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**The Role of Homework in ELT Classes**  
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### Z á s a d y p r o v y p r a c o v á n í :

Studentka se bude ve své bakalářské práci zabývat rolí domácích úkolů v hodinách anglického jazyka na základní škole. V teoretické části vydefiniuje základní termíny, bude se zabývat domácími úkoly ve vztahu k autonomii žáka, jejich funkcemi a zaměří se také na problematiku domácích úkolů ve spojitosti s rozvojem komunikační kompetence a v anglickém jazyce. V praktické části bude pak pomocí vhodně zvolených výzkumných nástrojů zjišťovat relevanci domácích úkolů zadávaných učitelem k rozvoji komunikační kompetence a účel, za jakým jsou domácí úkoly zadávány. Cílem zkoumání bude také zjistit učitelův postoj k zadávání domácích úkolů.

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Souhlasím s prezenčním zpřístupněním své práce v Univerzitní knihovně.

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## **ABSTRACT**

This bachelor thesis is concerned with the role of homework in English classes. In the theoretical part, firstly, learner autonomy is defined as it is closely associated with homework. Next, the positive and negative impacts of homework are described. Furthermore, a chapter concerning preventing negative impacts and creating effective homework follows. The final two chapters deal with the individual components of communicative competence and the four necessary language skills as the aim of English teaching.

The practical part verifies whether collected home assignments contribute to the development of communicative competence and for which purposes the homework was assigned. The research also focuses on the attitude of a teacher towards homework in English classes. The research is analysed and evaluated according to chosen methodologies. In conclusion, the data of the research is presented.

**KEY WORDS:** homework, homework purposes, communicative competence, four language skills, motivation

## **ABSTRAKT**

Bakalářská práce se zabývá rolí domácích úkolů v hodinách anglického jazyka. V teoretické části je nejprve definována autonomie žáka, jelikož je úzce spojená s problematikou domácích úkolů. Následně jsou rozebrány a popsány pozitivní a negativní vlivy domácích úkolů. Další kapitola se věnuje předcházení a minimalizaci negativních vlivů domácích úkolů v hodinách angličtiny. Poslední dvě kapitoly se zabývají jednotlivými komponenty komunikační kompetence a jazykovými dovednostmi jakožto cíly výuky anglického jazyka.

Praktická část ověřuje, zda shromážděné domácí úkoly přispívají k rozvoji komunikační kompetence a za jakým účelem byly zadány. Výzkum se také zaměřuje na postoj učitele k domácím úkolům v angličtině. Výzkum je analyzován a hodnocen podle vybraných metodik. V poslední části práce jsou prezentovány závěry výzkumu.

**KLÍČOVÁ SLOVA:** domácí úkoly, funkce domácích úkolů, komunikační kompetence, jazykové dovednosti

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# I INTRODUCTION

Homework assignments have been a controversial issue for many never-ending discussions and therefore there are many advocates with their positive views and opponents with their negative ones. However, properly designed homework may be very beneficial. It may play an integral role in the learning process, as well as improving learning and student achievement. Homework may help learners not only to reach communicative competence, but may also even help learners on their way to autonomy.

This thesis deals with the role of homework in English lesson classes. The paper is divided into a theoretical and a practical part.

In the theoretical part, five chapters are gradually introduced. The first chapter provides learner autonomy, which is closely associated with homework. The impacts of homework in English classes are described in the second chapter. Therein are discussed both the positive and negative impacts of assigning homework. The third chapter focuses on how effective homework be compiled and composed, thereby preventing many of the negative effects of home assignments. The individual components of communicative competence according to Common European Framework of Reference for Languages (CEFR) are presented in the fourth chapter. Lastly, the fifth chapter deals with the four language skills which are the aim of language teaching.

The practical part of this thesis, which is based on the theoretical evidence, analyses home assignments. The overall aim of the research is to investigate whether the home assignments, which were collected, have an impact on the development of the individual components of communicative competence and language skills. The research was also concentrated on the purposes for which the homework was assigned. The secondary aim is to uncover the teacher's attitude towards homework. The practical part is divided into two main chapters. Primarily, the introduction to, and familiarization of the research. This is followed by the stated aims and questions regarding the research. Subsequently, the research findings are presented and commented on. Ultimately, the conclusion of the entire research process is drawn out, with some questions regarding the research being answered.

## II THEORETICAL PART

### 1 Learner Autonomy

Learner autonomy is very important while learning foreign language (Sinclair, McGrath, and Lamb 2000, 5). It may be said that developing learner autonomy appears to be almost globally accepted as an important, general educational goal which differs in interpretation and some degree according to different education contexts around the world. In the Czech Republic we can find it in the Framework Education Programme for Basic Education. For this reason, this chapter is focussed on learner autonomy as it is highly connected to the role of homework in English classes, the subject matter of this bachelor thesis.

To start with, autonomy has many definitions. For example, Holec in *Collaborative learner autonomy* defines autonomy as “the ability to take charge of one’s own learning” (1981 in Bliidi 2017, 2). Also, Painter describes an autonomous learner as “someone who takes an active role in the learning process, generating ideas and taking advantage of learning opportunities” (2010, 9). Basically, students have to make conscious decisions about what is most effective for them in order to learn a second language.

Learner autonomy is linked to learners’ independence. Holec, in the article *Learner Autonomy In Language Learning*, states that promoting learner autonomy refers to encouraging students not only in the setting of goals, defining of the content and process of developing, selection of methods to be used and a particular way of doing it, but also monitoring the progression of acquisition techniques. (1981 in Balçıkanlı 2010, 90) The development of autonomy is therefore related to the weakening of a teacher’s role in terms of control over learners’ learning (Benson 2007, 26). Such a learner is able to study without being influenced by the teacher.

Pursuing this further, the school itself is not able to contain the mediation of all the knowledge needed for future life and, therefore, it is necessary to teach learners to learn. Hence, the school is expected to lay the foundations of lifelong education, by equipping learners with the competency to conduct their own learning, thus being autonomous. (Janíková 2005, 7-8) This is described in the Framework Education Programme for Basic

Education where autonomy is entered, especially in the form of learning competencies, by stating that by the end of basic education the pupil shall be fully competent in using, selecting and utilising appropriate procedures, methods and strategies for efficient learning. He, or she, shall also be able to plan, organise and manage his, or her, own learning, expressing willingness to pursue further study and lifelong learning (MŠMT 2016, 12). Simply saying, learning competency in this formulation is considered to be one of the objectives to be addressed by basic education.

Promoting learner autonomy is crucial in English classes. Teachers can do many things to help their students to become autonomous learners when the English lesson has finished. One of the ways is homework. As Harmer states “learner autonomy gets a powerful boost the first time when homework is set for students to do out of class” (2001, 338). In other words, the teacher will no longer be present to help learners with their tasks, hence their autonomy will be fostered. Also, Harmer explains that having three English lessons a week at school is not enough to learn English and students should learn the language outside of school, as well as during lessons, because of the complexity of language. Therefore, teachers are not capable of teaching their language learners everything only during class time. (2001, 335) Thus, by giving learners materials for home studying, teachers can deepen the learners’ knowledge (Podebřelová 2006). In other words, homework may be a good option when it comes to fostering learner autonomy and the deepening of the learners’ knowledge.

To conclude, learner autonomy is a concept that is developed not only in basic education, but also in all areas of education. However, as Sinclair, McGrath, and Lamb claim that “the development of autonomy in language learning is not a goal in itself, but an essential support to the development of autonomy in language in language *use*” (2005, 1). As it has already been stated, the language learning should be happening not only inside the classroom, but also outside. One of the tools for improving the autonomy of English learners is considered to be homework, so it was vital to deal with learner autonomy in this thesis, since the following chapters are focussed on homework.

## **2 Impacts of Homework in English Classes**

Throughout modern history, homework in general has been a constant issue within many discussions. Opinions about the relevance of homework were like a pendulum swinging from side to side (Cooper 1985, 85-86). Even today, attitudes towards homework differ and there is no united opinion. There are numerous opponents and advocates of homework to be found, quarrelling about its influence and importance. In many publications, there are listed a great range of negative and positive impacts in giving learners home assignments. Understandably, there are two distinct camps on the issue and this chapter takes a look at both sides.

### **2.1 Positive Impacts of Homework in English classes**

Homework plays a very important role in the teaching process and aids in the achievement of set goals. Skalková defines the learning objectives as the intended and expected outcome of teaching. To this end, the teacher works in conjunction with the pupils. The learning objectives are not only about changes in knowledge, but also about the skills and characteristics of pupils and their personal development (2007, 119). In general, assigning learners homework can contribute to fulfilling learning objectives.

However, some authors believe that the positive impacts of homework are negligible. For example, Kohn (2006, 38) claims that positive effects of homework are very small. On the contrary, David Nunan advocates rather differently in favour of English homework. He claims that there are many things which cannot be taught in class and although home assignments can raise a number of difficult issues they can still contribute not only to academic, but also to non-academic improvement. (1988, 5) In other words, homework can be very beneficial.

Pursuing this further, perhaps the greatest distinction that can be made when discussing homework is its purpose. Plainly said, the aim for which the homework is set. According to Cooper, and a host of other writers, homework can serve many positive objectives. He claims that homework can be assigned for *instructional* and *non-instructional* objectives. (2006, 1) In the two following subchapters, these objectives are examined.

### 2.1.1 Instructional Objectives

To begin with, one of the reasons why teachers assign homework is to promote practise. It plays an important part in recapitulating and reinforcing what students have learnt (Painter 2010, 5), (Horsley and Walker 2013, 6), (Hong and Milgram 2000, 5), (Švancar 2012). Therefore, giving homework to students helps them to fix their minds on what has been taught. To support this, Skalková says that according to research about 70% of teachers consider the main aim of homework as strengthening of their knowledge from previous lessons (2007, 241). However, Cooper mentions strong evidence that rather than having one home assignment focussing only on subject matter covered in a class that day, it is far better to distribute materials across more assignments focussing on more purposes (1989, 89). Vatterot also warns that teachers should make sure that learners fully understand the concept or skill in class before assigning practice homework, because then it could become rather frustrating for learners and can demotivate them (2009, 97). Basically, assuring that learners understand the subject matter before assigning homework, which could happen to be very demanding for them.

Pursuing this further, homework may be given to a learner not only for practising and strengthening what has been learnt in a previous lesson, but also as a means of extending pre-learnt skills. According to Cooper, it “involves the transfer of previously learned skills to new situations” (2006, 1). In other words, it gives students the opportunity to deepen, elaborate, and enrich previously learned information (Hong and Milgram 2000, 5). In addition, about 25% of teachers believe that the main purpose is both the recapitulation of knowledge already gained during the previous lesson as well as enrichment of already learned skills (Skalková 2007, 241). Basically, to practise and extend the knowledge are the main purposes of homework, according to teachers.

It should also be made clear that integration plays an important part concerning home assignments. Cooper adds that this kind of homework “can require students to integrate separately learned skills and concepts” (2006, 1). Thus, it requires students to produce an end product by applying multiple skills. Nováčková takes it even further by saying that students could do, for example, some projects for integration of learned skills. It can not only foster their communicative competence but also develop autonomy, as during these home assignments learners have valuable opportunity for their own opinions, decisions and they can

also learn how to organise their works. (2016, 8) Cooper also suggests other types of integrative homework such as creative writing, book reports and so on (2006, 1).

Yet another reason why homework is important in English classes is a preparation for a follow-up lesson (Horsley and Walker 2013, 6), (Hong and Milgram 2000, 5). As homework which could serve as preparation Vatterot suggests, for example, reading an article before a discussion which will be done in an upcoming lesson (2009, 96). That is to say, its function is to introduce new subject matter for the follow-up lesson.

To sum up, there is a rich variation of homework and its purposes, being practise, extension, integration and preparation. In general, every home assignment contains at least one aspect of communicative competence and by doing homework learners not only extend and deepen their knowledge but also fulfil learning objectives.

### **2.1.2 Non-instructional Objectives**

To start with, Cooper in his article *Synthesis of Research on Homework*, describes non – instructional objectives of homework as non-academic effects, claiming that most of the non-instructional benefits of homework are considered to be “fostering independent and responsible character traits” (1989, 86). In other words, they have a vital effect on the learners’ self-reliance.

Pursuing this further, homework can develop learner autonomy (Cooper 1989, 86), (Buckland and Short 1993, 1). For instance, while doing homework, learners improve self-direction, self-discipline and they are also more independent when it comes to problem solving (Cooper 2006, 7). Basically, assigning homework helps learners not only to practise what has been taught in class but can also encourage their independence, as it gives them opportunities for planning, organising and evaluating their work while at home.

Additionally, homework can be very beneficial, because every learner has a different way of learning. According to Painter, during English lessons students must manage tasks in a given amount of time and in ways which do not always suit their individual learning styles. Whereas, while doing home assignments students can decide on how they tackle the task and choose ways which best suit their learning models. (2010, 3) Buckland and Short also add that unlike in a classroom, working at home gives students more freedom in making decisions

(1993, 1). Explicitly, learners themselves are able to decide when to start doing a certain task and how much time they devote to it.

There is also another benefit of assigning homework and it is supporting communication between school and parents and therefore creating vital connection (Buckland and Short 1993, 2), (Painter 2010, 5), (Cooper 2006, 7), (Horsley and Walker 2013, 6), (Švancar 2012). Thanks to homework, parents are enabled to form an idea of what is being done at school, and see how their child is progressing (Horsley and Walker 2013, 6). Schools, therefore, value homework as “an opportunity to reassure parents that they are promoting self-reliance, independence and good working habits” (Buckland and Short 1993, 2). In other words, the school uses homework to assure parents that their children are capable of independent learning.

In conclusion, the roles of home assignments in English classes are unmistakable and they can serve many positive objectives, either instructional or non-instructional. However, while instructional objectives correspond to development of communicative competence and acquisition of knowledge, non-instructional objectives are more linked to development of learner autonomy.

In addition, homework has an influence on the learner’s knowledge improvement and being able to become autonomous. But it depends upon the grade-level of learners. According to Cooper, home assignments for older learners are more influential than for younger learners. He also claims that in accordance to learners’ grade-levels, homework should serve different purposes. For younger learners fostering positive attitudes, getting used to learning outside of school and development of character traits should be happening by assigning homework. On the other hand, older learners should benefit from doing homework in terms of promoting their knowledge. (1989, 88-90) It may be deduced that homework is beneficial for younger learners in terms of non-instructional qualities and, on the contrary, for older learners homework has instructional benefits.



## 2.2 Negative Impacts of Homework in English Classes

While the previous chapter deals with the positive impact of homework and considers it to be a part of the learning process which can be an efficient tool in developing students' learning and autonomy, this chapter is focussed on the negative impacts of homework. Some authors present homework in a rather negative light. They believe that giving learners home assignments may cause a burden on parents, stress for the children, family conflicts, less time for other activities and may even lead to a lack of interest in learning.

To begin with, homework may cause a burden on parents. Kohn claims that we live in a hurried time. This has a very negative impact on family life, because there is less time for enjoying each other and reducing this small amount of "together" time, by having to do homework, is not a good thing. Parents come home later and they have hardly any energy for helping their children with homework. (2006, 11) The education of parents plays an important part when it comes to homework, as, if they are not sufficiently educated in certain subjects, home assignments can be quite demanding even for them. Eventually, when it is found that the homework has been badly done, parents are often those who become targets of criticism (Švancar 2012). Additionally, Czerniawski and Warren (2013, 9) claim that many parents would rather abolish homework as they believe that everything should be taught in schools.

Another reason that the issuing of homework is rejected is because it is considered to cause stress for learners. According to Kohn, home assignments are often much too demanding and children may come to be put under stress, because if they do not accomplish their homework task, they may find themselves in trouble the following day at school and could be chastised by their teachers. He also adds that learners, for whom academic learning doesn't come easily, can get even more under stress. (2006, 11-13) Cooper adds that this cause differences between high and low achievers (1989, 86). As such, when the homework task is overly difficult, slower learners are prone to having problems solving it, compared to their smarter classmates.

Expanding on this, the burden on parents and their children being under undue stress are highly connected to the occurrence of conflicts within many families, with the bringing of extracurricular assignments home also considered to be a major catalyst. According to Kohn, some family conflicts could occur, as home assignments are required to be completed by a

certain time. Therefore, tension is created among family members (2006, 12). Hence, peaceful coexistence within the family may be affected, as a whole, due to homework.

Also, having less time for other activities is considered to be a negative impact of homework. Kohn takes this even further when saying that “schools shouldn’t be dictating to families how any of their children’s time in the late afternoon or evening must be spent” (2006, 17). Evidently, sometimes children are assigned so much homework that there is literally no time for other activities such as reading for pleasure, or socialising with their friends (Cooper 1989, 87), (Kohn 2006, 16) and (Švancar 2012). Children, especially young learners, need to have a rest from school. Socialising with other children is vital for their development.

Ultimately, as a consequence of all of the negative impacts of homework mentioned above, the completion of given home assignments may lead to less interest in learning. Most kids don’t like homework and procrastinate doing it (Kohn 2006, 18), (Painter 2010, 6) and (Cooper 1989, 86). They would rather copy it from someone else than do it themselves, since it is not motivating enough, or they have other subjects to do homework for (Painter 2010, 6) and (Cooper 1989, 87). Basically, students perceive homework as a chore and this contributes to their dislike of it.

In conclusion, some authors believe that homework has a negative, rather than positive, impact on both the children and their parents. They believe that by giving home assignments the school is guilty of taking away the learners’ scant free time and may lead to causing their loss of interest in studying, even forcing them to cheat while doing homework. Nevertheless, all of these negative aspects can be prevented when specific conditions are fulfilled. Thus, the following chapter is focussed on effective homework.

### **3 Effective Homework in English Classes**

As previously mentioned, some students perceive homework as a mundane chore, rather than it being a vital contribution to their studying of English and developing their autonomy. In order for homework to be effective, certain principles should be implemented. While in the previous chapter the negative impacts of homework were described, this chapter facilitates their prevention.

Primarily, learners need to be motivated in order to do their homework. Czerniawski and Warren claim that homework should motivate learners so as to be effective (2013, 7). Furthermore, Painter believes that motivating homework should make students feel that its tasks are useful. Without motivation, the skills of learners of a second language will not be greatly improved, because they might not do assigned homework at all, or, as already mentioned, copy it from someone else (2010, 7). Council of Europe also supports this by claiming that the development of the learners' motivation is vital because learning the language is considered to be a lifelong task (2001, 5). Indisputably, the motivation of learners is not only important for the completion of homework tasks, but also in the greater target of successful learning of the target language.

Czerniawski and Warren believe that many teachers set homework as a punishment, or as finishing-off activity just before the bell goes. Therefore, learners themselves often do not appreciate the vital role homework plays in their education. Also, when students are well motivated, the pace of their learning increases and progress becomes obvious. Moreover, their motivation in class will be fostered. (2013, 7) Homework should be designed in ways which are "imaginatively conceived, enthusiastically facilitated and creatively deployed that can stimulate curiosity and innovation" (Czerniawski and Warren 2013, 7). Expressly, homework should be designed in a way which attracts the learners' interest.

However, homework is not always motivating enough for students. Buckland and Short state that homework is commonly assigned in a form of simple exercises such as gap-fills "designed to consolidate a specific aspect of grammar or vocabulary" (1993, 24). Basically, by assigning this kind of homework, teachers risk that students could become quickly bored with all the identical exercises (Buckland and Short 1993, 24). As pointed out by Council of Europe (2001, 157) tasks should be a part of everyday life which attract learners' interest and,

therefore, they are beneficial for improving their communicative competence. Teachers should know where learners' interest lie, such as watching films or reading. Particularly, what their students like doing outside of school, enabling the creation of homework by implementing this knowledge (Painter p 8). Both Nováčková (2016, 5) and Painter (2010, 9) support this by claiming that when the subject matter makes sense for learners, they like to learn it. And that connecting it with real life will make their studying even more interesting. It may be said that assigning learners homework which is connected to their lifestyle makes them more likely to be motivated to complete it.

Yet another reason why homework is not effective is that teachers do not take time into consideration. Painter claims that even though homework may be motivating, enjoyable and worthwhile, setting homework too often and in large amounts can become a time-consuming obligation (2010 ,8). Cooper supports this argument by claiming that the younger learners are, the less time they should spend committed on homework, and vice versa (2006, 7-8). Also, diversity among students calls for different homework (Vatterot 2009, 2). Every learner has different capabilities and proficient teachers ought to be able to pay attention to their individual levels and capabilities in completing homework.

Subsequently, homework should be also relevant, capable of communicating the aim behind it. Painter claims that only when home assignments are relevant, will they help learners to see the value in committing the assignment at home (2010, 8). Simply said, when learners know the reason for doing their homework, they will be more likely to do it.

Lastly, teachers should provide learners feedback on their homework. Some authors agree that when teachers give their learners regular and constructive feedback, the learners are more likely to do assignments and improve their learning (Paulu 1998, 26), (Hong and Milgram 2000, 142). Paschal et al. (1984) in Hong proclaims that “returning homework assignments with comments, grades, or both had greater effects on academic achievement than when individualized feedback was not given” (Hong and Milgram 2000, 121). Paulu adds that without the feedback, the learners do not know the quality of their effort in doing homework. Teachers should also provide feedback with specific suggestions on how the homework can be improved or done in a better way. (1998, 26) However, if the teachers do not have enough time to give feedback to their learners, they should rather reconsider the number of home assignments they are assigning (Hong and Milgram 2000, 142). Peer feedback could be a

solution for the teachers restricted time management (Hong and Milgram 2000, 142-143). “Peer feedback can help students learn cooperative social skills and teach students how to evaluate their own and other's efforts” (Paulu 1998, 26). It may be interpreted that by giving peer feedback, autonomy may be improved.

To summarise, encouraging students to learn at home should entail setting assignments which are motivating, enjoyable, valuable and relevant for them, because only then the learners recognise the importance of home assignments leading to their realisation of the fundamental role of homework tasks in English learning. As well as this, receiving feedback on their assignments is extremely vital. By doing homework, learners can foster and develop their communicative competence. With this in mind, the following chapter deals with communicative competence for which homework, as a part of a language learning process, plays important part.

## 4 Communicative Competence

Communicative competence is the goal of English language teaching and it is defined as “the language user’s ability to communicate” (Council of Europe 2001, 101). There are several accepted models of communicative competence. However, for this bachelor thesis the Common European Framework of Reference for Languages (CEFR) was chosen as “requirements for foreign language education formulated in the Framework Education Programme for Elementary Education is based on the Common European Framework of Reference for Language” (MŠMT 2016, 19). In other words, CEFR is utilised in Czech curriculum documentation.

The concept of communicative competence examined in the CEFR comprises of three components, containing associated subcomponents. The components are linguistic competences, sociolinguistic competences and pragmatic competences. (MŠMT 2016, 19)

*Linguistic competences* are made up of six subcomponents. The first is called lexical competence, which distinguishes lexical elements such as phrasal verbs, collocation, single word forms, etc. and grammatical elements such as articles, relatives, conjunctions and many more lexical forms. The second component of linguistic competence is grammatical competence. It is defined as “knowledge of, and ability to use, the grammatical resources of a language” (Council of Europe 2001, 112). By this, it is meant that the grammar of a language helps to assemble its elements into meaningful sentences. The others components are semantic competence (organisation of the meaning), phonological competence (knowledge of the phonology of the linguistic system), orthographic competence (including spelling, punctuation, and so on) and orthoepic competence (the relationship between the pronunciation of words by reading them aloud and their orthography) (Council of Europe 2001, 110-118). All of these subcomponents of linguistic competence are defined as “knowledge of, and ability to use, the formal resources from which well-formed, meaningful messages may be assembled and formulated” (Council of Europe 2001, 109). Fundamentally, it is the working knowledge of a language system.

*Sociolinguistic competences* are described as “knowledge and skills required to deal with the social dimension of language use” (Council of Europe 2001, 118). Basically, the utilisation of the language appropriate to social context. In these competences there may be found linguistic

markers of social relations (turn taking, expletives, greeting and addressing people), politeness conventions (impoliteness, positive and negative politeness), expressions of folk wisdom (proverbs, idioms, familiar quotations), registering of differences (dealing with differences in levels of formality) and dialect along with accent (dealing with social class, region provenance, national origin) (Council of Europe 2001, 118-121) Generally, sociolinguistic competences refer to using a language in a manner which is appropriate to social context.

*Pragmatic competences* are concerned with discourse competence and functional competence. Discourse competence deals with sentence arrangement in a sequence of appropriate structure and also offering flexibility in defined circumstances, by using appropriate expressions. Whereas functional competence considers “the use of spoken discourse and written texts in communication for particular functional purposes” (Council of Europe 2001, 125), pragmatic competence also deals with fluency in speaking, coherence and cohesion of written form and text design (how written texts are designed, how stories are told, etc.) (Council of Europe 2001, 123-130).

Linguistic competences, sociolinguistic competences and pragmatic competences along with all their subcomponents are all highly connected, and together form the target communicative competence. Developing communicative competence is the major long-term goal in the process of teaching and learning languages and, as such, in order to thoroughly develop this competence, it is vital to practise it.

According to Council of Europe (2001, 14), this may be undertaken by performing various language activities involving reception and production, which are considered to be primary. Receptive skills comprise of reading and listening tasks, whilst productive skills contain elements of writing and speaking. These four skills (reading, writing, listening and speaking) are vital for interaction, being another language activity, happening when at least two participants communicate in both oral and written form (Council of Europe 2001, 14). The last language activity is called mediation, which allows learner to mediate between their L1 (mother tongue) and English (or whichever the target language is). It is described as “translation or interpretation, a paraphrase, summary or record, provides for a third party a (re)formulation of a source text to which this third party does not have direct access” (Council of Europe 2001, 14).

As long as the four language skills play the main role in the process of effective communication either in written or spoken form (Šebestová 2014, 29), acquiring and improving these skills is a long-term aim in English language teaching (Šebestová 2014, 29), (Harmer 2001, 154) and (Hendrich 1988, 89). Therefore, the following chapter is focussed on reading, writing, listening and speaking.



## **5 Language Skills as the Aim of Language Teaching in Connection to Homework**

In order to achieve its aims, the Common European Framework of Reference for Languages has adopted a particular approach called the action-oriented approach. Action-oriented tasks are purposeful for students, as they may encounter them in everyday life, and in the name of language acquisition it considers communication in view to accomplish specific tasks (2001, 9). Basically, they are tasks which learners of English could easily come across in everyday life.

And, therefore, receptive and productive skills are considered as one of the key elements (Council of Europe 2001, 9-15). Also *Doporučení Evropského parlamentu a Rady o klíčových schopnostech pro celoživotní učení* (2006, s. 15), which considers communication in foreign languages as one of the key competences, claims that skills for communication in a foreign language are “ability to understand spoken communications, to start, to lead and end conversations, and to read, understand and create texts corresponding to individual needs” (2006, 15). Meaning, the document considers listening, speaking, reading and writing in a foreign language to be the key abilities. Šebestová (2014, 32) expresses that mastering the four language skills is the aim of communicative competence and applying these four skills in language teaching leads to their development.

However, Šebestová (2014, 32) and Council of Europe (2001, 161-162) claim that in order to develop these skills, language components must be acquired. They are vocabulary, grammar, spelling and pronunciation. But, as is written above, receptive and productive skills are the aim of language teaching, and so this chapter deals with reading, listening, writing and speaking.

### **5.1 Reading**

Reading is defined as an activity in which “the user as reader receives and processes as input written texts produced by one or more writers” (Council of Europe 2001, 68). Making it a skill where the learners glean information from a given text.

There are many reasons why teachers should encourage students to read texts, as reading has a vast array of benefits. For instance, while reading learners can acquire a good model for writing in English, as they can clearly see what they are encouraged to do in their own writing tasks. (Harmer 2001, 68) Reading also enables learners not only to come in contact with spelling, vocabulary and grammar, as they can see them in context, but also punctuation; the way sentences and texts are constructed (Nunan 1991, 63-66). Homework consisting of reading is very beneficial for learners as they can acquire new knowledge implicitly, in other words unconsciously.

However, homework must motivate the learners. Painter claims that learners sometimes do not often do their homework at all since it is not motivating or encouraging enough (2010, 121). As already mentioned in chapter 4, homework concerning reading, or any other skills, should be more connected to real life situations and according to the learners' interest. Painter claims that the acquisition is then likely guaranteed (2010, 121). Painter (2010, 136) and (Buckland and Short 1993, 21) name some great homework tasks which could be assigned for learners, being reading an article, newspaper or magazine. In this way, learners can read for a specific purpose. For example, to prepare context for arguments for a debate in a follow-up lesson. Painter also suggests another type of homework which is surfing the internet for information about the learners' favourite famous person (2010, 121). Buckland and Short emphasise using dictionaries for home studying, as they not only help to improve level of English, but also "develop the ability to learn independently" (1993, 18). Again, it helps them to be autonomous in learning.

## **5.2 Listening**

Listening activities are defined in CEFR as activities where "the language user as listener receives and processes a spoken input produced by one or more speakers" (2001, 65). That is to say, the learners perceive language by listening spoken utterance.

Listening is considered to be very demanding for learners. Šebestová claims that although listening is the most used skill in our lives, on the contrary it is considered by learners to be the most difficult skill out of all four language skills (2014, 33). However, Harmer claims that one of the reasons why learners should do listening, is not only to learn the target language, but also to come across other varieties of English, because they can encounter other accents and dialects unconsciously. He also states that authentic listening is a very good way of

improving learners' pronunciation and to be concrete in pitch, sound and intonation. (2001, 97) It may be inferred that listening is beneficial for improving the understanding of spoken utterance and also for communication by way of speaking.

As such, homework focussed on listening should be very motivating to attract the learners' interest. Painter emphasises that listening, the same as reading, should be interesting and motivating for learners, in order for them to complete their homework. He suggests home assignments such as watching films at the cinema, because there are two benefits - the enjoyment of going to the cinema and language learning equations as well. (2010, 121) To improve listening skills Buckland and Short also suggest other authentic sources such as listening to the radio, or television, in English, also being very beneficial to learners, as they can practise listening for detailed information (1993, 14). Specifically, all of these home assignments are connected to the learners' real lives and are likely to be more motivating.

### **5.3 Writing**

Council of Europe defines writing activities as such activities in which the "language user as a writer produces a written text which is received by a readership of one or more readers" (2001, 61). This also entails written interaction, during which participants alternate as receivers and producers (Council of Europe 2001, 82). Basically, learners of English not only create written texts but can also interact with others.

There are many reasons for assigning written homework tasks. Firstly, according to Harmer, learners need to do writing assignments in order to know how to write letters, reply to advertisements and so on. Secondly, writing is good for reinforcement, as many learners acquire language from seeing it written down. They can demonstrate language construction and, hopefully, memorise the correct manipulation of the language skill. Lastly, writing is good for language development because "the processing of writing helps us to learn as we go along" (2001, 79). Indicating that by writing we develop the second language.

Homework focussed on writing can be very beneficial for learners. However, Buckland and Short (1993, 24) along with Painter (2010, 57-71) again emphasise that writing tasks should be motivating, communicative, creative, realistic and enjoyable. Painter suggests activities such as writing a letter which can develop their letter-writing skill. Other examples of homework could be keeping a diary, writing a pocket story, exchanging letters or writing

notes on reading. (2010, 57-62) Basically, home assignments focussed on writing should be connected common life.

## 5.4 Speaking

According to Council of Europe (2001, 58) speaking activities are those when the “language user produces an oral text which is received by one or more listeners” (2001, 58). Council of Europe also includes here spoken interaction where a speaker and listener interact alternately in speaking (2001, 73).

Speaking is considered to be the most superior of all language skills. Ur claims that of all the four skills “speaking seems intuitively the most important: people who know the language are referred to as *speakers* of the language” (2009, 120). Painter supports this statement by saying that quite often learners prefer oral communication, rather than other skills and, therefore, teachers should spend time developing it. He also believes that practising speaking skills should be created in a way in which it is similar to daily life as much as possible, because only then the learners will be better prepared for using English in real-life situations (2010, 87). Essentially, speaking activities should be as similar as possible to the reality of the learners’ lives.

Pursuing this further, homework could be a good option for practising speaking skills as there is little time for it during class time. Buckland and Short claim that lack of time during the lesson can inhibit the development of speaking (1993, 3). What is more, Painter claims that practising productive skills such as speaking in form of home assignment is very beneficial as students get a chance to develop their confidence away from their teacher’s and classmates’ listening (Painter 2010, 87). In other words, thanks to homework, learners can gain confidence in speaking and practise their pronunciation.

Nevertheless, frequency of homework tasks based on speaking is very low. Buckland and Short claim that learners are usually assigned homework focussing on reading and writing, rather than speaking. However, they explain that there are many effective ways in which learners can practise speaking skills at home as a part of homework. One of the activities could be making and using pictograms, as students have control over the task and its content. This activity can be used for practising phrases that have already been taught in class. (1993, 3) Painter also suggested an activity called ‘Structured conversation’ for practising the

language elements taught during lessons. Learners are given a list of questions and have to use them with either a native speaker, or other English learner. Another idea for homework, which she describes in her book, is a taped journal; where students are encouraged to practise talking about, and recording, topics which are relevant to them. (2010, 88) Once again, the topics have some kind of connection with their real lives and are, therefore, more motivating for them.

To recapitulate, the mastering of language skills is the aim of English language teaching and homework is a vital part of the learning process. There are a great number of activities focussed on developing reading, writing, listening and speaking skills. However, the most important factor regarding homework is whether it sufficiently motivates learners, or not. Thus, all homework assigned to English learners should be motivating, creative, engaging and connected to real-life situations, because only then can the learners work on the progression of their language knowledge and skills.

## **6 Conclusion of the Theoretical Part**

Historically, and up to the present day, home assignments have often been a hotly debated issue in many discussions and, hence, there are many supporters and advocates. Within this theoretical part, both opinions are looked at.

In the first part, homework is put in the wider context of learner autonomy, with homework being considered to be a contribution to it. Also, in this part there is shown an explanation of the positive and negative impacts of home assignments.

In the second part, theory, which is also based on literature, provides a view on home assignments, presented in rather positive light. It describes not only the way to design homework tasks, being motivating to learners, but it also deals with suitable homework tasks for developing reading, writing, listening and speaking skills, which are considered to be the aim of English language teaching. The concept of communicative competence is also explained herein.

### **III PRACTICAL PART**

#### **7 Introduction to the Research**

In the previous part of this thesis, the issue of the role of homework in English language learning is explained and described on the basis of the theory of English Language Teaching. In this part, the conclusions and the theoretical findings mentioned in the previous part are verified.

The practical part of this bachelor thesis concentrates on home assignments which were collected in eight class of a particular basic school from the beginning of September till the end of December. The research tries to investigate the contribution of homework to English language learning.

This empirical part is divided into 3 main chapters. The first chapter is this introduction to the research, where research questions are formulated, with the methodology and characteristics of this research explained. The second chapter deals with the research itself. Firstly, it comments on the results of the analysis of the homework task. Secondly, an interview with the teacher is presented. Finally, in the last chapter provides all the collated results and research questions are answered.

##### **7.1 Aim of the Research**

Since the contribution of homework to English language learning has been an issue for many discussions, the aim of the research is to investigate whether the home assignments in English lessons, collected in a particular basic school, have an impact on the development of the individual components of communicative competence and language skills. The research is also concentrated on the purposes for which the homework tasks were assigned. It also tries to discover the attitude of the teacher towards home assignments and how she personally motivates her learners to do the assigned homework.

As being specified as the aim of the research, this paragraph includes the formulation of the research questions. Švaříček and Šed'ová believe that research questions are used to fulfil two primary functions; the first function is to show the way of conducting the research and the

second is to help to design research in order to produce results which are in alignment with the aims. They also state that research questions are the most important part of every research project. (2007, 69) Therefore, this research is based on these questions:

1. For which purposes are home assignments mostly assigned?
2. Does the homework contribute to developing language skills?
3. Which components of communicative competence (linguistic, sociolinguistic, pragmatic) of the English learners are mostly developed and throughout which home assignments?
4. What is the teacher's attitude towards homework in general? Which positives and negatives do home assignments have according to her? What does she think about the connection between homework and learner autonomy? How does she motivate the learners to do home assignments?

## **7.2 Data Collection Tools and Research Characteristics**

For this research, I have carefully selected a female teacher of English with many years of experience in teaching English. She teaches the second grade in a basic school. As the most suitable class of hers for my research, the eighth class was chosen because of the learners' level of English. All of the learners are very good at English, because they are motivated by the teacher.

I have decided to use text analysis and an interview as the research methodologies, as collection tools for data collection. Thus, the research consists of two parts. In this chapter, the two mentioned methods of data collection are briefly introduced. Research characteristics are also outlined and explained.

### **7.2.1 Text Analysis of Homework**

Text analysis is the first methodology used for my research. According to Gavora, text analysis is the evaluation of content of texts (2000, 17). Miovský adds that text analysis is considered to be such a research methodology which is based on the analysis of already existing material and which is the source of information relevant for the aim of the research (2006, 98). In other words, the researcher does not create new materials, or data, for his or her analysis, but, instead, works only with already existing, collected material. This is a different



procedure for creating data in comparison to other methods, for example, an interview or observation.

In addition, the researcher does not participate in the creation of the documents, but partakes only during their selecting and analysis (Miovský 2006, 99). Put differently, the researcher cannot influence, or change, the character of the material.

In the case of this research, home assignments were collected during 4 months from September till December 2017 in an unnamed basic school in the Central Bohemian Region of Czechia. They were copied by the teacher and given to me for analysis.

The homework analysis was carried out as follows. All the thirty home assignments were analysed according to two specific criteria, which homework may develop. The first criterion being the components of communicative competences (linguistic, sociolinguistic, pragmatic) and the second criterion being the four language skills (reading, writing, listening and speaking). They were then also analysed for which purposes (preparation, practice, extension, integration) they had been assigned to the learners by the teacher. All the collected data was formulated in the table in the checklist, which is seen in Appendix 2, and then graphs were created according to the aim and commented on.

### **7.2.2 Interview**

Since I decided to investigate the teacher's opinion regarding homework, I opted for the method called an interview. More concretely, a semi-structured interview process was chosen for my research.

An interview, in general, is a qualitative research technique where questions, which correspond to the research aims, are asked in a person-to-person meeting in which one person elicits some information from another (Merriam 1998, 71). Miovský adds that there are usually from one to three respondents (2006, 155-156). In the case of my research, there was only one respondent. An interview has many advantages. For example, the interviewer is able to observe the verbal and non-verbal reaction of interviewee (Cohen, Manion and Morrison 2000, 279). Chráška gives us another benefit and it is that an interview is closer to natural and real communication. Last, but not least, the interviewer can better establish contact with the respondent (1998, 114).

There are three basic types of interview; non-structured, semi-structured and structured (Miovský 2006, 157), (Chráška, 1998, 113-114). I considered the semi-structured interview to be the most appropriate for my research, as it is not only the most widely used, but also has many benefits. Miovský claims that in a semi-structured interview, the interviewer has got the so called core of the interview, with themes and questions which must be answered by the respondent. The interviewer makes sure that all the specific themes needed for his research shall be answered. Then interviewer may also ask supplementary questions, if deemed necessary for clarification. Hence, accuracy can be reached in comparison to a structured interview. (2006, 159-161) In addition, the sequence of the questions can be changed in order to maximize the amount of information gained during the interview (Cohen, Manion and Morrison 2000, 278). Intrinsically, the interviewer has got more control, a free hand and flexibility during the interview process.

In this research, the semi-structured interview was conducted, after analysing the homework, to increase the reliability of my research. It was done with only one interviewee, being the same English teacher from whom I collected the home assignments for analysis. My questions were designed in an open-ended form, to harvest as much information as possible, and were asked in the teacher's mother tongue, Czech, to avoid any misunderstandings and to make the respondent feel more comfortable. Also, the place for the interview was chosen according to the wishes of the interviewee, being in her home.

The teacher was asked a set of five questions. The first question was to find out the teacher's attitude towards home assignments in classes of English in general. This was followed by a question which tried to investigate whether she sees any negative aspects of homework in English classes. After that, the opposite question was asked, regarding any positives aspect of homework. The fourth question, clarified the teacher's opinion of learner autonomy in connection to homework. Finally, the last question was designed to find out how the teacher personally motivates learners to complete their home assignments.

There were also other more detailed pre-prepared questions ready to be asked, if needed. Nonetheless, the five basic questions were sufficient for my study purposes during the interview and I found it to be unnecessary to ask the teacher the additional ones.

## 8 Research

My research is divided into two main parts; homework analysis and an interview with a teacher. Through both, the obtained data of the research are interpreted and commented on. In the first section, the analyses of home assignments in terms of their purpose is focused upon, then which specific skills the homework tasks develop and lastly, and ultimately, their content, more precisely, which components of communicative competence are developed the most by the homework. In the second section, the interview, which discovered the teacher's expectations of homework, is discussed. All of the collected home assignments were analysed, with the corresponding data being enclosed in the Appendix 1 and Appendix 2.

### 8.1 Homework Analysis

As it was already written in the previous paragraph this is the first part of the research. It is divided into three analyses. Firstly, homework will be examined for their purposes. Secondly, the research will analyse homework in terms of four language skills. And lastly, the analyses will try to investigate, which components of communicative competence are developed the most.

#### 8.1.1 Purposes of Homework

Homework can be assigned for many purposes. As shown in theoretical part of this paper, they may be divided into four main purposes - preparation for a follow up lesson, practise of the matter discussed in the lesson, extension of knowledge and, finally, for integration. All the collected results being graphically depicted in *Figure 1*.

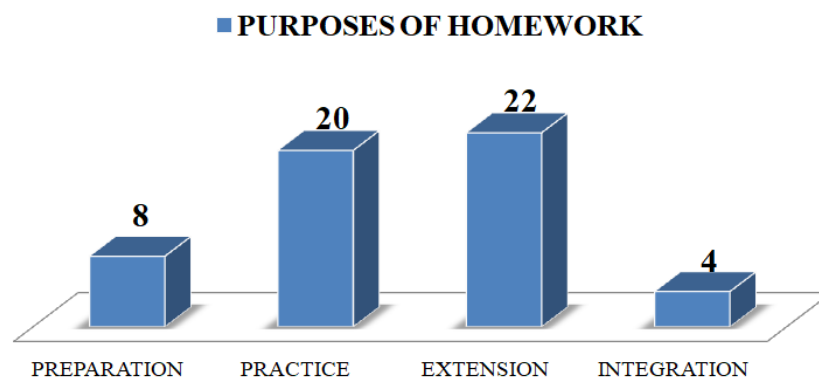


Figure 1: Purposes of collected homework

In the graph we can see that twenty two home assignments were assigned with the target of extending the students' knowledge. This being, by far, the most common reason why the teacher assigned homework to the class. It is followed by homework focusing on practicing knowledge gained during a lesson, which being done by means of twenty homework tasks from all of the thirty assigned by the teacher. However, preparation and integration reached rather small numbers. As also shown in *Figure 1*, only eight home assignments were assigned for preparation, with just four being for integration. Thus, integration as a purpose of homework is uncovered to be, within this research, by far the least frequent.

Basically, the most common reason for the giving of home assignments were to fulfil extension and practise. In practise, the results of this research are proved to be in alignment with the expected results given in the theoretical part (chapter 2.1.1), wherein, the teachers agree that extension and practise are the main purposes of homework.

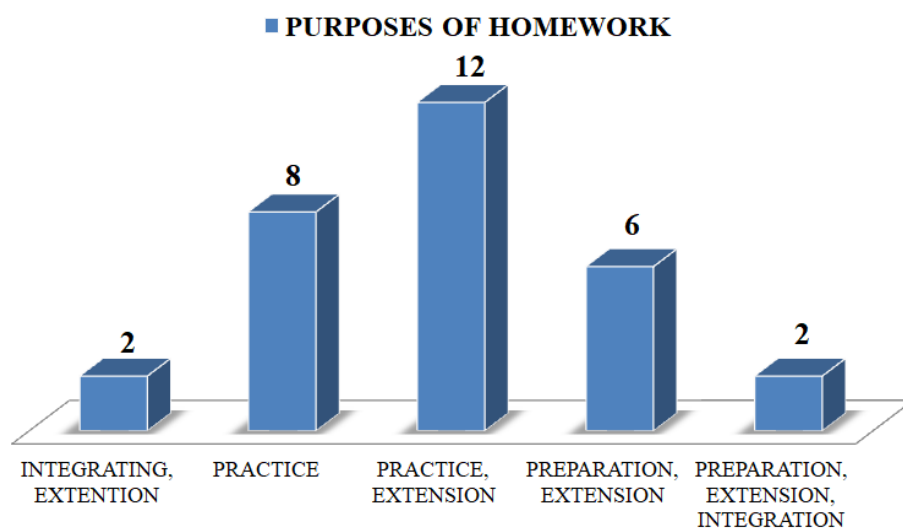


Figure 2: Homework serving one and more purposes

However, in diagram depicted in *Figure 2* we can see data from all thirty homework tasks, where the majority of them were assigned with the target of fulfilling at least two purposes. Only a relatively few homework tasks served only one purpose.

In first place, there are twelve homework tasks which were assigned for practice and extension at once. Most of the time homework being oriented on grammar and vocabulary. For example, translation of Czech sentences into English, or gap-fills.

In second place in frequency, there are home assignments which being assigned for only one purpose – practice. The homework tasks were oriented mainly on grammar and vocabulary.

The third place is occupied by homework which served for preparation and extension. These home assignments being focussed mainly on writing and reading disciplines, with the learners being asked to read texts in preparation for a discussion during a follow up lesson.

In joint last place, there are two types of homework handed out in the same frequency. The first type being assigned for integration and extension. These homework tasks involved the learners writing an essay on a predetermined subject. The second type being home assignments, assigned for three purposes; preparation, extension and integration, with the learners being again asked to write essays and prepare for a presentation in a follow up lesson.

In summary, all of my findings are focussed on the purposes for which home assignments were assigned to learners, with the resulting data being in stark agreement with my theoretical part. Therefore, the most utilised purposes may be outlined to be extension and practise. It is important to state the fact that homework is rarely focussed on only one purpose, but usually covers at least two specific aims. It can be said that the results of this part of research coincide with the theoretical part (see chapter 2.1.1)

### **8.1.2 Language Skills**

This subchapter analyses homework in terms of whether the collected homework develops individual language skills (reading, writing, listening, speaking), and also on the language components. In the first part, all thirty collected homework tasks are analysed according to both language skills and language components (grammar, spelling, pronunciation and vocabulary) because the language components are an integral part of language learning. However, in the second part of this subchapter, the centre of my interest is only on language skills, as they are considered to be the most important thing while learning a language (see chapter 5).

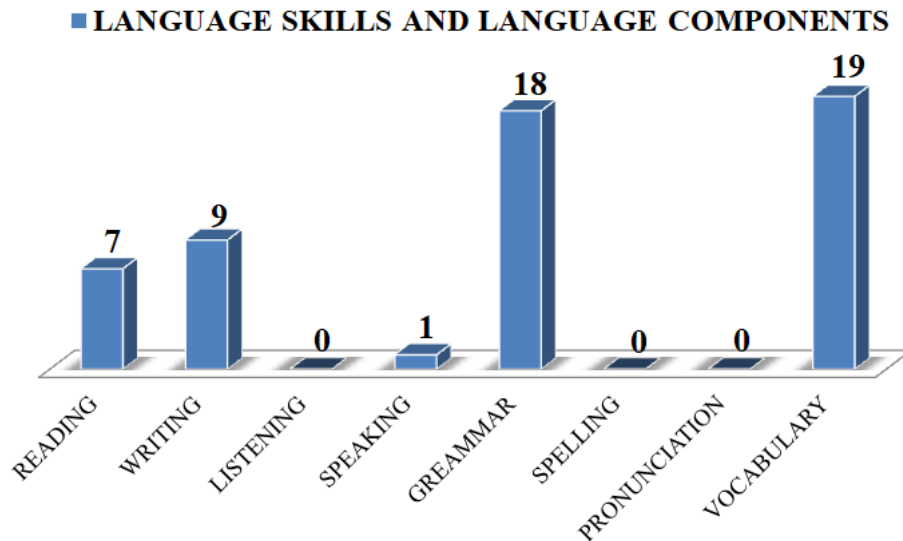


Figure 3: homework targeting both language skills and language components

Diagram depicted in *Figure 3* shows the number of home assignments which target individual language skills and components. The majority of homework is mainly focussed on developing the language components of grammar and vocabulary. Next, there are the development of writing and reading, with the least focussed on being speaking, represented by only one homework task. However, none of the thirty homework tasks were assigned to develop listening skills, pronunciation, nor spelling as language components.

It is also very important to comment on the fact that home assignments were, in most cases, assigned to develop more than one language skill, or one language component. In my analysis, tasks are usually found to be focussed on both grammar and vocabulary as the language components, as well as on more than only one language skill. As such, this work is only focussed on these four language skills, with all of the results being graphically depicted in *Figure 4*.

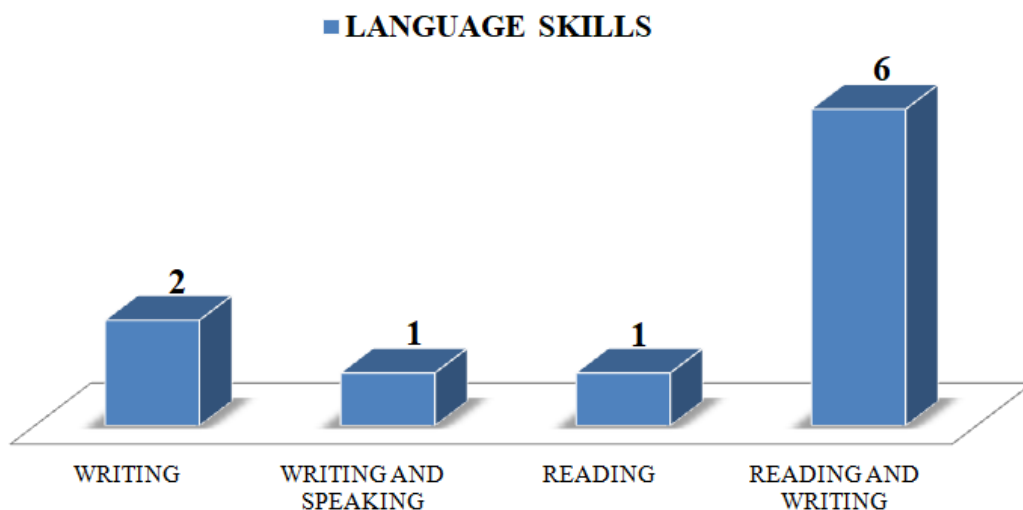


Figure 4: Homework targeting only language skills

Here may be seen the numbers of home assignments which aimed to develop reading, writing, listening and speaking. There are 10 homework tasks which develop language skills from all of the 30 collected and analysed. Some of the language skills are shown to be in pairs in the diagram, as the tasks focus on two language skills at once. These kinds of home assignments were very useful for the learners, enabling them to foster many language skills at the same time.

Firstly, the most frequent home assignments assigned by the teacher to her learners were focussed on reading and writing. There were six homework tasks. Most of the time, they were articles. Learners were supposed to read them and then write their own notes, in preparation for a discussion during a follow up lesson. This includes home assignments number 26, 27, 28 and 29, wherein the learners were also asked not only to write notes about their reading task, but also to rewrite the story they had read. For instance, in homework task number 30, where they read the story of Aladdin. Also in homework task number 8 with the learners being supposed to read an email in their workbook, and then to write a response to the email. They were asked by the teacher to use a separate piece of paper to write a longer answer, instead of the six narrow lines allocated in their workbook. It was done with the aim to practise their writing skill even more. In addition, the given articles, including the story of Aladdin, were taken from English magazines for English learners in order to make use of another teaching aid and not rely only the students' textbooks or workbooks. Also, all of the reading topics were connected to real life issues, being motivational for students. Therefore, it may be inferred that these types of home assignments coincide with the theoretical part in chapter 3.

Secondly, after homework focussing on developing two skills; reading and writing at the same time, there are, in second place in frequency, two homework tasks assigned in order to develop only writing. This includes homework tasks number 18 and 20. In the former homework task, the learners were required to write a description of their bedroom in A4 format and in the latter, they had to write an essay about 'New York City', also in A4 format.

Thirdly, there are two home assignments in last place in the frequency. The first homework task being focussed only on reading. It was homework task number 25. Learners were asked to read an email from their work book in preparation for a follow up lesson activity. The second homework task, number 24, being focussed on two skills; writing and speaking, in which the learners had to write one page, A4 essay on the given topic 'A Czech inventor'. Then, they had to prepare for a presentation, to be given during a school lesson, in which they would talk about their chosen Czech inventor, detailing facts they had found out regarding them.

Unfortunately, none of all of the thirty collected home assignments was assigned to foster listening, which is not a good result. Learners, therefore, were not tasked to improve their listening skills by doing home assignments outside of school. As the theory says, listening is not only good for understanding spoken utterance, but also for improving speaking skills. As it is seen in graph in *Figure 4*, speaking is also poorly represented.

In conclusion, the first part this analysis shows that the thirty given home assignments developed mainly the language components of grammar and vocabulary. In the second part, which is focussed only on the four language skills, it is shown that most of the homework focusing on language skills developed mainly reading and writing. It was also investigated that homework targeted more than only one skill, which, in turn, is very beneficial for the learners of English. Also, most of the tasks are found to be motivational for the learners. The least frequent were homework oriented on speaking. Listening was not developed at all. The result of this part of analysis coincides with the theoretical part in chapter 5.4 where Buckland and Short claim that learners are usually assigned homework focussing on reading and writing, rather than speaking.



### 8.1.3 Components of Communicative Competence

Whereas the previous chapters deals with home assignments in terms of purpose and language skills along with language components, this subchapter leads us through analysis of the individual components of communicative competence. As is explained in detail in the theoretical part, communicative competence comprises of three components and their subcomponents. The first subchapter is focussed on Linguistic competence, the second on Sociolinguistic competence and the last subchapter on Pragmatic competence. There are also comments on through which kind of homework task the subcomponents of individual components of communicative competence may be developed.

#### 8.1.3.1 Linguistic Competences

Linguistic competence is the first to be examined. It consists of lexical competence, grammatical competence, semantic competence, phonological competence, orthographic competence and, lastly, orthoepic competence. It is focussed on them individually.

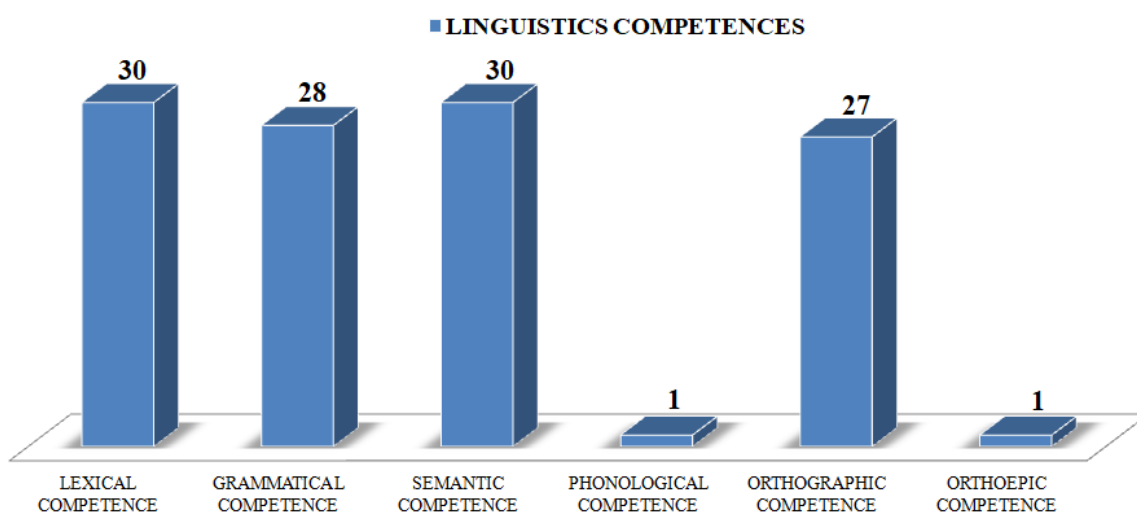


Figure 5: Subcomponents of Linguistic competences developed by homework

As we can see in *Figure 5* there are two subcomponents of language competences which are developed by all 30 home assignments. The first is lexical competence, which distinguishes lexical and grammatical elements. Learners are supposed to not only produce, but also understand the words of a language. The second subcomponent, involved in all 30 homework tasks, is semantic competence. As also written in the theoretical part of this work, it organises the meaning, with the learners having to understand the words and grammar to be able to complete assigned tasks.

Then, following the most frequent subcomponents of linguistic competences, is grammatical competence. In this competence, the learner must be able to recognise and produce grammatical sentences, or phrases. Hence, the amount of homework tasks focussed on developing this competence is very high, numbering 28 home assignments. There were, for example, exercises for practising particular tenses (homework tasks number 16, 17, 21, 22) or filling in gaps with an appropriate grammatical word (homework number 11). Translation tasks were also given as home assignments, with the students having to understand. It included not only grammatical competence but also lexical and semantic competence in order to correctly translate Czech sentences into English sentences (homework tasks number 1, 2, 3, 4, 5, 6, 13). Also, home assignments, which focussed on reading, writing and speaking, required the students' to have sufficient knowledge of grammar to be able to understand the texts and then produce the language, either in written or spoken form.

Grammatical competence is followed by orthographic competence, which involves perception and production of alphabetic symbols. It was developed by almost all of the homework tasks, to be precise 27 of them. This is because in all of these 27 home assignments, the learners had to accomplish them in written form, therefore, utilising the English alphabet and their ability to spell words. In the 3 remaining homework tasks, which did not developed orthographic competence, learner are asked, for example, only to circle a word (homework number 23), or match the halves of expressions (homework number 19).

The last two subcomponents of linguistic competence were not very frequent. They were developed only by one home assignment. The first is called orthoepic competence. As the theoretical part says, it is a competence where the learners are required to speak with correct pronunciation from a written text. There is only one homework of this kind, which developed this competence. It is number 24. The learners were asked to make a presentation about a famous Czech inventor. They were allowed to have notes and were not asked by the teacher to know the content of their presentations by heart.

The second, and the least, developed subcomponent is phonological competence, which involves knowledge of the phonology of the linguistic system. It was also developed by only one home assignment, specifically by the same homework as orthoepic competence, number 24.

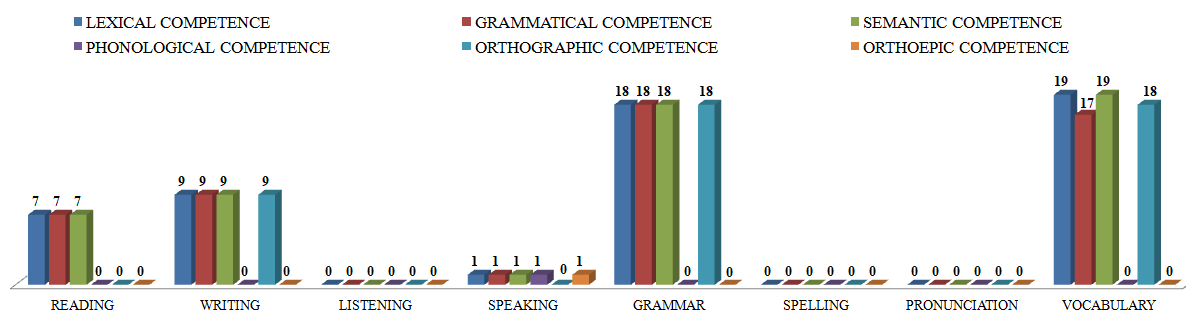


Figure 6: Orientation of homework developing individual subcomponents of Linguistic competence

In diagram depicted in *Figure 6* we can see through which types of home assignments the individual subcomponents of linguistic competence were mostly developed. From first sight, we can see that linguistic competence was mainly developed through homework oriented on grammar and vocabulary. There were developed lexical competence, grammatical competence, semantic competence and orthographic. They were mainly gap-fills, multiple choice and matching. All of these home assignments were chosen by the teacher from the learners' workbook. For example, learners were asked to fill in an exercise with grammatical or lexical elements of isolated words, which can be seen in homework tasks number 9, 14. Or, they had to write whole structures in a gap. This can be seen, for example, in homework tasks number 16, 17, 21. These kinds of home assignments, as theoretically defined, are the least motivational for learners of English and surprisingly, as may be clearly seen, the number of them is the highest. Another type of homework task, aimed at developing all these competences, whilst being orientated on grammar and vocabulary, were translations of sentences. There were, altogether, seven homework tasks which consisted of sentences which were made up by the teacher. She wanted the sentences to be as close to a real life situation as possible and, therefore, more motivating for the learners.

Homework tasks focusing on the language skills of writing, reading and speaking are in the second place in frequency. They were mainly articles and essays. Homework tasks oriented on speaking is the least frequent and, as such, it developed linguistic competence the least.

To sum up, the most developed subcomponents of linguistic competence are lexical competence, semantic competence orthographic competence and grammatical competence. The overwhelming majority of home assignments were assigned in written form rather than in spoken form because, as theory says, orthographic competence includes spelling, punctuation, etc. and the learners were utilising writing in the majority of their homework. Lastly,

linguistic competences were seen to be developed mainly by home assignments oriented on grammar and vocabulary.

### 8.1.3.2 Sociolinguistic Competences

After linguistic competences, sociolinguistic competence is the next to be analysed. It is defined as the knowledge and skills required to deal with the social dimension of language use. Sociolinguistic competence, as written in the theoretical part of this bachelor thesis, is made up of five subcomponents; linguistic markers of social relations, politeness conventions, expression of folk wisdom, to register differences and lastly dialect and accent. All are examined in this subchapter.

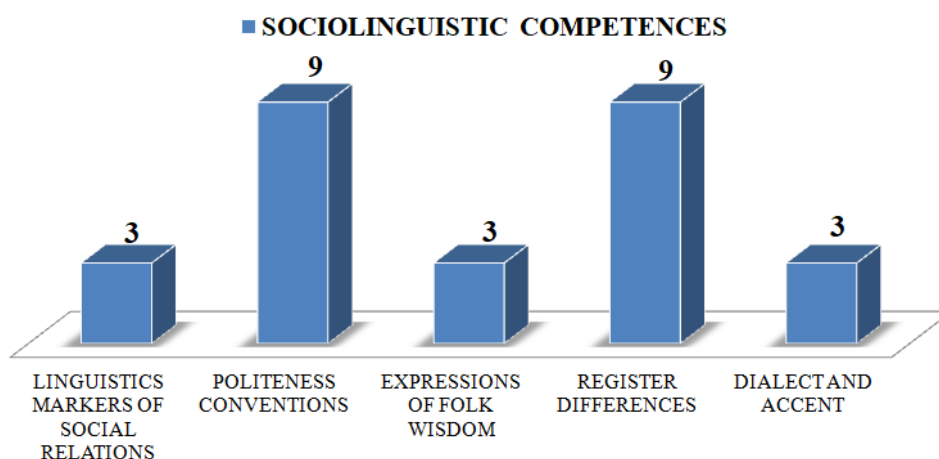


Figure 7: Subcomponents of Sociolinguistic competences developed by homework

As we can see in *Figure 7* the most covered subcomponent of sociolinguistic competence are politeness conventions and register differences, which were developed by nine home assignments. Then, they are followed by linguistic markers of social relations along with expression of folk wisdom and, lastly, dialect and accent, which were only developed by three home assignments.

Politeness conventions, as the most developed, cover positive politeness, negative politeness and impoliteness. The homework targeted mainly negative politeness. For example, in homework task number 7, learners had to write should or shouldn't in the dialogue. In homework task number 8, the learners had to write an answer to an email and giving advice to the email writer, again using the modal verbs should or shouldn't, for advice. There were other home assignments in which the learners are asked to use must, mustn't, don't have to (homework tasks number 10, 11). Learners also developed politeness convention implicitly,

as, for example, in home assignments oriented on reading (numbers 28 and 30) where politeness conventions also appeared.

Register differences, which are in the second place in frequency, deals with differences in levels of formality. For instance, in homework task number 8, the learners are supposed to write an email to a friend and therefore use appropriate register. In homework tasks number 20 and 24, a suitable register is needed, as well as the learners' primary tasks to write essays about 'New York City' and a 'Famous Czech inventor'.

Similarly, in Politeness conventions. In this subcomponent the learners were developing it implicitly, without awareness. This was happening mainly in homework tasks number 26, 27, 28, 29, 30, where learners were reading articles, and, therefore, appropriate register was used in them.

Linguistic markers of social relations, third in frequency, deals with turn taking, expletives, greeting and addressing people. For example, in homework task number 8, the learners are asked to answer an email, requiring them to use an appropriate greeting at the beginning and the end of their email. In homework task number 25 the learners are supposed to read an email and therefore develop, implicitly, linguistic markers of social relations as they come across types of greetings. The third homework task which develops this subcomponent, is number 30. It is the story of Aladdin, and there are also some linguistic markers of social relations included and so, again, learners developed implicitly.

Expression of folk wisdom, which covers proverbs, idioms, familiar quotations, etc., is also in third place in frequency. The learners fostered this subcomponent in homework tasks number 27, 28 and 29. These home assignments are articles, which include mainly proverbs or idioms and the learners come into contact with them unconsciously.

Dialect and accent are the last to be commented on. They deal with social class, region provenance, national origin, etc. It was developed, for example, in homework task number 27. It is an article where some Gaelic words are used and also some idioms. In homework number 29, which is also an article, uses idioms as well. And lastly, homework task number 30, the story of Aladdin, wherein, once again, there are idioms. Therefore, the learners came into contact with these kinds of words and expression without awareness.

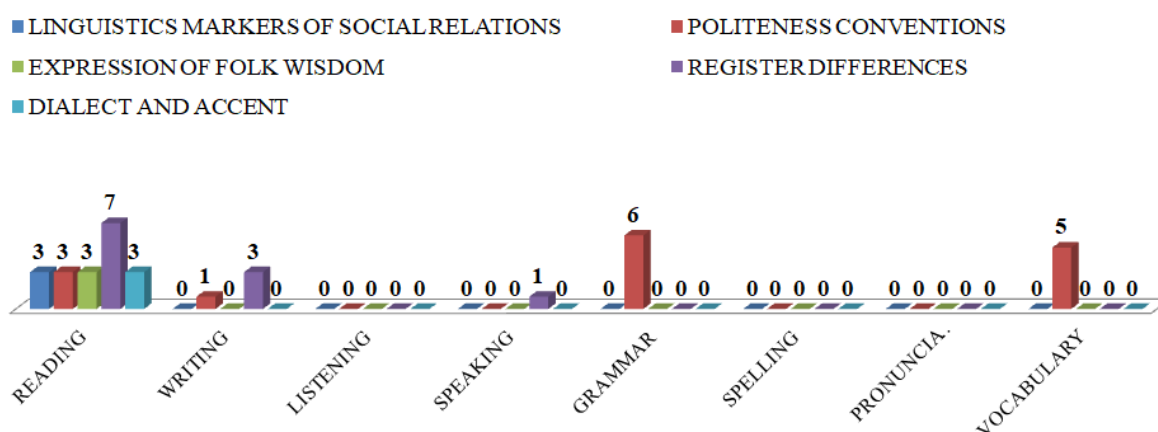


Figure 8: Orientation of homework developing individual subcomponents of Sociolinguistic competences

In *Figure 8* we can see through which types of home assignments the individual subcomponents of sociolinguistic competence are mostly developed.

Firstly, we can see home assignments, focussing on the language skill of reading, developed all the subcomponents of sociolinguistic competence; although register differences is the most developed.

Homework focussing on language components grammar and vocabulary developed only politeness conventions. As written above, in these homework tasks students were supposed to fill in exercises focussed on modal verbs.

Home assignments which developed writing targeted mainly on register differences, where there were two essays and one email to be written. There are no homework tasks on listening, spelling and pronunciation, as they were not assigned by the teacher at all.

In conclusion, the most developed subcomponents of sociolinguistic competence are politeness conventions and register differences. The rest of the subcomponents were not much developed and with most being developed unconsciously. The sociolinguistic competences were developed mainly through homework oriented on reading.

### 8.1.3.3 Pragmatic Competences

Pragmatic competences are the last components of communicative competence to be commented on. They are concerned with discourse competence and functional competence, as

written in the theoretical part of this bachelor thesis. These two competences are commented on in this subchapter.

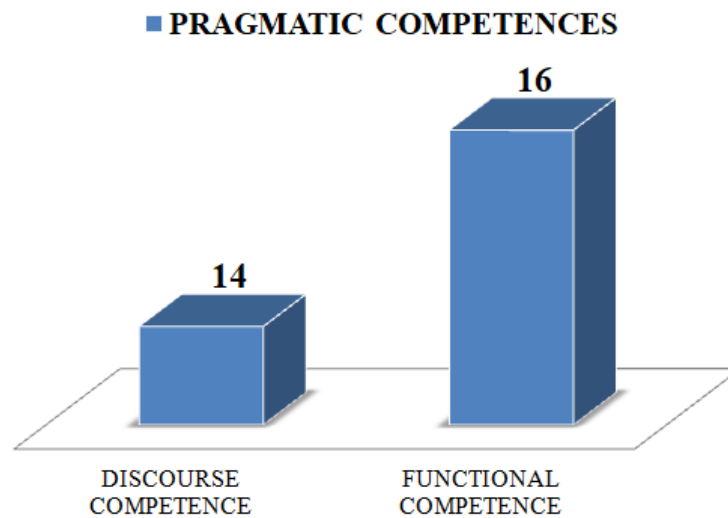


Figure 9: Subcomponents of Pragmatic competences developed by homework

Even though both discourse competence and functional competence reached almost the same number in frequency, functional competence was slightly more frequent. Specifically, 14 homework task developed discourse competence and 16 homework task targeted functional competence. The numbers are depicted in *Figure 9*.

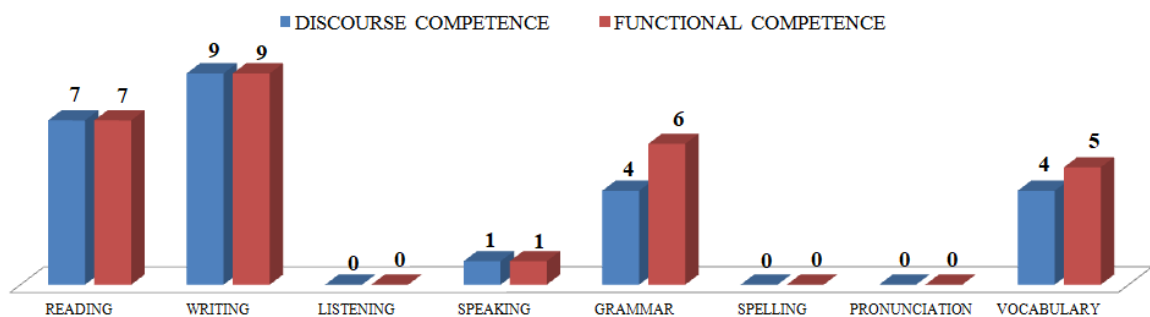


Figure 10: Orientation of homework developing individual subcomponents of Pragmatic competences

As may be seen in *Figure 10* discourse competence and functional competence occurred together most of the time. However, homework tasks based on grammar and vocabulary are the only ones in which discourse competence and pragmatic competence are not at the same level in frequency, because there are some homework tasks (number 10 and 11) focussed only on structure. The learners had to fill in isolated sentences by using the modal verbs must,

mustn't and don't have to, therefore, only functional competence was developed in these home assignments.

Discourse and functional competence were developed mainly by home assignments focussing on writing and reading, and then through homework considering grammar and vocabulary. Speaking developed pragmatic competence the least, as there was only one home assignment for developing speaking skills. In homework focussing on writing, the learners are, for example, asked to write essays (homework tasks number 18, 20, 24) and, hence, create coherent texts. Other examples are home assignments number 26, 27, 28 and 29 where they are supposed to write notes from articles they have read.

Another types of homework though which pragmatic competence was developed are those, which are focussed on reading. By reading the articles (homework tasks number 26, 27, 28, 29), story (homework task number 30) and emails (number tasks 8 and 25) the learners came across different types of texts and their functions.

To conclude, both discourse and functional competences reach almost the same number in frequency. They are developed through home assignments oriented mainly on writing and reading.

## **8.2 Interview**

After the analysis of the home assignments the interview with the teacher is yet another step in my research. The teacher was given a list of 5 questions to determine what is her attitude towards homework in general, which positives and negatives do home assignments have according to her, what does she think about the connection between homework and learner autonomy and lastly, how she motivate the learners to do home assignments.

The questions were asked in Czech language. However, they are interpreted in the language of study and, thus, the answers may be slightly modified in translation.

The first asked question was '*What is the teacher's attitude toward home assignments in English lessons in general?*' The teacher has a very positive attitude towards homework and believes that home assignments are very beneficial for her learners of English. She also adds the fact that she doesn't think that learners of English, in general, are able to learn English in



only 45 minutes three times a week. However, she adds that she does not assign homework every time, because then she must give feedback to the homework and it is very time consuming. And without the feedback the homework would be meaningless.

The second question tried to find out *'What are the positives of homework in English classes according to the teacher?'* She answered that it is a repetition of subject matter from a previous lesson. She emphasized that it is definitely necessary, because without it most children would not repeat anything at all. She also added that the children have an opportunity to improve their English out of school. In addition, she mentioned the fact that the learners, thanks to home assignments, learn to work alone.

The third question was to determine *'What are the negatives of homework in English classes according to the teacher?'* The answer seemed to be quite difficult for the teacher because she could not think of anything negative at that moment. According to her, the only negative aspect of homework is when a teacher assigns to her, or his, learners homework, which is either too long or too difficult. She emphasised that these kinds of home assignments can cause hatred to English. Otherwise there were no other negative aspects she could think of.

In the fourth question she was asked about the *'Connection of autonomy (developing of learner autonomy) and home assignments.'* The teacher thinks that home assignments are greatly connected to autonomy, because the learner can decide by himself, or herself, when they are going to do their homework and how they will do it. Principally, the learners can learn how to study and this is the most important thing, according to her. However, she emphasised that a lot of children nowadays do not do their homework at all and she, as a teacher, cannot do anything about it except to write a note into a pupil's book.

The last asked question was *'How she motivates her learners to do home assignments?'* The teacher gave a broad answer to this question. She thinks that the least motivational home assignments for her learners are gap-fills for grammar. And she tries to create homework to be the most useful for her learners' lives. For example, translations from Czech to English language are full of phrases, which learners can use on their holidays and so on. Nevertheless, she stresses that it is important to know what the learners like and enjoy. But, on the other hand, it depends on many aspects – whether the children have had a good sleep, their mood and so on. The subject matter is also very important. There are topics which they enjoy and

topics which they do not, but they all have to be done. According to her, there is a massive problem nowadays and it is that it is very difficult to motivate today's learners, because they do not want to do anything.

This interview revealed that the teacher has a very positive attitude towards homework in English lesson and, actually, she agrees with some of the authors' opinions from the theoretical part. For example, she claimed that learners cannot learn English only during lessons at school, and Harmer expresses the same thoughts in chapter 1. She also considers that a big positive of homework is as repetition from previous lessons as instructional objectives, found in chapter 2.1.1. Also, homework may serve non-instructional objectives, according to her. She considers the connection of home assignments to autonomy as very strong because learners can be not only be more independent, but also learn how to study (see chapter 1). When the teacher was asked about motivational homework, she believed that children nowadays are very difficult to motivate. However, she mentioned that homework tasks such as gap-fills are not very motivational for the learners and, therefore, shows agreement with the authors from chapter 3.

## **9 Conclusion of the Practical Part**

The aim of this research is to analyse 30 home assignments, which were assigned to learners, by one teacher, at one unnamed basic school in the Central Bohemian Region of Czechia. The research tried to explore for which purposes the home assignments were assigned, whether they develop language skills (reading, writing, listening and speaking) and individual components of communicative competence. It also tried to find out the attitude of the teacher towards home assignments and how she motivates her learners to complete assigned homework.

Firstly, analysis of home assignments focussed on their purposes, upon investigation found that the majority of them are assigned for extension of already learned skills and as further practice of skills pre-learnt in a previous lesson. These purposes are followed by preparation for a follow up lesson and integration, which were not that frequent. In addition, most of the homework served more than only one purpose. The outcomes of the research are in stark agreement with my theoretical part.

Secondly, this research shows that home assignments oriented on language skills developed mainly writing and reading, with the least development being in speaking and, surprisingly, listening skills were not developed at all. The analysis also uncovers that some homework develops two language skills at one time, namely reading with writing and writing with speaking. However, even though this analysis is focussed mainly on language skills, it is also important to include coverage of language components, as they form a vital part of language learning. Therefore, the majority of collected home assignments are determined to be oriented on the language components of grammar and vocabulary.

Thirdly, analysis of the collected home assignments is also focussed on the individual components of language competence. The research ascertains that the most targeted ones, linguistic competences, are mainly developed by homework concentrating on grammar and vocabulary. Then, the linguistic competences are followed by pragmatic competences which are mainly developed by homework targeted on writing and reading. The sociolinguistic competences were developed the least. However, the homework targeted all components of communicative competence, albeit only throughout a written rather than spoken form.

Ultimately, this research investigates the attitude of the teacher towards homework. The conclusion of interviews is already drawn in the previous chapter. The teacher has a very good attitude towards homework tasks given in English lesson classes. She hardly sees any negatives of assigning homework tasks and believes that they serve many instructional and non-instructional objectives. However, she believes, that motivating nowadays learners of English to do their homework is very difficult.

In conclusion, even though collected home assignments were not assigned to develop listening skills at all, and some purposes were almost omitted, it can be said that they function as vital part of English language learning because they have a very positive impact on improving communicative competence.

## IV FINAL CONCLUSION

This bachelor thesis deals with the role of home assignments in English lessons. In published literature, there were found arguments which advocate homework tasks and also arguments that are against them.

In the first half of this paper the theoretical background for the research, illustrated in the practical part, is presented. Primarily, the theoretical part starts with presentation of homework in a wider context – inclusive of learner autonomy, as homework is one of the tools which can successfully develop it. Secondly, the positive and negative impacts of homework tasks assigned in English classes were included. Thirdly, ways of minimising the negative impacts and, thus, creating effective English home assignments are described. Finally, the last two chapters deal with the individual components of communicative competence and the four core language skills, as the aim of English language teaching.

Further, the practical part of this thesis follows. Wherein 30 home assignments are collected during a defined four month period, from one teacher in unnamed basic school and analysed by appropriate methods. The aim of the research being to investigate whether the collected homework tasks developed language communicative competence and for which purposes they were assigned to learners. It also clarifies the attitude of the teacher towards home assignments and how she motivates learners to do their homework.

The practical part starts with an introduction to the research and the introduction of the chosen methodologies for the research. Then, it is followed by the research findings, with the research being divided into two main parts - homework analysis and an interview with the teacher. In both areas, the obtained data of the research is interpreted and commented on. In the first section it is focussed on the analyses of home assignments in terms of their purpose and whether they have an impact on developed communicative competence. In the second section, the interview, which detects the teacher's expectations of homework, is presented and discussed.

In conclusion, it is proved that home assignments are valuable tools for learners of English and play a vital role not only in reinforcing knowledge and development of their autonomy, but also in the process of improving communicative competence.

## V RESUMÉ

Tato bakalářská práce se zabývá problematikou domácích úkolů, a to konkrétně v hodinách anglického jazyka. Práce je rozdělena do dvou hlavních částí – teoretické a praktické. Teoretická část slouží jako podklad pro výzkum v praktické části. Praktická část má za cíl provést výzkum a díky němu zjistit, zda zadávané úkoly na nejmenované základní škole napomáhají k rozvoji komunikační kompetence žáků v anglickém jazyce. Cílem bylo také odhalit postoj paní učitelky k domácím úkolům v hodinách angličtiny. V závěru práce jsou výsledky výzkumu zhodnoceny a výzkumné otázky zodpovězeny.

Teoretická část se skládá z šesti kapitol. První kapitola se zabývá autonomií žáka, která je velice důležitá ve spojitosti s učením cizího jazyka. Škola jako taková není schopna zprostředkovat vědomosti potřebné pro budoucí život žáků, a proto je velice důležité naučit žáky správnému způsobu učení, neboli rozvíjet autonomii žáků a kompetenci k učení. V hodinách anglického jazyka je schopnost žáka samostatně se učit velice důležitá. Není v učitelově kompetenci žáky naučit jazyk během tří hodin týdně, a proto by se žáci měli učit jazyk i mimo školu. Tudíž, domácí úkol je s autonomií žáků velmi úzce spojený. Může totiž sloužit jako prostředek pro zvýšení autonomie žáků a zároveň k prohlubování jejich znalostí.

Druhá kapitola se věnuje vlivům domácích úkolů v hodinách angličtiny. Domácí úkoly mají plno odpůrců i zastánců mezi pedagogy, veřejností či psychology. Zde jsou rozebrány jejich pozitivní a negativní vlivy. Zastánci úkolů tvrdí, že domácí úkoly hrají velice důležitou roli ve vyučovacím procesu a plnění výukových cílů. Příkladem pozitivního vlivu úkolů může být příprava na následující hodinu, opakování z předešlé hodiny či rozšíření již probrané látky. Zastánci také tvrdí, že domácí úkoly mají velice pozitivní efekt na rozvoj samostatnosti a autonomie žáků. Díky domácím úkolům mají rodiče možnost sledovat, co a jak se jejich potomci učí. Domácí úkoly tak fungují jako pojítka mezi školou a domácností. Naopak odpůrci zastávají jiný názor. Tvrdí, že všechny znalosti by měly být naučeny a procvičeny v rámci výuky. Také tvrdí, že zadávání domácích úkolů přináší zátěž rodičům, stres dětem a málo času na mimoškolní aktivity.

Třetí kapitola je věnována minimalizaci negativních vlivů domácích úkolů v hodinách angličtiny. Patří sem kupříkladu motivace žáka. Zařazení angličtiny do běžného života nenásilnou cestou je jeden ze způsobů jak žáka motivovat. Také se zde rozebírá množství

zadaných domácích úkolů a také to, zda jsou úkoly pro žáky zvládnutelné. Učitelé by měli žákům poskytnout zpětnou vazbu. Ta je velice důležitá. Pouze se zpětnou vazbou žáci poznají kvalitu odvedené práce. Jinými slovy, tato kapitola poskytuje několik návrhů, jak zlepšit kvalitu domácích úkolů a jak je využít produktivně, aby žáka zaujaly a byly pro něho co nejprínosnější.

Čtvrtá a pátá kapitola je věnována komunikační kompetenci jako cíle učení anglického jazyka. Nejprve jsou vydefinovány a vysvětleny jednotlivé složky komunikační kompetence, a to na základě CEFR. Zde je popsána lingvistická, sociolingvistická a pragmatická složka. Následně jsou rozebrány čtyři jazykové dovednosti – čtení, psaní, poslech a mluvení jako klíčové elementy pro rozvoj komunikační kompetence. U každé jazykové dovednosti jsou autory navrženy domácí úkoly tak, aby byly pro žáky co nejvíce zajímavé a motivující. Zároveň jsou jednotlivé jazykové dovednosti ve zkratce popsány. Závěrečná kapitola je věnována stručnému shrnutí celé teoretické části.

Dále již následuje praktická část práce. V té je cílem zjistit, zda 30 vybraných domácích úkolů žáků 9. třídy nejmenované základní školy rozvíjí komunikační kompetenci a za jakým účelem jsou úkoly zadávány. Cílem výzkumu také bylo zjistit celkový postoj učitele na zadávání domácích úkolů v hodinách anglického jazyka.

Praktická část je rozdělena do tří stěžejních kapitol. První kapitola se věnuje úvodu do výzkumu. Zde jsou stanoveny cíle výzkumu a formulované výzkumné otázky, které jsou v závěrečném hodnocení výsledků zodpovězeny. Následně jsou vydefinovány vybrané výzkumné nástroje, které byly použity ke sběru dat. V případě tohoto výzkumu byla zvolena textová analýza dokumentů spolu s rozhovorem s učitelkou. Také zde je popsána charakteristika výzkumu a postup jaký byl zvolen.

Druhá kapitola praktické části se věnuje výzkumu jako takovému. Je rozdělena do dvou výzkumných částí – analýza domácích úkolů a rozhovor. Analýza zkoumá úkoly z několika úhlů. Nejprve zjišťuje, za jakým účelem byly jednotlivé úkoly zadávány. Poté následuje analýza, která zkoumá, jak úkoly rozvíjejí jazykové dovednosti. Poslední část analýzy posuzuje, zda domácí úkoly přispívají k rozvoji jednotlivých složek komunikační kompetence.

Druhou část výzkumu tvoří polo-strukturovaný rozhovor s paní učitelkou, která poskytla domácí úkoly pro analýzu. Bylo jí položeno 5 otázek za účelem zjištění postoje k zadávání domácích úkolů v hodinách anglického jazyka. Otázky byly položeny v českém jazyce z důvodu předejití jakémukoliv nedorozumění. Cílem rozhovoru bylo dále zjistit její názor na pozitiva a negativa domácích úkolů a také způsob, kterým žáky k jejich plnění motivuje. Rozhovor ukázal, že paní učitelka má velmi kladný postoj k domácím úkolům a řadí se mezi jejich příznivce a podporovatele. Avšak zastává názor, že dnešní děti je velice těžké motivovat k plnění domácích úkolů, ale snaží se zadávat takové úkoly, které jsou spojené s reálným životem, protože se domnívá, že jsou více motivující. Názory paní učitelky názory se převážně shodují s názory mnoha autorů z teoretické části.

Poslední kapitola se věnuje hodnocení výzkumu a zodpovězení výzkumných otázek. Z hlediska účelu bylo zjištěno, že domácí úkoly jsou nejvíce zadávány k rozšíření znalostí a procvičení látky probírané v předešlé hodině. Dále výzkum zjistil, že z pohledu jazykových dovedností je nejvíce zastoupeno čtení a psaní, ale na druhou stranu nejméně domácí úkoly u žáků rozvíjely mluvení. Poslech nebyl zastoupen vůbec. Z hlediska obsahu bylo zjištěno, že úkoly nejvíce směřovaly do všech složek komunikační kompetence, a to převážně lingvistické a pragmatické kompetence. Lingvistickou rozvíjely úkoly orientované na gramatiku a slovní zásobu a naopak pragmatickou složku rozvíjely úkoly zaměřené na čtení a psaní. Bylo také zjištěno, že domácí úkoly tak činí pouze skrz psaný mód. Výzkum, provedený na vybraných třiceti úkolech a rozhovoru s paní učitelkou prokázal, že domácí úkol je nástroj, který může přispět k rozvoji komunikační kompetence a je tudíž nedílnou součástí výuky anglického jazyka.



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## **VII LIST OF APPENDICES**

APPENDIX 1 – COLLECTED HOMEWORK

APPENDIX 2 – TABLES OF ANALYSED HOMEWORK

APPENDIX 3 – INTERVIEW WITH THE TEACHER

## APPENDIX 1 – COLLECTED HOMEWORK

### NUMBER 1

Nejsm příliš nadšeni, protože dnes máme Aj a nemáme anglický náč. <sup>čas</sup>

Věra se shodiny, když přišel Petr k nám, učil jsem se anglicky slovíčka.

Nemohli jsme s ním jít ven, protože jsem se učil.

Kde jsi byl minulý rok na předání náč. <sup>čas</sup>  
Jeli jsme s rodiči do Chorvatska a zůstali jsme tam 2 týdny.

Jedete do Chorvatska letos?

Doufám, že pojedeme nějak jinam.

Peto, co děláš? - Společně se.

Co jsi dělal věra v tvé době? -

- hrál jsem s klukama fotbal.

### NUMBER 2

Na podzim pradá listí. Je podzim a pradá listí. Ještě nikdy jsem neviděl tak krásné barvy. Věra byl silný vítr a všechno listí spadlo. O víkend se chystáme navštívit Zoo, už jsi někdy byl v Zoo v Ostravě?

Ne, nebyl, ale plánujeme tam vylet příští měsíc. Jaka je ta Zoo?

Věra jsme četli knihu od Cervantesa, ale nelíbilo se nám. Radši bych si přečetl nějakou jinou knihu. Co chceš ty? Ještě nikdy jsem nečetl něco tak krásného.

### NUMBER 3

řety - u nás se opakovaně hovoří o víkend navštívit bažině.

Myslím, že nebude obtížné přijít.

Přes tři týdny budeme psát test.

Nepodupí se účastnit toho vyletu.

Neboďme strach o vysokou školu.

vždy - v rámci upalování  
Nikde o tom není. **NUMBER [4]**

Máš nějaké děti.  
Bíval jsem se hráde.  
Nikde to nebyla.  
Plala jsem se každého.  
Nikdy mě nebyl.

**NUMBER [5]**

Ukoni je několik vysokejch budov.  
Nejvyšší budova je v Malajzii.  
Mám bratra, je starší než já ale  
mladší než maminka. Která je nejdelší  
řeka v ČR? Mám je květy než Níl,  
který je nejdelší řekou na světě.

**NUMBER [6]**

Podívej, Petu přehážd.  
Chodí sem každý den,  
Dobře ho? - Ne, nemám, protože chodí  
do jiné třídy.  
Proč teď hraje fotbal se spolužáky.  
Myslíš, že hraje fotbal rád? Myslím,  
že ano, ale není v něm moc dobrý.  
A co ty?  
Dělat nějaký sport? Nemám rád  
sport ale počítače. Ted' sedím u po-  
čítače a hraju novou hru.  
Vidíš ho?

**5** \*\*\* Write the dialogues. Use the expressions in the boxes and *should* or *shouldn't*. **NUMBER 7**

I'm tired. I'm thirsty.  
I've got nothing to do. I'm cold.  
I feel sick. My wrist hurts.

put something warm on go out this evening  
give one of your friends a ring have something to drink  
eat so much play tennis today



1 • My wrist hurts.  
o Well, you shouldn't play tennis today.



2 • \_\_\_\_\_  
o \_\_\_\_\_



3 • \_\_\_\_\_  
o \_\_\_\_\_



4 • \_\_\_\_\_  
o \_\_\_\_\_



5 • \_\_\_\_\_  
o \_\_\_\_\_



6 • \_\_\_\_\_  
o \_\_\_\_\_

**Writing**

*odporid do se situ, a by by la*

**6 a T9** \*\*\* Read Emily's e-mail. Circle her problems. *obaxnoy A*

Hi,  
I hope you are well. My life isn't very good at the moment. I didn't do enough work and my school results are bad. My parents want to stop me using the computer because I've got sore eyes. But that's not all. I've hurt my foot. I can't do sport and I'm very bored. I'm also tired all the time because I can't sleep. I've tried counting sheep, but it doesn't help. But the worst thing of all is my younger brother. He uses my computer and takes my things. Please help me.  
Emily

**b** \*\*\* Answer the e-mail and give Emily advice.

Dear Emily,  
You seem very unhappy.  
Here's my advice to you ...  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**NUMBER 8**



**Something's wrong**

1 \* 1.23 Complete the sentences. Listen and check. **NUMBER [9]**



1 My knee itches.



2 I've got \_\_\_\_\_



3 I feel \_\_\_\_\_



4 I've got \_\_\_\_\_



5 My \_\_\_\_\_



6 I've got \_\_\_\_\_



7 I'm \_\_\_\_\_



8 I've got \_\_\_\_\_ on my face.

**must / mustn't**

1 T9 \* Look at the signs. What must or mustn't you do? Use these expressions.

wear your seatbelt take your shoes off  
stop use a mobile phone touch the statue  
go in here turn right play football here



1 You mustn't turn right.



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_



7 \_\_\_\_\_



8 \_\_\_\_\_

**NUMBER 11**

**must / mustn't / don't have to**

**2 \*\*\*** Complete the sentences about your school with *must*, *mustn't* or *don't have to*.

- 1 We don't have to wear a uniform.
- 2 We \_\_\_\_\_ be quiet in the corridor
- 3 We \_\_\_\_\_ take our mobile phone into lessons.
- 4 We \_\_\_\_\_ stay in the playground at break time.
- 5 We \_\_\_\_\_ wear jewellery.
- 6 We \_\_\_\_\_ chew chewing gum.
- 7 We \_\_\_\_\_ stand up when a teacher comes into the classroom.
- 8 We \_\_\_\_\_ clean the classroom at the end of the day.
- 9 We \_\_\_\_\_ eat during lessons.
- 10 We \_\_\_\_\_ bring a letter from our parents if we're ill.
- 11 We \_\_\_\_\_ be late for school.

**NUMBER 13**

Měl by si jít v čas spát  
 Měli bychom chodit k zubaři pravidelně.  
 Tento rok by se měli hodně učit, protože budou dělat zkoušky.  
 Mám si vzít deštník?  
 Neměli bychom jíst tolik cukru a soli, je to nebezpečné.  
 Alespoň někdy bych měla pomoci s domácími pracemi.  
 Bolí ji hlava, měla by si vzít prášek.  
 Špatně vidí, měl by si zajít k lékaři a nekoukat stále do počítače.  
 Neměla by si číst tu knížku, je hrozná.  
 Škola by měla začínat o hodinu později.  
 Mám dát úkol na víkend?

**2 \*\*** Put the words in the correct order to make expressions. **NUMBER 12**

- 1 dear Oh!  
Oh dear!
- 2 late Sorry I'm  
Sorry I'm late
- 3 to I know want don't  
I don't want to know
- 4 just You happened believe what's won't  
You won't believe what just happened
- 5 all Tell it about me  
Tell me all about it
- 6 just too arrived, I've  
I've just arrived, too

**Layla's news**

**1 T9 \*** Complete the text with the words.



date annoyed were excluded see  
 waiting move at thief found stealing  
 enough teacher town late looking

Layla and Chloe are <sup>1</sup> at the sports centre. They're going swimming. Dylan is there, too. He's <sup>2</sup> waiting for James, but James is going to be <sup>3</sup> late.

Chloe asks Layla about her <sup>4</sup> date with 'virtual' Matt. Dylan is listening to their conversation. But he doesn't want to know about it – he's heard <sup>5</sup> enough about Matt Jenkins.

Layla says that Matt <sup>6</sup> found a wallet in the gym changing rooms. He was <sup>7</sup> looking inside it for a name when a <sup>8</sup> thief arrived. He thought Matt was <sup>9</sup> at the wallet. The head teacher <sup>10</sup> excluded Matt from school. His parents <sup>11</sup> were so <sup>12</sup> annoyed that they've decided to <sup>13</sup> move to a <sup>14</sup> town in Scotland. Layla says she won't <sup>15</sup> see Matt again. Dylan doesn't believe that Matt is a <sup>16</sup> teacher. **NUMBER 14**

Modelní úroveň **PŘEKLAD**

Mohl bys to dělat, než to vypadá.

Pro školních studentů může  
číst za tebe. **NUMBER 15**

Když jsem test je angličtiny  
prošel jsem zúčastnit se  
a pokud mě osloví.

Když to mám, nemůžu se dostat.

Nemůžu přestat číst, když  
krajně nezáleží na tom.

Když máš pevnou a autentičnou,  
nemůžu být tvá.

Mohl bys přestat, je čas.  
nemůžu číst, když jsem si  
a navzdorem ti.

Měl bys mi zastat předtím,  
když budu.

Nemůžu se naučit, je to  
záleželo.

Nemůžu být zítřejší, když  
když je to tak těžké.  
N. B. a nemůžu.

**NUMBER 18**

• Popište váš domácí  
pokoj či obytné

rozah: půl A4

(příprava na následující  
hodinu)

**4 \*\*** Look at the pictures. Complete the dialogues. Use these verbs and *just*.

get up have drop call clean send



- 1 • Would you like a drink?  
 • No, thanks.  
*I've just had a cup of tea.*



- 2 • Don't forget to call Mike.  
 • \_\_\_\_\_  
 \_\_\_\_\_



- 3 • Are you ready to leave?  
 • What? \_\_\_\_\_  
 \_\_\_\_\_



- 4 • Sorry, my boots are dirty.  
 • \_\_\_\_\_  
 \_\_\_\_\_



- 5 • What's happened?  
 • \_\_\_\_\_  
 \_\_\_\_\_



- 6 • Have you invited Jenny to the party?  
 • Yes, \_\_\_\_\_  
 \_\_\_\_\_

NUMBER 16

**3** **NUMBER 17** Look at the pictures. Write dialogues.



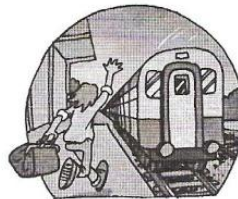
- 1 they / do the washing-up  
 • Have they done the washing up?  
 • No, they haven't.



- 2 plane / take off  
 • \_\_\_\_\_  
 • \_\_\_\_\_



- 3 she / switch off the TV  
 • \_\_\_\_\_  
 • \_\_\_\_\_



- 4 he / miss the train  
 • \_\_\_\_\_  
 • \_\_\_\_\_



- 5 you / do all your homework  
 • \_\_\_\_\_  
 • \_\_\_\_\_

**Present perfect**

NUMBER **[19]**

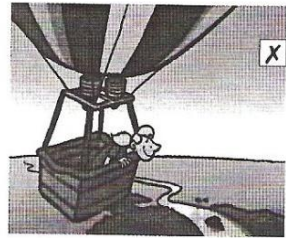
4 \* Every year, Isabel goes on a summer camp. What can you do there? Match the halves of the expressions.

- |         |                 |
|---------|-----------------|
| 1 fly   | a with dolphins |
| 2 ride  | b a mountain    |
| 3 swim  | c in a tent     |
| 4 sleep | d a bungee jump |
| 5 drive | e in a balloon  |
| 6 climb | f a horse       |
| 7 do    | g a racing car  |

NUMBER **[20]**

Napsal esej o New Yorku  
 horsak A4  
 (co nejvice informac' si  
 zjistit)

5 \*\*\* Look at the pictures. Which things has Isabel done? NUMBER **[21]**



1 Isabel has never  
flown in a balloon.



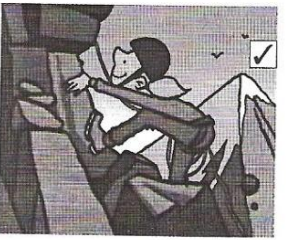
2 \_\_\_\_\_



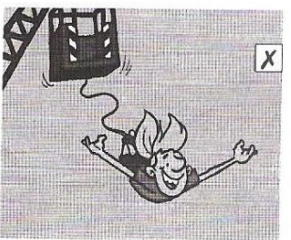
3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_

5 \*\* 1.19 What have they done? Write sentences with these expressions. Listen and check. *at school.*

find gold fly in a plane catch a fish buy a car see a ghost paint the room

NUMBER 22



1 She has painted the room.



2 They \_\_\_\_\_



3 He \_\_\_\_\_



4 They \_\_\_\_\_



5 She \_\_\_\_\_



6 She \_\_\_\_\_

NUMBER 23

1 19 Choose the correct word.

- 1 climb (a tree) / a bed / a car
- 2 win a prize / a subject / a test
- 3 ride rollerskates / a bridge / a horse
- 4 fly in a house / in a balloon / in a car
- 5 do a cake / a bungee jump / swimming
- 6 send a competition / an e-mail / a phone call
- 7 cut dinner / your finger / a race
- 8 visit a film / a museum / a party

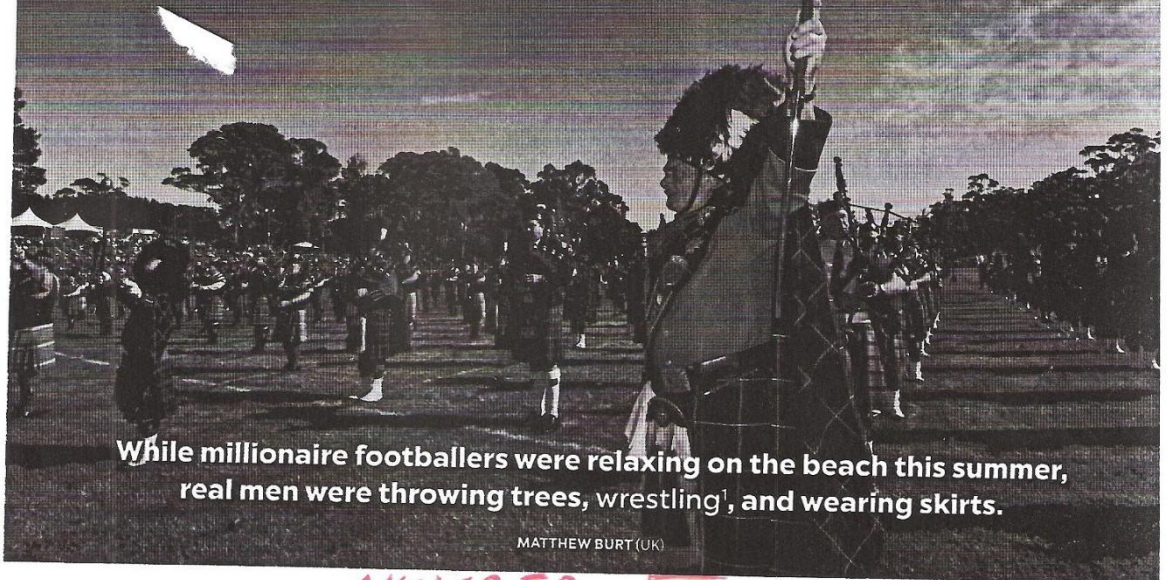
NUMBER 24

• Napíšte esej na listu A4  
témami: časový vývoj, vynálezy,  
literatúra  
a) : psaní věst  
- seznámení se s časovým  
vynálezem

! Připravit se na  
prezentaci v hodině !

# The Highland Games

## Games of Champions



While millionaire footballers were relaxing on the beach this summer, real men were throwing trees, wrestling<sup>1</sup>, and wearing skirts.

MATTHEW BURT (UK)

NUMBER [26]



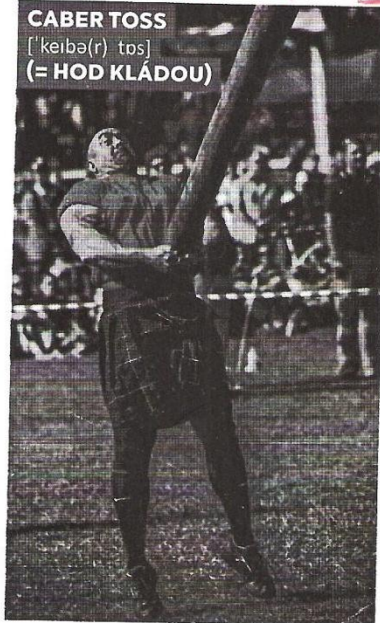
Every year, between May and September, the world's strongest men meet across the Scottish Highlands to test how strong and brave they are at the Highland Games. These are a mixture of sports, highland dancing, local food, **bagpipes**<sup>2</sup> and all things Scottish, including kilts.

### THINK YOU'RE STRONG ENOUGH?

The Highland Games have many **track and field events**<sup>3</sup> but the most popular are the heavy events. Which ones do you think you could do?

### CABER TOSS

[ˈkeɪbə(r) tɒs]  
(= HOD KLÁDOU)



You have to **lift**<sup>4</sup> an 18-foot (5.5-metre) **log**<sup>5</sup> straight from the ground and throw it into the air. The log needs to turn in the air and land straight at a 12 o'clock position. The logs can be different sizes, which makes it difficult to choose the right lift.



SCOTTISH  
HAMMER THROW  
(= SKOTSKÝ HOD  
KLADIVEM)

With your feet in a **fixed position**<sup>6</sup>, you **spin**<sup>7</sup> the hammer around your head and then let go of it over your shoulder, throwing it as far as you can. Hammer throwers sometimes use shoes with flat **blades**<sup>8</sup> to hold their feet to the ground to help them throw farther.



STONE PUT  
(= VRH KAMENEM)

This event is similar to the modern-day **shot put**<sup>9</sup>, as seen in the Olympic Games. Instead of a steel shot, a large stone is used. You place the stone on your neck and from that position throw the stone as far as you can.

**WEIGHT OVER THE BAR  
(= HOD ZÁVAŽÍM DO VÝŠKY)**



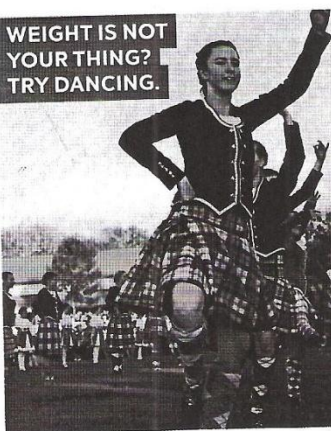
For this, athletes try to throw a 56-pound (25-kilogram) **weight**<sup>10</sup> over a **horizontal bar**<sup>11</sup> using only one hand. Each athlete can only try three times at each height. If you get the weight over the bar, you go on to the next round where the bar is higher. The winner is the person who gets the highest throw.

**NOT JUST FOR THE BOYS**



Although the Highland Games were just for men at first, more and more women now **take part**<sup>12</sup>. In fact, these days it is 60 % men and 40 % women. There are plenty of strong ladies out there too.

**WEIGHT IS NOT YOUR THING? TRY DANCING.**



The Highland Games are also home to Highland dancing competitions. This quick style of dance might be the inspiration for modern **day tap dance**<sup>13</sup>. It is a solo dance originally performed by men to celebrate winning a battle. Soldiers danced it over their enemies, but now men, women and children take part in the competition.

**WHERE TO GO?**

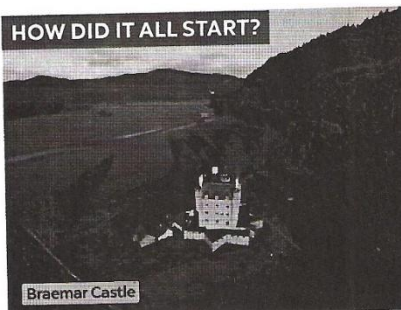


The games happen all over Scotland. The largest is the Cowal Highland Gathering, where the World Highland Dancing Championships take place. The second biggest is the Braemar Gathering, visited by the royal family, so maybe you will meet the Queen. Many other countries also have their own Highland Games each year. The Czech Republic has Highland Games at Sychrov Castle in August with many of the events.

Some historians think that the games date back to Ireland in 2,000 BC. When Irish people began moving to Scotland in the fourth and fifth centuries, they brought the games with them. In the past, the games were a way for Scottish kings to select the best men for their army.

It is said that when Baron Pierre de Coubertin saw the Highland Games at an exhibition in Paris in 1889 he liked them so much that he started the modern-day Olympic Games.

**HOW DID IT ALL START?**



Braemar Castle

**HOW TO BECOME A HIGHLAND GAMES CHAMPION**

- EAT A LOT OF HAGGIS AND PORRIDGE<sup>14</sup>.
- WEAR A KILT.
- START THROWING HEAVY STUFF AROUND.





LANGUAGE

A2-B1

TF

CD tracks 3-4

PRELIST → SPEAKING VE SCOLE

(propugno s realigni)

# The Curious History of English

## Why English is WEIRD



You know how the English language is so strange, with its weird rules<sup>1</sup>, odd<sup>2</sup> spelling and complicated grammar?

This is because it is a big soup of different languages.

Let's look at how the language started and what is so weird about it.

PAUL FARRINGTON-DOUGLAS (UK)

### NUMBER 27

#### 1 IN THE BEGINNING THERE WERE CELTS.

The first British people we know much about were the Celts. There are not many Celtic words in English, but there are still Celtic languages in the UK. These are Irish and Scottish Gaelic\* (in Scotland and Ireland) and Welsh (in Wales). These languages are very different from English.

Here's how to say "I think you're fantastic!" in Welsh: "Rwy'n credu eich bod yn bendigedig!"

Try reading it in the "Czech alphabet" translation: *Rúin krédu uich bód an bendigédig!*



#### 2 THE ANGLO-SAXONS NAMED THE COUNTRY "ENGLAND"...

... AND GAVE US LOTS OF BASIC WORDS.

The next people to arrive were the Romans, who brought Latin words with them, and then in the fifth century Anglo-Saxons came along. These Germanic<sup>3</sup> people called themselves Angelcynn (which looks like *Anglican*, doesn't it?). They called the land Angelcynn or Englalund. And they called their language Englisc. Englisc had a special **alphabet**<sup>4</sup>. It was like today's alphabet, but it had a few funny letters. For example, the "th" sound in "thin" was þ, and the "th" sound in "the" was ð.

A lot of today's English words are Germanic. For example: I, you, go, eat.

Try reading this sentence using the "Czech alphabet". Can you recognize any words? What do you think it means? The answer is at the bottom of page 9.

Is hēr ænig þe Englisce spricþ?  
[Is hēr ejní ðe ingliše sprikθ?]  
(You need those "th" sounds.)

#### 3 VIKINGS BROUGHT SOME NEW WORDS TOO.

Vikings from Norway attacked the islands of Britain many times. They, too, brought us new words. Several hundred words in modern English have their **roots**<sup>5</sup> in Old Norse (the language of the Vikings). These include **anger**, **law**, **take**, **window** and even the pronoun **they**.



**4 FOR 300 YEARS, THE RICH PEOPLE IN ENGLAND ALL SPOKE FRENCH.**

In 1066, an army from northern France invaded Britain. Their leader, William, became king of England. They spoke a **dialect**<sup>6</sup> of French called Norman. For about 300 years, England was home to several languages. French was the language of the aristocracy and the **courts**<sup>7</sup>. Latin was the language of the Church\*, and English was the language of the ordinary people.

**Money, blue** and **parliament** are examples of French words in modern English.



And now, French only!

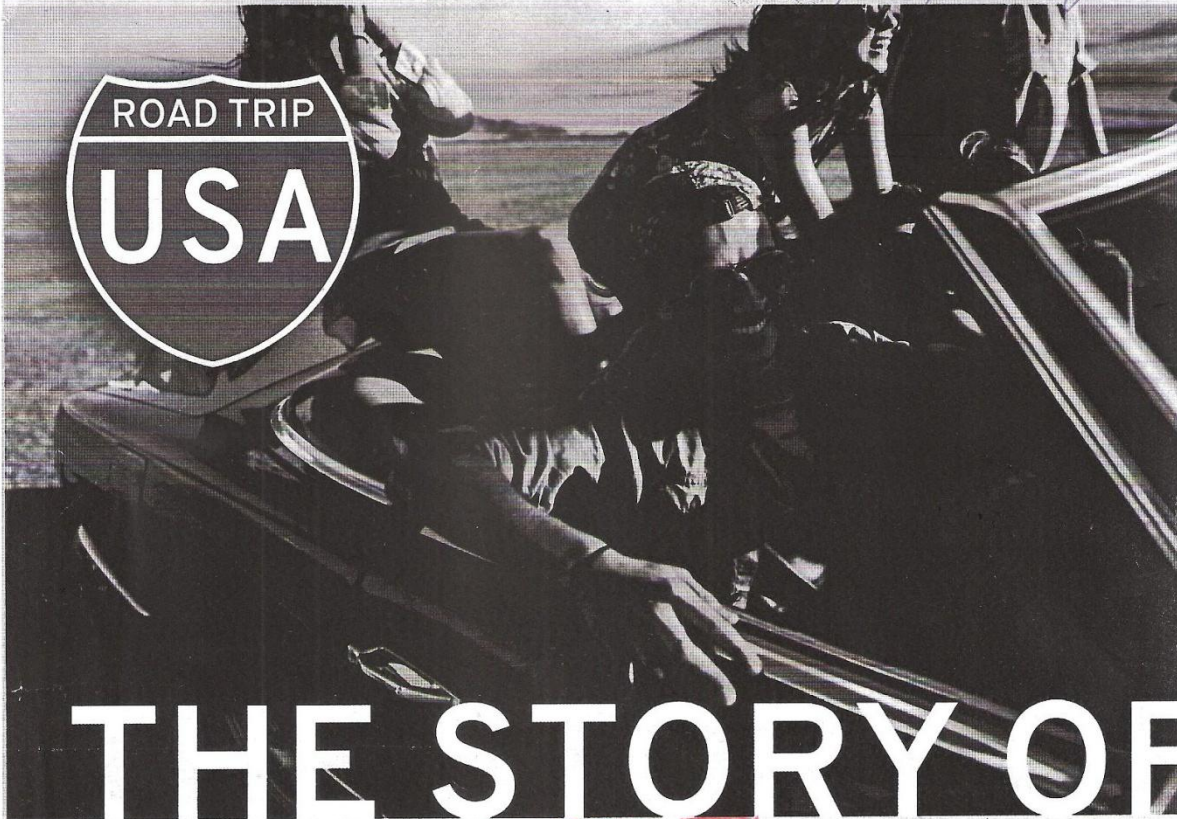
**5 WITH KING EDWARD, ENGLISH IS BORN.**

The 14<sup>th</sup> century King Edward III was "the father of English nationalism". He defeated the Scots. He started a big war against France. And he made a law saying that English, the language of the ordinary people, was the official language of England.



**In a nutshell**<sup>8</sup>, that's how we got to where we are today. We have something from the Germanic people. We have Latin words from the Romans and the Catholic Church. We have French words from the Normans. Add a 400-year-old system of spelling, and you get the crazy language we all love.

průvod + ve škole mluvit pak  
nejedl pomalu



**You know America, don't you? It's the country where everyone is rich, they eat hamburgers every day and every kid drives a Ford Mustang to school in the morning. Well, no. Sure, those things exist for some Americans, but the US is so much more (and maybe less too) than what you see in the movies. This year Gate will bring you America as it really is, region by region.**

PATRICK PHILLIPS (USA)



NUMBER 281

### Bigger Than Big

the picture is not only big – it's huge. The United States is home to over 320 million people. These people live in an area of 9.8 million square kilometers that covers a big part of North America. There are 50 states plus the District of Columbia, where the capital city of Washington is located. Two of the states are **separated**<sup>1</sup> from the others. Canada comes between Alaska and the rest of the US, and Hawaii is a group of islands in the Pacific Ocean.

Before we look at each region, let's have a look at the big picture. And



### Mother Country\* vs Colonies

The US started officially on July 4<sup>th</sup> 1776. That was the date the Declaration of Independence (= Deklarace nezávislosti) was **announced**<sup>2</sup> to Britain. This document said the colonies didn't want to be part of the **British Empire**<sup>3</sup> anymore.

So what was wrong with being part of the British Empire? **To be honest**<sup>4</sup>, not too much. By 1776 most **colonists**<sup>5</sup> had never been to Britain. But if you had asked them

their nationality, they would have probably said British, English, or the colony they were from, such as Virginia or New York. The last thing they **would have said**<sup>6</sup> was American. Why did the colonies want to leave the British Empire? Easy: money. The one thing that most colonists hated to do was pay **taxes**<sup>7</sup> to the mother country. But the British army had to be there to protect the colonists from the Native Americans\*. This was very expensive, so the government in London wanted the colonies to help pay for it.

### Parliament or Nothing

The colonists did not agree with London. They said it was not right to pay taxes and have no people in Parliament to represent (= zastupovat) the colonies. The colonial slogan was "No taxation without representation<sup>8</sup>." It rhymed, so people really

liked it. Not everyone liked it though. King George III of Great Britain didn't like it at all. King George sent more soldiers to the colonies to make the people pay taxes. This did not go well. Finally, the colonies went to war (1775–1783) with the mother country and won independence from Britain.



### The Land

America is not the largest country in the world but it is certainly big. But just because a country has a lot of land does not mean it is rich. It is important that there are useful things (called **natural resources**<sup>9</sup>) on the land. America is very rich in natural resources like oil<sup>10</sup>, natural gas, coal, wood and metals.

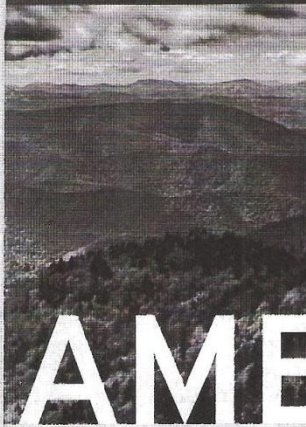
### Location

The great thing about America's location is that it is a long way from Europe. To the north is Canada and to the south Mexico. **Neither**<sup>11</sup> country is aggressive towards the US, which is a good thing. This great location means America has had very few wars fought on its land. That is also a good thing.

### People

It isn't enough to have a great location and lots of natural resources; you also have to have clever people. The fact that almost everyone from America is from somewhere else is one of the greatest things about the US. In the past, many people immigrated to the US. A lot of these people were quite clever and they helped America to become a superpower. Immigrants also brought their food with them. Real American food isn't just hamburgers, it is the great ethnic food that the immigrants brought with them. So this year discover America, a great, and tasty, country.

What makes America so great anyway?



# AMERICA

### Task Can you fill in the gaps with the correct words?

- 1 The area where Washington, D.C. is located is called the District of \_\_\_\_\_.
- 2 The document that said the colonies didn't want to be part of Britain was called the Declaration of \_\_\_\_\_.
- 3 Colonists didn't want to pay \_\_\_\_\_ to the British government.
- 4 The US has a lot of natural \_\_\_\_\_ like oil, metals and gas.
- 5 America's famous soft drink (= nealkoholický nápoj) is \_\_\_\_\_.
- 6 The first black President was \_\_\_\_\_.
- 7 The US President lives in the \_\_\_\_\_.
- 8 The name of the statue in New York that was a gift from France is the Statue of \_\_\_\_\_.

### Discuss

Do you like the United States? Would you like to visit the USA?

What are some good things about the USA? What are some bad things?

Take a minute and write as many words connected to the USA as you can.

### \*Glossary

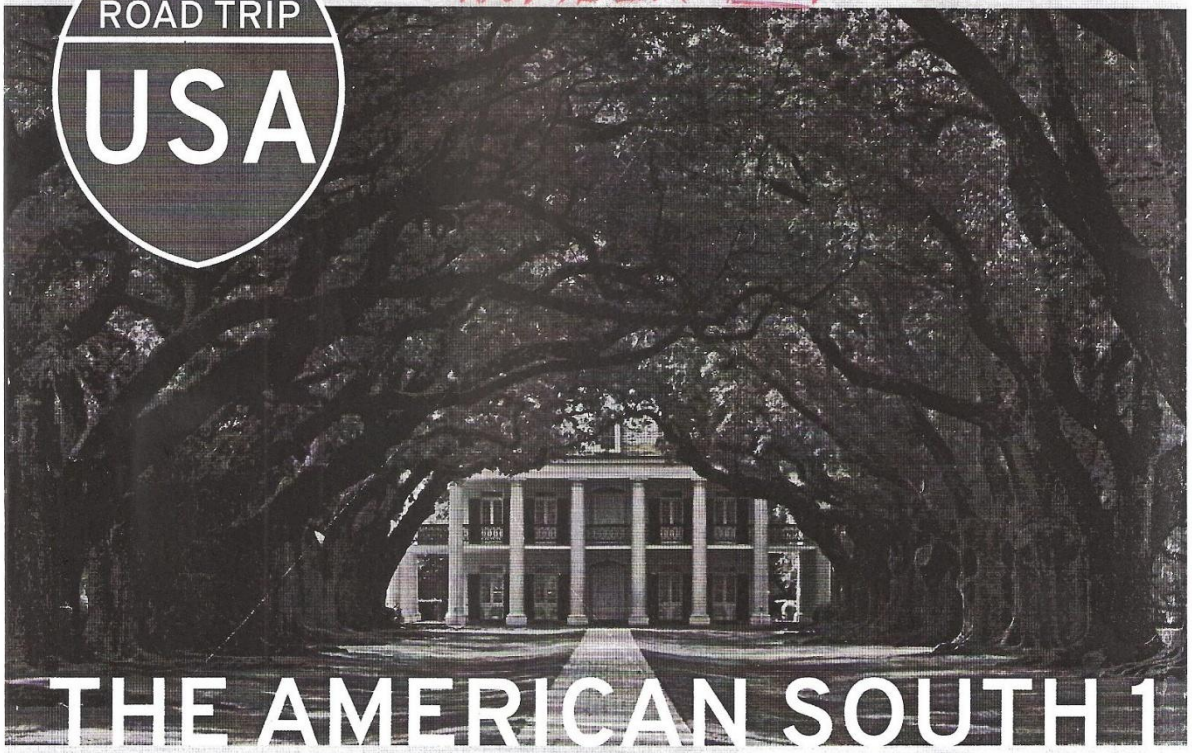
**mother country** – the country where the colonists came from  
**Native Americans** – original inhabitants of the Americas, for example the Sioux and Apache in the USA

### Vocabulary

- <sup>1</sup> to be separated ['sepəreɪtɪd] – být oddělený
- <sup>2</sup> to announce [ə'naʊns] – oznámit
- <sup>3</sup> British Empire ['brɪtɪʃ 'empaɪə] – Britské impérium
- <sup>4</sup> to be honest ['ɒnɪst] – abych vám řekl pravdu
- <sup>5</sup> colonist ['kɒlənɪst] – kolonista
- <sup>6</sup> would have said – řekl by
- <sup>7</sup> taxes ['tæksɪz] – daně
- <sup>8</sup> representation [reprɪzen'teɪʃ(ə)n] – zastoupení
- <sup>9</sup> natural resource ['nætʃ(ə)r(ə)l rɪ'sɔ:s] – přírodní zdroj
- <sup>10</sup> oil [ɔɪl] – ropa
- <sup>11</sup> neither ['niəə] – ani jeden / jedna

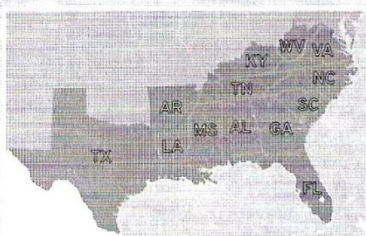


THIS ARTICLE IS ACCOMPANIED BY A LESSON PLAN.



# THE AMERICAN SOUTH 1

**When people talk about the South in the United States, they talk about the 11 states south of the Mason-Dixon Line\*. These states left the US before 1860 or during the Civil War<sup>1</sup> and formed the Confederate States of America.** LENNIE BELLEW (USA)

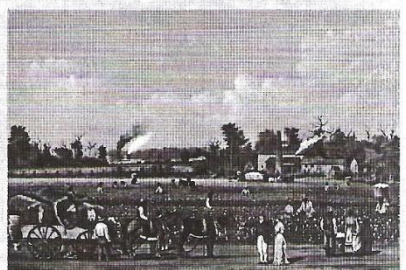


**THE CONFEDERATE / SOUTHERN STATES:** Virginia, North and South Carolina, Florida, Tennessee, Georgia, Mississippi, Alabama, Texas, Arkansas, Louisiana. Kentucky and West Virginia are also thought of as Southern states.

### What's It Like in the South?

summers and short, **mild**<sup>2</sup> winters. With at least six months of growing time each year, much of the South is **agricultural**<sup>4</sup>. During the 18<sup>th</sup> and 19<sup>th</sup> centuries large plantation houses were all over the southeast. These were really just large farms which produced cash crops\* like **cotton**<sup>5</sup> and **tobacco**<sup>6</sup>. Some of these were so big that they were like small cities with large numbers of people living and working there, and many plantations used **slaves**<sup>7</sup> to work the land (= farm).

The subtropical climate of the southern part of the US means there are long, hot, **humid**<sup>2</sup>, lazy

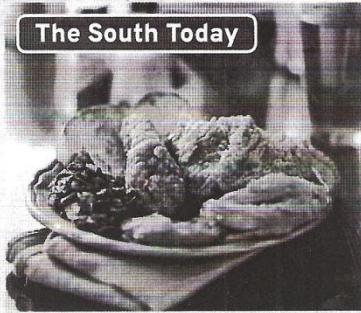


### Fighting Against Slavery<sup>8</sup>

Not long after Abraham Lincoln became President in 1861, the American Civil War started. The northern (Union) and southern halves (Confederacy) of the country fought against each other from 1861 to 1865. Most historians agree the South started the war to keep their **right**<sup>9</sup> to own slaves. However, in 1863 the Emancipation Proclamation (= prohlášení o zrovnoprávnění otroků) freed African-American slaves, and by the end of the war the rich slave owners were gone and most of the South had been destroyed.



## The South Today



The South now is a mix of many cultures, like French, Spanish, Caribbean African, Native American and Mexican. This mixture makes the area unique and there are many things that can only be found in the South.

This can especially be seen in the **cuisine**<sup>10</sup> which is sometimes called "soul" food<sup>11</sup>. A traditional southern meal is really tasty, but not very healthy. It is usually fried or barbecued meat with different side dishes, like collard greens\*, okra, hushpuppies\* or coleslaw\*. And no meal is complete without sweet tea, and sweet potato or pecan pie for dessert.



Music has always been a strong part of the southern tradition and the South has played a big part in the history of American music. Many popular styles were born here, like jazz, blues and, of course, rock'n'roll. Memphis, Tennessee is even called the birthplace (= home town) of rock and roll, and singers like Aretha Franklin and Elvis Presley got their starts there.



## Music of the South



## The Confederate Flag

Some modern-day Southerners use the Confederate flag to identify themselves with the South, but this is controversial.

Many people feel the flag is a symbol of racism and hate. Those who support it say it is just a part of their history.



MORE ABOUT THE DEEP SOUTH IN THE NEXT ISSUE.



### Task State by State

Read the information about each state, and guess which words are missing. Then listen to track 5 to check your answers.

**VIRGINIA** – Virginia was named after England's "Virgin Queen", Elizabeth I, and the first ever English colony in the US was started in Jamestown, Virginia. Virginia fought on the side of the Confederacy and it didn't join the Union until 1870, five years after the end of the 1 \_\_\_\_\_.

**SOUTH CAROLINA** – Although the British established Carolina as one colony, they divided it in 1729 into 2 \_\_\_\_\_ and South Carolina. The first battle of the Civil War took place in South Carolina at Fort Sumter on April 12<sup>th</sup>, 1861.

**NORTH CAROLINA** – North Carolina leads the nation in tobacco and textile production. The Wright brothers completed the first successful 3 \_\_\_\_\_ flight in Kitty Hawk, North Carolina, in 1903.

**FLORIDA** – Florida was Spanish territory for 280 years. Besides being a popular holiday spot, Florida is famous for growing 4 \_\_\_\_\_. Many famous people are also connected to

Florida. Ernest 5 \_\_\_\_\_ lived in Key West, an island south of Florida, and the singer Ariana Grande was born here.

**TENNESSEE** – The king of rock'n'roll 6 \_\_\_\_\_ made his home in Memphis, and Nashville, the state capital, is known as "Music City" for its many styles and artists.

**KENTUCKY** – This state is home to the oldest 7 \_\_\_\_\_ race in the country, the Kentucky Derby. It takes place at Churchill Downs in Louisville on the first Saturday in May.

**GEORGIA** – Georgia got the nickname "the Peach State" because Cherokee Indians 8 \_\_\_\_\_ peaches here in the 18<sup>th</sup> century. Another common sight is the plant Spanish moss that grows on large trees. Coca Cola was invented in Georgia.

**WEST VIRGINIA** – Sometimes it's called "the Mountain State", because the Appalachian 9 \_\_\_\_\_ run through it. One of the most photographed places here is the New River Gorge Bridge in Fayetteville.



### \*Glossary

**Mason-Dixon Line** – divides the northern from the southern states  
**cash crops** – usually non-food items grown only for profit (= zisk)  
**collard greens** – leafy vegetables  
**hushpuppies** – deep fried (= fritované) balls of cornbread  
**coleslaw** – cold cabbage salad with carrots and mayonnaise

### Vocabulary

- civil war ['sɪvəl wɔː(r)] – občanská válka
- humid ['hjuːmɪd] – vlhký
- mild [maɪld] – mírný
- agricultural [ægrɪ'kʌltʃərəl] – zemědělský
- cotton ['kɒtn] – bavlna
- tobacco [tə'bækoo] – tabák
- slave [sleɪv] – otrok
- slavery ['sleɪvəri] – otroctví
- right [raɪt] – právo
- cuisine [kwi'ziːn] – kuchyně
- soul [soʊl] – duše

→ SOLUTIONS IN TF

## Unit 3

1 3.30 Read and listen to the story. How many of the people and things in the story can you find in the picture?

2 What things do the two genies do in the story?

- the genie of the ring?
- the genie of the lamp?

3 What do these words describe in the story?

wicked cold big and blue dirty  
poor big and red golden beautiful

## Aladdin - MARSAT OBSAH

Long ago in Arabia there was a boy. His name was Aladdin. He lived with his mother. One day Aladdin saw the King's daughter. 'I want to marry her,' thought Aladdin. 'But I'm too poor.'

- 5 Later, a man came to Aladdin's house. 'I'm your Uncle Abanazer,' he said. He wasn't really Aladdin's uncle. He was a wicked magician. He took Aladdin to a cave. 'There's an old lamp in there,' said Abanazer. 'Bring it here. Take this ring. It can help you.'
- 10 Aladdin went down into the cave. 'I've got the lamp, Uncle,' he shouted. 'Lift me out!' 'Give me the lamp first!' said Abanazer. 'No,' said Aladdin. 'Then stay there!' shouted Abanazer and he put a rock over the entrance.
- 15 It was cold in the cave. Aladdin rubbed his hands – and the ring. A big blue genie appeared. 'I am the genie of the ring,' he said. 'What do you want, Master?' 'I want to go home,' said Aladdin.
- 20 The next moment, Aladdin was at home. 'Where did you get that dirty old lamp?' said his mother. She took the lamp and rubbed it. A big red genie appeared. 'I am the genie of the lamp,' he said. 'What do you want?'
- 25 'A big box of jewels,' said Aladdin. 'Abracadabra. Za za zoom!' said the genie. Aladdin's mother took the jewels to the King. 'My son wants to marry Princess Zadia,' she said. 'My daughter must marry a prince,' said the King.
- 30 When Aladdin heard this, he rubbed the lamp. 'I want to be a prince in a golden palace,' he said to the genie.



NUMBER 30

- 'Abracadabra. Za za zoom!' said the genie. Princess Zadia married Aladdin. But one day, when Aladdin was out, Princess Zadia heard a pedlar in the street. 'New lamps for old!' he shouted. 'Take Aladdin's old lamp to the pedlar and get a new lamp,' said Princess Zadia to a servant. But the pedlar was really Abanazer. He rubbed the lamp. 'Take Aladdin's palace to my country,' said Abanazer. When he came home, Aladdin said: 'Where is my beautiful wife – and my palace?' 'Where's my daughter?' said the King, and he threw Aladdin in prison.
- 45 It was cold in prison. Aladdin rubbed his hands. The genie of the ring appeared. 'Take me to my wife,' said Aladdin. 'Oh, Aladdin,' said Princess Zadia, when he appeared. 'Abanazer has got the lamp and he never leaves it.'
- 50 Aladdin hid in the palace. When Abanazer went to bed, Aladdin took the lamp and rubbed it. 'Throw Abanazer out of the window,' Aladdin said to the genie. 'Then take us home.' 'Abracadabra. Za za zoom!' said the genie. In a flash, Aladdin and Princess Zadia were home. They never saw the wicked magician again. And they lived happily ever after.

## APPENDIX 2 – TABLES OF ANALYSED HOMEWORK

HW	COMMUNICATIVE COMPETENCE ACCORDING TO CEFR												
	LINGUISTICS COMPETENCES						SOCIOLINGUISTIC COMPETENCES					PRAGMATIC COMPETENCES	
	LEXICAL COMPETENCE	GRAMMATICAL COMPETENCE	SEMANTIC COMPETENCE	PHONOLOGICAL COMPETENCE	ORTHOGRAPHIC COMPETENCE	ORTHOEPIC COMPETENCE	LINGUISTICS MARKERS OF SOCIAL RELATIONS	POLITENESS CONVENTIONS	EXPRESSIONS OF FOLK WISDOM	REGISTER DIFFERENCES	DIALECT AND ACCENT	DISCOURSE COMPETENCE	FUNCTIONAL COMPETENCE
1	1	1	1	0	1	0	0	0	0	0	0	0	0
2	1	1	1	0	1	0	0	0	0	0	0	0	0
3	1	1	1	0	1	0	0	0	0	0	0	0	0
4	1	1	1	0	1	0	0	0	0	0	0	0	0
5	1	1	1	0	1	0	0	0	0	0	0	0	0
6	1	1	1	0	1	0	0	0	0	0	0	0	0
7	1	1	1	0	1	0	0	1	0	0	0	1	1
8	1	1	1	0	1	0	1	1	0	1	0	1	1
9	1	1	1	0	1	0	0	0	0	0	0	0	0
10	1	1	1	0	1	0	0	1	0	0	0	0	1
11	1	1	1	0	1	0	0	1	0	0	0	0	1
12	1	1	1	0	1	0	0	0	0	0	0	0	0
13	1	1	1	0	1	0	0	1	0	0	0	0	0
14	1	1	1	0	1	0	0	0	0	0	0	1	1
15	1	1	1	0	1	0	0	1	0	0	0	0	0
16	1	1	1	0	1	0	0	1	0	0	0	1	1
17	1	1	1	0	1	0	0	0	0	0	0	1	1
18	1	1	1	0	1	0	0	0	0	0	0	1	1
19	1	0	1	0	0	0	0	0	0	0	0	0	0
20	1	1	1	0	1	0	0	0	0	1	0	1	1
21	1	1	1	0	1	0	0	0	0	0	0	0	0
22	1	1	1	0	1	0	0	0	0	0	0	0	0
23	1	0	1	0	0	0	0	0	0	0	0	0	0
24	1	1	1	1	1	1	0	0	0	1	0	1	1
25	1	1	1	0	0	0	1	0	0	1	0	1	1
26	1	1	1	0	1	0	0	0	0	1	0	1	1
27	1	1	1	0	1	0	0	0	1	1	1	1	1
28	1	1	1	0	1	0	0	1	1	1	0	1	1
29	1	1	1	0	1	0	0	0	1	1	1	1	1
30	1	1	1	0	1	0	1	1	0	1	1	1	1



HW	FOUR LANGUAGE SKILLS				LANGUAGE COMPONENTS				PURPOSE OF HOMEWORK			
	READING	WRITING	LISTENING	SPEAKING	GRAMMAR	SPELLING	PRONUNCIATION	VOCABULARY	PREPARATION	PRACTICE	EXTENSION	INTEGRATION
1	0	0	0	0	1	0	0	1	0	1	1	0
2	0	0	0	0	1	0	0	1	0	1	1	0
3	0	0	0	0	1	0	0	1	0	1	1	0
4	0	0	0	0	1	0	0	1	0	1	1	0
5	0	0	0	0	1	0	0	1	0	1	1	0
6	0	0	0	0	1	0	0	1	0	1	1	0
7	0	0	0	0	1	0	0	1	0	1	0	0
8	1	1	0	0	0	0	0	0	0	0	1	1
9	0	0	0	0	1	0	0	1	0	1	0	0
10	0	0	0	0	1	0	0	1	0	1	0	0
11	0	0	0	0	1	0	0	0	0	1	0	0
12	0	0	0	0	1	0	0	1	0	1	0	0
13	0	0	0	0	1	0	0	1	0	1	1	0
14	0	0	0	0	1	0	0	1	0	1	1	0
15	0	0	0	0	1	0	0	1	0	1	1	0
16	0	0	0	0	1	0	0	1	0	1	1	0
17	0	0	0	0	1	0	0	1	0	1	0	0
18	0	1	0	0	0	0	0	0	1	0	1	1
19	0	0	0	0	0	0	0	1	0	1	0	0
20	0	1	0	0	0	0	0	0	0	0	1	1
21	0	0	0	0	1	0	0	1	0	1	1	0
22	0	0	0	0	1	0	0	1	0	1	1	0
23	0	0	0	0	0	0	0	1	0	1	0	0
24	0	1	0	1	0	0	0	0	1	0	1	1
25	1	0	0	0	0	0	0	0	1	0	1	0
26	1	1	0	0	0	0	0	0	1	0	1	0
27	1	1	0	0	0	0	0	0	1	0	1	0
28	1	1	0	0	0	0	0	0	1	0	1	0
29	1	1	0	0	0	0	0	0	1	0	1	0
30	1	1	0	0	0	0	0	0	1	0	1	0

## **APPENDIX 3 – TRANSCRIPTION OF THE INTERVIEW**

### **1. Jaký je Váš postoj k domácím úkolům v hodinách angličtiny?**

No, zadávám je, mám k nim pozitivní postoj. Kdybych k nim měla negativní postoj, tak bych je přece vůbec nezadávala. Myslím si, že jsou velice užitečné při učení anglického jazyka. Představte si žáka, co se bude sám doma učit angličtinu. Nebude. A já si nemyslím, že 45 minut třikrát v týdnu stačí k tomu, aby se něco naučily přece. Ale nedávám úkoly úplně pravidelně, protože je pak musím hlavně i kontrolovat a tím zaberu strašně moc času. A bez toho aniž by se úkol zkontroloval to ztrácí smysl.

### **2. V čem vidíte pozitiva domácích úkolů v hodinách angličtiny?**

No, v každém případě je to zopakování látky, který je určitě nutný, protože bez toho by asi většina dětí vůbec nic neopakovala. Takže to určitě ano. Děti mají možnost se zlepšovat skrz ty domácí úkoly i mimo školu a hlavně pak tou zpětnou vazbu, že vidí v čem je potřeba se zlepšit a co jim naopak dělá problémy. Učí se samostatně pracovat, v tom vidím další pozitivum.

### **3. V čem vidíte naopak negativa domácích úkolů v hodinách angličtiny?**

To nevím teda. Nedokážu říct, že v nich vidím něco jako vyloženě negativního, protože mám volnost, jestli je chci zadat nebo je nechci zadat. Ale kdybych měla vidět nějaké negativum, tak bych to asi nedělala. Takže já si nemyslím, že mají negativa. Záleží na tom, jak se s nima pracuje. Jediný co je, a to je zase na individualitě toho vyučujícího, když se zadávají úkoly příliš dlouhé a obtížné. Ty děti je pak nezvládají. To je pak asi k ničemu. Tak je to negativní, naopak. Vzbudí to tu nenávist k tomu předmětu. Jinak o žádném negativu nevím.

### **4. Jakou si myslíte, že mají úkoly spojitost s autonomií žáku a rozvíjení autonomie žáků?**

No, asi velikou, protože student si vlastně může úkol rozložit, kdy ho chce dělat a jak to chce dělat, ale říkám, dneska vzhledem k tomu, že nemáte možnost studenta dostatečně potrestat za to, že ten úkol nedonese, tak je pak spousta dětí, kteří ty úkoly nedělají a vy jim za to můžete dát maximálně poznámku do žákovské knížky: nemá domácí úkol. A za několik domácích úkolů je nějaký postih. Ale to dneska pro nikoho už nic neznamená. Myslím si, že když student pochopí, proč ten úkol dělá, tak určitě je to pro něj velice pozitivní. Naučí se učit pomocí domácích úkolů. A to je asi důležitý.

## **5. Jak by podle Vás měl vypadat úkol, aby byl motivující pro žáky?**

Tak to vůbec nevím teď. Ale určitě bych řekla, že děti nejméně baví úkoly na gramatiku, protože doplňování do mezírek je pro ně nuda jako blázen. Já se snažím zadávat úkoly, které jim dají něco i do života. Třeba překlady frází, které mohou užít na dovolené a tak. Všechno záleží, jaký má učitel vzorec dětí. Každá třída je jiná a učitel musí vědět, co žáky baví a mají rádi. Já se snažím jim zadávat úkoly třeba na překlady, kde ty věty budou moct použít v reálné komunikaci a situacích, aby to pro ně bylo co nejvíce přínosné. Jestli je to pro ně ale motivující? To netuším a hlavně si to ani nedokážu představit. Problém totiž je, že dnešní děti je strašně těžké motivovat. Nic nechtějí dělat a nic je nebaví. Je prostě těžké vytvořit něco, co by dnešní děti motivovalo. Jasně, pro 5 nebo 10 procent ano, ale ten zbytek? To nevymyslíte jednu slušnou motivaci, která by je donutila k tomu něco udělat. Ono totiž záleží i jak zrovna ten den vypadá, jak zrovna ty děti se dobře vyspaly, či jak úspěšné byly v předchozích předmětech. Také ovšem záleží na látce, co se zrovna probírá. Jsou témata, co je baví a pak naopak témata, co ne. To určitě ano, ale ty témata se prostě udělat musí no. To všechno v tom hraje obrovskou roli. Myslím si, že šablona na tohle moc neexistuje.