaning those that learners have encountered orally, should be used in written form at the beginning of teaching literacy skills

⁵ Language skills can be categorized in many ways. One type of categorization can be dividing the language skills into receptive and productive ones. That is how the skills are treated in the Framework Educational Program and also in this thesis. Another reason for dividing them like this in this thesis is because the same classroom procedure can be used for them. However, some concepts are common to reading and writing. Not to repeat them twice, a chapter devoted to literacy skills was added. Reading and writing are then dealt with individually in more detail.

(Cameron 2001, 139). Linse (2005, 77) agrees that young learners should know how to pronounce the word before they can be expected to read it. Generally, activities developing literacy skills should be short, interesting, and varied (Ediger 2014, 162).

Teaching reading and writing can use some methods that are used with children for whom English is their mother tongue (Shin and Crandall 2019, 192). Ediger (2014, 157) claims that in some ways developing literacy in one's mother tongue is similar to developing it in one's second language. Learners who can read and write in their first language can use their knowledge when learning it in their second language (Ediger 2014, 157).

5.2 Receptive Skills

Receptive skills (listening and reading) require a language user to receive and process an input, either written or spoken (Council of Europe 2001, 65). It is believed that learners can deal with a language on a higher level in receptive than in productive skills (Fedicheva 2011, 52) and that learners who engage in reading and listening a lot seem to learn English faster than those who do not (Fedicheva 2011, 54). In teaching and learning a new language, receptive skills usually come before the productive ones (Golková and Hubáčková 2014, 478).

A general principle of teaching receptive skills is that learners must understand the text⁶ they are supposed to read or listen to since otherwise they might be demotivated (Hadfield and Hadfield 2008, 81). Learners must feel successful when doing listening and reading tasks (Fedicheva 2011, 54). That is why choosing the correct text is important. Text and sentence length, as well as the number of unknown vocabulary items, might affect the text's comprehensibility (Harmer 2007, 272). However, texts which learners understand immediately should be avoided as well (Harmer 2007, 275) since they have little language value (Hadfield and Hadfield 2008, 81). A difficult text can be compensated by a relatively easy task or vice versa (Hadfield and Hadfield 2008, 81). It is recommended to use authentic materials for reading and listening texts (Harmer 2007, 272), meaning materials not initially created for the purposes of learning (Fedicheva 2011, 52). Not to demotivate learners by exposing them to language they do not understand, beginners can listen to or read simplified texts. However, Harmer (2007, 273) warns that while the language can be simplified, it

⁶ The word "text" is used in this thesis for both a written and spoken piece of language.

“must not be unnatural.” Fedicheva (2011, 54) agrees that no matter if the text is authentic or not, it must be a realistic model of spoken or written English.

5.2.1 Classroom Procedure

Even though listening and reading are different skills, the same classroom procedure can often be used for both (Harmer 2007, 270). Hadfield and Hadfield (2008) divide the receptive skills lesson into three stages: before (the listening or reading itself), during, and after.

Before learners listen to or read a text, Harmer (2007, 271) and Hadfield and Hadfield (2008, 80) suggest beginning with a “lead-in.” A lead-in aims to engage learners with the topic of the task and activate their pre-existent knowledge of the topic (Harmer 2007, 271) as well as introduce the topic and context of the text (Hadfield and Hadfield 2008, 80) and give learners purpose for reading or listening (Chang 2016, 117). This can be done by asking learners to predict what a text will be about (Harmer 2007, 271). To help them, the teacher can give pupils some clues, such as pictures or some words or phrases from the text (Harmer 2007, 271). Prediction is, according to Harmer (2007, 271), crucial if students are to engage with the text thoroughly. Also, it gives learners information about the text, which, as mentioned before, reflects listening or reading in real life. Hadfield and Hadfield (2008, 80) suggest that after a lead-in language-focus usually follows where some key vocabulary can be introduced. This stage seems to important since making learners interested in an activity their attention can be momentarily prolonged.

To show their understanding of a text, during the listening or reading, learners are assigned what Harmer (2007, 273) calls “comprehension tasks.” It is a key feature of teaching receptive skills successfully. The first comprehension task should be aimed at global understanding of the text (Harmer 2007, 271). Tasks involving listening for details should follow (Hadfield and Hadfield 2008, 80). Learners can be asked to solve a reading puzzle, fill in a form (Harmer 2007, 274), or sequence pictures according to what they hear or read (Chang 2016, 118). Comprehension should be checked after each task (Hadfield and Hadfield 2008, 80). The perfect comprehension task is challenging but achievable (Harmer 2007, 275).

In the after-listening (after-reading) phase, Hadfield and Hadfield (2008, 80) suggest focusing on some language from the text. It can be new vocabulary items or a particular

structure (Hadfield and Hadfield 2008, 80). The text can also be further used as a basis for practicing other skills (Hadfield and Hadfield (2008, 81).

5.2.2 Listening

Listening is an active process (Goh 2014, 73), which, according to Hadfield and Hadfield (2007, 77), is probably the most difficult skill to master when learning a second language. Speakers make hesitations, leave out a verb or a subject, use redundant words, backtrack and correct themselves in the middle of a sentence. All this and much more makes listening challenging. (Hadfield and Hadfield 2007, 77) However, listening is a perfect opportunity to listen to the voice (Harmer 2007, 303) and the accent of someone else than their teacher (Fedicheva 2011, 58). Listening to appropriate⁷ recordings also helps to acquire language subconsciously (Fedicheva 2011, 58). Listening helps children to prepare for learning to read (Linse 2005, 28), for instance by listening to a story while watching the text which is being read.

There are two general types of listening, depending on the opportunity of (not) being able to interact with the speaker directly. In one-way listening, learners have neither or a few opportunities to interact with the speaker; therefore, they must make sense only from what they hear, their experience, and factual as well as linguistic knowledge. In two-way listening, the speaker is present, and listeners are participants of an interaction where they switch the roles of the listener and speaker. (Goh 2014, 73)

Keeping in mind the recommendation of using authentic materials, learners can get listening practice by listening to their teacher or visitors to the class (Harmer 2007, 306). The advantage is having a chance to practice face-to-face interactions since it is more natural than only listening to someone's voice (Harmer 2007, 306). Another advantage of teacher's input is the fact that it provides opportunities for two-way interaction (Hadfield and Hadfield 2008, 82).

Every recording should be played two times or more since learners are feeling more secure with every listening (Harmer 2007, 305). Chang (2016, 19) thinks that learners are usually not interested in listening for the third time. Hadfield and Hadfield (2008, 80) advise repeating the listening with a series of listening tasks.

⁷ Appropriate recordings are those which are neither too easy nor too difficult to understand (Hadfield and Hadfield 2008).

AIMS OF TEACHING LISTENING COMPREHENSION

At the end of the third grade, the learners should be able to understand simple spoken texts when pronounced slowly and clearly, if given visual support (MŠMT 2017, 25).

At the end of the third and fifth grade, learners should understand simple instructions and questions given by the teacher if pronounced slowly and with careful pronunciation (MŠMT 2017, 25). The only difference, as given by MŠMT (2017, 25), is that at the end of the third grade, the learners should understand the instructions and react to them both verbally and non-verbally.

At the end of the fifth grade, the learners should be able to understand

- familiar words and simple sentences related to the studied theme areas studied, especially with visual support (MŠMT 2017, 25);
- understand a simple spoken text if pronounced slowly and clearly and if given visual support (MŠMT 2017, 25)

5.2.3 Reading

Reading is about receiving and processing an input in the form of a written text (Council of Europe 2001, 68). As literature claims, learners need to be exposed to language in order to learn it, and reading is a way of exposing oneself to English (Fedicheva 2011, 72). Grammar, vocabulary, punctuation, constructing sentences, all this can be learned through reading (Fedicheva 2011, 72) if the text is appropriate for the learners' level of language proficiency (Hadfield and Hadfield 2008, 91).

It is already known that young learners are not keen on focusing on something they do not find interesting which is why children should realize that reading can be done for pleasure, even if it is reading for information. That can be achieved if adults read to children and it does not matter whether that is in Czech or English because the enjoyment will carry over to pupils' English-language development. (Linse 2005, 72).

The teacher needs to teach the learners to read the text without worrying about the meaning of every word. Unless they stop doing so, they will never be able to read in English. (Fedicheva 2011, 76). Hadfield and Hadfield (2008, 91) agree that learners should be taught to learn reading for overall meaning which is also one of the outcomes of reading comprehension at the end of primary education (MŠMT 2017, 26). According to Cameron (2001, 141), learners should understand the overall meaning of the text as well as most of

the individual words. Understanding can be supported by the use of pictures that reflect characters and actions from the text (Cameron 2001, 141).

Constant exposure to words and text is vital for learning to read (Ediger 2014, 166). Objects in the classroom might be given labels with their names in English. This will make children familiar with written forms of these words. (Cameron 2001, 140). Generally, when teaching young learners to read in English, it is better to use lower case letters as it is easier to make out the shape of the letter (Linse 2005, 75). There should not be many labels at once; it is suggested to change the labeled objects every week or so (Cameron 2001, 140). Children's attention should be drawn to these labels, and pupils should be encouraged to talk about what is written on the labels (Cameron 2001, 140) because talking plays an important role in teaching literacy skills (Ediger 2014, 163). Another idea might be to write new words and hang them in the classroom so that learners can see them while speaking or writing (Ediger 2014, 165). Young learners often rely on familiar words, especially those displayed in the classroom (Shin and Crandall 2019, 192).

Teaching reading to young learners might start with the teacher reading aloud while children either only listen or listen and look at the pictures, or they can look at the text being read (Cameron 2001, 141). Young learners will especially enjoy reading stories, for instance, bedtime stories (Linse 2005, 72). By listening to an adult reading aloud, pupils become familiarized with written English (Cameron 2001, 141). It is recommended to return to the same text more than once and focus on pronunciation or vocabulary (Ediger 2014, 161). When learning to read, learners can sound out the words and break them into syllables or morphemes (Cameron 2001, 139).

Learners should understand the overall meaning of the text as well as most of the individual words (Cameron 2001, 141). Understanding can be supported by the use of pictures that reflect characters and actions from the text (Cameron 2001, 141). Menus, signs, timetables, and basic instructions are examples of authentic texts that even beginners can read (Fedicheva 2011, 73).

The ultimate goal of teaching reading is to help learners develop into independent readers (Ediger 2014, 162). They should be taught to read in different ways, depending on the purpose of the reading (Hadfield and Hadfield 2008, 91). Skimming, scanning, and reading for gist are those which are appropriate for primary education. For overall reading comprehension, skimming can be used (Hadfield and Hadfield 2008, 92). When it is needed

to get specific information, Fedicheva (2011, 77) suggests scanning. Reading for gist is appropriate when reading to find an answer to a question (Hadfield and Hadfield 2008, 92).

AIMS OF TEACHING READING COMPREHENSION

The aim of reading comprehension at the end of the third grade is to understand the content of a simple, short text if given visual support (MŠMT 2017, 25). At the end of the fifth grade, learners should be able to

- find a requested information in a simple text related to familiar topics (MŠMT 2017, 26);
- understand simple, short text from real life, especially if given visual support (MŠMT 2017, 26).

5.3 Productive Skills

Productive skills ensure transmitting information produced in an oral or written form (Golková and Hubáčková 2014, 478). Speaking and writing represent productive skills (Harmer 2007, 275). Generally, productive skills involve putting words, phrases, and sentences together. Pronunciation and intonation are used for vocalizing the message. (Hadfield and Hadfield 2008, 105). The productive skills also involve coping with not knowing or not remembering a word by finding another way to express the meaning and taking turns in conversation (either written or spoken) (Hadfield and Hadfield 2008, 105).

Learners' success depends on the way teachers organize productive-skill tasks and how they respond to students' production of language (Harmer 2007, 275). A certain extent of accuracy is necessary, but it is not the most crucial feature of productive skills (Golková and Hubáčková 2014, 478). Learners who are engaged in a productive task might easily become frustrated if they do not know the vocabulary or grammar they need for expressing themselves (Harmer 2007, 278). That is why a teacher should plan the activities in advance (Harmer 2007, 278) and choose tasks that are at the appropriate level (Hadfield and Hadfield 2008, 108). Harmer (2007, 278), together with Hadfield and Hadfield (2008, 108), agree on checking and (or) supplying whether learners are familiar with phrases and vocabulary which might be useful for the production of the task.

⁸ speaking correctly according to the rules of the language (Lazaraton 2014, 107)

For students not get bored, teachers should implement a wide range of speaking and writing activities (Golková and Hubáčková 2014, 479). Generally, Hadfield and Hadfield (2008, 109) think the production tasks should interest as well as motivate the pupils.

5.3.1 Classroom Procedure

Even though these two skills differ from each other, as with receptive skills, a single methodological model can be used for both speaking and writing (Harmer 2007, 275). Harmer (2007, 275) Hadfield and Hadfield (2008, 108) agree on the following stages of a productive skills lesson.

The first stage is a lead-in when learners are introduced (Hadfield and Hadfield 2008, 108) and engaged with the topic (Harmer 2007, 275). Hadfield and Hadfield (2008, 108) recommend giving learners some input that might evoke them ideas. Harmer (2007, 275) suggests asking learners what they know about the subject, and Hadfield and Hadfield (2008, 108) think that an introductory listening or reading text might be used as a base for a production task.

In the *during* stage, according to Hadfield and Hadfield (2008, 108), there is a preparation stage before the production task but only in speaking. In the preparation stage, learners are given time to brainstorm what they are going to say, either in pairs or alone. Then the production task comes (Hadfield and Hadfield 2008, 108; Harmer 2007, 275). Harmer (2007, 275) suggests demonstrating the activity for the learners. For instance, if a pair work is required, one learner can be chosen to demonstrate the activity with the teacher (Harmer 2007, 275). Another possibility is to ask learners to repeat the instructions (Harmer 2007, 275). During this stage, the teacher monitors the activity (Harmer 2007, 275). That might mean going around a class, listening (if a speaking task was set), and helping learners if necessary (Harmer 2007, 275). The teacher might make some notes regarding areas of difficulty or errors for the following feedback (Hadfield and Hadfield 2008, 108).

After the production task, feedback should be given. Harmer (2007, 275) advises to comment on the content of the task in addition to the language used; he calls it “task feedback.” Hadfield and Hadfield (2008, 108) mentioned focusing on problem areas and error correction. However, Harmer (2007, 275) advises not to focus solely on mistakes but also on the positive aspects of the task.

Following feedback is what Hadfield and Hadfield (2008, 108) call transfer and Harmer (2007, 275) follow-up related task, which might include a different skill than the one which was being practiced during the production task (Hadfield and Hadfield 2008, 108).

5.3.2 Writing

Writing can be looked at from two perspectives. It can be seen as a cognitive ability (a set of skills) and as a sociocultural phenomenon (as a means of communication in a particular setting with a goal in mind) (Weigle 2014, 223).

There are several stages of writing development in one's mother tongue. It is useful for teachers of young learners to know those stages since they are similar when learning a second language (Shin and Crandall 2019, 192). Nation and Newton (2008, 17) suggest beginning with recognizing and writing the letters of the alphabet. Since the English alphabet does not contain different letters than the Czech one, this is not necessary for young learners in the Czech Republic. Then, children string letters together, and learners begin to use letters for representing whole words and thoughts. At this stage, there is some sound-symbol correspondence, and learners usually spell frequent words correctly. The next stage is stylized writing. At this point, pupils use patterns with a lot of repetition. They rely on familiar words, and they begin writing messages. It is at this stage that invented spelling appears. Invented spelling is unconventional spelling, usually reflecting the way words sound. More organized and focused writing comes last. (Shin and Crandall 2019, 192)

Activities that are helpful for teaching writing are, for instance, reordering sentences and gap fill (Hadfield and Hadfield 2008, 118). Learners might be given some guidelines to help them with their writing (Hadfield and Hadfield 2008, 118). These can include, for instance, pictures (Hadfield and Hadfield 2008, 118).

For learning writing, pupils need a lot of practice with vocabulary and grammar, and they also need feedback about their writing (Weigle 2014, 226) either from a teacher or classmates (Kirchhoff 2018, 126-127). Supporting learners during various stages of writing is essential (Weigle 2014, 226).

AIMS OF TEACHING WRITING

At the end of the third grade, the learners should be able to write short words and sentences based on textual and visual support (MŠMT 2017, 25).

At the end of the fifth grade, the learners should be able to

- write a short text using simple sentences and expressions, about themselves, their family, interests and other studied theme areas (MŠMT 2017, 26)
- fill in personal information into a formulary (MŠMT 2017, 26).

5.3.3 Speaking

Speaking is, according to Lazaraton (2014, 106), the “fundamental skill” when learning a second language. In speaking activities, the learner produces a text in an oral form, and that text is received by one or more listeners (Council of Europe 2001, 58). “Learners learn to speak by speaking” (Hadfield and Hadfield 2008, 107) therefore learners should be encouraged to produce language (Kirchhoff 2018, 117).

Before speaking skills can be developed, the learners should already have some knowledge regarding the processes of language production (Kirchhoff 2018, 117), especially pronunciation (Harmer 2007, 343). It is advised to use songs, games, role-play, and other playful activities when teaching speaking to young learners (Kirchhoff 2018, 120-121). Linse (2005, 54) suggests using a puppet as a conversational partner for children because many children might feel more comfortable talking to a puppet than an adult. Some pre-scripted conversations done in pairs can be used for practicing speaking although it adds reading to the activity (Linse 2005, 54).

Young learners usually enjoy communicative games and activities, and a pleasant classroom atmosphere is crucial for learners to feel comfortable enough to participate and try out new language (Harmer 2008, 345). A task at the appropriate level and the right topic often encourage learners to participate in speaking activities (Harmer 2007, 345; Linse 2005, 59). A high degree of repetition should be involved when teaching speaking to young learners (Kirchhoff 2018, 121).

Linse (2005, 62) points out that children will be probably very loud during speaking activities and warns teachers about being harsh about that. Instead, Linse (2005, 62) advises to teach young learners some signals for letting them know they are too noisy and to quiet down.

AIMS OF TEACHING SPEAKING

At the end of the third grade, the learners should be able to repeat and use familiar words and expressions (MŠMT 2017, 25).

At the end of the fifth grade, the learners should be able to

- participate in simple conversations (MŠMT 2017, 25);
- in a simple manner reproduce basic information about themselves, their family, school, free time and other studied theme areas (MŠMT 2017, 25);
- ask and answer simple questions regarding familiar topics (MŠMT 2017, 25).

6 GRAMMAR

The fact that learners have encountered a piece of grammar does not mean that they have learned it (Cameron 2001, 87). For learners, both recognizing and producing well-formed sentences is crucial when learning a new language (Thornbury 2000, 3). Indeed, language learning is not only about creating well-formed sentences (Thornbury 2000, 3).

6.1 Learning Grammar

Learning is a gradual process. Learners do not immediately start producing language without making mistakes (Larsen-Freeman 2014, 261). They also do not learn one part of grammar (for instance, the indefinite article), and once they know it, they move to another feature (Larsen-Freeman 2014, 261).

As it was mentioned previously, young learners tend to remember whole chunks of language at the beginnings of their learning. These previously learned chunks are an important source for grammar development as they are broken down and re-used (Cameron 2001, 102). The fact that metalanguage should be used scarcely when teaching young learners was also already discussed.

6.2 Steps in Teaching Grammar

What is an essential step before teaching grammar, and what probably goes without saying, is that the teacher should understand the grammatical item well (Scrivener 2011, 99). The first step in teaching grammar, according to Scrivener (2011, 99) is selecting the grammar to be taught, and making it as specific as possible in terms of what is, or is not included.

Harmer (2007) and Fedicheva (2011) agree that teaching grammar should start with what they both call “lead-in.” This stage is the one when a new grammatical issue is presented, as well as its context meaning (Fedicheva 2011, 45). It is in this phase that the new language is demonstrated (Fedicheva 2011, 45). Harmer (2007, 203) adds that during lead-in, the teacher should get students’ interest.

In order not to teach already known language, the teacher should find out whether learners are familiar with the new grammatical item and if they can produce it (Harmer 2007, 203). That is what happens in the next stage called “elicitation” (Fedicheva 2011; Harmer 2007). If learners already know the grammatical item to be taught, then it can be proceeded to the last stage, which is immediate creativity, or any other following stages depending on the learners’ ability to produce the language (Fedicheva 2011, 46). Elicitation can be done by

showing learners pictures to help them with the production of the target language structure (Harmer 2007, 203). Fedicheva (2011, 46) claims this stage is crucial for the teacher, who can assess learners' knowledge of the given topic, and the students as their learning abilities are actively involved.

The third stage is called "explanation" (Harmer 2007, 204). It is at this stage that learners are being shown how the new language is formed (Fedicheva 2011, 45-46) when a deductive approach is chosen for presenting new grammar. One of the most common ways of explaining a language construction is by giving modeling sentences, and then isolating certain parts of the model sentence (Harmer 2007, 205). One of the isolated parts is then put into focus by being lengthened. After that, it should be returned to the isolated fragments and again saying the model sentence clearly, and students are asked to repeat the sentence. (Harmer 2007, 205) At first, learners can be asked to repeat all at once (in chorus), and then they can be asked to repeat it individually (Harmer 2007, 206).

The fourth stage, one to the last, is accurate production (Harmer 2007, 204). Students repeat and practice some example sentences (Fedicheva 2011, 46) in chorus (Harmer 2007, 204). Repetition and cue-response drilling follow on the (Harmer 2007, 203). Cue-response drill is, according to Richards and Schmidt (2010, 184), a drill where a sentence is proved by the teacher as a stimulus. Huttz (2018, 153) adds that gap-filling exercises can be used in this stage of teaching new grammar. Practice in pairs may also be included (Harmer 2007, 203). The stress of this stage is put on accuracy rather than on meaning. The teacher should make sure that learners can produce the new language correctly. (Fedicheva 2011, 46). Huttz (2018, 153) adds that language should be practiced in contexts. When subject matter is presented in a context it might make it more memorable (Phillips 1993, 74).

After being confident that learners can produce language accurately, it can be moved to immediate creativity (Fedicheva 2011, 46). This stage is, unlike the preceding one, strongly meaning-based (Huttz 2018, 153). Creative role-plays or problem-solving tasks are just some examples of activities that can be performed at this stage (Huttz 2018, 153). Huttz (2018, 153) asserts that it is vital for learners to practice the newly learned structures also in free production tasks. In this stage, learners' task is to create their own sentences using what they have just learned on their own (Fedicheva 2011, 46). If they are able to do so, they have understood the meaning, use, and form of the new language (Fedicheva 2011, 46). On the other hand, if learners perform poorly at this stage, it should be returned to an accurate

reproduction stage or even to explaining the new language again (Fedicheva 2011, 46; Harmer 2007, 204).

6.3 Presenting New Grammar

As with language teaching in general, there is not only one perfect way of teaching grammar. There are different ways new grammar can be introduced, and they will be introduced in this chapter.

Thornbury (2000) introduces three approaches to presenting new grammar: inductive, deductive and text based. Inductive and deductive approach will be described in more detail in the following subchapters⁹.

6.3.1 Inductive Approach

An inductive approach, also called “discovery learning” (Thornbury 2000, 29), is about learners discovering the rules themselves from a set of examples (Larsen-Freeman 2014, 268) without being told the rule before (Thornbury 2000, 49). In an inductive approach, learners are shown examples of language, and they try to find out how it works (Harmer 2007, 207).

One of the advantages of this approach is that if learners discover the rules themselves, there is a strong chance they remember them better than if they have been given them. That is because of the mental effort they had to make, according to Thornbury (2000, 54). Harmer (2007, 209) supports this claim. Using the inductive approach helps the teacher to assess what learners already know about the particular grammar item and what requires further practice (Larsen-Freeman 2014, 268), and it leads to learner autonomy (Thornbury 2000, 54). As learners are actively involved, they might be more motivated to learn than when they passively receive information (Thornbury 2000, 54).

However, the time spent on working out rules might mean that there will be less time for practice (Thornbury 2000, 54). Thornbury (2000, 54) also warns that learners might conclude a wrong rule, or they might come to a too broad or too narrow conclusion. The inductive approach places heavy demands on teachers in terms of lesson planning. Teachers have to carefully choose appropriate examples so learners can make an accurate conclusion about a rule. (Thornbury 2000, 55). As to the number and nature of examples, Scrivener

⁹ This thesis will not describe a text-based approach since it is about learners deducting rules from the way the language is used in a text (for instance, newspapers, songs). This approach is deemed inappropriate for young learners due to the outcomes of primary education given my MŠMT (2017, 26).

(2011, 99) recommends five between ten sentences used in everyday speech so that the examples are natural. The inductive approach might not be appropriate for every grammatical feature. For instance, it is not easy to formulate rules of aspect and modality from examples. Some other language areas are also better presented than induced. (Thornbury 2000, 55)

After deducing the rules, learners can be asked to produce the newly discovered language, similarly as with using the deductive approach. If that is difficult or impossible for them, it should be returned to explanation and accurate production. (Harmer 2007, 209)

If an inductive approach is used in grammar lessons, students should be given feedback by the teacher about their discoveries of the rules (Thornbury 200, 52). Thornbury (2000, 27) claims that the inductive approach is better for children as they seem to learn language implicitly rather than learning it as a system of explicit rules. On the other hand, Harmer (2007, 209) asserts that discovery learning might be more effective with learners who are “at higher levels,” although he admits that it also depends on the personality of the learners. Harmer (2007, 207) further adds that discovery learning is appropriate when language is met through reading and listening.

6.3.2 Deductive approach

Another way of presenting new grammar is the deductive approach. It can be said that it is the opposite to the inductive approach as learners are told the rule first and then are given examples in which the rule is applied (Thornbury 2000, 29). Explain and practice is another name for the deductive approach given by Harmer (2007, 203).

At first, learners are given an explanation (usually by the teacher) of grammar rules. Based on these, they make phrases using their own language. (Harmer 2007, 204) When using the deductive approach, the rules should be introduced to the learners in a way that is comprehensible for them (Larsen-Freeman 2014, 268). To make sure already known language is not taught, learners can be asked to elicit the target structures using, for instance, pictures (Harmer 2007, 203).

Larsen-Freeman (2014, 268) advises teachers to explain to their learners why the given rule is important, why is the grammatical feature used that way instead of just telling the students they have to use it like this. It is because rules give learners security in using a language, however, knowing why a grammatical structure is used in that way helps them to understand English better “and help them make it their own” (Larsen-Freeman 2014, 268). The

advantage of using the deductive approach is that not so much time is needed for presenting a rule, which means there is more time left for practice, and many rules are easier explained than elicited from examples (Thornbury 2000, 30). This approach also allows teachers to deal with grammatical issues that come up during lessons without having it prepared first (Thornbury 2000, 30).

7 VOCABULARY

There are many questions to be answered before actually teaching vocabulary. At first, it needs to be explained what vocabulary is. Then it should be known what it means to know a word so the teacher (and the learners) can decide if the word is known or not. Still, before introducing vocabulary and deciding how to do it, the teacher should decide how many new words can be introduced in one lesson.

7.1 What It Means to Know a Word

Zimmerman (2014, 288) claims that in order to know a word, learners must “know a considerable amount about its meaning.” However, knowing a word does not mean only knowing the semantic aspect of the word as vocabulary knowledge is not only a set of individual lexical items with one to one correspondence to their translation in learners’ mother tongue (Pavičić Takač 2008, 16). Thornbury (2002, 15) thinks that, at the very least, a word can be considered learned if the meaning and the form are known. Ortega (2013, 88) adds that a word has to be established in the long-term memory, and a connection between a form and its meaning must be made in order to consider a word learned. Every word comes in two forms: written and spoken (Hiebert and Kamil 2005, 3). Thus, spelling and pronunciation are also part of knowing a word (Thornbury 2002, 22). Pavičić Takač (2008, 10) summarizes that the knowledge of vocabulary means knowing the following dimensions of the word: semantic, syntactic, morphological, orthographic, and phonological.

7.1.1 Spelling

Spelling, correct written form, is difficult for learners because of the correspondence between the spelling and pronunciation of a word (Harmer 2007, 324). One phoneme¹⁰ can have more than one spelling, and one spelling can have many different sounds (Harmer 2007, 324). Harmer (2007, 324) advises drawing learners’ attention to different spellings of particular phonemes and on different ways of pronouncing the same letters. Reading is an option of how learners might improve their spelling (Harmer 2007, 325).

7.2 How Many Words to Introduce

When deciding how many words to introduce in one lesson, it should be considered if the words are taught for productive or receptive knowledge (Zimmerman 2014, 289; Thornbury 2002, 75-76). Receptive vocabulary is the set of words that an individual is able to

¹⁰ The term “phoneme” is explained in detail in the chapter “Pronunciation.”

understand in listening or reading (Hiebert and Kamil 2005, 3). Words which learners can use in writing or speaking is called productive vocabulary (Zimmerman 2014, 289; Hiebert and Kamil (2005, 3). Typically, there are more words in learners' receptive vocabulary than they are in their productive one. However, the more proficient the learners become, the smaller the gap between productive and receptive vocabulary becomes. (Ortega 2013) What is also needed to keep in mind when deciding how many new lexical items will be introduced, is according to Thornbury (2002, 75-76) learners' level of English proficiency, how difficult the new words to be introduced are (with regards to pronunciation and how abstract or specific meaning the vocabulary has), and how easy or difficult it is to demonstrate the new words.

It is not possible to give an exact number of new vocabulary items to be presented at once, which would be appropriate for every situation. Thornbury (2002, 76) thinks that no more than twelve new words should be presented in one lesson. However, Thornbury (2002, 76) does not seem to consider the length of a lesson and learners' level of proficiency in English. However, Gairns and Redman (1986, 66) advise teachers to present eight new words in sixty minutes, supposing the learners' level of proficiency is elementary. Ediger (2014, 166) recommends two to eight words a day, depending on the age and proficiency of the students. Since Gairns and Redman's (1986, 66) recommendation is the most specific one, this thesis follows it. In the context of the Czech Republic, where one lesson at school takes forty-five minutes, six new lexical items can be presented in one lesson.

7.3 Learning Vocabulary

Pavičić Takač (2008, 10) gives a general notion of how new vocabulary is learned, and that is if a learner is exposed to enough comprehensible input. Young learners need to be given opportunities for experimenting with language and need to get feedback confirming or correcting what they think they know about the language system (Moon 2001, 5).

It is needed to hear a word in isolation as well as in a discourse context in order to learn it (Cameron 2001, 86). Also, a memory connection, preferably a strong one, between a form and a meaning should be made. That is done by transferring the word from learners' short-term memory to their long-term memory by memorizing activities and regular recycling of vocabulary (Cameron 2001, 87).

Exposure to new vocabulary both in spoken and written form is essential in learning new words (Hiebert and Kamil 2005, 13, Thornbury 2002) as well as repeatedly retrieving words

from memory (Thornbury 2002, 27). Repetition of new words is vital (Hiebert and Kamil 2005, 13); however, repetition itself does not guarantee that newly learned words will not be forgotten (Thornbury 2002, 24).

Pavičić Takač adds that even though learners should obtain new vocabulary through incidental learning, it does not mean that vocabulary learning should not be controlled, quite the opposite (2008, 17). As a general rule, learners should be actively involved in learning new vocabulary (Thornbury 2002, 27).

7.4 Teaching Vocabulary

7.4.1 Presenting New Vocabulary

When it was decided how many lexical units will be presented in one lesson it can be proceeded to introducing them to learners.

Presentation of new words is understood as “teaching preselected lexical items in the planned stage of a lesson” (Pavičić Takač 2008, 10). Thornbury (2002, 27) stresses the importance of words being introduced¹¹ in their typical context so that learners can notice not only the meaning but also registers in which the word appears, collocations used with the word and syntactic environments of the new vocabulary. Personalization also helps with remembering new expressions (Pavičić Takač 2008, 21).

Thornbury 2002, 75) and Pavičić Takač (2008, 20) agree that at the beginning of learning new lexical items, both the meaning and the form have to be learned. Zimmerman (2014, 299) and Cameron (2001, 36) assert that the meaning of the word should be made clear at first. Zahálková (2001, 5) agrees and suggests at first showing the thing we are teaching and then name it. Pavičić Takač (2008, 29) claims that the form and the meaning can be introduced in any order as long as they are presented shortly after each other and adds that both the form and meaning can be presented verbally or non-verbally. It should be kept in mind that learners should be given two or three seconds to process the word before learning its meaning (Thornbury 2002, 83). Pavičić Takač (2008, 29) and Thornbury (2002, 83) agree that the time between introducing the form and the meaning should not be long as a shorter time is better for creating a mental connection between the presentation of the form and the meaning. Zahálková (2001, 5) suggests focusing mainly on the spoken form of the word

¹¹ The word “introduce” is used as a synonym for the word “present” in the meaning given by Pavičić Takač (2008, 10)

when teaching young learners. Cameron (2001, 86) adds that if learners are literate in the foreign language, a written form can be introduced shortly after the spoken one.

Words can be introduced in lexical sets, which might be beneficial because words seem to be stored in the brain in that way (Thornbury 2002, 77). Cameron (2001, 87) calls it “thematic organization of vocabulary.”

Presenting meaning

In literature, the step of introducing meaning follows the decision of how many words will be introduced in one lesson. There are many ways a new word can be presented.

Translation

Word’s meaning can be simply translated into the learners’ mother tongue (Thornbury 2002, 77). This teaching strategy is often used for checking comprehension, especially if a word is likely to cause errors. For instance, false pairs might be troublesome. (Pavičić Takač 2008, 20) The advantage of translation is that it is economical in terms of time spent on explaining the meaning, and it is suggested to use it for incidental vocabulary (Thornbury 2002, 77). However, Thornbury (2002, 77) warns that learners might rely on translation too much and, as a consequence, may “fail to develop an independent L2₁₂ lexicon” as they might always approach the words in English through their Czech translation rather than accessing them directly. Also, learners do not have to invest much effort in identifying the word’s meaning, and the lack of effort might make the word less memorable (Thornbury 2002, 77).

Definition

New lexical items can be explained to learners through definitions, using other words to describe the new lexical item (Thornbury 2002, 81). Pavičić Takač (2008, 20), as well as Thornbury (2002, 77) and Zimmerman (2014, 299), suggest using synonyms and antonyms for defining new expressions. Using a word in a sentence might also help with clarifying its meaning as it makes the definition less abstract (Zimmerman 2014, 299). Pavičić Takač (2008, 20) and Thornbury (2002, 81) give another type of definition called full definition, which is similar to the one which can be found in monolingual dictionaries, however, that one might seem too difficult for young learners who have recently started learning English or have been learning for a few years. The reason for it is that in order to understand such a description, learners would have to know most of the words used in the definition

¹² L2 is used to refer to second language, meaning the language which is not learners’ mother tongue (Cameron 2001)

(Thornbury 2002, 81). The advantage of using verbal definition is that even though it is not as economical in terms of time as translation, learners have to be cognitively more engaged (Thornbury 2002, 81). Thornbury (2002, 81) also suggests accompanying verbal clarification by visual aids such as mime or drawings on the board.

Demonstration

Demonstration is an alternative to translation. Realia, visual aids, and pantomime are ways of demonstrating new vocabulary (Thornbury 2002, 78). According to Pavičić Takač (2008, 20), a demonstration is often incorporated in teaching young learners or beginners. As Zahálková (2001, 5) suggests, the meaning of a word can be introduced by saying (or writing) the new word and showing it at the same time. For instance, when the new expression to be taught would be *pen*, the teacher would say *pen* and show them a real pen. By this, a direct connection between the meaning and the real object is being made (Pavičić Takač 2008, 20). If it is not possible to use realia, their representation via visual aids can be used instead. Pictures, gestures, pantomime or drawings are types of visual aids which, according to Thornbury (2002, 82) and Zimmerman (2014, 299), might make the new vocabulary more comprehensible and memorable, especially if accompanied by, for instance, verbal definition (Pavičić Takač 2008, 20).

Attending to Form

It was mentioned before that learners have to make a strong memory connection between a form and its meaning. Form represents how the word is spelled and how it is pronounced (Cameron 2001, 86). Pavičić Takač (2008, 21) claims that in order to make the connection, learners need to practice both the orthographic and phonological form of the lexical item and further suggests that form of words can be learned by repeating the words aloud, or, learners can copy the new words. If accompanied by a visualization of its meaning or loud repetition, it might make remembering vocabulary easier (Pavičić Takač 2008, 21). Another task might be to try to find a particular word in a text (Thornbury 2002, 94) or solving anagrams (Pavičić Takač 2008, 22). Oral drill can be used to remember the phonological form of a word (Pavičić Takač 2008, 21). Orthographic form can be presented by writing it on the board and asking learners to spell it (Pavičić Takač 2008, 21).

7.4.2 Further Steps in Teaching Vocabulary

As was suggested in the previous subchapter, at first new words must be presented in order to be taught. As this first step was already covered in the previous subchapter, this one is devoted to the rest of the steps in teaching new lexical items.

Following introduction is attending to form, either written or spoken and then learning the meaning of the new words. That would cover the first three steps of what Cameron (2001,84) calls “essential steps in vocabulary learning,” and all of that was already covered in detail in previous subchapters. After the meaning is known, it can be proceeded to making a memory connection between the form and the meaning of new vocabulary, which should be strong. The last step of teaching vocabulary is asking learners to use it. (Cameron 2001, 84)

Children should start with listening and doing activities (Cameron 2001, 62). The main focus of these activities is listening to the words. After doing such tasks a few times, children should be familiar with the words, and many learners begin to speak (Cameron 2001, 62). New words should be at first practiced in isolation (Zimmerman 2014, 294).

The next step is listening and identifying, which, in its simplest form, can look like this: The teacher says the new word and child(ren) point to its visual representation (for instance, picture). Thus, the teacher can see if learners understand the word. (Cameron 2001, 62-66) Moon (2001, 8) adds that identifying can be done through physical action. For instance, learners might be asked to jump. If they do, it is clear that they have understood. Then, to check if learners remember the new word, they might be asked to bring, show, or find it (Zahálková 2001, 5). By this, learners can get a clear image of the form and the meaning (Cameron 2001, 84).

Lastly, words should then be retrieved from memory, at first with help, and then without it (Pavičić Takač 2008, 22). Learners can be asked to recall a form based on being given meaning or vice versa (Pavičić Takač 2008, 22). Activities appropriate at this stage of teaching are, for instance, pantomime, translation, providing definition, replacing an expression with a synonym, and crossword puzzles (Pavičić Takač 2008, 22). Linse (2005, 27) summarizes, that learners need to hear a word before they can say, they need to say a word before they can read and before they can write, they need to read it.

8 PRONUNCIATION

Pronunciation is an indivisible part of any language (Gairns and Redman 1986, 50) even though it is not a separate skill but “part of the way we speak” (Harmer 2007, 251). Cambridge Dictionary (2020) defines pronunciation as the correct way of speaking a language or saying a word or a letter. Pronunciation is essential for understanding a language and also for being understood. If comprehension is not achieved, the communication will probably fail (Yoshida (2016, 5).

The sound system of English is commonly divided into segmental and suprasegmental features (Goodwin 2014, 136). Segmental features include consonant and vowel sounds, while suprasegmental features include more global aspects of pronunciation (Goodwin 2014, 136). Rhythm, stress, and intonation are some of the features of suprasegmental aspects of pronunciation (Goodwin 2014, 136).

8.1 Teaching Pronunciation

Teaching pronunciation¹³ can improve learners’ intelligibility as well as comprehension (Harmer 2007, 248). Intelligibility is the primary goal of teaching pronunciation (Yoshida 2015, 6). In other words, students’ pronunciation should be at least good enough for them to be understood. (Harmer 2007, 249).

Attention should be paid to pronunciation in every lesson (Fedicheva 2011, 30). Teaching pronunciation should not only be planned beforehand, but a lot of it should be done in response to learners’ errors (Kelly 2001, 13). Hadfield and Hadfield (2008, 61) think that teaching pronunciation is best if integrated with other teaching points than taught in isolation.

According to Goodwin (2014, 136), pronunciation teaching should address the macro features of the language, specifically stress and intonation. Yoshida (2016, 70) recommends describing and analyzing pronunciation through oral and written instructions at first. Correctly recognizing the sounds is another part of teaching pronunciation (Yoshida 2016, 70). Hadfield and Hadfield (2008, 58) add that learners should be able to differentiate between similar sounds, like /b/ and /p/ in words like bin and pin. After that, it is needed that the learners are conscious of the sounds (Yoshida 2016, 70). Kelly (2001, 15) agrees that

¹³ This chapter is again discussed keeping in mind young learners’ level of language proficiency in mind. Some aspects of pronunciation (for instance connected speech) are not relevant when teaching young learners thus they are not discussed. The reader is encouraged to study the referred sources for more information.

before production, reception and recognition should be practiced. Linse (2005, 50) adds that many young learners struggle with pronouncing the phonemes /th/ and /r/ and explains that difficulties articulating specific phonemes might be due to developmental factors. As children are getting older, most of them will become able to articulate the phonemes in English (Linse 2005, 50). Sometimes, children have trouble with pronouncing some phonemes because they do not know how to shape their lips. According to Linse (2005, 60) mirrors might help with this issue.

Drills are a useful tool for developing both production and recognition (Kelly 2001, 15) in young learners' classroom (Linse 2005). In their simplest form, they are about a teacher saying a word or an utterance, and the class is asked to repeat it (Kelly 2001, 16). Individual drilling usually follows after that (Kelly 2001, 16). Drills usually aim for learners producing an already studied word or a structure (Kelly 2001, 16). Teachers might use prompts in the form of pictures or mime to help the learners with the words (Kelly 2001, 16).

Kinesthetic activities, like clapping or using hand gestures, might be used in order to help learners recognize and show stress (Hadfield and Hadfield 2008, 60). To help learners recognize the word stress, the teacher may emphasize the stressed patterns even more or present a set of words with the same stress patterns (Lane 2010, 20). For sentences learners find challenging to say Kelly (2001, 16) suggests chaining. Chaining is about isolating certain parts of a sentence, models them in separation for pupils who repeat it, and gradually the sentence is being build up (Kelly 2001, 16). Linse (2005, 60-61) advises not to correct every mistake young learners make as it might discourage them from communicating and adds that modeling sentences can be used as a way of correcting and error without telling the children they were wrong.

As materials for teaching pronunciation Fedicheva (2011, 30) and Linse (2005, 60) recommend proverbs, poems, tongue twisters and rhymes as a way of practicing pronunciation with young learners. Linse (2005, 29) explains that if children are able to recognize rhyming words, it might be easier for them to recognize and read words with the same or similar pattern.

EMPIRICAL PART

9 SUMMARY OF PRINCIPLES OF TEACHING ENGLISH TO YOUNG LEARNERS

Principles of teaching English to young learners are summarized in the following list. These principles are a summary of the theoretical research. A detailed description of how each principle was followed in the lesson planning and during teaching follows in chapter *Research Outcomes*.

- Exposing learners mainly to spoken English
- Enabling learners' interaction with the teacher or other learners
- Involving learners actively in learning
- Subject matter used in a meaningful context
- Using language comprehensible for the learners and accompanying the speech by gestures and / or actions
- Addressing affective domain
- New subject matter introduced orally
- Using audio-visual and / or visual aids
- Appealing to learners' senses
- Incorporating activities which
 - include movement
 - last about ten minutes
 - have a language-learning value
 - require learners to use English
 - focus on meaning and form
 - are varied
 - are didactic games
- Praising or rewarding learners
- Assigning tasks of adequate difficulty
- Integrating language skills
- Integrating pronunciation practice with other teaching points
- Learners writing only familiar words and phrases
- Encouraging learners to produce language
- Introducing no more than six new words in one lesson
- Exposing learners to both written and spoken form of vocabulary

10 CONTEXT OF RESEARCH

The aim of the research was to plan lessons in accordance with these principles and to evaluate to what extent the principles were followed. The research was conducted by the author of the thesis with the help of the learners' teacher who participated in the lessons as an observer. Before the research was conducted, a set of principles for teaching English to young learners was summarized from the theoretical part. Lessons were then planned with the attempt to follow the principles.

The research was conducted at a primary school from February 4, 2020 until February 21, 2020. Six successive lessons were taught in each class. After three lessons with each class followed the Spring break and there was a week of no lessons at all during the week since February 10, 2020. The research continued on February 17, 2020. Lessons one up to lesson six were taught in the third grade, the seventh to the twelfth lesson were taught in the fifth grade. All the lesson plans together with teaching aids can be found in appendices at the end of the thesis.

At this school, English is mandatorily taught since the second grade. In the second grade, learners have one English lesson per week, and the main aim is to establish learners' positive relationship towards English. It is possible for pupils to start learning English earlier as a free-time activity offered to children in their last year of preschool education, and at the first grade of their primary education. The research was conducted in the third and fifth grade since the aims of English language teaching are specifically determined in the Framework Education Program for Elementary Education. Six classes were taught in each grade; therefore, twelve lessons all together were planned and performed. In both the third and fifth grade there are fourteen learners. In the third grade, there are eight girls and six boys, in the fifth grade, there are seven girls and seven boys. In the fifth grade, there are two children with special educational needs and one learner has an assistant. The assistant and the learner were present in three of the lessons.

The subject matter was taken from the textbook that is used at the school. It was the teacher's requirement to work with the textbook as well as a workbook and that all exercises in the workbook should be completed. It can be seen that homework was assigned only in the first lessons. For objective reasons, it was not possible to give learners homework, and that is why there is no homework assigned in any of the following lessons. Except for the activity *Feedback* mostly English was used for communication with the learners during the lessons.

In lessons 1 and 7 I met the learners for the first time. Since it is only primary school, learners are not used to meet different teachers. Lessons 1 and 4 were learners' second lessons that day, lessons 7 and 10 were the one to the last lesson pupils had that day. Lessons 2 and 5 were again second lessons. Lessons 8 and 11 were the last lessons learners had that day and after that learners had lunch. Lesson 9 and 12 were the first lessons of the day, as well as lessons 3 and 6 on Friday. Lesson 6 was the last lesson I taught in the third grade and lesson 12 was the last lesson I taught in the fifth grade. Lessons 4 and 10 were the first English lessons after the holiday.

11 RESEARCH METHODOLOGY

11.1 Design-based Research

Design-based research was used since this thesis is focused on creating lessons that are based on the research about teaching English to young learners. This type of research is about developing a solution, testing its solution, reflection, and generalization (Trna 2011, 3). It helps to make teaching young learners more effective by researching new findings.

11.2 Observation Sheet

An observation sheet¹⁴ was created in order to help to determine the extent to which the principles were followed. The observation was non-participant (Švaříček and Šed'ová 2007). The observer was the teacher instead of whom I was teaching, and she was not familiar with the lesson plans. The teacher was, however, given a list of activities at the beginning of every lesson. It was attempted to focus on all the principles of teaching English to young learners, which the author of this thesis considered observable and which are not implied from the lesson planning. The observation sheet is accompanied by a guide that was created in an attempt to direct the observer to what needed to be observed for the purposes of the research. For principles 1 and 2, the observer was supposed to choose one or more reactions proving that the principle was followed or provide another answer if the suitable one was not given. For the remaining statements, the observer was asked to express her agreement with the statement on a Likert scale. The observer was asked to add a short comment for statement 4 if she agreed at least partially. For statements 7 and 8 the observer was supposed to supply a short answer in case of disagreement. In the observation sheet, there was a space for further notes the observer deemed necessary to add.

The following principles were included in the observation sheet: exposing learners mainly to spoken English, involving learners in learning, using language comprehensible for the learners and accompanying the speech by gestures and / or actions, using activities which include movement and which last about ten minutes, praising or rewarding learners and assigning tasks of adequate difficulty.

¹⁴ The observation sheet can be found in the appendices. *Appendix A* is an empty observations sheet, *Appendix B* is filled.

11.3 Group Interview

A group interview is, according to Švaříček and Šed'ová (2007), a method during which a semi-structured interview is used with more than three people at the same time. One of the rules for a group interview is not to work with a group interaction and to follow a traditional model of question-answer (Švaříček and Šed'ová 2007). This method was chosen based on the suggestion of Švaříček and Šed'ová (2007, 177) that pupils might feel more comfortable being asked as a group than if they were interviewed individually.

The following principles were included in the interview: *addressing the affective domain* and *assigning tasks of adequate difficulty*. The answers were recorded in writing during the lesson. Learners were not recorded because it might make them uneasy and might influence their answers. Since the interview involved only a handful of questions, it was possible to register all the answers. During this activity, we spoke in Czech because it was wanted to get an honest answer. It was attempted to prevent a language barrier from expressing children's opinions. This activity is referred to as "Feedback" in the lesson plans and was not observed since it was in Czech and it did not have a language-learning value, but it was for other purposes of the research.

For the purposes of getting the pupils' opinion which is the most relevant for these two principles, at the end of every lesson, learners were asked some questions, which are described later in this chapter. These questions arise from the aim of the theoretical research, in which it was found out that learners should enjoy the lessons and that tasks that are not too difficult but neither too easy for the learners should be assigned.

At first, Švaříček and Šed'ová (2007) suggest preparing introductory questions, which should be easy and general. Therefore, in the beginning, learners were asked whether they liked the lesson and whether something was difficult for them. These questions are considered easy because they require the participants to reply either *yes* or *no*. These questions were then developed into more specific questions in alignment with Švaříček and Šed'ová (2007) advice. Learners were asked the following questions: *What did you like the most? Was something difficult for you? What was it?*

Open-ended questions were asked. Learners were not given options from which they were supposed to choose. Švaříček and Šed'ová (2007, 175) note that it is important that the people interviewed understand the questions. It was attempted not to use technical terms as "affective domain" and make the questions easy to understand for the pupils. Learners were

not forced to answer the questions and most of the learners answered those which were about them liking the activities. When asked about the difficulty of the tasks, usually, only a few pupils answered, and some others nodded their heads. Often, the other pupils were asked to agree or disagree but not many answers were given by the learners. Usually, when I asked questions regarding the difficulties learners had, there was a moment of silence. When learners were asked what they liked, the silence was usually very short or none at all. Interestingly, all learners agreed on the activities they enjoyed, and more learners answered these questions.

11.4 Reflective Writing

Not to rely solely on my memory, throughout the whole research I kept notes. Notes were made regarding what was happening in the lessons with the principles in mind. It was recorded what went according to the lesson plan, what activities were incorporated which were not initially planned, which principles seemed (not) to be followed and evidence for (not) following the principles. Analysis of the reflection is used in the research and is compared to the observation made by the teacher and the interview with the learners. Open coding was used in order to analyze the reflections. This technique is about breaking a text into small units (individual words, phrases, sentences) and each unit is given a code (Švaříček and Šed'ová 2007, 212). This code is a word or a phrase which somehow describes a type which is different from others (Švaříček and Šed'ová 2007, 212).

The reflections were written on a computer and a reflection of each lesson was kept in a separate file. This was done based on Auerbach and Silverstein's (2003, 37) suggestion that the analyzed text should be cut to manageable proportions. When reading through the text, it was noticed that similar words and phrases were used when depicting following a principle. These words and phrases were decided to be keywords. Based on the repeating words, keywords were stated for each principle. These keywords were created based on the author's presumption that these keywords reflect the nature of the principle. Then, a reflection of every lesson was read, keeping the principles in mind and looking for the keywords. One reflection was read many times to make sure that all the relevant information was extracted from the text. When the keywords (and all their forms) occurred in the reflection, they were highlighted in a particular color (one color for each principle). Then, meaningful units containing these keywords were inserted under the headings, the headings being the principles. After that, a generalization was made from all the lessons. Sometimes it happened that a keyword appeared in a sentence, but it did not entirely correspond to the

principle to which the key word was assigned. Therefore, the final decision was made based on the overall meaning of the sentence.

For the principle *exposing learners mainly to spoken English* the verbs about verbal processes were decided to be keywords, more specifically: *speak, ask, say, pronounce* in all their forms and also the word *English* was a keyword for this principle. The principle *Involving learners in learning* was assigned the following key words: *involve, participate*. For the principle *using language comprehensible for the learners*, the keywords were: *understand, gestures, action*. The principle *Incorporating Activities Which Include Movement*, was assigned key words which were all verbs expressing motion (such as *move, walk, run, go*). The keywords for the principle *incorporating activities which last about ten minutes* were: *ten, minutes, longer, shorter*. The keywords *easy, difficult, mistake, able to* were decided to address the principle *assigning tasks of adequate difficulty*.

11.5 Lesson Planning

Whether some of the principles were followed during the lessons or not can be judged based on lesson planning. The principle which were incorporated in the lessons during planning a lesson were the following:

- enabling learners' interaction with the teacher or other learners;
- using subject matter in a meaningful context;
- new subject matter introduced orally;
- using audio-visual and / or visual aids;
- appealing to learners' senses
- incorporating activities which
 - have a language-learning value
 - require learners to use English
 - focus on meaning and form
 - are varied
 - are didactic games;
- integrating language skills;
- integrating pronunciation practice with other teaching points;
- learners writing only familiar words and phrases;
- encouraging learners to produce language;
- introducing no more than six new words in one lesson;

- exposing learners to both written and spoken form of vocabulary.

12 RESEARCH OUTCOMES

The description is based on the observations, reflective writing, and my mental processes during lesson planning. Some principles were not included in the observation because they were either matter of lessoning planning or learners opinion was the most relevant for evaluating whether the principles were followed or not. If a number of a lesson is given, it corresponds with the number of the lesson plan.

12.1 Lesson Planning

12.1.1 Enabling Learners' Interaction with the Teacher or Other Learners

Interaction with the teacher was included in every lesson, especially when giving instructions and explaining an activity. In the third grade, learners' interaction with the teacher prevailed over the interaction with other learners. The interaction was mostly about me asking learners questions regarding the subject matter and pupils answering it in English. Interaction of learners with other learners in the third grade was happening in very simple terms, often in the form of declarative sentences. For instance, in the fourth activity in the third lesson plan pupils instructed their classmates how to color which piece of clothes using the structure "these ... are ...".

One of the outcomes of teaching speaking to young learners at the end of primary education is being able to participate in a simple conversation. For this reason, more activities where learners interacted with each other were incorporated in the fifth grade. Interaction with the teacher in the manner of asking questions regarding the subject matter usually happened at the beginning of every lesson.

12.1.2 Using Subject Matter in a Meaningful Context

New subject matter was always presented and used in its typical context. For instance, when teaching the vocabulary for clothes, it was often referred to what someone is wearing and what color the clothes are. When teaching different television programs, learners were asked what they like to watch. The prepositions "for" and "about" were discussed in the context of learners' favorite movies and books. New vocabulary was used in isolation mainly when learners matched the spoken and written form in their workbooks. These exercises had to have been included in the lessons for objective reasons.

12.1.3 New Subject Matter Introduced Orally

New subject matter was planned to be presented mainly orally. That is true for presenting new vocabulary for clothes, sports and activities, food, television programs, structures “I’d like,” and “these ... are ...”. The days of the week were not presented only orally. At first, learners were asked to look at the board where abbreviations of days of the week were written, and they were asked what the topic of that day’s lesson was. After they guessed, I completed the words and read them aloud.

12.1.4 Using Audio-visual and/or Visual Aids

Visual aids were used in every lesson, especially when introducing new vocabulary. Realia, timetables and calendars, pantomime but most often pictures were used as visual aids. There was one audio-visual aid planned to be used. It was a video for the song about days of the week. The days of the week were written in the video, and it contained pictures representing the way the days were supposed to be sung. However, only the sound could be used in the classroom.

12.1.5 Appealing to Learners’ Senses

Most often it was appealed to hearing and sight, often at the same time. The sense of touch was not excluded, learners touched clothes or manipulated with visual aids such as pictures. During some activities (usually those which were about listening and identifying) hearing, sight and touch were used at the same time. Learners were told to bring or find something, then they had to find its picture or the written form of the word. After finding it, they either touched it or brought it to me.

12.1.6 Incorporating Activities Which Have a Language Learning Value

All activities which were planned had language-learning value. In general, they were aimed at understanding the spoken form of the new vocabulary and its meaning, correct pronunciation of new vocabulary, correct spelling, and usage of new structures.

12.1.7 Incorporating Activities Which Require Learners to Use English

When new subject matter was introduced, the focus was on learners understanding the spoken form of the new language and to learn its meaning. Therefore, not all activities required learners to use English since understanding should precede production. Pupils were producing language after hearing the vocabulary or structure many times and after knowing the meaning of the new subject matter. Mostly, pupils used English when they answered

questions asked by me or when they asked their classmates some questions and responded to them.

12.1.8 Incorporating Activities Which Focus on Meaning and Form

In the majority of the activities, the focus was always on meaning and form at the same time. Most of the activities were structured in a way that in order to complete the task, learners needed to know the form (either written or spoken) of a word as well as its meaning. Some activities were focused only on form, usually, it was the written form¹⁵.

12.1.9 Incorporating Activities Which Are Varied

In every lesson, some activities requiring movement and some during which learners are physically more passive were used. Variation also came in the interaction patterns. Learners interacted with the teacher, in pairs, and in groups. Not to let learners sit in their desks all the time learners often sat in a circle, mingled or competed in teams. The activities also differ in the teaching aids which were used.

12.1.10 Incorporating Activities Which Are Didactic Games

Many didactic games were used in the lessons and based on the feedback given by the learners, these activities were the ones which pupils enjoyed the most. In the third grade, many of the didactic games were competitive in nature.

12.1.11 Integrating Language Skills

Most often, listening was integrated with speaking since many activities were about asking questions and replying to them. In some activities, pupils were both asking questions and answering, in some activities I was the one who asked the questions. Reading, writing, and speaking were integrated in some activities¹⁶, too. Writing and speaking were also integrated, for instance, in the seventh lesson in the fourth activity. Reading and listening were integrated, for example, in the tenth lesson. When learners practiced only one skill, it was usually listening, and it was at the beginning of teaching new vocabulary as “listening and identifying” is one of the first steps of teaching vocabulary.

¹⁵ These activities were already described. They included matching a spoken and a written form of a word and they had to be used for objective reasons.

¹⁶ That can be seen, for instance, in the third lesson, where learners were supposed to fill in a missing letter, and then they pronounced the word aloud, or in the fourth lesson when pupils were shown abbreviations of days of the week on the board. Then, they said what the abbreviations stood for and wrote the words on the board.

12.1.12 Integrating Pronunciation Practice with Other Teaching Points

In general, pronunciation was taught when teaching new vocabulary. Usually, the pronunciation of whole words was practiced, focusing mainly on word stress. Regarding intonation, it was planned for learners to produce questions and statements.

12.1.13 Learners Writing Only Familiar Words and Phrases

As can be seen in the lesson plan, whenever learners were asked to write words or phrases, they practiced them, or at least they heard them used by me. Learners were never asked to write words or phrases which they have not heard before or the meaning of which they did not know.

12.1.14 Encouraging Learners to Produce Language

Often, learners were asked questions by me, which they were supposed to answer, or children participated in activities in which they talked with their classmates in English. In the fifth grade, learners interacted with one or a few of their classmates or with me. In the third grade, learners usually answered my questions, or they talked to each other in simple phrases.

12.1.15 Introducing No More than Six New Words in One Lesson

Sometimes, more than six words were presented in a lesson although not all of them were usually new to the learners. I was informed by the teacher that learners probably know some of the words and that not all of the lexical items will be new. Another reason was that the new vocabulary was a lexical set and it made sense to present it at once¹⁷. As it was already mentioned, most of the vocabulary I thought will be new to the learners was not and pupils were already familiar with most of the new lexical items.

12.1.16 Exposing Learners to Both Written and Spoken Form of Vocabulary

In majority, learners were exposed to spoken form of vocabulary since spoken language should prevail when teaching young learners. The exposure to both written and spoken form of vocabulary often happened when introducing new vocabulary. Learners heard the pronunciation of the word as well as the correct way it is spelled. It was attempted for learners to see the written form of vocabulary before writing it.

¹⁷ To be specific, the new vocabulary were days of the week.

12.2 Observations

12.2.1 Exposing Learners Mainly to Spoken Language

The observer agreed either strongly or mostly that learners were exposed mainly to spoken English. No other answer was noted therefore there were no other comments which were required in case of disagreement.

12.2.2 Involving Learners Actively in Learning

In the observation sheet, the statement “Learners are actively involved” represents this principle in observations. The most often replies about the active involvement of the learners given by the observer were *strongly agree* and *mostly agree*. There were two notes about pupils’ not being involved. Once it happened that only one learner was involved and once all children except for one were involved.

12.2.3 Using Language Comprehensible for the Learners

Observations reveal that often learners understood because it was not needed to explain activities again and learners did not ask for clarification or repetition of instructions. Most often, understanding was shown by learners fulfilling the task according to the teacher’s requirements. The observer mostly strongly agreed that gestures and actions were used while talking. It was observed that most of the time the teacher accompanied her speech both by gestures and actions.

12.2.4 Incorporating Activities Which Include Movement

The observer either strongly or partially agreed that learners moved during at least some of the activities in every lesson. No disagreement was ever recorded and no other comment regarding activities including movement was added by the observer.

12.2.5 Incorporating Activities Which Last about Ten Minutes

According to the observations, majority of the activities lasted about ten minutes. The observer’s comments suggest that when activities took longer, it was often because the teacher asked some questions and wanted every learner to respond. Other reason was that it was needed to practice all types of clothes and to check learners’ pronunciation of the new words.

12.2.6 Assigning Tasks of Adequate Difficulty

In the observation sheet, there was a statement which was about learners being able to fulfill the task. It was about the difficulty of the assigned tasks since it was possible that I might

not know that some learners were not able to fulfill the task at all and did not share that during the feedback at the end of the lesson. The observer noticed that it happened twice that an individual learner was not able to fulfill the task at all.

12.3 Reflection

12.3.1 Exposing Learners Mainly to Spoken Language

In my reflection, I recorded that I spoke almost exclusively in English during the lesson, with the exception of talking about new grammar or when there was no other way than to translate a key word or a phrase. Many activities requiring learners to speak learners were prepared; thus, they were exposed to English spoken not only by me but also by their classmates.

12.3.2 Involving Learners Actively in Learning

Learners were involved in learning in every lesson. They cooperated and wanted to participate in the activities. Sometimes it happened that activities lasted more than ten minutes because pupils kept raising their hands when questions were asked with the purpose of practicing new subject matter. In the fifth grade, pupils were given opportunities to work out how the language works by using the inductive approach for presenting new grammar. In one activity, not all learners were involved however, it was their choice. Given the nature of the particular activity during which children switched clothes (jumpers, shoes, sweaters, ...), pupils were not forced to participate.

12.3.3 Using Language Comprehensible for the Learners

The observations do not mention that sometimes it was necessary to translate some key words to Czech in order for learners to understand. I recorded a specific example of this situation. When practicing the days of the week, I asked the learners what day is “tomorrow”. Learners did not know the word and even when I tried to give them a definition they still seemed confused. Therefore, I translated the word into Czech. In my reflective writing I recorded that it was soon realized that when learners do not understand something, they will ask. Learners were therefore not asked to, for instance, explain the activity in Czech after this realization. Only scarcely it happened that learners did not understand what the teacher said in English. It was assumed that learners did not understand when they did not do anything and looked puzzled. When that happened, it was usually because they did not know

a key word in the sentence¹⁸. I recorded that I used gestures and actions, especially when introducing the new vocabulary for clothes and when giving instructions.

The speech used in young learners' classrooms was slow, and pauses were made to allow pupils to process the information. Short sentences were used, as well as words and phrases learners were supposedly familiar with. It was respected that learners think in concrete terms, and before talking, for instance, about trousers in general, learners were shown trousers.

12.4 Addressing Affective Domain

It is assumed that safe environment was created for the learners because they willingly participated in the lessons. Often, they raised their hands to make me aware they want to answer my questions. Learners did not seem to be afraid to use English and to make mistakes. That might have been because they were not punished for their mistakes and not even the learners mocked each other for making a mistake. According to the reflection, learners mostly enjoyed the lesson. In the third grade, it was believed that learners mostly liked the competitive games because they wanted to play these games again or for a longer period of time. In the fifth grade, it was recorded that learners' favorite activities were those during which they could communicate with each other or with me. The reason for believing that children appreciated these activities is their willingness to participate showed, for instance, by wanting to answer my questions (as it was already mentioned).

12.4.1 Incorporating Activities Which Include Movement

In the reflective writing, I noted down that it was attempted to include at least one activity which included movement in every lesson. The pupils in the third grade seemed to be more physically active than those in the fifth grade. While the younger learners ran even if they could walk, some of the older learners did not move even when they had a chance to do so. Specifically, during activities in which they were supposed to mingle, some of the learners sat in their desks and called other classmates to come to them.

12.4.2 Incorporating Activities Which Last about Ten Minutes

I did not record the exact time every activity took but since sometimes it happened that not all of the prepared activities actually happened, I am aware that some activities took longer. I noted a specific example of being aware that an activity was happening for about ten

¹⁸ Learners were not able to answer the question "What day is tomorrow?" because they did not know the word *tomorrow*. Similarly, pupils did not know the word *marker* and did not do anything when I told them to write their names with a marker (even though I was holding a marker for everyone to see).

minutes already, but letting it continue. It was the fifth activity in the first lesson. Learners seemed to enjoy the activity and they practiced English, so I was inclined to repeat the activity. To make sure that pupils really liked the activity, I specifically asked them if they want to continue and they agreed. The observer commented, that the activity was longer because I wanted the learners to practice the vocabulary even more. Since that was not necessary but learners wanted to continue with the activity, with some changes the activity happened again. In my notes, I also reflected that activities which were about me asking learners questions about the topic being taught were probably longer than ten minutes. Initially, it was always planned to ask one question two or three learners; however, it often happened that most of the learners wanted to answer each question. When an activity was longer than ten minutes it was either because they were specifically asked if they want the activity to continue or because it seems that learners want the activity to continue (for instance, because they raised their hands to let know they want to answer the question).

12.4.3 Praising or Rewarding Learners

In my reflection I wrote that I praised learners verbally. However, I did not note down specific adjectives used for doing so. Learners were not rewarded during the lessons.

12.4.4 Assigning Tasks of Adequate Difficulty

According to the reflection, there was one activity that was too difficult for one learner. Otherwise, the tasks in which learners practiced vocabulary were mostly easy for the learners because (based on the communication with the official teacher) it was supposed that the vocabulary will be new for the learners. During the lessons, it was realized that learners are able to use many of the words in a sentence in speaking. In the third grade, it seemed that tasks involving writing the vocabulary were of adequate difficulty for most of the learners. Pupils made mistakes in the written form of the words however, they were able to correct them when they were made aware that there is a mistake.

12.5 Interview

12.5.1 Addressing Affective Domain

Learners usually positively reacted to at least two activities in every lesson. In the third grade, learners mostly enjoyed competitive activities, in the fifth grade, pupils reflected that they enjoyed activities during which they talked to each other or answered my questions regarding the subject matter.

12.5.2 Assigning Tasks of Adequate Difficulty

At the end of every lesson, pupils were asked what was difficult for them. Most often, they said that nothing was difficult. Therefore, I asked them about what seemed to me that was difficult for them and usually they answered that it was not challenging for them. Specific matters which pupils considered difficult were saying the structure “(s)he is wearing ...”, pronouncing the word *Thursday*, and the listening task assigned in the fifth grade.

12.6 Comparison

12.6.1 Exposing Learners Mainly to Spoken Language

The observations and my notes are in agreement that in every lesson, learners were exposed mainly to spoken language.

12.6.2 Involving Learners Actively in Learning

Regarding learners’ involvement in activities, there were two activities in which not all of the learners were involved in learning according to the observations, however, in the reflection there is described only one activity which did not involve all learners in learning. The observation and the reflection agree on the fact that in the majority of the activities the learners were actively involved.

12.6.3 Using Language Comprehensible for the Learners

The reflective writing mostly agrees with what was observed regarding learners understanding. The observer never added any comment therefore the reflection is more specific and includes examples when learners did not understand. Even though learners seemed to mostly understand what I was saying, sometimes it happened that learners did not understand what was being said or what they are supposed to do. I supposed that pupils understood when it was not needed to explain the activity again when they did not ask for repetition or clarification, when they completed the tasks the way it was planned and when they were able to explain the activity in their own words¹⁹. It can hardly be said if that was because the language used was not comprehensible for the children or because they did not understand the instructions in general. Learners never reflected on that during the interviews.

¹⁹ If only one option was carried out, it was supposed that learners understood.

12.6.4 Addressing the Affective Domain

The reflections and the interviews show that learners enjoyed mainly competitive and communicative games. There were at least two activities in every lesson which children reportedly enjoyed.

12.6.5 Incorporating Activities Which Include Movement

Both the observations and the reflection agree that it was succeeded in incorporating activities during which pupils movement in every lesson. There was no disagreement between reflections and observations.

12.6.6 Incorporating Activities Which Last about Ten Minutes

From the observations and the reflections, it is clear that many activities lasted longer than ten minutes. There are differences in the reasons for why the activities took longer. Once, the reason was completely different in the observations and the reflection.

12.6.7 Praising or Rewarding Learners

Both the observations and the reflection agree that learners were praised only verbally in every lesson although the reflection is less specific as it does not include specific examples for praising.

12.6.8 Assigning Tasks of Adequate Difficulty

The principle of assigning tasks of adequate difficulty was mostly not kept since the pupils usually knew the subject matter which was presented as new. For one learner there was one task which was too difficult for her. Learners themselves confirmed that the lessons were easy and rarely was anything difficult for them. The observations confirm that, with exceptions of individual learners, pupils were able to fulfill every task.

12.7 Conclusion of Research Outcomes

Spoken language prevailed in every lesson and learners interacted not only with the teacher but also with each other. In majority of cases, learners were actively involved in learning. The attempt to use comprehensible language for the learners was also successful since rarely learners asked for repetition, clarification or were not able to answer questions or complete a task at all. The author was successful in planning activities which learners enjoyed. Pupils always reflected that they liked at least two activities in every lesson. New subject matter was in the majority cases introduced orally with the help of visual aids which were also used in other activities. Audio-visual aids were not possible to employ given technical problems

in the classroom. Activities including movement were incorporated in every lesson as well as those which have a language-learning value. It was not an exception that activities lasted longer than ten minutes however, they always focused on meaning and form and were varied. Activities which required learners to use English were also incorporated in lessons. Language skills were mostly not practiced in isolation but were integrated, as well as pronunciation, which was a part of other teaching points. During the lessons, learners were asked to write only those words and phrases which they were already familiar with and which they practiced in their oral form. There was only one case in which more than six new words were presented in the lesson otherwise the number of new words that were presented to the learners was usually less than six. Learners were never exposed to only spoken or only written form of vocabulary. They were exposed to both at once or at first to spoken and then to written form.

CONCLUSION

The aim of the theoretical part of the thesis was to discover how to teach English to young learners as well as to determine their needs and abilities. The theoretical research showed that young learners tend to be physically very active and their motor skills are becoming better than in preschool age. Game is an essential part of young learners' lives, especially for their mental development. At this age, children compare themselves with their peers and they like to compete with them since that is a way of feeling successful for them.

Secondly, it was examined how to teach young learners. There are some requirements which activities planned for young learners should follow. Children's attention span is about ten minutes thus the teacher should plan many short activities instead of a few long ones. If learners find an activity very engaging, they are able to focus for a longer period of time. Respecting that pupils might lose interest quickly; it is suggested to make the activities varied. When planning playful and attractive activities, it should be kept in mind that they still should keep a language-learning value and that they should focus both on form and meaning. Didactic games can be used to serve this purpose. It is even better if some of the activities require children to move since young learners tend to be restless and unfocused when they are forced to sit for long.

Activities requiring pupils to use English should be incorporated. Young learners learn mainly through interaction with others, at school that means classmates and their teacher. Spoken interaction should prevail in young learners' classroom since learners tend to imitate their teacher's pronunciation. Also, young learners often do not pay attention to words. Gestures, facial expressions, actions and intonation help them to decode meaning. Children are actively trying to understand how the world works and they are curious. Instead of giving them an explanation, learners should be encouraged to find out for themselves. Not to forget what was once learned, repetition should be included in every lesson. Since young learners usually do not pay attention to something which is not interesting for them, repetition should be engaging and purposeful.

Young learners' thinking is related to real-life objects and they usually do not understand abstract terms. Using visual aids make the language less abstract and therefore more understandable. Pupils are keen to discover how the world works by identifying patterns as well as deviations from these patterns. If they are allowed to do so while using all their sense, it is believed to make their learning more successful.

Learning a language would not be possible without remembering it. There are two types of memory that are commonly recognized. A long-term and short-term memory. A short-term memory has a limited capacity and its contents are not durable over time. The challenge for language learners is to transmit what they learn into long-term memory which makes it permanently stored.

From the theoretical part, several principles were summarized and on their bases, twelve lessons were planned. These lessons were then performed in a primary school. An observer was present in every lesson and was asked to fill in an observation sheet created by the author of the thesis. During the process of planning and teaching, the author made notes which were then used to reflect to what extent the principles were followed. This reflection was compared to the observations and from the comparison of both, conclusions regarding the extent of following the principles were drawn.

The lesson planning, observations, reflections, and interviews proved that majority of the principles were followed in every lesson. Spoken language prevailed in every lesson, learners interacted with others, they were actively involved in learning. Subject matter was used in a meaningful context and mostly, learners understood what the teacher was saying. Visual aids were employed. Learners were verbally praised. Affective domain was addressed because learners felt safe to produce language and because they reported that they enjoyed at least some of the activities in every lesson.

The author of the thesis was not as successful in following the principle about assigning tasks of adequate difficulty and about activities lasting about ten minutes. Mostly the tasks which were assigned to learners were easy for them because they involved subject matter they already knew. Some activities lasted longer because learners wanted to continue with the activity and it still had a language-learning value. The fact that some activities lasted longer because the teacher had a reason to believe that children wanted to continue with the activity is not seen as a drawback. Given the fact that the time which is given is approximate length of young learners' attention span which can be longer if they are interested in the activity, not following this principle is not as seen as a drawback. Not being able to plan tasks of adequate difficulty might arise from not knowing the learners and the subject matter they might have been familiar with. In this matter, the author of the thesis was dependent on the information given by the official teacher which proved not be exact.

To summarize, the thesis was successful in researching the way young learners learn English, what they need to be successful in learning English and how they need to be taught. The author was successful in planning lessons that follow most of the principles of teaching English to young learners which were articulated based on the theoretical research. The aims of both the theoretical and empirical part were accomplished. It was not in the scope of this thesis to determine when young learners should begin learning to read and write in English and it might be a suggestion for other research, as well as determining the way to teach them literacy skills in more detail.

RESUMÉ

Diplomová práce na téma výuka anglického jazyka u žáků na prvním stupni základní školy je rozdělena do dvou částí. První, teoretická část, má za cíl zjistit, jakým způsobem učit žáky této věkové skupiny. Jejím výstupem je soubor principů, které je doporučeno při výuce uplatňovat. Cílem druhé, praktické části, bylo naplánovat vyučovací hodiny v souladu s těmito principy a zhodnotit, do jaké míry došlo k jejich naplnění. Práce odpovídá na otázky, jak se tito žáci učí, co potřebují k úspěšnému učení se anglickému jazyku a jakým způsobem je učit.

Žáci prvního stupně základní školy²⁰ prochází mnohými změnami. Zahájili školní docházku, osvojují si nové vědomosti a dovednosti, přesto si stále potřebují hrát. Hra je přirozenou součástí života dětí a je důležitá pro jejich zdravý mentální vývoj. Děti se v tomto věku zajímají o spoustu témat, většinou rády čtou knihy, díky kterým se dozvědí nové informace o lidech, světě, vynálezech a zemích. Většina je také při získávání nových poznatků aktivní, ráda získává nové poznatky na základě vlastní zkušenosti a snaží se je pochopit. Při plánování vyučovacích hodin je třeba zohledňovat to, že děti spolu často rády soutěží i spolupracují, v jejich životě hrají důležitou roli vrstevníci, jejich myšlení je stále vázáno zejména na konkrétní předměty nebo jejich obrázky. V tomto věku žáci nejsou schopni efektivního systému zapamatování a nejsou schopni se vědomě učit. Začínají již přemýšlet podle zákonů logiky, což se projevuje například schopností klasifikace či porovnávání. Většina žáků mladšího školního věku má ráda pohyb a dlouhé sezení ve škole je pro ně náročné. Proto je vhodné do hodin anglického jazyka pohyb zakomponovat. Pro žáky mladšího školního věku jsou také důležité autority, a to hlavně rodiče a učitelé.

Osvojování druhého jazyka je u dětí do jisté míry podobné osvojování mateřského jazyka. V práci je tedy zařazena i kapitola, která uvádí tři teorie o učení se mateřskému jazyku. Podle behavioristů je důležité, aby bylo dítě chváleno za to, že se pokouší imitovat mluvu ostatních lidí. Podporovatelé této teorie si myslí, že je potřeba, aby byl vytvořen návyk správného používání jazyka. Kvalita i kvantita mluvního projevu má vliv na to, aby se děti naučily správně používat mateřský jazyk. Obecně si behavioristé myslí, že je nutné být jazyku vystavený, aby bylo možné se ho naučit. Nativisté, jejichž nejznámějším zástupcem je Noam Chomsky, si myslí, že každý člověk má vrozenou schopnost naučit se jakýkoliv jazyk. Záleží jen na tom, kterému jazyku je dítě od narození vystaveno. Podle Chomského

²⁰ Dále jen *žáci*, *žáci mladšího školního věku* nebo *děti*.

má každý jazyk univerzální principy, které určují, co je a není gramaticky správně v daném jazyce. Tuto svoji teorii pojmenoval *Univerzální gramatika*. Poslední teorií, která je v práci popsána, je teorie interaktivní. Její zástupci jsou toho názoru, že nějaký mechanismus v mozku, který je zodpovědný za učení se jazyka, opravdu existuje. Dva hlavní představitelé této teorie, Piaget a Vygotskij, spolu souhlasí v tom, že se dítě jazyk učí interakcí. Jejich názory se rozcházejí v tom, s čím nebo kým dítě interaguje. Podle Piageta je důležitá interakce s předměty, podle Vygotského s lidmi.

Dalším tématem, kterým se tato práce zabývá, je způsob, jakým se děti učí anglický jazyk. Autoři odborné literatury s touto tematikou se shodují, že je důležité, aby žáci byli jazyku vystaveni. Na základě jazykového inputu si totiž děti vytváří hypotézy o tom, jak jazyk funguje. Děti potřebují být do také učení aktivně zapojeni. Toho lze dosáhnout například tím, že je učitel zaujme. Žáci by měli mít možnost si sami přijít na to, jak jazyk funguje. Opakování je pro učení se také důležité, protože bez něj dochází k zapomínání. Je nutné, aby opakování bylo pro děti smysluplné a zajímavé. Pozornost dětí udrží přibližně deset minut a odborníci se shodují, že žáci mladšího školního věku se učí rychleji a efektivněji než jakákoliv jiná věková skupina.

Při výuce angličtiny je nutno vzít v úvahu několik faktorů. Mnoho z nich se týká samotných žáků, například úroveň jejich angličtiny. Pokud učitel používá pro komunikaci v hodinách především anglický jazyk, měl by ho přizpůsobit tak, aby mu žáci rozuměli. Je tedy vhodné používat dětem známá slova a například i zpomalit tempo řeči. Další faktor, který má vliv na výuku dětí je jejich věk, a to proto, že ten ovlivňuje jejich potřeby, dovednosti a kognitivní schopnosti. Jelikož si žáci potřebují stále hrát, je možné do výuky zařadit didaktické hry a techniku totální fyzické odpovědi, jejichž prostřednictvím si děti osvojí učivo.

Práce se dále zabývá jazykovými dovednostmi. Nejdříve jsou dovednosti rozděleny na receptivní a produktivní, pak jsou diskutovány jednotlivě. Při výuce dětí by největší převahu měl mít mluvený jazyk, tedy poslech a mluvení. Pro rozvíjení poslechu a čtení je doporučeno používat autentické materiály (pro začátečníky to mohou být jídelní lístky, jednoduché instrukce, rozvrhy a další) a materiály, které prezentují reálnou mluvenou či psanou angličtinu.

Bylo zjištěno, že žáci většinou nejsou schopni chápat odborné termíny. Mnoho autorů tedy doporučuje, aby při učení gramatiky byl zvolen induktivní přístup. Někteří autoři si ale myslí, že deduktivní přístup je pro začátečníky vhodnější. Některé gramatické jevy

je totiž jednodušší vysvětlit, a velmi těžké vydedukovat. Je tedy dobré oba přístupy kombinovat. Žáci by rozhodně neměli být trestáni za to, že při učení dělají chyby. Chyba je totiž známka toho, že žáci jazyk pouze neimitují, ale že nad ním (i když nevědomě) přemýšlí.

Dalším tématem této práce byla výuka slovní zásoby. Bylo zjištěno, že by v jedné hodině mělo být představeno přibližně šest slov, aby měli žáci možnost se je naučit. Dětem pomáhá, pokud při výuce slovní zásoby učitel používá vizuální pomůcky, například reálné předměty. Technika totální fyzické odpovědi je jedna z možností, jak nová slova procvičovat.

Poslední kapitolou teoretické části je výslovnost. Té by měla být pozornost věnována v každé hodině, a to jak plánovaně, tak v reakci na chyby žáků. Předtím, než učitel po dětech bude chtít, aby zvuky produkovaly, by žáci měli být schopni tyto zvuky nejdříve rozpoznat.

V úvodu praktické části práce je kapitola, která popisuje kontext výzkumu. Ten probíhal na základní škole v průběhu dvou týdnů. Celkem bylo odučeno dvanáct hodin ve dvou ročnících, třetím a pátém. Při výzkumu byl použit konstrukční výzkum, observace, skupinový rozhovor a reflektivní psaní. Na základě poznatků v teoretické části práce, bylo zjištěno, že při výuce anglického jazyka u žáků mladšího školního věku je vhodné dodržovat následující principy:

- Vystavení dětí především mluvené angličtině
- Umožnění interakce žáků s učitelem i s ostatními žáky
- Aktivní zapojení dětí do výuky
- Používání učiva ve smysluplném kontextu
- Používání jazyka srozumitelného pro žáky a doprovázení mluveného projevu gesty
- Respektování afektivní domény
- Prezentování nového učiva mluveným projevem
- Používání audio-vizuálních a (nebo) vizuálních pomůcek
- Plánování aktivit, které:
 - zahrnují pohyb
 - trvají asi deset minut
 - jsou účelné z hlediska učení se jazyku
 - požadují, aby žáci používali angličtinu
 - se soustředí na formu i význam
 - jsou různorodé

- jsou didaktické hry
- Chválení a odměňování žáků
- Zadávání adekvátně těžkých úkolů
- Propojování jazykových dovedností
- Propojování výuky výslovnosti s dalším učivem
- Žáci píšou jen známá slova a fráze
- Podporování dětí v používání angličtiny
- Představení ne více než šest nových slov jedné hodině
- Vystavování žáků mluvené i psané formě slovní zásoby

Cíl teoretické části se podařilo splnit. Bylo zjištěno, jaké potřeby, které jsou důležité pro učení, žáci mají a jaké principy při výuce využívat. Cíl praktické části byl také naplněn. Při realizaci, shrnutí a následném rozboru naplánovaných vyučovacích hodin s respektováním výše uvedených principů bylo zjištěno, že:

- se podařilo naplánovat hodiny, do kterých byly žáci aktivně zapojeni
- mluvený jazyk převládal v každé hodině
- žáci komunikovali anglicky jak s autorkou práce (učitelkou), tak spolu
- byly využívány vizuální pomůcky
- byl používán jazyk pro děti srozumitelný a byla používána gesta
- učivo bylo používáno ve smysluplném kontextu
- v hodinách byla respektována afektivní doména
- nové učivo bylo prezentováno mluveným projevem
- byly používány vizuální pomůcky
- se podařilo naplánovat aktivity
 - při kterých se děti hýbaly
 - byly účelné z hlediska jazyka
 - požadovaly, aby žáci používali angličtinu
 - se soustředily na význam i formu
 - byly různorodé
 - byly didaktické hry
- děti byly v průběhu výuky chváleny
- jazykové dovednosti byly v průběhu hodin propojovány

- výuka výslovnosti byla propojována s dalším učivem
- žáci psali jen známá slova a fráze
- byly plánovány takové aktivity, při kterých děti byly podporovány v používání angličtiny
- až na jeden případ nová slovní zásoba obsahovala maximálně šest slov
- žáci byli vystavováni mluvené i psané formě slovní zásoby

Mezi principy, které se nepodařilo vždy zcela naplnit, patřilo:

- zadávání úkolů, které by byly pro žáky adekvátně těžké, a to především proto, že aktivity, které měly rozvíjet novou slovní zásobu, byly pro děti velmi lehké, protože daná slova už znaly
- dodržování časového limitu (aktivity občas trvaly déle – jak vyplynulo z reflexe, tak často proto, že žáky aktivity bavily a chtěly v nich pokračovat)

Nedodržování principu zadávání adekvátně těžkých úkolů ovlivnil fakt, že pro autorku dostupné informace o žácích byly někdy nepřesné. Cíl výzkumu byl z pohledu autorky splněn.

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APPENDICES

There are some concepts which all the lesson plans have in common. At the end of every lesson, I asked learners what they liked about the lesson and what was difficult for them²¹. The aim of this activity was for learners to be able to share their thoughts and feelings about the lesson. The interaction patterns were following: T->Ls, Ls->T, T->L, L->T. The aim of the feedback activity and the mentioned link to Framework Educational Program are not repeated again in every lesson plan. Unless a source is given, the activities come from author's ideas and experience.

Links to Framework Educational Program which are valid for every lesson:

- to understand simple instructions and questions given by the T if pronounced slowly and with careful pronunciation (MŠMT 2017, 25);
- to understand familiar words and simple sentences related to the topic being covered, especially with visual support (MŠMT 2017, 25)

²¹ More information about the interview can be found in the chapter *Research Methodology*.

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Appendix A – Empty observation sheet + Guide to filling the observation sheet

Observation Sheet				
Before the Observation				
Date:		Time:		Class:
				Lesson number:
During observation				
Statement	Evidence			
1. Learners understand what the teacher is saying in English.	Activity 1		Activity 2	
	Activity 3		Activity 4	
	Activity 5		Activity 6	
2. Learners are able to fulfill the tasks.	Activity 1		Activity 2	
	Activity 3		Activity 4	
	Activity 5		Activity 6	
3. Learners are actively involved.	Activity 1		Activity 2	
	Activity 3		Activity 4	
	Activity 5		Activity 6	
4. The teacher rewards or praises the learners.				
5. The teacher usually accompanies her speech by gestures and/or actions				
6. Learners move during at least some of the activities				
7. Every activity lasts no more than ten minutes				
8. Spoken language prevails during the lesson				

Place for further notes:

1. Learners understand what the teacher is saying in English.

More than one answer is possible.

- A. It was not needed to explain the activity again.
- B. Learners did not ask for clarification or repetition of the instruction.
- C. Learners fulfilled the task correctly (from the viewpoint of teacher's requirements, not language).
- D. Learners can explain the activity in their own words (in Czech).
- E. Other (please comment).

2. Learners are able to fulfill the tasks.

More than one answer is possible.

- A. Learners do not ask for help from the teacher.
- B. Learners make no or only a few mistakes regarding the new subject matter (= majority of the task was performed correctly).
- C. The teacher does not need to explain the subject matter (or a part of it) again.
- D. Other (please comment).

3. Learners are actively involved.

(Learners participate in the lesson, for instance, the teacher asks them questions, they are asked to speak or to show their understanding, they are supposed to solve a problem, ...)

- A. Strongly agree
- B. Mostly agree
- C. Partly agree
- D. Partly disagree
- E. Mostly disagree
- F. Strongly disagree
- G. Other (please comment)

4. The teacher rewards or praises the learners

If agreed at least partially, how does she do it?

- A. Strongly agree
- B. Mostly agree
- C. Partly agree
- D. Partly disagree
- E. Mostly disagree
- F. Strongly disagree
- G. Other (please comment)

5. The teacher usually accompanies her speech by gestures and / or actions.

- A. Strongly agree
- B. Mostly agree
- C. Partly agree
- D. Partly disagree

- E. Mostly disagree
- F. Strongly disagree
- G. Other (please comment)

6. Learners move during at least some of the activities.

- A. Strongly agree
- B. Mostly agree
- C. Partly agree
- D. Partly disagree
- E. Mostly disagree
- F. Strongly disagree
- G. Other (please comment)

7. Every activity lasts no more than ten minutes.

If agreed at least partially, there is no need to comment on it further. If disagreed, it should be commented on how many activities took longer and why. For instance, did the learners specifically ask to continue with the activity? Did the learners seem to be enjoying the activity so the teacher decided to continue with it?

- A. Strongly agree
- B. Mostly agree
- C. Partly agree
- D. Partly disagree
- E. Mostly disagree
- F. Strongly disagree
- G. Other (please comment)

8. Spoken language prevails during the lesson.

If agreed at least partially, there is no need to comment on it further. If disagreed, it should be commented on what was the nature of the activities during which spoken language did not prevail.

- A. Strongly agree
- B. Mostly agree
- C. Partly agree
- D. Partly disagree
- E. Mostly disagree
- F. Strongly disagree
- G. Other (please comment)

Appendix B – Observation sheet 1

Observation Sheet							
Before the Observation							
Date:	4.2.2020	Time:	8:50 - 9:35	Class:	3	Lesson number:	1
During observation							
Statement	Evidence						
1. Learners understand what the teacher is saying in English.	Activity 1	A, B, C		Activity 2	A, B, C		
	Activity 3	A, B, C		Activity 4	A, B, C		
	Activity 5	A, B, C		Activity 6	✓		
2. Learners are able to fulfill the tasks.	Activity 1	B		Activity 2	A		
	Activity 3	A		Activity 4	A		
	Activity 5	A		Activity 6	✓		
3. Learners are actively involved.	Activity 1	C		Activity 2	A		
	Activity 3	A		Activity 4	A		
	Activity 5	A		Activity 6	✓		
4. The teacher rewards or praises the learners.	Yes						
5. The teacher usually accompanies her speech by gestures and/or actions	A						
6. Learners move during at least some of the activities	A						
7. Every activity lasts no more than ten minutes	No, activity 3 lasts more than 10 minutes because the teacher wants to consolidate the pronunciation of the vocabulary						
8. Spoken language prevails during the lesson	Yes						

Place for further notes:

11:01 po 20. 4. 58 %

Reflexe 1 (3. třída)

Date Created	@Feb 06, 2020 7:41 PM
Status	Doing

3 třída February 4 2020

The lesson went more or less according to the lesson plan. At first, we started with an introduction and creating name tags. I spoke in English for the whole time. When asking learners what their names were, it was very easy for them to understand as it was not new for them. I also gave the instructions for creating nametags in English while also showing them what to do ("I'll give you a piece of paper, you fold it, and write your name"). We only ran into a little trouble when I asked learners to write their name with "a marker" since they did not know what it means even though I held a marker in my hand so they could see what I mean. Their teacher told me that the learners do not know the word "marker" but "felt pen". After I repeated the instructions with the familiar word the learners continued writing their names.

I asked learners to look at me after they were finished writing and describe to them what I am wearing using the vocabulary they were supposed to learn and accompanied the words with gestures showing the particular piece of clothing. Since I knew some of the learners already, I pointed to some clothes what they were wearing and also named it. After going a few rounds using all the words I wanted to present in this lesson, I asked learners "is he wearing jeans?" or "is he wearing trousers?" wanting to point out the difference between the two things. Learners understood and told me "yes" or "no" according to the truth. I then switched to asking "is (a name) wearing ..." to practice all the new words. Learners answered in chorus "yes" or "no". After it seemed they understood the new vocabulary, we went to the group-forming activity which was again without problems regarding understanding the instructions given in English. I explained the following game "I am wearing..." in English and asked learners if they understood. None of them said no, but from their expressions, I understood that they did not. One girl told me she understood, and I asked her to explain the instructions in Czech in her own words, which she did. After that, we started the game. We played the game twice since learners wanted to continue playing it. During the second round, I

*difficultly
practising
movement
expose
comprehensible
time involvement*

1 / 3



asked learners to say "I am wearing..." instead of just saying the words in isolation and learners repeatedly said the sentence correctly. Generally, they did not make mistakes regarding the vocabulary but regarding the grammar. Many times, I heard "I am wearing a jeans". I suspected this might come up and I brought pictures of "a sock" and "socks" and wanted learners to realize the difference, they practiced saying "a sock" and "socks" according to the picture I showed them before playing the game. At first, I corrected them by repeating the sentences correctly "I am wearing jeans" or "I am wearing socks" and "I am wearing a sock" and we practiced the words "a sock" and "socks" in isolation before playing the game. When the learners repeated the mistakes, again and again, I stopped the activity and asked what is correct. "I am wearing jeans" or "I am wearing a jeans" and some learners said the first version and some the second and then they seemed confused. Before I could say anything, one learner explained correctly that "I am wearing jeans" is correct because "když je tam to -s tak tam není už to 'a' ". Not wanting to bother them with explicit grammar rules, I agreed. Some learners repeated the mistake again but not every time and they were able to correct themselves after I asked them if what they said is correct. Since it is natural to make mistakes at this stage of language proficiency and also because it is a sign that they are making sense of the language, I did not insist on correcting the mistake every time it was made. The children seemed to enjoy the game and when I asked if they want to play again they said yes. I changed the game a little and asked if someone wanted to be "the teacher" and say others what to bring. Two girls raised their hands and after that, almost every child was the "sayer". They needed me to repeat the structure (or at least part of it) "I am wearing" almost every time before they said it aloud but after I repeated it, they said it correctly.



2

/

3



Appendix D – Lesson Plan 1

LESSON PLAN 1

Grade: 3rd

Date: February 4, 2020

Time: 8:40 – 9:25

Overall aim: At the end of the lesson, the Ls will understand the spoken form of the new words and will be able to pronounce them correctly.

Activity	Material and aids	Time needed	Interaction patterns	Objectives At the end of the activity, the Ls will be able to...	Link(s) to FEP
1. Introduction + nametags	Papers, pens	10 min.	T-> Ls, Ls->T, L->T	introduce themselves in English.	<input type="checkbox"/> In a simple manner reproduce basic information about themselves, their family, school, free time and other studied theme areas (MSMT 2017, 25) <input type="checkbox"/> repeat and use familiar words in speaking (MSMT 2017, 25)
2. I am wearing... Your teacher is wearing... Is he/she wearing...?	Clothes that I and their teacher are wearing	7 min.	T->Ls	understand the spoken form and know the meaning of the words.	
3. Show me your...	Clothes that learners are wearing	8 min.	T-> Ls	understand the spoken form of the words.	
4. Group-forming Activity	none	5 min.	T->Ls	make a group based on understanding the spoken form of the words.	
5. I am wearing...	Pictures of clothes	10 min.	T->Ls, L->T	correctly use the structure "I am wearing ..." and the new vocabulary in speaking.	
6. Feedback: Did you like the lesson? What did you like? What was difficult for you? Why?	none	5 min.			

Homework: SB p. 40 ex. 1



Appendix E – Lesson Plan 2

LESSON PLAN 2

Grade: 3rd

Date: February 5, 2020

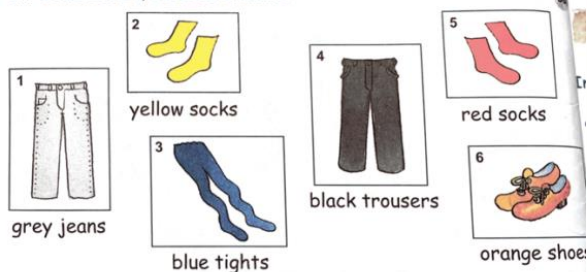
Time: 8:40 – 9:25

Overall aim: At the end of the lesson, the learners will be able to use the structures "I am wearing ..." and "he / she is wearing ..."

Activity	Material and aids	Time needed	Interaction patterns	Objectives	Link(s) to FEP
1. Miming clothes	none	10 min.	Whole class interaction	to correctly pronounce the piece of clothes being mimed.	□ repeat and use familiar words in speaking (MSMT 2017, 25)
2. These ... are ...	Textbook p. 40 ex. 2 + 3	10 min.	Individual work	At the end of the activity, the Ls will be familiar with the structure "these ... are ..."	
3. Learning the chant and gestures for the chant.	none	10 min.	Individual work	correctly say the chant.	
4. Guessing game.	(textbook p. 41 ex. 5 but it is not necessary)	10 min.	Whole class interaction	to correctly use the structure "He / she is wearing ..." in speaking.	
5. Feedback	none				

Homework: none

2. POSLOUCHEJ, UKAZUJ A ŘÍKEJ.



3. NACVIČ ČTENÍ VĚT. POPISUJ OBRÁZKY ZPAMĚTI.

- 1 These jeans are grey.
- 2 These socks are yellow.
- 3 These tights are blue.
- 4 These trousers are black.
- 5 These socks are red.
- 6 These shoes are orange.

4. POSLOUCHEJ A NACVIČ ŘÍKANKU.

In the morning



Get up. Get up.
Put on your shirt.
Put on your trousers.
Put on your skirt.



In the evening



Go to bed. Go to bed.
Take off your shirt.
Take off your trousers.
Take off your skirt.



5. ZAHRAJTE SI „PÁTRACÍ“ HRU.

Who is it? He is wearing a white T-shirt.

Is it Dan?

No. He is wearing blue jeans.

Is it Petr?

Yes. Right.

Appendix F – Lesson Plan 3

LESSON PLAN 3

Grade: 3rd

Date: February 5, 2020

Time: 8:40 – 9:25

Overall aim: At the end of the lesson, the learners will be able to use the structure “these...are...” in speaking to express characteristics common to more than one thing.

Activity	Material and aids	Time needed	Interaction patterns	Objectives At the end of the activity, the Ls will be able to	Link(s) to FEP
1. Chant + gestures (repetition)	none	5 min.	T->Ls	recite the chant by heart and mime the actions from the chant.	<input type="checkbox"/> reproduce in writing words and short phrases based on textual and visual support (MŠMT 2017, 25)
2. Learners run to the board and fill in the missing letter in the words.	Board, markers	10 min.	T->Ls	correctly complete the words.	<input type="checkbox"/> answer questions regarding familiar topics (MŠMT 2017, 25)
3. Expressions written on the board – a color + a piece of clothes (e.g. red tights). Learners cross the correct expression.	Board, markers	10 min.	T->Ls	familiar with the spoken form of the structure “these ... are ...”.	<input type="checkbox"/> Repeat and use familiar words in speaking (MŠMT 2017, 25)
4. Learners give instructions about what color each piece of clothes has using the structure “these ... are...”	Black and white pictures, crayons	10 min.	L->L (groups)	use the structure “These ... are ...” in speaking to express common characteristics for more than one object.	<input type="checkbox"/> In a simple manner reproduce basic information about themselves, their family, school, free time and other studied theme areas (MŠMT 2017, 25)
5. Learners describe what the clothes are wearing using the structure “these...are...”	None	5 min.	L->Ls	say what they are wearing using the structure “These... are...”	
6. Feedback	None	5 min.			

Homework: none



Appendix G – Lesson Plan 4

LESSON PLAN 4

Grade: 3rd

Date: February 18, 2020

Time: 8:40 – 9:25

Overall aim: At the end of the lesson the learners will be know the spoken and written form of the new vocabulary.

Activity	Material and aids	Time needed	Interaction patterns	Objectives At the end of the activity, the Ls will be able to	Link(s) to FEP
1. These...are... (fill in the missing words according to the pictures)	Presentation	5 min.	T->Ls, Ls->T, T->L, L->T	express common characteristics for more than one object by completing the structure "these... are...".	<input type="checkbox"/> Repeat and use familiar words and expressions in speaking (MŠMT 2017, 25)
2. What color are these clothes? These ... are ...	Presentation	10 min.	T->Ls, Ls->T	express common characteristics for more than one object by using the structure "these... are...".	<input type="checkbox"/> In a simple manner reproduce basic information about themselves, their family, school, free time and other studied theme areas (MŠMT 2017, 25)
3. Lead-in: what do the abbreviations stand for? Complete them. (help in TB)	Whiteboard, markers	5 min.	T->Ls, Ls->T	correctly write the days of the week.	<input type="checkbox"/> Answer questions regarding familiar topics (MŠMT 2017, 25)
4. Do you have English on ...? Do you have Czech on ...? Do you have ... on ...?	Timetables, a calendar, a projecting screen	10 min.	T->Ls, Ls->T	answer the questions by saying the correct days of the week.	<input type="checkbox"/> match a spoken and a written form of a word or a short expression (MŠMT 2017, 25)
5. Put the days in the correct order	Cards with days of the week	5 min.	Group work	put the days in the correct order.	<input type="checkbox"/> reproduce in writing words and short phrases based on textual and visual support (MŠMT 2017, 25)
6. Find the written form of the day	Cards with days of the week	5 min.	Mingling	match a spoken and a written form of a word	
7. Feedback	none	5 min.			

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday



These ___ are ___



These ___ are ___



These ___ are ___



These ___ are ___



These ___ are ___



These ___ are ___



<https://www.tights4highlights.co.uk/tights/c120404-tights-c1150404-100-denier-kelley-opaque-tights.pdf> (accessed February 17, 2020)



<https://www.blus.com/products/forthe-glory-royal-blue-maxi-dress-758132.html> (accessed February 17, 2020)



<https://www.mbutton.in/product/the-special-charles-formal-trousers/> (accessed February 17, 2020)



<https://www.kmart.com.au/product/troubling-shiny-jeans/2466862> (accessed February 17, 2020)



<https://www.buckandbuck.com/men-ankle-crew-socks.html> (accessed February 17, 2020)



<https://www.ava.com/shop/field-colors-slip-on-blue-white> (accessed February 17, 2020)

Appendix H - Lesson Plan 5

LESSON PLAN 5

Grade: 3rd

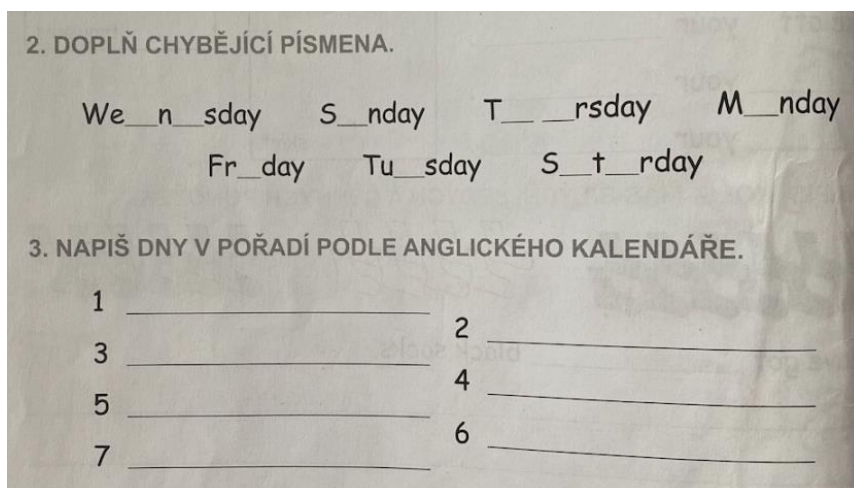
Date: February 19, 2020

Time: 8:40 – 9:25

Overall aim: At the end of the lesson the learners will be able to know the meaning, the spoken and written form of the new words and will be able to name the days successively.

Activity	Material and aids	Time needed	Interaction patterns	Objectives At the end of the activity, the Ls will be able to	Link(s) to FEP
1. Warm up (stretching while saying the days of the week)	None	5 min.	T->Ls	understand the spoken form of the words.	<input type="checkbox"/> Repeat and use familiar words and expressions in speaking (MŠMT 2017, 25) <input type="checkbox"/> Answer questions regarding familiar topics (MŠMT 2017, 25) <input type="checkbox"/> reproduce in writing words and short phrases based on textual and visual support (MŠMT 2017, 25) <input type="checkbox"/> In a simple manner reproduce basic information about themselves, their family, school, free time and other studied theme areas (MŠMT 2017, 25)
2. Pronunciation practice	The board, markers	5 min.	Ls->T	correctly pronounce the days.	
3. What day is Christmas? What day is your birthday? What day is it tomorrow? What day is ... (March, April 22, ...)?	Timetables, a calendar	10 min.	T->Ls, Ls->T	to answer the questions according to the truth by saying the particular day.	
4. Song + gestures (https://www.youtube.com/watch?v=3tx0rvuXIRg)	Speakers, a projecting screen	10 min.	T->Ls, Ls->T	say the days of the week successively.	
5. Mouthing the words	none	5 min.	Individual work	understand the words and say them aloud.	
6. Fill in the missing letters (WB p. 42 ex. 2) and write the days in the correct order (WB p. 42 ex. 3).	workbooks	10 min.		fill in the missing letters and write the words in the correct order.	
7. Feedback	none	5 min.			

Homework: none



Appendix I – Lesson Plan 6

LESSON PLAN 6

Grade: 3rd

Date: February 21, 2020

Time: 7:45 – 8:30

Overall aim: At the end of the lesson, the learners will be able to understand, correctly pronounce and know the meaning of the given vocabulary.

Activity	Material and aids	Time needed	Interaction patterns	Objectives At the end of the activity, the Ls will be able to	Link(s) to FEP
1. Complete the words (on the board) and say the days in successive order.	Whiteboard, a marker	10 min.	T->Ls, Ls->T	complete the words and put the days in the correct order.	<input type="checkbox"/> repeat and use familiar words in speaking (MŠMT 2017, 25) <input type="checkbox"/> answer questions regarding familiar topics (MŠMT 2017, 25) <input type="checkbox"/> match a spoken and a written form of a word or a short expression (MŠMT 2017, 25) <input type="checkbox"/> reproduce in writing words and short phrases based on textual and visual support (MŠMT 2017, 25)
2. Introduce / review vocabulary, asking Ls "Do you play ...?"	A projecting screen, presentation with pictures	10 min.	T->Ls, Ls->T, T->L, L->T	understand and know the meaning of the vocabulary.	
3. Listening – point to the correct picture.	Textbooks / pictures of the games (sports)	5 min.	T->Ls	to understand the spoken form of the vocabulary.	
4. In pairs, mime the games / sports to your partner, your partner guesses.	none	10 min.	L->L	understand and correctly pronounce the vocabulary.	
5. Write the words according to their spoken form	WB p. 43 ex. 1	5 min.	Individual work	match the spoken and written form of the vocabulary.	
6. Write the sport in the picture.	WB p. 42 ex. 4	5 min.	Individual work	recognize the sports and write them in English.	
7. Feedback	none	5 min.			

Homework: none

4. POSLOUCHEJ, UKAZUJ A OPAKUJ.

On Monday I play tennis.
On Tuesday I play basketball.

On Wednesday I play football.
On Thursday I play chess.

On Friday I play catch.
On Saturday I play ice hockey.

On Sunday I play cards and computer games.

4. POPIŠ OBRÁZKY. JAKÝ SPORT ZNÁZORNŮJÍ?

42

5. KTERÁ SLOVÍČKA TAKTO VYSLOVUJEME? VYBER Z RÁMEČKU.

football	basketball	tennis	catch	chess	cards	ice hockey	games
----------	------------	--------	-------	-------	-------	------------	-------

/'ba:skitbo:l/ _____ /ka:dz/ _____
 /kæč/ _____ /čes/ _____
 /'geimz/ _____ /'futbo:l/ _____
 /'aishoki/ _____ /'tenis/ _____

Appendix J – Lesson Plan 7

LESSON PLAN 7

Grade: 5th

Date: February 4, 2020

Time: 10:40 – 11:25

Overall aim: At the end of the activity, the Ls will be able to correctly pronounce and know the meaning of new words.

Activity	Material and aids	Time needed	Interaction patterns	Objectives	Link(s) to FEP
1. Introduction + nametags	Paper for every pupil, pens	10 min.	T->L	At the end of the activity the Ls will be able to answer the question "what is your name" and create a nametag according to the instructions.	<ul style="list-style-type: none"> Repeat and use familiar words and expressions in speaking (MŠMT 2017, 25)
2. What do you usually eat for breakfast, snack, lunch, dinner?	None	10 min.	T->Ls, Ls->T, L->T, T->L	At the end of the activity, the Ls will be able to say what food (meals) they usually eat.	<ul style="list-style-type: none"> In a simple manner reproduce basic information about themselves, their family, school, free time and other studied theme areas (MŠMT 2017, 25)
3. Do you usually eat ... for ...?	Pictures of food	10 min.	T->Ls, Ls->T, L->T, T->L	At the end of the activity, the Ls will be able to answer according to the truth if they do or do not eat the particular meals for breakfast, snack, lunch or dinner.	<ul style="list-style-type: none"> Answer questions regarding familiar topics (MŠMT 2017, 25)
4. Hangman	Board, markers	10 min.	T->Ls, Ls->T, L->T, T->L	At the end of the activity, the Ls will be able to guess the correct word from the category of food.	<ul style="list-style-type: none"> reproduce in writing words and short phrases based on textual and visual support (MŠMT 2017, 25)
5. Feedback	none	5 min.			

Homework: SB p. 28 ex. 1



RICE



DUMPLINGS



MASHED POTATOES



SAUSAGES



<https://www.tasteofhome.com/recipes/mixed-berry-pie/>
(Accessed February 3, 2020)

PIE



<https://www.bettycrocker.com/recipes/slow-cooker-rotisserie-style-chicken/104fe754-7497-44cf-9601-74aa8ff72bc2> (Accessed February 3, 2020)

CHICKEN



<https://www.israel21c.org/israeli-foods-solution-replicas-at-a-simons-breakfast-cereal/>
(Accessed February 3, 2020)

CEREAL

Appendix K – Lesson Plan 8

LESSON PLAN 8

Grade: 5th

Date: February 5, 2020

Time: 11:35 - 12:20

Overall aim: At the end of the lesson the learners will be able to say what food they, he and she would like to eat using the structures “I’d like...” and “(s)he would like.”

Activity	Material and aids	Time needed	Interaction patterns	Objectives At the end of the activity, the Ls will be able to	Link(s) to FEP
1. What did you have for breakfast? What did you have for snack?	None	5 min.	T->Ls, T->L, L->T	say what they ate by saying the words for the food.	<input type="checkbox"/> Repeat and use familiar words and expressions in speaking (MSMT 2017, 25)
2. What do you usually have for ...?	WB p. 29 ex. 5	10 min.	mingling	answer the questions in speaking.	<input type="checkbox"/> Answer questions regarding familiar topics (MSMT 2017, 25)
3. The difference between “I like...” and “I’d like”.	A presentation	10 min.	T->Ls, T->L, Ls->T, L->T	say what is the difference in meaning between “I like” and “I’d like.”	<input type="checkbox"/> understand simple, short texts from real life, especially if given visual support (MSMT 2017, 26)
4. “I’d like...” game (changing places)	None / chairs	7 min.	L->Ls	use the structure “I’d like” in speaking.	
5. I’d like (chain)	none	8 min.	L->L	use the structure “(s)he’d like ...” in speaking.	
6. Feedback	none	5 min.			

Homework: none

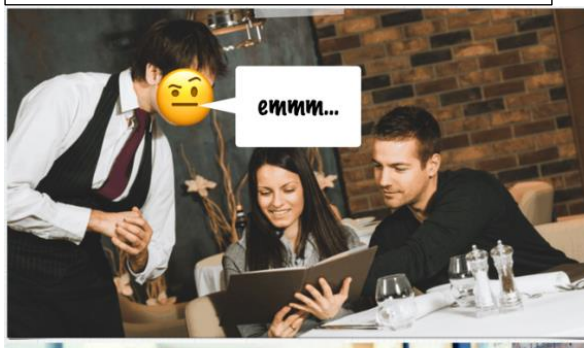
I like
vs.
I'd like



In a restaurant...



vs.



Appendix L – Lesson Plan 9

LESSON PLAN 10

Grade: 5th

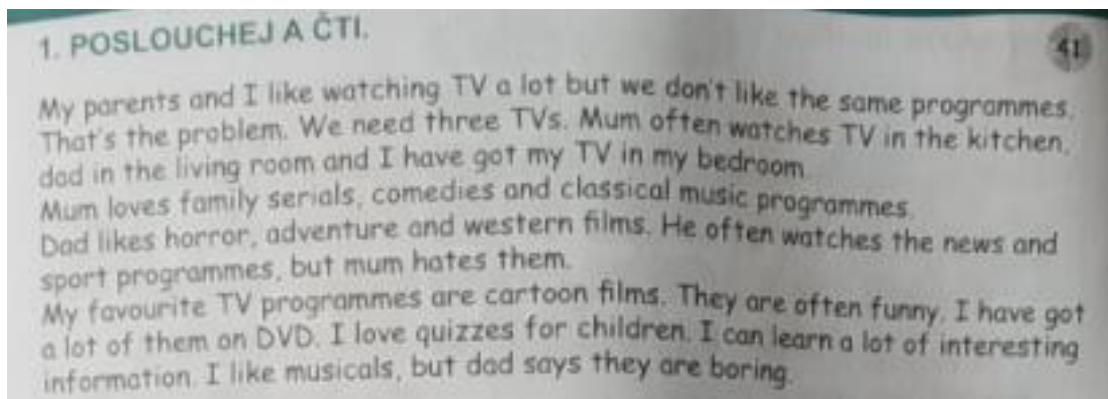
Date: February 18, 2020

Time: 10:40 – 11:25

Overall aim: At the end of the lesson the learners will be able to use new vocabulary for asking friends what they like to watch.

Activity	Material and aids	Time needed	Interaction patterns	Objectives At the end of the activity the Ls will be able to...	Link(s) to FEP
1. Introduction ¹	none	10 min.	T->Ls, Ls->T, L->T	answer the questions.	<input type="checkbox"/> Repeat and use familiar words and expressions in speaking (MŠMT 2017, 25)
2. Reading a text + showing pictures of new vocabulary.	Text + pictures (presentation)	7 min.	T->Ls	At the end of the activity the Ls will know the spoken form and the meaning of the new vocabulary.	<input type="checkbox"/> In a simple manner reproduce basic information about themselves, their family, school, free time and other studied theme areas (MŠMT 2017, 25)
3. Do you watch...?	Pictures (presentation)	8 min.	T->Ls, Ls->T, T->L, L->T	understand the new vocabulary and express their understanding by stomping or clapping their hands.	<input type="checkbox"/> Answer questions regarding familiar topics (MŠMT 2017, 25)
4. Class survey	Handout (for every learner)	10 min.	L->L	use new vocabulary in speaking when asking friends what they like to watch.	<input type="checkbox"/> Participate in a simple conversation (MŠMT 2017, 25)
5. WB p. 32 ex. 1	Workbook	5 min.	Individual work	correctly match a word with its pronunciation.	<input type="checkbox"/> understand a simple text containing familiar vocabulary if given visual support (MŠMT 2017, 25)
6. Feedback	None	5 min.			

¹ Do you like watching TV? When do you watch TV? Do you watch TV every day? Do you listen to the radio? When do you listen to the radio? Do you often go to the cinema? Where do you go to cinema? Do you watch videos? Do you watch movies on your computer?





<https://www.mindful.org/> (accessed February 17, 2020)

Classical music programmes



<https://metro.co.uk/2018/03/16/horror-movies-the-10-best-movies-the-most-people-cant-finish-them-7395000/> (accessed February 17, 2020)

horror films



<https://cpx.com/gb/119695-list-2018-adventure-film-mixed.html> (accessed February 17, 2020)

adventure films



<http://met.wanted-western-movies.com/top-100-western-movies/> (accessed February 17, 2020)

western films



<https://thetvinsider.com/2014/> (accessed February 17, 2020)

the news



<https://www.sportsworldnews.com/sports-mission-programmes-work-deign-summary/> (accessed February 17, 2020)

sport programmes



<https://www.meritseek.com/most-popular-animated-movies-on-box-office-history-951585> (accessed February 17, 2020)

cartoon films



<https://iq4education.com/100-questions-quiz-2/> (accessed February 17, 2020)

quizzes for children



Ask your classmates: You / do / like ... ?		
	YES name:	NO name:
Adventure films		
Quizzes		
musicals		
The news		
Cartoon films		
Classical music		

1. PŘIŘAĎ SLOVO K ZÁPISU JEHO VÝSLOVNOSTI A PŘELOŽ.

adventure musical	comedy cartoon	quiz serial	pop music channel	the news classical music
/ðə nju:z/ _____	/'komædi/ _____			
/kwiz/ _____	/'mju:zɪkl/ _____			
/əd'venčə/ _____	/'siəriəl/ _____			
/'čænl/ _____	/pop 'mju:zɪk/ _____			
/ka:'tu:n/ _____	/'klæsɪkl 'mju:zɪk/ _____			

Appendix M – Lesson Plan 11

LESSON PLAN 11

Grade: 5th

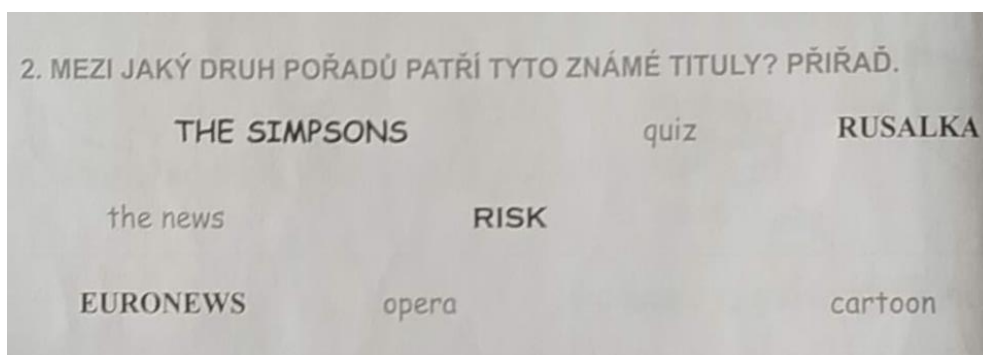
Date: February 19, 2020

Time: 11:35 – 12:20

Overall aim: At the end of the lesson the learners will be able to say what programmes they like, do not mind and hate.

Activity	Material and aids	Time needed	Interaction patterns	Objectives At the end of the activity, the Ls will be able to...	Link(s) to FEP
1. What genres are these films/series? (WB p. 32 ex. 2)	Workbook	5 min.	Individual work	understand and correctly write the new vocabulary.	<input type="checkbox"/> Repeat and use familiar words and expressions in speaking (MŠMT 2017, 25) <input type="checkbox"/> In a simple manner reproduce basic information about themselves, their family, school, free time and other studied theme areas (MŠMT 2017, 25) <input type="checkbox"/> Answer questions regarding familiar topics (MŠMT 2017, 25) <input type="checkbox"/> Participate in a simple conversation (MŠMT 2017, 25) <input type="checkbox"/> reproduce in writing words and short phrases based on textual and visual support (MŠMT 2017, 25)
2. What do you want to watch? When is it on? (WB p. 32 ex. 3)	Workbook	10 min.	L->L (mingling)	say what they would like to watch from a given TV program.	
3. "What's on...? When is it on? What time is it on? In pairs, ask each other those questions.	Textbook (p. 32) or a TV program	10 min.	L->L	understand, ask and answer the questions.	
4. Like – don't mind – hate. Write about two genres you like, two you do not mind, and two you hate.	Paper, pens	10 min.	L->L	say if they like, do not mind or hate given genres.	
5. Tell your partner about your preferences. What do you have in common?	(Paper)	5 min.	L->L	say what programmes they like, do not mind and hate.	
6. Feedback	none	5 min.			

Homework: none



3. PTEJ SE SPOLUŽÁKŮ A NAPIŠ, JAKÝ POŘAD CHTĚJÍ SLEDOVAT.

8.00 Breakfast with H.	8.30 Newswday.
9.30 Mickey Mouse.	9.00 Tom & Jerry.
10.15 Ready, Steady, Cook. Magazine.	9.30 Cinderella.
11.45 Weather.	Cartoon film.
11.50 Today in the City.	11.05 US Top Ten.
12.25 World Sport.	Popular Music.
4.00 Autumn in Africa.	12.00 Good Books.
A look at water birds.	12.15 NBA Basketball.
4.55 M'A'S'H.	2.15 Golf USA.
5.35 Garden, Fourth part of the serial.	5.00 The Simpsons.
6.30 Britain Today.	Cartoons.
7.00 The Adventures of Superman.	5.45 Music Box.
8.45 Evening Concert. Live from the Y Hall.	6.45 Win, Lose or Draw.
	Game show.
	8.00 Eight O'Clock News.
	9.10 Haunted house. Horror film.

What do you want to watch today? Na co se chceš dnes dívat?

What time is it on? Kdy to jde?

1 _____ wants to watch _____ at _____

2 _____

3 _____

And what about you?

TUESDAY	WEDNESDAY		THURSDAY		
CHANNEL 3 8.00 World News. 8.30 London Today. 9.30 Cinema. Cinema. Magazine about film stars. 10.25 The Pet Show. 11.10 Weather. 11.20 TV Shop. 11.35 The Magic School Bus. Your Body. 12.40 I Can't Cook. 1.15 World Skating. 3.15 Schoolboy Football. 6.45 The X Files. 7.30 Dallas. Serial. 9.00 Big Mouth. Adventure film.	CHANNEL 1 8.00 Breakfast with J. 9.30 Ten to One. Quiz. 10.15 Help Children with Reading. 10.45 Paintbox. At the XYZ Museum. 12.00 Elvis the King of Rock'n'roll. 1.55 Skiing and Snowboarding. 5.30 Ready, Steady, Cook. Magazine for women. 6.45 The Cosby Show. 7.30 Stars in Their Eyes. Thriller. 9.00 Morning Train to Denver. Western.	CHANNEL 2 8.30 Newswday. 9.00 Robin Hood. Adventure film. 10.35 Bookmark. New stories for young people. 11.20 Boxing from York. 12.35 Spring in Rio. Third part of the family serial. 1.20 Food and Drink. Vegetables in winter. 2.00 Cartoons. 6.30 Win, Lose or Draw. Game show. 7.30 The Lorry. Drama. 9.15 Top of the Pops. Pop music programme.	CHANNEL 3 8.00 News & Weather. 8.30 London Today. 9.00 The Addams Family. Cartoon. 10.00 Films, Games and Videos. A look at the film Toy Story. 11.10 News & Weather. 11.15 Lunchtime Music. 12.25 Car Racing. 1.30 World Sport. 4.30 Love is a Ball. Romantic comedy. 6.00 News & Weather. 6.15 Friends. Musical. 7.30 The Good Old Boys. Comedy. 9.00 News & Weather.	CHANNEL 1 8.00 Breakfast with H. 9.30 Mickey Mouse. 10.15 Ready, Steady, Cook. Magazine. 11.45 Weather. 11.50 Today in the City. 12.25 World Sport. 4.00 Autumn in Africa. A look at water birds. 4.55 M'A'S'H. 5.35 Garden. Fourth part of the serial. 6.30 Britain Today. 7.00 The Adventures of Superman. 8.45 Evening Concert. Live from the Y Hall.	CHANNEL 2 8.30 Newswday. 9.00 Tom & Jerry. 9.30 Cinderella. Cartoon film. 11.05 US Top Ten. Popular Music. 12.00 Good Books. 12.15 NBA Basketball. 2.15 Golf USA. 5.00 The Simpsons. Cartoons. 5.45 Music Box. 6.45 Win, Lose or Draw. Game show. 8.00 Eight O'Clock News. 9.10 Haunted house. Horror film.

Appendix N – Lesson Plan 12

LESSON PLAN 12

Grade: 5th

Date: February 19, 2020

Time: 7:45 – 8:30

Overall aim: At the end of the lesson the learners will be able to say what is their favorite film and book about and who is it for.

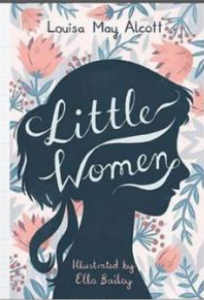
Activity	Material and aids	Time needed	Interaction patterns	Objectives	Link(s) to FEP
1. What programs do you hate? What is your favorite TV program?	None	10 min.	T->Ls, Ls->T	At the end of the activity, the Ls will be able to... which programs they hate, and which are their favorite.	<input type="checkbox"/> Repeat and use familiar words and expressions in speaking (MŠMT 2017, 25)
2. Prepositions about vs. for	Presentation, WB p. 33 ex. 6	10 min.	T->Ls, Ls->T	understand the difference between the prepositions.	<input type="checkbox"/> In a simple manner reproduce basic information about themselves, their family, school, free time and other studied theme areas (MŠMT 2017, 25)
3. Prepositions WB p. 33 ex.7. Check it with your partner, then check together as a whole class.	WB p. 33 ex. 7	10 min.	Individual work	write what the given programs are about.	<input type="checkbox"/> Answer questions regarding familiar topics (MŠMT 2017, 25)
4. In groups – what is your favorite film about? What is your favorite book about? Who is it for?	None	10 min.	T->Ls, Ls->T, T->L, L->T	say what is their favorite film and book about.	<input type="checkbox"/> Participate in a simple conversation (MŠMT 2017, 25)
5. Feedback	None	5 min.			<input type="checkbox"/> reproduce in writing words and short phrases based on textual and visual support (MŠMT 2017, 25)

Homework: none

For x about



A magazine for women



A book about women A cartoon for children



What is it about?

- * Harry Potter
- * The Simpsons
- * Twilight
- * Jurassic Park

A film about children

Who is it for?

- * Harry Potter
- * The Simpsons
- * Twilight
- * Jurassic Park