

**UNIVERZITA PARDUBICE  
FAKULTA FILOZOFICKÁ**

**DIPLOMOVÁ PRÁCE**

**2011**

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**University of Pardubice  
Faculty of Arts and Philosophy**

**Material Teaching Aids in Teaching  
English to Young Learners**

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**Thesis 2011**

Univerzita Pardubice  
Fakulta filozofická  
Katedra anglistiky a amerikanistiky  
Akademický rok: 2009/2010

## ZADÁNÍ DIPLOMOVÉ PRÁCE

(PROJEKTU, UMĚLECKÉHO DÍLA, UMĚLECKÉHO VÝKONU)

Jméno a příjmení: Radka HANÁKOVÁ  
Studijní program: M7503 Učitelství pro základní školy  
Studijní obor: Učitelství anglického jazyka

Název tématu: Materiální didaktické pomůcky pro výuku anglického jazyka pro malé děti

### Z á s a d y p r o v y p r a c o v á n í :

Diplomandka se bude ve své práci zabývat problematikou materiálních didaktických prostředků pro podporu rozvoje komunikativní kompetence v anglickém jazyce u žáků mladšího školního věku. V teoretické části práce nejprve představí koncept komunikativní kompetence jako cíl výuky anglického jazyka, dále uvede specifické charakteristiky žáka mladšího školního věku, které zohlední v následné diskusi potenciálu jednotlivých materiálních didaktických prostředků pro výuku zvolené věkové skupiny. Cílem vlastního empirického šetření realizovaného na prvním stupni základní školy bude prostřednictvím dotazovacích technik, pozorování a analýzy portfolií zjistit, zda použití vybraných materiálních didaktických prostředků podporuje rozvoj komunikativní kompetence.

Rozsah grafických prací:

Rozsah pracovní zprávy:

Forma zpracování diplomové práce: tištěná/elektronická

Seznam odborné literatury:

Phillips, S. Young learners. OUP. 2003. ISBN 9780194371957 Reilly, V., Ward, S.M., Very young learners. OUP. 2003. ISBN 9780194372091 Scott, W., Ytreberg, L. Teaching English to children. Longman. ISBN 058274606X Hughes, A., Hadfield, J. How to teach young learners. Longman. ISBN 0582779979 Lewis, G., Bedson, G. Games for children. OUP. 2004. ISBN 9780194372244 Slattery, M., Willis, J. English for Primary Teacher. OUP. 2001. ISBN 9780194375627 Moon, J. Children learning English. Macmillan. 2000. ISBN 9781405080026 Veteška, J., Tureckiová, M. Kompetence ve vzdělávání. Grada. 2008. ISBN 978-80-247-1770-8 Skalková, J. Obecná didaktika. Grada. 2007. ISBN 978-80-247-1821-7

Vedoucí diplomové práce:

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Datum zadání diplomové práce:

30. dubna 2009

Termín odevzdání diplomové práce:

31. března 2011



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V Pardubicích dne 30. listopadu 2009

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Souhlasím s prezenčním zpřístupněním své práce v Univerzitní knihovně.

V Kroměříži 15. června 2011

Radka Hanáková



## **Acknowledgement:**

I would like to thank to PaedDr. Monika Černá, Ph.D. who provided me with support and valuable advice during the process of writing this thesis.

## **Abstract**

This thesis deals with material teaching aids which can be used in teaching English to young learners in primary schools. The theoretical part introduces the term 'young learners' and describes basic characteristics of young learners. The thesis aims at finding out what teaching aids may be used with young learners and how they contribute to the development of their communication competency. The term 'communication competency' is explained in the theoretical part. The practical part describes the research, its process and outcomes. The aim of the research was to find out what teaching aids are used in the English classrooms, the frequency of their use, how they are appreciated by the pupils and how they develop the communication competency. The research gained qualitative and quantitative data which were analysed statistically and interpretatively. Two teachers were involved in the research and the aim was to find out how they can benefit from using particular teaching aids. The research instruments were designed to gain the data for the purpose of this research. The outcomes were described in connection with the overall aim of the thesis.

**Key-words:** English language teaching, young learners, communication competency, material teaching aids, primary school

## **Abstrakt**

Tato diplomová práce se zabývá materiálními didaktickými prostředky, které mohou být použity při výuce angličtiny pro malé děti na 1. stupni základní školy. Teoretická část představuje termín ‚malé děti‘ a popisuje jejich základní znaky. Cílem této diplomové práce je zjistit, jaké didaktické prostředky mohou být použity pro malé děti a jak přispívají k rozvoji jejich komunikativní kompetence. Termín ‚komunikativní kompetence‘ je představen v teoretické části. Praktická část popisuje výzkum, jeho průběh a výsledky. Cílem tohoto výzkumu bylo zjistit, jaké didaktické prostředky se využívají v hodinách angličtiny, frekvence jejich použití, jak jsou hodnoceny žáky a jak rozvíjejí komunikativní kompetenci. Výzkumem se získala kvalitativní a kvantitativní data, která byla analyzována statisticky a interpretativně. Do tohoto výzkumu byly zahrnuty dvě učitelky a cílem bylo zjistit, jak dokáží využít jednotlivé didaktické prostředky. Pro účel tohoto výzkumu byly vytvořeny výzkumné nástroje na získávání dat. Výsledky byly popsány v souvislosti s celkovým cílem této diplomové práce.

**Klíčová slova:** výuka anglického jazyka, malé děti, komunikativní kompetence, materiální didaktické prostředky, 1. stupeň základní školy



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# 1. Introduction

We live in the time when the world is changing fast. People have more chances to meet new people, new countries and traditions thanks to a higher possibility of travelling and the demand for learning a foreign language is increasing. English is a wide-spread language which is spoken all over the world and the world governments have to respond to this situation. The result is the introduction of the English language in primary schools which has a lot of advantages in the future children's language development.

Brewster, Ellis and Girard come up with the summary of a current status of the English language. "The world seems to be shrinking very rapidly as international barriers break down and people can more easily come into contact with other cultures and languages through travel, communication or new technology" (2002, p.1). And they also add that "there is a growing trend for using English as a world language. This has led to the introduction of English language learning by many children in many countries all over the world and to a trend – the lowering of the age at which children learn a foreign language" (2002, p.1).

In the Czech Republic there is a document The National Plan of Teaching Foreign Languages published by the Ministry of Education, Youth and Sports and passed by the government of the Czech Republic on 21<sup>st</sup> December 2005. The aim of the National Plan of teaching Foreign Languages is to create appropriate conditions to heighten language knowledge and communicative competency of people of the Czech Republic in foreign languages, so that people could understand and communicate in foreign languages. This document says that knowing a foreign language helps us to be more open to other cultures and opinions. This is in accordance with another document valid in the Czech Republic – Framework Education Programme for Elementary Education. The Programme says that "The mastery of foreign languages helps reduce language barriers and thus increase the individual's mobility both in his/her personal life and in his/her further study and future career path. It makes it possible for the pupil to learn about the differences in the lifestyles of people in other countries and their different cultural traditions. Moreover, it promotes an awareness of the importance of mutual

international understanding and tolerance and creates the conditions for the cooperation of schools on international projects” (FED 2007, p.18).

According to both these programmes English is the first foreign language taught in Czech schools. English is obligatory to be taught from 3<sup>rd</sup> year of elementary education. But in the Czech Republic there is a growing trend to start teaching English much earlier – either from 1<sup>st</sup> year of elementary education or even in the kindergarten. This is up to schools how they organize their English teaching programmes. Most schools make effort to meet current needs and also they are the parents who play an important role – they know how important the language knowledge is and they are interested in teaching English to their children at a very early age. The National Plan responds to recommendations of European Committee and their Action Plan for years 2004-2006 (Promoting Language Learning and Linguistic Diversity, 2005). The European Committee appealed member states to provide the beginning of early foreign language learning at a very early age (Hanušová, Najvar, 2007, p.42).

At the end of their elementary education pupils should attain the Level A2 according to the Common European Framework of Reference for Languages (FED 2007, p.18).

Advantages of language education at an early age are shown only when young learners are educated by qualified teachers. Suitable teaching aids, instruments and materials are necessary conditions for efficient language education. S. Phillips comments on this and says that “English is often taught by non-native speakers. Although they are trained primary teachers, they may not be trained language teachers or on the other hand, there are more and more private language schools that provide classes for young learners. Their teachers are often native speakers who have not had specific training in teaching children” (1993, p.3).

Little children learn the cultural property of their nation and as they start to learn to be aware of other cultures, they start to be more open to and interested in other people. The primary language education forms key attitudes to languages and cultures and creates the grounding for lifelong language education. Early classes are not understood as classical language education but they serve as a preparation for its adoption. It means providing an opportunity to look into other cultures and motivating children to learn a foreign language.

Teaching English to young learners and very young learners is becoming a trend in the Czech Republic. The reasons are high potential for mechanical memory of little children, their curiousness and playfulness. They are spontaneous, they do not have any barriers while imitating and when educational activities are enjoyable, children's skills develop and they learn naturally. Teaching young learners requires qualified teachers. They have to know characteristics of this age group, they have to be prepared for a different teaching style and they have to use different teaching aids and materials which can develop communication competency.

## **2. Communication competency**

The process of education is described in an important document which is valid in the Czech Republic and it is the Framework Education Programme for Elementary Education. This document has been valid since 2007 and all elementary schools have to teach in accordance with it. This document says that “the purpose and aim of education are to equip all pupils with a set of key competencies on the level which is attainable for them and thus to prepare them for their further education and their participation in society. The acquisition of key competencies is a long-term and complicated process, which begins with preschool education, continues during elementary and secondary education and is gradually refined in subsequent life” (FED, 2007, p.11). The term Key Competency is based on National Programme for the Development of Education in the Czech Republic – White Paper (2001). It is a strategic document of the Ministry of Education and it introduces and uses this term. The term competency is explicitly preferred to any other terms (skills, ability or qualification) with regard to the compatibility of terms in the international, especially European standard and also because it is the only term from established terms which covers all terms as knowledge, skills, abilities and values (Veteška, Tureckiová 2008, p.71).

In the Framework Education Programme key competencies are described as “a set of knowledge, skills, abilities, attitudes and values which are important for the personal development of an individual and for the individual's participation in society and the entire education content and all the activities taking place at school must be aimed at and contribute to forming and developing these competencies” (FEP 2007, p.11).

This programme presents six competencies – Learning Competency, Problem-Solving Competency, Communication Competency, Social and Personal Competency, Civic Competency, Professional Competency.

The main aim of English language teaching is development of a communication competency which says what the pupils should be equipped by at the end of their elementary education. This is described in the Framework Education Programme and in terms of communication competency it states that: an elementary-school graduate:

- formulates and expresses his/her ideas and opinions in a logical sequence, expresses himself/herself pertinently, coherently and in a cultivated manner in both oral expression and writing
- listens to other people's utterances, understands them and responds to them adequately, participates effectively in discussions, defends his/her opinion and argues appropriately
- understands various types of texts and records, graphic materials, commonly used gestures, sounds and other information and communication means, reflects on them, reacts to them and uses them creatively for his/her development and active engagement in social events
- uses information and communication means and technologies for quality, effective communication with the surrounding world
- uses his/her acquired communication skills to form relations necessary for full-fledged coexistence and quality cooperation with others

(FEP 2007, p.12)

### **3. Specific characteristics of a young language learner**

Teachers who are supposed to teach young learners have to be aware of specific characteristics which they should take into account when preparing for teaching them. They have to distinguish between teenage learners and young learners because they are completely different age groups and every group has its specifications. In the Czech Republic it is not unusual that English teachers in primary schools teach teenage learners as well as young learners. And they have to know how to teach young learners.

#### **3.1. Who are young learners?**

S. Phillips describes young learners as children from the first year of formal schooling - five or six years old (in the Czech Republic it is six or seven years old) to

eleven or twelve years of age (1993, p.3). This mostly corresponds with the first five classes of primary school in the Czech Republic. She also adds that the age is not the most important aspect the teacher should consider but it is more about how mature the children are. “There are many factors that influence children’s maturity: for example, their culture, their environment (city or rural), their sex, the expectations of their peers and parents” (1993, p.3). M. Vágnerová confirms this and adds that children receive their parents’ attitude towards school and education and it can influence children’s motivation towards school work (2000, p.141). It is a very important period in a child’s life for many reasons.

### **3.2. Beginning of school**

In the Czech Republic when children are six years old, they start to attend the first year of primary school. When there are some problems in child’s development, for example the child is not enough socially, physically or mentally mature, their parents are suggested to let the child stay in the kindergarten one more year and start school one year later. But this is only a small number in the total number of children starting school at the age of six.

Z. Helus presents what school readiness includes: to concentrate learners’ attention, to adapt the lessons and co-existence with other learners and the teacher, to be able to draw, write with teacher’s help, to follow the others’ speech, to think logically, to understand the sense of specific restrictions and stress connected with school (restrictions in movements, not to speak, follow the lesson carefully), to understand their duties and try to fulfil them, to control their emotions, to cooperate with other children (2004, p.205, 206).

It is the time when “the learner is a child who becomes a subject of education. But when he/she becomes a learner, he/she does not stop to be a child and in this new role there starts an important period of children’s life way which often influences conditions of their future independent development” (Lukášová, 2010, p.43). This opinion is also supported by Scott and Ytreberg who conclude that this life period “covers some of the most vital years in a child’s development. All education, including learning a foreign language, should contribute positively to that development” (1990, p.1).

The first years of primary school are a new period in children's life. It is a big step and change for the children. It is an important pass between the kindergarten and primary school. "It could be a cheerful experience which will start the period of expectations of something great, important and entirely new in the child's life" (Lukášová, 2010, p.43). P. Říčan agrees with these facts that it is a period which means a radical life change and that the beginning of education determines the character of following years more than anything else. The school means a change from games to school work and duties. But on the other hand, compared to the previous life period and the following one, this time is quite calm and happy (2004, p.145). M. Vágnerová concludes this and confirms that it is a time which brings a child higher social prestige but also higher requirements and emphasis on their observance (2000, p.134). She also adds that the time of beginning the school was not set randomly. At the age of six to seven there are different developmental changes which are conditioned with maturing and learning (2000, p.136).

According to all these authors it is a very important life period and the beginning of forming children's attitudes towards duties, education, teachers and the school itself and so teachers' awareness of all these facts plays a crucial part of their teaching young learners. Teachers have to know what changes proceed in children's body and mind. They are physical as well as mental changes and also changes in their social behaviour.

It is evident that the teacher has to have a professional knowledge and approach to the educational process because in these early years he/she can influence the child's development very positively but on the other hand as H. Lukášová states unprofessional teaching can lead to the beginning of children's illnesses, it can hamper or stop their development in some areas (2010, p.45). "They have many years of learning ahead of them and they will have enough hurdles to jump later on and if their first experience of English is pleasurable, they will have a positive attitude towards it for the rest of their lives" (Reilly, Ward, 1997, p.14).

### **3.3. Factors influencing children's development**

There are certain factors that influence children's development. As S. Phillips says these factors can be more important than the age itself and she states how important the



years at primary school are in the children's intellectual, physical, emotional and social development. They go through a series of stages, progressively acquiring skills that are thought necessary by the society they live in (1993, p.3).

### **3.3.1. Physical development**

P. Říčan gives us basic data about the physical development of young learners. The average boy grows from 117 to 145cm in the period between 6 and 11 years of age. An eleven-year-old girl is about one centimetre taller than the boy. The weight of the boy goes from 22 to 37 kilos and the girl weighs half a kilo more. The child has the second set of teeth which means a change in the position of jaw-bones and the shape of a lower part of the face. There is also a change in the shape of lips. The brain still grows in this life period but at about the age of 10 its growing is much slower. It is now nearly completely developed but the development of cell connections will continue until the age of about 21 (2004, p.146).

Capacity of children's organism is incredible if we consider that the children are still in movement but in this period they cannot work with their power. They exhaust themselves very quickly but compared to adults they can gain new power very quickly (Říčan, 2004, p.146, 147).

Movements start to be skilful – they can skip, ride a bike, throw the ball better. These new skills and higher achievement make children feel very happy and it is because they are aware of their improvement. This physical power and skills also decide about especially boys' status in the group. Small and weak ones can become outsiders because the influence of adults is now much smaller than in the pre-school period and the children have to rely only on themselves (2004, p.147).

The fine motor activity is not exact yet and it is because the coordination between eyes and movements of fingers is formed. This can cause some problems in writing in the first years of school (2004, p.148).

### **3.3.2. Cognitive development**

Children start to think in a different way than before. There are some changes in their thinking which help to manage subject matter. On the other hand their mental powers are still developing (Vágnerová, 2000, p.148).

J. Piaget calls this way of thinking the period of concrete logical operations and he adds that “it is necessary to wait until the child is seven or eight years old and he starts to create operations (2010, p.85). M. Vágnerová explains this as thinking which operates with the reality or ideas/symbols which have a clear, concrete content. The children rely on their own experience in working with different things and contacts with other people. And as she concludes it is important to give support to the teachers’ lesson with visual aids and a possibility to check the explanations on a concrete example (2000, p.149).

There are more different criteria for concrete logical operations: conservation – the child is able to understand permanency of substance of a particular object although its outer features change (Vágnerová, 2000, p.150). Piaget gives an example of pouring liquid. Children of this age now understand that if the liquid is poured from a glass A to a narrower glass B or to a wider glass C, it is still the same amount of liquid. It means children learn about the term conservation derived from pre-operational reactions (2010, p.90). He describes concrete operations as the form of a transition between actions and more general logical structures. These structures can be sorting, ordering. Grouping is a specific feature of these structures and it consists in creating gradual links which consist of unification of direct operations (2010, p.92). It means that the children are now able to sort or order some objects according to a key and it is not a random choice.

Children’s ability to use concrete logical operations influences positively the understanding of the time. They can order events and they understand the term earlier and later. The children know that there exists a calendar, that seasons and days of the week change, they create a map of individually important events. They start to learn the time and use it for their time estimation (Vágnerová, 2000, p.153).

Logical operations are developed by learning and school teaching addresses the understanding of connections and relations. It means that logical thinking is developed at school. The strategy of thinking is also developed at school. It means the approach to problem solving. The strategy of thinking can be characterized as searching a way how to do it. School children can concentrate on details and their mutual relations. They are

able to get necessary information which is needed to solve the task. They can repeat necessary information and they fix knowledge which can be useful for problem solving. School children learn strategies and to use them in a more suitable way. Three ways can be mentioned at this age: learning by a trial and error which is usually spontaneous, the children find the solution by chance and they will remember it. The second way is a logical derivation on the basis of previous experience and the last one is learning by copying when the child copies the solution which the other children used successfully (Vágnerová, 2000, p. 156, 157).

### **3.3.3. Social development**

Social development is influenced by social groups which the children are in. This is the age when social requests of the school are more important and it is necessary to orientate in this new environment and to acquire desirable way to behave. The role of peers is important but it is still the age when adults are more important (Vágnerová, 2000, p.159).

The child gets the role of a school-boy which includes two partial roles – the role of a pupil and the role of a classmate. The role of a pupil is given by the school rules and it is always a subordinate role. The society creates a norm of a pupil and when the child behaves in accordance with this norm it is rewarded. On the other hand when the child does something different it is rewarded negatively. This is the way how the school influences another development of a child's personality. The way how the child will master the role of a classmate will influence his future strategies of behaviour and informal social relations (Vágnerová, 2000, p.160).

When the children are in the first class they behave as a herd which follows the leader and when they do not have him they break up. All individuals are tied to a leader – the teacher. Closer relations appear among children sitting near one another in the classroom or those having a common way to school. When they are in the third class, there is a bigger solidarity among friends and the teacher's authority and influence are weaker. In the fourth and fifth class the group of children can show their attitude, interest and demands (Řičan, 2006, p.153).

## **Conclusion**

It is a very important time in a child's life. The child experiences a lot of changes and beginning of school is one of the most significant ones. The child's role changes and first school attitudes and opinions are formed. The school should contribute positively to development of these opinions and teachers should take into account all changes which happen in the child's body and mind.

### **3.4. Does younger mean better?**

When speaking about a foreign language it is the English language which will be taken into account here because it is the wide-spread foreign language in the world as well as in the Czech Republic. "Teaching English to children has become a worldwide phenomenon due to the international expansion of English teaching combined with the general commitment of governments worldwide to reduce the starting age of learning English and include it in the curriculum in the primary school" (Pinter, 2006, p.3). As mentioned above the English language demand is increasing and the idea of early English teaching is supported by the official documents from the Ministry of Education, Youth and Sports, by psychologists and other authors who deal with this question. They all point out that there are a lot of advantages in teaching English to young learners because "young learners have the advantage of being great mimics, are often unselfconscious, and are usually prepared to enjoy the activities the teacher has prepared for them" (Phillips, 1993, p.5). Young children are good at copying sounds and the rhythm of a new language and patterns of intonation. "younger learners are less anxious and less inhibited and, overall, they can spend more time devoted to the language compared with those who start later" (Pinter, 2006, p.29).

L. Cameron confirms that "it has long been hypothesised that children learn a second language better than adults, and this is often used to support the early introduction of foreign language teaching" (2001, p.13). This belief was originally supported by The Critical Period Hypothesis. Scovel (1988) defined the Critical Period Hypothesis as "the notion that language is best learnt during the early years of childhood, and that after about the first dozen years of life, everyone faces certain restrictions in the ability to

pick up a new language” (Scovel in Brewster, Ellis and Girard, 2002, p.20). L. Cameron enters into details and states that “young children can learn a second language particularly effectively before puberty because their brains are still able to use the mechanisms that assisted first language acquisition” (2001, p.13). The original idea comes from Eric Lenneberg (1967) who said that “brain plasticity was only conducive to language learning puberty” (Lenneberg in Pinter, 2006, p.29). It means that young learners learn a foreign language similarly to learning their mother tongue, in a natural way without thinking about grammar structures and separate meanings of words. And after puberty “learners seem incapable of acquiring a native-like accent” (Brewster, Ellis, Girard, 2002, p.21). Young learners are more holistic learners, it means that “on the one hand they respond to the meaning underlying the language used and do not worry about individual words or sentences, on the other hand they do not make the analytical links that older learners do” (Phillips, 2003, p.5).

This hypothesis has a lot of supporters among psycholinguists but there are also studies which are against that and which say that there is no evidence that the difference is so great. Lightbown and Spada (1999) suggest that “where native-like proficiency in a second language is the goal, then learning benefits from an early start, but when the goal is communicative ability in a foreign language, the benefits of an early start are much less clear” (Cameron, 2001, p.14) and “learners who start later, at ten or twelve, catch up very quickly with those who begin learning when younger” (Brewster, Ellis, Girard, 2002, p.21.). Older learners’ later start can be compensated in some ways. They are more analytical and give attention to details which helps them with their foreign language learning (Pinter, 2006, p.29).

To sum up, it is not only the age itself which brings advantages in the second language learning. An early start is influenced by many factors – levels of motivations and confidence, differences in language aptitude and personality, contextual factors – the quality of teaching and provision of adequate time for learning (Brewster, Ellis, Girard, 2002, p.21).

## 4. Teaching aids

The term teaching aids describes everything what teachers use in the teaching process to support their learners' learning. There is a small difference in the terms – the Czech authors (Skalková, Průcha, Obst) use the term didactic aids, the other authors use the term teaching aids or teaching materials (J. Moon) or they just deal with the teaching aids separately and do not have an umbrella term (J. Harmer). The term teaching aids will be used in this work.

Teaching aids change in the course of time. Nowadays there are more and more possibilities what aids teachers can use in the classroom. There are traditional ones such as textbooks, pictures or real objects. These days there are more modern aids such as CD ROMs, the internet, interactive boards. Teachers have a variety of aids they can use in their teaching.

Teaching aids can be divided into two main categories – material teaching aids and nonmaterial teaching aids. O. Obst calls teaching aids as everything what is used by the teacher and pupils to achieve the educational aims. And besides the blackboard, textbooks and information technology he introduces teaching methods, teaching forms and attaining partial aims as instruments to attain final aims. These teaching aids are called nonmaterial teaching aids (Obst, 2002, p.337).

There are more authors who deal with teaching aids but generally their division and description are very similar. Skalková says that the term 'aid' has a wide meaning and she agrees with Obst that in the relation to the aims teaching aid is understood as "that what serves to achieve the aim" (Skalková, 2007, p.249). The term teaching aids involves "all material aids which ensure, underline and make the course of the teaching process more efficient. They are such aids that help the teacher and learners to achieve educational aims in the connection with teaching methods and organisational forms of teaching" (Maňák, 1995 in Skalková, 2007, p.249).

Maňák divides teaching aids into following categories: real objects, models, images (pictures, slides, films, television, videos), sound aids (records, musical instruments), touch aids, literary aids (textbooks, handbooks, atlases, texts) and teaching programs for computers (Maňák 1995 in Skalková, 2007, p.249).

Obst introduces the list of material teaching aids by J. Malach (2003) and it is very similar to Maňák's list of aids. He comes up with more detailed list and he divides the teaching aids into several categories: real objects, models, sound recordings, text aids (textbooks, worksheets, magazines, encyclopaedias), programmes (television, radio, computer programs), and then he has a group of technical teaching aids which involves audio-visual aids (CDs, records, slides, films, videos, multimedia systems, computers). He concludes his list of teaching aids by three more categories which are organisational techniques (copy machines, audio and video studios, computers and computer nets, CD ROMs), teaching rooms and their equipment (classrooms, blackboards, notice boards), technical rooms, computer rooms, laboratories and the last group is teacher's and pupil's equipment (pens, pencils, drawing materials, portable computers, notebooks (2002, p.338, 339).

All these are also supported by J. Harmer who deals with teaching aids in connection with English language teaching. He introduces this topic by saying: "As language teachers we use a variety of teaching aids to explain language meaning and construction, engage students in a topic, or as the basis of a whole activity" (2001, p.134). He gives these main examples of teaching equipment: course books, pictures and images, audio and video materials, dictionaries, the overhead projector, the board, bits and pieces, the language laboratory, computers (with the Internet) and homegrown materials production (2001, p.134-152).

Forsyth, Jolliffe, Stevens come up with the term Instructional materials which they divide into two categories: teaching aids and learning materials. They define teaching aids as "those things used by teachers to assist them deliver the message to the learners. Teaching aids include whiteboards, flipcharts, and overhead transparencies." What they understand under the term learning materials is "things the learners learn from" and they include print materials, computer-based programs, video and audio tapes (1999, p.98).

To sum up the description of teaching aids - many authors have the same or very similar characteristics and division of teaching aids. These are all things which help learners to understand and remember the meaning, follow the lesson easily and make their educational process more efficient and enjoyable.

When teachers prepare their teaching aids they should be aware of their function which arises from the fact that the person gets 80% of information visually, 12%

auditory, 5% by touch and 3% by other senses (Obst, 2002, p.337). He compares this fact with the traditional school and his end is that this fact is not respected and the senses are involved as follows: 12% information is gained visually, 80% auditory, 5% by touch and 3% by other senses and he concludes this by the old Chinese proverb which says that to see means to forget, to see and to hear means to know and to see, to hear and to do means to know. On the basis of this proverb he recommends the necessity to demonstrate as many senses as possible (Obst, 2002, p.338).

On the other hand, because there is a variety of teaching aids, teachers have to learn to choose suitable ones and they should not be introduced randomly. The teacher should introduce them with regard to the educational aim, the age and psychical development of learners, their actual experience and knowledge and also to the conditions of realization (equipment of the classroom, school) (Skalková, 2007, p.249, 250). This opinion is supported also by Šimoník who adds that “too many teaching aids can become a brake of learners’ abstract thinking development.” And he adds that teaching aids are only an instrument and not the aim of the lesson (2003, p.80).

#### **4.1. Textbooks**

Textbooks belong to teaching aids and to the teaching process itself. They play an important role not only in English language teaching but in teaching generally.

Nowadays there are many discussions about using textbooks in the classrooms. There are two extremes – one group says the textbook is the basis of the lesson and the teaching process, the other one says it is not necessary to use the textbook at all.

A. Pinter divides teachers into three groups – those who follow a coursebook very closely lesson by lesson and those who are able to select their own materials and activities more freely. And she concludes that “realistically, most teachers are somewhere in the middle, where there is a coursebook to follow but there is also some scope for individual contributions” (2006, p.115).

S. Halliwell comes with the point. She says that the question is not ‘Is it a good idea or a bad idea to use a coursebook extensively?’ The important questions are ‘What does the coursebook do well?’ and ‘What does the teacher do better?’ and she adds that “we can each decide to what extent using a coursebook will suit our particular



circumstances, what kind of coursebook will be appropriate for us and our classes, and how best to use it” (2008, p.113). She also speaks about the positives of using a coursebook and states that the coursebook helps the teacher by providing:

- a clearly thought out programme which is appropriately sequenced and structured to include progressive revision
  - a wider range of material than an individual teacher may be able to collect
  - security
  - economy of preparation time
  - a source of practical teaching ideas
  - work that the learners can do on their own so that the teacher does not have to be centre stage all the time
  - a basis for homework if that is required
  - a basis for discussion and comparison with other teachers
- (2008, p 113).

Most teachers see the advantages of using the coursebooks in the English classroom as a learning aid for the pupil, identification of what should be taught/learnt, and the order in which to do it, indication of what methodology should be used and provision of all or most of the materials needed and it is also a link between the school and home (Brewster, Ellis, Girard, 2008, p.152).

Teachers can be more secure with their teaching because of all the above. They do not have to prepare the programme and its sequence and they can save time to prepare some extra materials which they want to use in the classroom. But the coursebook is not an advantage only for the teacher, also the learners can benefit from it because as S. Halliwell suggests it also offers the learners:

- a sense of purpose, progression and progress
  - a sense of security
  - scope for independent and autonomous learning
  - a reference for checking and revising
- (2008, p 114).

And J. Harmer adds that “students like coursebooks too since they foster the perception of progress as units and then books are completed” (2001, p.304).

There are a lot of positives in using a coursebook however there are still some things that the teacher can do better than a book. These are:

- providing the spoken word in spoken exchanges
- adjusting work in response to the reactions of the children
- using communication other than words and pictures to back up language elements

- setting up learning activities which encourage learners to talk and profit from interaction

(Halliwell, 2008, p 114).

On the other hand there are teachers who either decide to teach without a coursebook or they just do not have one and then they have to prepare their teaching programme themselves. They are free to do what they like but it is not so easy and S. Halliwell states three main things these teachers will have to sort out and they are:

- How to give the programme a unifying thread and identifiable purpose.
- What topics to include and what to include under any particular topic.
- How frequent and how long language lesson should be if it is left to you.

(2008, p 122).

It means that the teacher and also the learners need to have a programme which they can follow, it has to have a purpose and the whole programme has to be unified. S Halliwell suggests three steps how to create a coherent programme and she takes the children as the starting point. According to her the first step is to find out what aspects of life a child really talks, thinks, reads and writes about. It means it is important to know what the children's interests, experience and concern are (food, people, family, friends, things they do at school, at home,...). The second step is to think about the language needs they have in those areas. The teacher has to consider "whether the child is most likely to need to be able to use language in these areas in the form of speaking, listening, reading or writing." And the final step is to choose starter phrases, vocabulary, structures (2008, p.124). This approach can be very attractive. Harmer concludes that "it can offer students a dynamic and varied programme and if they can see its relevance to their own needs, it will greatly enhance their motivation and their trust in what they are being asked to do" (2001, p.304).

### **Choosing a coursebook**

There is a variety of English coursebooks available on the market. They are coursebooks for general courses. These usually consist of several volumes (elementary, pre-intermediate, intermediate, upper-intermediate, advanced, proficiency). The coursebook is usually a part of the whole set which contains – a student's book, a workbook (activity book), a teacher's book, picture flashcards, posters, a set of CDs

(cassettes), sometimes a DVD (video), a CD ROM and a teacher's resource book of photocopiable materials. "Young learners' coursebooks are well designed with attractive features such as colourful visuals, fun games and tasks, crafts, and projects" (Pinter, 2006, p.115). There are books which are aimed at learning and practicing one particular aspect of English, for example books teaching vocabulary, grammar, listening, reading and other skills and subskills. "All of these publications represent a wealth and variety of resources for the teacher to choose from and with the possibility of on-line purchasing, they are easily available" (Brewster, Ellis, Girard, 2008, p.151). These authors also recommend the teachers to familiarize themselves with the aims of their teaching programme and any ministry documents that provide guidelines before selecting suitable materials and coursebooks for their teaching (2008, p.151).

Authors offer different ways how to choose a suitable coursebook. Brewster, Ellis and Girard suggest the starting point for selecting a book to look into publishers' catalogues, look at the information on the back of the book or contents charts – they set out the various elements and also give insight into the methodology used (2008, p.153). S. Halliwell comes with the set of questions which teachers can ask themselves and then they are able to choose an appropriate coursebook. For example:

- Are you working within a system which requires you to cover certain topics? If so, look at the coverage of the book.
  - Are you sufficiently confident about your own use of the language to be able to provide any missing elements?
  - Do you have lots of teaching ideas yourself or will you rely on the coursebook for ideas?
  - Does your school expect you to provide homework?
  - Do your children have to buy their own books? – the question of money
  - Are the children well intentioned but very slow?
  - Are there many children in the class who are weak at reading and writing?
- (2008, p.116, 117).

These authors also recommend a discussion of this matter with another teacher or a group of teachers (Halliwell, 2008, p.117, Brewster, Ellis, Girard, 2008, p.155).

And finally S. Halliwell concludes that although teachers are lucky with their choice, in the course of time they can find out that this particular coursebook is not totally suitable because "the book can provide the material but it is usually the teacher who can best organise the events which turn the material into a real language exchange" (2008, p.117).

The coursebook is usually a set of three books – pupil’s book, activity book (workbook) and teacher’s book. The pupil’s book is usually used for classroom work and the activity book is often used for pupils’ self-study or homework. The teacher’s book gives teachers instructions how to work with these books to achieve the educational aims. Sometimes it is accompanied by a set of tests or some extra photocopiable materials which can be used in the classroom.

All coursebooks are usually organized to cover all skills and subskills. It can save teachers’ time because the main structure of the course is given and they can concentrate on preparing the lesson plan itself. And they do not have to worry if they do not have many extra materials. It concerns especially beginning teachers who are not so experienced and they have some basic structures which they can follow in the coursebook.

### Summary

There is not one answer to the question about using a coursebook in English language teaching. When the coursebook is chosen well teachers and their pupils can only benefit from them. Coursebooks for young learners are funny, full of pictures, stories and they are easily available. They can be happy to fill in exercises, to read stories, to listen to songs and they may want to take the coursebook home to show their parents what they have done and learnt and after finishing it, they can see what progress they have done. It is fine when the use of the coursebook is balanced. It can be the main teaching aid but teachers do not have to go exercise by exercise, unit by unit but they can be free to choose what best suits them and their pupils and it should be accompanied by some extra materials which can make learning more enjoyable. Then the coursebook can become an efficient teaching aid.

## **4.2. Story books**

Stories are usually very popular with young learners. They like stories in their mother tongue and using story books in their English language learning can be an enjoyable activity for them. They can learn new words, phrases or grammar structures in a spontaneous and playful way and they can practise retelling the stories.

Some coursebooks are accompanied by stories which are a part of the coursebook and the learners can read them at the end of the unit or at the end of the book. These stories are usually specially designed for the specific age group and the language of the stories is modified. But teachers can use story books which contain stories and fairy tales that the children know from their mother tongue and they are simplified (in terms of grammar and vocabulary) to be used in an English classroom. Brewster, Ellis and Girard comment on this and declare that these stories are intended to be used by the learners alone to develop their reading skills and as the starting point for other related language learning work (2002, p.188). “Language is picked up easily because stories contain repetition which makes linguistic input more noticeable” (A. Pinter, 2006, p.53) But teachers can also like reading stories aloud for the learners and then they should carefully plan these activities to make listening more comfortable for the learners because it can be hard work to listen to and understand the story even for children who are used to listening to stories. “Pupils’ enjoyment will increase enormously if we ensure their understanding is supported in several ways” (Brewster, Ellis, Girard, 2002, p.192). It means that teachers can prepare some pictures which will accompany the story, or if it is for example a story about animals they can bring some animal models to the classroom to help them to understand. They give teachers some advice how to read stories aloud for their learners to make it a nice and enjoyable activity. Teachers are advised to use the story as a guide. They should read the story more times to learn it by heart, then they will not read it directly from the page in the book but they will be able to look at their pupils more frequently (2002, p.193).

As Brewster, Ellis and Girard confirm “storybooks can provide an ideal introduction to the foreign language as it is presented in a context that is familiar to the child” (2002, p.186). Vale and Feunteun even maintain that “stories are a key role in a language development of children and are constant source of enjoyment” (1995, p.40). On the other hand beside all these positive benefits L. Cameron warns that teachers should adopt a critical stance to stories and their use in the classroom and aim to clarify the qualities of good stories. And she adds that teachers should be careful so that their own nostalgia does not push the use of stories beyond the reality of learners’ lives in this information age (2001, p.160).

Teachers can use many simplified versions of story books as mentioned above but they can also choose from a variety of authentic story books. They are books which were originally written for English-speaking children and the language is not simplified. These original story books can also be used with the children who just learn English as a foreign language but as Brewster, Ellis and Gerard suggest these should be carefully chosen by the teachers. “The advantage of using authentic storybooks is that they provide examples of real language and offer a rich source of authentic input, especially in terms of vocabulary.” They also add that it can be very motivational because learners have a strong sense of achievement because they work with a real story book. And these story books are accompanied by illustrations which are appealing to young learners and they help children to understand the story itself (2002, p.188).

### Summary

Using a story book in English language teaching can be good fun for children when it is carefully chosen. They can learn a lot of words, phrases and also grammar. The teacher has to decide whether to use authentic story books or simplified versions. When the story book and story telling are accompanied by some other aids (pictures, models) it can lead to language development and motivate young learners to read in the English language. When they understand the story they are willing to retell it and as A. Wright utters “retelling stories is as old as time, we do it every day” (1997, p.48). And pupils will like to retell it even with limited language when the teacher prepares good conditions for it. They do not have to retell the whole story, they can only complete some missing information and they will feel that they have managed it.

### **4.3. Pictures and images**

Pictures are an important part of English language teaching especially concerning teaching young learners. Pictures are an example of visual aids which are very important because as D. Vale and A. Feunteun proclaim “we live in a world dominated by visual messages.” Information in the form of words and picture clues is all around us, displayed in many public places, on television and children therefore grow up expecting their world to be visual. And they add that “it is no coincidence that most

popular stories for young children are beautifully illustrated.” In this case the pictures support the written form of the words (1995, p.106).

Using pictures, teachers can introduce or practice new words, grammar structures or indicate the beginning/end of the lesson or a change of an activity. D. Vale and A. Feunteun present a list how to use pictures as visual aids:

- support understanding when the children are listening
  - put across the meaning and vocabulary
  - prompt and support reading
  - provide a topic or visual focus to prompt speaking and writing
  - provide a visual link between L1 and English
  - provide support and motivation for early reading and writing in English
  - provide ways around communication barriers.
- (1995, p.106).

There are more kinds of pictures and images which can be used in the English classroom. J. Harmer offers teachers some possibilities of pictures suitable to be used in the classroom. He suggests using pictures either drawn or taken from books, newspapers or magazines – these all can facilitate learning. Pictures can be in a form of flashcards, large wall pictures (posters), cue cards, photographs, illustrations, projected slides, or projected computer images (2001, p.134).

Flashcards do not have to be only pictures, but as Brewster, Ellis and Girard mention they can also carry words. If so, they recommend: “they should be produced in large, clear, black letter using a computer or written clearly by hand” (2008, p.161). This rule should be applied to using pictures as well. They should be well seen by all learners also from the back rows in the classroom and the meaning should be clear so that the learners understand what the picture means.

Some teachers may not be willing to create (draw) their own pictures or images. It does not have to be because the teachers are not interested in it but there can be more reasons. J. Moon summarises these reasons: lack of time, cost involved in making, lack of handbooks or reference books from which to get ideas, lack of skills/expertise to design their own materials. She comes with some ideas how to make it more manageable and suggests involving pupils in cutting, sticking, copying, illustrating. This can save teacher’s time, pupils can feel more important and more materials can be made. The problem of cost or lack of handbooks can be solved by getting together with other teachers and then sharing the produced materials. This works well when there are

more English teachers in one school. When teachers feel they are not skilled enough to make their own pictures or materials or they are beginning teachers and are not confident to create something for learners she suggests to start by trying out activities from textbooks which can give teachers ideas. On the other hand she also says that even teachers are not professional painters or artists, pupils usually appreciate their effort to create something new for them (2005, p.87, 88).

Nowadays the problem of creating own pictures is a little eliminated because a lot of coursebooks for young learners are already equipped with a set of flashcards, cue cards or even posters. The big advantage is that these pictures are made to fit the words and grammar in the coursebook which makes it very easy for the teacher to use them. They are usually colour and realistic flashcards and posters so that learners can understand them easily and they are laminated to be durable. Cue cards can be either colour or black and white which enables learners to colour them as they want and then use them in the classroom. Another big advantage of using flashcards which are attached to the coursebooks is the instructions provided in the teacher's book. Teachers are informed about what flashcards are included in the set and they are given some ideas or recommendations how to use them in their teaching. Here is an example from the teacher's book of the set *Incredible English 1* by Mary Slattery, published by Oxford University Press. This coursebook is recommended for the first grade of elementary school. Teachers get to know that there are 147 picture cards for level 1 – these include unit vocabulary (9 units) plus colours, numbers and course characters. There are also 138 text cards included and these can be used in combination with the flashcards to increase language exposure and provide support for reading. Their use is optional in the first units to provide flexibility for teachers who do not wish to introduce the written word until later in the school year (2007, p.8).

The idea of using flashcards is promoted by S. Phillips who speaks about learning words and says that “vocabulary is best learned when the meaning of the word(s) is illustrated, for example by the picture. The children should then meet and use the word(s) in relevant contexts, in order to fix them in their minds.” She describes the flashcards as an invaluable way of introducing and revising vocabulary, and drilling simple structures (1993, p.68, 69).



Pictures can be used in many ways and J. Harmer introduces some examples: drills – with lower-level students a traditional use for pictures – the teacher holds up one flashcard, nominates a student and gets a response. Then he holds up another one and nominates another student and so on. This can be a whole class activity or students can work in pairs or groups and practice vocabulary or grammar items. Another possibility of using flashcards is in communication games – students have pictures and create a story, or one student describes the picture and the second one draws the same picture without looking at the original one. An important role of pictures is presenting and checking meaning. It is easy to explain what ‘aeroplane’ means when the teacher shows the picture of an aeroplane. Pictures can be used for creative language use – students can describe a picture, invent a conversation taking place between two people in the picture, make role-play (2001, p.135, 136).

Posters are another visual aid. As flashcards, they are a part of a coursebook and they perfectly fit the topics in the books. Posters are usually bigger, and they are suitable for the whole class activity. Pupils can play a game, they can revise vocabulary and grammar. They should be clear to be understood and well visible by all pupils in the classroom.

#### Summary

Pictures and posters are beneficial teaching aids when teaching English to young learners. They lower the use of mother tongue because teachers do not have to translate the words, they only show the picture and pupils understand the meaning. And so it is very important to use only pictures which are clear and young learners will understand their meaning. Pictures can be used in many ways, in many activities.

#### **4.4. Computers, the internet, CD-ROMs**

Computers play a very important role in an everyday life of all people. In a civilized world we cannot imagine our lives without computers and the internet. They have become a standard in offices, institutions, homes. And not surprisingly, schools have had to react to this new trend and computers now play a significant part in education. Computers, the internet and CD-ROMs have become teaching aids widely used in many

schools by many teachers and learners. And nowadays computers are becoming a standard piece of equipment in many schools. There are differences in the number of computers per school. “Computer facilities in schools vary enormously from one per school to one per classroom to a fully equipped computer room” (Brewster, Ellis, Girard, 2002, p.207). But the teacher can adapt and try to use computers as much as possible. Brewster, Ellis and Girard take into account that there can be differences and they come with some suggestions how fewer computers per school can be used. When the teacher has one computer in the classroom he can divide students into groups and organize the activities so that each group gets a turn to work on the computer. Or he can use one computer for the whole class activity if the computer screen is possible to be projected on the wall or on the screen (2002, p.207). This all is a question of the teacher’s lesson planning and managing learners and their work. In fact, the trend of computer use is still increasing and schools make efforts to equip classes with computers and the internet. In the Czech Republic this trend is supported also by the government and the Ministry of Education, Youth and Sports and they have started the project Internet to schools which enables many schools to be equipped with computers and the internet. It concerns 3620 Czech schools and the research published on [www.indos.cz](http://www.indos.cz) shows that the schools appreciate this project positively.

On the other hand there are still some sceptics who do not agree with the idea of using computers in the classroom and they do not believe that computers can help in the teaching and learning process. But as G. Petty confirms they are usually those who have the least experience with computers. And he adds that whether we like it or not the computers exist and they are common in the real world and students are expected to be able to use them (2008, p.291).

Computers can be used in all school subjects, by all students regardless of their age but “it is important that pupils understand that using computers is for learning and not for play” (Brewster, Ellis, Girard, 2002, p.207).

J. Harmer introduces the main uses for computers in language teaching – reference, teaching and testing programs, E-mail exchange, web sites, the word processor.

“One of the chief uses of computers, either through the Internet or on CD/DVD-ROMs, is as a reference tool. This can be connected to teaching, the English language or general facts about the world (Harmer, 2001, p.146). A lot of information is available

not only on the internet but there are a lot of popular encyclopaedias which are now on CD-ROMs. They are not only the encyclopaedias but also dictionaries are available on CD-ROMs. And they are popular among pupils especially because it is much quicker and more comfortable to look up the words than in the traditional paper dictionaries. The big advantage of these CD-ROM dictionaries is, apart from definitions, spoken pronunciation of words and practice exercises and activities (Harmer, 2001, p.146). Nowadays publishers are also making dictionaries available online and many of them are free and pupils can download them free of charge and use them whenever they need. There are now programs which can even record pupils' words and correct their pronunciation.

This reference tool is mostly used to find information on the internet when pupils are asked to do a project and they have to find specific information. Doing project work, teachers are advised to prepare in advance to be ready to make this searching on the internet easier for pupils because as Harmer and Brewster, Ellis and Girard mention pupils can face a huge amount of irrelevant materials and they can spend the whole lesson just searching information. If the teacher is prepared in advance and gives pupils the ground beforehand it is very helpful and it saves pupils' time which can then be spent on the project work itself (Harmer, 2001, p.146, Brewster, Ellis, Girard, 2002, p.211).

While searching information on the internet Harmer and Brewster, Ellis and Girard strongly recommend keeping an eye on what pupils are watching on the internet. Harmer mentions that teachers have to remember that pupils can be just surfing the net and not doing their work and then losing sight of the original task (2001, p.147). Brewster, Ellis and Girard then warn of materials which are inappropriate for viewing by children. They advise to protect the computers with some programs which should filter out unsuitable content, words or phrases and these programs will not allow pupils to connect to banned sites. They also point out that teachers should always know what pupils do on the computer and on the internet and when they are in the computer room, the computers should be arranged so that the computer screens are facing inwards and the teacher can easily check what pupils do at every moment (2002, p.212).

Closely connected to the use of the internet is an E-mail exchange. E-mails are a common everyday matter and because learners use them in their private lives, they can

be used in their school lives too. The learners do not have to communicate only with their friends at home but they can easily find friends all over the world and they can write e-mails in English. It does not have to be just to practise their English writing but at the same time they can enjoy themselves and they do not understand this activity as learning but they can feel it is for pleasure and they are more willing then to write in English. Because “as well as writing about people they know or imagine, children love to find out about other children. Lots of children around the world are learning English” (Slattery, Willis, 2001, p.93). These authors also support the idea mentioned above that “pupils could write to other children anywhere in the world, not just to children whose mother tongue is English.” And they present some advantages of writing e-mails which include a very practical way to use English, children can see the real value of learning another language – to communicate and find out about other people, they learn about other attitudes and ways of doing things. They are not just practising their English – they are opening their minds to the rest of the world (2001, p.93, 94). But on the other hand as J. Harmer mentions “it should be remembered that e-mails are often written in a special speaking-like informal style.” And he adds that grammatical correctness or spelling can be lower. So e-mails can promote written fluency but not accuracy (2001, p.148).

### **CD-ROMs**

The range of CD-ROMs is increasing in English language teaching and a lot of coursebooks are now accompanied by a CD-ROM with extra materials and activities which can be used in the classroom. These CD-ROMs include teaching and testing programs. “They offer students the chance to study conversations and texts, to do grammar and vocabulary exercises, and even to listen to texts and record their own voices” (Harmer, 2001, p.147). Harmer says that there are still teachers who criticise using computer-based programs because they think there are just the same types of exercises as learners can find in their workbooks. But these programs can be motivational for learners because it is always a change for them when they can stand up and go to the computer and they are willing to ‘play’ with some language exercises even if they are similar to those ones which they have already done in their workbook (2001,

p.147). When the teachers want to incorporate CD-ROMs into their teaching they have to realise that “CD-ROMs are an ideal way to complement face-to-face teaching, on the whole they are not designed to replace it” (Smith, Baber, 2005, p.53). When teachers plan to use CD-ROMs they need to consider that young learners will probably need some time to familiarize with these programs and one lesson should be planned to be an introductory lesson for using CD-ROMs. When the learners know how to use the program they will profit from using it.

#### **4.5. Interactive boards**

CD-ROMs can be also used in the connection with the interactive board. It is a new technical innovation of the twenty-first century and its popularity is increasing and schools and teachers start to use it. Nowadays when most pupils and students have a computer at home it is not hard to learn to work on the interactive board because its operating is very similar to computers. The only difference is that the interactive board is operated by a finger or a special pen, the computer is operated by a mouse and a keyboard. It can be a very motivational aid because pupils love working on a computer and they are willing to work on the interactive board rather than to sit at their desks and copy notes from the classical board. It brings more fun and interaction to education and pupils will race in going to the interactive board. It can give a completely different picture from the one where there is only a classical board and pupils are not so active to go to the board. On the other hand, young learners also like going to the blackboard and writing with a chalk but they also appreciate the possibility to use the interactive board for examample for a few lessons. A. Pokorný summarizes advantages and disadvantages of interactive boards. The advantages are: the possibility to use dynamic components (pictures, videos, process simulations), easy modification of prepared presentations, possibility to store pictures created on the interactive board in the computer, possibility to send these pictures by e-mail or place them on web sites. In comparison to classical teaching in computer rooms, the teacher can use classical teaching methods fully supported by a computer. What can be seen as a disadvantage is necessary calibration of the interactive board when it is moved in the classroom or the light conditions are changed, the rooms have to be darkened (2007, p.24). But despite these disadvantages

the use of interactive boards is increasing and they are very popular among pupils and teachers.

### Summary

When pupils are asked about their hobbies, their most frequent answer is ‘I like playing computer games’, ‘I like chatting on the internet.’ It does not concern only older pupils, young learners are interested in computers too. They play a lot of computer games every day and the computer is an ordinary part of their life. And that is the reason why computer use can be very beneficial in educational process. Computers, the internet and CD-ROMs are understood as a source of fun and pleasure and they are accepted very positively by all pupils. They do not understand computers as a means of learning but as a source of fun and they are happy to do even grammar exercises because it is a pleasant opportunity to use the computer at school and they feel it as free time more than learning. It refers to computer programs and the internet too. They can keep in touch with other children all around the world on the internet and they can make the best of their English knowledge.

## **4.6. Audio and video materials**

Audio materials are important to teaching young learners because as A. Pinter suggests “just as in mother tongue learning, English should start with an emphasis on listening and then speaking.” And she adds that young beginners need to start with plenty of listening practice because this is the time when they cannot read or write at all yet, or not with much confidence (2006, p.45). That is the reason why a lot of coursebooks are accompanied by CDs or cassettes and they are widely used by teachers in the classrooms. Concerning young learners these CDs usually contain songs, chants, rhymes, stories and other listening activities from the course. The use of these recorded materials has some advantages and disadvantages and J. Harmer presents some of them. According to him the advantages include: taped material allows students to hear a variety of different voices apart from just their own teacher’s, taped material is extremely portable and readily available and the tapes are cheap. That is the reason why “most coursebooks include tapes, and many teachers rely on tapes to provide a

significant source of language input” (2001, p.229). But on the other hand teachers can face some problems when they want to use the tapes in their teaching. And J. Harmer lists some disadvantages which can appear from using the tapes. And as the biggest disadvantage he declares the problem of big classrooms with poor acoustics. It means that it can happen that not all learners will hear the tape with the same quality depending up their seat in the classroom (2001, p.229). This problem can partly be solved by using the language classroom (laboratory) if this is available in the school. Then every learner has his or her own headphones and they can listen to CDs without hearing any noises and they can have clear listening no matter where they sit in the classroom. This can also be a good chance for the teacher to check learners’ pronunciation separately. Usually when young learners are asked to repeat songs, chants or rhymes, they do it altogether and it is hard for the teacher to check their pronunciation or intonation. When young learners are asked to perform something separately, not in a group, they can be shy and nervous. In this case the learner has his or her headset which consists of headphones and a microphone and if the language laboratory enables the teacher to hear pupils it is easy to check every learner and they do not have even to know about it. But this depends on how well the language laboratory is equipped. Another problem which Harmer sees as a disadvantage is “that everyone has to listen at the same speed, a speed dictated by the tape, not by the listener” (2001, p.229). But he concludes this and says that despite the disadvantages taped materials are widely used for the advantages described above (2001, p.229).

### **Songs, rhymes and chants**

As far as young learners are concerned, as mentioned above, the taped materials have their value in the classroom and songs, rhymes, chants and stories are mostly used in young learners’ teaching. All children love nursery rhymes and chants and “their repetitive nature and rhythm make them an ideal vehicle for language learning” (Brewster, Ellis, Girard, 2002, p.162). As Slattery and Willis suggest “before children begin to say the words in rhymes and chants, they should understand roughly what they mean” (2001, p.27). And they give teachers some useful tips how to teach them: teachers are recommended to use pictures to help children understand and remember the

meaning of words, to use movements to help them understand, to use big gestures to help them enjoy the chant (2001, p.28). Then children soon begin to repeat the words as they do the actions, they speak with the teacher or the CD. They usually like singing and performing and it can help them feel at ease with English (Slattery, Willis, 2001, p.44). They provide teachers with ideas how chants and nursery rhymes can be used for – enjoyment, as part of a teaching plan, as a change in activity, to revise vocabulary, to connect with new or familiar topics, to practice up-to-date expressions, for drama and to practise punctuation (2001, p.45). Brewster, Ellis and Girard come with much more detailed description of positive features of using chants, songs and rhymes in the classroom, they do not look only at the language itself but they consider it from more points of view. They speak about linguistic, psychological, cognitive, cultural, and social resources. A linguistic resource includes introduction of new language, structures and vocabulary, presenting familiar language in new and exciting forms, providing lots of natural and enjoyable repetition, developing all skills in an integrated way and improving all aspects of pronunciation. A psychological/affective resource includes motivation and fun and developing positive attitudes towards the target language, shy children will feel secure when singing and chanting in a group or class, feeling of achievement and building children's confidence. A cognitive resource includes developing concentration, memory and coordination, actions and gestures help to reinforce meaning, changing the pace and atmosphere of a lesson. A cultural resource means that they are from authentic sources and can contribute to the cultural component of a language programme. And lastly a social resource means that singing and chanting together is a shared social experience and helps to develop a class and group identity (2002, p.162, 163). But in the end they also emphasise the importance of songs, chants and rhymes from the language point of view. They describe how they are important for practising pronunciation – this includes individual sounds and sounds in connected speech, features relating to stress, rhythm, and intonation (2002, p.163).

CDs which coursebooks for young learners are accompanied by are usually provided with instructions how to use them and how to get the best from them. Songs, rhymes and chants can be used in many ways in the classroom and Brewster, Ellis and Girard have a summary which includes: warmers, closers, to introduce, practise and revise language, to change the mood, to get everyone's attention, as a transition from one



activity to another one (2002, p.168). Slattery and Willis conclude this matter with giving teachers tips for songs, rhymes and chants:

- start with very short rhymes or chants
  - look for songs and chants that have topics your children are learning about
  - make sure the children generally understand what they are saying
  - use songs and rhymes to play with sounds: speaking softly – shouting loudly
  - use simple instruments to add to the rhythm, such as tambourine, bell, drum, cymbal
  - encourage your pupils to say them for family and friends outside school
- (2001, p.46).

CDs for slightly older learners do not involve so many songs, rhymes and chants but their function is still very similar. They are used to introduce vocabulary, grammar, to practise pronunciation and there are more dialogues and stories in which learners can hear authentic texts.

CDs are widely used in English language teaching and teachers rely on them a lot especially when they are not sure with their pronunciation and they want to teach their pupils good pronunciation. Then CDs can be a big help.

### **Using videos and DVDs**

Videos and DVDs are connected with learners' everyday life and so it can also be a useful teaching aid in an English classroom. Video is a source of fun for learners but as G. Petty warns teachers cannot suppose that it automatically means learners will watch the programme greatly interested (2008, p.288). There are a lot of things which the teacher must take into account to fulfil the aim of the video lesson.

When videos are well chosen they can provide a ready-made context for presentation of new vocabulary, structures, and functions as well as providing a stimulus for speaking (Phillips, 1993, p.126). And because the video combines the spoken language and images this can help children to understand the situation and the language. S. Phillips presents one example – when beginners hear 'Come here' on an audio cassette they will not probably know what it means but when they see it on a video accompanied by a gesture and response, the meaning is immediately obvious (1993, p.126). J. Harmer agrees with S. Phillips and he adds next advantages of using a video. It allows learners to see situations beyond the classroom. They can see typical British or American

situations for example inviting someone out, speaking to waiters, they can see what kinds of food people eat in other countries and what they wear. And when the video watching is coupled with interesting tasks, most students show an increased level of interest so it can be a source of motivation to learn the English language (2001, p.282). Brewster, Ellis and Girard come with much more detailed list of the benefits of using videos in the English language classrooms. They divide these benefits into five main categories which are psychological, linguistic, cognitive, social, and cultural benefits. Psychological benefit is fun, motivation and stimulation of children. It caters for children with different learning styles, it can develop confidence and positive attitudes to the foreign language and it can be used as a reward for good work the children have done. Linguistic benefit is combining sound and vision which makes it more memorable for the children, it includes also non-verbal communication, it can develop all skills and introduce or revise new words and phrases. Cognitive benefit is developing children's curiosity, it heightens children's awareness of visual and audio clues as aids to meaning, it maximizes children's abilities to infer from context. Social benefit is sharing social experience while watching a video. Cultural benefit is taking children outside the classroom into a real or fantasy world, it provides background cultural information and children can see what it is really like in an English-speaking country (2002, p.204).

Teachers can use authentic videos or videos/DVDs which were specially made for English language learners. Vale and Feunteun support the idea of authentic materials as a source of "wealth of language input in a highly supportive visual support and they may also contain much cultural information" but on the other hand they signalize that during watching such authentic materials children may seem to understand what is happening but in the end they will not be able to answer any specific teacher's questions. And they conclude this and say that "use of video in this way does not teach language, but it most certainly supports its acquisition" (1995, p.111).

Nowadays a lot of coursebooks are equipped not only with CDs as mentioned above but also with DVDs or videos with instructions for teachers how to profit from using them. The language is simplified for the specific grade and the learners can understand and do some tasks which check their understanding. But when teachers want to use videos in the classroom they have to consider some points and Vale and Feunteun summarize these points and introduce ideas which should be taken into consideration by

teachers. They ask these questions: Is the material authentic? It means would a native-speaking child want to watch it. Is the material didactic? The material may seem attractive to a teacher but it can only be a passive medium for the presentation of the tense for the learners. Is the content interesting? It means if the children want to watch the video again and again (1995, p.111).

It is important to bear in mind that watching a video should not be just fun for learners and as S. Phillips suggests when teachers prepare a video lesson, they should always have a clear aim in mind – presenting new language, complementing the textbook (1993, p.126). And the video lesson and tasks should be created to fulfil this aim.

### Summary

CDs and DVDs are teaching aids which offer authentic English especially in the terms of listening. CDs provide young learners with songs, chants, rhymes. DVDs are accompanied by the picture which helps learners to understand better. They are popular teaching aids among teachers and they are highly appreciated by learners too.

## **4.7. Puppets**

Puppets belong to teaching aids especially concerning young learners. Puppets can be used in many ways in the classroom and they can be a big help to teachers when they want to use the English language as much as possible and they do not want to translate everything into the mother tongue. And young learners usually like these puppets and when they get used to seeing them in the English classroom they can profit from them.

A lot of teaching sets for young learners are now equipped with a puppet. As an example two glove puppets can be mentioned – Cookie, the cat – which comes with the set of Cookie and Friends and Norton, the bird – this puppet comes with the set of Incredible English. Both these sets are available on the market also in the Czech Republic. The advantage of having this puppet in the set is the instruction which is added and teachers get ideas how to use the puppet efficiently in the classroom. Both these puppets are the story characters in the book and as M. Slattery writes they “act as a link between the classroom and the imaginary world of the course” (2007, p.9). V.

Reilly advises teachers how to use the puppet of Cookie – for classroom management. It means he can demonstrate what the children have to do, he can quieten the class, he chooses children to come out and he comforts children who are upset. Then he can be used in circle time activities like pass the puppet, Cookie says..., Where’s Cookie?, correct Cookie, wake Cookie up. And he can also help with English – he looks at what Lulu has in her pouch, he shows words to the children, children repeat words after Cookie, he says the wrong word for the flashcard and the children have to correct him (2005, p.11). V. Reilly adds that Cookie should always speak only in English and she calls him the teacher’s helper (2005, p.6). M. Slattery supports this idea and adds that “his main role in class is to assist the teacher in presenting vocabulary and revising it throughout the unit” (2007, p.9). She presents how the puppet can assist the teacher:

- expose children to more English in use
  - encourage them to try and use more English to communicate
  - supply immediate visual support for meaning
  - provide opportunities for language use in natural context
  - create opportunities for natural repetition of language
  - enable you to include more local and cultural information
- (2008, p.11, 12).

Both these authors recommend using the puppets to start and finish the lesson because “it is useful to have a routine that pupils are familiar with and look forward to” (Slattery, 2007, p.9).

The puppets can also be used to introduce a new grammar pattern. As L. Cameron suggests “the teacher can construct a dialogue with a story-line, that uses repetition plus contrast pattern, to be played out by puppets” (2001, p.114). The children watch the play, listen to the words, phrases or a short dialogue more times and as they enjoy it then they can remember it more easily. Scott and Ytreberg even say that the puppet is one of the most successful ways of presenting language to young children. “Having someone familiar constantly on hand with whom you can have conversations is a wonderful way of introducing new subjects and new language to young children” (1990, p.34).

It does not have to be only the teacher who uses the puppets in the classroom. Children can make their own paper or finger puppets and they can use them to practice their English. They can listen to the teacher’s puppets’ dialogue and then they can act their own puppets’ dialogue. Its advantage is that pupils do not have to be afraid of

making mistakes because it is not them who is speaking, it is the puppet and he can make a mistake. It is recommended by M. Slattery who says “allow Norton to make mistakes sometimes, so that pupils feel more comfortable with their own mistakes” (2007, p.9). This can be useful for children who are shy and normally do not speak because the teacher can encourage them by confirming that it is the puppet who speaks and the puppet is not afraid of making a mistake.

#### Summary

The puppet is a perfect teaching aid to be used with young learners. Its function is similar to that one of pictures – it can lower the use of mother tongue because the puppet can be introduced as he comes from England and cannot speak Czech and he only speaks and understands English. And when children want to tell him something they have to use only the English language. It can have a motivational effect. Children are not afraid of him and love him and make efforts to speak to him.

#### **4.8. Dictionaries**

The dictionary is an important aid for all English language students. It is a source of vocabulary and it can be used both at school as well as at home to help students to do their homework or other activities connected with a foreign language.

Also young learners should learn the importance of dictionaries and the dictionary should become a standard teaching aid in their English classroom. The young learners will not use bilingual or monolingual dictionaries because their ability to read is not very good and it would be very hard to look up words in such dictionaries. But nowadays there is a variety of dictionaries which are made especially for young learners. These are usually called picture dictionaries and it means that the meaning of the words is conveyed by pictures and illustrations which make it very easy for children to understand the words. Usually these dictionaries designed for children are divided into basic categories which are concrete for them. They are words about family, free time, animals, world around them, time, toys, parts of the body, etc.

A lot of dictionaries are accompanied by a CD or CD-ROM that offer all vocabulary, chants, dialogues and stories or some activities based on vocabulary from the dictionary.

Pupils can also create their own picture dictionary. This idea is offered in some coursebooks. Pupils create their vocabulary bank with all new words they find throughout their pupil's book and at the end of the school year they have their own small picture dictionary which they can easily use in the following school year to revise words from the previous one. Chit chat coursebook can be mentioned as an example. Pupils are given pictures in every unit, they write words next to the pictures and create their small dictionary. These words are divided into topics – for example clothes, food, family and at the end they have 12 units of words and they can revise words when they need (Shipton, Bradshaw, 2002)

#### Summary

Dictionaries are necessary teaching aids for English students. They are a source of vocabulary and they function as help to pupils. With regard to young learners picture dictionaries are the best choice to support their learning to use the dictionary.

## **5. Conclusion of the theoretical part**

Nowadays teachers can use a lot of teaching aids from the traditional and common ones which are textbooks, boards, pictures to the latest ones as computers, computer programs, the internet, interactive boards and when they are introduced deliberately they function as help to learners to get through the educational process successfully and in more enjoyable way. But as J. Moon declares: “it is not the materials in themselves which are important, but how they are used to help pupils' language learning” (2005, p.86). It means that teaching aids are an important part of the educational process but their use has to be elaborated by teachers.

## **6. RESEARCH**

### **6.1. Introduction**

The research does not belong only to the field of science but it is a part of teaching and educational processes and it is carried out to bring new information to teachers or researchers. D. Nunan introduces this classroom observation and research by stating that “as language classrooms are specially constituted to bring about learning, it is not unreasonable to collect data about what goes on there as a means of adding to our knowledge of language learning and use (1992, p.91).

The research is included in the practical part of this thesis. The practical part consists of the research structure, the research procedure and the outcomes.

At the beginning of this practical part the research aim is defined, it is followed by background information about the school, teachers and learners and the research time plan. The main part contains the research procedure itself, the analyses and outcomes. It is concluded by research evaluation.

### **6.2. The research aim and questions**

The research is based on questions which came out from the theoretical part. As M. Skutil says the research questions belong to the main points in planning a research (2011, p.52).

The aim of this research is to evaluate how two different teachers use material teaching aids in teaching young learners to develop their communication competency. The main aim of the practical part is to find out which material teaching aids contribute best to the development of the communication competency and how the two teachers can take advantage of using these teaching aids.

There are two main questions which are consulted in the practical part. This is based on the theory of Creswell (in Skutil) who recommends using only one or two main questions which may be supplied by a maximum of five subquestions (2011, p.53).

The first main question to be answered in the research is: What material teaching aids do the teachers use to develop the communication competency of young learners?

This main question is supported by the following questions. Is the textbook the basic teaching aid which is used in the primary school? Is it necessary to use a textbook in teaching young learners? Is using a variety of teaching aids motivational for young learners? Are various teaching aids available to the teachers?

The second main question to be answered in the research is: How do these material teaching aids contribute toward the development of the communication competency of young learners? This second main question is followed by these subquestions. Do these teaching aids lower the use of mother tongue in the classroom? Do these teaching aids provide young learners with the English language input? Do these teaching aids support the development of productive skills? Do these teaching aids contribute to the development of subskills?

These questions are answered in the research process and they are answered from different points of view. The results are based on the viewpoint of the teachers who participated in this research, the learners' viewpoint is also taken into account and the data is also supplemented by the observer's point of view.

### **6.3. Research Methods**

The research in this paper is based on Nunan's and Skutil's methods. Nunan describes research as "a systematic process of inquiry consisting of three elements or components: 1 a question, problem, or hypothesis, 2 data, 3 analysis and interpretation of data" (1992, p.3). And he adds that if only one part is missing then it is not a research but something else. Skalková specifies research method as a purposeful process to identify or solve something. It is a complex of various cognitive processes and operations which aim at getting scientific findings (2007, p.19).

These authors speak about two main types of research – qualitative and quantitative research but they all agree that many authors now come up with a term mixed approach (Faberová in Skutil, 2011, p.19). It means combining both the approaches. Nunan describes this distinction as simplistic and naïve (1992, p.3). Faberová (in Skutil) characterizes a qualitative research as holistically oriented and a quantitative research is a reductive inquiry (2011, p.18). It is important to overcome the biases of these both groups. In concrete researches there is a combination of them (Skalková, 2007, p.22).



M. Chráska introduces the most important differences between a qualitative oriented research and a quantitative oriented research. The quantitative oriented research shows one reality, it contains the explanation of the phenomenon and it concerns the number, a bigger group of people, generalization and distance. On the other hand, the qualitative oriented research shows more realities, it contains understanding of the sense and it concerns the word, the meaning, a smaller group of people, uniqueness and empathy (2007, p.32,33).

This paper deals with statistical and interpretative analyses of quantitative and qualitative data and it can be described as a mixed research.

#### **6.4. Research instruments**

Every research has to be based on research instruments. For this paper all research instruments were made by the author of this thesis. These research instruments were used: a questionnaire, observation, a diary.

The questionnaire is described as the most widespread research instrument in pedagogy. The aim of the questionnaire is to get data about respondents, but also their opinions and attitudes towards problems (Bartošová, Skutil in Skutil, 2011, p.80). The questionnaire is a set of written questions which were created particularly for this paper by the author. There are a few types of questions – close questions – they offer answers and the respondent has to choose one. Semi-closed questions – they offer variants as closed questions but they allow the respondent to explain his/her answer. Open questions – they do not limit the respondent, which is an advantage. Close questions are easy to be analyzed, open questions may give more freedom to respondents but they are more difficult to be analyzed (Bartošová, Skutil in Skutil, 2011, p.82, 83). In this paper all three types of questions were employed.

Two different questionnaires were made to be used in this paper. One questionnaire was designed for the two teachers and the second one for the pupils. Both questionnaires were prepared in the Czech language to make it manageable for both the teachers and particularly the pupils. As A. Pinter confirms “it is important for teachers to check the language used in questionnaires. Children may simply misunderstand a question because they are puzzled by the language used (2006, p.148). It does not

concern only a foreign language but also their mother tongue. A. Pinter suggests not to use words such as disadvantage, benefit or value (2006, p.148). She also adds that it can be very hard for children to answer open questions, it is much thinking and much hand writing which can become time-consuming and tiring (2006, p.148). On the basis of these recommendations only closed questions were chosen for the questionnaire for the pupils.

Another research instrument was observation. Observation is based on monitoring and following analyses of events which can be perceived by senses. It is purposeful, planned, systematic, and controlled. Then it creates standard conditions which ensure objectivity. It is typical that the researcher does not intervene in an objective reality (Křováčková in Skutil, 2011, p.101). The observation sheet was created to be used and it should contain two dimensions – a chronological dimension and contents. The chronological dimension records chronological sequences of observed events and the contents contain information about the observed event (2011, p.103). M. Chráska warns of non-standardized observation which can be caused by observer's subjectivity and intuition and he advises to use special observation techniques which lower the level of subjectivity because if the research is supposed to be reliable and exact it must be as objective as possible (2007, p.151-153).

The diary was kept by the author of this thesis and it covered all the time period of this research. Bailey (in Nunan) defines the diary study as “a first-person account of a language learning or teaching experience, documented through regular, candid entries in a personal journal and then analyzed for recurring patterns or salient events” (1992, p.120).

## **6.5. Background information**

### **6.5.1. The school**

The research took place at an estate elementary school in a town which has a population of about thirty thousand. It is a big school mostly attended by pupils who live in the housing estate near the school. It is a panel building which has 19 classrooms, 15 special classrooms, two gyms, a sports facility and a school restaurant.

Concerning English language teaching the school offers two language classrooms, one computer classroom, one multimedia classroom and one special classroom equipped with an interactive board. Although it is a big school, due to a lower number of pupils attending the school, not all classrooms are now used for teaching, some classrooms are used by private companies and a few classrooms are hired by private clubs or associations. The money earned from this hire is used to improve the equipment of the school.

In this school year there are 19 classes – 12 classes for primary education and 7 classes for lower-secondary education. The school is attended by 450 pupils. The school employs 28 teachers. Concerning English language teachers there are four teachers – two of them are finishing their university study this year, one of them is a qualified teacher but not for the English language but she is also studying English at university at the moment and there is one unqualified teacher who has passed the state exam at the language school. They teach English in all nine grades of the school. There are three other teachers who teach English, they are qualified teachers for primary education but not for the English language. They teach English in the first five grades.

The school presents itself as a school which supports foreign languages and it offers a language class from the third grade and a class with extra lessons of a foreign language from the sixth grade. The school offers English for pupils in the first and second grades – it is not included in their classes but these are called English practice and it is taught in the afternoon after their classes. English conversation is also organized at school, it is suitable for pupils of the lower-secondary school and it means two extra lessons for them. And pupils of the eighth and ninth grades were given a possibility to prepare for the international exam KET and they are very interested in this course.

As regards the number of English lessons taught a week it varies according to what class English is taught in. When it is a common class, there are three English lessons a week. When it is a language class, there are four English lessons a week. Pupils in the first and second class who attend the English practice have one lesson of English a week.

The school supports foreign language education and it held the English language Olympics for the whole region this year and it can be proud of its pupils' results which were very good among all elementary schools from the region.

### **6.5.2. School Education Programme**

The school teaches according to the programme School for Life. The School Education Programme (SEP) has been valid since 1<sup>st</sup> September 2008 and it is based on the Framework Education Programme. Concerning the English language teaching the SEP emphasises the communicative ability of pupils which is supported by all grammar teaching. It aims at developing all competencies. Pupils should be able to understand a foreigner in common situations and talk to him/her about simple topics. It aims at developing the communication competency, learning competency and professional competency. The pupils also learn about English-speaking countries and their cultures and it deepens the pupils' tolerance towards other cultures and it develops the social and personal competency and civic competency. The pupils also work on projects concerning multi-cultural problems and it develops their problem-solving competency. The teaching is based on the model of British English but the pupils are also acquainted with the model of American English.

The SED also describes the cross-curricular topics. Regarding the English language there are these topics: creativity, meeting people, communication, self-knowledge, self-organisation, self-regulation, interpersonal relationships.

The curriculum is one part of the SEP and it gives more detailed information about what the pupils should be able to do at the end of every grade. It has three main parts (columns) and they are a topic, expected outcomes and subject matter and cross-curricular topics. The column 'topic' is described very simply. It only introduces the topics which should be done (e.g. 4<sup>th</sup> grade – my world, people and communication). The second column 'expected outcomes' comes near the description of what the pupils should be able to do. There are used verbs such as understand, read, look up, use, master, write, change, ask. The third column dealing with 'subject matter and cross-curricular topics' presents what the pupils are supposed to do in the classroom (e.g.

reading texts in the textbook, text translations from the book, description – there is, there are).

The SEP seems to be very general and does not provide any other detailed information especially necessary for beginning teachers. But it is accompanied by the Implementation Plans which can give a more detailed insight into the structure of the English language teaching. These Implementation Plans are created for every grade and every grade's plan is divided into ten months. Every month begins with the introduction of school actions for that particular month. The plan consists of five columns, the first column is called school priorities and they are the same for every month and for every grade. These are tolerance, communication, creativity, responsibility, learning advisability. The second column deals with the subject matter. It describes basic topics which are taught in the month (e.g. food, clothes, colours, animals), the third column is called subject matter concretization and it gives the teacher detailed information about the subject matter (e.g. which food we like and which food we do not like). The fourth column concentrates on the methods and forms of work (e.g. work with cards, pair work, group work), and the last column describes the teaching aids which can be used for pupils' work.

All these documents can help the teachers to follow the school curriculum when they are taken into account altogether.

### **6.5.3. Teachers**

Two teachers, who were willing to answer questions in the questionnaire, took part in this research and in order to protect their identity their names are not used in this paper. Because the research instruments in the paper are a questionnaire and observation the anonymity should be ensured (Průcha in Skutil, 2011, p.26). He adds that the anonymity is especially important in cases when the respondents could misrepresent the information in the questionnaire or even give false information (2011, p. 26).

In this paper the two teachers are identified as teacher A and teacher B. Teacher A is a qualified teacher for primary school, however, she is not an English teacher. She is thirty nine years old and she has been teaching pupils in grades one to five for thirteen years. She passed the state exam in English ten years ago. She has been a teacher at this

school for nine years. Teacher B is a qualified teacher for the lower-secondary school. She is forty-three years old and she has been teaching for nineteen years. She has been teaching English at this particular school for eleven years. Although her teaching qualification is to teach Chemistry, she also passed the state exam and she teaches English in the lower-secondary school as well as in the primary school. At the moment she is studying English at university to be a qualified English language teacher. She participated in creating the School Education Programme and Implementation Plans.

There is not a qualified English teacher at this elementary school so even though they are not qualified English teachers, they were chosen for this research because they have quite a lot of experience in teaching English to young learners.

#### **6.5.4. Classrooms**

There are two language classrooms in this school. They both are equipped for English language teaching. They are not very big rooms but pupils are usually in smaller groups for language lessons. The group consists of about ten to fourteen pupils so the size of the classroom is appropriate. The desks are arranged in the shape of a horseshoe which makes it easier for the teacher to be in touch with all pupils. Because the classrooms are not very big another arrangement of the desks is nearly impossible. But pupils spend only some lessons in these classrooms, because there are only these two language classrooms and because there are many classes and language groups it means that they spend some lessons in their classrooms which allows them to do group work or project work because the classroom can be arranged in more forms as it is much bigger. One of these classrooms is equipped with eighteen sets of headphones so it is mostly used to practise listening. Next equipment includes a personal computer, a television, a video and a DVD player, a CD player, a white board and a magnetic board. The walls are covered with maps of English-speaking countries, large posters showing rules of English grammar, vocabulary banks, pictures, and posters which were made by pupils in their project work. These all are to support the teaching process. The second classroom does not have the sets of headphones but it has a computer, a CD player, a white board and a magnetic board too.

English books, magazines and dictionaries are kept in the teachers' room and pupils are able to borrow them as often as they want to.

English lessons can also be held in a multimedia classroom which offers a great setting for group or project work in the terms of the classroom arrangement. It is equipped with computers, an interactive board, a projection screen, and an audio and DVD technology. This classroom is very busy and teachers have to sign in when they want to go there. It is used especially for presenting films, interactive activities and project work.

The school offers a computer room to be used for teaching. It has twenty-five computers and laptops and it is often used for the whole lesson computer-based activity. The system of its using is the same as of the multimedia classroom, teachers have to sign in to go there.

English teachers can also get benefit from the second interactive board but this one is placed in the special classroom for Physics and it can only be used when the classroom is free.

The school supports language education and the director tries to equip the language classrooms as good as possible and they are broadly used by all English teachers.

#### **6.5.5. Learners**

Four groups of learners were chosen for this research. Two groups are pupils from the fourth grade – one group is taught by teacher A and in this paper it is labelled as class 4A – four means grade four and A is teacher A, the second group is taught by teacher B and it is labelled as class 4B – four means grade four and B is teacher B. The pupils are ten or eleven years old. Class 4A started learning English in the third grade, class 4B started with English in the first or second grade. Class 4B is described as a language class. Class 4A uses the textbook Chit Chat 1, class 4B uses the textbook Project 1. All pupils are equipped with a student's book which is provided by the school and they have to return it at the end of the school year. They buy activity book at the beginning of the school year. The number of pupils in the class is about the same, there are fourteen pupils in class 4A and thirteen pupils in class 4B.

The other two groups are pupils who learn English in the first grade. They are marked here as class 1A and 1B. Number one means the first grade and A,B are the two teachers. These are quite numerous classes – in class 1A there are seventeen pupils and in class 2A there are sixteen pupils. Both these groups learn from the textbook *Cookie and Friends*. The book is not provided by the school, the pupils have to pay for it. The pupils are six or seven years old and English is an optional subject for them but they receive marks in the half and at the end of the school year.

## 6.6. Research time plan

The research time plan was created to organize the research procedures before the research itself. It was mostly followed as it was planned and here is the time scheme:

Consulting literature	14. 2. – 18. 2.
Agreement with the teachers	21. 2. – 25. 2.
Keeping a personal diary	21. 2. – 22. 4.
Preparing data collection instruments (observation sheets, questionnaires)	28. 2. – 11. 3.
Observations in the classrooms	14. 3. – 29. 4.
Teachers' time for questionnaires	4. 4. – 15. 4.
Pupils' time for questionnaires	4. 4. – 15. 4.
Data analysis	11. 4. – 29. 4.



## **6.7. Research Procedure**

### **6.7.1. Observations**

#### **6.7.1.1. Basic information**

The time planned to be spent on observation was six weeks. A week before the beginning I prepared the observation sheet and I agreed with the teachers on all details about my presence in the classroom. All observed lessons were without my participation in the teaching process – I only observed the events and did not intervene in them. The observation was direct – I myself observed the events. It was an evident observation – all observed people knew they were a part of the research. I visited every class once a week. This concerns the fourth grade. It was not possible to visit the classes more often because languages are taught at the same time. It means I visited classes 4A, B six times each during my research. It was different with the first grade pupils because their English lessons are only once a week and they are also at the same time so it allowed me only to see classes 1A and 1B once a fortnight. Finally there were just three lessons for class 1A and three lessons for class 1B.

I was a little worried about teachers' feelings, because I did not want them to feel nervous while being observed but they both have been teaching for quite a long time so they did not seem to be nervous or influenced by being observed. They even behaved as if the observer was not present there.

When I was observing the teachers I concentrated particularly on teaching aids which the teachers used during the lessons and how they used them and how they were perceived by the pupils. I tried to keep detailed records about the time which was spent on using one teaching aid, the frequency of its use and mainly how the teaching aids contributed to the development of communication competency. I also tried to observe how the teachers can benefit from the equipment of the language classrooms.

The observation sheet contained the following information – the date, class, teacher, number of pupils present in the lesson and what textbook was used. Then it contained information such as the topic of the lesson and the aim of the lesson. All this information was to give the observer basic information and the overall view.

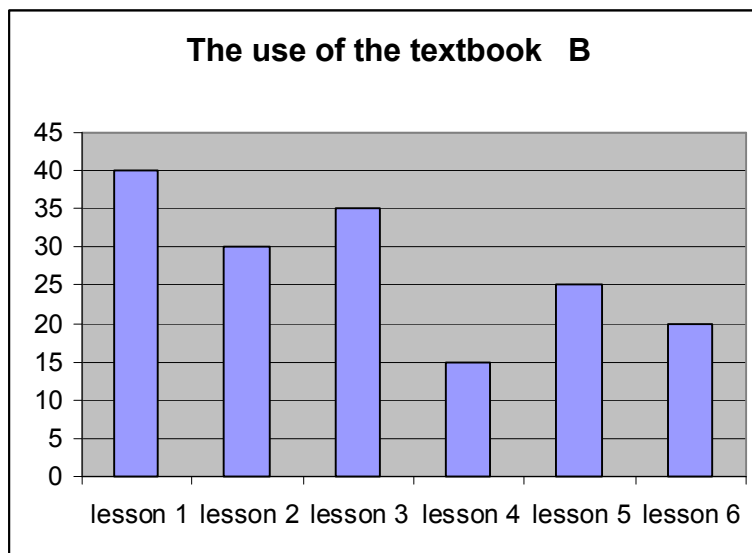
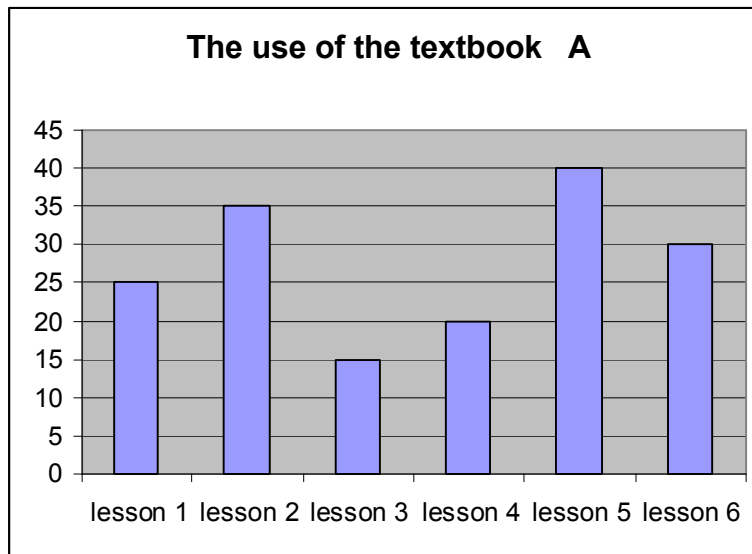
### 6.7.1.2. Outcomes

The observation sheet was created to concentrate on the frequency of using particular teaching aids and the aim of their use so the data was analysed quantitatively as well as qualitatively. There was a huge difference in seeing the teachers and their teaching aids in the fourth grade and in the first grade. The lessons in the fourth grade were perceived by the observer as being more formal and serious whereas the lessons in the first grade were faster, funnier, more playful and much more enjoyable for the pupils. During the course of the research more teaching aids were used in the first grade for the benefit of the teachers and the pupils whereas the number of teaching aids in the fourth grade was quite limited.

The observation proved the textbook to be the main teaching aid when speaking about both teachers. They both built the observed lessons on the basis of the textbook and its topic. The textbook played an important part throughout the whole lessons and very often it was also used to give the pupils homework. It happened in class 4B that the textbook was the only teaching aid observed during the whole lesson. The textbook here means the set of the student's book (class book) and an activity book.

Concerning the time spent on a particular teaching aid it was the textbook which was used the most often in both classes 4A and 4B regardless of using Chit Chat or Project 1. The time spent on the use of the textbook is shown in the following graphs 1 and 2. The textbook was used for different aims. It served as a source of new grammar which was introduced in the lesson, it provided the pupils with the texts which were read, translated and worked on. It was a source of exercises where the new grammar and words were practiced. In combination with a CD it offered the pupils listening activities and they were able to practice their pronunciation and listening. The activity book was used as a source of additional exercises and the pupils completed them to improve their grammar and vocabulary.

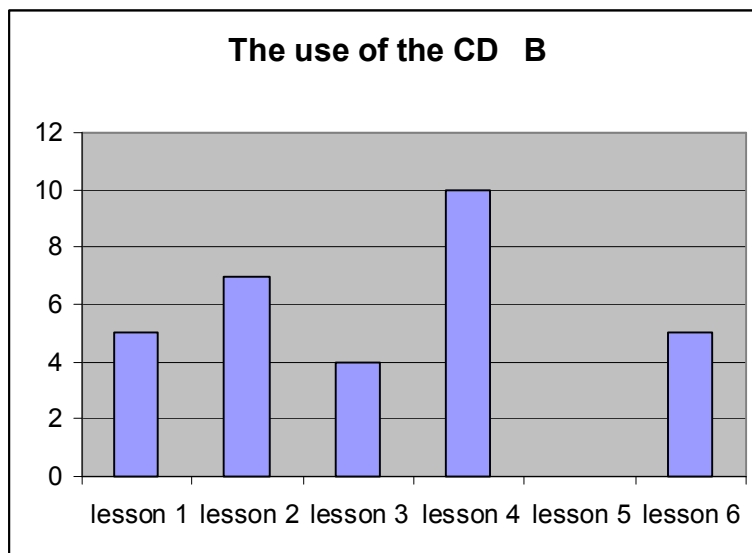
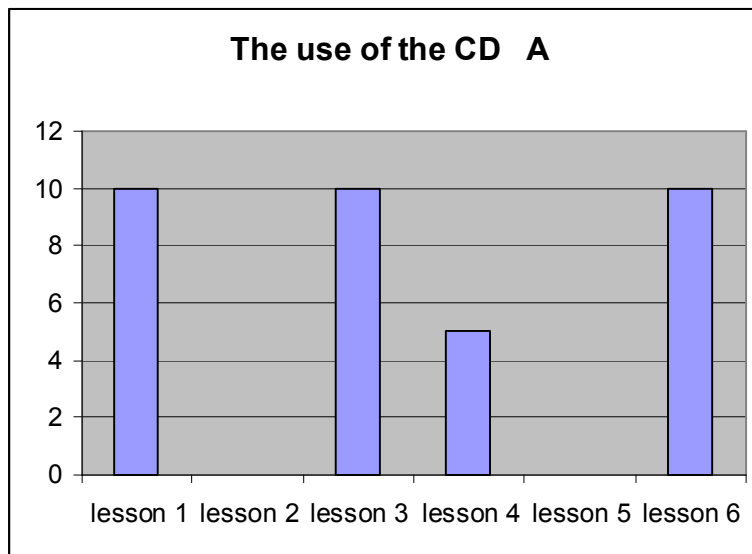
Graph 1 and 2: The use of the textbook as a teaching aid



The set of the textbook is often equipped with a CD or a cassette and these were used in the observed lessons sometimes. Teacher A used the CD only sometimes, she did not do all listening activities which were provided in the class book, she only chose some of them. On the other hand teacher B used the CD more often, she did all listening activities which were given in the class book. The time spent on using the CD in the lessons is shown in graphs 3 and 4. The aim of using the CD was about the same. The teachers wanted to show a model of the English language and they supported the pupils in careful listening so that they acquire better pronunciation, intonation and accent. Sometimes the listening activity was depreciated due to the large classroom which made

it more complicated for the pupils sitting in the back rows to hear clearly. There was a difference in the recording repetition. Teacher A played one listening activity more times so that all the pupils could take the most from it whereas teacher B usually played the recording only once but the pupils seemed to be used to this organisation and they tried to concentrate on listening a lot.

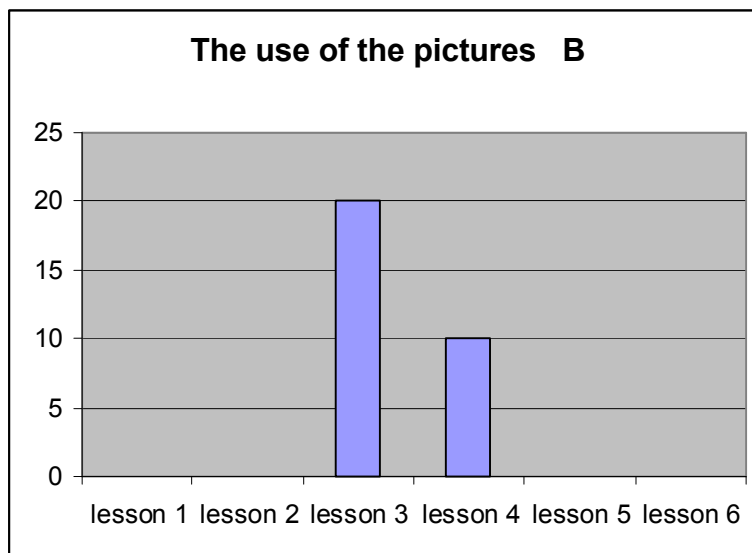
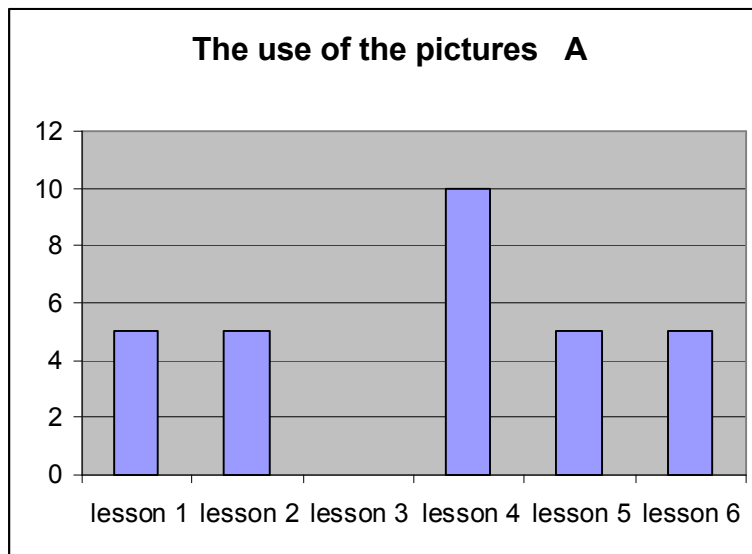
Graph 3 and 4: The use of the CD as a teaching aid



Another observed teaching aid was a set of pictures and posters. This aid was more frequently used in class 4A and the teacher used a set of flashcards which are a part of the textbook set Chit Chat. She used the flashcards to introduce new words and to revise

words which were learnt in the previous lessons. Teacher B used a poster which showed different activities and the pupils were supposed to describe what is happening in the picture and practise the present continuous tense. In both examples the role of the picture was to offer a visual support to the pupils and draw their attention. The frequency of the use of the pictures is presented in graphs 5 and 6.

Graph 5 and 6: The use of the pictures as a teaching aid



As regards the use of English x Czech it depended on the teaching aid which was used at the particular time. Both teachers used the Czech language while working in the class book or the activity book. They explained grammar in the Czech language and

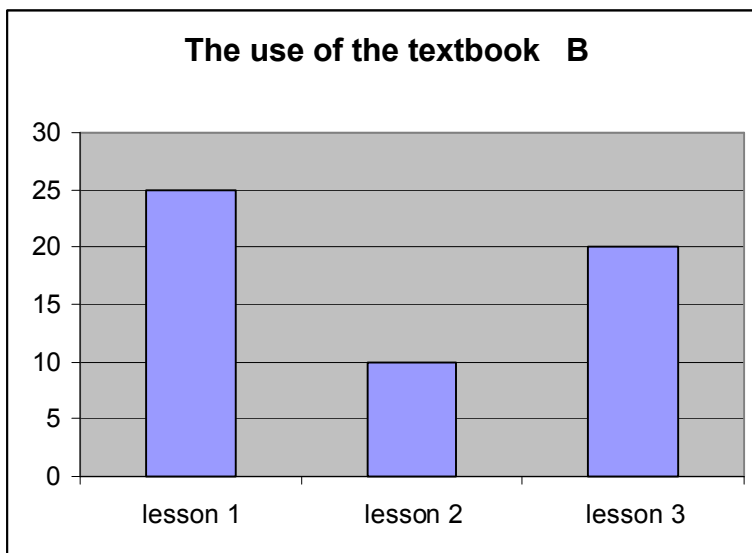
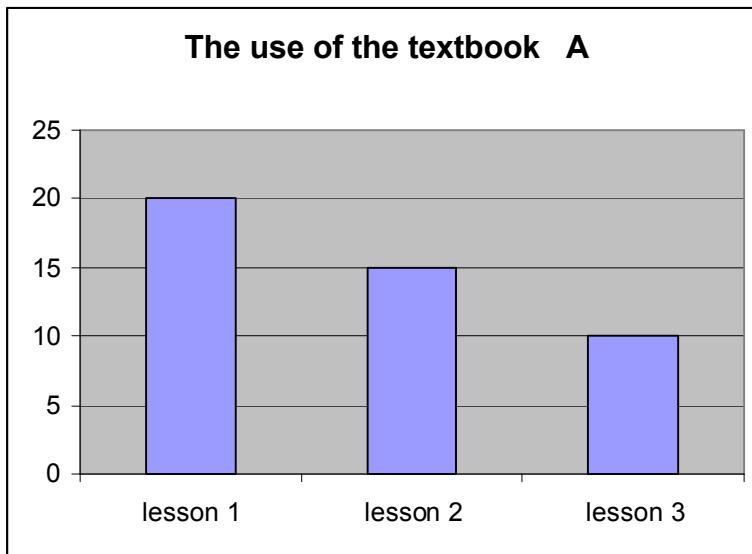
especially teacher A explained the pupils what to do in the exercises mostly in Czech. English was used to check answers or show the pupils the correct pronunciation. Both teachers used Czech when they introduced the change in activities. English was used a lot when the teachers used the pictures or posters. It heightened the use of English of the teachers as well as of the pupils. And as regards the pupils' involvement it varied a lot depending on the teaching aid which was used. They were not very interested in working with the textbook, they did not pay attention, after a few minutes they got bored, the teachers had to handle with discipline problems and they did not concentrate much. On the other hand when they worked with the pictures or posters they were much more interested and cooperative, they tried to use English and they seemed to be more active. It was similar with listening activities. They concentrated more and they paid attention.

No other teaching aids were observed in these six lessons in every class. This corresponds with the pupils' questionnaires where they admitted that they use other teaching aids very little or they do not use them at all.

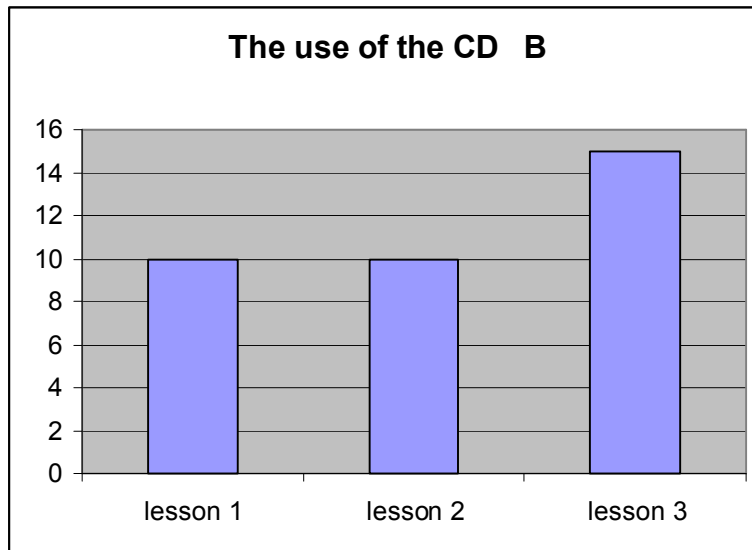
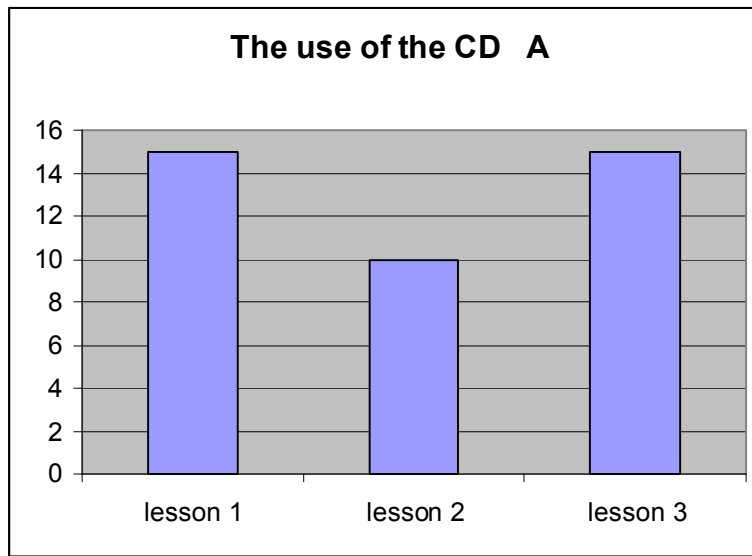
The situation was completely different in the first grade. More teaching aids were employed in every lesson even though the lesson was only once a week.

The textbook was also a main teaching aid in the lesson but it was used much less and it was appreciated by the pupils in a completely different way. The pupils were excited when they could open their class books, they were looking forward to working in it and it was a help to the teacher. The time spent on working with the textbook in the first grade is shown in the graphs 7 and 8. Although the textbook is the main teaching aid it is supported by the use of the CD a lot. The CD is an entire aid in the lesson. It is used for the beginning and ending of the lesson, it is used for learning new songs, chants and particularly to learn correct pronunciation, intonation and accent. The pupils were happy to listen to the CD, they repeated after it, they listened very carefully. They seemed to be fascinated by hearing the English language. The time which was dedicated to listening to the CD is shown in graphs 9 and 10. The pupils were excited when they could hear the CD from the headphones, they repeated all words, songs and chants and they all fully concentrated on the given activity. They could concentrate because they were not disturbed by other pupils when they used the headphones.

Graph 7 and 8: The use of the textbook as a teaching aid



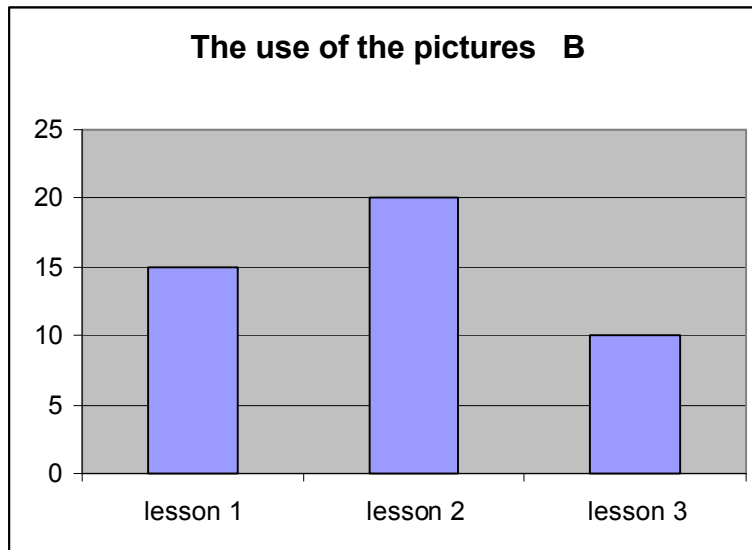
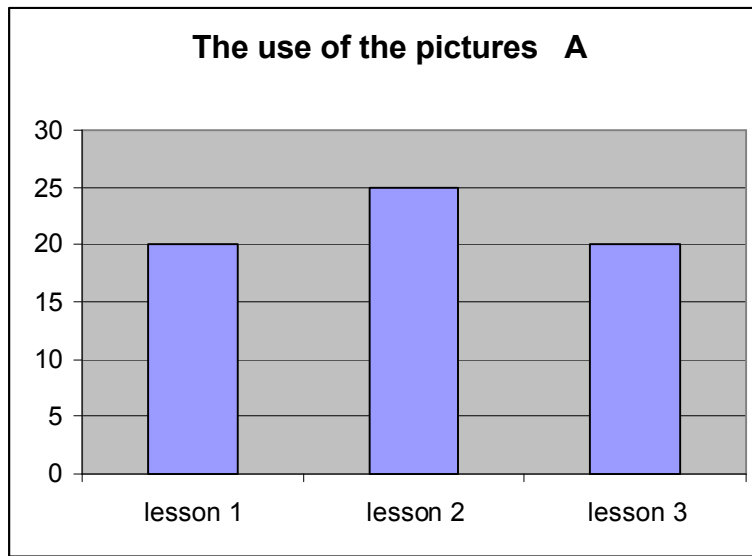
Graph 9 and 10: The use of the CD as a teaching aid



Another frequently used teaching aid in the first grade was a set of pictures and posters and cards with stories. The flashcards were used to introduce new words and to revise words. The poster was used to draw pupils' attention and indicate the change in the lesson. The story cards were used to support pupils' understanding while listening to the story on the CD. These were used throughout the whole lessons and they supported all activities so that the children could understand much better. They also used their small cards with pictures, they used them for picture dictation, when they worked in pairs and for individual work. The time spent on using pictures is shown in graphs 11 and 12.



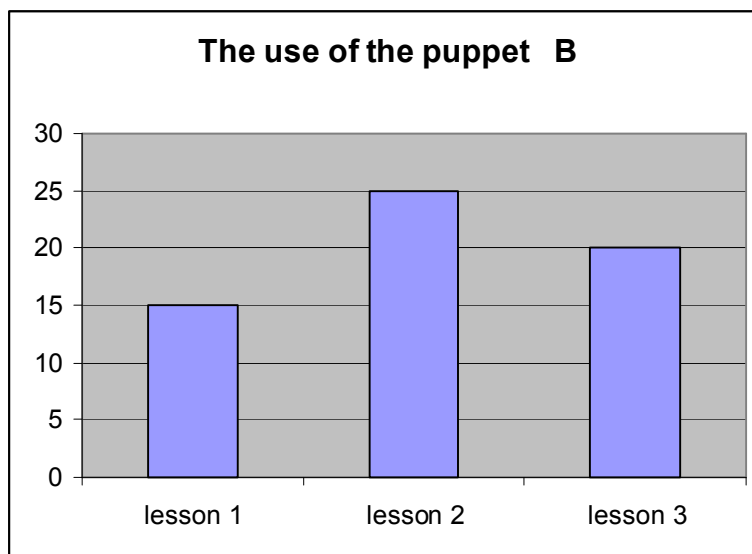
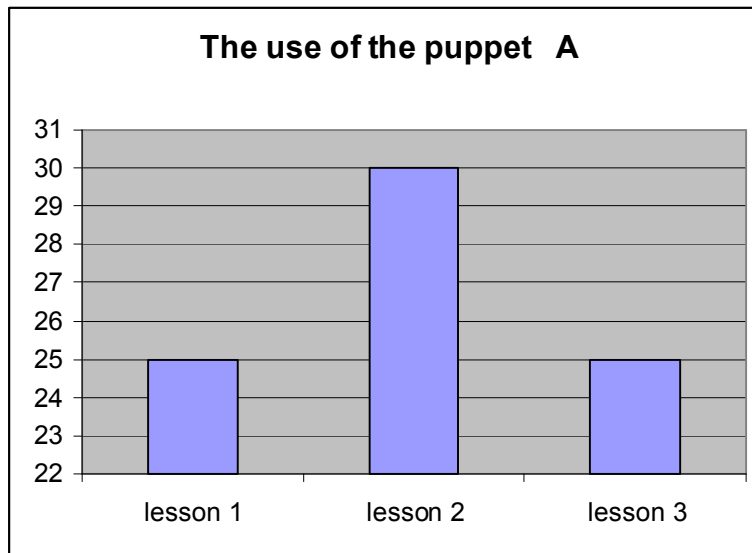
Graph 11 and 12: The use of the pictures as a teaching aid



The last teaching aid which was observed in these three lessons in every class of the first grade was the puppet. It was Cookie, the cat and it was used very much. The only difficulty for the teachers is that there is only one puppet for both classes and so they have to change in using the puppet. It means that every class has the puppet every second lesson. The children seemed to be used to this system and they were happy to see the puppet but they knew where Cookie was when he was not present in their class and they understood it. It was absolutely clear that the pupils love the puppet. They were really excited when the teachers used it and the teachers used it as much as possible. The puppet assisted the teachers at the beginning and ending of the lessons, it

indicated the change of an activity, it introduced a new activity and it praised the pupils when they worked well. The time when the puppet was used is shown in graphs 13 and 14.

Graph 14 and 15: The use of the puppet as a teaching aid



Concerning the use of English it was the puppet which brought the most English into the classroom. The puppet said hello and goodbye, it gave instructions, it revised words with the pupils and it provided the pupils with a high language input. Also the pupils tried hard to speak only English to the puppet and it worked very well. It has to be admitted that more English input was observed in the first grade than in the fourth

grade. The teachers tried to use English much more, with the support of the pictures, the puppet and gestures. And the pupils understood it. They were big groups and when somebody did not understand, there was always somebody else who could help.

### **6.7.1.3. Conclusion**

As regards the observation it provided the observer with valuable data about events which were happening in the classrooms. The observation took six weeks and it concentrated on using material teaching aids. Two grades were observed – the first grade and the fourth grade. The results of the observation differed a lot concerning the use of the teaching aids in connection with the grades. More teaching aids were observed in the first grade and they were changed more frequently, they kept the lesson running faster and the lesson was much more enjoyable for the pupils. The basic teaching aid in the first grade was a textbook but its use was supported by the CD, pictures, posters and especially the puppet which is admired and loved by the pupils. The pupils were involved in the lesson all the time, they were looking forward to what was coming next and they liked all the lessons from the beginning to the end. English was used in the lessons as much as possible. It was used in connection with the pictures, CDs and the puppet and the pupils were able to understand basic instructions, words and phrases. It was the puppet which played the most important role in the language input in the first grade. It spoke only English and the pupils had to listen carefully and they could answer only in English, it gave them a big chance to use English.

On the other hand, observation in the fourth grade proved that the textbook is the main and sometimes the only teaching aid which is used in English language teaching. The whole lesson is built on the textbook, on its grammar, words and topics. And the whole lesson is organised to fit the textbook. It is sometimes supplemented with a CD or pictures but their use is lower than in the first grade. Both teachers use the textbook very often – every lesson or nearly every lesson. The textbook is designed to develop all skills and subskills and the teachers rely on the textbook a lot. The School Education Programme is built on the textbook and it is considered to be an important teaching aid. As regards the use of mother tongue and English, its use is very low in the fourth grade and this concerns both teachers. English is used just for basic phrases and introduction

of exercises and most of the lesson is conducted in Czech. As regards the pupils' involvement in the lesson, there was seen a big difference. As mentioned above, the pupils in the first grade were excited, the pupils in the fourth grade were more passive, they became bored very quickly and their interest in the lesson was much lower. This caused more problems with their behaviour and the teachers had to cope with them. The lessons were more monotonous and the time seemed to run slower. It concerned mostly the lessons when the only teaching aid was a textbook.

## **6.7.2. Questionnaire for the teachers**

### **6.7.2.1. Basic information**

The questionnaire for the teachers was made by the author and it was to see how the teachers themselves perceive the questions about using material teaching aids. The teachers had a period of two weeks to complete this questionnaire and after the discussion with them it was produced in Czech because they admitted they were not sure if they were familiar enough with the English terminology. And they also suggested it would be faster for them to complete it if it was in Czech.

The questionnaire consisted of twenty questions. Nearly all the questions were semi-closed questions. It means that the teachers were asked to choose one possibility which best described their opinions and attitudes and then they could complete some more details about the particular question. There were a few questions where the teachers could choose more possible answers and they were informed about this possibility. The first part of the questionnaire aimed at textbooks as teaching aids and then there were other teaching aids mentioned.

The teachers were asked to complete the same questionnaire twice – once concerning the fourth grade and once concerning the first grade. The aim was to find out if the grade influences the teachers' choice of teaching aids. That was the reason why mainly closed or semi-closed questions were used in the questionnaire so that the teachers would not get bored or angry while too much writing. The teachers were very cooperative and promised to express their opinions as well as they could.

Although the teachers were asked to complete the frequency of using the teaching aids, due to the nature of the questionnaire I decided to analyze it qualitatively.

#### **6.7.2.2. Outcomes**

While analyzing the questionnaires from the teachers, the answers appeared to be differed a lot depending on the grade which the teachers took into account. On the basis of this fact it was decided to deal with these two grades separately. The first part is the analyses of the fourth grade and the second part deals with the first grade.

The first question was to find out what textbooks the teachers use in the classroom. Teacher A, who teaches pupils in class 4A (those who started learning English in the third grade), uses textbook Chit Chat and teacher B, who teaches pupils in class 4B (the language group – pupils who started learning English in the first or second grade), uses the textbook Project 1 by Tom Hutchinson. In the second question the teachers were asked to express how important the textbook is for them in the teaching process. They could choose from nine possibilities or write their own answer but they both chose the same possibility that the textbook is important for them but they also use extra materials for teaching. The importance of the textbook for these two teachers was proved by observing, they built their lesson on the basis of the content and subject matter of the textbook. The textbook proved to be an important teaching aid for both teachers. The third question asked them about the reason why they use the textbook in the classroom. They were offered seven possibilities and they were allowed to choose more than one option. Teacher A chose six of seven answers, she has more reasons why to use the textbook while teacher B circled only three answers. They both agreed on three points – using the textbook is given by the School Education Programme and it is a source of activities to practise skills and subskills. Teacher A added that they are the parents who want their children to use the textbook at school and she uses the textbook (activity book) as a source of exercises for homework and she admits that using a textbook saves her time which she can devote to creating more extra materials. Because the textbook proved to be an important aid the teachers have a lot of reasons to use it. The fourth question referred the activity book and its role for the teachers. The teachers were given two possible answers and they both circled both of them. It means they understand the

activity book as a source of other exercises to practise grammar and vocabulary and a source for homework. Teacher A also added that she uses the activity book for testing vocabulary. But no other details were given by her. The fifth question aimed at the frequency of activity book usage in the lesson and teacher A said she uses it often, teacher B uses it only sometimes. Question number six asked them what criteria are important when they choose the textbook. They were offered nineteen options and they could choose more than one. They agreed on some criteria – a CD is a part of the set, there is a clear abstract what subject matter will be taught, the textbook offers practical English, the topics and vocabulary are suitable for the primary class pupils. It is important for both teachers to have English-Czech (Czech-English) dictionary included in the set, and that the textbook fulfils all requirements given by the Framework Education Programme and the School Education Programme. Beside these answers teacher A also stated that the price of the textbook has to be available for all parents and teacher B requires to have a teacher's book as a part of the set, and the textbook should have a clear structure. She also appreciates that there are tests and authentic texts and recordings included. She concludes this point with emphasising the importance to agree on the choice with other colleagues. In the seventh question they were asked how often they use a teacher's book. Teacher A said sometimes and she was more concrete and added that she uses it to start the new unit. Teacher B uses a teacher's book very often but not for planning every lesson. The eighth question followed the previous one and asked them about the role of the teacher's book. Teacher A stated it is a source of information how she can prepare her lesson. Teacher B uses it as a support how to organize the lesson and she added that it is a source of results of tests and exercises. In the following question they were asked to decide how often they use a CD which is a part of the set. Teacher A uses it often, she chooses listening activities according to her lesson plan. Teacher B uses a CD for all listening activities in the particular unit, she uses it very much. Question number 10 was linked with the previous question and it was aimed at the role of a CD. Both teachers agreed on two options – it is a source of spoken English language and a source to practise correct pronunciation and accent. Teacher A added that she uses a CD as a source of songs and rhymes. When they were asked about using a DVD or a video in the following question they both answered that they do not use any. Teacher A gave a reason that it is not available at school and teacher B thinks

that the level of English is very difficult for young learners. Question number 12 concerned using a computer or internet. Both teachers use them but only very little, teacher A specified the frequency for twice or three times a year and teachers B for four or five times a year. When they were asked to give reasons why, teacher A mainly expressed why she uses the computer so little and it is because few materials are available for young learners and there is only one computer room at school and it is very busy. Teacher B gave reasons why she uses the computer and that is to work on projects and do online tests on the internet. The following question was connected with the computer use and it asked about using CD-ROMs. Both teachers answered positively, they both use CD-ROMs but very little. It is due to the limited possibility to use the computer room. Teacher A uses English Starters and Adventurous English and it is to practise vocabulary in a more enjoyable way for the pupils. Teacher B uses CD-ROM enclosed to Project 1 set and it is also to practise grammar and vocabulary. Question number fourteen concerned the interactive board. Teacher A does not use it at all and she did not give any reasons why not. Teacher B uses it but only twice a year and the purpose is to practise grammar and vocabulary in a more pleasant way. When asked about using puppets or teddy bears in the following question both teachers claimed they do not use any of these. Teacher A said there is no puppet which would suit the set Chit Chat and teacher B claimed the pupils are too old to be interested in puppets. The next question was aimed at using picture dictionaries for young learners and both teachers do not use any and they give the same reason that the school is not equipped with picture dictionaries. When asked about using pictures, flashcards and posters in question number seventeen, both teachers admitted they use them. Teacher A uses flashcards to teach or revise vocabulary, teacher B uses Project 1 posters as a helping aid to explain or practise grammar or vocabulary. Question number eighteen was to say if they use any other teaching aids beside those which were mentioned before. Teacher A wrote down that she sometimes uses her own worksheets to revise grammar and vocabulary, teacher B does not use any other aids. Questions nineteen and twenty dealt with the language classrooms and they evaluated the equipment as good or satisfactory but they both would welcome another language room and their reason is the same, there are a lot of groups using these two classrooms and with another one they would have more chances to go there and use all the equipment which the language

classrooms offer. Question number twenty-one was free for further comments or suggestions but both teachers did not complete anything concerning this questionnaire.

As it was already stated at the beginning of this analysis the teachers were asked to complete two questionnaires and the second one concerned the teaching aids used for the first grade pupils. The teachers answered the same questions and here is a brief report of the analysis. They both use the same books in the first grade – Cookie and Friends. Although this book is recommended for pre-school pupils it is used in the first grade in the school. Regarding the textbook the teachers' answers differed a lot. Teacher A takes the textbook as a help in the teaching process but it is not very important to her. She added that her pupils like working with the textbook and it saves her time so that she can prepare some extra materials for her pupils. Although the textbook is not so important to her, she claims she uses it quite often. On the other hand teacher B admitted that the textbook is a crucial aid for her. She uses the textbook as a source of activities to practise subskills especially vocabulary, pronunciation, intonation and accent. She also admitted that she uses it nearly every lesson. Both teachers partly agreed on important criteria for choosing a textbook. They consider the teacher's book and a CD to be important parts of the textbook, and they also mention suitability for young learners as a considerable condition. Teacher A also appreciates when the textbook is colourful and attractive whereas teacher B regards the price and agreement with other colleagues important. They conclude the questions about the textbook by comments on teacher's book. They both often use it and it serves as a source of activities, information and a support how to organize the lesson. They both use a CD quite often and it is a source of songs, rhymes and correct pronunciation and accent. Their answers differ in the question about a DVD or an extra CD. Whereas teacher A does not use any because the set of Cookie and Friends offers her enough listening materials, the second teacher uses an extra CD with songs to activate her pupils and to teach them something new. They both do not use a computer or the internet and teacher A explains that there are not suitable programs for such young learners. They both admit that they do not use a CD-ROM or interactive board. On the contrary they both use a puppet, it is a puppet of Cookie, the cat. But due to having only one puppet at school they cannot use it in every lesson and they have to share one and use it every second lesson. They do not use any picture dictionaries. As it was mentioned before the



school is not equipped with any. But they both use flashcards, pictures and posters every lesson to play games, to revise words, stories, and to attract pupils. The teachers' answers differed in the question about using extra materials. Teacher A often uses photocopiable materials which are a part of the set as a source of other activities. Teacher B does not use any. They both are satisfied with the equipment of language classrooms, they emphasize headsets which are very popular with young pupils. And as already stated above they would appreciate to have another language classroom.

### **6.7.2.3. Conclusion**

This questionnaire supplied information about what teaching aids are used by two teachers, how often and why they are used as regards teaching English to young learners. The results proved that the textbook is the basis of both teachers' teaching and they have a lot of reasons why to use a textbook as a main teaching aim. It is given by the Framework Education Programme and the School Education Programme. It offers the development of all skills and subskills and the teachers rely on it. Using information technologies (computers, the internet and interactive boards) is limited as the school does not give many opportunities for its using. There is very small chance to get to the computer room or rooms with interactive boards. The teachers are dependent on the equipment of the school. Because the school is not equipped with picture dictionaries, they just do not use any. Because the school does not provide the teachers with suitable computer materials for young learners, they do not use computers. The range of material teaching aids is limited. Although they both teach in the primary school the teaching aids and the purpose of their use differ in the first and fourth grade a lot.

## **6.7.3. Questionnaire for pupils**

### **6.7.3.1. Basic information**

Children in the fourth grade were asked to answer eighteen questions concerning teaching material aids in their English lessons. The questionnaire was in Czech as their level of English is not high enough to be able to complete the questionnaire in English.

The aim of the questionnaire was to find out how young learners perceive the frequency of using particular teaching aids and how they appreciate their use. Because the questionnaire was to be used in the fourth grade it was made as easy as possible for young learners. It consisted of closed questions only so that it was not too much reading and too much writing for the pupils.

This questionnaire was carried out in both classes A and B and twenty-three pupils were involved in the research via the questionnaire. There were twelve pupils in class A and eleven pupils in class B. When needed, explanations of the questions were provided by the teacher or the researcher.

Regarding pupils in the first grade, this questionnaire was carried out in the form of an interview because the pupils' ability to read is lower and extra explanations and help were needed.

#### **6.7.3.2. Outcomes**

The questionnaire for the pupils was an important research tool as it showed what teaching aids are used by the teachers and how often and the pupils could also state their own opinion what teaching aids they like best and which ones they would appreciate to be used more often. All the gained data proved to be relevant to the whole research as the pupils agreed or nearly agreed on most questions and it showed a real picture of the situation.

The data were analysed both statistically and interpretatively according to the nature of the questions.

The first question aimed at the number of pupils in the classroom and especially the number of boys and girls as this division could play an important role in the preferences and perception of particular teaching aids. This division proved not to be very relevant and the analyses did not show different interests and preferences regarding boys or girls. Their answers differed only slightly and more between the two classes themselves than between boys and girls. On the day when the questionnaire was carried out there were seven boys and five girls in class A and six boys and five girls in class B. The second question concerned the length of their English learning. The answers confirmed the division of the pupils into two groups – the language group – ten pupils have been

learning English since the first grade and one pupil since the second grade. The second group consists of pupils who have been learning English since the third grade. As the level of English of these two groups is different, the choice of the textbook is dependent on this division. It was seen in the third question which asked the pupils which textbook they use and class A uses Chit Chat textbook whereas the language class B uses Project 1 textbook. This division of groups, as regards teaching aids, was more significant than division into girls and boys. The fourth question asked the pupils how they like their textbook. More subjective answers were gained and they varied a lot (see appendix 5). Question number five aimed at the frequency of using the textbook in the classroom and it was proved by all pupils from both groups that the textbook is the main teaching aid and it is used every lesson or nearly every lesson, no other answers were employed. The pupils perceive the textbook as an everyday tool in their classes (see appendix 5). The following question obtained subjective answers about how the pupils like using the textbook in the classroom. The scale of their answers was wider in this case as the pupils used all possible answers from 'Yes, I like it very much' to 'No, I do not like it' (see appendix 5). These answers were supported by the following question which wanted the pupils to say how they perceive the use of the textbook in the classroom. Their answers varied according to their previous ones and they used all possibilities (see appendix 5). Questions nine and ten concerned the activity book. All pupils agreed on these answers and they all confirmed that the textbook is used for individual work in the classroom (20 pupils), it is also used for common revision in the classroom (18 pupils) and many pupils agreed that the activity book is often used for homework (see appendix 5). Question number eleven was to find out how often they use a CD/cassette in the English classroom. All answers were the same, sixteen pupils see the frequency of the use of a CD as very often, seven pupils perceive it as often (see appendix 5). Regarding question number twelve 'How often do you watch a DVD/video in the classroom?' the results differed a lot depending on their level of English. Class A stated that they never watch an English video in the classroom and it was supported by all twelve pupils present that day whereas pupils in class B admitted they watch a DVD/video sometimes or rarely (see appendix 5). The following question was aimed at the computer and internet and there was an agreement among the pupils. It does not matter if they are a language group, both groups use computers very little (see appendix 5). As regards the

question about using a puppet or teddy both groups agreed that they do not use any of these – twenty-three pupils chose the answer never (see appendix 5). More positive answers were gained in the following question number fifteen which concerned the use of pictures or posters. These are used in an English lesson quite often, their use depends on the teacher as class A uses them less than class B (see appendix 5). The question about using dictionaries in the classroom showed that they are not used at all concerning class A or they are used very little as regards class B (see appendix 5). Questions number seventeen and eighteen were aimed at the pupils' personal opinion and it was to show which of those teaching aids they would like to use more often and which ones they like best. The pupils could circle more possibilities and the results proved that the computers and internet are the most popular teaching aids among the pupils and they would like to work on them much more than they do. This was agreed by all pupils in both classes. The second position of their popularity occupies a DVD/video and it is followed by pictures and postcards. When the pupils were free to choose the most popular aids the textbook and activity book were not popular at all (see appendix 5).

Regarding the data gained from the pupils in the first grade they proved not to have relevant significance for this research as all pupils like everything particularly the puppet of Cookie, the cat and they love everything concerning English. They can not estimate adequately how often they use particular teaching aids and as a result of this the first grade is analysed only from the point of view of the teacher and observer (see teachers' questionnaire and observation).

### **6.7.3.3. Conclusion**

The questionnaire for the pupils brought relevant information about how the pupils perceive the use and purpose of particular teaching aids. They gave support to the results about using the textbook as a main teaching aid. Although the textbook is used the most often, it is not appreciated by the pupils very positively. They would like to use computers and the internet more often as a computer is now an everyday part of their lives. They appreciate using the pictures and posters and they also like listening to CDs. But the absolute winner of their popularity is a computer and the internet.

#### **6.7.4. Personal diary**

The diary was kept throughout the whole course of this research. It was used as an extra and supplementary instrument and it served as a helping instrument to see and understand the events which were happening in the classrooms. Its notes were used throughout the whole research analyses and it is not analysed in more details.

#### **6.8. Conclusion of the practical part**

The practical part aimed at the real situation in the classrooms concerning the use of various teaching aids to teach English to young learners. The function of the research was to find out which teaching aids are used, how often they are used and how their use contributes to the development of the communication competency. The communication competency is described as the main outcome of teaching foreign languages in the School Education Programme. Two principle questions were declared at the beginning of the research and the first one concerned the textbook as a main teaching aid and the second question was aimed at the development of the communication competency while using particular teaching aids. Three main instruments were used to gain the data and they were the questionnaires – one for the teachers and one for the pupils, observation and a diary. All three instruments were employed throughout the whole research and the data of the observation and the questionnaire were analysed separately, the diary data were taken into account continuously while analysing the data.

The research outcomes proved that the textbook is considered to be the most important teaching aid in English language teaching. It is used very often, the whole lesson is built on the basis of the textbook and it became an everyday teaching aid for the teachers and their pupils. The class book is used particularly for school work whereas the activity book is often used as a source of exercises for homework. The teacher's book is also frequently used. It is a source of methodology and extra activities for the teachers. The textbook is evaluated by the pupils in two completely different ways. The older pupils in the fourth class do not like using the textbook much but the pupils in the first class love it and want to work with it as often as possible. According to the teachers the textbook serves as a good aid to develop the communication

competency because it covers all skills and subskills, it contains cultural aspects of the English speaking countries and gives the pupils basic overview about the English language. It is a source of practical language and it makes the pupils understand and react in English. The textbook is quipped with a CD and it is often used as a source of the English language and it is used to practise pronunciation, accent and pupils' listening. Its use is felt more positively by the pupils than the textbook itself. Another teaching aid frequently used is a set of pictures, posters and cards. This supports the use of English because a lower amount of mother tongue is needed when presenting a picture. The pupils see a picture and hear English words and they do not need translation. As regards the first grade, one of the most important teaching aid proved to be a puppet. Not only it is loved by the pupils, it provides them with a high language input. It speaks only English and when the pupils want to communicate with it they also have to use only English. It is frequently used and it essentially contributes to the development of the communication competency. No other teaching aids were observed in the course of the research and there are several reasons. Either they are not provided by the school or they are not suitable for young learners.

## **7. Conclusion**

Teaching aids were introduced in this thesis particularly regarding English language teaching and young learners. When teachers plan their lessons and prepare teaching aids they have to take into account that these are to be used with young learners. They should not be chosen randomly, they should always be chosen to fulfil the aim of the lesson and to contribute to the development of communication competency. This competency is the overall outcome of the School Education Programme concerning teaching English as a foreign language. The research was a part of the practical part and its aim was to find out what teaching aids are used in English language teaching and how they are used by teachers and perceived by learners and how they contribute the development of that communicative competency. The research proved the textbook to be the main teaching aid and other aids which the textbook is accompanied by such CDs, pictures. The research showed that a limited number of teaching aids is used.

## 8. Resumé

V současné době dochází ke změnám v mnoha oblastech společenského života a to i v oblasti vzdělávání. Tyto změny nejsou patrné pouze v České republice, ale velkými proměnami prochází země na celém světě. Mezinárodní hranice se rozpadají a lidé mají větší možnosti navázat kontakty s jinými lidmi, kulturami a jazyky díky cestování a novým komunikačním technologiím. Tato tzv. globalizace světa je moderním a někdy kontroverzním trendem, který je spuštěn a nelze ho zastavit a vede k zavedení termínu globální jazyk, kterým se automaticky stává angličtina, jako nejrozšířenější světový cizí jazyk. Důležitým časovým mezníkem pro Českou republiku byl vstup do Evropské unie a následné přejímání evropských trendů a postojů stejně jako vzdělávacích modelů. Tento proces vedl k vyšší potřebě jazykové vybavenosti obyvatel nejenom České republiky a Evropské unie, ale celého světa. Vlády musely na tyto nové skutečnosti reagovat a mnoho vzdělávacích systémů prošlo velkými změnami.

Co se týče České republiky, výuka anglického jazyka se stala vládní a ministerskou prioritou a bylo učiněno mnoho kroků k její realizaci na školách. Celá vzdělávací politika prošla výraznou změnou a ta přinesla mnoho změn v pohledu na celý vyučovací proces. Ministerstvo školství, mládeže a tělovýchovy přichází s novou koncepcí pojetí kurikula a ve spolupráci s Výzkumným ústavem pedagogickým přichází s Rámcovým vzdělávacím programem který upravuje vzdělávání v České republice. Na základě tohoto programu školy vytváří svůj Školní vzdělávací program a jeho cíle začínají naplňovat. Jako součást těchto programů se začíná užívat termín klíčové kompetence a naplňování klíčových kompetencí. Tento vzdělávací program definuje klíčové kompetence jako souhrn dovedností, vědomostí, postojů a hodnot důležitých pro osobní rozvoj a uplatnění každého člena společnosti. Co se týká výuky žáků na základní škole, jsou představeny tyto klíčové kompetence: kompetence k učení, kompetence k řešení problémů, kompetence komunikativní, kompetence sociální a personální, kompetence občanské a kompetence pracovní. Pro výuku anglického jazyka je směřodatný rozvoj především kompetence komunikativní, což je zdůrazněno i ve Školním vzdělávacím programu ze kterého se vycházelo v této diplomové práci a všechny aktivity spojené s výukou cizího jazyka by měly přispívat k jejímu rozvoji. Cizím jazykem číslo jedna se stává anglický jazyk, jehož výuka je povinná na všech základních školách.

Rámcový vzdělávací program stanovuje počátek výuky cizího jazyka na třetí ročník základní školy s možností rozšíření výuky cizího jazyka od první třídy. Tato možnost je dnes už využívána na mnoha školách a výuka anglického jazyka v první třídě není ničím neobvyklým, ale začíná se stávat vzrůstajícím trendem. Školy jsou nuceny na tento trend reagovat a zavádí výuku do prvních tříd základních škol. Nejedná se o výuku v pravém slova smyslu, výuka je většinou realizována formou kroužků, nepovinných předmětů nebo zájmových aktivit. Pro mnoho škol tímto krokem vyvstal problém nedostatku kvalifikovaných učitelů, kteří by mohli učit jazyk na druhém stupni základní školy, ale i na prvním stupni. Výuka je často řízena učitelem, který je buď aprobovaný pro výuku na druhém stupni, nebo učitelem, který je sice aprobovaný pro první stupeň, ale není kvalifikovaný pro výuku anglického jazyka. Pokud tedy učitel učí jak na druhém, tak na prvním stupni, měl by si být vědom rozdílů mezi dětmi a měl by na tyto rozdíly adekvátně reagovat. To se týká přípravy celého vyučovacího procesu a také didaktických prostředků, které bude ve své výuce využívat. Tato diplomová práce se zabývá materiálními didaktickými prostředky, které mohou přispívat k rozvoji komunikativní kompetence v souvislosti s výukou anglického jazyka na prvním stupni.

V první části této diplomové práce jsou popsáni žáci prvního stupně a to jak z pohledu jejich vývoje, tak z pohledu možnosti výuky cizího jazyka v raném věku. Existuje mnoho studií zabývajících se výhodami a nevýhodami výuky cizího jazyka u malých dětí, tento trend má nejenom mnoho zastánců, ale i odpůrců. Odborníci tvrdí, že za použití adekvátních metod, technik a prostředků lze docílit velkého rozvoje komunikativní kompetence u dětí, které začnou s výukou jazyka už v první třídě.

Jako didaktické prostředky se označuje vše, co je využito ve výuce a vede k dosažení cíle vyučovací hodiny a celého procesu. V souvislosti s výukou malých dětí byly v této diplomové práci představeny tyto materiální didaktické prostředky: učebnice, a to jak učebnice samotná, tak i pracovní sešit a metodická příručka pro učitele, dále CD popř. DVD, které už dnes bývají standardní součástí výukové sady, obrázky a plakáty, loutky nebo plyšové medvídci, obrázkové slovníky a zejména nejmodernější didaktické prostředky jako je počítač, internet, CD-Rom nebo interaktivní tabule. V teoretické části byly všechny tyto didaktické prostředky představeny a detailně popsány v souvislosti s možností jejich využití pro rozvoj komunikativní kompetence. Protože se mění a stále vyvíjí celý svět kolem nás, vyvíjí se a zlepšují i didaktické prostředky a i učitelé musí na



tyto změny zareagovat. Zejména nejmodernější prostředky mají mnoho zastánců, ale také kritiků, kteří nevidí účel a význam v používání např. počítačů nebo internetu při výuce anglického jazyka. Ale i škola musí reagovat na rostoucí trendy a nyní žijeme v době počítačů a informačních technologií, které se staly naprosto nedílnou součástí našich životů a jsou zde každodenně přítomné. Proto, i když je počítač používán např. jen na procvičení dalších cvičení, jeho úloha je zásadní. Protože počítač je součástí každodenního života všech žáků, většinou přistupují k počítači velmi pozitivně a s nadšeným očekáváním a je na učiteli, zda tohoto stavu dokáže využít. Jak ale vyplynulo z praktické části této diplomové práce, jejíž součástí byl výzkum, který se zabýval právě tímto využíváním materiálních didaktických prostředků, počítače a moderní technologie nejsou téměř vůbec využívány k výuce anglického jazyka na prvním stupni a pokud ano, tak jen velmi málo. Podle tohoto výzkumu je důvodem nedostupnost vhodných výukových materiálů na základní škole, nebo malá kapacita počítačové učebny. Jako nejrozšířenější didaktický prostředek se ukázala být učebnice. Ta se řadí ke klasickým didaktickým prostředkům, ale jak je patrné ve výsledcích výzkumu, je stále hlavním prostředkem, který je ve výuce používán. A to nejen ve čtvrtém ročníku, který se stal základem pro tento výzkum, ale také v první ročníku, kde je anglický jazyk vyučován pouze formou odpoledního kroužku. Do tohoto výzkumu byly zahrnuty dvě učitelky, které samy přiznaly, že je pro ně učebnice hlavním zdrojem pro výuku, plánování výuky a dosahování vzdělávacích cílů a pro podporu využití učebnice si našly mnoho důvodů. Velmi důležitou roli z hlediska didaktických prostředků nehraje pouze samotná učebnice, ale také pracovní sešit, který je součástí výukové sady. Ten slouží k dalšímu procvičování učiva ve škole, ale jeho zásadní funkce je zdroj cvičení pro zadávání domácích úkolů. U žáků si ale učebnice ani pracovní sešit velkou oblibu nezískaly. Dalším využívaným prostředkem je zdroj skutečného anglického jazyka ve formě poslechů a to je CD. CD je většinou také součástí celé sady a jeho výhodou je, že poslechy a cvičení jsou upraveny pro danou úroveň žáků a umožňuje jim tak dosáhnout úspěchu porozumění mluvenému slovu. Podle závěrů výzkumu i CD je využívaným prostředkem, jež slouží především jako zdroj skutečného anglického jazyka. CD je u žáků oblíbenější než samotná učebnice. V souvislosti s CD byl představen další prostředek, audio-vizuální DVD. Velkou výhodou DVD je fakt, že mluvené slovo je doprovázeno obrazem, což umožňuje vyšší

míru porozumění než jen samotný poslech. Jak ale ukázal výzkum, ani DVD není rozšířeným didaktickým prostředkem pro výuku angličtiny na prvním stupni. Jako důvod byla uvedena obtížná úroveň těchto materiálů a opět jejich nedostatek ve škole. Výsledky rozborů dotazníku pro žáky ale potvrdily, že DVD patří mezi jejich oblíbené prostředky a že by uvítali, pokud by bylo DVD zařazováno do výuky častěji. Nejedná se o pouhé sledování televize, žáci mohou získat základní informace i o anglicky-mluvicích zemích, o jejich tradicích a zvycích, o tom, co např. jedí nebo jaké oblečení nosí. Jedná se tedy o rozvoj komunikativní kompetence nejenom po stránce jazykové, ale i kulturní. Dalším didaktickým prostředkem, který byl popsán v teoretické části, byla loutka (plyšový medvídek). Loutka je zejména populární mezi dětmi a její využití ve výuce může zásadně přispět ke zvýšení jazykové úrovně žáků. Využití loutky může velmi výrazně snížit používání mateřského jazyka a zvýšit používání anglického jazyka. Loutka slouží jako učitelův pomocník, který uvádí a končí hodinu, představuje nová slovíčka a gramatické struktury, indikuje změnu aktivit během hodiny, ale také může sloužit jako uklidňující a utišující prostředek zejména v souvislosti s velmi malými dětmi. Na základě výzkumu bylo zjištěno, že loutka se používá pro výuku v první třídě. Důvodem, proč se nepoužívá i ve vyšších ročnících byl fakt, že buď jsou děti na loutku už příliš velké, nebo k dané sadě učebnic již loutka není nabízena. Faktem ale zůstává, že loutka je u dětí velmi oblíbená, žáci v první třídě ji milují a těší se na každou hodinu, kdy ji uvidí. Podle výzkumu by i starší děti uvítaly, kdyby učitelé používali loutky ve výuce. Nepostradatelným didaktickým prostředkem jsou i obrázky a plakáty. Dnes je většina sad učebnic již vybavena sadou karet, které jsou přímo určeny k použití v hodinách a jejich úloha je nezastupitelná. Obrázky mohou podobně jako loutka sloužit k představení nové slovní zásoby, k jejímu procvičování a zkoušení. Velkou výhodou obrázků je to, že význam slovíček je na nich znázorněn graficky a není potřeba mateřského jazyka pro překlad. To umožňuje vyšší možnost použití angličtiny ve výuce. Průzkum ukázal, že obrázky jsou důležitým a běžně používaným prostředkem ve výuce na prvním stupni a obrázky jsou pozitivně přijímány i dětmi. V teoretické části této diplomové práce byla zmíněna i výhoda interaktivní tabule, která se pomalu začíná dostávat i do českých škol. Tento proces je pomalejší z důvodu vysokých finančních nákladů na pořízení této tabule, ale ta poté může být využívána k procvičování jazyka zábavnější formou a může se tak stát významným motivačním prostředkem. Podle

průzkumu není na prvním stupni zatím nijak výrazně využívána, ale to může být dáno i tím, že se jedná o relativně nový materiální didaktický prostředek, který si zatím své místo ve výuce získává. Posledním prostředkem, kterým se tato práce zabývala byly slovníky a jejich využití v hodině. Slovník je nedílnou součástí výuky cizího jazyka, ale s ohledem na věk dětí a jejich schopnosti číst a vyhledávat podle abecedy, byly představeny obrázkové slovníky. Na trhu je dnes velké množství obrázkových slovníků, které jsou určeny již pro velmi malé žáky. Slovíčka jsou většinou rozdělena do skupin podle témat. Výzkum ale ukázal, že tyto slovníky nejsou používány, zejména proto, že ve škole nejsou k dispozici. Škola disponuje pouze klasickými překladovými slovníky, které ale nejsou vhodné pro žáky na prvním stupni základní školy.

V teoretické části byly představeny všechny tyto materiální didaktické prostředky i s jejich potenciálem pro rozvoj komunikativní kompetence u žáků prvního stupně základní školy. Jak ale ukázal výzkum, ne všechny jsou používány při výuce.

Cílem vyučovací hodiny nemá být použití všech dostupných didaktických prostředků, ale použití různých didaktických prostředků by mělo sloužit k naplňování cílů vyučovací hodiny.

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## **10. Appendix**

### **List of appendices:**

- Appendix 1: School Education Programme
- Appendix 2: Observation sheet
- Appendix 3: Questionnaire for the teachers
- Appendix 4: Questionnaire for the pupils
- Appendix 5: Graphs – outcomes of pupils' questionnaires



## Appendix 1: School Education Programme

### CHARAKTERISTIKA PŘEDMĚTŮ NA 2. STUPNI ORGANIZACE VÝUKY, METODY A MEZIPŘEDMĚTOVÉ VAZBY

#### Český jazyk a literatura

Jazyk český se zaměřuje na to, aby se děti uměly domluvit s lidmi, aby uměly porozumět textům, aby zvládaly sdělit své pocity a postoje, ale také aby uměly pochopit záměry a postoje druhých, což souvisí s kompetencí sociální a personální a občanskou.

Takto pojatý jazyk český vede ke kompetenci pracovní a komunikativní a tím ke kultivovanějšímu, srozumitelnějšímu a správnějšímu osvojení a ovládnutí jazyka a také rozvíjení komunikativních schopností a dovedností. **Osobitý důraz je tedy kladen na rozvoj slovní zásoby**, volbu slov ve smyslu přesnosti i ve smyslu citového odstínu. Ve věcném vyjadřování je pěstován prostý, jasný, výkladový sloh se zřetelem na **logické uspořádání výpovědí a textů**. Je zapotřebí osvojení pravidel rozhovoru, debaty a slovní argumentace, aby následně žáci byli schopni své obrany proti tlaku zejména manipulační komunikace. To vše žáci mohou použít při zpracovávání řady projektů a při jejich prezentaci, čímž se rozvíjí **kompetence k učení a řešení problémů**.

Výuka gramatiky má ve všech ročnících **dvouhodinovou dotaci týdně**, směřuje k rozvoji rozumových schopností při poznávání jazykových operací. Správné postavení věty a vybavení gramatickými pojmy patří ke stěžejním úkolům jazyka českého. Gramatické poznatky však nikdy nestojí osamocně, nejsou učeny samoúčelně, ale slouží právě ke komunikačním schopnostem žáků.

**Literární výchova** má v 6. a 7. ročníku hodinovou týdenní dotaci, výuka probíhá formou **dílen čtení**, jejichž prostřednictvím si žáci prohlubují **čtenářské návyky a zvyšují čtenářskou gramotnost**. V 8. a 9. ročníku je dvouhodinová dotace. Výuka slouží k **rozvoji estetického vnímání žáků**. Usiluje se o to, aby nebyla jen encyklopedickým přehledem autorů a děl. Literární výchova má ve svém pojetí přivést žáky zpět k zájmu o literární kulturu a rozvíjet jejich slovní zásobu. Proto je zaměřena na **prožitky z literárního díla, interpretaci děl, jejich analýzu**. Opět se zde rozvíjí **mluvené slovo prostřednictvím diskusí nad knihami, filmy** apod.

Na druhém stupni se využívají podklady z 1. stupně a žák si vytváří další pracovní listy a podklady pro další studium.

**Komunikační výchova** má **hodinovou dotaci** týdně, rozvíjí komunikaci, učí žáky ústně i písemně formulovat a sdělovat své myšlenky a pocity, naslouchat sdělení druhých a reagovat na ně.

#### Anglický jazyk

Výuka má dotaci **tři hodiny týdně v dělených skupinách**. Klade **důraz na komunikační schopnosti žáků**, kterým jsou podřízeny veškeré gramatické výklady. Směřuje k tomu, aby se žáci byli **schopni dorozumět** s cizincem v běžných situacích a hovořit s ním o jednoduchých tématech. Touto smysluplností je rozvíjena kompetence k učení, komunikativní a pracovní. Žáci musí rovněž **porozumět čtenému textu**, který je obsahem slov na jejich jazykové úrovni.

Výuka **seznamuje žáky s realitami země, která tímto jazykem hovoří**. Znalost cizího jazyka vede žáky k pochopení jiných cizojazyčných kultur, prohlubuje v nich toleranci k nim a je nedílnou součástí komunikace mezi nimi. Také se zde rozvíjí kompetence sociální a personální a občanská. Žáci pracují také na projektech s multikulturní problematikou a jiných, čímž se rozvíjí kompetence k řešení problémů

**2. stupeň navazuje na 1. stupeň, na procvičování větné skladby, věnuje se pozornost posluchu a popisování jednoduchých dějů**.

Výuka anglického jazyka **probíhá v jazykové učebně**, je založena na **modelu britské angličtiny**, ale žáci jsou seznamováni také s **modelem americké angličtiny**.

	OČEKÁVANÉ VÝSTUPY	UČIVO A PŘESAHY
Můj svět	<ul style="list-style-type: none"> <li>➤ rozumí známým slověům a jednoduchým větám se vztahem k osvojovaným tématům</li> <li>➤ rozumí obsahu a smyslu jednoduchých autentických materiálů (časopisy, obrázové a poslechové materiály) a využívá je při své práci</li> <li>➤ čte nahlas plynule a foneticky správně jednoduché texty obsahující známou slovní zásobu</li> <li>➤ vyhledá v jednoduchém textu potřebnou informaci a vytvoří odpověď na otázku</li> <li>➤ používá dvojjazyčný slovník</li> <li>➤ osvojuje si základní informace o významných dnech v anglofonních zemích</li> </ul>	<p>reaguje na pokyny ve třídě, rozšiřování slovní zásoby : části těla, oblečení, škola, rodina, volný čas</p> <p>práce s texty v učebnici, poslech nahrávky na dané téma</p> <p>čtení textů v učebnici i v časopise</p> <p>vyhledávání slovní zásoby v textu, vytvoření jednoduché věty, otázka , odpověď kladná i záporná práce se slovníčkem učebnice</p> <p>překlady textů z učebnice</p> <p>Haloween, Christmas day</p>
Lidé	<ul style="list-style-type: none"> <li>➤ sestaví gramaticky a formálně správně jednoduché písemné sdělení, krátký text a odpověď na sdělení; vyplní své základní údaje do formulářů</li> <li>➤ obměňuje krátké texty se zachováním smyslu textu</li> <li>➤ zpracuje ve skupině jednoduchý projekt a prezentuje ho ve třídě</li> </ul>	<p>popis s u žitím slovesa can, there is, there are, to be . blahopřání k narozeninám, pozdrav z prázdnin/ ČI - přání./</p> <p>používání protikladů a synonym</p> <p>tvorba přáníček na aktuální téma</p>
Komunikace	<ul style="list-style-type: none"> <li>➤ aktivně se zapojí do jednoduché konverzace, pozdraví a rozloučí se s dospělým i kamarádem, poskytne požadovanou informaci</li> </ul>	<p>jednoduché dialogy: pozdravy, poděkování, představení, blahopřání, orientace ve městě ,poznávání celých hodin</p> <p>/PT - Multikulturní výchova - Multikulturalita Osobnosti a sociální výchova – Kreativita/</p>

## Appendix 2: Observation sheet

### Observation sheet

Date: 15.3.2011  
 Class: 4A  
 Teacher: A  
 Number of pupils: 13  
 Time: 8.00-8.45  
 Textbook: *Čul Čal*

Lesson topic: *Bug Cafe*  
 Lesson aim:

#### Teaching aids

teaching aid	timing	aim	English/ Czech	pupils' involvement
textbook – pupil's book	15 mins	pg 42 - listening - words revision, listening to the dialogues, grammar: <i>What do you like?</i>	80% Cz 20% En	⊙ after a few minutes they got bored
textbook - activity book	10 mins	pg 42 - ex 1 - complete the crosswords and draw pictures	95% Cz 5% En	O.K. they were interested, they like crosswords
textbook - CD/DVD/cass.	10 mins	pg 42 - listening to new words, dialogues	80% Cz 20% En	O.K. they listened and were interested → ex 2
pictures flashcards posters	5 mins	teaching new words	70% En 30% Cz	O.K. they looked interested, repeated after the teacher
extra CD/DVD	/			
CD-ROM computer internet	/			
puppets	/			
dictionaries	/			

**Material equipment in the classroom:**

Pupils' aids: class book, activity book

Teacher's aids: class book, activity book, teacher's book, cassettes

Classroom equipment used: ① player

Classroom equipment not used:

**Comments:**

All the lesson was concentrated on the textbook -  
all exercises were done on page 42  
pupils seem to be used to this system of work  
the lesson was quite relaxed, the pupils were  
cooperative  
The aim was not stated at the beginning  
of the lesson

### Observation sheet

Date: 17.3.2011  
 Class: 1A  
 Teacher: A  
 Number of pupils: 15  
 Time: 12.45 - 13.30  
 Textbook: *Cookie and Friends*

Lesson topic: *Body*  
 Lesson aim:

#### Teaching aids

teaching aid	timing	aim	English/ Czech	pupils' involvement
textbook – pupil's book	15 mins	pg 16 - look and colour repeat the names of parts of the body	50% Cz 50% En	they like colouring they were very happy when they could colour
textbook - activity book				
textbook - CD/DVD/cass.	5 mins	hello song, goodbye song + pronunciation body song	90% En 10% Cz	liked a lot ☺ sang
pictures flashcards posters	10 mins	words revision revision of characters poster <i>šula - sara</i> of words	95% En 5% Cz	quite interested, repeated ☺
extra CD/DVD	/			
CD-ROM computer internet	/			
puppets	30 mins	say hello, goodbye, giving instructions, word revisions calming down students	100% En	very interested ☺ very excited shouted at him
dictionaries	/			

**Material equipment in the classroom:**

Pupils' aids: *Cookie and Friends book*

Teacher's aids: *puppets, flashcards, posters, CD, book*

Classroom equipment used: *CD-player*

Classroom equipment not used:

**Comments:**

*The children looked very interested, they were cooperative and tried hard to speak English. They love the puppet.*

## Appendix 3: Questionnaire for the teachers

A

### DOTAZNÍK

Ráda bych Vás poprosila o vyplnění dotazníku, který se zaměřuje na využití materiálních didaktických prostředků ve výuce anglického jazyka na 1. stupni základní školy. Vaše odpovědi budou součástí mé diplomové práce Material Teaching Aids in Teaching English to Young Learners.

Tento dotazník je anonymní a výsledky nebudou poskytnuty nikomu jinému. Děkuji Vám za spolupráci.

Zakroužkujte možnost, která nejlépe vystihuje Váš názor

- 1 Jakou učebnici používáte ve 4. třídě? *Chit Chat*
- 2 Jakou roli pro Vás hraje učebnice?
  - a) zásadní, je to pro mě hlavní prostředek při výuce
  - b) učebnice je pro mě důležitá
  - c) učebnice je důležitá, ale doplňuji ji extra materiály
  - d) učebnice je důležitá, ale vynechávám cvičení, která nesplňují cíle
  - e) učebnici beru jako pomoc při výuce, ale nedržím se jí striktně
  - f) učebnice pro mě není důležitá, pouze si vybírám některá cvičení
  - g) učebnice pro mě není důležitá, ale nedokázala bych bez ní učit
  - h) učebnice pro mě není důležitá a dokázala bych bez ní učit
  - i) preferovala bych učení bez učebnice
  - j) jiné: \_\_\_\_\_
- 3 Proč používáte učebnici ve výuce? (můžete zvolit více možností)
  - a) používání učebnice je dáno ŠVP
  - b) rodiče žáků trvají na používání učebnice ve výuce
  - c) zdroj pro výuku a procvičování „subskills“ – slovíčka, gramatika, pravopis, výslovnost, intonace, přízvuk
  - d) zdroj pro výuku a procvičování „skills“ – čtení, psaní, mluvení
  - e) žáci rádi pracují s učebnicí
  - f) učebnice, zejména pracovní sešit, slouží jako zdroj k zadávání domácích úkolů
  - g) šetří čas, mám více času a prostoru pro vytváření dalších materiálů
  - h) jiné: \_\_\_\_\_
- 4 Pracovní sešit, který je součástí učebnice slouží jako: (můžete zvolit více možností)
  - a) zdroj dalších cvičení k procvičení probírané gramatiky a slovní zásoby
  - b) zdroj pro zadávání domácích úkolů
  - c) jiné: *testování - např. skřítek*

A

5 Pracovní sešit využívám při práci v hodině:

- a) každou hodinu
- b) téměř každou hodinu
- c) často
- d) někdy
- e) velmi málo
- f) nikdy, pracovní sešit slouží pouze k samostudiu
- g) jiné: \_\_\_\_\_

6 Jaká jsou pro Vás důležitá kritéria při výběru učebnice?(můžete zvolit více možností)

- a) součástí sady je metodická příručka, podle které můžu učit
- b) součástí sady je CD/kazeta, DVD, CD-ROM
- c) učebnice má jasnou strukturu, která je přehledná
- d) v učebnici je jasný přehled, jaké učivo se bude probírat
- e) učebnice je pouze v angličtině
- f) učebnice je v angličtině, zadání cvičení jsou i v češtině
- g) součástí sady jsou testy, které mohu používat na konci každé lekce
- h) součástí sady jsou extra kopírovatelné materiály
- i) učebnice nabízí praktickou angličtinu
- j) témata a slovní zásoba jsou vhodné pro výuku na 1. stupni
- k) součástí učebnice je komiks – motivační prostředek zejména pro mladší žáky
- l) součástí učebnice je sebehodnocení žáků
- m) součástí učebnice je anglicko-český a česko-anglický slovníček
- n) součástí učebnice jsou autentické texty, nahrávky
- o) učebnice je barevná a zaujme mě na první pohled
- p) učebnice i pracovní sešit jsou finančně dostupné i pro sociálně znevýhodněné rodiny
- q) učebnice jsou dostupné běžně na trhu, není problém je dokupovat i po několika letech
- r) učebnice splňuje požadavky dané RVP a ŠVP
- s) na výběru se shodnu i s ostatními kolegy
- t) jiné: \_\_\_\_\_

7 Vedle učebnice a prac. sešitu používám metodickou příručku (Teacher's book):

- a) k přípravě na každou hodinu
- b) velmi často, ale ne k přípravě na každou hodinu
- c) často
- d) někdy k úvodu nové lekce - jak?
- e) nikdy
- f) jiné: \_\_\_\_\_



A

8 Jakou roli pro Vás hraje metodická příručka pro učitele (Teacher's book)?  
(můžete zvolit více možností)

- a) zdroj aktivit, které mohu využívat v hodině
- b) zdroj informací, jak si mohu připravit vyučovací hodinu
- c) opora, jak si organizovat vyučovací hodiny
- d) jiné: \_\_\_\_\_

9 Při výuce používám CD (kazety), které jsou součástí sady učebnic:

- a) vždy, děláme všechna poslechová cvičení, která jsou v dané lekci
- b) velmi často, ale vynechám některá cvičení, která nesouvisí s cílem hodiny
- c) často, ale poslechová cvičení si vybírám podle svého plánu hodiny
- d) někdy, vybírám si pouze některá poslechová cvičení
- e) velmi málo
- f) nikdy
- g) jiné: \_\_\_\_\_

10 Jakou roli pro Vás hraje CD (kazety), které jsou součástí sady učebnic?  
(můžete zvolit více možností)

- a) zdroj mluveného anglického jazyka
- b) zdroj písniček, básniček
- c) zdroj pro nacvičení správné výslovnosti a přízvuku
- d) jiné: \_\_\_\_\_

11 Při výuce používám DVD, video, extra CD:

- a) ano
- b) ne

Jaké? \_\_\_\_\_

Jak často? \_\_\_\_\_

Proč? není ve škole k dispozici

12 Při výuce využívám počítače, internet:

- a) ano
- b) ne

Jak často? málo - 2x-3x ročně

Proč? málo materiálů pro menší děti

špatná dostupnost počítačové učebny

A

13 Při výuce používám CD-ROM:

- a) ano  
 b) ne

Jaký? Angličtina Starters, Dobrodružná, angličtina  
Jak často? málo, pouze v počítačové učebně  
Proč? procvičování slovíček zábavnější formou

14 Při výuce používám interaktivní tabuli:

- a) ano  
 b) ne

Jak často? \_\_\_\_\_  
Proč? \_\_\_\_\_

15 Při výuce používám loutku, maňásku, plyšového medvídku:

- a) ano  
 b) ne

Jakou? \_\_\_\_\_  
Jak často? \_\_\_\_\_  
Proč? k sadě Chit Chat loutka není

16 Při výuce používám ilustrované dětské slovníky:

- a) ano  
 b) ne

Jaké? \_\_\_\_\_  
Jak často? \_\_\_\_\_  
Proč? nejsou ve škole k dispozici

17 Při výuce používám obrázky, kartičky s obrázky, plakáty:

- a) ano  
 b) ne

Jaké? sadu karet k učebnici Chit Chat  
Jak často? když probíráme nebo opakujeme  
Proč? slovníky - 1x týdně

A

18 Využíváte ve výuce jiné materiální didaktické prostředky?  
(kromě výše zmíněných)

- a) ano
- b) ne

Jaké? vlastní pracovní listy

Jak často? 2x za měsíc

Proč? pracování gramatiky, sbírka

19 Jak hodnotíte technické vybavení jazykových učeben?

- a) velmi dobré
- b) dobré
- c) vyhovující
- d) nevhovující
- e) špatné

Proč? 1x sada sluchátek (+) ; počítač

20 Uvítala byste zřízení další jazykové učebny?

- a) určitě ano
- b) asi ano
- c) nevím
- d) asi ne
- e) určitě ne

Proč? měli bychom možnost chodit do jaz. učeben častěji.

21 Místo pro Vaše další připomínky nebo komentáře

Děkuji Vám za spolupráci. Radka Hanáková

## Appendix 4: Questionnaire for the pupils

A

Milý žáku, milá žákyně,

chtěla bych tě poprosit o vyplnění tohoto dotazníku. Tento dotazník je součástí mé diplomové práce, která se zabývá materiálními didaktickými prostředky pro výuku anglického jazyka na 1. stupni základní školy. Vyplněním tohoto dotazníku mi pomůžeš s mým výzkumem. Tento dotazník je anonymní, nemusíš ho podepisovat.

Prosím, zakroužkuj odpověď, která nejlépe popisuje tvůj názor. Za vyplnění dotazníku ti velmi děkuji.

- 1 Jsem  a) chlapec  
b) dívka
  
- 2 Učím se anglicky od:  
a) 1. třídy  
b) 2. třídy  
 c) 3. třídy
  
- 3 Tento rok používáme učebnici:  a) Chit Chat  
b) Project 1  
c) Cookie and Friends
  
- 4 Tato učebnice se mi:  
a) líbí velmi moc  
 b) líbí  
c) moc nelíbí  
d) vůbec nelíbí
  
- 5 Učebnici ve škole používáme: a) každou hodinu  
 b) téměř každou hodinu  
c) často  
d) někdy  
e) velmi málo

A

- 6 Rád/a pracuji s učebnicí: a) ano, velmi  
 b) docela ano  
c) moc ne  
d) ne
- 7 Práce s učebnicí je pro mě:  a) zábavná  
b) nudná  
c) pouze povinnost ve škole
- 8 Pracovní sešit používáme ve škole: a) každou hodinu  
b) téměř každou hodinu  
c) často  
 d) někdy  
e) nikdy
- 9 Pracovní sešit používáme na:  a) samostatnou práci ve škole  
 b) na společné opakování ve škole
- 10 Pracovní sešit používáme k domácím úkolům: a) velmi často  
 b) často  
c) někdy  
d) zřídka  
e) nikdy
- 11 Jak často používáte v hodině CD/kazety? a) každou hodinu  
 b) velmi často  
c) někdy  
d) velmi málo  
e) nikdy

A

- 12 Jak často se díváte v hodině na DVD/video? a) velmi často  
b) často  
c) někdy  
d) velmi málo  
 e) nikdy
- 13 Jak často pracujete v hodině na počítači/internetu? a) velmi často  
b) často  
c) někdy  
 d) velmi málo  
e) nikdy
- 14 Jak často používáte v hodině loutku, plyšového medvídka? a) velmi často  
b) často  
c) někdy  
d) velmi málo  
 e) nikdy
- 15 Jak často používáte v hodině obrázky nebo plakáty? a) velmi často  
b) často  
c) někdy  
 d) velmi málo  
e) nikdy
- 16 Jak často používáte v hodině slovníky? a) velmi často  
b) často  
c) někdy  
d) velmi málo  
 e) nikdy

A

17 Které z uvedených pomůcek by jsi chtěl/a používat ve vyučování častěji?

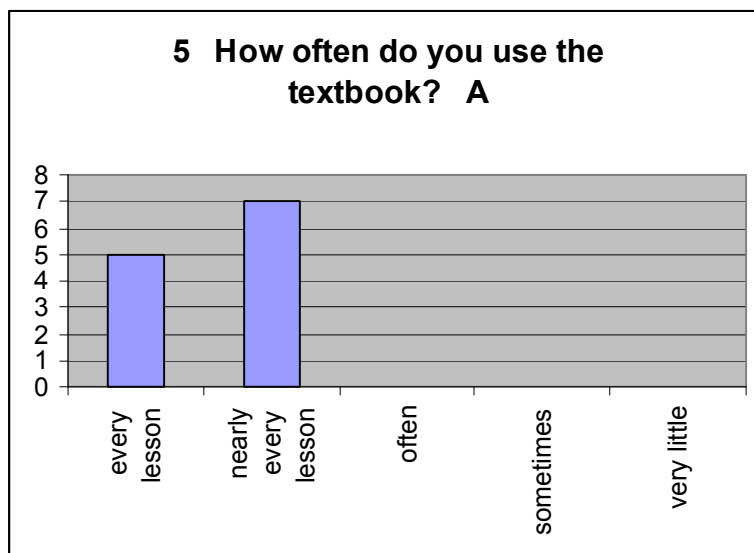
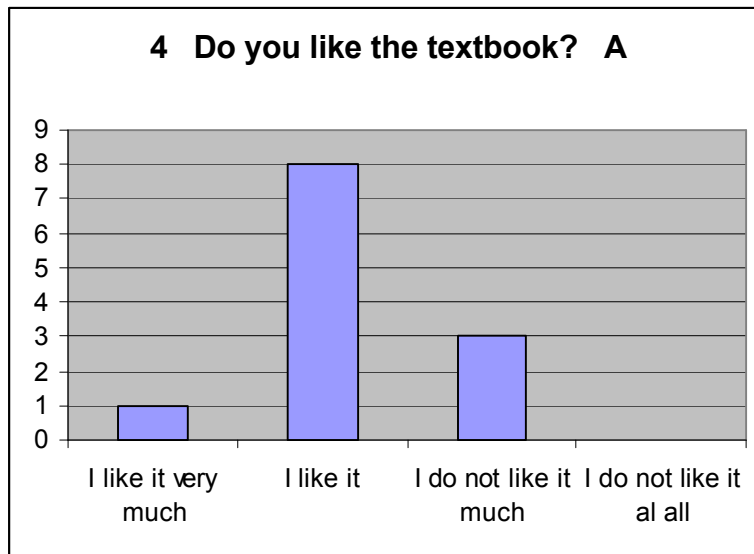
- a) učebnici
- b) pracovní sešit
- c) CD/kazety
- d) DVD/video
- e) počítač/internet
- f) loutky, plyšové medvídky
- g) obrázky, plakáty
- h) slovníky

18 Které z uvedených pomůcek máš nejraději?

- a) učebnici
- b) pracovní sešit
- c) CD/kazety
- d) DVD/video
- e) počítač/internet
- f) loutky, plyšové medvídky
- g) obrázky, plakáty
- h) slovníky

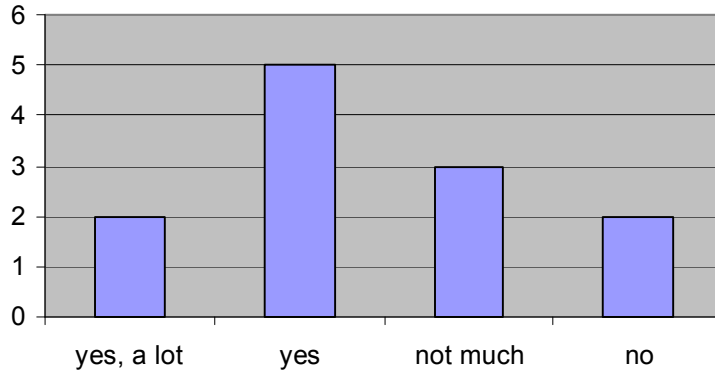
Děkuji ti za spolupráci. Radka Hanáková

**Appendix 5: Graphs – outcomes of pupils' questionnaires**

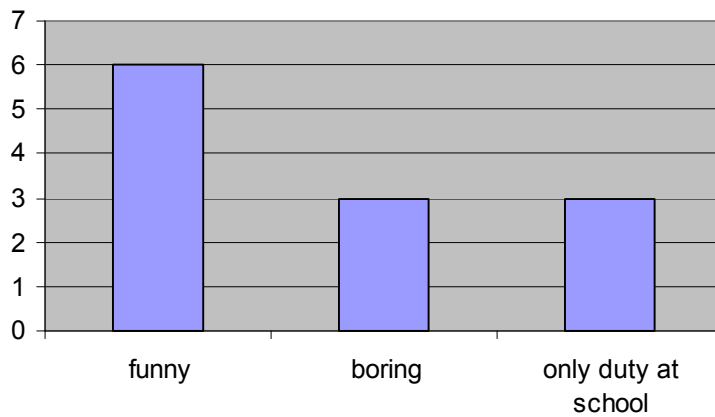




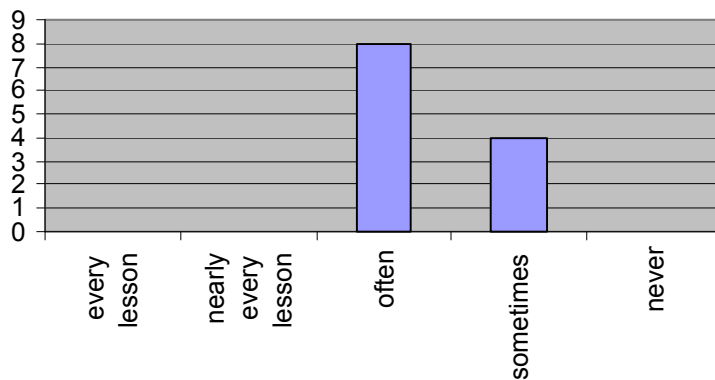
**6 Do you like working with the textbook? A**



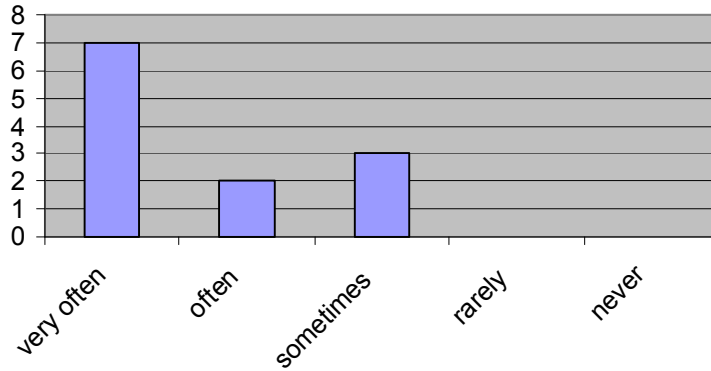
**7 Work with the textbook is ... A**



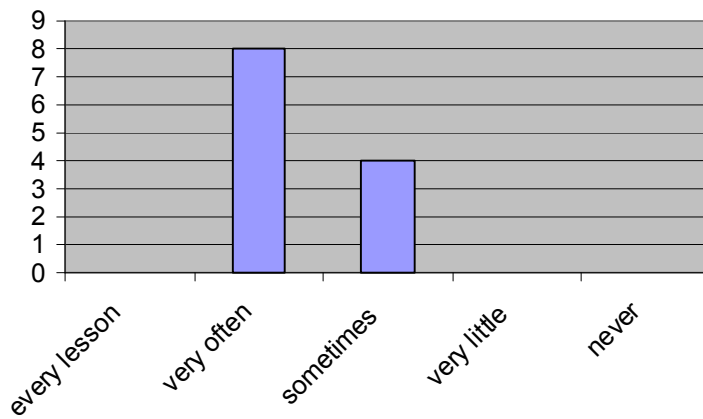
**8 How often do you use the activity book at school? A**



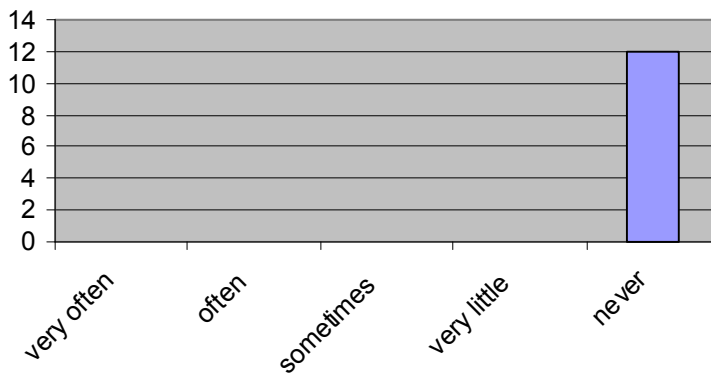
**10 How often do you use the activity book for homework? A**



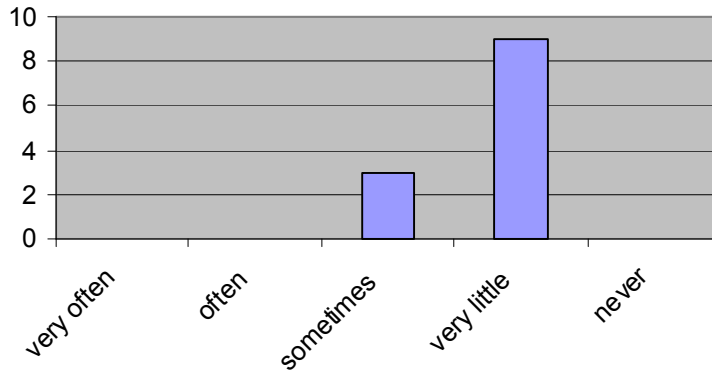
**11 How often do you use a CD? A**



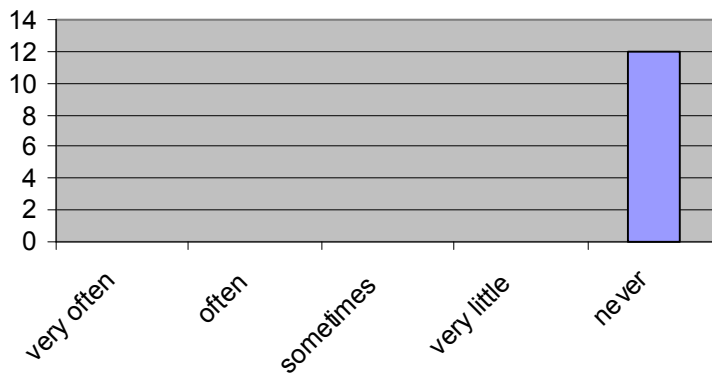
**12 How often do you watch a DVD? A**



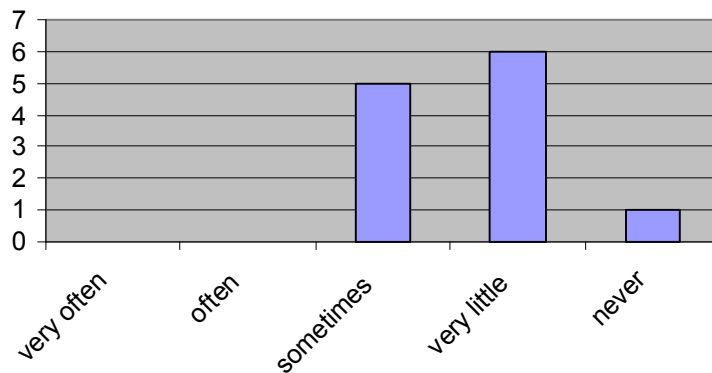
**13 How often do you work on the computer/internet? A**



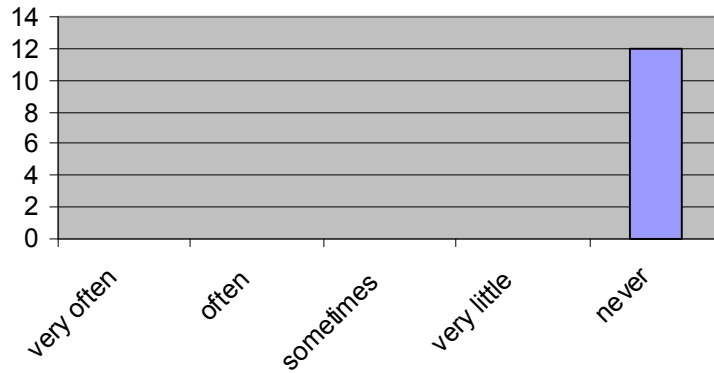
**14 How often do you use a puppet/teddy? A**



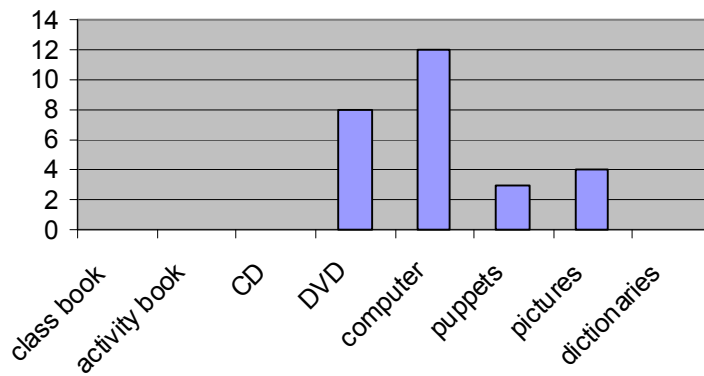
**15 How often do you use pictures/posters? A**



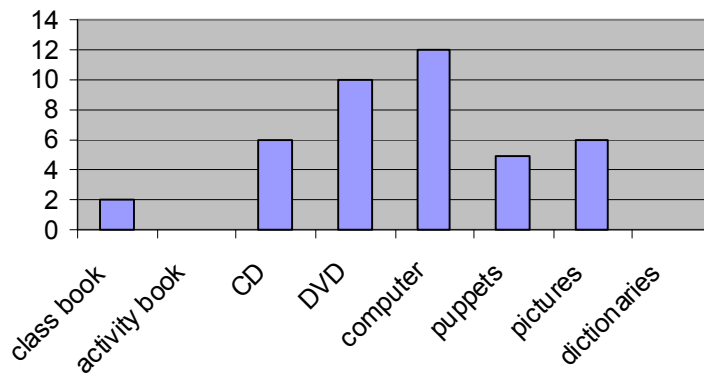
**16 How often do you use dictionaries? A**



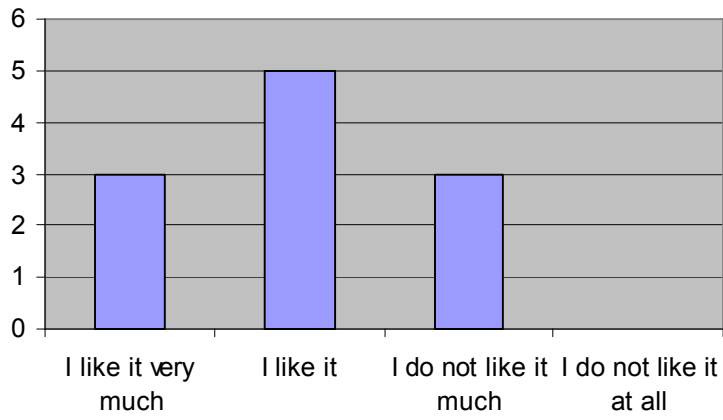
**17 Which of these would you like to use more often? A**



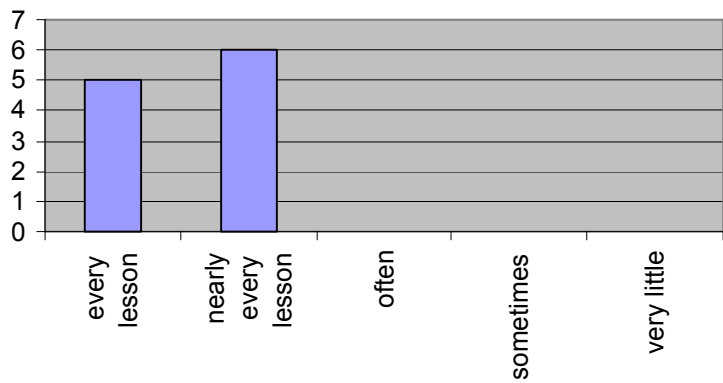
**18 Which of these do you like best? A**



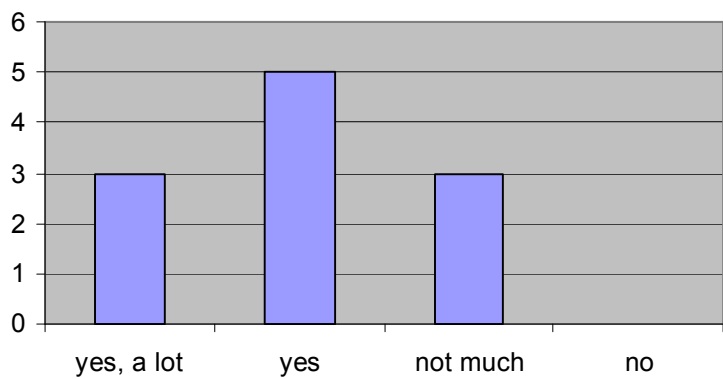
**4 Do you like the textbook? B**



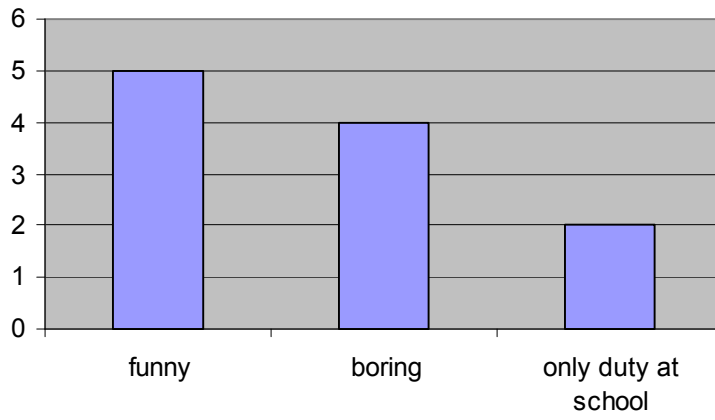
**5 How often do you use the textbook? B**



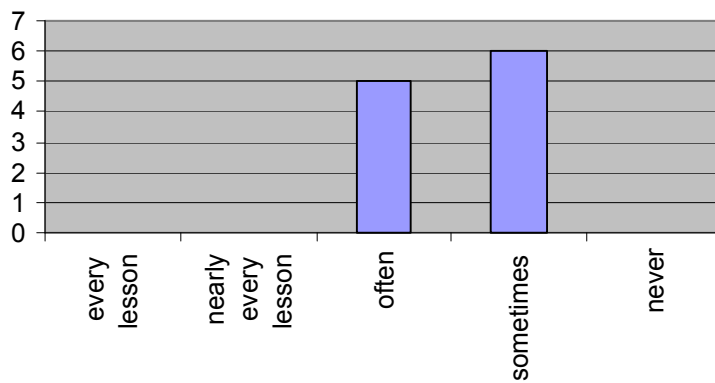
**6 Do you like working with the textbook? B**



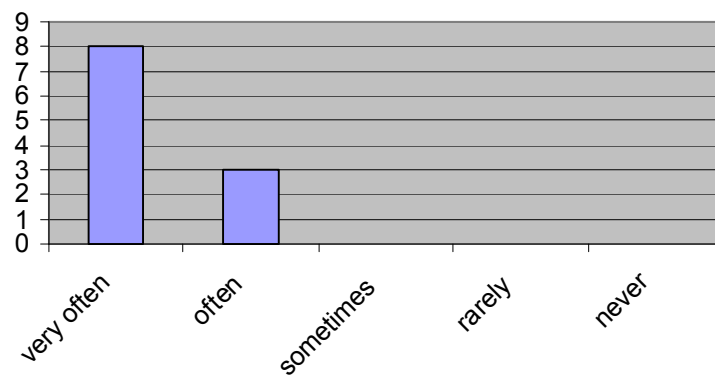
**7 Work with the textbook is ... B**



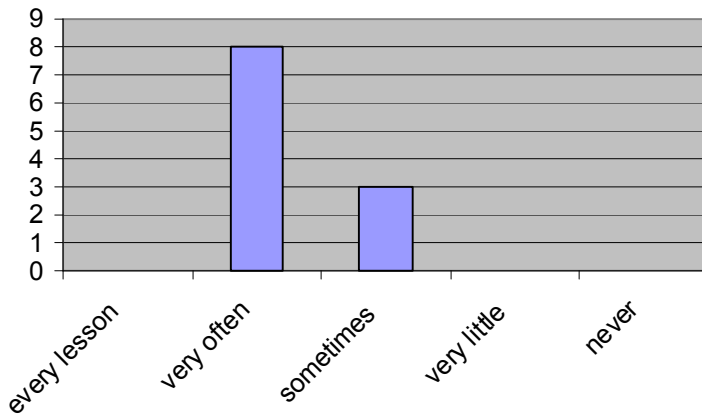
**8 How often do you use the activity book at school? B**



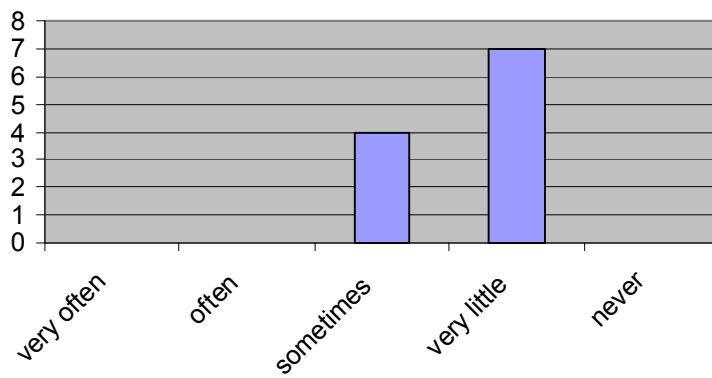
**10 How often do you use the activity for howework? B**



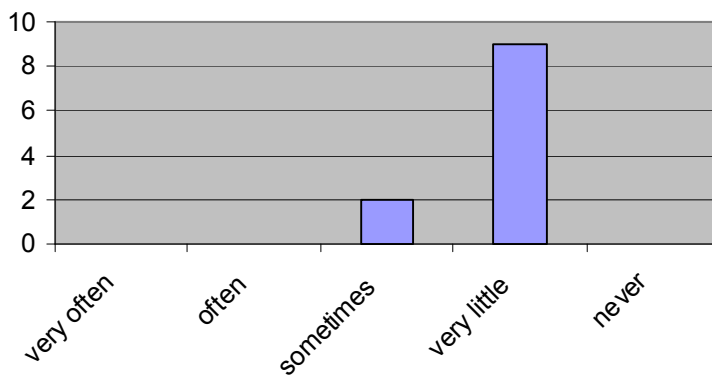
**11 How often do you use a CD? B**



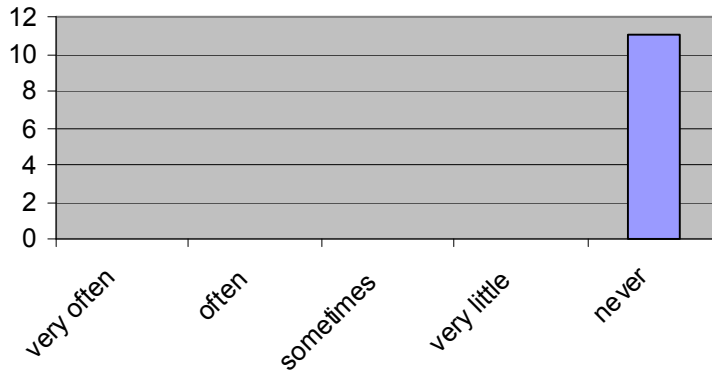
**12 How often do you watch a DVD? B**



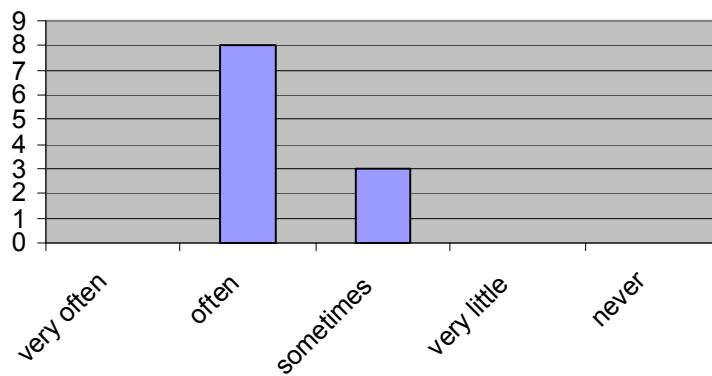
**13 How often do you work on the computer/internet? B**



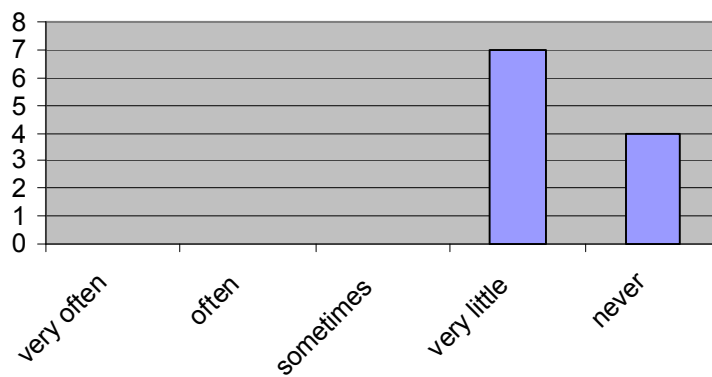
**14 How often do you use a puppet/teddy? B**



**15 How often do you use pictures/posters? B**

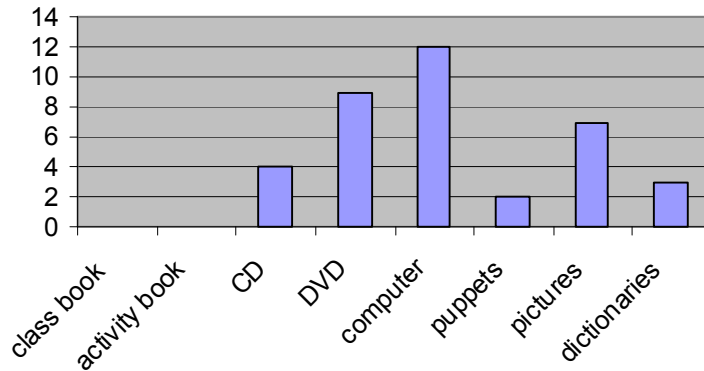


**16 How often do you use dictionaries? B**





**17 Which of these would you like to use more often? B**



**18 Which of these do you like best? B**

