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Development of Functional Competence in English Language Lessons

Bachelor Thesis

2020   Natálie Procházková

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Zásady pro vypracování

Cílem bakalářské práce je prozkoumat příležitosti pro rozvoj funkční kompetence ve výuce anglického jazyka na školách sekundární úrovně, se zaměřením na mluvený projev. Studentka v teoretické části práce nejprve vymezí konstrukt funkční kompetence a jeho roli v konceptu komunikační kompetence. Dále bude definovat didaktické možnosti a příležitosti pro rozvoj této kompetence prostřednictvím textového materiálního prostředku, učebnice. Na základě východisek teoretické části práce pak zhodnotí, zda a jakým způsobem vybraný didaktický prostředek rozvíjí funkční kompetenci v anglickém jazyce.

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ANNOTATION

This bachelor thesis focuses on the definition of functional competence in English language teaching as well as on its occurrence in a chosen textbook. The practical part deals with the concepts of functional competence in spoken language and it defines the didactic opportunities for its development with respect to the characteristics of interactions that are functionally specified. The aim of the practical section is to analyse given didactic tools and to determine whether they provide activities that help develop functional competence by set criteria.

KEYWORDS

functional competence, upper-secondary level, speaking, evaluation of a textbook

NÁZEV

Rozvoj funkční kompetence ve výuce anglického jazyka

ANOTACE

Bakalářská práce se soustředí na definici funkční kompetence ve výuce anglického jazyka a také na její prezentaci ve zvolené učebnici. Praktická část se zabývá konceptem právě zmíněné funkční kompetence v mluveném projevu a definuje didaktické příležitosti k jejímu rozvoji s ohledem na charakteristiku funkčně určené interakce. Cílem praktické části je poté zanalyzovat dané didaktické pomůcky a určit, zdali odpovídají kritériím pro vývoj funkční kompetence.

KLÍČOVÁ SLOVA

funkční kompetence, středoškolský stupeň, mluvený projev, hodnocení učebnice

Table of Contents

LIST OF FIGURES

LIST OF ABBREVIATIONS

CEFR – Common European Framework of Reference for Languages

CLT – Communicative Language Teaching

FC – Functional competence

FEP SGE – Framework Education Programme for Secondary General Education

Ls – learners

Ss – students

INTRODUCTION

Communication is an important part of our lives. People interact with each other in their every-day lives and from childhood they learn how to communicate. Throughout their lives people encounter many situations in which they want to express their intentions, their "communicative purposes – the 'why' of communication" (Biber and Conrad 2009, 45). These communicative purposes are integral to the characteristics of a conversation and according to which the speaker evaluates his or her language. Thus, this principle should be introduced in the teaching-learning process.

The overall aim of this thesis is to depict what functional competence is by defining its concept, by introducing some particular background information regarding interaction, examining the non-linguistic relevance to functional spoken language, especially its contextualisation in situations, and by describing how the surroundings in which the conversation is taking place may influence a specific conversation. The last aim of the theoretical section is to provide didactic opportunities, especially by defining the features of a functional activity to show how that functional speech can be taught and learnt and to pinpoint other perspectives connected with teaching functional competence. By taking into consideration these findings, the chosen didactic materials are analysed. Analysis of the textbook determines whether these specific didactic tools aid in developing functional competence and if so, how it is presented in the way of teaching and learning.

This thesis contains two parts, namely the theoretical and the practical. In the first section of the theoretical part, a model of functional competence is defined. It begins with the categorisation of functional language to better understand its concept. It also defines what function in language means. The last aspect that is presented in this section is the syllabus concerning communicative functions.

When defining the concept of functional competence, it is also important to introduce some of the didactic opportunities in which learners may acquire necessary knowledge in order to express their functional language. Thus, this thesis also depicts a model for teaching spoken language in which the functions are pinpointed. It means that the model presented for speaking is complemented by features of functional activity and that are connected with

functional competence. Procedures concerning the development of functional language are also introduced. Thus, it depicts, for example, what teaching techniques, with regard to characteristics and the nature of functional language, can be introduced.

The second section of the theoretical part presenting some didactic opportunities is then further developed in the last section of the theoretical part because it is also important to know the situation in which the speaker communicates. The third part of the theory presents the connection between a communicative situation, the speaker's intention and mainly, the speaker's choice of words. This last section is mainly directed towards the social dimension of the language and how these non-linguistic aspects may influence all aspects of communication. This whole part is interconnected with the outlined models and it even specifies the focal point of the thesis.

The theoretical section also provides necessary criteria for the practical part of this thesis. By defined criteria the chosen didactic tools are analysed. The practical part then provides information about the chosen textbook and its layout, the research background and the process of choosing the textbook. Finally, the concluding summary about data found during the evaluation is provided.

Theoretical part

1. DEFINING FUNCTIONAL COMPETENCE

1.1. Communicative Language Teaching

Sometimes communication can be one of the most difficult things in a human life. As Cook (1989, 24) suggests regarding everyday interaction,[1] "people are interpreting other people's language and expecting other people to interpret their own." People have their own unique qualities, their own perception of life and sometimes it may be difficult to communicate what they actually want to.

One of the approaches to learning and teaching languages that puts this idea in use is called Communicative Language Teaching (CLT). It is an approach in which language learning equals learning to communicate in a way that "language must serve the purpose of communicating the speaker's objectives" (Richards and Rodgers 2014, 86). According to Nunan (2004, 6) language knowledge has been considered as something that also helps learners to acquire communicative meaning, more than just to provide language forms. It means that greater importance is given to the concept that language should also focus on what is actually meant, or the purpose of a particular utterance.

This characteristic of CLT is the reason why this approach is introduced here. As stated by Richards and Rodgers (2014, 89–90) CLT is seen as a system in which, besides other things, functions and functional uses are paid attention to, and in which learners learn to communicate appropriately. It can be supported by Littlewood (1981, 1) who says that "one of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language, combining these into a more fully communicative view." And the aforementioned functional aspect of language will be dealt with in the following section.

1.2. Categorization of functional competence and its features

Functional language and functional competence (FC) can have various outlines and there are also many authors who differ in the labelling of this knowledge. However, some of these

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[1] The term 'interaction' in this thesis refers to spoken interaction between two people.

authors agree that FC comes under pragmatic competences or pragmatic knowledge (The Council of Europe 2001, 123; Bachman and Palmer 1996, 69).

Pragmatics can be interpreted as "the study of the relationships between linguistic forms and the users of those forms" (Yule 1996, 4). Yule (1996, 3) also describes many focus points of pragmatics among which he pinpoints the broader extent from which the language is examined, like a social situation or what may be hidden behind words said in the interaction. It means that pragmatic knowledge allows the speaker to evaluate particular exchanges by providing a lot of background information in the communication (Bachman and Palmer 1996, 69).

The relation of language and the information that should be evaluated during the interaction even pinpoints the need for the awareness of contextualisation. Cutting (2015, 2–3) adds the theory of relevance which is about "being meaningful and unified" and says that in pragmatics social principles are taking into account. This can be supported by Littlewood (1981, 4) who says that to be a competent speaker in language, learners have to take into account the context and thus they should be "exposed to situations where the emphasis is on using their available resources for communicating meanings as efficiently and economically as possible." It indicates that the development of the interaction between two speakers has to be built on supplemented background aspects and on the words or utterances which have already been said in the interaction which speakers have to evaluate and learners should have opportunities to react in those situations.

This feature of communication, concerning the functional aspect of language, introduces another possibility of the categorizing of FC. Since this thesis also focuses on the appraisal of a situation and the speakers' potential choice of words, it also focuses on some features of sociolinguistic competence which "is concerned with the knowledge and skills required to deal with the social dimension of language use" (The Council of Europe 2001, 118). These features regarding this perspective are dealt with later in this thesis.

1.3. Function

In order to better understand FC, it is important to define the fundamental basics of it – the meaning of 'function' in language. According to Brown (2000, 28) functions "are the

meaningful, interactive purposes, within a social (pragmatic) context, that we accomplish with the forms," meaning units like "morphemes, words, sentences" and so on. Cook (1989, 24) adds that the definition of functions in language is about treating and looking at a certain communicative exchange in the way of its intention instead of considering what it is said explicitly during the interaction, in other words, the basics of language functions arise during the interaction among people and they focus on the deeper investigation of words expressing a speaker's specific, perhaps hidden, meaning.

These meanings defining the term 'function' in relation to language may be of immense number, however, van Ek and Trim distinguish a lot of categories of language functions, such as "expressing attitudes," "requesting something from someone," "structuring particular discourse" etc. and for each of these categories, these authors suggest possible ways how speakers can express a particular function. These forms are usually some kind of phrase(s). (1998, 27–47) These categorised functions can be found in the following model of FC presented by The Council of Europe (2001).

1.4. Speakers' objectives concerning functional language

The model of FC that is used in this thesis is defined in the *Common European Framework of Reference for Languages,* also CEFR, by the Council of Europe (2001). The main core of FC as defined there resides in previously mentioned functions used in language and their use in interaction. The contributors present that FC is more than to master the knowledge of how to express a particular function but it is also about the interaction itself. They add that "competent speakers have an understanding of the process [of an interaction] and skills in operating it" – they are referring to how to keep the fluency of a conversation. This process is connected with another ability that the speaker should obtain – learners should know how to communicate with others from the beginning of the dialogue to its end. (2001, 125)

Bachman and Palmer add (1996, 69) that a speaker should evaluate all the information that may influence the effective communication, referring to the knowledge of setting and participants. They also highlight that by realising the interpretation of particular sentences in an interaction, the speaker should respond appropriately, meaning that the appropriate response to the sentence "Could you tell me how to get to the post office?", functioning as a request, would be "a set of directions" or other statements that would allow the speaker to

fulfil the purpose of the utterance (Bachman and Palmer 1996, 69). The form for the function and the sequence in the interaction are dealt with in the didactic section.

Given the importance of the situational context as well as the effectivity in a particular interaction, the *CEFR Companion Volume* (2018, 139), which complements the aforementioned document by the Council of Europe, additionally defines FC as a competence that "includes flexibility in the use of one's repertoire and the selection of appropriate sociolinguistic choices." In this case, flexibility means language adaptability to different circumstances using various language means, like "reformulating points in different ways to emphasise points, express degrees of commitment, confidence and to avoid ambiguity" in order to be understood properly and convey what the speaker actually wants to say. (The Council of Europe 2018, 139) Thus, learners need to be provided with opportunities to practise these processes in order to manage their own spoken interaction.

To complete the preferred objectives presented by the Council of Europe (2001, 128) it is necessary to introduce the last one that should be developed on various language levels concerning functional competence, namely propositional precision, which means "the ability to formulate thoughts and propositions so as to make one's meaning clear." This last aspect of language is closely connected with the aforementioned findings published in this source and it develops the areas of language that should be taken into account when thinking about functionally competent speakers.

1.5. Constituents connected with functional competence presented in CEFR

Apart from the objectives, the Council of Europe (2001, 125) identifies FC as consisting of three main components – 'microfunctions', 'macrofunctions' and 'interaction schemata'. They are ordered according to their complexity, from less to more complex.

The first one, microfunctions, concerns "the functional use of single utterances [...], usually as turns in an interaction" (Council of Europe 2001, 125). The second category, macrofunctions, covers more complex units, where utterances are put into meaningful context, in both the spoken and written language (Council of Europe 2001, 126). For the last term, interaction schemata, it is evident that it focuses on communicative patterns that can be used in the interaction. It is more about using particular interconnected expected interaction forms that express some communicative functions within the whole process of the

communication and thus it illustrates and directs the sequence and fluency of the interaction. (Council of Europe 2001, 125–126)

1.5.1. Microfunctions

To illustrate these given types of functions, examples from each category will be presented here. The Council of Europe also refers to the van Ek and Trim's (1998) categorisation of these functions. These authors present a detailed outline of functions, some of which were presented earlier in this thesis.[2] The model can be found in appendix (see appendix A).

1.5.2. Macrofunctions

Within the macrofunctions category, the Council of Europe (2001, 126) does not provide a lot of subcategories as in the microfunction section. The only types presented are the following types of text or speech: "description, narration, commentary, exposition, exegesis, explanation, demonstration, instruction, argumentation, persuasion" and so on.

1.5.3. Interaction schemata

The third category presented in this model is 'interaction schemata'. The Council of Europe again refers to van Ek and Trim's model. Van Ek and Trim (1998, 82) call these schemata 'verbal exchange patterns' and suggest that particular functions are put into a sequence when they are used in an interaction to create these patterns. As an example, they explain that "an apology will very often be followed by an explanation." The schema for the given interaction, step by step, is also provided. This interaction is specified by the situation that is taking place and thus it may influence the process of communication itself. (van Ek and Trim 1998, 85–86) The principle of sequencing of particular functions is also presented in the didactic section.

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[2] The Council of Europe (2001) does not include all of them in its publication but there is still a sufficient amount of examples of microfunctions, so that it is the reason why this chosen scale presented in CEFR is introduced here.

1.6. Functional syllabus

Considering the aforementioned definition of FC and its objectives, it is important to think about how it can be effectively introduced in English language teaching and learning. The syllabus, which implements the concept of communicative functions, is 'notional syllabus' (Wilkins 1976) also called 'notional-functional syllabus' (Richards and Rodgers 2014, 92) or 'functional syllabus' (Brown and Lee 2015, 28).

One of the first authors to introduce this syllabus was Wilkins (1976, 5) who characterises syllabus as "the linguistic content of language teaching and the principles that underlie the selection of that content." He adds that this type of syllabus focuses on objectives expressed in the functional way, meaning that learners will, for instance, be able to "make requests, narrate past events or give directions" rather than to "master the present tense, the passive" and so on (Wilkins 1976, 6). This description of objectives regarding functions of language is also one of the main indicators for the selection of the content for the analysis in the practical section.

Regarding the notional-functional syllabus, van Ek and Trim in *Threshold 1990* (1998, 23) explain that functions apply in different contexts and in those contexts with utterances used to present different functions may refer to several concepts which they name 'notions' and they introduce that these notions are of two types – general and specific notions.

General notions indicate what people may refer to during the interaction and thus they may be applicable to almost every situation. So, for example, there are notions referring to time, place, quantity, texture etc. (van Ek and Trim 1998, 48–58) In contrast, specific notions contain a reference to "situational context in which particular transactions may take place (e.g. buying something in a shop)" or "topics for communicative interaction," including travel, weather, education, daily life, services and so on (van Ek and Trim 1998, 59). These findings give importance to functions and their use in different situations. These situations and other characteristics connected with functions are presented in the third part of the theory.

Furthermore, Richards and Rodgers (2014, 92–95) present data concerning the development of functional syllabus, from concept inception until the publication of their findings. They introduce different approaches and proposals by which the nature of syllabus has changed and by reconstructing and rebuilding it, they present some principles that should

be introduced in the classroom. They believe that in a classroom influenced by this approach, there should be "activities that require learners to negotiate meaning" (Richards and Rodgers 2014, 96). Additionally, Brown and Lee (2015, 30) claim that among many types of activities connected with functional syllabus and which are likely to be introduced in coursebooks there are those like "interactive group work, role-plays, grammar and pronunciation focus exercises, information-gap techniques" etc. Some of the characteristics are fitting for this thesis and presented in the didactic section.

Given the importance of FC in the English language syllabus, now it is important to introduce some aspects of teaching[3] FC. The following part of this thesis deals with some opportunities in which learners may acquire the necessary skills and information about functionally determined language.

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[3] When this term is used, it refers to both, teaching and learning in English language lessons.

2. DIDACTIC PART - Didactic opportunities for acquiring functions for the spoken production

This thesis focuses on FC and especially how it can be developed in spoken production. According to Brown and Yule (1983, 25) "spoken language production, learning to talk in the foreign language, is often considered to be one of the most difficult aspects of language learning for the teacher to help the student with." Speaking is a one of two productive skills where Ls "have to produce language themselves" (Harmer 2007, 265).

There are many teaching methods and approaches to speaking, many areas that teachers may focus on when developing Ls' speaking skills. Nevertheless, the focus point of this thesis is directed specifically towards functional speech. In other words, the process of teaching and learning how to speak a foreign language, with regards to the features of functional activity and thus defining didactic opportunities for acquiring this skill are defined here.

2.1. Learners

First of all, it is necessary to determine the target group for which the language is intended. This thesis focuses on upper-secondary school learners and by defining their level of proficiency and their needs in the process of learning help to distinguish their objectives and thus it narrows down the content that is supposed to be taught and learnt as well as one of the criteria for selecting a textbook for evaluation.

The Centre for Higher Education Studies and The Ministry of Education, Youth and Sports (2008, 10) come with the scheme for the education system in the Czech Republic where secondary education or upper-secondary can be divided into three stages, one of which is optional. For the purpose of this thesis, the "secondary education lasting 4 years," and especially the general secondary level, is chosen (Centre for Higher Education Studies and Ministry of Education, Youth and Sports 2008, 10).

2.1.1. Upper-secondary learners and their level of proficiency

At this stage of secondary education, learners are supposed to be at a certain language level. One of the recent documents that deal with what learners are capable of doing at certain

stages in language is the CEFR. In the revised version of the CEFR (2018, 34), the Council of Europe present these levels: *A1, A2, B1, B2, C1*, and *C2*. Referring to these objectives for language competency in the *Framework Education Programme for Secondary General Education* (VÚP 2007, 13) – FEP SGE – it is established that the area of 'Foreign Language' in secondary general education in the Czech Republic "builds on the level of language corresponding to Level A2 and which is aimed at attaining Level B2." It means that the level throughout secondary education is mainly level B1 and the highest level that can be attained is B2. [4]

This knowledge of the level of proficiency in English determines the objectives for a particular level. The scale of objectives presented by The Council of Europe (2001 and 2018), which are connected to the functional language in the spoken interaction, can be found in appendices (see appendix B and C). What it is introduced there is the objectives connected with the model of FC presented in the first section of the theory, which is fluency, flexibility and propositional precision.

Furthermore, there are other aspects of spoken production that can also be presented and thus they are connected with the model of speaking presented in this section. These aspects are taken into account when defining opportunities for the development of FC.

2.2. Where is the functional competence? – the relation of teaching speaking and functions

In order to think about FC in the spoken form, it is necessary to define their relation and thus to understand the role of functions in teaching spoken language. According to Goh and Burns (2012, 59) functions belong to the category of skills that should be acquired during the teaching of speaking and are called 'core speaking skills.' Among these skills they rank also other aspects of speech that should be developed, e.g. 'pronunciation,' 'interaction management' or 'discourse organization' (Goh and Burns 2012, 59). These skills should be taught with other aspects of speaking competence that complete this holistic approach to speaking and are described in more detail further in this thesis.

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[4] For the purpose of this thesis, the higher level, B2, was chosen.

The position and characterisation of functional activity in speaking is defined by Littlewood (1981, 20) who describes functions in language and who comes up with the distinction of two types of activities connected with the communicative classroom, namely 'functional communication' and 'social interaction' activities. He adds that "the main purpose of the [first type of] activity is that learners should use the language they know in order to get meanings across as effectively as possible" whereas the second one brings the language into a social dimension and thus a learner should also take into consideration this social situation (Littlewood 1981, 20).

Littlewood (1981, 44) also pinpoints that specific "communicative functions" and "language structures" are not connected with only one particular situation but the adaptability of these features should be established. It means that the activity can include more interactive principles and thus be connected with, besides other things, various aspects of a communicative situation that will be mentioned later but only as a principle that learners can use in various surrounding. In order to comprehend the social dimension of communicative situations learners should be provided with illustrative examples of potential situations in which they may express certain functions.

This language adaptability as well as the skills presented by Goh and Burns are the focal points for the narrowing of opportunities for the development of FC in this thesis. The purpose of this thesis is the development of FC in speaking so that it is the reason why the holistic model of speaking as well as the categorization of FC by the Council of Europe is presented simultaneously. The model of teaching speaking by Goh and Burns (2012) provides information about the necessary skills that learners need to acquire in order to communicate effectively and the model of FC in CEFR (2001) introduces a possible structure of FC and it also provides a more extensive explanation of functions in language. However, these two models are interconnected and are taken into account in this thesis.

2.3. Teaching speaking

"Competent speakers of English must be able to handle several complex processes and skills simultaneously, usually in real time, where they may not be able to plan in advance. This requirement places numerous demands on speakers cognitively, socially and affectively."

(Burns 2016, 2)

One of the main tasks of a teacher with the reference to a textbook should be to provide opportunities for learners where they would have the chance to acquire these skills and processes. In order to do that the model of teaching and learning how to speak in English is introduced in the following section. These processes are reflected to some extents even in this model and later in this thesis.

Since functions are connected to meanings in a language, corresponding to this topic, Littlewood (1981, 3) presents what a speaker should know in order to comprehend meaning in communication and they are, namely

- the ability to understand linguistic structures and vocabulary;
- knowledge of the potential communicative functions of linguistic forms;
- the ability to relate linguistic forms to appropriate non-linguistic knowledge, in order to interpret the specific functional meaning intended by the speaker. [5]

One of the models that is also presented in this thesis is the holistic approach to teaching spoken language is introduced by Goh and Burns (2012) who describe knowledge, skills and strategies that should be meaningfully put into units and that should be subsumed into the teaching speaking process. They organize it into the following model (see Figure 1).[6]

Figure 1 – Aspects of second language speaking competence (Goh and Burns 2012, 53, figure 3.1)

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[5] On these findings from Littlewood's research, as well as on mentioned aspects connected with the FC, the didactic and the third section of the theory depend and thus learners should be provided with opportunities that would develop functionally determined speech also in this way.

[6] This model is combined with aforementioned aspects of CLT and understanding a meaning in language presented by Littlewood and this model is introduced here to some extent.

2.3.1. Knowledge of language and discourse

The first aspect of teaching speaking Goh and Burns refer to as the 'knowledge of language and discourse.' Within this category of knowledge they include, namely grammatical, lexical, phonetical and discourse knowledge (Goh and Burns 2012, 54–56). This aspect can be connected with Littlewood's (1981, 3) first point of having the abilities to comprehend meaning and by which learners obtain the necessary basics for further development of their speaking.

The first category of knowledge is grammatical knowledge, which concerns the rules that are needed for expressing a particular grammar rule. At the same time, it includes "syntactic knowledge; that is, how words are strung together to express specific grammatical structures and meanings" with certain syntactic characteristics of certain structures needed for speaking. (Goh and Burns 2012, 54) However, for the purpose of this thesis, specific grammar rules are not so pertinent but they have to be mentioned here because learners need to obtain means and linguistic structures on which they then build their comprehension of functional meaning.

The second category, phonological knowledge, concerns sounds in language and because this paper focuses on a higher level of proficiency, the attention is directed mainly towards "suprasegmental [...] features of speech beyond the word, such as stress, rhythm, and intonation" as well as focusing on speech features of discourse, meaning how a particular feature of speech in communication can change the communicative meaning. An example of this is prominence which means "placing weak or strong emphasis on certain sounds" and tones which is about "chunking sounds to provide meaning". (Goh and Burns 2012, 55) It can be seen that even the specific sounds of utterances can present different meanings.

Another category, lexical knowledge, deals with the relations of words and their meanings. Goh and Burns (2012, 55) distinguish two types of words belonging either to productive or receptive vocabulary. The first one learners use actively during productive skills, meaning speaking or writing and the receptive word "is available for recognition during listening and reading." What they also pinpoint is the fact that learners are exposed to varied formulaic expressions used for different purposes. (Goh and Burns 2012, 55) These expressions are presented later in this thesis and thus are relevant to a functional type of activity.

The final category is discourse knowledge which is connected to contextualisation of a text. These contexts also influence the learners' language and it can vary according to the purpose of a given discourse. (Goh and Burns 2012, 56) Discourse and the appropriateness of chosen words and structures are dealt with in the following section.

2.3.2. Form and its function

With the aforementioned skills there is the connection with functions as well. The principle way functions can be expressed is stated by Cook (1989, 41) who thinks that Ls need to be taught a repertoire of words from which they then choose a combination of words "which suitably realize their intention" and thus they have an opportunity to manipulate these forms for functions. In other words, these forms should be introduced to learners in order for them to have opportunities for expressing certain functions.

This acquisition of forms for functions can also be established and supported by acquiring particular phrases, which help learners with acquiring forms for functional speech. Harmer (2007, 345) thinks that functional language is very connected to acquiring fixed phrases. Goh and Burns (2012, 60–61) call these phrases 'formulaic expressions,' as was stated earlier, and they advise introducing them in order for learners to know "how to express and interpret speech functions," giving examples of expressing disagreement by introducing expressions such as "I see your point, but ..." or "I'm afraid I only partially agree with you" etc. These phrases are vital knowledge for learners to know, because they refer back to the relations of forms and their functions or to functions and their forms.

2.3.2.1. Adjacency pairs

Another way to develop functional spoken productions can be achieved by the introduction of the sequence of given phrases and thus their comprehension, interpretations and contextualisation.

It is possible that even these aforementioned phrases follow a certain sequence and order when they are used in conversation because it is about "how two bits of language fit or do not fit appropriately with each other" (McCarthy and Walsh 2003, 177). These sequences are called adjacency pairs. They must consist of two parts because it is usually intended for two speakers, and the utterance of the second part is functionally determined by the first one

and serves the purpose of the response. For example, in the question-answer sequence functioning as a request, the answer can express either acceptance or rejection of the function, (in this case, the request). (Yule 1996, 77–78)

This sequence can then be developed by structuring each conversation and thus, it refers back to the schemata presented in the first section as well as ideas aforementioned also in this section. This prompt helps learners with the flow of communication and provides guidance for their further production of spoken discourse.

2.3.3. Core speaking activities

As stated earlier, functions belong to core speaking activities. Remainders of those skills described in the model by Goh and Burns (2012) belonging to this category are briefly presented in the following paragraphs.[7]

The first one, pronunciation skills, is connected to the phonological aspect of speaking. According to Goh and Burns (2012, 60) pronunciation of a particular utterance may also influence a speaker's communicative intention and thus when referring to functional competence, the pronunciation and other phonological features are essential parts to focus on. Speaking about interaction and intentions, learners should also be provided with ways of structuring discourse. It means that they should be aware of pitch and stress during interaction with other people. (Goh and Burns 2012, 60)

When a learner communicates during an interaction with another person, it is also important to know some principles for managing these interactions. It is the ability to control the dialogue in the way the speaker wants by recognizing not only words but also gestures (Goh and Burns 2012, 61). This control of the dialogue may be indicated by so called 'taking turns.'

The concept of taking turns can be described as the controlled order of conversation, when the speaker has "the right to speak." (Yule 1996, 72) According to Brown and Yule (1983, 27) the syllabus where these turns are used "will consist, essentially, of a list of forms which may be used to perform a range of social/cognitive functions." In this syllabus, forms

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[7] Since the discourse organization and appropriateness are dealt with in the subsequent section, there are not introduced here even if they belong to this model.

are presented as "sentence types" and functions as "act types." Cook (1989, 35) declares that speech act is a way to create meaningful discourse and thus aids in managing the dialogue successfully.

2.3.4. Communication strategies

The last part of the holistic approach to speaking consists of 'communication strategies.' Goh and Burns (2012, 64–65) include three categories of strategies: cognitive strategies, metacognitive strategies and interaction strategies.

The first strategy works with mental processes during an interaction and which is about evaluation and coping with situations in which learners have difficulty expressing their meaning, for instance, "instead of the word *chipmunk*, they may use a more common word, *squirrel*" (Goh and Burns 2012, 64).

On the other hand, metacognitive strategies "are used to manage thinking and speech production" and thus refers to the fact that learners can anticipate their own response in a particular situation and adapt their language accordingly (Goh and Burns 2012, 64).

The last category concerns strategies of interaction which are used when the speaker does not comprehend the other speaker's meaning and it includes strategies for "clarification," "comprehension checks," "repetition" or "exemplification" etc. (Goh and Burns 2012, 66).

2.4. Teaching techniques that develop functional language

If the content of English language teaching, as well as some of the features of functionally determined activities, have been stated, there is another question that should be answered and that is concerning how this content could be introduced. In other words, it should be discussed what kind of techniques that have those characteristics will help to develop functional language in learners' spoken production.[8]

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[8] This thesis contains only these three techniques that seem to be most relevant to the development of functional language. However, it does not exclude other options for the introduction of other techniques and thus these other are analysed in the practical part as well.

2.4.1. Role plays

Since functional activities aim at the illustrating the situations that learners may come across in different social contexts, the first technique that can be used is called 'role play'. It is based on Ls' feigning a real-life situation dependent on a particular role. While doing this, Ls "need to know exactly what the situation is, and they need to be given enough information about the background for them to function properly." (Harmer 2007, 352)

Additionally, Littlewood (1981, 49) highlights the importance of the awareness that these activities are treated as real ones that learners should adapt their behaviour and language to. This feature of this teaching technique is pinpointed by Zormanová (2012, 63) who says that it is important because Ls have an opportunity to try and see how they will react and solve a problem in a particular situation in real-life. If learners are exposed to different social situations in which particular functions are applied, they can adapt their language and thus they can develop their functionally determined speech.

2.4.2. Information gap activities

The next example of a speaking activity that helps to develop FC is the information gap-game. According to Littlewood (1981, 22) functional communication activities should be structured in a way "that learners have to overcome an information gap or solve a problem." And this principle is the basis of this type of activity. Harmer (2007, 349) includes there activities like "put things in the right order," "to solve a puzzle," or "draw a picture" that are all based on overcoming a certain difficulty. This type of activity is based on "information that they [students] do not have" (Richards and Rodgers 2014, 97).

2.4.3. Jigsaw activities

One subcategory of information gap activities that can contribute to the development of FC, is jigsaw activity. This jigsaw differs from gap activities because a jigsaw activity is more about interaction between Ls in a way that "each person in a pair or group has some information the other persons need." (Bailey 2003, 56) In this type of activity each L in the group has his or her given role – like "the speaker," "the leader," "the recorder," "the material gatherer" etc. – and they have to cooperate in order to complete the task (Holliday 2002, 10–11).

Another alternative to this activity is that the cooperation involves the whole class, meaning that several groups cooperate with each other (Richards and Rodgers 2014, 97). Since these pieces of information are not known to every learner in the group, this type of activity is highly communicative and learners have opportunities for speaking.

2.5. Classroom interaction/organisation

Since the functional activity developing FC is highly interactive and because previously mentioned activities require cooperation between Ls, classroom organisation or seating arrangement should be thought about.

The most fitting forms are the 'pair-work' and the 'group-work'. Skalková (2007, 224–225) pinpoints many advantages of introducing these forms in the classroom which can have a positive impact on the teaching and learning a language. Harmer adds that these forms increase cooperative learning, speaking opportunities for Ls, and also promote Ls' autonomy (2007, 165–166). As was stated earlier FC can also be put into social surroundings and thus the privileges provided by these organisations can enable the development of FC in the spoken production.

By describing and defining functions, FC and the didactic opportunities for acquiring functional language in spoken production, the attention now will be directed towards the evaluation of a particular situation and what the speaker should be made known during the interaction. The following part focuses just on these aspects of an interaction.

3. The nature of 'communicative situation' and its connection to functional language

Every speaker uses language differently, depending on various given communicative situations (Biber and Conrad 2009, 4). The speaker should adapt their language to the characteristics of a given circumstance. For instance, while interacting in different communicative situations, the transferring "messages must also be appropriate to the social context in which they are produced," meaning that speakers should be aware of "the appropriate social conventions" (Hedge 2000, 49). Thus, this section focuses on the 'appropriateness' of said utterances in connection with features of communicative situations and how it is related to the speaker's intention and to functional language.

3.1. Features of style

The distinctiveness and interpretation of a particular communicative event and its relation to speech is a matter of stylistics. Wales (2001, 372) characterizes stylistics as "study of style." Verdonk (2002, 3–4) then defines 'style' in language as a "distinctive linguistic" as well as "manner expression," so the term stylistics then refers to "an analysis of distinctive expression in language and the description of its purpose and effect." Simpson (2004, 2) adds that stylistics is "a method of textual interpretation," that is determined by many "various forms, patterns, and levels." Among some of the stylistic aspects, focus is directed towards the aspect of circumstances. For example, a speaker's frame of mind or the situation in which the speaker communicates, both influence the words and tones used. (Pastyřík 2010, 62) This is exactly what the speaker should be aware of and should therefore adapt their language accordingly, taking into account their communicative objectives and intentions.

The connection between a speakers' choice of words and other aspects of an interaction can be demonstrated also by Biber and Conrad (2009, 4) and Silva-Corvalán (2014, 103) who agree that there are connections between specific non-linguistic factors and linguistic features. Biber and Conrad (2009, 4) describe the 'non-linguistic factors' as "the speaker's purpose in communication, the relationship between speaker and hearer, the production circumstances, and the social characteristics of the speaker". In addition, Silva-Corvalán (2014, 103) adds the concept of "degree of formality" to this category which may

influence the speakers' choice of the usage of 'linguistic features' – how he is going to say it – on different language levels – like "syntax, pronunciation, morphology, grammar" etc. The awareness of and connection between these described factors and features influence the speaker's perception of the interaction and thus help them to express their intentions more easily, which then contributes to the further development of oral communication (Silva-Corvalán 2014, 103).

This knowledge is patterned on Littlewood's (1981, 3) words previously mentioned and who says that the speaker should be able to connect those "linguistic forms to appropriate non-linguistic knowledge." Cook (1989, 35) agrees with this perception and claims that in order to manage the dialogue successfully, the speaker needs the ability to infer "the function of what is said by considering its form and context" and thus he or she "needs to make assumptions about the knowledge of the people with whom we are interacting." This last section of the theory focuses on the social aspect of a communication in regards to functions.

3.2. Information needed for adapting speakers' choice of words

When analysing the provided non-linguistic factors in communicative situations by which the speaker then adapts their linguistic features, a lot of information can be seen and taken into account. These characteristics that influence the speakers' thinking about the situation are illustrated in the following list:

I. Participants – who is the addressor and who are the addressees

II. Relations among participants – their social roles, personal relationship, shared knowledge

III. Channel – whether it is speech or writing and what type of speech or writing it is[9]

IV. Production circumstances – real time or planned

V. Setting – place of communication and time

VI. Communicative purposes

VII. Topic of communication

(Biber and Conrad 2009, 40)[10]

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[9] For the purpose and aim of the thesis the speech and face-to-face communication are only issues here

[10] The amount of information is compressed and there is presented only the name and necessary information of each category.

The list provides framework for analysing the characteristics of a particular situation. These points represent the aforementioned non-linguistic factors and they are also important in the matter of FC. Since functional language focuses on the speakers' intentions, it is in the area of communicative purposes and it means that what the speaker wants to say is interconnected with other aspects of the speaking situation.

3.2.1. Transactional, interactional and evaluative purposes

Given the importance of these non-linguistic factors, speakers may communicate for several reasons. These intentions can be distinguished by two more general principles. When the speaker uses language, he or she does so either for interactional or transactional purposes. The first one takes into account the social dimension of a communication, like "establishing and maintaining social relationships," whereas the second one "involves communicating to get something done, including the exchange of goods and/or services." (Bailey 2003, 56)

These two purposes are presented also by the Council of Europe (2018, 83) which calls them 'macro-functions' and which adds within this category for the spoken production the third type that is called 'evaluative' and which is intended for discussions, either formal or informal, as well as for goal-oriented collaboration. Goal-oriented collaboration is the type of interaction which includes cooperation between speakers for the purpose of completing a particular activity, e.g. "organizing an event" etc. (The Council of Europe 2018, 88).

The contextualisation and thus the evolvement of communication is based on previously mentioned findings because the speaker approaches the communication with his or her intention and thus he or she should take into consideration many aspects, including the social aspect. How the communication will evolve also depends on the listener's interpretations, meaning how he or she interprets the meaning of utterances spoken.

3.3. Interpretations depending on speakers' intention and context

In reference to the listener's interpretations, the context and thus non-linguistic factors may also influence the meaning of given expressions of functions. It means that given sentences can have "many different functions, depending on who says it, to whom, and in what

situation," like the sentence 'The window is open' can function as "an order" or "an expression of worry" etc. (Cook 1989, 28). It means that "communicative function is closely bound up with situational context" (Littlewood 1981, 10). In other words, the nature of a given situational context can give the speaker information about the interpretation of a given utterance.

The potential interpretation and thus the intention is the focus point of this thesis, in which the spoken discourse is characterised by the interaction between two or more speakers and as Jones (2012, 15) pinpoints, the progress of conversation depends on a speaker's response which also influences the reaction following. Thus, there is almost no possibility to plan what the speaker is going to say in advance (Biber and Conrad 2009, 85).

Learners may have difficulty with following these sequences. However, according to Yule (1996, 71) the basics of the interaction pattern used in conversation is "I speak–you speak–I speak" and so on. In the case of functional speech, some principles and prompts concerning the maintenance of the speakers' intentions, how to express them and the sequence of interaction, can be introduced in the classroom.

3.3.1. Acceptability according to social context

Another feature of spoken interaction is stated by Goh and Burns (2012, 78) who think that "speech is always socioculturally purposeful," explaining that "spoken interaction involves fulfilling various functions in recognizable cultural ways." They add that speaking is also about the ability to speak in a way that expresses what the speaker actually wants to say, and they clarify that competent speakers "need to be aware of the socially contextualized nature of speech so that what they say is appropriate and acceptable to their listeners" (Goh and Burns 2012, 51–52).

These sociocultural conventions should be implemented into classroom activities, so learners know, for instance, to whom and when they can say a particular message (Hinkel 2014, 401). In connection with activities for developing functional competence, learners "must then attempt to communicate in ways that are not only functionally effective, but also conform to the social conventions" (Littlewood 1981, 43). According to Hedge (2000, 267)

what should also be learned in connection to appropriateness with regard to relationships between participants is the choice of words according to the degree of formality.

Quirk et al. (1985, 25–26) recognize this "attitude to the hearer, to the topic, and to the purpose of our communication" as a gradient between formal, which is "polite and impersonal" and informal, "relaxed, warm and friendly." According to Yule (2010, 257), these two speech styles can be distinguished by the amount of attention that is paid to speaking. In other words, in the formal style, a speaker pays a lot of attention to chosen words, but does not in the informal gradient. However, the designation of the scale of formality for a particular function depends on many factors, even on the nature of the function itself. So it is possible the classification of formality may not be necessary and fitting for all functions.

In this last section of the theory, findings concerning important aspects that the speaker should be aware of when he or she wants to communicate their intentions are presented. It focuses mainly on the social background information and thus learners should be provided with opportunities in which they have a chance to analyse these aspects.

Practical part

Textbooks may be the essential part of an educational program. They guide learners through the course and can influence the performance of the students (Cunningsworth 1995, 8). Therefore, it is important that teachers choose the most appropriate textbook for their teaching. In regards to this, the practical part focuses on analysing a specific didactic textbook as well as on its complementary materials, namely the workbook, teacher's book and the available CD-roms connected to these books.

4. Aims of the practical part

The aim of the practical part is to examine whether there are activities in the chosen textbook that develop functional competence in spoken language and if so, how they are presented. All of the research is founded on research questions that are imperative to analysing specific materials. By taking into consideration the theoretical part and these criteria, the written outcome of the occurrence of given criterion, supplemented by evaluation for each analysed activity, is provided.

5. Research background

5.1. Research method

In order to acquire the necessary information for further evaluation, content analysis as a research method is used. According to Pelikán (2007, 150) there are several sources for the content analysis that can be carried out in didactics. In this case, the analysis of school materials is the focus point, meaning the textbook is the research tool. This tool is briefly described below.

The type of research used in this thesis is the mixed method research, using both qualitative and quantitative. The first type, qualitative, "involves data collection procedures that result primarily in open-ended, non-numerical data which is then analysed primarily by non-statistical methods" (Dörnyei 2007, 24). Chráska (2007, 32) pinpoints that for qualitative

research methods there is a possibility of considerable amount of interpretation of data. It means that it focuses on the written explanation and interpretation of given issues from the textbook, connected with stated points and findings in this thesis. The purpose of this qualitative study is to investigate the procedure of teaching and learning functional competence and how it is presented in the chosen textbook. The content analysis contains written in-depth evaluation of examined components and by doing this it tries to depict the connection of findings from the theoretical part. When the qualitative content analysis is carried out, it is important to set criteria according to which the data are evaluated (Skalková et al. 1983, 95). These criteria for analysing activities precede the evaluation itself.

The qualitative research is also complemented by the second type which is the quantitative one. According to Dörnyei (2007, 24) this type presents "numerical data which is then analysed primarily by statistical methods." This method is reflected in this thesis because of the fact that the analysis also focuses on looking for frequency of given phenomenon presented in the list of criteria. The purpose is to find out how many activities include a particular aspect connected to the theory, especially with FC and its production. The summary of the frequency of aspects presented in the list of criteria is then recorded in the table (see appendix G).

5.2. What a textbook is

To start with the analysis of a given textbook, it is important to define what a textbook is. According to Skalková (2007, 103–104) a textbook is considered as a one of the didactic means by which the content of education is presented, but which also determines the process of learning. In other words, in the connection with the process of teaching and learning a textbook can serve the role of mediator to connect the learner and the curriculum (Kalhous and Obst et al. 2009, 143).

Průcha (2017, 277–278) agrees with these two functions of textbooks and adds one more that concerns its outline which contributes to the clear arrangement of the particular didactic mean. These all features and functions of the textbook should be focused on during the evaluation in order to find out its quality and opportunities for language development that are provided (Průcha 2017, 278). Thus, a textbook is also an important part of English

language teaching, because it influences the whole didactic process and it is important to pay attention to its characteristics and potential.

5.2.1. Advantages of using a textbook in the classroom

A set of advantages for the usage of a textbook is introduced by Harmer (2007, 181) who states that "good coursebooks are carefully prepared to offer a coherent syllabus." For the purpose of this thesis the functional syllabus of the textbook is the focus point, highlighted in the first part of the theoretical section and on which the whole practical part stands.

Barring activities presented in the contents, a textbook provides additional activities, usually presented in the complementary materials like a teacher's book. These activities may complement the whole process of teaching and learning and thus are beneficial to the learner and also to the teacher. (Harmer 2007, 181) It means that an edition of a particular textbook should be highlighted as a complex unit. In other words, what should be analysed is not just the fundamental book intended for students but also the teacher's book and the workbook, where a lot of activities are presented.

5.2.2. Choosing the textbook

What is also important, when doing this type of research is making the right choice of textbook. The first step is to review the quality of the book. When choosing the most appropriate textbook for teaching language, there are many important elements to consider.

Similarly, as with criteria for each activity, when selecting the source for teaching, it is necessary to think about it from many perspectives. Cunningsworth (1995, 6) claims that the researcher should define their specifying aims which help them with the analysis and which are, beside other things, 'aims and objectives' of the course, and from the perspective of both 'the learners' and 'the teacher'. He also recommends the researcher make a checklist and these points can serve as indicators of its suitability (Cunningsworth 1995, 6).

The first factor that should be taken into account are aims and objectives of the textbook. Byrd and Schuemann (2014, 383) name the term curriculum and say that the selected book and materials should be in conformity with the aims of the programme, in this case, with the aim of this thesis. It means that during the selection of a suitable textbook, the

attention is paid to the content of this book, especially if the book contains relevant curriculum e.g. the functional syllabus.

In regards to choosing a suitable textbook, importance is also given to the group of learners for whom the book is intended. As Byrd and Schuemann (2014, 383) say: "Textbooks are for students" and thus, they should be arranged to meet their age, level of proficiency, needs, whether the activities are comprehensible and so on. This thesis proceeds from objectives for the particular level of proficiency defined by The Council of Europe in CEFR (2001) as well as from the FEP SGE (VÚP 2007) that were defined earlier in the theoretical section of the thesis.

As with the learners, the textbook should also correspond to the teachers' expectations. What is meant by this is that the chosen textbook should support the teacher's philosophy of teaching, should enhance teaching itself, and whether the materials and activities provide comprehensible teaching aims and practices. (Byrd and Schuemann 2014, 384) In this thesis it is necessary to know the preferable aspects and aims that will be looked for and analysed in the chosen textbook. It means that during the process of deciding what kind of textbook would be presented here, the central aspects mentioned in the theory as well as the list of criteria have been taken into account.

The didactical equipment of the textbook is an important factor to consider (Průcha 1996, 57). It means that the evaluation does not focus only on the content of the particular textbook but also on the fact how effective is its role in the educational process. In other words, it should take into consideration how the textbook presents the particular subject matter. (Průcha 1996, 57) To make connections with the theory, the process by which activities are introduced – what type of implementation into the classroom is described there – and in what forms it can be taught, for example what kind of interaction patterns are presented, these textbook essentials aspect are also related to the evaluation of the textbook.

5.2.3. Criteria for choosing a textbook

In view of the fact that this thesis does not deal with all of the aspects of teaching language, the choice of the textbook should be narrowed down to specific criteria:

- The coursebook contains activities which develop FC.

- These activities aim at the development of functionally determined speech.

- There is an indicator that tells the user that this activity concerns functional competence. It means that activities are introduced somehow in order for the teacher and the learner to know that it focuses on FC.

- Teaching spoken interaction and production regarding functions is introduced holistically. It means that in order to know the fundamental aspects of functions in speech, there are activities that provide skills to do that in connection with other aspects of language and thus it refers to the Goh and Burns' model (2012).

- The number of chosen activities should be sufficient to carry out viable research.

5.3. The chosen textbook and its layout

The textbook chosen for the analysis and examined is called *Speakout Upper Intermediate*, 2nd edition (Eales and Oakes, 2015). As the name may suggest, the book may provide only opportunities for the development of speaking. However, each unit of this book presents different topics for which various skills acquisition are introduced. It means that the book is didactically systematic and the development of all skills is balanced.

What can also be seen at first glance is that the textbook objectives are formulated in a functional way, meaning that there are action verbs connected with functions like expressing likes and dislikes (see appendix E). It means that the coursebook meets the first two requirements and its content includes sections with functional activities that also aim at practising speaking.

These activities are presented explicitly. In other words, there are sections in every unit that introduce functional language marked with small F at the top of each relevant page and with the label 'function' on the page. This part includes other sections ('Learn to', 'Vocabulary' and 'Speaking') that are intended to provide opportunities to acquire the knowledge of the functional language and further develop it and thus are at the forefront of the analysis.[11] The overall aim of the third sub-unit of each main unit is to provide Ls with a language that is contextualised in a way that provides Ls with the tools they should know to

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[11] Activities that provide learners with various skills and in which learners acquire the various forms of language needed for successful speaking are presented as 'pre-activities' as named by Littlewood (1981, 85). The activities that focus on developing functional competence in speaking are labelled, as they are by Goh and Burns (2012, 59), as 'core activities.'

"manage communication in a wide variety of encounters, and to know what is appropriate to say in given situations." Additionally, the 'Learn to' section focuses on "interactional and transactional exchanges." (Comyns Carr, Rogers, and Witherick 2016, 20) These two exchanges were mentioned in the theoretical section.

For the purpose of this thesis, these units are analysed as a whole because of the interconnectedness of constituent activities. Each section in these units contains something that is needed for the next activity as they build on each other and thus they should not be excluded from the analysis. For instance, in the 'Function' section Ls are given important phrases used in a recording, which they need to reproduce in the Speaking part. The Speaking activities are thus core activities that are the point to which the whole thesis aims and which are also the expected learners' outcomes. These speaking activities are preceded by those activities in which learners acquire necessary skills so they can apply them to their own spoken production.

5.3.1. The selection of activities for the analysis from the chosen textbook

From the aforementioned it can be concluded that the process of activities selection was intentional, based on the evidence explicitly displayed in the textbook, e. g. "function" as the expected type of activity to be developed in these units. The importance is also given to the formulation of instructions and expected outcomes, in which "action verbs" typical of functional language objectives, learners' acts are introduced and also correspond with the formulation typical of functional syllabus. In the case of activities that only contribute to acquiring skills needed for the development of functional language in speech, the focal point is put on the objectives in connection with these speaking activities, which have a determinative role in selection.

In relation to these aforementioned criteria it was made clear that of the total number 1099 of activities, 172 are the activities focused on the development of one or more of the communicative function and therefore they are relevant to the analysis.

6. Criteria for the analysis

These following points are summarised from the theoretical part and taken into account and referred to in the following section.

- Does the publication correspond to the learners' needs from the perspective of curricular aims?[12]

Activities that contribute to the development of functional language in speech – pre-activities:

- Are there activities that contribute to the development of knowledge and skills needed for functional language in speech?
- If so, what helps the learner with acquiring the functional speech?:
    - Grammatical aspect
    - Phonetical aspect
        - Do the activities promote the aspect of intonation, stress or rhythm?
    - Lexical aspect
        - Are there any vocabulary lists?
    - Fixed phrases or formulaic expressions
    - Adjacency pairs
    - Potential situations – context
    - Other

Activities explicitly aimed at functional speech – core activities:

- Are there activities that focus on the development of functional speech?
- Are there activities that can be categorized in the way as was stated by Littlewood (1981, 20):
    - Functional communication – activities functionally determined aiming at solving a problem
    - Social interaction – activities that also apply some social conventions
- If interaction schemata are presented is there any prompt that helps learners with the spoken production?
    - Adjacency pairs
    - Other

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[12] For given objectives of the given level, see appendix B, C and D.

- What kind of interaction pattern between learners is used in the activity?
  - Pair work
  - Group work
- What technique is used in the activity?
  - Role play
  - Jigsaw activity
  - Information gap activity
  - Other
- Are there activities focused on transactional exchanges?
  - Do the activities promote aspects for completing certain actions?
- Are there activities focused on interactional exchanges?
  - Are the activities focused on the social dimension of an interaction?
  - Do the activities promote some aspects of social interaction, like maintaining "social relationships?" (Bailey 2003, 55)
- Are there activities focused on evaluative purposes?
  - Do the activities aim at participating in discussions?
  - Do the activities develop cooperation between learners in order to accomplish the same aim?
- Is the realisation of the activities situationally determined?
  - Is the place determined?
  - Are the participants defined?
  - Is the relationship between participants defined?
  - Is the degree of formality defined?
- Is the topic of conversation explicitly mentioned?

7. The evaluation of the textbook

Evaluation of individual units in the *Speakout Upper Intermediate 2nd edition*

The textbook presents a significant amount of speaking activities and the objectives of these activities seem to be formulated in the functional way. A more detailed assessment provides necessary information about the development of these units and for the purpose of this thesis, an in-depth evaluation focuses on all the activities presented in those units concentrating on acquiring functional language (see appendix G). The evaluation results in the following:

From the analysed activities there are covered 77 % of those which contribute to the acquisition of skills or knowledge that are then needed for functional speech. Every speaking activity is preceded by at least one which focuses on different skills of language than the skill of spoken production but it is intended to help to develop it. It depends on the type of activity as well as on its objectives which define what learners should obtain. For example, in many activities, it provides contextualisation of the necessary phrases for expressing a particular function or it illustrates the different intonation patterns used for expressing different purposes and so on. Learners see the use of the given phrases in a natural spoken discourse or they can hear the intonation of specific words and phrases and it helps them to become aware of the correct usage of phrases in a given context.

The first type of activities that complements the speaking ones providing learners with different aspects of language needed for acquiring skills applicable to functional speech are those activities providing the grammatical aspect, especially some syntactic procedures. This aspect is included in 60 % of the pre-activities, focusing on the grammatical dimension of language where learners gain the necessary skills for using grammar in sentences. These activities usually build on provided audio scripts for the given listening activities. By completing these activities, learners are familiar with and can memorize the given form and they become aware of the impact of a particular phrase within a sentence, which is needed for learners to be able to create their own sentences. Learners gain one of the language skills within the linguistic structure and by which they can later use to express functions in the spoken production.

The phonetical aspect helps learners with appropriate pronunciation of words or given utterances. Regarding this aspect, the textbook only focuses on the skill of intonation or stress. It forms 19 % of those circumstances from which there are 78 % activities that evolve intonation and 74 % that develop stress.[13] These aspects of speech are highlighted only in the activities when their importance is necessary to distinguish. For example, the particular way of pronouncing a particular sentence can cause the speaker to sound "polite and interested rather than too direct/abrupt [...] or bored" (Comyns Carr, Rogers, and Witherick 2016, 92). Through these activities, learners know the relationship between intonation, intention and the potential meaning in the interaction.

Another category of skills that are developed in the textbook to support functionally determined speaking are activities that initially focus on the acquisition of relevant lexical knowledge. These form 19 % of so called pre-activities. It is necessary to say that the vocabulary lists and the fixed phrases were categorized as different criterion. In most cases the first type, vocabulary activities, serve as introductions to the unit because they intend to acquire only words or phrases not so necessary for the production of functional language but they are helpful with the understanding of the topic included in each unit. Alternatively, the second type of these lexical activities focuses on obtaining fixed phrases as a form for expressing a given function.

Firstly, learners get information about vocabulary that is connected to a particular situation where the given functional language can be applied. It means that for example, in Unit 3.3 where learners have to express their likes and dislikes, the theme of the unit concerns movies, books etc., so learners get words like novel, poetry, biography and so on, but the speaking activity focuses on the function connected with the plot or events in the story (Eales and Oakes 2015, 39). In other words, the vocabulary supports the Ls development by extending their vocabulary in terms of wider context of language thus these words can be considered as the receptive one, as was presented by Goh and Burns (2012, 55).

Secondly, there are words that learners may use in spoken production that is functionally determined. For instance, in Unit 10.3 when learners give a tour, there is

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[13] It is important to say that some of the activities provide opportunities for acquiring only intonation or stress but some of them develop both aspects. The explicit development of rhythm is not provided not at all in this textbook.

vocabulary connected with dimensions which help them to describe tourist places and can be used to ask tourist questions in the role play activity (Eales and Oakes 2015, 123). These words then help the learner to express the function more clearly and complete the fixed phrases that are the essential aspects of FC.

As was mentioned above, there are activities that present the necessary fixed phrases for expressing a particular function and these activities form 52 %. The provision of a form for a function was included in every analysed unit. These phrases are presented and then summarised in one place, called *Language bank*, within different categories depending on their purposes, so that learners have an arranged unit of particular forms and functions. The acquisition of these forms is basic knowledge that is needed because without it learners will not know how a particular function can be expressed.

In connection with the form needed for expressing a particular function, the sequence or the adjacency pair, is covered in 16 % of analysed pre-activities. These phrases are also included in the tables summarised in the *Language bank*. The advantage of these adjacency pairs is that learners have some kind of an aid that helps them to control their speech. They know what type of utterance may be used as a response to a particular sentence and in order to fulfil given functions. It then may be useful when they produce their functional speaking because they can anticipate some responses and they also have potential material to react to these responses.

In the textbook, there are also activities that present potential situations in which learners can have the opportunity to use given phrases for certain functions. These situations form 16 % and were presented in every analysed unit and usually in the form of a recording. These activities facilitate the comprehension of specific content, meaning the place and situation in which it is set, the participants, the degree of formality and so on and thus learners have a model context according to which they can then adapt their language. It also helps them develop their production further.

The last criterion aimed at other aids which do not come under previously categorized criteria but which help with the acquisition of skills and knowledge needed for functionally

determined speech. The analysed activities comprise 17 % of this criterion. In most cases it refers to listening activities in which learners listen to aforementioned potential situations in which particular functions can appear.

Activities aim at practising speaking for the functional language:

In the analysed units there are also activities that provide learners with opportunities for speaking. These core speaking activities are focused on functionally determined speech. They form 23 % of the analysed activities. In these activities learners apply gained knowledge connected with functional competence, presented in pre-activities, and they produce their own speech in various types of speaking activities. In these activities, learners have the opportunity to develop FC since they know the intention/function they have to express, while having the necessary forms and means to express it.

The in-depth evaluation brought results regarding the type of functions presented in the textbook in a way that illustrated how activities are focused mainly on more complex interactions and thus during the speaking activities, learners have to take into consideration the procedures needed for those interactions. For instance, one of the units is aimed at 'persuading' which belongs to the 'macrofunctions' category presented in the CEFR (2001). Learners have to defend their arguments and they have to pay attention to other learners' words and/or to evaluate background information. The textbook introduces many situations in which learners know the intentions given, in the form of instructions, and they also have to access their language to it.

One of the criteria used for the evaluation is whether the textbook distinguishes activities like the division presented by Littlewood (1981), especially the division of activities focusing on functional communication or if there are only the social interaction activities.

The activities that can be considered as functional communication cover only 10 %. The textbook does not provide a lot of activities that are only functionally determined as it is stated in the theory but they are mostly put in social surroundings and thus social interaction activities form 90 %. These activities present the necessary context in which the spoken production is influenced. During these activities, learners may encounter situations in which

they can express specific functions. They can also take into consideration the background information, obtained in previous activities, and thus they have an opportunity to use and adapt their language to express functions. They also have a chance to manage their discourse during the interaction activities. This was one of the skills needed for speaking, presented by Goh and Burns (2012). As Littlewood (1981, 43) states these types of activities combine the functional aspect as well as the social aspect of speech and thus learners have an opportunity to communicate in situations which provide the option of specific meaning in the specific situational interactions. While also paying attention to social conventions that are also connected with other criteria like definition of participants, place, formality, they have an opportunity to develop their FC.

However, some of the activities provide some kind of guidance. One of the prompts that are presented in the textbook is the fluency chart. In 18 % of the speaking activities, learners follow a given sequence of acts that they should express by spoken language. There are two types of charts. The first one contains all the necessary words needed for creating an utterance but these utterances are not complete. The learners' task is to only fill in the missing words to create a meaningful utterance. These form 43 % of those analysed guided activities. On the other hand, the second type of fluency chart is not so strictly guided and provides only functions, e.g. accept an apology, and the learners have to produce their own spoken discourse. These form 57 %. By introducing these fluency charts, learners may see the potential conversation between two speakers and thus it also refers to adjacency pairs. Learners have information about the interconnectedness of those functions and thus it can help them with developing their fluency of interaction.

There are also other aids that help the learner acquire functional speech and that cannot be so unequivocally classified within previously mentioned categories. There are, for instance, pictures, role play cards or some lists with ideas or criteria. In the textbook, these two are mainly connected with role play and provide better visualisation of the environment as well as the characteristics of their roles. This aspect is present in 62 %.

Regarding classroom interaction, the 62 % of activities focused on speaking to be done in pairs and 44 % in groups.[14] Learners have a great number of opportunities to interact with each other and that helps them with interpreting other people's intentions, with managing their interaction as well as managing their language according to expected functions, using background knowledge while speaking and thus developing their functional speech.

For accomplishing activities, there is a scale of teaching techniques. The most frequent technique is role play which forms 51 % of core activities. In all cases it is evident from the instruction which directs learners to adapt given roles and pretends as if the situation really exists (Littlewood 1981, 49). Learners know their roles that are in every case different from the classroom situation and they are also provided with information for completing the task, e. g. problems they should solve etc. These activities are connected with the social aspect so by doing this, learners can experience potential context in which the particular function can be applied and they are also given the opportunity to practise acquired knowledge and skills in operating with FC in a given situation. They also have to adapt their language to the situation which also refers back to the appropriateness of chosen words presented in the theoretical section. These roles are then analysed later in this thesis.

The second type of technique, the information gap activity is introduced only in 3 %. During these types of activities, learners have the opportunity to negotiate meaning "to obtain information that they do not have" (Richards and Rodgers 2014, 97). In the textbook, there is the activity with describing the route illustrated in pictures and by communicating learners have to find out the exact solution and the whole situation is functionally influenced. Thus learners have to interact and communicate and it develops FC in a way that they have to get meanings and meaningful conversations across.

What is not presented in these analysed units is the third type of activity called a jigsaw activity. This type is very similar to the previous one. A jigsaw activity requires cooperation and the completion of the activity also depends also on the individual learner (Richards and Rodgers 2014, 97). There was no activity in the textbook that met the criteria for the jigsaw activity, as defined and described in the theoretical section of this thesis.

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[14] Some of the activities have an option of the introduction of both of these organizations.

In these analysed units there are also other types of techniques, e.g. discussions and they form 46 %. Learners have to, for example, give statements about what they like and what they dislike or they have to agree or disagree with some give topics (Eales and Oakes 2015). These activities provide another opportunity for learners to interact with each other as well as to chance to apply specific functions during spoken production.

During the speaking activity, learners communicate for different reasons. The in-depth evaluation shows that 26 % of these functional activities are intended for transactional purposes. The textbook presents different exchanges like 'giving a tour' or 'making and managing enquiries' in which "the main focus is on getting something done" (Comyns Carr, Rogers, and Witherick 2016, 20). These activities are also functionally specified and they give learners an opportunity to develop their FC.

Diversely, the textbook contains 23 % of interactional exchanges. By presenting this type of communicative purpose, learners have an opportunity to encounter language needed for maintaining relationships with other people (Comyns Carr, Rogers, and Witherick 2016, 20). These sample activities, intended for classroom interaction, help learners prepare for potential situations in which these exchanges can appear. Learners get to know other language-learner participants during the interaction and it can help them with interpreting their communicative intentions. In these activities, the function is still provided but learners can also be aware of other aspects of their interactions, like paying attention to the other person(s), to express affinity, which are also important parts of social interaction.

The last type of purpose that can be highlighted for functional activity is the evaluative purpose. In the textbook, the activities intended for this type of purpose are covered in 51 %. There is, for instance, an activity in which learners have to discuss given topics concerning books and their task is to decide and come to a conclusion about which of the books they like the most and which of these authors will be awarded by a prize (Comyns Carr, Rogers, and Witherick 2016, 199). These types of activities enable learners to overcome obstacles in the communicative situation that is functionally specified.

These types of purposes are characteristic for FC because activities influenced by them create opportunities where learners can develop their competency. They include

characteristics in relation to specific intentions and all of them are also focused on social interaction. Learners can also think about what is appropriate to say in those situations.

Before starting with the analysis of the rest of the criteria it is important to more specifically define them. Many of the situations derived from the activities contain elements that help develop FC, however, they are not the focal points since the following criteria were intended only for those characteristics that are explicitly given. The thesis focuses on activities concerning contextualisation directly. There is an exception in regards to the degree of formality and relationship of participants but it will be addressed later.

The feature that is connected with interaction and the functional competence as well as with the stylistic aspect of communication is the contextualisation. 51 % of these speaking activities are situationally determined, where learners exposed to a situation that is very specific and the realisation of it is intended for situations contextualised somewhere else than the classroom situation. For instance, the situation 'in a national bank at the customer service department' where learners have to make enquiries acting as a customer and a bank employee or they are involved in 'the marketing department of a soft drinks company, Swapps' where learners have to suggest ideas (Comyns Carr, Rogers, and Witherick 2016). This type of situation differs in relation to the presented function because the nature of the situation is intended with regard to the given function. These situations are thus significant for the development of FC because they enable learners to know where these functions can appear.

The given criterion mentioned above, is connected to another criterion, specifically the determination of place in functional activities. It is important to note that in this thesis, the situation and place are treated separately. The situational criterion covers the whole concept of the interaction between people but this criterion specifies/specifically describe whether participants are in private or somewhere at a public place, for example (Biber and Conrad 2009, 44). With defining the roles of the participants, it then becomes a crucial point in influencing learners' perceptions of the whole activity because they have to be aware of social conventions in order to communicate appropriately and thus it refers back to the theoretical section. This feature regarding setting is not so common in the textbook. The 60 % of

situationally determined activities contain a description of the place during spoken production.

With reference to situationally determined activities, 90 % of those situations provide also explicit definitions of participants for the interaction, otherwise learners are instructed to speak as themselves. Learners are expected to imagine that they are in the context determined by these roles. For instance, in previously mentioned situations, learners are asked to be the customer and the employee or they belong to the group of people working together. By actualising these roles for the process of communication, learners have an opportunity to communicate under different 'names' and thus they can have a better understanding of the context and again they know where these functions can be used, how and by whom.

The explicit classification of relations between participants during situational interaction and role play in the interaction for these roles is not covered in this textbook. Evidently, this criterion is limited by the introduction of participants and thus it is presented mostly for role plays. In the textbook the explicitness of these relations is not usually evident, however, these roles are also connected with information about these relations and a teacher should point it out for learners to know it. For instance, for the roles students-director of the school, there is no explicitly written information about their status or their relationship, although it is evident who has the superior position (Comyns Carr, Rogers, and Witherick 2016, 204). The opportunity for deduction of these relations is present in 25 % of contextualised activities. This feature of the communication is important because of the appropriateness of chosen words.

The importance of participants and their relations is interwoven with the pinpointing of the degree of formality. In this textbook, there are minimal situations in which the degree of formality is defined. Nevertheless, as it was written earlier, this aspect of interaction can also be inferred from the characteristics of the situation, specifically from the participants and their relationships. There are 30 % situations from which the degree of formality may be derived. The reason why this is one of the highlighted aspects of communication is the fact that potential forms for the given function should be modified by it, which is also connected with appropriate language. The development of FC in connection to formality is based on

broadening learners' horizons of context in a way that learners have to pay attention to what they are saying when expressing a particular function and enables learners to make connections within their own language bank, where they have to choose the appropriate lexical and linguistic structure in order to avoid embarrassing moments.

However, what it is common is the description of the topic of given for activities of interaction, which forms 85 %. In most cases, these activities introduce a lot of opportunities for learners to speak about topics provided. For instance, in Unit 2.3 where learners have to express their opinions about something, it is evident that there are a lot of given topics that are necessary to introduce for learners to acquire this functional language (Eales and Oakes 2015, 27).

These previously mentioned aspects are all important in the interaction. If a speaker knows specific features of interaction – their purpose and intention, what he or she is going to communicate, it is also necessary to think about the communication with regard to these features and choose the form that is most appropriate for a specific situation (Harmer 2007, 28). So it can be the reason why these textbook activities present these characteristics of the interaction.

At the end of the analysis it is important to say that some of the activities provide opportunities for the development of more than one of presented criteria and which can also be seen on the calculation of frequency of a given criterion.

8. Summary of the analysis of the chosen textbook

The analysis and evaluation of the textbook called *Speakout Upper Intermediate* 2nd edition was intended for analysing specific units focused on the development of functions in language. The in-depth evaluation provided a lot of information about how to gain the necessary knowledge to express given functions.

These units were divided into several categories and the expected outcome for the entire unit focused on spoken production. These activities were interconnected where it was evident that a number of activities aided learners in obtaining the necessary knowledge for further language processes. These analysed units can be seen from the holistic approach since they focus on different skills of language in the relation to FC.

Findings revealed that activities introducing functions are in each of the ten units. Each unit contains pre-activities and by completing them, learners can gain the necessary skills and knowledge that they can apply to their spoken production. The aspect of speaking that was provided by the textbook most frequently is the introduction of some grammatical aspects by which learners usually gained linguistic structures that they may use for expressing a particular function. The second most frequently introduced knowledge is the introduction of fixed phrases that may represent the form for the particular function. The occurrence of another criterion used for the evaluation of activities, like phonetical aspect was not as frequent as aforementioned aspects. From this criterion the development of intonation is more present than the development of stress.

In some activities, learners were also equipped with lexical knowledge that differed from fixed phrases. Some of the units only present vocabulary that is not so needed for functionally determined language but which are relevant only for the topic of the specific unit. Some of the activities also present words that complete phrases and are important for the development of language function.

What was not so frequently developed in those units were adjacency pairs. The sequence of phrases was usually categorized in a language bank, but the number per unit was not so extensive. It is important to note that the textbook does not speak out for the definition

of sequencing these functions and it does not provide a lot of opportunities for their development.

What was introduced similarly in numbers was the potentials situations, in which a particular function can be applied. It may be said that those focused activities are essentials for the development of FC since they occurred in every analysed unit and because they provided the possible surroundings in which learners can see what may happen with the use of functions.

The development of the skills and knowledge used for functionally determined speaking was also extended by activities presented in the workbook. This didactic tool mainly presented activities in which learners have to solve a syntactic issue or a lexical aspect. Thus, they are intended for practising forms that learners can then apply to spoken production.

Regarding those activities in which learners can apply their gained knowledge for speaking, those were introduced at the end of every analysed unit. They can be considered as the acquired skills for learners and each of those pre-activities are directed at providing opportunities for learners to develop skills that they can then apply specifically in spoken production.

The core speaking activities were presented differently in regards to what kind of technique was involved. The most frequent technique presented for functionally oriented spoken production in this textbook was a role play. This technique provided situations where learners had opportunities to act as someone else, in a specific situation. This exercise can help learners to more readily react in functionally determined circumstances. The textbook provided the instructions for activities for the group work and pair work which were connected to the activities for specific functions.

Given the importance of presented circumstantial activities in this textbook, there were also activities that introduced information about a situation in which learners had to apply particular functions. There were situationally determined activities with other specified instructions, such as the definition of participants, the topic of their speech, or the place where the interaction should take place. This information was always presented in activities that were situationally determined.

Furthermore, what was not so often defined in the textbook was the extended determination of the nature of the situation – whether the situation is more formal or informal. There were some characteristics of situations or participants of the interaction and that might indicate the extent but learners were not provided with other necessities needed for the spoken production. For instance, learners were not provided with distinctive linguistic structures that then they could apply in either formal or informal surroundings. In other words, activities in this textbook did not focus on providing learners with appropriate forms that are specified in formality.

The ratio of occurrence of presented types of communicative purposes for learners to interact was quite balanced. This textbook presented more activities that initiated evaluative purposes. The least common type of activity was this focused on interactional purpose. It can be said that during the interactive situations learners must quickly evaluated background information and the whole communication. For some of the analysed activities there were opportunities for complementing more than one of these purposes but at the end one of them always outweighed.

Even if the textbook does not totally fulfil all of the criteria presented in this thesis, it can be concluded that the presented textbook provides a great number of opportunities for learners to develop their speaking, specified by given functions and it is recommended for use in developing FC.

CONCLUSION

This thesis aims at examining a textbook and its relevance to the development of FC in English for upper-secondary learners.

The theoretical part provides the necessary research connected to functionally determined speech and which also then creates a list of criteria needed for the evaluation of the chosen didactic tool. The focal point described in the theoretical part is directed towards the definition of functions in language and how it is connected with other aspects of language which are conducive to developing competency.

These communicative language aspects focused on the importance of thinking about language in terms of contextualisation. This means that what is introduced is the fact how information that is known in the interaction can influence the whole conversation and the potential factors that every speaker should take into account while interacting.

All these aspects are also connected with functional language since it is the part of pragmatic knowledge that deals with a number of these principles. The whole issue is then connected to didactics, therefore, one of the theoretical sections presents some didactic fundamentals for the development of FC and that should be introduced while teaching speaking.

The practical part then introduces background information about the research carried out and the analysis of the chosen textbook itself. The analysis brings to attention information about the units that are aimed at the acquisition of functions and the conclusion reached supports that the textbook has the ample of opportunities for the development of FC in spoken production, in direct regards to the information presented in the theory.

Resumé

Tématem této bakalářské práce je rozvoj funkční kompetence v anglickém jazyce. Cílem práce je definovat koncept funkční kompetence převážně v mluveném projevu, specifikovaný pro sekundární úroveň, a pomocí dalších znaků vhodných pro funkčně určenou interakci představit možné didaktické příležitosti pro rozvoj této kompetence. Všechny poznatky popsané v teoretické části slouží jako podklad pro seznam kritérií, podle nichž jsou zanalyzovány zvolené didaktické prostředky.

Bakalářská práce se skládá ze dvou částí, teoretické a praktické. První sekce praktické části se zaměřuje na význam funkční kompetence v anglickém jazyce. Je tu popsána širší kategorizace funkční kompetence, kde úvodní informací je komunikativní přístup, který právě tyto komunikativní funkce ve výuce anglického jazyka uplatňuje. Komunikativní přístup není obsáhle popsán, jelikož není hlavním bodem této práce, avšak přináší vhodné poznatky, které dále ovlivňují povahu a charakteristiku daných aspektů prezentovaných v práci. To samé také platí pro definici pragmatické znalosti nebo sociolingvistického určení. Tato vymezení pomáhají k lepšímu pochopení samotné funkční kompetence.

Dalším důležitým znakem prezentovaným v první sekci je definice, co komunikativní funkce v jazyce znamená. Určení tohoto pojmu je nezbytné, jelikož je základem pro stanovení funkční kompetence a celé problematiky.

Model funkční kompetence prezentovaný v teoretické části vychází z jednoho zdroje, který je překládán jako Společný evropský referenční rámec pro jazyky. Tento model nabízí určité rozdělní funkční kompetence na mikrofunkce, makrofunkce a interakční schémata. Tyto podkategorie funkční kompetence jsou zde stručně popsány, stejně tak jako určité cíle, kterých by měl žák dosáhnout pro danou funkční kompetenci. Závěrem této sekce je poté představení komunikativní funkční učební osnovy, ze které vychází specifické cíle prezentované ve zvolené učebnici.

Druhá sekce praktické části se soustředí na didaktické příležitosti pro rozvoj funkční kompetence v mluveném projevu. Tato sekce nejprve specifikuje charakteristiku žáků, převážně definici zvolené jazykové úrovně, která poté ovlivňuje učivo, ale také výběr daného didaktické prostředku pro analýzu. Dále je důležité si ujasnit, kam se řadí funkce do procesu učení mluvení. V této bakalářské práci je prezentovaný model výuky mluveného projevu,

který zahrnuje komplexní osvojování určitých dovedností a vědomostí, které žáci poté uplatní během komunikace. Tento model je spojován s dalšími názory pro rozvoj funkční kompetence a zároveň doplňuje model funkční kompetence prezentovaný v první sekci.

Didaktická část definuje, co je potřeba si osvojit během procesu výuky mluvení, aby žák byl jazykově vybaven a schopen vyjádřit danou komunikativní funkci. Mezi tyto znalosti se řadí znalosti gramatické, lexikální a fonetické, a také znalosti diskurzu, které jsou dále podrobněji vysvětleny. Tyto znalosti jsou spojovány s jazykovými dovednostmi, které v tomto modelu referují na zmíněné funkce, dovednosti vést smysluplný diskurz nebo na samotný proces interakce. Jako poslední bod tohoto modelu jsou komunikační strategie, které jsou stručně zmíněny, jelikož se s nimi dále velmi nepracuje, ale také se řadí do prezentovaného modelu výuky mluvení.

Druhá sekce teoretické části vedle těchto znalostí a dovedností stanovuje další znalost, jak žák může porozumět významu v dané interakci, neboli, jak porozumět tomu, co daný mluvčí chce svým projevem vyjádřit. Tato znalost spočívá v porozumění dané lingvistické formy pro danou funkci, pomocí níž se tato funkce dá vyjádřit. Z tohoto důvodu jsou v této didaktické části prezentovány příležitosti k rozvoji určitých frází pro danou funkci, ale také jejich provázanost, která žákovi pomůže během komunikace, v níž musí danou funkci použít.

Jelikož je funkční kompetence tou kompetencí, která se využívá především v interakci, didaktická část dále definuje dva typy organizačních forem výuky, což jsou skupinová výuka a výuka ve dvojicích. Tyto formy výuky jsou dále spojeny také s vybranými didaktickými technikami, které lze spojit s výukou komunikativních funkcí.

Jako poslední bod, který je spojován s interakcí, výukou mluvení a zároveň s porozuměním funkcí v jazyce, je vyhodnocení dané situace, ve které se komunikace odehrává. Tento bod tvoří poslední sekci teoretické části, která se zabývá spojováním vhodných lingvistických forem, záměrem mluvčího a také kontextem specifické komunikační situace.

Tato poslední sekce teoretické části se zaměřuje na jiné než jazykové znalosti, které svou povahou také přispívají k rozvoji dané komunikace, a žák by je měl brát v úvahu. Jsou to určité faktory, které vyplývají z dané situace a kontextu komunikace. Zahrnují především definici dané situace, ve které se komunikace odehrává; téma a cíl hovoru; a charakteristiku účastníků komunikace a jejich vztah. Důvodem pro to, proč jsou tyto aspekty rozmluvy

prezentované v této práci je, že určitá situace vyžaduje určité jazykové formy a to, co může být řečeno v jedné situaci, nemusí být vhodné i v té druhé. Proto záleží na tom, aby žáci měli příležitosti k osvojení si těchto společenských konvencí, aby se vyvarovali případných nedorozumění.

Kontext komunikace také může ovlivnit celé porozumění komunikativní situace, jelikož stejná funkčně zaměřená věta může ve dvou odlišných kontextech znamenat rozdílné komunikativní záměry a proto je důležité, aby si žáci uvědomili i tuto skutečnost.

Na teoretickou část navazuje praktická část, jejíž hlavním cílem je hodnocení vybraných didaktických prostředků, v tomto případě učebnice a jejích doplňujících prostředků. Nejdříve je definován samotný výzkum, což obsahuje popis výzkumné metody, popis výzkumného nástroje – učebnice – a seznam kritérií pro analýzu aktivit v dané učebnici. Značný díl této části se zabývá problematikou volby učebnice jako didaktického prostředku učiva a popisem samotné učebnice.

Pro výzkum byla vybrána kombinace metod kvalitativní a kvantitativní, což se v samotné analýze objevuje ve formě popisu frekvence daného jevu a její souvislosti s rozvojem funkční kompetence ve formě doplňujícího komentáře. Celá analýza je shrnuta v závěrečné sekci praktické části.

Jako výzkumný nástroj bylo vybráno druhé vydání učebnice, která se nazývá *Speakout Upper Intermediate* a bylo zjištěno, že tato specifická učebnice rozvíjí komunikativní funkce v každé ze svých kapitol, a že tato jedna podkapitola se zaměřuje na rozvoj funkce převážně v mluveném projevu. Dále bylo zjištěno, že tato učebnice ve svých funkčně určených podkapitolách prezentuje spoustu aktivit, které představují osvojení si daných dovedností a znalostí potřebných pro mluvení, a že předpokládaným žákovým výsledkem bude funkčně vybavený mluvený projev. Učebnice prezentuje také určité formy pro danou funkci a také potenciální modelovou situace, ve které se daná funkce může pravděpodobně uplatnit. Bohužel to, co nebylo tolik v učebnici prezentováno, je odlišení formálních a neformálních situací. Tyto situace jsou pouze naznačeny, ale to, jak by si žák mohl svou vhodnou volbu slov osvojit a poté odůvodnit, už zde poskytnuto nebylo.

Závěrem chci zmínit, že tato učebnice poskytuje mnoho příležitostí k rozvoji funkční kompetence a může být doporučena pro učitele, kteří se na rozvoj funkcí v anglickém jazyce chtějí zaměřit.

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Appendix

Appendix A *The model of microfunctions presented in the CEFR*[15]

1.1 imparting and seeking factual information:
- identifying
- reporting
- correcting
- asking
- answering

1.2 expressing and finding out attitudes:
- factual (agreement/disagreement)
- knowledge (knowledge/ignorance, remembering, forgetting, probability, certainty)
- modality (obligations, necessity, ability, permission)
- volition (wants, desires, intentions, preference)
- emotions (pleasure/displeasure, likes/dislikes, satisfaction, interest, surprise, hope, disappointment, fear, worry, gratitude)
- moral (apologies, approval, regret, sympathy)

1.3 suasion:
- suggestions, requests, warnings, advice, encouragement, asking help, invitations, offers

1.4 socialising:
- attracting attention, addressing, greetings, introductions, toasting, leave-taking

1.5 structuring discourse:
- (28 microfunctions, opening, turntaking, closing, etc.)

1.6 communication repair
- (16 microfunctions)

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[15] Council of Europe. 2001. "Common European Framework of Reference for Languages: Learning, Teaching, Assessment." Accessed January 2, 2020. https://www.coe.int/en/web/common-european-framework-reference-languages.

Appendix B *Objectives for the B2 level presented in the CEFR[16]*

Spoken fluency:

B2	*Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.*
	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions, there are few noticeably long pauses. *Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without imposing strain on either party.*

Propositional precision:

B2	*Can pass on detailed information reliably.*

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[16] Council of Europe. 2001. "Common European Framework of Reference for Languages: Learning, Teaching, Assessment." Accessed January 2, 2020. https://www.coe.int/en/web/common-european-framework-reference-languages.

Appendix C *Objectives for the B2 level presented in the Companion Volume[17]*

Overall spoken production:

B2	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.
	Can interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with speakers of the target language quite possible without imposing strain on either party. Can highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments.

Flexibility:

B2	Can adjust what he/she says and the means of expressing it to the situation and the recipient and adopt a level of formality appropriate to the circumstances.
	Can adjust to the changes of direction, style and emphasis normally found in conversation.
	Can vary formulation of what he/she wants to say.
	Can reformulate an idea to emphasise or explain a point.

Propositional precision:

B2	Can pass on detailed information reliably.
	Can communicate the essential points even in more demanding situations, though his/her language lacks expressive power and idiomaticity.

Spoken fluency:

B2	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.
	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions, there are few noticeably long pauses.
	Can interact with a degree of fluency and spontaneity that makes regular interaction with speakers of the target language quite possible without imposing strain on either party.

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[17] Council of Europe. 2018. "Common European Framework of Reference for Languages: Learning, Teaching, Assessment: Companion Volume with New Descriptors." Last modified: May 16-17, 2018. https://www.coe.int/en/web/education/newsroom/-/asset_publisher/ESahKwOXlcQ2/content/council-of-europe-launches-the-cefr-companion-volume-with-new-descriptors?inheritRedirect=false.

Appendix D *Objectives presented in the FEP SGE*[18]

PRODUCTIVE LANGUAGE SKILLS

Expected Outcomes

The pupil shall:

▶ formulate his/her opinion in such a way that he/she is understood, using correct grammar, spontaneously and coherently

▶ reproduce freely and coherently an authentic text with vocabulary and language structures characteristic of a rather demanding text which he/she has read or listened to

▶ present a coherent speech on an assigned topic

▶ create lucid texts on a wide range of topics and express his/her attitudes

▶ describe in detail his/her surroundings, interests and activities related to them

▶ structure formal as well as informal written expressions logically and clearly, using different styles

▶ receive information of a rather complex content with a good degree of comprehension and be able to convey it in such a way that he/she is understood while using grammar correctly

▶ use a broad general vocabulary to develop argumentation without reducing the content of the communication

▶ employ monolingual and specialised dictionaries when writing on selected topics

INTERACTIVE LANGUAGE SKILLS

Expected Outcomes

The pupil shall:

▶ express and defend his/her ideas, opinions and attitudes using appropriate written as well as oral forms

▶ comment on and discuss various opinions on non-fiction and fiction texts adequately and using correct grammar

▶ react spontaneously and using correct grammar in more complicated, less common situations while using appropriate phrases and expressions

▶ communicate fluently on abstract as well as specific topics in less common or specialised situations, respecting the rules of pronunciation

▶ begin, carry on and end conversations with native speakers and join in active discussion on various topics concerning more specialised interests

COMMUNICATIVE FUNCTION OF THE LANGUAGE AND TEXTUAL TYPES

(connected with personal, educational, work-related and public areas which the pupil encounters commonly, less often or only in specific circles)

● **attitude, opinion, viewpoint** – agreement, disagreement, consent, request, denial, possibility, impossibility, certainty, obligation, prohibition, order

● **emotion** – like/dislike, interest/lack of interest, delight/disappointment, surprise, astonishment, worry, gratitude, sympathy, indifference, fear

● **moral attitudes and functions** – apology, forgiveness, praise, rebuke, regret, confession, condemnation

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[18] VÚP. 2007. *Framework Education Programme for Secondary General Education (Grammar Schools).* Praha: Research Institute of Education in Prague. http://www.nuv.cz/file/161.

Appendix E *Speakout Upper Intermediate 2nd edition - syllabus* [19]

CONTENTS

LESSON	GRAMMAR/FUNCTION	VOCABULARY	PRONUNCIATION	READING
UNIT 1 NEW THINGS page 7 — BBC interviews | What makes a good flatmate?				
1.1 Time for a chat — page 8	direct and indirect questions	personality	sentence stress	understanding advice forum messages
1.2 Try something new — page 11	present perfect	feelings; word building: nouns	word stress; connected speech	read a web article about trying something new
1.3 I'd like to enquire — page 14	polite enquiries	adverts	polite intonation	read adverts
1.4 Great Experiences — page 16				
UNIT 2 ISSUES page 19 — BBC interviews | Does money make you happy?				
2.1 Making a difference — page 20	present perfect simple and continuous	word stress; weak forms: auxiliaries	issues; verbs/nouns with the same form	read an article about small actions with big results
2.2 You're being watched page 23	the passive	surveillance	sentence stress: passives	read a letter of complaint
2.3 Good point! — page 26	opinions	opinion adjectives	intonation for partially agreeing	read newspaper extracts
2.4 A Quiet Revolution — page 28				
UNIT 3 STORIES page 31 — BBC interviews | What was the last book you read?				
3.1 And the moral is … — page 32	narrative tenses	sayings	weak forms: auxiliaries	read stories with a moral; read a humorous story about a saying
3.2 A life in six words — page 35	*I wish, if only*	adjectives for stories; multi-word verbs	sentence stress	read about the life of an extraordinary woman
3.3 It's a great read — page 38	expressing likes and dislikes	reading genres	sentence stress	read the summary of a book
3.4 Tess — page 40				
UNIT 4 DOWNTIME page 43 — BBC interviews | What's the perfect way to switch off?				
4.1 Out of time — page 44	present and past habits	free time	connected speech: contractions	read about how our free time is changing; read an opinion essay
4.2 Great getaways — page 47	future forms	positive adjectives; uncountable and plural nouns	word stress; connected speech	read about unusual holidays
4.3 How does it work? — page 50	describing procedures	abilities	stress and intonation: mirror questions	
4.4 The Happiness Formula page 52				
UNIT 5 IDEAS page 55 — BBC interviews | If you could start a business, what would it be?				
5.1 Bright ideas? — page 56	articles	change; compound nouns	weak forms and linking: *the*	read an article about the worst inventions ever
5.2 Consumer crazy — page 59	real and hypothetical conditionals	advertising collocations	sentence stress: conditionals	find out your advertising IQ
5.3 What do you think? — page 62	suggesting ideas	collocations with *idea*	intonation: showing reservations	read about the rules of brainstorming
5.4 Genius — page 64				

DVD-ROM: **BBC** DVD CLIPS AND SCRIPTS   **■** BBC INTERVIEWS AND SCRIPTS   ▶ CLASS AUDIO AND SCRIPTS

[19] Eales, Frances and Steve Oakes. 2015. *Speakout Upper Intermediate Student's Book*. 2nd ed. Harlow: Pearson Education Limited.

LISTENING/DVD	SPEAKING	WRITING
understand informal conversations	have interesting conversations	write an advice forum message; edit for accuracy
	talk about new experiences	
handle phone enquiries	make phone enquiries	
BBC **50 Things To Do Before You Die**: watch a BBC documentary about adventures	recommend an experience	write a forum entry
	talk about different issues	
listen to opinions about surveillance	discuss surveillance	write a letter of complaint; use formal written language
listen to people discuss issues	give and respond to opinions; support your viewpoint	
BBC **A quiet revolution**: watch a BBC programme about changes in working patterns	give a presentation about traditional gender roles	write notes for a presentation
	tell anecdotes	write a narrative; use adverbs
listen to a BBC radio programme about very short stories	talk about life stories	
listen to people recommending books	talk about your reading; summarise a plot	
BBC **Tess of the D'Urbervilles**: watch a BBC drama	describe a TV/film scene	describe a TV/film scene
	discuss how you use your time	write an opinion essay; use linkers
listen to people talk about holidays	plan an alternative holiday	
listen to people describing TV game shows	describe procedures; use mirror questions	
BBC **The Happiness Formula**: watch a BBC programme about happiness	do a class survey	write your top tips for how to be happy
	talk about inventions	
listen to a programme about advertising	describe adverts	write a report; make writtten comparisons
listen to a brainstorming session	take part in a brainstorming session	
BBC **Genius**: watch a BBC programme about presenting ideas	present a novel idea	write a product review

CONTENTS

73

CONTENTS

RESOURCE BANK
Photocopiable activities index

PAGE	UNIT	PHOTOCOPIABLE	LANGUAGE POINT	TIME
147	1	Happy flatmates	**Vocabulary: personality** • review vocabulary for describing personality • practise speaking skills by describing people	20 mins
148	1	How do I feel?	**Vocabulary: describing feelings** • review vocabulary for describing feelings • practise adjective/noun word building	25 mins
149	1	Good cop, bad cop	**Grammar: indirect questions** • practise forming indirect questions • practise speaking skills in interviews	40 mins
150	1	Talk about …	**Grammar: present perfect** • review the present perfect and contrast it with the past simple • personalised fluent speaking practice	45 mins
151	1	How can I help you?	**Functional language: polite enquiries** • practise functional language for making and managing enquiries	25 mins
152	2	Scrambled issues	**Vocabulary: issues** • review vocabulary for issues • free speaking practice on issues	45 mins
153	2	You're on camera	**Vocabulary: surveillance** • review vocabulary for surveillance • practise speaking skills by discussing surveillance	25 mins
154	2	It's a perfect world	**Grammar: present perfect simple and continuous** • practise using the present perfect simple or continuous according to context	25 mins
155	2	A brief history of energy drinks	**Grammar: the passive** • practise forming questions in the passive • review different passive tense forms	25 mins
156	2	Big issues	**Functional language: opinions** • practise giving opinions and supporting them with reasons and examples	40 mins
157	3	What's my saying?	**Vocabulary: sayings** • review sayings from Lesson 3.1 • practise speaking skills by telling an anecdote	35 mins
158	3	Change it!	**Vocabulary *plus*: multi-word verbs** • review the multi-word verbs from Lesson 3.2	25 mins
159	3	Past consequences	**Grammar: narrative tenses** • practise using narrative tenses • guided sentence writing	35 mins
160	3	Spiralling regret	**Grammar: *I wish, if only*** • practise with *I wish, if only* • free speaking practice talking about regrets	35 mins
161	3	Literary critics	**Functional language: expressing likes and dislikes** • practise expressing likes and dislikes • review language for describing books	35 mins
162	4	Noun maze	**Vocabulary *plus*: uncountable and plural nouns** • review uncountable and plural nouns • practise choosing correct forms by playing a game	15 mins
163	4	I'm good at something	**Vocabulary: abilities** • review vocabulary for talking about abilities	20 mins
164	4	Then and now	**Grammar: present and past habits and future forms** • practise a range of verb forms for habits and the future by completing sentences	35 mins
165	4	Questions of the future	**Grammar: future forms** • practise a range of future forms by answering questions	40 mins
166	4	The new football	**Functional language: describing procedures** • practise describing procedures • practise mirror questions	45 mins
167	5	Compound snap	**Vocabulary *plus*: compound nouns** • review compound nouns in the context of invention and innovation	25 mins
168	5	Product, price, market	**Vocabulary: advertising collocations** • review vocabulary for advertising • practise speaking skills by defining words	25 mins
169	5	Ahead of its time	**Grammar: articles** • review the use of articles	25 mins
170	5	Conditional dominoes	**Grammar: real and hypothetical conditionals** • review conditional structures • practise speaking skills by discussing and evaluating conditional statements	30 mins

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[20] Comyns Carr, Jane, Louis Rogers, and Nick Witherick. 2016. *Speakout Upper Intermediate Teacher's Book*. 2nd ed. Harlow: Pearson Education Limited.

RESOURCE BANK

Photocopiable activities index

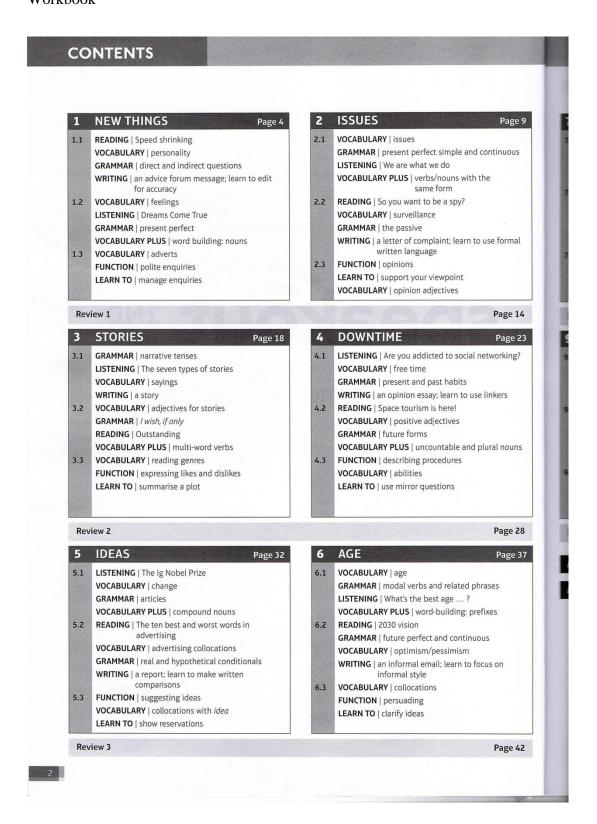| PAGE	UNIT	PHOTOCOPIABLE	LANGUAGE POINT	TIME
171	5	Campaign competition	**Functional language: suggesting ideas** • practise functional language for suggesting ideas and showing reservations	45 mins
172	6	Tell the group	**Vocabulary: age** • practise word-building with prefixes • practise speaking skills in free discussion	30 mins
173	6	Coffee machine chat	**Vocabulary: optimism/pessimism** • review and practise vocabulary for expressing optimism and pessimism	25 mins
174	6	Off the beaten track	**Grammar: modal verbs and related phrases** • practise using a range of modal verbs • practise speaking skills in the context of trip planning	40 mins
175	6	Futurologist forum	**Grammar: future perfect and continuous** • review and practise future perfect and continuous	35 mins
176	6	It's debatable	**Functional language: persuading and clarifying ideas** • practise persuading and asking for clarification in a debate	45 mins
177	7	What's my programme?	**Vocabulary: television** • recycle vocabulary for TV programmes • practise speaking skills by defining words	25 mins
178	7	Multi-word verb reformulation	**Vocabulary *plus*: multi-word verbs** • review multi-word verbs from Lesson 7.1	25 mins
179	7	Quantifier dice	**Grammar: quantifiers** • practise using quantifiers with a range of nouns	30 mins
180	7	AWOL	**Grammar: reported speech** • practise reporting direct speech • practise speaking skills in the context of a meeting	20 mins
181	7	Hold the front page	**Functional language: adding emphasis** • practise adding emphasis and making guesses in free speaking in the context of news stories	40 mins
182	8	Collocation dilemmas	**Vocabulary: collocations: decisions** • review verb/noun collocations from Lesson 8.1 in the context of dilemmas	45 mins
183	8	It's how you say it	**Vocabulary: behaviour** • practise using vocabulary connected with behaviour	25 mins
184	8	Conditional fox and hounds	**Grammar: past and mixed conditionals** • practise hypothetical conditionals in a free speaking activity	40 mins
185	8	Bad behaviour	**Grammar: -*ing* form and infinitive** • review use of -*ing* form and infinitive • practise speaking skills in discussion and decision making	25 mins
186	8	Don't take this the wrong way	**Functional language: handling an awkward situation** • practise softening a message • practise dealing with a difficult situation	40 mins
187	9	What's my punishment?	**Vocabulary: crime** • review collocations for crime • practise speaking skills in free discussion	40 mins
188	9	Noughts and crosses	**Vocabulary *plus*: dependent prepositions** • review and recycle dependent prepositions	40 mins
189	9	Verb form bingo	**Grammar: -*ing* form and infinitive** • practise the correct use of -*ing* forms and infinitives after certain verbs	25 mins
190	9	Deduction blocks	**Grammar: modals of deduction** • practise using modals of deduction	35 mins
191	9	Tell me what you saw	**Functional language: reporting an incident** • practise functional language for describing an incident	45 mins
192	10	I wouldn't recommend it!	**Vocabulary: adjectives to describe films** • review adjectives to describe films	25 mins
193	10	Two-part phrase game	**Vocabulary *plus*: two-part phrases** • practise using two-part phrases in context	30 mins
194	10	Relative clause quiz	**Grammar: relative clauses** • practise distinguishing between defining and non-defining relative clauses	40 mins
195	10	Change and discuss	**Grammar: participle clauses** • practise forming and using participle clauses	35 mins
196	10	Top tours	**Functional language: giving a tour** • practise the functional language for giving a tour	40 mins

Workbook [21]

CONTENTS

2

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[21] Eales, Frances, Steve Oakes, and Louis Harrison. 2015. *Speakout Upper Intermediate Workbook*. 2nd ed. Harlow: Pearson Education Limited.

CONTENTS

3

Appendix F *The determination of individual activities*

Activities:	Type of the activity:
1.3/1	Pre-activity
1.3/2a+b	Pre-activity
1.3/2c+d	Pre-activity
1.3/3	Pre-activity
1.3/4	Pre-activity
1.3/5	Core speaking activity
1.3/6	Core speaking activity
1.5/5a	Pre-activity
1.5/5b	Core speaking activity
2.3/1	Pre-activity
2.3/2	Pre-activity
2.3/3	Pre-activity
2.3/4	Core speaking activity
2.3/5	Pre-activity
2.3/6a	Pre-activity
2.3/6b	Core speaking activity
2.3/7a	Pre-activity
2.3/7b	Core speaking activity
2.3/8	Core speaking activity
2.5/6a	Pre-activity
2.5/6b	Core speaking activity
3.3/1	Pre-activity
3.3/2	Pre-activity
3.3/3	Pre-activity

Activities:	Type of the activity:
3.3/4a+b	Pre-activity
3.3/4c	Pre-activity
3.3/5	Pre-activity
3.3/6	Pre-activity
3.3/7	Core speaking activity
3.5/5	Pre-activity
3.5/6	Core speaking activity
4.3/2	Pre-activity
4.3/3	Pre-activity
4.3/4	Pre-activity
4.3/5	Pre-activity
4.3/6a+b	Pre-activity
4.3/6c	Pre-activity
4.3/6d	Pre-activity
4.3/7	Core speaking activity
4.5/6	Pre-activity
5.3/1	Pre-activity
5.3/2	Pre-activity
5.3/3a+c	Pre-activity
5.3/3b	Pre-activity
5.3/4	Core speaking activity
5.3/5a+b+c	Pre-activity
5.3/5d	Pre-activity
5.3/6	Core speaking activity

Activities:	Type of the activity:
5.5/5a+b	Pre-activity
5.5/5c	Core speaking activity
6.3/1	Pre-activity
6.3/2	Pre-activity
6.3/3a+b+c	Pre-activity
6.3/3d	Pre-activity
6.3/4	Core speaking activity
6.3/5	Pre-activity
6.3/6	Pre-activity
6.3/7	Core speaking activity
6.5/5	Pre-activity
6.5/5c	Core speaking activity
7.3/1	Pre-activity
7.3/2	Pre-activity
7.3/3a+b	Pre-activity
7.3/3c	Pre-activity
7.3/4	Pre-activity
7.3/5	Pre-activity
7.3/6	Pre-activity
7.3/7	Core speaking activity
7.5/5a	Pre-activity
7.5/5b	Core speaking activity
8.3/1	Pre-activity
8.3/2	Pre-activity

Activities:	Type of the activity:
8.3/3	Pre-activity
8.3/4a	Pre-activity
8.3/4b+c	Pre-activity
8.3/5	Core speaking activity
8.3/6	Pre-activity
8.3/7	Core speaking activity
8.3/8	Core speaking activity
8.5/5a	Pre-activity
8.5/5b	Core speaking activity
9.3/1	Pre-activity
9.3/2	Pre-activity
9.3/3	Pre-activity
9.3/4a+b	Pre-activity
9.3/4c	Pre-activity
9.3/5	Core speaking activity
9.3/6	Core speaking activity
9.3/7	Pre-activity
9.3/8	Core speaking activity
9.5/5a	Pre-activity
9.5/5b+c	Core speaking activity
10.3/2	Pre-activity
10.3/3a+b	Pre-activity
10.3/3c	Pre-activity
10.3/4	Pre-activity

Activities:	Type of the activity:
10.3/5	Pre-activity
10.3/6a+b+c	Pre-activity
10.3/6d	Core speaking activity
10.3/7	Core speaking activity
10.5/5	Pre-activity
Activities from Teacher's Book:[22]	
Unit 1	Core speaking activity
Unit 2	Core speaking activity
Unit 3	Core speaking activity
Unit 4	Core speaking activity
Unit 5	Core speaking activity
Unit 6	Core speaking activity
Unit 7	Core speaking activity
Unit 8	Core speaking activity
Unit 9	Core speaking activity
Unit 10	Core speaking activity
Activities from Workbook:	
1.3/1	Pre-activity
1.3/2	Pre-activity
1.3/3	Pre-activity
1.3/4	Pre-activity
2.3/1	Pre-activity
2.3/2	Pre-activity
2.3/3a	Pre-activity

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[22] Supplementary activities presented in the Resource Bank at the end of the textbook.

Activities:	Type of the activity:
2.3/3b	Pre-activity
Review 1; ex. 7	Pre-activity
Review 1; ex. 11	Pre-activity
3.3/1	Pre-activity
3.3/2a+b	Pre-activity
3.3/2c	Pre-activity
3.3/3	Pre-activity
4.3/1	Pre-activity
4.3/2	Pre-activity
4.3/3	Pre-activity
4.3/4a+b	Pre-activity
4.3/4c+d	Pre-activity
Review 2; ex. 5	Pre-activity
Review 2; ex. 9	Pre-activity
5.3/1	Pre-activity
5.3/2a	Pre-activity
5.3/2b	Pre-activity
5.3/3a	Pre-activity
5.3/3b	Pre-activity
6.3/1	Pre-activity
6.3/2a	Pre-activity
6.3/2b+c	Pre-activity
6.3/3	Pre-activity
Review 3; ex. 5	Pre-activity
Review 3; ex. 8	Pre-activity

Activities:	Type of the activity:
7.3/1	Pre-activity
7.3/2	Pre-activity
7.3/3a	Pre-activity
7.3/3b+c	Pre-activity
7.3/4	Pre-activity
8.3/1	Pre-activity
8.3/2a	Pre-activity
8.3/2b	Pre-activity
8.3/3	Pre-activity
Review 4; ex. 7	Pre-activity
Review 4; ex. 11	Pre-activity
9.3/1	Pre-activity
9.3/2	Pre-activity
9.3/3	Pre-activity
10.3/1	Pre-activity
10.3/2	Pre-activity
10.3/3	Pre-activity
Review 5; ex. 6	Pre-activity
Review 5; ex. 10	Pre-activity
Language bank from Student's Book:	
LB 1; 1.3/A	Pre-activity
LB 2; 2.3/A	Pre-activity
LB 3; 3.3/A	Pre-activity
LB 4; 4.3/A	Pre-activity
LB 5; 5.3/A	Pre-activity

LB 6; 6.3/A	Pre-activity
LB 7; 7.3/A	Pre-activity
LB 8; 8.3/A	Pre-activity
LB 9; 9.3/A	Pre-activity
LB 10; 10.3/A	Pre-activity

Appendix G

Student's Book

* - indicates the exception when it is not explicitly given but it can be derived from the situation or from the definition of participants

Activities:	1.3/1	1.3/2a+b	1.3/2c+d	1.3/3	1.3/4	1.3/5	1.3/6	1.5/5a[23]	1.5/5b
Pre-activities:									
Grammatical		✓		✓				✓	
Phonetical			✓						
Intonation			✓						
Stress									
Rhythm									
Lexical	✓								
Fixed phrases/formulaic expressions		✓		✓	✓			✓	
Adjacency pairs									
Potential situations		✓							
Other		✓			✓				
Core speaking activities:									
Functional communication									
Social interaction						✓	✓		✓
Prompt – adjacency pairs						✓			
Other							✓		✓
Pair work						✓	✓		✓
Group work									
Role play						✓	✓		✓
Information gap									
Jigsaw									
Other techniques									
Transactional						✓	✓		✓
Interactional									
Evaluative									
Situationally determined						✓	✓		✓
Place						✓	✓		✓
Participants						✓	✓		✓
Relationship						*	*		
Formality						*	*		
Topic						✓	✓		

[23] These fifth parts of units serve as a lookback section to each parts of every unit which also contain the practice of functions. It is the reason why they are introduced here.

Activities:	2.3/1	2.3/2	2.3/3	2.3/4	2.3/5	2.3/6a	2.3/6b	2.3/7a	2.3/7b	2.3/8	2.5/6a	2.5/6b
Pre-activities:												
Grammatical						✓		✓			✓	
Phonetical			✓									
Intonation			✓									
Stress												
Rhythm												
Lexical							✓					
Fixed phrases/formulaic expressions		✓			✓						✓	
Adjacency pairs												
Potential situations		✓										
Other	✓	✓										
Core speaking activities:												
Functional communication									✓			
Social interaction				✓			✓			✓		✓
Prompt – adjacency pairs												
Other				✓					✓			✓
Pair work				✓			✓		✓	✓		✓
Group work										✓		
Role play												
Information gap												
Jigsaw												
Other techniques				✓			✓		✓	✓		✓
Transactional												
Interactional				✓								
Evaluative							✓		✓	✓		✓
Situationally determined												
Place												
Participants												
Relationship												
Formality												
Topic				✓			✓			✓		✓

Activities:	3.3/1	3.3/2	3.3/3	3.3/4a+b	3.3/4c	3.3/5	3.3/6	3.3/7	3.5/5	3.5/6
Pre-activities:										
Grammatical				✓		✓	✓		✓	
Phonetical										
Intonation					✓					
Stress					✓					
Rhythm										
Lexical	✓	✓								
Fixed phrases/formulaic expressions				✓		✓			✓	
Adjacency pairs										
Potential situations			✓							
Other		✓	✓				✓		✓	
Core speaking activities:										
Functional communication										
Social interaction								✓		✓
Prompt – adjacency pairs										
Other										✓
Pair work										✓
Group work								✓		
Role play										
Information gap										
Jigsaw										
Other techniques								✓		✓
Transactional										
Interactional								✓		✓
Evaluative										
Situationally determined										
Place										
Participants										
Relationship										
Formality										
Topic										

Activities:	4.3/2	4.3/3	4.3/4	4.3/5	4.3/6 a+b	4.3/6c	4.3/6d	4.3/7	4.5/6
Pre-activities:									
Grammatical	✓		✓	✓			✓		✓
Phonetical						✓			
Intonation						✓			
Stress						✓			
Rhythm									
Lexical	✓								
Fixed phrases/formulaic expressions			✓		✓		✓		✓
Adjacency pairs					✓				
Potential situations		✓							
Other		✓							
Core speaking activities:									
Functional communication								✓	
Social interaction									
Prompt – adjacency pairs									
Other									
Pair work								✓	
Group work								✓	
Role play									
Information gap									
Jigsaw									
Other techniques								✓	
Transactional									
Interactional								✓	
Evaluative									
Situationally determined									
Place									
Participants									
Relationship									
Formality									
Topic								✓	

Activities:	5.3/1	5.3/2	5.3/3a+c	5.3/3b	5.3/4	5.3/5 a+b+c	5.3/5d	5.3/6	5.5/5 a+b	5.5/5c
Pre-activities:										
Grammatical	✓		✓						✓	
Phonetical				✓			✓			
Intonation				✓			✓			
Stress				✓						
Rhythm										
Lexical	✓									
Fixed phrases/formulaic expressions			✓			✓			✓	
Adjacency pairs			✓							
Potential situations		✓								
Other		✓								
Core speaking activities:										
Functional communication										
Social interaction					✓			✓		✓
Prompt – adjacency pairs					✓					
Other										
Pair work					✓					
Group work								✓		✓
Role play					✓					
Information gap										
Jigsaw										
Other techniques								✓		✓
Transactional										
Interactional										
Evaluative					✓			✓		✓
Situationally determined										
Place										
Participants										
Relationship										
Formality										
Topic					✓			✓		✓

Activities:	6.3/1	6.3/2	6.3/3 a+b+c	6.3/3d	6.3/4	6.3/5	6.3/6	6.3/7	6.5/5	6.5/5c
Pre-activities:										
Grammatical			✓			✓			✓	
Phonetical				✓						
Intonation				✓						
Stress										
Rhythm										
Lexical	✓									
Fixed phrases/formulaic expressions			✓			✓			✓	
Adjacency pairs									✓	
Potential situations		✓								
Other		✓					✓			
Core speaking activities:										
Functional communication										
Social interaction					✓			✓		✓
Prompt – adjacency pairs					✓					
Other								✓		
Pair work					✓					✓
Group work								✓		
Role play					✓			✓		
Information gap										
Jigsaw										
Other techniques										✓
Transactional										
Interactional					✓					
Evaluative								✓		✓
Situationally determined								✓		
Place								✓		
Participants								✓		
Relationship										
Formality										
Topic					✓			✓		✓

Activities:	7.3/1	7.3/2	7.3/3 a+b	7.3/3c	7.3/4	7.3/5	7.3/6	7.3/7	7.5/5a	7.5/5b
Pre-activities:										
Grammatical			✓		✓	✓	✓		✓	
Phonetical				✓						
Intonation				✓						
Stress				✓						
Rhythm										
Lexical	✓									
Fixed phrases/formulaic expressions			✓		✓	✓	✓		✓	
Adjacency pairs					✓					
Potential situations		✓								
Other		✓					✓			
Core speaking activities:										
Functional communication								✓		
Social interaction										✓
Prompt – adjacency pairs										✓
Other								✓		
Pair work										✓
Group work								✓		
Role play										
Information gap										
Jigsaw										
Other techniques								✓		✓
Transactional										
Interactional										✓
Evaluative								✓		
Situationally determined										
Place										
Participants										
Relationship										
Formality										
Topic										✓

Activities:	8.3/1	8.3/2	8.3/3	8.3/4a	8.3/4 b+c	8.3/5	8.3/6	8.3/7	8.3/8	8.5/5 a	8.5/5 b
Pre-activities:											
Grammatical										✓	
Phonetical					✓						
Intonation					✓						
Stress					✓						
Rhythm											
Lexical	✓										
Fixed phrases/formulaic expressions				✓			✓			✓	
Adjacency pairs											
Potential situations		✓	✓								
Other		✓	✓				✓				
Core speaking activities:											
Functional communication											
Social interaction						✓		✓	✓		✓
Prompt – adjacency pairs						✓					
Other											✓
Pair work						✓		✓			✓
Group work									✓		
Role play						✓		✓			✓
Information gap											
Jigsaw											
Other techniques									✓		
Transactional											
Interactional						✓		✓			✓
Evaluative									✓		
Situationally determined						✓		✓			✓
Place								✓			
Participants								✓			✓
Relationship											
Formality											
Topic						✓		✓	✓		✓

Activities:	9.3/1	9.3/2	9.3/3	9.3/4 a+b	9.3/4 c	9.3/5	9.3/6	9.3/7	9.3/8	9.5/5 a	9.5/5 b+c
Pre-activities:											
Grammatical				✓						✓	
Phonetical					✓						
Intonation											
Stress					✓						
Rhythm											
Lexical		✓									
Fixed phrases/formulaic expressions				✓				✓		✓	
Adjacency pairs								✓			
Potential situations			✓								
Other	✓		✓								
Core speaking activities:											
Functional communication									✓		
Social interaction						✓	✓				✓
Prompt – adjacency pairs						✓	✓				
Other							✓		✓		✓
Pair work						✓	✓		✓		✓
Group work											
Role play						✓	✓				✓
Information gap									✓		
Jigsaw											
Other techniques											
Transactional						✓	✓		✓		✓
Interactional											
Evaluative											
Situationally determined						✓	✓		✓		✓
Place											
Participants						✓	✓				✓
Relationship						*	*				
Formality						*	*				
Topic						✓	✓		✓		✓

Activities:	10.3/2	10.3/3 a+b	10.3/3c	10.3/4	10.3/5	10.3/6 a+b+c	10.3/6 d	10.3/7	10.5/5
Pre-activities:									
Grammatical				✓	✓				✓
Phonetical			✓						
Intonation			✓						
Stress									
Rhythm									
Lexical					✓				
Fixed phrases/formulaic expressions		✓		✓		✓			✓
Adjacency pairs				✓					
Potential situations	✓								
Other	✓								
Core speaking activities:									
Functional communication									
Social interaction							✓	✓	
Prompt – adjacency pairs									
Other							✓	✓	
Pair work							✓	✓	
Group work									
Role play								✓	
Information gap									
Jigsaw									
Other techniques							✓		
Transactional									
Interactional									
Evaluative							✓	✓	
Situationally determined								✓	
Place								✓	
Participants								✓	
Relationship									
Formality									
Topic								✓	

Language bank:

Activities:	LB 1; 1.3/A	LB 2; 2.3/A	LB 3; 3.3/A	LB 4; 4.3/A	LB 5; 5.3/A	LB 6; 6.3/A	LB 7; 7.3/A	LB 8; 8.3/A	LB 9; 9.3/A	LB 10; 10.3/A
Pre-activities:										
Grammatical	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Phonetical										
Intonation										
Stress										
Rhythm										
Lexical										
Fixed phrases/formulaic expressions	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Adjacency pairs	✓	✓								
Potential situations	✓	✓			✓	✓	✓	✓	✓	✓
Other				✓						
Core speaking activities:										
Functional communication										
Social interaction										
Prompt – adjacency pairs										
Other										
Pair work										
Group work										
Role play										
Information gap										
Jigsaw										
Other techniques										
Transactional										
Interactional										
Evaluative										
Situationally determined										
Place										
Participants										
Relationship										
Formality										
Topic										

Teacher's Book – resource bank

Activities:	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
Pre-activities:										
Grammatical										
Phonetical										
Intonation										
Stress										
Rhythm										
Lexical										
Fixed phrases/formulaic expressions										
Adjacency pairs										
Potential situations										
Other										
Core speaking activities:										
Functional communication										
Social interaction	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Prompt – adjacency pairs										
Other	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Pair work	✓									
Group work		✓	✓	✓	✓	✓	✓	✓	✓	✓
Role play	✓		✓		✓		✓	✓	✓	✓
Information gap										
Jigsaw										
Other techniques		✓		✓		✓				
Transactional	✓							✓	✓	
Interactional										
Evaluative		✓	✓	✓	✓	✓	✓			✓
Situationally determined	✓		✓	✓	✓		✓	✓	✓	✓
Place	✓				✓		✓	✓	✓	✓
Participants	✓		✓	✓	✓		✓	✓	✓	✓
Relationship								*		
Formality	*							*		
Topic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Workbook:

Activities:	1.3/1	1.3/2	1.3/3	1.3/4	2.3/1	2.3/2	2.3/3a	2.3/3b	Review 1; ex. 7
Pre-activities:									
Grammatical	✓	✓		✓	✓	✓	✓		✓
Phonetical			✓					✓	
Intonation			✓						
Stress								✓	
Rhythm									
Lexical	✓						✓		
Fixed phrases/formulaic expressions					✓				✓
Adjacency pairs									✓
Potential situations									
Other				✓					
Core speaking activities:									
Functional communication									
Social interaction									
Prompt – adjacency pairs									
Other									
Pair work									
Group work									
Role play									
Information gap									
Jigsaw									
Other techniques									
Transactional									
Interactional									
Evaluative									
Situationally determined									
Place									
Participants									
Relationship									
Formality									
Topic									

Activities:	Review 1; ex. 11	3.3/1	3.3/2 a+b	3.3/2c	3.3/3	4.3/1	4.3/2	4.3/3	4.3/4a+b
Pre-activities:									
Grammatical	✓		✓		✓	✓		✓	✓
Phonetical				✓					
Intonation									
Stress				✓					
Rhythm									
Lexical		✓			✓		✓	✓	
Fixed phrases/formulaic expressions	✓		✓			✓			✓
Adjacency pairs			✓						✓
Potential situations									
Other									
Core speaking activities:									
Functional communication									
Social interaction									
Prompt – adjacency pairs									
Other									
Pair work									
Group work									
Role play									
Information gap									
Jigsaw									
Other techniques									
Transactional									
Interactional									
Evaluative									
Situationally determined									
Place									
Participants									
Relationship									
Formality									
Topic									

Activities:	4.3/4c+d	Review 2; ex. 5	Review 2; ex. 9	5.3/1	5.3/2a	5.3/2b	5.3/3a	5.3/3b	6.3/1
Pre-activities:									
Grammatical		✓	✓	✓	✓		✓		✓
Phonetical	✓					✓		✓	
Intonation	✓							✓	
Stress	✓					✓		✓	
Rhythm									
Lexical					✓				✓
Fixed phrases/formulaic expressions		✓	✓	✓			✓		
Adjacency pairs				✓					
Potential situations				✓					
Other									
Core speaking activities:									
Functional communication									
Social interaction									
Prompt – adjacency pairs									
Other									
Pair work									
Group work									
Role play									
Information gap									
Jigsaw									
Other techniques									
Transactional									
Interactional									
Evaluative									
Situationally determined									
Place									
Participants									
Relationship									
Formality									
Topic									

Activities:	6.3/2a	6.3/2b+c	6.3/3	Review 3; ex. 5	Review 3; ex.8	7.3/1	7.3/2	7.3/3a	7.3/3 b+c
Pre-activities:									
Grammatical	✓		✓	✓	✓	✓	✓	✓	
Phonetical		✓							✓
Intonation		✓							
Stress		✓							✓
Rhythm									
Lexical						✓			
Fixed phrases/formulaic expressions	✓		✓	✓	✓		✓	✓	
Adjacency pairs	✓							✓	
Potential situations									
Other									
Core speaking activities:									
Functional communication									
Social interaction									
Prompt – adjacency pairs									
Other									
Pair work									
Group work									
Role play									
Information gap									
Jigsaw									
Other techniques									
Transactional									
Interactional									
Evaluative									
Situationally determined									
Place									
Participants									
Relationship									
Formality									
Topic									

Activities:	7.3/4	8.3/1	8.3/2a	8.3/2b	8.3/3	Review 4; ex.7	Review 4; ex. 11	9.3/1	9.3/2
Pre-activities:									
Grammatical	✓		✓		✓	✓	✓	✓	✓
Phonetical				✓					
Intonation				✓					
Stress				✓					
Rhythm									
Lexical		✓							✓
Fixed phrases/formulaic expressions	✓		✓		✓	✓	✓	✓	
Adjacency pairs			✓					✓	
Potential situations									
Other									
Core speaking activities:									
Functional communication									
Social interaction									
Prompt – adjacency pairs									
Other									
Pair work									
Group work									
Role play									
Information gap									
Jigsaw									
Other techniques									
Transactional									
Interactional									
Evaluative									
Situationally determined									
Place									
Participants									
Relationship									
Formality									
Topic									

Activities:	9.3/3	10.3/1	10.3/2	10.3/3	Review 5; ex. 6	Review 5; ex. 10			
Pre-activities:									
Grammatical		✓	✓	✓	✓	✓			
Phonetical									
Intonation									
Stress									
Rhythm									
Lexical	✓		✓			✓			
Fixed phrases/formulaic expressions		✓			✓				
Adjacency pairs									
Potential situations					✓				
Other									
Core speaking activities:									
Functional communication									
Social interaction									
Prompt – adjacency pairs									
Other									
Pair work									
Group work									
Role play									
Information gap									
Jigsaw									
Other techniques									
Transactional									
Interactional									
Evaluative									
Situationally determined									
Place									
Participants									
Relationship									
Formality									
Topic									