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**Effective Strategies in Teaching Speaking
to Adults**

Thesis

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2002

Univerzita Pardubice
Fakulta humanitních studií
Katedra anglistiky a amerikanistiky

**Efektivní strategie rozvoje dovednosti ústního
vyjadřování ve výuce dospělých**

Diplomová práce

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2002

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INTRODUCTION	

One of the most preferred and valued goals of Czech adult students in learning English language nowadays is the ability to communicate in the target language whatever reasons and motives lead the students to do so. The Czech people have been becoming more and more aware of how English would help them both professionally as well as personally while the European Union is being extended. It usually means returning to study even in the elderly age and, as the learning process takes place, it evidently carries a lot of various difficulties not only for the students themselves but it also puts heavy demands on the teacher. Apparently, the most problematic matter in teaching adults seems to be particularly developing speaking skill. Is it possible for an adult learner to achieve fluency in English? How can a teacher manage a communicative classroom of experienced English speakers? What are the instruments to make learners speak accurately and fluently at the same time? Are there any techniques that can facilitate adult students' learning to communicate in English? These and many more questions are revealing while considering the topic. This study attempts to answer most of the questions by exploring the oral interaction and psychological dispositions and conditions of the adult learner. This work is primarily intended for teachers of English as a foreign language who work with adolescent or adult students and who are interested in developing ideas about spoken production and communicative approach in the classroom. This piece of work arises from a concern with the strategies and techniques in teaching the spoken language.

As English language teaching of speaking skill includes a vast variety of teacher's activities, ranging from setting and organising classroom management, choosing materials, finding best teaching techniques and methods to test and assess students' output, it requires perfect knowledge of the language, basic pedagogic skill and also sufficient knowledge on the psychological, sociological and methodological basis. Therefore, the research stems from the theoretical bases of psychology of educating adults, methodological aspects of teaching speaking and strategies of managing the classroom processes.

The aim of this work is to explore the classroom procedures that are effective for developing the skill of speaking in classes of adult learners. The study focuses on the development of the students' ability to use English language as an instrument of everyday communication. The questions of pronunciation or intonation are rarely

mentioned. Any social variations within language are not discussed either. The work has been concentrated on the communicative use of language by speakers with a reason for everyday interaction.

The main intention of this work is to answer the basic question: What are the most effective techniques and strategies in teaching speaking to adult learners? The author is not in the position of being able to provide a 'ready-made pack' of strategies for all occasions. This work has just tried to find and create a limited set of approaches and techniques that may allow the teacher to support and develop the learners' ability to use language communicatively over a range of situations. The study is concerned with the process by which the students may come to use their speaking abilities appropriately and creatively.

Whole book is organised into two main parts – theoretical and practical – where each of them is furthermore divided into several sub-parts. The theoretical part is divided into three chapters. Chapter One "Specific aspects of teaching speaking skill" deals with characteristics of spoken language and implications it brings for its teaching. This section is based mainly on methodology and pedagogy. The first subordinate division "The features of the spoken language" aims at describing main distinctive attributes of the spoken language as a medium of communication. In the second sub-part "How to teach the spoken language" the conditions for teaching oral production are discussed and ways of how to teach spoken language and evaluate learner's production are offered. It also applies to the way of how to deal with errors during the teaching process.

Chapter Two "Psychological and pedagogical aspects of teaching the adults" considers the psychological conditions with which the adult learner approaches the process of learning. This chapter is sub-divided into two sections. The first one "Characteristics of the adult learner and factors influencing his learning" focuses on psychological factors - motivation, personality, age, environment, etc. - needed as conditions for teaching adult learners and the possibility of their changing and developing during the process of learning. The second division "Teaching the adult learner" deals with integrating the previous psychological background facts into the teaching procedure.

The final chapter in the theoretical part concludes the previous two and on their bases generates the criteria for intensifying effectiveness of the activities.

The Practical Part "Effective activities for developing speaking skill in the adult learner classroom" is based mainly on practical research and verifying the activities taken from different resource books, which support the communicative approach. In that part the activities that seem to be effective have been tested in the language classes of adult students. As the teaching needs a lot of practice the author appeals to teachers' professionalism in judging what might be best for their own learners in their own situations and institutions. This work should not be considered as a prescriptive booklet of speaking activities that will operate under any circumstances but only as an attempt to have a closer insight into speaking skill and its

teaching to adults. The consideration of own experience and the exploration of insight from other people are necessary for improving the professional practice and personal development.

This work as well as the assumptions and suggestions in the theoretical part are mainly derived and supported by the theories in:

Brown, G. and Yule, G. 1992. *Teaching the Spoken Language*. Cambridge: CUP

Bygate, M. 1991. *Speaking*. Oxford: Oxford University Press

Hedge, T. 2000. *Teaching and Learning in the Language Classroom*. Oxford: OUP

Hunter, M. 1999. *Účinné vyučování v kostce*. Praha: Portál

Littlewood, W. 1991. *Communicative Language Teaching*. Cambridge: CUP

Löwe, H. 1977. *Úvod do psychologie učení dospělých*. Praha: SPN

Skalka, J. 1989. *Základy pedagogiky dospělých*. Praha: SPN

THEORETICAL PART

CHAPTER 1: SPECIFIC ASPECTS OF TEACHING SPEAKING

One of the most emphasised and concerned aims in contemporary English language teaching is enabling students to produce effective and successful speaking with members of other nations and societies. To be able to communicate effectively and successfully the student-speaker evidently needs not only the knowledge of linguistic rules and their use within the language system but also the knowledge of their functions and uses in a variety of social situations and settings.

Chomsky distinguishes two different terms for that: language competence – that refers to the speaker's knowledge of the language system – and performance – which means "actual use of the language in concrete situations" (Chomsky, 1965: 4)

A later term – communicative competence or ability – was suggested to combine linguistic knowledge and socio-cultural knowledge needed to use those linguistic forms (Hymes, www.ne.jp/asahi/kurazumi/peon/ccread.htm). However, this term does not take account of the ability to put the linguistic and social knowledge into use. So, as Littlewood summarises the communicative

competence includes the knowledge of language rules and of how they are used to comprehend and produce appropriate spoken forms in various social situations. Another term – communicative language ability used by modern linguists – seems to express better what is meant by knowing language and being able to use language knowledge in practice.

As several researches including Littlewood and Hymes note and Hedge (2000) summarises the learner communicative language ability consists of four main components:

- linguistic competence that refers to "skill of manipulating the linguistic system to be able to use it flexibly and spontaneously" (Littlewood,1991: 6)
- sociolinguistic competence which reflects the ability to distinguish between linguistic forms and their functions in communication, and to use them appropriately in a given social context
- discourse competence that is based on strategies such as initiating, interrupting, confirming, refusing, etc. in conversation
- competence of communicative strategies that means "strategies used to communicate when the learner lacks the necessary language knowledge" (Hedge, 2000: 407 glossary) such as paraphrasing, miming, etc.

Communicating effectively conveys also a term 'fluency'. As Hedge formulates "it is the ability to link units of speech together with facility and without strain or inappropriate slowness, or undue hesitation." (Hedge, 2000: 54) So, what are the implications for teaching and learning in the communicative classroom? A concise answer could follow – to use such strategies that are effective for developing the ability and facilitating the process of production of spoken language. Before considering this question in details, some explicit definition of another term emerging in this work – strategies – should be provided. In the terms of methodology, expression 'effective strategies' is used for techniques and activities that have led to developing spoken production and increasing the interaction of learners. In other words, the answer for the question of how to develop communicative ability in English language can be suggested through the activities or techniques that proved to be successful in the teaching practice.

1.1 The features of spoken language

"Speaking is in many ways an undervalued skill...we can almost all speak, and so take the skill too much for granted." (Bygate, 1991: vii)

To be able to help students develop their ability in spoken production in English it is necessary to think about some typical features of the spoken language in general. In this section of the work the importance of the characteristic attributes of the spoken language is discussed. It is essential to have that insight in order to be able to find an appropriate methodology for teaching it.

The learners need to be able to speak with confidence in order to carry out transfer of information. As it has already been mentioned, knowledge of the language system is not sufficient as many learners expect, such knowledge has to be brought into the practice and therefore the skill that can bring this theoretical background knowledge into the action is also indispensable. So, what is the nature of oral interaction? This chapter is particularly focusing on the typical features of oral production.

The spoken production is affected by many factors in native languages so the production of speech in a foreign language and thus its learning or teaching should bring those factors into focus. According to Bygate (1991) and Brown and Yule (1992), the determinants of the spoken interaction can be divided into purpose, reciprocity conditions and factors of processing oral interaction.

Regarding the purpose, the speech production is limited by circumstances of the situation in which it occurs. Speaker, wanting to know the way to the market in a town, would not make long speeches and provide long explanations why he is going there. The situational circumstances thus influence the choice of words and phrases used in spoken production. The situational-settings purpose of the oral interaction is closely related to the above mentioned language situational competence, as it expresses the skill of knowing what to say in different social situations.

The oral production is also affected by reciprocity conditions that refer to the relation between the speaker and the listener. It is connected with the participation of both – speaker and listener – in the interaction, with the fact if both are involved in the oral production and allowed to speak or only the speaker can produce a speech. Consider the reciprocity condition on an example. Different levels of reciprocity obviously occur in a lecture given by a mathematician at a conference and in a dialogue between two members of a family about their household. While in the first case it is primarily the mathematician who is allowed to speak, in the second example the reciprocity within family members expands.

However, speech under any situational circumstances is more or less reciprocal activity where both participants are engaged. The speaker and the listener are exposed to interaction and have to pay attention to each other and adapt their reactions, so that the understanding of a message can be improved. For example, as the listener's memory is fading due to long turns of a speaker, it can cause misunderstanding. Therefore reaction, such as asking for repetition to ensure clear understanding, is logical. As Bygate notes reciprocity "forces us to take notice of the other and to allow him or her also the chance to speak." (Bygate, 1991: 13)

Processing the spoken production is influenced by the time and the used language seems to be affected by applying devices to facilitate the production. Bygate defines them as the compensation strategies. Oral interaction as a process needs to be considered as an activity where "words are being used as they are being decided" (Bygate, 1991: 11) This obviously affects managing and organising the message and leads to the speaker's application of shorter sentences and avoiding complex structures. According to Bygate, facilitating rises four typical features of the spoken language:

"Firstly, it is easier for speakers to improvise if they use less complex syntax. In addition ... people take short cuts to avoid unnecessary effort in producing individual

utterances. This often leads speakers to abbreviate the message and produce 'incomplete' sentences or clauses... Thirdly, it is easier for speakers to produce their message if they use fixed conventional phrases. And finally, it is inevitable that they will use devices to gain time to speak." (Bygate, 1991: 14)

As Brown and Yule (1992) assume that the spoken production is relatively undemanding in terms of syntax, as it mostly requires simple phrases or clauses and a very few subordinate structures. Each of the above mentioned aspects needs deciding and therefore producing of speaking is determined by operating these aspects. The more learners of the foreign language are able to understand and handle these aspects, the more confident speakers of the language they become.

Considering conversations in terms of purposes, people produce oral interaction for two intentions: to keep the relationships within the society and to carry out or exchange some new information. According to Brown and Yule (1992) the main function of communication is to create and maintain social relationships. They distinguish between the function of the language where the speaker is oriented more on the listener without any important transfer of information, which they call interactional, and the other where transmission of information is the main function of spoken production. In the first one – interactional – the purpose for communication is nothing more than to be polite and nice to a person talking to us and to gain overall impression rather than the detailed information. Concerning the choice of language forms – interactional speaking contains such forms that refer to expressing greetings, farewells, giving opinions and agreement or disagreement with those opinions. In such conversations participants assume a lot of shared information, so the language tends to be relatively inexplicit.

In the second function, called transactional, the speaker is concentrated more on the transmission of information than on the listener, as the purpose of the speaker is primarily to communicate his message. In that case, the speaker aims to make his message clear and understandable. If the listener does not seem to understand or appear to misunderstand, the speaker exerts greater effort, for example in repeating what has been already said, to assure himself that the message is finally transferred and understood clearly. In cases, where the transfer of information is the main purpose for oral interaction, the language tends to be more specific, explicit and accurate in comparison with interactional use. In transactional conversations the details of what happened are important and it matters that the listener gets the details correct. Therefore participants of such conversation spell out more and repeat what they have already said because the clear understanding depends particularly on clear production.

Teaching of interactional use of the language does not induce so many problems because models of the interactional speech in native language that every speaker retains in mind unconsciously can be easily expended and activated in the foreign language. To quote Brown and Yule: "...much of what the student produces in primarily interactional language may be modelled more or less directly on his native language experience..." (Brown and Yule, 1992: 23). In language teaching the interactional conversations could be introduced in lessons as appropriate range of expressions, structures and vocabulary on the tape recording or within the situation in video recording. A brief remark should be done before proceeding. This work has not basically been concentrated on the interactional function of spoken production because as Brown

and Yule pointed out: "... foreign students who require spoken English out of a native-speaking context are likely to require it primarily for transactional reasons, for acquiring and disseminating information." (Brown and Yule, 1992: 24)

As ordinary conversations contain the oral interaction to transfer the information, the next section deals with teaching transactional language use rather than interactional one.

1.2 How to teach the spoken language

Learning to talk in the foreign language is considered to be one of the most difficult aspects of language learning and thus teaching the communicative language ability conveys a lot of troubles for teachers to help the students with. Concerning conditions of the spoken production (mentioned in the previous section such as linguistic competence), most students during the course of their language learning realise that there is a gap between learning the language system and being able to use it appropriately in certain situations. So, the question is if there are instructions of how to teach oral interaction successfully.

The foremost point is to be done at this position that no set of "successful steps" to teaching oral production exists but as the first procedure the teacher should obviously choose the activities which best suit the students' language level, their purposes and interests. This section focuses on showing some of the principles in teaching oral production. However, some important remarks should be made in advance before considering teaching strategies for developing communicative language ability.

1.2.1 Accuracy or fluency?

As native speakers typically produce only blowouts of speech with incomplete sentences or phrases rather than complete sentences in the spoken interaction, which has been discussed in the previous section, it is not possible to demand that foreign learners should be able to produce complete utterances. It would sound unnaturally for both learners as well as potential native listener. To prepare students for the real communication it would be advisable for a teacher to use first the imitating communication activities that simulate and facilitate the authentic interaction rather than to expose his students directly to real and authentic communication. Such exposition can lead to discouragement of the students when they feel not to be able to understand and produce speaking. It is also necessary to provide the learners with such activities from the earliest stage of their language learning because of building and developing their confidence and self-reliance in applying English.

The main questions deriving here are those: What should be taught – fluent communication or accurate speaking? Or if both, how to integrate accuracy into the speaking practice? As Bygate declares in his book, there is an apparent contrast between teaching concentrating "on avoiding errors and on

producing a perfect performance” (Bygate, 1991: 93) and the approach where the teacher’s main intention is to allow the students to communicate as far as possible and he helps them only if they get stuck. In the first approach the accuracy is being considered as the main goal. However, obvious problems can arise. As the students are not practising everyday conversation patterns, they cannot decide what to say and how to say it. On the other hand, in the second approach directed mainly to practice the real communicative situations, the student’s progress cannot be ranked and thus it complicates syllabus making as well as assessing. Brumfit (1984) deals with accuracy – fluency polarity in detail. He suggests that:

”... the demand to produce work for display to the teacher in order that evaluation and feedback could be supplied conflicted directly with the demand to perform adequately in the kind of natural circumstances for which teaching was presumably a preparation. Language display for evaluation tended to lead to a concern for accuracy, monitoring, reference rules, possibly explicit knowledge, problem solving and evidence of skill-getting. In contrast, language use requires fluency, expression rules, a reliance on implicit knowledge and automatic performance. It will on occasion also require monitoring, and problem solving strategies, but these will not be the most prominent features, as they tend to be in the conventional model where the student produces, the teacher corrects, and the student tries again.”
(Brumfit, 1984: 51)

In his book, Brumfit notes that fluency and accuracy are not in conflict or opposite positions but they are complementary. What does it implicate for the teaching of the communicative ability? Not to prefer or emphasise any of those items but to use activities and materials that build gradually confidence in both spheres.

In spite of the fact that different methodologists have classified different kinds of speaking activities, they all agree on the need for basic accuracy activities which practise structure, grammar and vocabulary as some kind of preparatory activities that enable learners to communicate successfully. The learners first practise using acceptable language with reasonable fluency without being concerned to communicate meaning effectively.

”Through pre-communicative activities, the teacher isolates specific elements of knowledge or skill which compose communicative ability and provides the learners with opportunities to practise them separately. The learners are thus being trained in the part-skills of communication rather than practising the total skill to be acquired.”
(Littlewood, 1991: 85)

Then the communication itself requires ”to activate and integrate ” student’s ”pre-communicative knowledge and skills” into the whole activity of transferring the meaning. (Littlewood, 1991: 86)

”In considering how people learn to carry out various kinds of skilled performance, it is often useful to distinguish between a) training in the part-skills of which the performance is composed and b) practice in the total skill sometimes called ‘whole-task practice’.”
(Littlewood, 1991: 17)

It follows that the best integration of accuracy into production of speaking should suit the suggested process from introducing the new language through practising the needed structure to performing it. Considering the preparatory stage for freer communication activities it should be intended to help the learner with accuracy and appropriateness and thus it protrudes from presenting the new items to practising in some drills or dialogues. Such preliminary stage focuses on language structures and a high proportion of control over student's practice is provided. Learners should be given clarity between the linguistic form and its communicative function as well as the appropriateness in social context. These activities should be also designed to support confidence in using and producing the language.

1.2.2 Eliminating the communicative stress

All of the above mentioned features and aspects of speaking (section 1.1) are important to perceive to be able to encourage students in their production of speeches. The teacher should create an atmosphere where it is obvious from the very beginning that not every time the student speaks he must use full and complete sentences and understand every word. An experienced teacher also assures his students that applying the typical features of the ordinary spoken language, such as repetition, hesitation, self-correction, fixed conventional expressions and paraphrasing helps them to become more fluent.

"All these features may in fact help learners to speak, and hence help them to learn to speak ... these features may also help learners to sound normal in their use of the foreign language."
(Bygate, 1991: 20)

As the speech production is limited by the time for deciding what to say, how to say it, saying it and checking that the speaker's intentions are being realised, it imposes the feeling of a certain pressure on the student-speaker. Brown and Yule termed that pressure "communicative stress" (Brown and Yule, 1992), which has been used throughout this work as well.

The communicative stress of students needs reference, as there are many elements at work affecting the success of teaching the communicative ability. According to Brown and Yule (1992) and Bygate (1991) five different determinants of such communicative anxiety appearing during producing the spoken interaction in the foreign language could be distinguished. The communicative stress can be originated by:

- a) learner's anticipation of being corrected and evaluated
- b) not being able to understand everything
- c) insufficient terminology relating to target topic or
incomplete vocabulary in foreign language
- d) consciousness of listener's lack of interest
- e) speaking in public

To be accurate some other factors that influence the student's production of speech can emerge there but they are rather of individual character and thus they are being discussed later in the work as a part of psychological insight into the adult learner's personality.

One of those mentioned five factors making the speech production difficult is conveyed by the fact that the students are being listened to by a person more matured in the terms of English – a teacher. Recognising that he can constantly hear and thus correct the possible mistakes and who is in the position of an evaluator evokes the tension. Learners in such situation obviously feel uncomfortable as they expect to be corrected; also the learner's confidence in own ability to produce speech in English declines partially and gradually and results to stronger feeling of the stress. How to treat a problem of that kind? It is advisable for a teacher to set and establish these parts of lessons as training sessions rather than as direct teaching sessions from the very beginning. Students realising so would feel more confident, as they know they are only practising with allowed mistakes. That is responsibility and also challenge for a teacher to initiate such environment in which the learners feel positive to experiment with the language. As the correction and dealing with errors deserve more consideration the attention to that topic is devoted in the following section.

Another difficulty seems to emerge from the situation where a student expects or assumes to be expected to understand every word. A learner trained in the anticipation to comprehend every intention from the speaker experiences panic when he is not able to understand. The student then a priori calculates with not being able to understand everything since he has failed to very often in the former encountering and thus he stops trying to comprehend at the moment when the first expression is failed to recognise. The problem may lead to the loss of motivation, as the student feels depressed, and to the loss of interest to participate in oral interaction.

It should be treated according to the following process – the teacher should ensure his or her students not to expect that they must be achieving hundred percent of correct comprehension and make evident that they are not failing if they do not succeed in attaining total comprehension. The teacher ought to explain the students that the main aim during their oral interaction is to come to a reasonable interpretation through possible negotiation of meaning rather than to comprehend every word. Students give up trying and practising very easily if they are not provided such help from their teacher.

In spite of the fact that not every factor can be taken under control by a teacher, some conditions under which a learner feels more comfortable and confident in production of the speech are to be suggested.

Looking at the other three items that affect the oral production of learners the communicative stress can be diminished when recognising by which circumstances they are caused. Settings of the spoken production or class management, the listener's interest and the language lack may negatively influence the speaker's output during his oral production when he does not feel self-confident or complacent. The question is how to avoid the stress originated by such determinants. The answer refers to modification of the conditions that have led to the learner's uncertainty and low confidence in the oral production. Innovation like that can be done according to ensuing steps.

As it has already been pointed out one of the frequent loss of certainty in using the spoken language arises from learner's having insufficient language knowledge and incredulity in vocabulary. If the student has to speak about topics or just give an information that he does not fully understand it generates the impression of being under tension. The same problem occurs when the speaker does not command foreign language vocabulary relating to the topic he wants to speak about. Overcoming that kind of difficulty demands the teacher's help consisting of providing a learner with the vocabulary necessary for the topic so that the student is finally familiar to the terminology essential for completion the task. With regards to the first mentioned insufficiency in the language vocabulary of the topic, it could be also helpful for the learner to talk about subjects that are of some interest for him and that he knows. It implies that the teacher should allow the students to contribute to the spoken interaction as much as they are able to according to their knowledge of presented topic. It ought to be also stated that the teacher should not require subjects that seem to be completely out of the interest of his or her students and should not force them to make any contribution in such situation. The question may emerge – how to suit the learners' interests to let them all participate in the spoken interaction? It is obviously unattainable to satisfy all the students but the answer is apparent. The teacher ought to discuss with learners a range of situations in which they will need to perform the language and then select materials and activities according to this analysis in order to keep the interests of the students (or most of them) while practising interaction in English

Another factor influencing the successful teaching and learning of communicative competence can be classified as the lack of interest of a listener. Some distinctive difficulties are experienced if the listener does not possess enough knowledge of the target language as the speaker and thus he does not understand. The communication fails or cannot even occur. Such situation can be resolved by already suggested presenting the topics to students and by co-operation of both participating learners in pre-communicative tasks or activities so that are prepared for the language of the topic and necessary vocabulary. Another helpful feature of successful transmitting information could be provided by external support when the speaker during communicating the information to listener suits the actions, pictures or simple pointing to the words. The advantage of doing so is evident – the both participants understand what the speaker is talking about and he also need not worry about forgetting or selecting what to say next. Moreover, the teacher should encourage the students to negotiate the meaning if they are not able to understand, which resembles the real situation most excellently.

It is also advisable not to expose the students to the situation when the listener already knows the information that should be transferred. It puts the speaker to the stressful position again, as he expects to be corrected. Better circumstances would occur if the speaker has to transmit facts that the listener does not have but that are needed somehow for him. It gives the speaker control of the information and it also motivates him to communicate these facts as he recognises the purpose of communicative interaction.

The last but not least psychological factor affecting the students' success in oral production learning can be generated from anxiety about speaking in public. The speaker feels more comfortable when he produces his oral interaction within familiar surroundings rather than on the public. It follows that the

learner would prefer practising his speaking skill in small groups or pairs to speaking directly in front of the whole class. It also resembles the natural grouping while speaking and transferring information in native language. So, it sounds reasonable when the teacher organises students into pairs or groups of three when they practise communicative language ability. After becoming more confident in familiar surroundings the learner may be trained to introduce his intentions in front of the more extensive audience.

According to these criteria a relatively easy task appears to be the one where a student has to instruct another learner how to do something that the speaker knows well and of which the listener does not have any knowledge but wants to know it. Practice of such transfer of information is evidently more suitable when a teacher organises the students into pairs or small groups in order to build private environment.

It is clear from the above remarks that to motivate the students and make them speak it is ideal to create an atmosphere where the communicative stress is kept to a minimum. The main principle can be in the gradual introduction of tasks - with pre-communication training - with simple pair-work activities and moving then to more complex ones, such as addressing a group of people and later a whole-class discussion. During the course of teaching-learning process the communicative stress may be deliberately manipulated to give the students opportunity to gain practice in speaking within more stressful situations.

Setting the learners into pairs or small groups and organisation of group-work interaction will obviously allow more spoken production and thus greater variety of talk. Brumfit comments to it:

”Small groups provide greater intensity of involvement, so that the quality of language practice is increased, and the opportunities for feedback and monitoring also, given adequate guidance and preparation by the teacher. The setting is more natural than that of full class, for the size of the group resembles that of normal conversational groupings. Because of this, the stress which accompanies ‘public’ performance in the classroom should be reduced.”

(Brumfit, 1984: 77)

However, it is reasonable to mention an evident problem for the teacher that arises when the teacher decides to organise students to work in pairs. If two students are working together in a pair, the teacher cannot overhear what the learners in every pair in the classroom are saying and has no way of checking the speakers’ output or assuring if the students are speaking English. To deal with that predicament it needs developing teaching procedures such as explaining clearly what is to be done with appropriate demonstration, monitoring as soon as the students start to work in pairs in order to help if they are not sure what to do, and check if they are in the process. After having finished the students should be asked to review as a class what has been done, so that the teacher can assure that everyone has practised enough. By setting the students into pairs or small groups the learners are in more natural position where they are required to communicate or gain some information while the teacher provides them with necessary help concerning communication needs, such as needed vocabulary. As it has been remarked, the classroom organisation appears to have a great importance for successful teaching and managing communicative interaction within the classroom.

1.2.3 Dealing with errors in teaching communicative competence

Apart from already referred elimination of communicative stress there shall be mentioned some other issues leading to successful arranging the oral production in the classroom – error correcting. It has to be stated at this point that mistakes during production of the spoken language should be considered as reflections of learner's developing ability of mastery in spoken language rather than something that should be in any way contemplated to be inadequate and thus prevented. The treatment of mistakes needs well-considered analysis by the teacher to decide when, what and how to correct.

Taking into account "correctness" in the terms of pronunciation it is necessary to claim that the aim of the achieving native-like pronunciation is preposterous and unattainable. As it has already been asserted, this work does not worry too much about and thus does not mention the phonetic details of teaching the communicative language ability, which entirely agrees with Brown and Yule conclusions:

"It is rarely demanded of native English teacher nowadays that they should lose their Yorkshire or Somerset accents ... They do not seek to become RP speakers and neither need foreign learners."
(Brown and Yule, 1992: 26)

On the other hand some aspects of phonological character – such as word stress, intonation, linking or mispronunciation - may appear while correcting the errors. The correction of mistakes in pronunciation should be done in a very sensitive way, as the pronunciation work seems to be one of the most difficult areas because of students' embarrassment or anxiety of losing face especially in the classroom of adult learners. It also reduces the communicative stress when the pronunciation errors are corrected in a sensible way.

One of the teacher's undisputed roles within the framework of English language teaching supposed to be of an evaluator and corrector and thus it should be noted that the learners are expecting to be corrected. During the teaching practice the author has tried to ask her adult students openly if they preferred being corrected or if they preferred to acquire a second language without marking errors by the teacher. Within this survey thirty-five members of the adult learner classes in the intensive courses have been asked to think about correcting and the following results arose:

None of the adult learners within the group minds being corrected and all of them feel it necessary for their language learning. The adults prefer their mistakes to be adjusted in order - to avoid the undesirable forms and mistakes in the future

- not to fix the errors within their knowledge*
- to feel the immediate feedback of their performance*
- to develop their pronunciation*

(See the questionnaire form in Appendices p66)

It is quite evident from the above results that the adults in the position of learners realise and appreciate the role of correction and they claim that feedback given to them by errors is useful and helpful for further developing, as they process it in their production of speech.

First consider *what* mistakes should be corrected. As teachers we must take into account that there are two main categories of errors – they can be divided into those that emerge from the learner's insufficient knowledge of English and thus reflect the contemporary level of student's knowledge in the course of language learning and those that are due to rather personal factors or situational circumstances. Momentary personal indisposition including tiredness, individual problems from the private background, distraction or carelessness, or such difficulties of the speaking-listening process as misunderstanding caused by defective conditions of the surroundings belong to the second suggested category. The first category relates more to the language teaching and so the teachers are more appropriately interested in them. The second category mistakes are likely to be recognised by the students themselves as soon as the conditions improve and thus be self-corrected when the students pay attention to them. As it has already been proclaimed, the first category deserves more appreciation because those mistakes are related to the development of the language communicative competence.

The errors caused by insufficient or faulty knowledge of English should be treated according to the teacher's consideration and analysis if indication and correction of such errors would propose a useful help that could in any way lead to progress. After consideration of that, it is the teacher who in the end decides whether to correct or not. On the other hand, it is also the teacher who knows the class the best so he or she is able to make a decision of that kind and take responsibility for it. Some uncorrected mistakes within the framework of well-known structure could be noticed by other students and thus create an impression of the potential discrimination. One of the points of view helping to generate the decision whether to adjust or not could be a level of intelligibility and understandability within the spoken production and so particularly mistakes inducing misunderstanding should be corrected.

The implication is that the teachers should treat the errors consistently but very carefully at the same time with regard to the possible progress in the learning process. However, consideration of the type of error in the practice does not seem so easy as it includes quick analysis, speculation and interaction in a communicative production.

Another question is *how* to correct student's output. As soon as we once decide to adjust the mistake, it is also useful to know how to do it so as not to hurt the learner's confidence in speaking. The teacher should be sensitive in choice of reaction when he or she indicates the mistakes of an individual learner in front of the whole class because he or she can impose embarrassment or feeling of anxiety on student and thus discourage his following attempts in producing the oral interaction. It has already been mentioned that the learners may lose confidence in speaking because of anxiety of 'losing credit' by making mistakes. The problem is not so unconstrained to treat and it is necessary to consider also the student's psychological background in addition, as it may be caused by variety of reasons from person's natural shy character to the fear of losing the social credit. The matter of psychological reflection within the teaching process is further discussed in Chapter 2. Nonetheless, a student could feel uncomfortable and exposed to

the communicative stress when being corrected publicly and therefore there is always need to keep negative experience in balance with positive praising or appreciating of the attempts.

The question which strategies to use when correcting mistakes is to be answered in this section. There are many ways of indicating errors and also possible techniques of correcting and the list of options could start with the traditional indicators such as stopping the student in his speech producing and immediate correcting him, possibly letting the student repeat the accurate form. That possibility is not so popular with the teachers, as it may put an impression of the communicative stress on the students as discussed above. The teacher can also repeat the utterance of a student noting the mistake by careful spelling out and let a student correct himself. The range of different indications and corrections could be listed as in Hedge, as she observed correcting in the classrooms of different teachers:

”1 The teacher frowns and says ‘No, you don’t say that. What do you say? Can anybody help Juan?’

2 The teacher repeats a sentence the student has just said, with rising intonation up to the point of the mistake, and waits for the student to self-correct.

3 The student has just produced a present-tense answer to a past-tense question from the teacher. The teacher repeats the question, stressing the past-tense form, and waits for the student to self-correct.

4 The student uses incorrect intonation in a question. The teacher asks the class for an accurate version, then repeats it, asks the class for choral repetition and individual repetition, and finally returns to the original student.

5 The teacher looks puzzled and requests clarification by asking ‘What did you say?’, which the students recognise as indication of an error. Then the teacher waits for the student to self-correct.

6 The teacher moves his or her hand to indicate error, gives the correct version, and asks the student to repeat it.

(Hedge, 2000: 290-291)

Indeed, there are many options of how to indicate the errors and of how to treat them. Nevertheless, as the latest tendency to put the learner’s role and responsibility into prominence and to eliminate his reliance on the teacher has been asserted, it suggests also the position of a teacher in the process of correction. The teacher in such condition has to stimulate and encourage his students to self-correction rather than to expose them to frustrating manifestation of their errors in the whole-class surroundings.

The last decision made by the teacher during the process of correcting errors is *when* to adjust. When a student is trying to formulate and structure an utterance in a foreign language under already noted aspects of the communicative stress the last thing the teacher should do is correcting that student. During such stressful task the student needs all the support he can get from the teacher, not criticism. When the point is to develop fluency in ‘self-expression’ in the foreign language, a student would feel irritated while being constantly corrected. So, the teacher should leave his correction until the end of the activity. If the student makes mistakes, the teacher should take notes about the errors and deal with them separately, after the task is completed. As Hedge suggests the techniques or strategies like these could be useful:

” – noting down each individual’s main errors on separate cards and giving these to them for reflection. If the students keep a cumulative record of these cards they can monitor them to see whether some of their errors are gradually being eradicated

- recording the activity (on video or audio cassette) and asking the students to listen and see if they can identify and correct their own errors and those of peers
- making a note of ‘key’ errors, for example, those made by several students or those relating to a recent teaching point, and going through these with the class afterwards
- noting down examples of errors and using these for a game in the next class”

(Hedge, 2000: 292)

Dealing with mistakes in the spoken production, unclearness raised by misunderstanding may occur. In that situation, the listeners = peer students or learners within the group should ask for clarification or negotiate the meaning, not the teacher who may inflict an impression of being corrected upon a student and thus expose him or her to the communicative stress again.

To conclude and summarise the treatment of errors during the practice of oral production, it is advisable for the teachers to be very sensitive in the choice of items that should be corrected as well as the strategies of marking the mistakes. However, from the above provided framework is relatively clear that when the learners are practising fluent performance of the spoken language they should not be constantly corrected and errors should be regarded with greater tolerance. Littlewood (1991) principally expresses the essence of careful disturbing the students with corrections of the mistakes during their oral production and developing the communicative competence:

”The emphasis in these activities is on the *process* of communicating rather than on evaluating its *product*. Indeed, when a learner has been concentrating on the communication of meanings, it is unlikely that he will remember what specific language form he produced. It is also unlikely that a ritual correction of these forms will benefit his future performance.”

(Littlewood, 1991: 54-55)

1.2.4 Assessing and evaluating speaking output

Assessment or evaluation of the students is an indispensable part of the whole learning-teaching process. It refers to monitoring or checking the student’s language learning development and achievements and can be done either throughout the course or at the end of a term or a course. The second mentioned assessment has reason in measuring learner’s achievement in the whole while the continuous assessing taking place weekly, monthly, etc. is aimed at gathering information about the learner’s progress and thus used as a basis for next planning or arranging the classroom activities and work.

In the terms of developing the communicative ability, assessing the student as a once-a-year activity seems to be an inappropriate method for evaluating. A constant registering of the student’s spoken performance on different occasions and for different purposes appears to be more informative for the teacher as well as the learner because it focuses the attention on the process of learning. Assessment in the classroom is concerned with accumulating the useful facts that the teacher can use to support his students

in further language learning. What does feedback from evaluation conduct? It can facilitate momentary improvement to the contemporary program as well as to future plans. Concerning feedback the assessing procedures can vary from simple scoring or grading to more informative and detailed facts with commentaries. Those procedures that only yield scores do not adequately reflect the progress, as they are only aimed at the final achievement. However, the methods of assessing in order to gain more specific feedback are necessary for better understanding of individual development of the learners.

It has already been stated that continuous evaluating of student's spoken production would be more descriptive in the terms of developing oral performance of the students and could be done throughout the course. For maintaining that recordings a teacher can use a chart with categories that relate to the evaluated aspects as the one suggested by Brown and Yule:

<i>Date</i>	<i>Type of speech required</i>	<i>Grammatical correctness</i>	<i>Appropriate vocabulary</i>	<i>Fluency/ pronunciation</i>	<i>Information transfer score</i>	<i>Others</i>

(Brown and Yule, 1992: 104)

As it can be noticed, the teacher's assessments according to these categories may be subjective rather than objective but Brown and Yule suggest that:

"...such judgements made by a competent teacher, who is, after all, the informed judge of what his own students have been taught (and should know), can provide a valid basis for informal assessment."

(Brown and Yule, 1992: 104)

Making such written recordings of the student's spoken performance can be substituted with cassette recording of the students as they speak. The record making of each student's oral production can gain a lot of benefits not only for a teacher. From one perspective, the taped performance of a student's spoken production can be kept as an evidence that can sustain the teacher's decision about assessing, and can be reviewed by others (teachers as well as learners) if the teacher is not certain about evaluation of a particular student. Moreover, if the teacher records several student's performances over a period of time, both – a teacher and a learner – can check after some time whether the student has made any progress or not. Another advantage follows: if the learner is constantly making the same error, the teacher can allow him to listen to and to decide how to reduce the identified problem. Brown and Yule also note:

"If the teacher finds a general type of error is occurring among the performances of his student group, he can use his taped examples as an introductory 'how not to' part of a lesson which goes on to suggest ways of 'how to'..."

(Brown and Yule, 1992: 104 -105)

The suggested strategy with making tape recordings seems to be encouraging for the students to pay attention to their own production of speech. On the other hand, making the cassette accounts, their maintaining and doing assessment on the basis of these tapes is demanding for the teacher, as it requires an investment of time. Although the recording might be viewed as a disadvantage from the perspective of the invested time, from another perspective it can be seen as a very valuable and profitable – it conveys fuller and more complex picture of what the learners can do and of current stages in their learning process.

One of the key problems in assessing the spoken production is the difficulty in evaluating different tasks with some consistency in criteria. Different subject matters may cause the difference in applying the given criteria of assessment. The possible explication of this problem is indicated in predetermination of the speech tasks for all the students within the group because it derives the required type of the speech and all the spoken oral productions become easier to compare during the assessing process. Then the assessment scoring could be based on the question – how much of the required information was effectively transferred.

As for the criteria determining the assessment of speaking, such categories as fluency, appropriateness, involvement of the participants, correctness and meaningfulness can be implemented. The sets of criteria in connection with concrete activities that develop the learner's language communicative ability have been established in conclusion to Theoretical Part.

As the assessment contributes to teacher's and student's information and understanding of what has been achieved and what has to be developed, the psychological factors as interest or motivation are pertaining to the assessing process. To make the judgements during evaluating more objective, the teacher needs to attempt to understand what stimulates his or her students and needs to analyse the difficulties that the learners encounter. The evaluation should describe clearly and accurately how the students work and develop in a variety of tasks in a longer period of time. Thus the excellent assessment could be obtained by assembling information about the learners over a time and combining the different modes such as observation by a teacher, tests or tape recordings of the oral production.

1.3 Conclusion

In preceding sections of the book the attention has been drawn to the characteristic features of the spoken form of the language and the implications deriving from that for the teaching the oral production. The term effective communication that is based on linguistic, sociolinguistic and discourse competence and communicative strategies has been discussed. Those components enable people to manipulate the language in terms of successful transferring the information in various social interactions and fluency aids

to produce the spontaneous oral performance. As the oral production is affected by such conditions as time, reciprocity and purpose, they also affect the choice of words, the reactions as responses or requests, negotiation of meaning, arrangement and length of the message, avoiding complex structures or the use of faltering contraptions.

It has also been indicated how to take these facts into account when teaching particularly the spoken production. One of the most frequent questions concerning teaching the speaking skill arises whether to teach accurate language with the stress put on the perfect performance without mistakes or to teach the real communicative interaction with allowing the students to say spontaneously what and how they want. The answer is to integrate both elements into teaching the oral skill, to arrange such preparatory activities based on practising accuracy in structure and grammar, and then to activate the knowledge in the whole activity of speaking. Another section devoted to the conditions of the oral production highlights the need of reducing the communicative stress. It can be caused by the factors that lead to the loss of confidence in producing speaking and in understanding. The reduction can be accomplished through the gradual introduction of tasks, practising them and finally performing. The importance of organising the students into small groups or pairs for eliminating the communicative stress has been emphasised. Another determinant generating the communicative stress is correcting the students' mistakes. Concerning marking the errors, the main point has been declared that the mistakes are not issues that should be in any way contemplated to be inadequate but they need to be regarded as the reflections of current stages of learner's progress within the whole learning process. However, it does not diminish the importance of correction. The decision of what to correct should be made according to the teacher's analysis what implications the mistakes would mean from the perspective of the learners' progress. Also the strategies of how to adjust errors should be considered well (according to the class size, familiar or competitive environment and age of students) before put in operation. And finally the decision when to correct has been argued. The conclusion procuring from the discussion as well as from the survey provides a simple implication – the mistakes should be corrected but when the students are trying to express their intentions in a foreign language nothing is more unreasonable for a teacher than to correct the learner. The correction should be made after the student's performance finishes. Taking all of the background knowledge about correction into account, it shall be stressed that sensitive and carefully thought choice of correcting techniques helps to eliminate the students' communicative stress and thus helps the development of the language communicative ability.

Such progress of the student's competence in speaking should be then measured somehow and assessed. As for assessing the student's output, it has been presented that evaluating done once a year at the end of the course does not submit enough essential information about the gradual progress of a learner in the process of developing the speaking skill. From that point of view the continuous assessing and recording of the learner's progress seems to be more informative and practical. Assessing the learners should resemble gathering information used for furthermore supporting and encouraging students in their learning rather than a teacher's device for imposing an impression of anxiety on the students. It is also

necessary for the teacher to establish definite and constant criteria for assessing in advance and then consistently apply them during the evaluation of the students' spoken production.

Chapter 1 of that work has been concerned with the typical aspects of spoken language and it has focused on four main features of teaching the oral skill. In the next part of the work the attention is drawn to psychological aspects of teaching in the group of adult learners as well as dealing with them in the framework of teaching foreign language.

CHAPTER 2: PSYCHOLOGICAL AND PEDAGOGICAL ASPECTS OF TEACHING THE ADULTS

The contemporary English language teaching in our republic has considerably been governed with increasing interest in learning English among the adults, who come back to 'school life' by reason of intensified demands on language knowledge of the social surroundings. New working opportunities, professional development or simply augmented interest in studying English as the world language has stimulated thousands of adults to learn the language. To be a teacher of the adult students requires qualified knowledge of English as well as profound qualifications in psychological and pedagogical areas that include teaching and dealing with the adults. Considering such issues highlights social and personal psychological conditions affecting the process of learning and teaching. As the needs and motivations of the adult students differ it is necessary for the teacher to adapt his or her teaching to those conditions in order to create an optimal environment to facilitate the process through which the language is learned. The teacher has to take into account also the fact that the adult learners have already experienced some teaching methods during their educational careers and that they have already learned at least one foreign language. It implies that the learners carry some anticipation about how the teaching and learning process will look like and also some knowledge of how they should operate a language to learn it with more or less success.

From the psychological point of view the acquiring a foreign language is an unusually complicated process strongly dependent on individuality of a learning subject.

This part of the work deals particularly with psychological and methodological background that a teacher of the adult learner should accustom. This section focuses on such psychological determinants as motivation or aspiration of the adult students that activate them to study English even in elderly age. Other determinants as age, personal characteristic, emotional responses and expectations brought from the lower stages of education are discussed. In the second section of this chapter the attention is drawn to implications of such psychological knowledge for teaching adults. The importance of motivation for learning a foreign language in adulthood is emphasised and some basic principles in teaching adult students, especially in teaching languages, are demonstrated.

2.1 Characteristics of the adult learner and factors influencing his learning

As it has already been outlined the attention in this section focuses on psychological aspects of the adult learner and on the factors that affect his or her learning. As Linhart declares learning process is "a basic mechanism of integration into changed life conditions" (Linhart, 1987: 245) and thus any change in the adult's private as well as social life brings also the changes in his/her motivation, attitudes, anticipations and demands. This section describes certain features that apply to adult learners and explores the factors that motivate the adult student and influence the process of learning.

First, the term 'adult learner' should be defined. The adult learners are those who have passed adolescence and include professional or graduate school students plus those who are early in their careers and the elderly. We can identify some characteristics that are common for these age-group learners according to Löwe (1977) and Linhart (1987). The first typical feature of the adult learner is a great store of prior knowledge and experiences and those can either facilitate or hinder the acquisition of a new language. This topic is being further discussed in section 2.1.2.

A second supposedly unique feature of the adult learner is that he desires to be self-directed. The adult learner as a ready, matured and responsible person does not expect and wish to be treated as a child – his learning is strongly purposive and thus he wants to manage own learning. The third characteristic often attributed to the adult learner is the employment of critical thinking about strategies to achieve a goal. Over time, people acquire basic cultural beliefs and ways of interpreting the world and therefore they constantly examine the new issues according to their knowledge and values. Another typical feature of the adult learner is his ability to learn through experience. Therefore the adults prefer to learn experientially – they are better served with discussions, role-playing, case studies or problem-solving tasks so that they can experience and thus they learn more effectively.

Such insight into characteristics of the adult learner is necessary and provides the implications for teaching that are further discussed in section 2.2. The question that has also been taken into account is what factors affect the adults in their learning process. There are many of such factors either constant or momentary, personal as well as social but only the most important ones that influence learning-teaching process such as

motivation, age, attitudes of the learner, prior experience with learning languages, emotional factors and personal characteristics are considered.

2.1.1 What motivates the adults to learn

Of all the different factors involved in language learning, motivation is probably one of the most important. So this section is offering a closer look particularly at motivation. Löwe (1977) claims that the stronger the motive is, the greater adult learner's effort is made to achieve the goal. What are the motives for adults to learn English? Various factors may motivate the adult learner. Personal advancement, self-esteem, professional development and pleasure are adult motivators. But social factors, such as making new friends, establishing new relationships and improving one's ability to serve society also can be strong motivators. Learning for the sake of learning, and concomitantly developing a sense of self-efficacy, are other motivators for many adults. A search for stimulation and relief from existing routines of home or work may motivate some learners too. As people vary, there are many possible motives and as the research survey within the groups of the adult learners attending the intensive courses shows, motivation consists of a number of variables. A following list in general represents the reasons of the adults to study English and as some of the respondents stated more than one reason, those have also been counted within the list. Thus the motives are ranked according to the preferences of the students:

The adults come back to studying due to various reasons and those are:

<i>- use of English in the present job</i>	<i>24</i>
<i>- liking of English and for pleasure</i>	<i>12</i>
<i>- use of English in the future - new job opportunities or the recognition of necessity for the European Union</i>	<i>9</i>
<i>- to be able to communicate with a business partner</i>	<i>7</i>
<i>- to be able to communicate during travelling</i>	<i>6</i>
<i>- personal interest (family reasons)</i>	<i>4</i>
<i>- English as the question of prestige</i>	<i>2</i>

(See the questionnaire form in Appendices p66)

The adult learner's motivation can be divided into 3 main reasons. Firstly, he may learn the language as a hobby or with being fully aware of the role that English would play in his future life. These reasons for learning can be described as inner motivation that seems to be stronger because it is primarily the student's conviction and aim (Linhart, 1987). Second the learner may find himself under particular pressing circumstances such as the fear of losing job or being made redundant without sufficient knowledge of English, an attempt of applying for a new job, and so on. And thirdly, the learner may be motivated by – less stressing but yet under pressure – reasons such as wishing to communicate with business partners or during leisure time activities without any interpreter. Those two could be summarised as motivation or the reasons from the outside. Psychological researchers (Linhart, 1987; Fürst, 1997; Löwe, 1977) have suggested that there are two main types of motivation in language learning of the adults: 'instrumental', which means that people study in order to use the language as an instrument for gaining some other advantages (for example, in their work), and 'integrative', which means that they study because they want to know more about foreign language culture.

However the reasons for learning are divided, the motivation is more complicated phenomenon and it is not possible to list all the individual reasons for learning the foreign language. Löwe (1977) also summarises that motivation seems to be a more important determinant for learning of the adults than, for example, individual differences in intelligence. The motivating factors in adulthood have an extraordinary influence on the result of learning and they are often considered the main cause why the adults present a better performance. As teachers we have to assume that the adults undergo the learning process of their own free will because of either a spontaneous interest or more or less pressure. It means that the adult learner enters the learning-teaching process having already been motivated and it implicates that the difficulties connected to motivation do not mostly relate to the reasons themselves but to qualities of them – such as intensity or persistence. As Hedge declares the teachers should consider "what aspects can be changed and focus on creating such successful experience which will enhance motivation." (Hedge, 2000: 23-24)

The main question for a teacher of the adult student after all previous considerations is how to motivate the learner so that he is interested in and aware of the process of

developing his language abilities. That is to be the main topic for the following section 2.2.

2.1.2 *Other factors affecting adult learning*

Although motivation seems to be the most important factor in teaching the adult student, the entire process is not affected only by that attribute but also by other factors. One of them can be described as a prior experience with learning and being taught. The adult learner has come across a variety of teaching methodology throughout his educational career, which conveys the consideration of various kinds of individual differences in the learner's characteristic and preferred ways of approaching the learning of the language – the learning styles. As the man experiences particular methods and approaches through his education becoming then the adult learner he presumes and expects to be treated in the same way as the years before. So the adult learner is predisposed with expectations about how the learning-teaching process might look like. Hedge adds: "...adults returning to English language study after experiencing traditional teacher-fronted classrooms at school can be daunted by the collaborative element of learning." (Hedge, 2000: 62)

The knowledge of this specific aspect of the taught and learning adult may explain the learner's approach and may help to understand the learner's response to methods of presenting language and facilitate decision about the choice of next teaching strategies.

Another factor influencing teaching and learning of the adult learner – personal characteristics – conveys such considerations as introvert or extrovert students. According to experiences the general opinion that the introvert learners tend to be less successful than extrovert ones should be contradicted. The extrovert students are admittedly more open, self-confident, able to contact other people easily and more ready to take risks and to experiment. On the other hand, as Hedge claims the recent research has not supported the ideas that the extrovert learners are getting on better and she adds:

"It may well be the case that extrovert students benefit from oral work in small groups where their assertiveness enables them to dominate and their willingness to take risks facilitates practice, but in a class work the extroverts may be silenced by an irritated teacher."

(Hedge, 2000: 20)

However, the important fact for the teacher arising from the differences in personality types is to keep such variations within the group in balance as Hedge suggests "...by ensuring an equal share of attention and opportunity to contribute." (Hedge, 2000: 20)

Concerning the age, the general notion of worse learning of older students has been believed but it has not proved to be right according to Löwe (1977). Some biological factors as memory functions should be taken into account but as Löwe claims the age is not of the most importance. It has some effect on the learning process that the students cannot remember everything so easily but cultivatability of the adults depends not only on the age but mainly on their willingness and motivation to learn. Löwe expresses doubts that ability to learn and to be taught is mainly influenced by the age and he supports his suggestions with survey and comparisons. It does not mean that a fifty-year-old man learns as easily as a fifteen-year-old boy does. There are obviously some differences in biological dispositions of the memory processes and attentiveness but as Löwe notes the social factors as well as the motivating aspects are of greater importance for adult learning than the biological ones.

As for emotional factors influencing the learning process of the adults, the most distinctive one seems to be an already mentioned impression of anxiety caused by being exposed to stress. Such anxiety has been built throughout the negative experiences from the early stages of learning and the greatest anxiety appears especially in speaking activities. The social emotions as well as experience of the adult learner make him judge and consider the possible consequences of the potential mistakes made in the oral interaction. Being corrected several times the adult learner begins to feel uncomfortable, as being considered to be silly or at least not so clever. A student experiencing panic anytime when he is exposed to another tasks and faces other mistakes expects a priori not to be able to make a correct speech since he has often failed to before. Therefore he stops trying to do so as soon as he fails again. It can be compared to going upstairs where making mistakes equals going backwards. Stepping on the first two or three stairs with ensuing going backwards would not cause too many troubles yet. But stepping to higher stairs with several times going back (because of made mistakes) would elicit greater effort and the climbing would become harder and harder. The effort endeavoured does not equal the results, which evokes anxiety or feeling of dissatisfaction and so it can lead to ceasing doing that and finally giving up attempting to reach the top. The adult learner being equipped with a high degree of self-

preservation, trying to prevent from the social discredit and from losing a dignity, very easily loses aspiration and motivation to produce any speech or to participate in speaking and he may naturally give up trying. These facts implicate that the teacher should treat the adult learner with a lot of awareness of the psychological background of every individual and should help and support students "...by building self-confidence through positive early experiences, through providing reassuring feedback and through promoting self-perception of developing proficiency." (Hedge, 2000: 21)

Evidently the teaching-learning process of the adult student can be affected by many factors – social, biological and psychological. To summarise the characteristics of the adult learner he has relatively stable and fixed behaviour as for personal character and has gone through various life, work and educational experiences. From the biological point of view he has impair memory functions and concentrates in a more difficult way, which can be caused by personal, professional or healthy problems. Such matured learner has also made a specific system of values according to which he examines critically the new experiences and approaches. But still the main 'engine' of the adult learner is his aspiration or motivation that mainly influences how effectively and successfully the teaching-learning process will be carried on. As Heindrich (1988) notes the positive motivation of the students to learning is as important condition of success as the learner's abilities. As the teacher cannot take control over all of those factors, he or she should rather create an environment and the conditions for learning that reflect an awareness of them and that effectively use the factors for successful learning of the adults. The question of how to integrate those individual attributes to the whole process of teaching the adult is to be answered in next section.

2.2 Teaching the adult learner

In the previous division the attributes of an adult learner have been disclosed and as the teaching-learning process may be affected by various factors, the ways of how to arrange the characteristic features of a matured student into teaching should be considered here.

It has already been emphasised that the adults are led by specific aspects of their profession, study, interest and aspiration of integration into international communities in their language needs. In other words, the teacher should adapt teaching to these aspects to suit the needs of the students. So what are the main principles in teaching the adults? Effectiveness of teaching depends to a considerable extent on the relevant motives, which means why the learners are attempting to learn the language. As the survey and discussion of a variety of motives above show, it implicates impossibility of making a 'how to' or a recipe of achieving the positive motivation to learning. In spite of this fact, Skalka (1989), Löwe (1977) and Hunter (1999) classify some basic principles in teaching the adults that enable learners to achieve positive attitude to learning.

First of all, the adults need to realise why, which can be called a "principle of intentionality and tenacity of purpose" according to Skalka (1989: 151). The adult learner has to see and feel the purpose of his learning activity as well as intentions why he is doing such activities. He needs to be imposed with such partial goals that are in accordance with his general aim, so that he is able to achieve them. The concrete general goal should be formulated and then the teacher should negotiate partial goals with learners who have to understand and accept them. On the basis of those partial goals the whole teaching- learning process is then implemented. The teacher should aim his teaching at such goals that are worth attempting for the adult learner to achieve. For effective teaching adults, Löwe (1977) suggests that more distant goals are also more motivating because they evoke greater anticipations.

Another principle of effective teaching of the adults deals with a connection and a confrontation of the learned and taught issues to practice and the real life. The adults need to feel such connection of what they are learning to the real world as they are learning for special practical purposes. Since the adult learner works, has certain social position and leads a family life he has to make several decisions, organise and regulate his activities and thus his intention of the language learning considerably connects goals of learning to his practical needs and life perspectives. The adult learner's need to learn English is explicitly determined by the necessity of active use of his language abilities and thus it is very motivating for the learner to realise that, even at early stage, he can communicate information successfully in the target language. It promotes a tremendous feeling of achievement and gives him immediate confirmation that he is making progress. On the other hand, the experiences of the adult learner should be taken into account too, as they can help the process of learning. The previous knowledge can be elicited to help with the new issues – such connection based on own experience of the adult learner familiarises the issues and makes sense for future practice, which leads to facilitating of the memorising process.

A further important point in teaching the adult learner is in a principle of adequate demands. It is advisable for the teacher to organise and arrange the teaching as well as set the goals according to the level of abilities of the adult learner. If the teacher imposes his or her student with too demanding requirements, the learner may begin to feel anxious, as he is not able to accomplish what he is required. It leads to already discussed loss of confidence and in a longer period to an impression of stress caused by loss of dignity. Such situation evidently leads to loss of interest, disbelief in own abilities, resignation and conviction that the requirements imposed on the adult learner by the teacher are impossible to cope with. On the other hand, the case of too low demands leads to dissatisfaction of the learner as well, because he does not receive enough stimuli for his development and therefore he loses the interest and resigns too. Effective teaching of the adult learner should be based on the balanced and reasonable requirements that the teacher regulates according to the students' individual abilities.

This principle is closely related to another – the one of individual approaching that takes into account an esteem of individual differences of the adults in teaching. As there are individual differences in qualities of knowledge, abilities, personal characteristics and experiences of the adults, the teacher should apply the individual approach to the learners to achieve effectiveness in their language acquiring. Individual approaching contains also a consideration of momentary personal indispositions. Because the adults tend to lead busy lives, with work, family, social and other commitments having to take priority over their language learning, the learners may well be tired and stressed before they even start the class. On a purely practical level therefore, it makes sense to add variety and interest to the lesson and to ensure people participate in an enjoyable and motivating language learning experience. By teaching with regard to individual qualities, experience, abilities and qualifications, teacher creates the conditions for development of confidence in the language learning and thus for development of the language abilities.

The teacher of adults should also reflect a consideration of the group as a whole class collective. Not only are adults ready and willing to work together but they tend to learn better in a sociable environment and are more likely to stick to their studies when they feel part of a strong group (Skalka, 1989). It follows, that the teacher should encourage the students to work and co-operate as a team in order to build a shared responsibility for their achievements and to be involved in decisions about their work.

The positive attitudes of the adult learner to language learning as well as his scientific interest and desire to know something new should be used for effectiveness of the teaching, too. The teacher should build in the opportunities for students to be occasional 'experts' on something, to let them feel that they are respected although they have different abilities within the group. The learners may have an interesting hobby or a collection or have experienced something interesting or perhaps the students can find

out more about certain subject (as out-of-class activity) and then tell the class about it to demonstrate that they have some interesting information to contribute.

All of the mentioned general principles of teaching adults are used by teachers to influence and increase the positive attitudes of the students to the language learning and thus activate their interest. The question arising at this point – how to enhance the learner's positive motivation, increase his interest to language learning and thus lead the students to their active participation on the teaching-learning process, in other words, how to increase effectiveness of teaching the adults – should take into account particularly the basic principles as well as the psychological aspects of dealing with adults.

Hunter (1999) distinguishes the main factors and techniques that influence the adult learner's motivation and interest in learning English. Those strategies able to reinforce the learner's decision to learn are: level of confidence, incidental feelings, recognition of success, interest itself and knowing the results that lead to progress. Some of those strategies and their manipulating have already been discussed, for example building the confidence on the basis of individual approaching and adequate demands, or increasing the interest by taking the student's previous knowledge and experience into account. Now, consider creating an environment where feeling of success and other attributes enhance the motivation for further learning.

As for emotions of the adult learner during lessons, the necessity of eliminating the stress has already been mentioned but another factor causing stress should be brought up. It deals with forcing the adult learner to achieve the goals at every cost. As it follows from Hunter and Löwe's theories, the techniques of pressure and barrier can be successful but only in a short time, from a longer point of view it builds and intensifies an aversion to learning and thus impairs its successfulness (Löwe, 1977; Hunter, 1999). Such forcing may evoke resentment, introversion or even aggression in the learner's mind and therefore leads to loss of his interest and rejection to learn. In general, creating positive emotions should lead to more successful teaching of the adult learner. Thus can be achieved if the teacher lets the student recognise his progress by apologising his failures in demanding tasks, praising his persistence and supporting his confidence in learning. The student should be led to active participation in teaching-learning process but with regard to his abilities so that the teacher does not impose him with stress.

According to Hunter (1999) evoking pleasant and occasionally unpleasant emotions helps in motivating the learner.

As Löwe suggests (1977), the activity of the adult learner is mainly supported by success in the learning process. What does it imply for the teacher? Löwe proposes that "...it is necessary to evoke an optimal learning activity in the learner" (Löwe, 1977: 86). Hunter also notes that the information about success is an inevitable condition for entire learning process - if the learner can see the progress it activates his or her motivation to learn. The teacher should also consider the above mentioned adequate demands at this point. From the psychological point of view, success cannot be motivating when the result was achieved with little or no effort (Fürst, 1997), which implies that easy tasks lead the adult learner to a very little impression of success and do not motivate him to make any other progress or may cause his loss of interest to continue. The success of the adult learner can be applied by the teacher in two ways – by already mentioned adequacy of demands and by individual approaching taking into account differences in abilities of the learners. As the learners' abilities differ, evoking the successful impression connected to achieved progress seems to be important especially for weaker members participating in the adult educational process for the results of their learning (Löwe, 1977). Adapting the demands and working in groups according to the abilities leads to increasing the adult learner's motivation to further studying.

Another very strong element affecting the positive attitude of the adult learner to language learning is recognition of the results and level of knowledge. If the student feels and explicitly sees what he has succeeded in and what he has failed, the fluent learning performance can be expected (Hunter, 1999). The principle of confirming the correct forms and refusing the incorrect ones - which means that the undesirable forms should be eliminated from acquiring by not declaring them and the desirable ways are needed to be repeated and practised - contribute to successful learning of the language. Such feedback about what has to be improved and about suggested ways how to improve motivates the adult learner to attempt at developing.

The adult learner's interest in learned or taught subject also undisputedly affects his or her intention to learn. As this interest is not inborn but acquired, the teacher can manipulate it. As Hunter suggests, there are two ways – the first possibility is to use the adult learner's interest in himself by drawing the topic or subject nearer to his life or by

involving his life experience into teaching, etc., which attracts the student and makes the learner more engaged in the learning. The second way of how to make the teaching-learning process more interesting for the adult learner is emphasising the originality or unusual character of the issue. Anything different from usual experience evokes the 'orientation-searching reflex' (Hunter, 1999) in the learner's brain and thus results in a greater attentiveness and concentration of the learner. However, Hunter (1999) warns that anything new does not remain unusual forever, the learner gets used to the new very quickly and thus it stops to be interesting for the student. Therefore she suggests to teach the adult learner with some extraordinary elements but not to build up the teaching only on anything special, as it can lead to distraction of the students rather than to his greater attentiveness. In a situation where the learner is more concentrated on the form of the original or special lesson rather than on its content, the teacher fails the effective applying of such motivating device because the learner's brain becomes interested in originality and eccentricity of the item. For evoking attentiveness a little change arousing the greater interest and concentration at the same time is usually enough. Hunter (1999) concludes that effective teaching should contain so much originality and liveliness to gain the learner's attention but not to distract him from learning itself.

To conclude all of the above mentioned basic principles of dealing with the adult learner should be followed by a teacher in order to increase effectiveness of teaching and learning. For the successful educational process the teacher should also help the adult learner to build a positive attitude to learning language by increasing the learner's interest and motivating him. By recognising and practical application of the motivating factors the teacher activates the adult learner's participation in the learning-teaching process.

2.3 Conclusion

This chapter of the work has been concerned with the psychological and methodological conditions that affect the process of teaching and learning of the adult student. The teacher should create an environment to facilitate the learning and, as it has been highlighted, it can be done by considering the characteristic features of the adult

learner as well as the factors affecting the learning and by following the general principles of teaching the adults and using the effective strategies to activate the learner.

As for typical features of the adult student, the teacher should be aware of such attributes as the prior knowledge and experience with learning the languages, which can either help or hinder the learning process, the desire of self-direction of the adult learner as the matured individual and the experiential and practical orientation since the adult learner is propelled to learn for practical purposes. Teaching adults requires also to recognise and to take into account the factors influencing the educational process, such as the age, personal characteristics of introvert or extrovert learners, earlier exposition of the adults to methodological approaches and techniques in their educational career, emotional responses, especially anxiety, and motivation that seems to have the crucial importance for the entire learning process.

Concerning the teaching in the adult learner classroom, it is necessary to consider also other factors such as cultural notions, institutional facilities, hours available for teaching and so on, but those have not been discussed, as this work is not aimed at such conditions. It follows from the above mentioned that motivation of the adult learner plays the greatest role in his or her intention to learn the foreign language. So the most effective techniques for teaching the adults are those that help and enlarge particularly the motivation and thus evoke the interest of the learner in studying. The teacher who enables and helps the learner to improve their positive attitude to learning English is successful in his or her teaching. Such positive 'tuning' could be attained by following the basic principles of intentionality or purpose, of relating the learned to practice, of using the natural curiosity of the adult learner to know new things, of requiring the adequate demands, of approaching the adult individually with showing respect and treating him as a part of a collective. Those general principles contribute to building the positive standpoint of the adult learner to studying. Activating the learner's interest requires the teacher's operating with such attributes as the learner's level of confidence, stress or impression of anxiety, the results announcing and the feeling of accomplishment and the interest. The teacher should use those external motivating factors to create the internal motivation in a learner. As Hunter (1999) concludes, for effective and successful acquiring the language the learner should be imposed with the positive emotional responses, knowledge of own progress, the feeling of

accomplishment supported by encouraging the confidence and stimulation of the interest. Deliberate applying of those motivating factors in teaching leads to increasing the interest and enhancing motivation of the adult learner and thus to his or her active participation in teaching-learning process.

CONCLUSION OF THEORETICAL PART: CRITERIA FOR EFFECTIVENESS

As it has been mentioned, for teaching the speaking skill to the adult learner all of the factors of the spoken production as well as the features of the adult learner must be borne in mind when teaching them. From the previous two chapters it is clear that the learners need to feel confident when they should produce and carry out the speech in English in order to be able to transfer the information successfully and effectively. The conclusions made in Chapter One and Two of this work implicate that teaching the speaking skill is mainly based on helping the adult learner to gain and build such confidence in the spoken production and on eliminating the restraints that evoke the adult learner's uncomfortable feelings during the oral interaction.

It also follows from the above, that the term 'effective' should be applied for techniques, that result in an extension of the learner's confidence about speaking and in increasing the oral production in English. The successful and effective activities for teaching the spoken production to the adults are those that evoke the positive attitude, which means that make the learner continue in learning and at the same time increase his interest and motivate him to further learning. The following research has been based particularly on verifying such activities that seem to support the positive motivation and increase confidence of the adult learner to produce speaking.

Several assumptions for effectiveness in teaching the speaking skill to adults deriving from attributes influencing the successfulness of teaching them have been deduced. Regarding to the discussions in Chapter One and Two, the effective activities seem to be those that:

- eliminate anxiety about speaking on the public, which can be achieved by working in smaller groups or in pairs
- concern familiar topics and vocabulary in order to diminish inhibitions about the spoken production
- connect the learned to practice and provide the immediate practical use in life situations, which role-plays and simulations can provide
- give the adult learner a feeling of participation in problem solving and an impression of being respected by the others, which debates and discussions can present
- involve his experience and concern in himself, which can be provided by interviews, descriptions of own feelings or by discussions and debates
- arouse his natural curiosity and thus increase his interest in the activity
- pretend or simulate the situations or roles where the ordinary social positions are cast off and the adult students can feel as on the same social level, which can be achieved by simulations and role-plays
- reinforce the student's confidence by feeling stronger as a part of the group
- support the student's natural sense to compete.

It is necessary to point out that the suggested characteristics of effectiveness evidently penetrate through various activities and sometimes several features could be detected in the framework of one activity.

To intensify the effectiveness of teaching the oral interaction to the adult learner, certain conditions can be also generated from the discussion in previous two chapters, through the mediation of which the confidence of the learner in his spoken production is increased.

One of those conditions of effectiveness lies in the careful sequencing of the learner's activities from introducing the new items through practising the structures to final performing, including the necessary pre-communicative support that facilitates and prepares the learner in the terms of vocabulary, topic and language.

Another important point should be reminded – the teacher should create the comfortable atmosphere where stress and anxiety are kept on minimum and the learner's participation and contribution are maximised. As it has already been mentioned, it can be achieved especially by working in smaller groups and by establishing the lessons as the training sessions rather than evaluated performance. Building the comfortable atmosphere is necessary especially in such activities that are focused on the individual learner. Speaking about oneself is not something that everyone does with ease. It becomes impossible, even for the most extrovert adult learner, if the atmosphere in the group is hostile and the adult learner concerned is afraid of being ridiculed or mocked

(as discussed in section 2.1.2). Introducing warming-up activities can stimulate a relaxed and friendly atmosphere and in order to avoid any kind of embarrassment, the teacher should allow the students to refuse to answer a personal question without having to give any explanation. In any case, the teacher should be able to select activities that his students feel at ease with and thus to support their confidence in producing the speech.

The adult learner's confidence should be gradually build and increased by the teacher by applying also the psychological knowledge of the positive motivation. It follows from the discussion in Chapter Two, that supporting and augmenting the positive attitude towards the learning on the basis of positive motivating appears to be the most important in the educational process of adults. Such regulating the motivation leads to activation of the adult learner and his participation on the process of teaching and learning.

There are also other devices that help the teacher in making up the communicative activities – information gap and opinion gap (Brown and Yule, 1992; Bygate, 1991). Information gap exercises force the participants to exchange information in order to find solution and opinion gaps are created by exercises incorporating controversial texts or ideas, which require the participants to describe and defend their own views on these ideas. Both of the mentioned gap exercises have to have some content worth talking about in order to keep the interest of the learners (as it has already been considered in section 1.2.2). The adult learner does not want to discuss trivia and thus the interest that is aroused by the structure of the activity can be reduced or increased by the topic.

PRACTICAL PART

EFFECTIVE ACTIVITIES FOR DEVELOPING SPEAKING SKILL IN THE ADULT LEARNER CLASSROOM

While in the previous part the features of two main items within the framework of developing the speaking skill in the classroom of the adult learner were characterised, in this part I would like to verify the conclusions and assumptions made in the preceding section.

Before proceeding to the concrete activities, let me point out some factual information about my methodological research. I have done my exploration within the classroom of the adult students who attend intensive language courses organised by a private agency. Individual courses differ mainly in requirements of the customers concerning the hours available a year. Therefore such courses that are held in 140 hours divided into 7 sessions a year, 180 hours in 10 and 288 hours in 9 sessions a year were at disposal to my investigation. The attendants come from the various private firms or the agency arranges training for the employees of the state institutions and hence the professions and prior education level of the participants vary. Regarding the age categories, most of the observed adults are middle-aged but the general interval is between 25 and 55 years. The classes also differ in size and level, which proposes that there are 6 to 10 participants within one group. Each group is on a certain level from elementary to intermediate. According to their levels the groups work with particular degree of New Headway English Course by John and Liz Soars as the main course book and in some elementary and pre-intermediate classes it is supplemented by particular degree of Angličtina pro jazykové školy by Jaroslav Peprník.

After such introduction of the background within which the research was held I would like to introduce the organisation of the activities' exploration. All of the activities are presented in the same way – beginning contains information on the kind of activity in question. The general ideas about task type, materials, level and group size of the particular class, organisation of work and time needed are given.

Then the procedure (including the requirements) and comments follow. At the end the analysis of the activity as a whole is provided.

As for task type, it describes what kind of task is considered whether describing, instructing, giving directions, story telling, giving an eyewitness account or expressing the opinion. The factual information about materials used and needed, level of the class and group size are listed. Concerning organisation of work, the following categories of interaction are applied: pair-work, group work and a full-class activity. The heading 'time' gives the approximate idea of how long the activity took and the entry 'procedure' describes what instruction and activities the learners followed and what they were required to perform. The final analysis determines the features of the whole activity in relation to assumed criteria. It has to be stated that I was the observer of the groups while the activities were applied and so the analysis takes it into account. As for feedback gained from the students it would be estimable to prepare some questionnaires about the degree of their participation and involvement but as none was done, I based the analysis on the feedback attained from the informal discussions with the adult learners after the lessons.

Let me now consider some concrete activities chosen from various resource books according to my assumptions about effectiveness.

ACTIVITY 1: A Family Tree

(From Pair Work 1 by Watcyn-Jones, 1997)

Task type: looking for differences

Materials: copy of A and B family trees per pair (see in Appendices pp67-68)

Level: elementary

Group size: 8

Organisation: pair work

Time: 10 - 15 minutes

Procedure: 1. The students are divided into pairs and each A student is given copy of
A family tree, each B student is given B copy of the family tree.

2. The students are required to find twelve differences by asking each other
in turns about the family members' names, jobs and ages.

Comments: When the students were instructed, they started working in pairs. I went around listening and helping where the learners got stuck. As the topic was quite familiar, they did not have many problems with the vocabulary but if they came across any of the difficulty, I encouraged them to negotiate the meaning rather than to express their intention word by word.

Analysis: As soon as the students started working they did not seem to have many difficulties concerning vocabulary or structure. One reason for that can lie in the fact that it was quite familiar to them because they were introduced the topic a week ago and they have been practising it since then. However, if any problems emerged, I invited them to reformulate the questions or to use other expressions they knew.

They helped each other within a pair especially with making the questions where the weaker students participated, which has disclosed the advantages of mutual co-operation. Their working in a pair generated not only mutual help or negotiation but it also corresponded better to the natural communication between people, as it usually occurs in a pair. The students seemed to be experiencing the friendly environment where potential mistakes were not the cause of the fear to speak. When recognising the fact that not everyone in the classroom could listen to them and hear their errors, even the silent and shy students started to produce more speaking. The learners brought up another important point in our informal discussion after the activity. They appreciated that questions and answers about a basic personal information are practically applicable and they regarded the relevance of the activity to the authentic life situations highly. The learners seemed to enjoy competing about the fact, which of them will find more differences more quickly. Thus they were involved in the activity more. Since the number of the differences limited them, the students looked like being confident about their performance.

ACTIVITY 2: Fortunately...

(From New Headway Teacher's Resource Book – Pre-intermediate by Castle and Soars, 2000)

Task type: sequencing the pictures in the story

Materials: 2 copies of each story per pair, one of each story cut up without the prompts
(see in Appendices pp69-71)

Level: pre-intermediate

Group size: 10

Organisation: pair work

Time: 25-30 minutes

Procedure: 1. The students are divided into pairs and each student is given a complete version of one story and cut out and out-of-order pictures of the second story.
2. The students are given the time to prepare a 'fortunate/unfortunate' story from the complete version according to the prompts below pictures.
3. Then the students looking at their complete versions are required to tell the story to their peers who are demanded to sequence the pictures in the order that they are told. After they finish, they can check it according to the complete versions.

Comments: As pre-activity I wrote 'fortunately' and 'unfortunately' on the blackboard and started with some examples of the chain story. Then I invited a student to add one sentence and another learner to continue to let them practice 'fortunate/unfortunate'

chain story. Then we proceed to pair work and the students began working without difficulty – first they individually prepared the story in 2-5 minutes and then by telling it they instructed their peers to sequence the pictures in the story.

Analysis: The students were engaged from the very beginning of the activity. As soon as they got copies of the complete versions they began to make a chain story from the prompts. Especially the weaker learners appreciated the prompts because it was not so easy to suggest the action only according to pictures in some cases. However, the difficulties concerning vocabulary did not seem to emerge, as it was quite familiar – the topics ‘holidays’ and ‘robbery’ were introduced a few lessons earlier within practising past tense. The learners co-operated in pairs and they helped each other when any problems arose. Thus working in pairs have confirmed that a possible fear of making the errors in speech in front of the whole class could be avoided by arranging the students into small groups. On the other hand, some pairs accepted the activity as a competition and hence they were completely taken up with who is better in sequencing. While going round and listening I assisted if they got stuck, which did not occur more than three times within the whole class. During observing the students, they did not seem to worry much about how they say it but concentrated mainly on what to say, which resulted in fluent rather than accurate spoken production. Their attention seemed to be caught up by exciting and witty nature of the stories, and in spite of the fact that the activity had no direct practical application, the students participated with concern.

ACTIVITY 3: Flatmates

(From Elementary Communication Games by Hadfield, 1985)

Task type: taking roles and asking about and describing everyday habits

Materials: a copy of a role card per a student - each role card twice within the class

(see in Appendices p72)

Level: elementary

Group size: 10

Organisation: whole class, pair work

Time: 15 minutes

Procedure: 1. The students are given the role-cards and time to read them.

2. The students have to find a suitable flatmate with the same or similar lifestyle by interviewing each other about their habits and routines.

Comments: After instructing the students set out on looking for their mates. A few difficulties arose concerning the vocabulary, but as the topic of daily routines and habits

was practised during the previous lessons no greater problems emerged. The students were allowed to talk with one peer at a time.

Analysis: This activity concentrated on a role-playing and thus the students worked with changed identity. They seemed to be less afraid to produce their oral intentions and seemed to practise more, which I assume was due to the swap of personality. The topic and vocabulary within this activity were quite easy and familiar and so the students were eager to practise, as they felt quite confident. The topic concerned lifestyle, habits and hobbies, so the students trained the vocabulary applicable in the real situations, which also seemed to enhance their willingness to communicate. Although this role-play conveyed the activity within the whole class, each student interacted with another in a pair at a time. Therefore the students were not afraid to practise speaking even with mistakes, which usually causes tension and fear of the students. The students had to find a flatmate and make decisions about their choice of him and thus their personal experience in such situations was taken into account. The learners were involved and they also enjoyed the activity because of the slight trace of a competition, as they were not told before that there were flatmate-peers to everybody. All of the mentioned items seemed to facilitate the activity for the learners and therefore it generated more effective and successful practising of oral production.

ACTIVITY 4: Town plan

(From Keep Talking by Klippel, 1993)

Task type: giving directions

Materials: a copy of A and B versions of the map (see in Appendices p73)

Level: intermediate

Group size: 8

Organisation: pair work

Time: 15 - 20 minutes

Procedure:

1. The students are divided into pairs and each partner receives one version copy of the town map.
2. The students then ask each other for information that is missing from their plans (the names of the streets, location of buildings or other places) and by describing the way they indicated them on their maps.
3. As soon as their plans are the same, each student writes in the names of eight more places and they have to find out those places in turns by asking

each other to describe the way from the indicated point to unknown places.

Comments: The activity contains several steps but the students worked really easily and at the end they were given 5 more minutes as all of them could not manage to do it in time. After they finished they could disclose the plans to each other.

Analysis: During my explanation the students seemed to be quite confused by the number of steps they have to do but after they got the plans, they could find the instructions at the bottom of the page and no more questions concerning requirements appeared. At the beginning they seemed to be rather bored by so 'easy' exercise for intermediate students but when they set to work they found that they could come across some vocabulary troubles even at their level. When it happened and they could not come to agreement concerning location of the places, I encouraged them to negotiate the meaning rather than to try to express their intention word by word. Moreover, they began to like the activity as they found out they could play it as a battleship game. Pair working allowed them to interact only with their peers, so the embarrassing situations with being ridiculed because of producing incorrect forms were eluded. On the other hand, they seemed to be helpful and tried to offer help if needed. While observing, I could see that they communicated a lot and were interested in it at the same time. I assume it happened because they recognised that training of telling the way would help them in everyday life.

ACTIVITY 5: Crisis

(From Take 5 by Carrier, 1985)

Task type: expressing the opinion and simulating the situations

Materials: none

Level: pre-intermediate

Group size: 9

Organisation: group work, whole class interaction

Time: 30 minutes

Procedure: 1. The students are divided into three teams and given time for getting ready. Each team prepares a list of 5 disasters or crises that might befall the school, class or individual.

2. One team (A) starts asking each of the other two teams about their questions with the structure "What would you do if...?" and the other two teams try to answer.

3. According to sensible or witty answers the A team decides which team is getting the point and the game proceeds to questions of team B and finally team C.

4. At the end the team with the highest score wins.

Comments: The students within the team could co-operate and consult but they had to ask and answer in turn. All the courses of action suggested had to be sensible and if some difficulties or hesitating relating to the scoring emerged I helped to judge.

Analysis: At first the learners started working in groups of three to prepare the list of disasters and then they negotiated 5 most important. They seemed to communicate with ease within their team, as the situation resembled usual conversation conditions. Their fear of making mistakes in speaking on public was thus avoided. As soon as any problems with vocabulary appeared and somebody did not understand the question, I advised the asking team to reformulate the question so that the opponent could understand. They did not seem to experience any panic working in a whole class. I think it is due to the fact that the atmosphere within the class was not stressful but relaxed, friendly and rather amusing, so the students did not feel uncomfortable when producing speaking in front of the broader audience. All the students co-operated within their groups and they participated as they recognised they could contribute somehow. The learners were actively involved in the activity, because they took it as a competition and fun and hence wanted to contribute to the whole activity by presenting their views and solutions. Their interest and curiosity seemed to be aroused also by imaginative, unreal situations, which on the other hand sometimes elicited funny and witty reactions. The learners enjoyed the activity for their opinions and ideas were accepted and respected by the others in such entertaining activity. The students were amused and participated actively in practising at the same time and moreover they acquired the forms of the second conditional quite easily through this activity. It seemed to be successful although it did not practise the topics and structures relevant to everyday life and did not concentrate on the student's experience so directly.

ACTIVITY 6: City Breaks

(From New Headway Teacher's Resource Book – Pre-intermediate by Castle and Soars, 2000)

Task type: simulation and taking roles - describing and persuading the others

Materials: a copy of the quiz worksheet per student for half the class and one destination summary per student for the other half of the class (see in

Appendices pp74-76)

Level: pre-intermediate

Group size: 8

Organisation: Whole class, pair work

Time: 30 - 35 minutes

Procedure: 1. The students in a half of the class are travel agents and the other students are holidaymakers. The holidaymakers complete a questionnaire to help them decide what type of holiday they are looking for, while the travel agents read through their destination summary and prepared to talk about their city.

2. The travel agents prepare their agencies and holidaymakers visit them one after the other.

3. The holidaymakers are told to describe their preferred type of holiday before the travel agents start to persuade them.

Comments: The students were given time to go through their individual tasks and I went round helping where necessary. Then the travel agents set up their stalls and I encouraged them to be as persuasive as possible to sell their destination. Before the holidaymakers started to visit agencies I also encouraged them to ask as many questions as they can about each city before they make their final choice and to record details in their notebooks. During the procedure I went round listening and helping when the students got stuck.

Analysis: During this activity the students could put off their everyday roles and social positions, as the activity was based on taking the roles and changing the identity and the environment of them. Hence the inhibitions caused by the common social positions were eliminated and even the introvert students became more active and produced their oral output with ease and enthusiasm. Moreover, the activity allowed the students to talk only to a peer at a time (although this is a whole class activity) and thus possible fears of being embarrassed in public because of mistakes were not fulfilled. The students could express their preferences and decisions and they experienced that the others esteemed their opinions and ideas. Talking about something that influences them personally was eminently motivating for them and could generate their interest. This fact appeared to enhance the students' encouragement to produce a speech. The students were all completely concerned in the activity as they worked in a comfortable atmosphere full of fun, although the 'travel agents' accepted the activity as a challenge

for competing who attracts more tourists. The students seemed to practise more because they recognised that the topic induced practical help and application in the real actions in everyday life.

ACTIVITY 7: Eyewitnesses

(From Advanced Communication Games by Hadfield, 1987)

Task type: giving an eyewitness account by taking roles

Materials: a role card and a map for each student (see in Appendices pp77-79)

Level: pre-intermediate

Group size: 10

Organisation: whole class, pair interaction

Time: 25 minutes

Procedure: 1. The students are given the role cards and the maps and they have time to read the information from the cards.

2. They are told the background of the story: a young woman called Jennifer was kidnapped yesterday and they all saw her at some time yesterday.

3. The students have to find out where she is being held by kidnappers and thus should be achieved by talking to each other and investigating about when and where she was seen. By reconstructing her movements during the day and drawing her route in on the map the students can reveal the place where she is. It should be in last unaccounted building on the map.

Comments: The students were given sufficient time for absorbing the information from their cards before they were told about Jennifer's kidnapping. Before they started they were also told to work with and ask only one per at a time while investigating.

Analysis: During the procedure the students were allowed to speak within a pair, which facilitated the work for weaker and shy students. They were talking only with one student so their potential tension of being ridiculed in the public because of mistakes was diminished. Furthermore, the students were taking roles and even usually quiet and timid students seemed to speak more openly in the 'role'. I think it was on account of the fact that their inhibitions and panic about making mistakes in front of the others were eliminated. They did not seem to have any difficulties, except a few questions concerning the vocabulary. The students were engaged in the investigation and looking for the problem solution and as I could see they felt they could personally contribute to and participate in the final conclusion, which motivated them in their oral production. They were also caught up in the activity because the situation itself was rather attractive and exciting for them.

ACTIVITY 8: Dinner Party

(From Discussions That Work by Penny Ur, 1992)

Task type: expressing and defending the opinion within simulated situation

Materials: a copy of original seating plan and information sheet per group (see in Appendices pp80-81)

Level: intermediate

Group size: 9

Organisation: group work

Time: 25 – 30 minutes

Procedure: 1. The students are divided into groups of three and explained the situation:

‘Mr and Mrs Smith are giving a dinner party which they want to be a success but it turns out that they have a varied, rather tricky selection of guests. They have a long, narrow table at which ends the couple will sit.

But they need to seat the other twelve guests so that there will be general pleasant conversation and no excitement, embarrassment or friction. Mrs Smith asked her secretary to make seating but her layout is not satisfactory. Therefore Mrs Smith has applied to a firm specialising in social relations to suggest a suitable arrangement according to her information about the guests.’

2. The students are given the copies of the secretary’s suggested seating plan and they are told that they are working in the firm and have to arrange the suitable seating order.

3. The students are also provided the requirements sheet of Mrs Smith and they have to take the facts about the guests into account when arranging.

4. After the groups finished their suggestions are compared within the whole class.

Comments: As this task is very difficult to solve, I encouraged the students to weigh up the problems and their relative importance. I told them that a situation that might lead to slight embarrassment may have to be accepted if it helps to avoid a situation of outright friction. Therefore I also amplified some of the items in the Information sheet by noting that there are three families and it is up to the students if they should be put together and that some characters could be applied to neutralise the more difficult characters (for other potential notes see Appendices p81 – Teacher’s notes). After the solutions were suggested the group compared them in a whole class discussion.

Analysis: The students seemed to be enthusiastic about the activity and they started to work and make decisions eagerly. They were all speaking within the group because they were not afraid of being distressed by making mistakes, as they would be if they spoke in front of more people. They participated

actively in the problem solving and expressed their own ideas and views, which supported their motivation to produce their oral intentions. The students also applied their own experience from the sphere of social relations and they believed that their personal contribution would help the final suggestion about seating, which also raised their interest and encouragement to speak English. As they had to weigh up the difficulties concerning seating the guests, the activity brought up the problems that are directly related to the real life situations. The students seemed to be involved too because the task practised discussion that was very closely connected to practical application of English in common situations. If the learners were not sure enough of themselves about the structure or vocabulary, they provided each other with necessary mutual help and it resulted in their greater production of the oral output, as they felt more confident during the discussion. Their experiencing the co-operative spirit within the discussion generated more confidence in speaking English and thus it increased their oral interaction. The students also seemed to be activated because solving such logical and practical problem evidently aroused their natural curiosity. They were engaged in the activity as they were attracted by the topic.

CONCLUSION

The main aim of this work is to answer the question what the effective strategies in teaching the speaking skill to adults are. To be able to answer, first remind how the term 'effective' is applied in the research. The word is used in general for those techniques, that lead to increasing the learner's confidence about spoken production and thus to improving and extending the student's oral performance in English. It is also necessary to mention that the term effectiveness of the activities expresses the fact that as many students as possible communicate in the target language with less or more fluency and accuracy, and that there is apparent motivation of the learners to do so. When the learners revealed evident interest and

participation during the research by concentrating attention either on speaking or on listening to other speakers reacting to seriousness or humour, then it could be concluded that the activity was successful and effective.

Several hypothetical assumptions about what could be effective have been made throughout the work. On the basis of methodological research and analysis of the effectiveness of the activities in terms of the student's involvement and participation, the author has come to the conclusions that certain techniques particularly affecting successfulness really exist.

It follows from the study, that effective strategies are those that lead to the ensuing results – the students are not afraid or ashamed to speak, they are interested in it and they rather experience comfortable feelings in a relaxed atmosphere during their oral production. By analysing the activities on the basis of the previous theoretical background and by verifying the assumptions, it has been disclosed which criteria should be kept to result in such consequences. Four main strategies for effective teaching have been distinguished.

As it is implied from the research, eliminating the students' inhibitions and shame to produce a speech caused by recognising the possibility of being ridiculed or embarrassed by mistakes, is effective. The notion that the teacher could avoid such panic in the students by organising them into pairs or small groups confirms the theoretical suggestion about diminishing communicative stress made by Brumfit and Brown and Yule in 1.2.2. These types of interactions provide a solution not only for reducing the fear of speaking in front of more people. Other advantages of organising pair or group work also intensify the effectiveness of the speaking activities. Such interaction increases participation of the students and allows them to get more practice as the research indicated. During observing the students, it could be discerned that they produced more output and each student was also exposed to more input. This extended participation was not limited to those who are usually dominant – also the students who are commonly shy of saying something in front of the whole class or to the teacher found it much easier to express themselves in front of their peers. This organisation also stimulates negotiation of meaning, which suits the theoretical conclusions about the importance of fluency suggested by Brumfit in section 1.2.1. One of the main advantages of arranging the learners into pairs or groups deals with reduction of their dependence on the teacher and thus with development of the learner's ability to participate effectively in everyday English conversation.

Another technique of eliminating the adult learner's tension during oral production is connected with casting off everyday social roles and positions. It is clear from the research that simulations and role-plays suit this idea best. By watching the adult learners during activities it can be confirmed that in some situations they were really more willing to produce their utterances in the role of somebody else.

Sequencing of introducing the new elements via their training to carrying them out led to successful results in acquiring the speaking skill by the students, which supports the theories of Littlewood, suggested in division 1.2.1. During the study it has been found out that keeping such principles of succession together with pre-activity preparation in terms of vocabulary or structure has proved to be really effective. The practical research has confirmed that such ordering helps the adult learner to avoid

possible difficulties with unfamiliar vocabulary and thus it leads to greater eagerness to participate in oral interaction. Therefore it can be considered another strategy for effective teaching.

As the investigation has disclosed, applying the techniques based on positive motivation of the students leads to eliciting of the learner's interest in communicating English and thus it also reveals to be effective. The students' attraction was attained when they were provided with interesting subjects of conversation, which aroused their natural curiosity, and as a result the students were much more involved in practising oral interaction. The adult learners' participation also augmented when they could discern the relevance for its practical uses. As it has been experienced, the application of the above mentioned general principles of teaching adults submitted by Skalka and Löwe in section 2.2 of this study, has shown to be effective. By analysing successfulness of the activities, other possibilities of increasing the adult learner's interest have been encountered. The students were more willing to communicate especially during activities that were concerned with the learners themselves, their feelings and ideas and they were also very involved in activities in which their natural desire to compete was applied. These facts have confirmed the theoretical considerations about the necessity of building the adult learner's positive attitude and motivation for effective teaching based on Hunter's and Löwe's theories.

During the methodological study, the importance of creating a comfortable atmosphere for developing the spoken production in order to intensify its effectiveness has been revealed. The students obviously worked more easily when they felt a part of a strong group and could co-operate. They were also producing more oral output when they felt that they participated actively in problem solving and they had something to contribute personally. Their motivation to produce more speaking was enhanced if they experienced that their opinions were respected within the group and they were taken seriously as people. The practical study has also ratified another important fact sustaining the relaxed environment, which is a carefully considered dealing with the students' mistakes. As the observations have revealed, nothing is more disturbing for the students in their attempts to produce a speech than permanent correcting by the teacher. Providing the students with a feeling of co-operation and active participation during oral interaction without pressure of being corrected confirms and is in accordance with the theories of Brown and Yule about thoughtful correcting the mistakes and Skalka's principles of teaching the adult learner.

It is clear that the more above-mentioned strategies are implemented within the development of the speaking skill, the more effective the learning-teaching process occurs. On the other hand, it also has to be remarked that it is not possible to expect that the previous activities will work every time in every group. Before putting the particular activity into practice the teacher has to consider many factors: class dynamics, whole atmosphere and momentary mood and disposition of his students as well as level of their abilities and language knowledge and such psychological factors as personal characters, tiredness, private problems and so on. Finally, it is the teacher who decides about suitability and appropriateness of the activity for the students and who predicts its possible success within the concerned group. Another point should be reminded – the

instant learner's enthusiasm and motivation to do such activities cannot be expected. Everybody has ups and downs and the teacher has to take into account that there are many other things happening in the students' lives and their English classes are just a small part of it.

Although the research results were sufficient and satisfactory for this study, it is not possible to verify all techniques that operate the effectiveness of teaching oral production, and thus the author appeals to professional judgement of the teachers in applying those strategies within particular conditions. It is necessary to reflect on the language of the students working on the speaking activities as well as their psychological and social background to be able to conclude whether the activity can contribute to the development of the learners' communicative ability.

RESUMÉ

Hlavním tématem této diplomové práce je problematika rozvoje řečových dovedností ústního vyjadřování ve výuce dospělých studentů. Na základě lingvo-didaktických a psychologicko-pedagogických studií se práce pokouší vymezit a naformulovat kritéria, jejichž dodržování vede ke zvýšení jistoty dospělého studenta při ústním vyjadřování a zintenzivnění ústní produkce, a tím i k zefektivnění výuky. Vzhledem k faktu, že cílem této práce není poskytnutí obecné sbírky aktivit pro

rozvoj řečových dovedností v anglickém jazyce, věnuje se metodologický výzkum především analýze podmínek a technik, které podporují vznik a rozvoj schopností dospělého studenta komunikovat anglickým jazykem v běžných situacích. Studie je určena učitelům anglického jazyka, kteří pracují s dospělými posluchači a kteří se chtějí věnovat a podílet na dalším možném rozvoji ústní produkce svých studentů.

Práce se skládá ze dvou hlavních částí – teoretické a praktické. Poněvadž hlavním cílem je nalezení odpovědi na otázku, které jsou nejefektivnější strategie při výuce mluvené podoby jazyka ve třídě dospělých, teoretická část zaměřuje svou pozornost na studii psychologie a pedagogiky dospělých, metodiky výuky ústního vyjadřování a strategie řízení vyučovacích procesů v rámci vzdělávání dospělých. Praktický výzkum vychází ze závěrů studií v teoretické části a ověřuje míru efektivity strategií na jednotlivých aktivitách. Jelikož se práce zaměřuje na rozvoj komunikativní dovednosti v anglickém jazyce pro každodenní interakci, otázky spojené s problematikou výslovnosti, intonace a jazykových variant nejsou v práci zohledňovány.

Jak už bylo uvedeno, práce je rozdělena do dvou částí, přičemž každá z nich má své další kapitoly.

První kapitola se zabývá charakteristickými znaky mluvené podoby jazyka a z nich plynoucími implikacemi pro vyučování ústní produkce. V této části jsou rozebírány jednotlivé komponenty komunikativní dovednosti, ale také naznačeny postupy, jak tyto komponenty při výuce zohlednit. V rámci diskuse o vhodnosti výuky správné a gramaticky přesné podoby jazyka či spontánní ústní produkce s chybami je vyvozeno, že oba způsoby mají být zakomponovány do výuky na základě aktivit trénujících přesnost a správnost a následné aktivaci osvojených znalostí v praxi. Lingvodidaktická část také věnuje pozornost otázce snižování tzv. komunikativního stresu, který u dospělého studenta bývá hlavní příčinou ztráty důvěry ve vlastní schopnosti vytvořit ústní produkci, a nabízí způsoby takové redukce. Dalším problémem diskutovaným v kapitole o výuce a aspektech mluvené formy jazyka je detekce a opravování chyb při ústním vyjadřování studentů. Z diskuse vyplývá, že chyby jsou především reflexí momentální úrovně studentů, a tak jejich opravování musí učitel vždy pečlivě zvážit na základě analýzy důsledků korekce chyb. Citlivým výběrem technik opravování může učitel též přispět k eliminaci komunikativního stresu a rozvoji komunikativní dovednosti. Pokrok studentových dovedností by měl být hodnocen, o čemž pojednává poslední sekce této kapitoly. Autorka vyslovuje hypotézu, že kontinuální zaznamenávání studentova pokroku má pro učitele i žáka větší informační hodnotu, a tak hodnocení má spíše představovat shromažďování informací o progresu pro podporu studenta v dalším učení než sloužit jako učitelův nástroj k vyvolávání úzkosti ve studentech.

Druhá kapitola se zaměřuje na psychologické aspekty dospělého studenta a atributy, které ovlivňují vyučovací proces. Tato část pojednává především o motivaci studujících, ale také o dalších typických znacích dospělého posluchače, jako jsou předchozí znalosti, zkušenosti s vyučovacími metodami a učením, snaha o samořízení studia a praktická orientace. Mezi další diskutované faktory patří věk, osobní charakter, postoj a vztah k učenému jazyku a průvodní pocity. Ze studie vyplývá, že efektivní techniky jsou založeny především na pozitivním motivování a vzbuzování zájmu studenta o jazyk. V rámci této kapitoly jsou také prezentovány základní principy vzdělávání dospělých, jejich praktická aplikace

přispívá k budování kladného vztahu studenta k osvojování jazyka a stimuluje jeho zájem aktivně se podílet na rozvoji svých řečových dovedností.

Závěrem teoretické části jsou z předchozích sekcí vydedukovány takové podmínky, které vedou k zefektivnění výuky mluvené podoby jazyka ve třídě dospělých studentů. Je zde rovněž shrnuto, že vyučování ústního vyjadřování v cizím jazyce je založeno jednak na pomoci dospělým studentům budovat důvěru v sebe sama při ústní produkci, ale i na odstraňování takových elementů, které evokují nepříjemné průvodní pocity a snižují tak jistotu studenta i jeho motivaci komunikovat. Ke konci této části jsou nastíněny jednotlivé podmínky usnadňující a zlepšující proces osvojování mluvené formy jazyka. Základní principy podporující efektivitu výuky spočívají v uvážené posloupnosti aktivit studenta od seznámení se s novou látkou přes procvičování ke konečnému praktickému použití a ve vytváření příjemné atmosféry, v níž stres a obavy jsou redukovány na minimum, avšak studentova aktivní účast je maximalizována. Dalším faktorem přispívajícím k efektivitě výuky je pozitivní motivace a vytváření kladného vztahu k učení a v neposlední řadě také vyvolávání zájmu studentů komunikovat daným jazykem. Vytváření a dodržování těchto podmínek učitelem znásobuje efektivitu jednotlivých činností studenta v rámci osvojování si produkce mluvené podoby jazyka.

Druhou část práce tvoří praktický výzkum, který na základě aplikace vybraných aktivit a jejich následných analýz prověřuje platnost a úspěšnost jednotlivých kritérií. Během výzkumu byly zvoleny různé úrovně obtížnosti aktivit i různé typy úkolů od jednoduchých popisů a instrukcí přes vyprávění až po vyjadřování a obhajování vlastních názorů v rámci diskusí a debat. Praktické zkoumání probíhalo ve třídách dospělých studentů v intenzivních tří až čtyřdenních kurzech, které se konají vždy jednou měsíčně.

V závěru celé práce se autorka pokusila zodpovědět základní otázku, které jsou efektivní strategie ve výuce řečových dovedností u dospělých studentů. Na základě shrnutí výsledků praktických analýz a teoretických dílčích závěrů z první části práce jsou vyvozeny techniky, které se prokázaly být účinné. Efektivní tedy jsou takové strategie, které směřují k následujícím situacím – studenti se nebojí ani nestydí mluvit anglickým jazykem, mají zájem komunikovat a provází je při tom spíše příjemné prožitky v uvolněné atmosféře. Z výzkumu i teorií byly vyvozeny závěry, že k těmto výsledkům vedou následující čtyři techniky: eliminace studentových zábran a studu produkovat mluvenou formu jazyka; dodržování posloupnosti a návaznosti od představení nového přes procvičování k praktickému používání; zvyšování pozitivní motivace a zájmu studenta se učit a vytváření pozitivní atmosféry pro proces vyučování.

Jak vyplývá z práce, redukce zábran a strachu dospělého studenta mluvit cizím jazykem je možno docílit kooperací studentů v menších skupinách, kde jejich obava z potenciálních chyb a tím společenské diskreditace je eliminována na minimum. Navíc aktivní účast studentů v komunikaci je v rámci párů či malých skupin zvýšena, a tudíž vede k výraznějšímu procvičování a tvoření ústní produkce, a tím i zlepšování komunikačních dovedností. Další strategie, která je založena na principu sekvence a následnosti, pomáhá studentům vyhnout se obtížím s neznámými jazykovými jevy, čímž podporuje jejich odhodlanost aktivně komunikovat. Používání strategií na bázi pozitivní motivace má za následek zvýšení zájmu studentů o studium jazyka a jejich aktivní zapojení do výuky. V závěru práce jsou nastíněny různé

způsoby, jež vedou k aktivní participaci studenta. Patří mezi ně evokace zájmu studenta atraktivními tématy k diskusi, poukázání na relevanci učeného k praxi, využití jeho vlastních zkušeností, pocitů a názorů a využití přirozené snahy soutěžit a vyniknout. Z metodického výzkumu i teoretických studií vyplývá důležitost vytváření pozitivního prostředí pro efektivní rozvoj řečových dovedností. Pocit spolupráce a participace na řešení problémů společně s dobře uváženou korekcí studentových chyb jednoznačně podporuje motivaci dospělých studentů komunikovat anglickým jazykem. Je jasné, že čím více strategií je v rámci jedné aktivity použito, tím efektivnější vyučovací proces nastává.

Závěrem je nutné podotknout, že pro praktické ověřování hypotéz o efektivních technikách byl vybraný vzorek dospělých studentů postačující, avšak byl pouze orientační. Pro získání přesnějších výsledků by bylo nutné provést širší výzkum, ani tak ovšem nelze vyvozovat obecné závěry. Práci učitele v dané skupině totiž ovlivňují další faktory, mezi něž patří podmínky a možnosti institucí, dispozice, schopnosti a především znalosti a osobní preference samotných studentů.

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APPENDICES

Appendix 1

The questionnaire form – Correction

1. Do you mind being corrected by your teacher?

2. Do you feel it necessary to be corrected?
3. Do you find it uncomfortable to be corrected?
4. Why do you think correction is useful and important (eventually useless) for you?

Appendix 2

The questionnaire form – Motivation

1. Why did you start learning English?
2. Have your reasons changed during your study?
3. Why do you learn English now (you can give more reasons)?