University of Pardubice

Faculty of Arts and Philosophy

Communicative English Language Teaching in Czech Basic Schools

Barbora Třetinová

Diploma Thesis

2022

Univerzita Pardubice
Fakulta filozofická
Akademický rok: 2020/2021

# ZADÁNÍ DIPLOMOVÉ PRÁCE
(projektu, uměleckého díla, uměleckého výkonu)

Jméno a příjmení: **Bc. Barbora Třetinová**
Osobní číslo: **H20431**
Studijní program: **N0114A300052 Učitelství anglického jazyka**
Téma práce: **Komunikační přístup ve výuce anglickému jazyku na českých základních školách**
Zadávající katedra: **Katedra anglistiky a amerikanistiky**

## Zásady pro vypracování

Cílem této diplomové práce je prozkoumat možnosti a příležitosti pro osvojování anglického jazyka při integrování komunikačního přístupu do výuky anglického jazyka na vybrané české základní škole. V teoretické části práce diplomantka bude nejprve diskutovat historický a současný pohled na pojetí metod ve výuce anglického jazyka, přičemž se zaměří zejména na zmapování vývoje a současného pojetí cílů cizojazyčného vzdělávání z lingvistického a psychologického hlediska, detailně popíše principy, strategie a techniky komunikačního pojetí výuky anglického jazyka a zasadí diskusi do kontextu cizojazyčného vzdělávání v České republice. V praktické části práce pak prostřednictvím strategie akčního výzkumu studentka připraví a implementuje do své výuky akční plán a bude zkoumat možnosti a příležitosti pro osvojování anglického jazyka prostřednictvím tohoto přístupu.

Rozsah pracovní zprávy:
Rozsah grafických prací:
Forma zpracování diplomové práce: **tištěná/elektronická**
Jazyk zpracování: **Angličtina**

Seznam doporučené literatury:

Brown, Douglas Hunter. 2000. *Principles of Language Learning and Teaching.* New York: Longman.

Burns, Anne. 1999. *Collaborative Action Research for English Language Teachers.* Cambridge: Cambridge University Press.

Čábalová, Dagmar. 2011. *Pedagogika.* Praha: Grada Publishing.

Čáp, Jan a Mareš, Jiří. 2007. *Psychologie pro učitele.* Praha: Portál.

Fontana, David. 2014. *Psychologie ve školní praxi.* Praha: Portál.

Gavora, Peter. 1996. *Výzkumné metody v pedagogice.* Brno: Paido.

Hedge, Tricia. 2000. *Teaching and Learning in the Language Classroom.* Oxford: Oxford University Press.

Hendl, Jan. 2008. *Kvalitativní výzkum: základní teorie, metody a aplikace.* 2., aktualiz. vyd.. Praha: Portál.

Klippel, Friederike. 1984. *Keep Talking: Communicative Fluency Activities for Language Teaching.* Cambridge: Cambridge University Press.

Littlewood, William. 1991. *Communicative Language Teaching: an Introduction.* Cambridge: Cambridge University Press.

Mareš, Jiří. 2013. *Pedagogická psychologie.* Praha: Portál.

Nunan, David. 1989. *Designing Tasks for the Communicative Classroom.* Cambridge: Cambridge University Press.

Oxford, Rebecca L. 1990. *Language Learning Strategies: What Every Teacher Should Know.* United States of America: Heinle& Heinle Publishers.

Průcha, Jan. 2017. *Moderní pedagogika.* Praha: Portál.

Richards, Jack C. 1996. *Teacher Learning in Language Teaching.* New York: Cambridge University Press.

Richards, Jack C., and Theodore Stephen Rodgers. 2014. *Approaches and Methods in Language Teaching.* Third edition. Cambridge: Cambridge University Press

Richards, Jack C. 2006. *Communicative Language Teaching Today.* Cambridge: Cambridge University Press.

Richterová, Bohdana, Alena Seberová, Hana Kubíčková, Ondřej Sekera, Hana Cisovská a Žaneta Šimlová. 2020. *Akční výzkum v teorii a praxi.* Ostrava: Pedagogická fakulta Ostravské univerzity.

Savignon, Sandra J. 2002. *Interpreting Communicative Language Teaching: Contexts and Concerns in Teacher Education.* United States of America: Yale University Press.

Savignon, Sandra J. & Berns, Margie S. 1984. *Initiatives in Communicative Language Teaching.* Reading, Massachusetts: Addison-Wesley Publishing Company, Inc.

Spilková, Vladimíra. 2004. *Současné proměny vzdělávání učitelů.* Brno: Paido.

Scrivener, Jim. 2011. *Learning Teaching: The Essential Guide to English Language Teaching.* Oxford: Macmillan.

Ur, Penny. 1991. *A Course in English Language Teaching.* Cambridge: Cambridge University Press.

Wallace, Michael J. c1998. *Action Research for Language Teachers.* Cambridge: Cambridge University Press

Vedoucí diplomové práce:     **Mgr. Irena Reimannová, Ph.D.**
Katedra anglistiky a amerikanistiky

Datum zadání diplomové práce:     **1. května 2021**
Termín odevzdání diplomové práce: **31. března 2022**

_____                    _____
**doc. Mgr. Jiří Kubeš, Ph.D.**                          **Mgr. Olga Roebuck, Ph.D.**
děkan                                              vedoucí katedry

V Pardubicích dne  30. listopadu 2021

Prohlašuji:

Práci s názvem Komunikační přístup ve výuce anglickému jazyku na českých základních školách jsem vypracoval/a samostatně. Veškeré literární prameny a informace, které jsem v práci využil/a, jsou uvedeny v seznamu použité literatury.

Byl/a jsem seznámen s tím, že se na moji práci vztahují práva a povinnosti vyplývající ze zákona č. 121/2000 Sb., o právu autorském, o právech souvisejících s právem autorským a o změně některých zákonů (autorský zákon), ve znění pozdějších předpisů, zejména se skutečností, že Univerzita Pardubice má právo na uzavření licenční smlouvy o užití této práce jako školního díla podle § 60 odst. 1 autorského zákona, a s tím, že pokud dojde k užití této práce mnou nebo bude poskytnuta licence o užití jinému subjektu, je Univerzita Pardubice oprávněna ode mne požadovat přiměřený příspěvek na úhradu nákladů, které na vytvoření díla vynaložila, a to podle okolností až do jejich skutečné výše.

Beru na vědomí, že v souladu s § 47b zákona č. 111/1998 Sb., o vysokých školách a o změně a doplnění dalších zákonů (zákon o vysokých školách), ve znění pozdějších předpisů, a směrnicí Univerzity Pardubice č. 7/2019 Pravidla pro odevzdávání, zveřejňování a formální úpravu závěrečných prací, ve znění pozdějších dodatků, bude práce zveřejněna prostřednictvím Digitální knihovny Univerzity Pardubice.

V Pardubicích dne 6.6.2022

Barbora Třetinová v. r.

# ACKNOWLEDGEMENT

# ANNOTATION

The topic of the diploma thesis is Communicative Language Teaching in Czech basic schools. Specifically, it is aimed at lower-secondary learners. The theoretical part provides information concerning first and second language acquisition, or education in the Czech Republic. In the next part, the development of methods is presented, which is followed by the chapter concerning communicative competence. It is the main goal of foreign language teaching. Finally, Communicative Language Teaching is discussed deeply to provide the theoretical basis for the practical part of the thesis. The practical part is concerned with Communicative Language Teaching as developing of four language skills. The action research is conducted in the lessons of lower-secondary learners with the purpose to develop all four language skills in the learners.

## KEY WORDS

Method, Approach, Technique, Communicative Language Teaching, Lower-secondary Learners, Communicative Competence, Four Language Skills, Learning and Teaching

## ANOTACE

Tématem této diplomové práce je komunikační přístup ve výuce anglického jazyka na českých základních školách. Konkrétně se zaměřením na žáky druhého stupně základní školy. Teoretická část poskytuje informace týkající se osvojování mateřského a cizího jazyka, nebo také vzdělávání v České republice. Další část práce je poté zaměřena na vývoj metod a komunikační kompetenci, která je hlavním cílem cizojazyčné výuky. Nakonec je diskutováno téma komunikačního přístupu, které poskytuje teoretickou základnu pro praktickou část práce. Ta se zabývá komunikačním přístupem jakožto rozvojem všech čtyřech řečových dovedností. Akční výzkum je prováděn v hodinách žáků druhého stupně s cílem rozvíjet všechny čtyři řečové dovednosti u těchto žáků.

## KLÍČOVÁ SLOVA

Metoda, přístup, technika, komunikační přístup, žáci druhého stupně základní školy, komunikační kompetence, řečové dovednosti, učení a vyučování

# TABLE OF CONTENTS

# LIST OF FIGURES

# LIST OF ABBREVIATIONS

CC – Communicative Competence

CEFR – Common European Framework of Reference for Languages

CLT – Communicative Language Teaching

ELT – English Language Teaching

FEP BE – Framework Educational Programme for Basic Education

# INTRODUCTION

Communicative Language Teaching (CLT) is nowadays one of the main topics of discussion in the Czech Republic concerning teaching and learning languages. This approach is a part of European recommendations, and it is also apparent in Czech curricular documents. Therefore, it should be implemented into lessons of English in the Czech Republic. I feel that even though most of teachers suppose they employ most of the aspects of CLT to their lessons, the reality is different. CLT is recommended but, in real praxis, it is not as often seen in the lessons as one could suppose there will be. That is why I decided to discover the topic of CLT. Secondly, I wanted to research my own teaching and to implement CLT to my own English lessons. Thirdly, the CLT approach also has become an important topic of many debates. Experts in the field discuss whether it is an effective approach of teaching languages, and whether it is more an issue of politics than real praxis. Many authors think differently of CLT as well. Therefore, the aim of the thesis is to discover the topic of CLT and its opportunities and possibilities of English language acquisition in Czech basic schools.

The thesis consists of the theoretical and practical part. The theoretical part is divided into five chapters. In the first chapter, the language acquisition is explained. The chapter concerns first language acquisition and also second language acquisition. There are also processes of learning and teaching described. The second chapter deals with Czech language education, and it defines lower-secondary learners because they are the main focus of the research. Subsequently, in the third chapter, the topic of methods and their development is described. There are the main teaching methods explained to introduce the topic of CLT and to show how it has developed in time. The chapter concerning communicative competence and its models follows. The next chapter develops the topic of CLT. It is the main chapter which is the basis for the practical part of the thesis. There are principles of CLT, learner's and teacher's roles in CLT, principles of CLT, communicative activities, types of CLT activities, teaching materials, four language skills and CLT criticism described.

Subsequently, the practical part of the thesis is presented. It is based on the action research. I am in the role of a researcher but also an active participant. The action research concerns CLT as developing four language skills in the lessons of lower-secondary learners. Firstly, the research methodology is described. Then, the research is divided into some phases. Firstly, the main idea which will be researched is identified. Then, I collect and analyse data. On the basis

of the analysis and presented results, the evaluation is done, and action plan follows. The action points stated in the action plan are then implemented to my teaching and the intervention is done. The process is then evaluated again, and the results are presented. Finally, there comes the second intervention and its evaluation. The whole action research is then evaluated.

Appendices provided in the last part of the thesis present samples of observation sheets, notes from the teacher's reflective diary, or the analysis of the lesson plan.

# THEORETICAL PART

## 1   English Language Acquisition

"Language acquisition is one of the most impressive and fascinating aspects of human development," as Lightbown and Spada (2013, 5) state. Cook (2016, 1) adds that "language is at the center of human life. It is the most unique thing about human beings."  However, it is important to distinguish between terms first language acquisition and second language acquisition. First language is the mother tongue that children learn as the first language, naturally. Gass and Selinker (2008, 7) add that first language refers to the native language. On the other hand, second language refers to "any language that is learned subsequent to the mother tongue." Therefore, it can be used also in connection to learning the third or the fourth language. It is also in agreement with the term foreign language. "Whether you are learning a language naturally as a result of living in a country where it is spoken, or learning it in a classroom through instruction, it is customary to speak generically of second language acquisition." (Ellis 1997, 3) Stern (1983, 9) associates first language with the terms as native language, mother tongue, primary language, and stronger language. As for the second language, terms as non-native language, foreign language, secondary language, or weaker language can be used.

### 1.1 First Language Acquisition

Lightbown and Spada (2013, 6) say that "one remarkable thing about first language acquisition is the high degree of similarity in the early language of children all over the world." They say that there are developmental sequences described that define many aspects of first language acquisition. Crying, cooing or gurgling can be considered as the first signs of vocalization. The important idea concerning infants, that Lightbown and Spada (2013, 6) mention, is that they are able to hear differences in sounds of human language. They can distinguish their mother's voice from others, as well as they are capable of auditory discrimination in sounds as, for instance, "pa" and "ba". Conboy and Kuhl (2011; in Lightbown and Spada 2013, 6) also emphasize that to differentiate between sounds, infants need to interact with a human speaker. "It is not enough for babies to hear language sounds from electronic devices."

The production of first words comes when babies are at around the age of twelve months. By the age of two, "most children reliably produce at least 50 different words and some produce many more." They also start to produce simple sentences, which miss function words and grammatical morphemes, around this age. (Lightbown and Spada 2013, 7) O'Grady (2005, 2) adds that words start to be produced by children between the ages of eight and twelve months,

and their vocabulary contains around ten words at the age of fifteen months. Subsequently, asking questions, giving commands, reporting real events and creating stories, comes around the age of four, as well as using correct word order and grammatical markers. In pre-school years, "children develop the ability to use language to understand others and to express their own meanings." In the school years, "this ability expands and grows." The language development in school years is most visible in growth of vocabulary, when thousands new words are learned. Moreover, children learn about register differences, as well as they acquire knowledge about differences in form and meaning of words. (Lightbown and Spada 2013, 12-14)

There are several theories of learning that may explain the first language acquisition. In the twentieth century, there were three main theories which tried to explain language acquisition. These were behaviorist perspective, innatist, and interactional/developmental perspectives. Behaviorist theory is based on positive reinforcement, when children imitate the language produced by those around him. Therefore, "children encouraged by the environment continue to imitate and practice these sounds and patterns until they form habits of correct language use." (Lightbown and Spada 2013, 15)

Innatist perspective "is related to Chomsky's hypothesis that all human languages are based on some innate universal principles." He thought that "children are biologically programmed for language and that language develops on the child in just the same way that other biological functions develop." (Lightbown and Spada 2013, 20)

Finally, interactionist/developmental perspective is focused on the relationship between "the innate learning ability of children and the environment in which they develop." It puts an emphasis on the developmental aspects of language acquisition. (Lightbown and Spada 2013, 24)

## 1.2 Second Language Acquisition

Cook (2016, 1) says that "helping people acquire second languages more effectively is an important task for the twenty-first century." Second language helps people to find better jobs, it affects their future and their lives, and it enables people from different countries to communicate. Second language acquisition is defined as "the way in which people learn a language other than their mother tongue, inside or outside a classroom." (Ellis 1997, 1) Gass and Selinker (2008, 1) add that "it is the study of the acquisition of a non-primary language, that is, the acquisition of a language beyond the native language." Moreover, it is "the study of

how learners create a new language system with only limited exposure to a second language." (Gass and Selinker 2008, 1)

Leaver, Ehrman and Shekhtman (2005, 4) summarize main reasons and purposes to study foreign languages. They are gaining skills for a job, gaining access to foreign bodies of knowledge, travelling abroad, studying abroad, working abroad, school requirement, personal edification, interest in linguistics, parental influence, becoming familiar with your heritage, understanding people in your neighborhood, and maintaining knowledge. When learning the second language, it is important to think of those reasons and purposes because they require different demands on learners.

The research concerning second language acquisition has shown that people who learn a second language create a language system called interlanguage. This is "concept that validates learners' speech, not as a deficit system, that is, a language filled with random errors, but as a system of its own, with its own structure." (Gass and Selinker 2008, 14) Ellis (1997, 31) mentions that interlanguage refers to "the systematic development of learner language that reflects a mental system of second language knowledge." What is important to mention, as Gass and Salinekr (2018, 14) say, "the learners themselves impose structure on the available linguistic data and formulate an internalized system."

Ellis (1997, 33-3) summarizes five main assumptions raising from the idea of interlanguage, concerning second language acquisition. Firstly, there are abstract linguistic rules that are created by learners, which are the basis for production of the second language. Secondly, grammar of learners is permeable. Which means that the grammar may be influenced from the outside as well from the inside. Thirdly, there is an interlanguage continuum which is based on the fact that "learners construct a series of mental grammars or interlanguages as they gradually increase the complexity of their second language knowledge." To develop learners' interlanguages, they apply different learning strategies. Finally, "the learner's grammar is likely to fossilize." It is the unique process of second language acquisition because in first language acquisition, the fossilization does not occur.

This idea concerning interlanguage shows how second language acquisition goes on. The process is visible in the figure below, which shows a computational model of second language acquisition. Firstly, there is the explosion to input, which is firstly conveyed to short-term memory. These parts, that are taken into short-term memory, are referred to intake. Secondly,

"some of the intake is stored in long-term memory as second language knowledge." Finally, the second language is produced in spoken or written output. (Ellis 1997, 35)

| Input | → | Intake | → | Second language knowledge | → | Output |

**Figure 1:** A Computational Model of Second Language Acquisition

## 1.3 Learning and Teaching

In the following part, the differences between terms learning and teaching are discussed, because these two terms cannot be used interchangeably. Brown (2014, 8) says that learning means "acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction." Teaching is, according to him, defined as "showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand." (Brown 2014, 8) On the basis of the given definitions, Brown mentions concepts of learning that are more concrete:

1. Learning is acquisition or "getting."
2. Learning is retention of information or skill.
3. Retention implies storage systems, memory, cognitive organization.
4. Learning involves active, conscious focus on and acting upon events outside or inside the organism.
5. Learning is relatively permanent but subject to forgetting.
6. Learning involves some form of practice, perhaps reinforced practice.
7. Learning is a change in behavior.

(Brown 2014, 8)

Furthermore, "teaching cannot be defined apart from learning. Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning." (Brown 2014, 8)

To characterize teaching and learning, Scrivener (2011, 19) presents *An experiential learning cycle*. It involves five steps included in the learning process. They are:

1. Doing something
2. Recalling what happened
3. Reflecting on that
4. Drawing conclusions

5. Using those conclusions to inform and prepare for future practical experience

Scrivener (2011, 20) mentions that it is important to distinguish between these two terms, learning and teaching, and he adds some concrete conclusions that come out from the cycle mentioned above, and that can be used for English language teaching. For instance, a teacher needs to allow students practical experience, which means "using language rather than simply listening to lectures about language." The teacher should provide enough space for his/her learners to learn on their own and to do things. Moreover, he/ she should also inform learners how they are learning, how they can reflect their learning, and which materials, procedures, techniques, or approaches they can use to make their learning more effective. The teacher should be tolerant of mistakes because students may learn from them.

Maňák and Švec (2003, 15) add that teaching is and activity of a teacher, whereas learning is a students' activity. Together they form the basis of educational communication. They are related processes that are realized in the classroom environment. Maňák and Švec (2003, 15) also mention that learning is a more complex and more complicated process because memory, attention, or thinking are involved.

## 2  Language Education in the Czech Republic

In this part, language education in the Czech Republic is defined. Basic education in the Czech Republic is divided into two stages, primary and lower-secondary education. Primary education includes first to fifth grades, lower-secondary education is provided for sixth grade students to nineth grade students. Therefore, basic education in the Czech Republic takes nine years and it is compulsory. It follows early childhood education, which prepares children to systematic and regular basic education.

Framework Educational Program for Basic Education (MŠMT 2017), abbreviated as FEP BE, is the fundamental document which specifies expected outcomes for learners at the end of each stage. Subsequently, it provides topics and requirements that should be accomplished at the end of each period. The characteristic of the basic education is provided, as well as key competencies, education for learners with specific needs, or different educational areas are discussed.

To specify the area of language education, it is said that foreign language contributes to understanding of the world and it enables learners to communicate with others in the integrated Europe and other parts of the world. Foreign language also gives learners opportunities for their future life and work, and it enables learners to understand differences of cultures and lifestyle of people from foreign countries. (MŠMT 2017, 16-17) The requirements of foreign language education, that are stated in FEP BE, arise from Common European Framework of Reference for Languages (2001), abbreviated as CEFR. CEFR (2001) determines the level of language that should be acquired when finishing basic education, which is A2.

CEFR defines that learner, whose level of English is A2,

> Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need. (CEFR 2001, 24)

Because the thesis concerns CLT as developing of four language skills, to provide more specific information concerning A2 learner, who corresponds to lower-secondary learner according to FEP BE (2017), the expected outcomes for each skill are summarized. Talking about listening, the learner understands the basic information in short listening extracts which concern familiar topics. Moreover, he can understand simple questions relating to his person. Subsequently,

when speaking, the learner is able to answer simple questions relating to his person. Expected outcomes in reading are based on understanding of words and simple sentences which concern familiar topics. And considering writing, the learner is able to react on simple written piece of work relating to his person. (MŠMT 2017, 26-27)

## 2.1 Lower-Secondary Learners

In connection to language acquisition and Czech language education, it is needed to define the basic school learner from the psychological point of view. Learners at every age have their specific needs and knowledge, so teachers should be aware of it to adapt their teaching to learners. Because the thesis and the empirical part concerns lower-secondary learners, this part is aimed at those learners.

Lower-secondary learners are usually at the age of twelve to fifteen and in the Czech Republic, they are sixth to nineth grade students.

To define lower-secondary learner, developmental psychology is used. It is concerned with description and specific characteristics that are typical for different life period. Moreover, it deals with psychological development and its causes and connections. (Langmeier 1991; in Vágnerová 2000, 8) Vágnerová (2000, 14) mentions that the psychological development is a process which has its laws and rules and it is divided into developmental periods that are connected and subsequent. It is also emphasized that the process of development is always individual and specific for each person. There are several theories which describe the psychological development. These are, for instance, Vygotskij's theory, Piaget's, or Erikson's theory. They all differ in their focus on psychological development.

Vágnerová (2000, 158) defines that lower-secondary learners, who are at the age of twelve to fifteen, are at the period of pubescence. There are some typical and specific characteristics of children at that age. This period is the transition between childhood and adulthood. In this period, a child is exposed to fundamental changes concerning his body, but there is also the complex change in all components of his personality. Thinking of the child changes as well. A pubescent child is now able to think abstractly, for instance, he is able to imagine alternative situations that are not real yet. He is also becoming more independent on his parents, and friends and people at the same age play an important part of his life. First relationships with other persons, and the choice of future job are important components typical for this period. Therefore, this stage is characterized not only by biological changes but also psychological and social factors that are in connection and interaction.

Another important feature of this period concerns emotionality of the individual and his tendency to react oversensitively. His mood also changes quickly, and he often does not know how to deal with it. He can feel confused, angry, and insecure. Therefore, during this period, problems with self-esteem and self-confidence may arise. (Vágnerová 2000, 163)

Finally, the cognitive development must be mentioned, which is important for learning of the individual. Piaget (1966) talks about the formal operation stage, which includes children at the age of eleven to twelve and beyond. According to him, "the impressive thinking of concrete-operational children is limited because they can apply their operational schemes only to objects, situations, or events that are real or imaginable." Therefore, the concrete operators "are likely to be accurate only for real objects that are physically present." At the age of eleven to thirteen, formal operations start to be visible as "mental actions performed on ideas and propositions." Thus, children are able to reason logically about hypothetical events that are not real. (Shaffer and Kipp 2014, 223)

Moreover, Piaget refers to hypothetico-deductive reasoning, which "entails reasoning from the general to the specific." Therefore, children that are at this stage can generate hypotheses and "what is possible is more important to them than what is real." In addition, children are also able to think inductively, which is "the type of thinking that scientists display, where hypotheses are generated and then systematically tested in experiments." To summarize, the stage of formal operation concerns rational, systematic, and abstract thinking and individuals are able to "think in an organized way about though and can operate on ideas and hypothetical concepts, including those that contradict reality." (Shaffer and Kipp 2014, 223-225)

# 3 Development of Methods and Approaches in Language Teaching

## 3.1 Approach, Method, Technique

First of all, it is important to define what a method is and what the difference between a method, technique and an approach is.

To clarify the difference between a method and an approach, Edward Anthony designed in 1963 a scheme in which he identified three levels of organization termed as approach, method, and technique. It must be mentioned that the arrangement is hierarchical. "The organizational key is that techniques carry out a method which is consistent with an approach." To explain and define the terms, Anthony (1963, 63-7; in Richards and Rogers 2014, 21) says that an approach is "a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught." A method is, according to him, "an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach." He adds that a method is "procedural". Finally, a technique is "implementational- that which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method, and therefore, in harmony with an approach as well." (Anthony 1963, 63-7; in Richards and Rogers 2014, 21)

To elucidate the definitions mentioned above by Anthony, Richards and Rogers (2014, 21) say that approach is "the level at which assumptions and beliefs about language learning are specified". Method is, according to them, "the level at which theory is put into practice". And they define technique as "the level at which classroom procedures are described."

Stevick (1998, 48) adds his definition of a method and an approach. He says that "a method is more concrete than an approach, which is a set of understandings about what is at stake in learning and also about equipment, mechanical or neurological, that is at work in learning."

There are connections between all the methods. As Larsen-Freeman (2000,3) says, "it is the link between thoughts and actions that is common to them all." She adds that a method is "a coherent set of links in the sense that there should be some theoretical or philosophical compatibility among links." However, if there are connections between methods, it does not mean that the techniques of one method can be used with another, as Larsen-Freeman says

(2000, 3). Moreover, each technique of a method may look different based on the teacher who uses it and who is putting the technique into practice.

Finally, Stevick (1998, 49) presents three statements that are important to consider when thinking about approaches. He states that approaches "are not equally useful, defensible, or comprehensive." However, teachers should search for approaches that are more useful, more defensible, and more comprehensive than those that teachers already know. Finally, he says that teachers should not consider any of approaches as the supreme one. When considering methods and teaching materials, Stevick (1998, 49) adds that there is no method or material that would follow completely the given approach for all learners and under all conditions.

## 3.2 The Influence of Latin

Nowadays, it is needed and expected to speak a foreign language. We live in the world where multilingualism is "the norm rather than exception." To be more specific, English is currently considered as the most widely spread language. However, throughout history, it was Latin that dominated. It served as the main language of religion, government, or education in the Western world before it was replaced by French, Italian and English in the sixteenth century. (Richards and Rogers 2014, 4)

Teaching of Latin influenced the following teaching procedures of "modern" languages in the eighteenth century. Specifically, there were textbooks which contained grammar rules, lists of vocabulary, sentences for translation and, what is important to mention, there was "no relation to the language of real communication." The goal of the foreign language education was not speaking and the practice of speaking in language lessons was limited to students reading aloud. The lessons were centered around grammar points, grammar rules and translation of sentences that were given as examples of grammar. In the nineteenth century, "this approach based on the study of Latin had become the standard way of studying foreign languages in schools", which was subsequently known as the Grammar Translation Method. (Richards and Rogers 2014, 5)

## 3.3 The Grammar Translation Method

Because these methods and approaches that are presented in this part are not the main concern of the thesis, they are discussed briefly to show the connection between them and CLT and to understand how CLT has developed.

The Grammar Translation Method was "the offspring of German scholarship," as Richards and Rogers (2014, 6) mention. They add that one of the principles of the method is that the focus is

given on reading and writing, speaking and listening are minor skills on which little or no systematic attention is paid to. When talking about selection of vocabulary, it is strictly based on the reading texts, and new words are taught through bilingual word lists, memorization, and dictionary study. In this method, accuracy is stressed, and students are supposed to reach a high level of proficiency in translation. (Richards and Rogers 2014, 6)

Larsen-Freeman (2000, 15) adds that "an important goal is for students to be able to translate each language into the other. If students can translate from one language into another, they are considered successful language learners." Moreover, similarities between the native language and the target language are emphasized, as well as the form of the target language. Finally, the grammatical rules of the target language, which are taught deductively, are an important aspect of students' learning.

## 3.4 The Reform Movement

Subsequently, there were a lot of attempts to reform and promote alternative approaches to language teaching, as Richards and Rogers (2014, 9) point out. Linguistics was renewed in the area of Phonetics and the sound system of languages was established. Linguists at that time emphasized that "speech, rather than the written words was the primary form of language." (Richards and Rogers 2014, 10) In 1886 The International Phonetic Association was founded, and International Phonetic Alphabet was created to enable transcription of sounds. There were also reformers, as Viëtor, or Sweet, who came out with some principles that new approaches to teaching foreign languages should be based on. They thought that "the spoken language is primary and that this should be reflected in an oral-based methodology." They also believed that phonetics findings should be included to teaching of foreign language, and that before seeing the written form of the language, students should hear it. They also emphasized meaningful contexts in which sentences, and also grammar, are taught. Finally, "translation should be avoided, although the native language could be used in order to explain new words or to check comprehension." (Richards and Rogers 2014, 10-11)

## 3.5 The Direct Method

Stern (1983, 456) believes that The Direct Method is characterized mainly by "the use of the target language as a means of instruction and communication in the language classroom, and by the avoidance of the use of the first language and of translation as a technique." As visible, there is a radical change from The Grammar Translation Method, thus "a shift from literary language to the spoken everyday language as the object of early instruction." (Stern 1983, 458)

Usually, during the lesson, the text is presented by a teacher. Synonyms, paraphrases, or context are used to explain unknown and difficult words. There are also questions asked by the teacher to check students' comprehension and text is also read aloud. The grammatical principles are derived from the text, thus, grammar is taught inductively. The emphasis is also put on the correct pronunciation, and the phonetic transcription is an important part of lessons. (Stern 1983, 459)

## 3.6 The Methods Era

Considering methods development, it is important to examine the major trends that came into existence in the twentieth century, concerning language teaching. As Richards and Rogers (2014, 1) say, "language teaching came into its own as a profession in the twentieth century." To make teaching methods more effective and theoretically based, that would follow development in linguistics and psychology, experts in the field tried to develop new methods, materials, and teaching design in the early twentieth century. Following the information mentioned before, language teaching in the early twentieth century was characterized by three words- frequent change, innovation, and development. New methods were based on the assumption that "adopting the newest method will lead to better results than the method that preceded it." (Richards and Rogers 2014, 1) Moreover, Richards and Rogers (2014, 3) say that immigration, globalization, the global spread of English, and the rise of Internet contributed to a need for new types of methods and language teaching practices that would follow all these aspects. Methods that emerged throughout history follow the question about "how to improve the quality of teaching and learning in language teaching classrooms." (Richards and Rogers 2014, 4)

In the course of time, the approach towards language changed. It has been believed that language is more than a system of grammar rules. It is now seen as "a dynamic resource for the creation of meaning."

## 3.7 The Audiolingual Method

As Larsen-Freeman (2000, 35) stresses, the Audio-Lingual Method is an oral-based approach which "rather than emphasizing vocabulary acquisition through exposure to its use in situations, the Audio-Lingual Method drills students in the use of grammatical sentence patterns."

To mention some principles, that this method is based on, Stern (1983, 462) says that there is the separation of the four language skills, and the emphasis is given on the audiolingual over the graphic skills. The main source used to present the language is a dialogue. There are special

techniques and practices in the lesson visible, as mimicry, memorization, and pattern drills. Larsen-Freeman (2000, 42-43) adds that the target and native language should be separated because they have separate linguistic systems. The role of the teacher is important in this method. The teacher is a model who provides the target language to students. Finally, this method is based on the assumption that "language learning is a process of habit formation. The more often something is repeated, the stronger the habit and the grater the learning."

## 3.8 Other Approaches and Methods

It is important to mention that there are many other approaches and methods, as, for instance, Total Physical Response, The Silent Way, Community Language Learning, or some current approaches and methods, as Task-Based Language Teaching, Cooperative Language Learning, or Content and Language Integrated Learning. However, they are not the main focus of the thesis. Only the main methods and approaches are presented in this part, to show how CLT has developed and to describe the progress of approaches and methods in language teaching.

## 3.9 Development of Communicative Language Teaching

CLT "marks the beginning of a major paradigm shift within language teaching in the twentieth century," as Richards and Rogers (2014, 81) point out. It is believed that there are two sources that influenced the development of Communicative Language Teaching. The first one came from the world outside of the profession, reflecting the changing status of English worldwide and its global spread. Consequently, it required more effective approaches to the preparation of teachers of language. Secondly, another source that contributed to the development of CLT came from the internal surrounding of the profession, which was developing considerably thanks to new ideas, new educational philosophies, advances in technology, and new research paradigms. (Richards and Rogers 2014, 83)

Until the 1970s, the goal of teaching languages and methods at that time was for students "to learn to communicate in the target language." However, experts in the field began to discuss the goal and its efficiency. On the basis of observations on students, educators found out that learners in lessons were able to produce sentences correctly, but outside of the classroom they were not able to communicate appropriately. Others found out that mastering linguistic structures is not enough to communicate properly. (Larsen- Freeman 2000, 121) As Widdowson (1978; in Larsen-Freeman 2000, 121) adds, "students may know the rules of linguistic usage, but be unable to use the language." Wilkins (1976; in Larsen-Freeman 2000, 121) says that "communication required that students perform certain functions as well, such as promising,

inviting, and declining invitations within a social context." Thus, it required communicative competence- "knowing when and how to say what to whom." (Hymes 1971; in Larsen-Freeman 2000, 121)

Consequently, communicative competence became the goal of language teaching and the connection between language and communication was emphasized. (Larsen-Freeman 2000, 121) Richards and Rogers (2014, 85) add that the one of the main aim of CLT is " to develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication." The described interdependence of language and communication means, according to them (Richards and Rogers 2014, 86), that "language must serve the purpose of communicating the speaker's objectives."

# 4  Communicative Competence

"Communicative ability is the goal of foreign language learning," as Littlewood (1981, 1) says. Nunan (1989, 13) confirms that communication is the center, or the goal, of curriculum. The communicative movement includes all modes of language use, and it has "a concept of what it means to know a language and to be able to put that knowledge to use in communicating with people in a variety of settings and situations." (Hedge 2000, 45)

In the first instance, the difference between terms competence and performance is discussed. Brown (2014, 34) defines competence as "the nonobservable ability to do something - to perform something." Moreover, it refers to "one's underlying knowledge of a system, event, or fact." On the other hand, performance means, according to him, "the overtly observable and concrete manifestation, or realization, of competence. It is the actual doing of something." Subsequently, Brown (2014, 34) talks about competence in connection to language, which is "one's underlying knowledge of the system of a language – its rules of grammar, vocabulary, all the pieces of a language, and how those pieces fit together." Performance in connection to language is "actual production (speaking, writing) or the comprehension (listening, reading) of linguistic events."

The term *communicative competence* (CC) was firstly used by Dell Hymes in 1972, who assumed that Chomsky's notion of competence was too limited. Chomsky emphasized a focus on language as a formal system. While Hymes stressed the social and functional rules of language and spoke about CC as "that aspect of our competence that enables us to convey and interpret messages and to negotiate meanings interpersonally within specific contexts." (Brown 2014, 206) Sandra Savignon (1983; in Brown 2014, 206) pointed out that "communicative competence is relative, not absolute, and depends on the cooperation of all the participants involved." Whereas Chomsky saw CC as more intrapersonal developmental process, it is now more "interpersonal construct that can be examined only by means of the overt performance of two or more individuals engaging in communication." (Brown 2014, 206) Moreover, Hymes put an emphasis on using knowledge in communication, therefore, he distinguished "what it means to know and to be able to use language knowledge." (Hedge 2000, 45)

## 4.1 Models of Communicative Competence

There are several models of CC presented by different authors. The first model was presented by Canale and Swain in 1980. Their framework is divided into four main competencies, grammatical, sociolinguistic, strategic, and discourse competence. Grammatical competence is

the first component including pronunciation and spelling, vocabulary knowledge, sentence structure or word formation. It refers "to the knowledge of the language code." Sociolinguistic competence contains knowledge of rules that are used in different contexts. When talking about strategic competence, it "involves the knowledge of how to use verbal and nonverbal communication strategies to handle breakdowns in communication." Finally, there is discourse competence that includes cohesion and coherence in spoken or written texts. According to Canale and Swain, learners have to acquire these competencies to be prepared for their communicative needs in the target language. (Usó-Juan and Martínez-Flor 2006, 11)

In connection to previously mentioned model by Canale and Swain, Savignon (1983) came with her model of CC that includes also description of the relationship among particular constituents. In this model, the competencies are the same as in the previous model, but she provides an inverted pyramid that depicts "how an increase in only one component produces an increase in the overall level of communicative competence, since all components are interrelated to each other." (Usó-Juan and Martínez-Flor 2006, 11)

These two models provided serious attempts to define CC, however, there was criticism connected to those models. It concerned the pragmatic competence that did not have any representation in these frameworks, as well as it did not pay any attention to the four skills. (Usó-Juan and Martínez-Flor 2006, 11-12) On the basis of that, Bachman (1990) carried out his model of communicative language ability, which is further divided into three parts, language competence, divided into organizational and pragmatic competence, strategic competence, and psychomotor skills. There are then grammatical and discourse competencies which are the part of organizational competence. Considering pragmatic competence, it is further divided into illocutionary competence, referring to "the knowledge of the pragmatic conventions for performing language functions," and sociolinguistic competence that "deals with the knowledge of the sociolinguistic conventions for performing language functions appropriately in a given context." (Usó-Juan and Martínez-Flor 2006, 12) Strategic competence was the separate element of communicative language ability, according to Bachman, that serves "an executive function of making the final decision, among many possible options, on wording, phrasing, and other productive and receptive means for negotiating meaning." (Brown 2014, 209)

Subsequently, the division of CC stated in Common European Framework of Reference for Languages (2001), abbreviated as CEFR, is needed to mention because it is the main document

that defines requirements of foreign language education in the Czech Republic, which are further stated in Framework Educational Program for Basic Education (MŠMT 2017).

CEFR mentions Communicative language competencies that are further developed into several components, linguistic, sociolinguistic, and pragmatic competencies. When talking about linguistic competencies, they "include lexical, phonological, syntactical knowledge and skills and other dimensions of language as system, independently of the sociolinguistic value of its variations and the pragmatic functions of its relations." The sociocultural conditions of language use are part of sociolinguistic competencies. Finally, pragmatic competencies are concerned "with the functional use of linguistic resources" It also concerns discourse, cohesion, and coherence. (CEFR 2001, 13)

Linguistic competencies are then divided into six categories, lexical competence, grammatical competence, semantic competence, phonological competence, Orthographic competence, and Orthoepic competence. Lexical competence is defined as "knowledge of, and ability to use, the vocabulary of a language, consist of lexical elements and grammatical elements." In this category, fixed expressions and single word forms are included. Grammatical competence is "knowledge of, and ability to use, the grammatical resources of a language." Morphology and syntax are two linguistic disciplines dealing with issues of grammatical competence. Semantic competence is connected to learners' meaning. This competence deals with relation of word to general context or interlexical relations. Phonological competence concerns, for example, phonetic features, word and sentence stress, or intonation. Orthographic competence "involves a knowledge of and skill in the perception and production of the symbols of which written texts are composed." On the other hand, Orthoepic competence refers to ability to "read aloud a prepared text, or to use in speech words first encountered in their written form, need to be able to produce a correct pronunciation from the written form." (CEFR 2001, 109-117)

Secondly, there is sociolinguistic competence which is "concerned with the knowledge and skills required to deal with the social dimension of language use." Linguistic markers of social relations, politeness conventions, expressions of folk-wisdom, register differences, and dialect and accent are aspects that sociolinguistic competence is concerned with. (CEFR 2001, 118)

Finally, there are pragmatic competencies. They refer to discourse, functional and design competence. Discourse competence means "the ability of a user/learner to arrange sentences in sequence so as to produce coherent stretches of language." Functional competence deals with issues connected to written and spoken texts in communication for various functional purposes.

Design competence is the learner's knowledge to order messages according to interactional and transactional schemata. (CEFR 2001, 123-128)

The purpose of this part is to show how CC became the main goal of language learning and teaching and to provide an overview of main models and frameworks of CC. In connection to this chapter and provided information, in the following part of the thesis, CLT, which main aim is to develop CC in learners, is discussed.

# 5 Communicative Language Teaching

As the main focus of the thesis, the part concerning Communicative Language Teaching (CLT) must be discussed in detail and deeply. This part is the basis for the practical part and for the action research.

"Communicative ability is the goal of foreign language learning," as Littlewood (1981, 1) says. Usó-Juan and Martínez-Flor (2006) acknowledge that the main goal of CLT is "to develop learners' communicative competence." Nunan (1989, 13) confirms that communication is the center or the goal of curriculum. Nunan (1989, 12) also mentions that "language is now generally seen as a dynamic resource for the creation of meaning." To be more specific, it is important to distinguish between "learning that" and "knowing how," which means that we must differentiate "knowing various grammatical rules and being able to use the rules effectively and appropriately when communicating."

 Brown (2014, 236) provides four characteristics to define CLT. He says that

- "Classroom goals are focused on all of the competences of CC and not restricted to grammatical or linguistic competence."
- "Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes."
- "Fluency and accuracy are seen as complementary principles underlying communicative techniques."
- "In the communicative classroom, students ultimately have to use the language, productively and receptively, in unrehearsed contexts."

These ideas support CLT and summarize the main CLT goals, and are discussed more deeply in the next parts of the thesis.

## 5.1 Structural and Functional Views of Language

Littlewood (1981, 1) mentions 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." To describe structural and functional views of language, Littlewood (1981, 1) mentions that structural view is based on the grammatical system and linguistic items. On the other hand, functional view concerns language use as a means of communication. He adds (Littlewood 1981, 2) that "whereas the

sentence's structure is stable and straightforward, its communicative function is variable and depends on specific situational and social factors."

To explain the functional view of language, Littlewood (1981, 2) introduces some examples from a classroom. A teacher in the classroom wanted a student to pick up a towel and hang it on a rail. He used three statements that were not successfully fulfilled. They showed "the hearer's failure to understand." The teacher said:

"Would you pick up the towel for me, before someone steps on it?"

"What do we do with the towel, Jimmie?"

"Well, would you like to hang it up?"

All three attempts were not understood by the student. He finally accomplished the action when the teacher used a direct imperative, "Jimmie, pick the towel up!" Littlewood (1981, 3) explains that the first three attempts were not understood because "the *structure* of the first three sentences could have been outside the child's linguistic competence." The other explanation could be that the student did not understand the usage of interrogative structure for command. Therefore, the first three utterances were "within his linguistic competence but outside his communicative competence." Thirdly, the students missed the teacher's communicative intention because of inappropriate nonlinguistic knowledge, as situational or social knowledge.

The incident previously mentioned leads to these assumptions. To understand meanings, the ability to understand linguistic structures and vocabulary is needed. As well as "knowledge of the potential communicative functions of linguistic forms", or "the ability to relate the linguistic forms to appropriate nonlinguistic knowledge, in order to interpret the specific functional meaning intended by the speaker." Thus, a learner of a foreign language does not need to understand only forms of the words, but also their communicative functions and he/she should develop strategies that help him/her to interpret language in its actual use. (Littlewood 1981, 3)

This assumption is supported by Nunan (1989, 13) who mentions the importance of grammar, as representing structure and form in this context. He says that after the rise of CLT "the status of grammar in the curriculum was rather uncertain." Some linguists thought that teaching grammar in CLT is not necessary because "the ability to use a second language would develop automatically if the learner were required to focus on meaning in the process of using the language to communicate." However, this view has changed recently. It is believed that "there

is value in classroom tasks which require learners to focus on form," and that "grammar is an essential resource in using language communicatively." Therefore, it is possible to say that the learner must consider not only what he says but also how he says it.

## 5.2 Principles of CLT

Taking into consideration the goals of the approach, a teacher should follow some principles in his/her teaching. As Richards and Rogers say (2014, 95), "learners learn a language through the process of communicating in it, and that communication that is meaningful to the learner provides a better opportunity for learning than a grammar-based approach." Therefore, activities in the lessons should follow the principles that CLT approach is based on.

- Authentic language should be used and introduced to provide a real context
- Students should be able to figure out the speaker's or writer's intention to be communicatively competent
- The target language is a vehicle for classroom communication
- A variety of linguistic forms are presented together
- The emphasis is on the process of communication rather than just mastery of language forms
- Students must learn about coherence and cohesion
- Students should work in groups to maximize the amount of communicative practice
- Students should be given an opportunity to express their ideas and opinions
- Errors are tolerated and seen as a natural outcome of the development of communication skills
- Communicative interaction encourages cooperative relationships among students
- The social context is important to give the meaning
- A speaker has a choice what to say and how to say it

(Larsen-Freeman 2000, 95)

Richards and Rogers (2014, 95) add some more principles:

- Make real communication the focus of language learning
- Provide opportunities for learners to develop both accuracy and fluency
- Link the different skills as speaking, reading, and listening together- they usually occur together in the real world
- Let students induce and discover grammar rules

Littlewood (1981, 94) also mentions that the emphasis should be given on communicative interactions, both between students and students and a teacher, because it "provides more opportunities for cooperative relationships to emerge." It also gives a learner an opportunity to "express his own identity in the classroom, and to integrate the foreign language with his own personality and thus to feel more emotionally secure with it."

Regarding the principles described, the role of learners and a teacher in the classroom in CLT must be discussed.

## 5.3 Learner Roles

Nunan (1989, 80) claims that the role of a learner in CLT is active and negotiative. He/she should "contribute as well as receive." Larsen- Freeman (2000, 129) adds that students are "communicators." They are active participants who understand others and themselves when negotiating meaning in the target language. Students are "more responsible managers of their own learning." Learners also participate in such activities that are cooperative and should rely more on other students than on a teacher as a model. They should learn more autonomously and should be more responsible for their own learning. (Richards and Rogers 2014, 98)

Students' errors are not constantly corrected, they are more tolerated, and they are considered as "a completely normal phenomenon in the development of communicative skills." (Littlewood 1981, 94) As Hedge (2000, 58) confirms, "teachers' intervention to correct should be minimal as this distracts from the message."

Moreover, "learning outcomes will be influenced by learners' perceptions about what they should contribute, their views about the nature and demands of the task, and their definitions of situation in which the task takes place." Thus, we can say that the activities during a lesson are more learner-centered and that learners are more responsible for the content of the lesson. Teachers should also provide students with choices in deciding what to do and how to do it. It provides an opportunity for the learner to plan and monitor his/her learning. (Nunan 1989, 20)

## 5.4 Teacher Roles

First of all, it is needed to mention that the role of a teacher in CLT is less dominant in the learning process. More emphasis is given on "the learners' contribution through independent learning." (Littlewood 1981, 94)

Subsequently, the teacher is a facilitator of communication in the classroom, he/she should provide students with activities that support communication. The teacher is also an adviser who

helps students, answers their questions, and observes students' work in a lesson. When he/she notices a mistake, he should write it down to work with it in the following activities. (Larsen-Freeman 2000, 128-129)

Richards and Rogers (2014, 98-99) point out that the teacher is not a role model for learners anymore. He/she is more a facilitator, and he/she monitors the situation in the classroom ¨. They add three other roles of teachers, which are needs analyst, counselor, and group process manager. The teacher as a needs analyst "assumes a responsibility for determining and responding to learner language needs." Another role of a teacher, which is a counselor, means that the teacher though the use of feedback or paraphrasing maximizes the speaker intention and hearer interpretation in communication. A group process manager simply means that the teacher organizes the classroom activities as "a setting for communication and communicative activities."

As Littlewood (1981, 91) suggests, the teacher does not have to correct mistakes of his learners that he observes during a lesson. It is connected to the idea of communicative ability that "occurs through processes inside the learner." For the teacher, it means that he/she "can offer the kinds of stimulus and experience that these processes seem to require but has no direct control over them." Furthermore, the learner follows his/her own natural processes that can work also without the teacher when he/she is provided with experience and stimuli. Thence, the learner "should need to use the foreign language for communicative purposes." The teacher should be therefore aware of creating such environment in the classroom that corresponds to learning needs of his/her learners because "learning does not only take place as a direct result of his own instruction." (Littlewood 1981, 91-92)

In addition, Littlewood (1981, 92) mentions that the teacher is a facilitator of learning, a classroom manager, a language instructor, consultant, or adviser. He/she is also an "overseer" of his/her learners. It means that "he must aim to coordinate the activities so that they form a coherent progression, leading towards greater communicative ability." Finally, the teacher is a "co-communicator", which places him/her on the equal level with students and helps him/her further create environment in the classroom which is without any tension, stress or barriers.

## 5.5 CLT as Developing of Four Language Skills

Regarding CLT as developing of four language skills, firstly, it is important to mention what the four language skills are. They are speaking, listening, reading, and writing. Listening and reading are receptive skills, whereas speaking and writing are productive skills. Receptive skills

are those skills which are employed when "the reader or listener receives information but does not produce it." While productive skills are those skills that require production of a learner. (Scrivener 1994, 20) In CLT, teachers should link the four skills in the lesson because they usually occur together in the real world. (Richards and Rogers 2014, 95) Harmer (2015, 298) mentions that "what we say or write is heavily influenced by what we hear and see." Moreover, Hedge (2000, 57) emphasizes that in CLT, "the normal processes of listening, reading, speaking, and writing will be in play."

Nunan (1989, 22) confirms that when we design a task, "we shall be considering all the skills conjointly as they interact with each other in natural behavior." Moreover, the skills should be integrated whenever possible because it gives the task complexity and, thus, the complex task contains more than one skill, as in real life. Larsen-Freeman (2000, 131) adds that in CLT, "students work on all four skills from the beginning."

Hinkel (2006, 113; in Šebestová et al. 2011, 327) says that effective learning comes together with ability of a learner to employ language skills simultaneously to succeed in real life. Integration of language skills to language lessons requires complexity of requirements on a learner. Moreover, the real- life communication is characterized by the usage of language skills and language devices altogether. Šebestová et al. (2011, 328) state that when a task during a lesson integrates more language skills, it means that it is more complex because learners apply both reception and production. Those activities, that employ the four language skills, provide diversity of learning strategies and learning styles, which may be beneficial for learners.

Šebestová et. al (2011, 324) add that developing language skills is not only the goal of the communicative teaching and learning but also they are means of achieving communicative potential and provide opportunities to learn.

Language skills should be taught conjointly, as Harmer (2015, 297) mentions. In real conversation, speaking and listening occur together when people interact with each other. When talking about writing and listening, in lectures, for example, students write notes on the basis of what they hear by the lecturer. On the other hand, reading can occur together with speaking or writing as well, when writing notes, or conversing and commenting based on that reading. Finally, writing is not often done in isolation as well. It is visible in digital environment when we respond to messages which were sent to us. We read them and answer them with a written reply. Moreover, when we are writing our own piece of work, before finishing, we usually check by reading what we have written. To conclude, when we take into consideration

information mentioned above, Harmer (2015, 297) states that "it would make no sense to teach each skill in isolation- although we will, of course, have moments when we focus more on one skill than any other." He (Harmer 2015, 299) also provides a great example of integrated task that integrates all four language skills. It is a project work when students cooperate. It involves speaking in discussion with colleagues, or when presenting a project. Then, reading and listening skills are involved when researching a particular topic, or writing when giving a report about the topic.

### 5.5.1 Receptive Skills

There are two procedures when teaching receptive skills, as Harmer (2015, 302-303) mentions. The first type of these tasks is "where we get the students to read or listen for some general understanding or response, rather than asking them to pick out details or get involved in a refined search or analysis of the text." Whereas the second type concerns looking at the text in more detail, with a more detailed response to it, and the aim is to get specific information or to analyze language.

Teaching of receptive skills consists of four parts, as Harmer (2015, 303) states. Firstly, the topic of reading or listening is introduced in the procedure of lead-in. We activate students' schemata, which means their background knowledge they have of the world. This allow students to predict what the content of the task will be, on the basis of given clues, as pictures, phrases from the text, or headlines. Harmer (2015, 303) emphasizes that "the prediction is extremely useful if we want our students to engage fully with the text."

The second part of the teaching procedure contains comprehension or response task, in which students complete an exercise connected to the reading or listening extract, and they try to catch general idea of what the extract is about. Then, there comes reading and listening, during which students follow the instructions by the teacher. Finally, text-related task follows. It is a kind of follow-up activity that aims at more detailed information and content of the text. Based on this task, we can check students' understanding and how successful they were in the previous activities. (Harmer 2015, 303)

### 5.5.2 Productive Skills

As Harmer (2015, 308) stresses, "a key factor in the success of productive-skill tasks is the way teachers organize them and how they respond to the students' work." He also shares a basic procedure of teaching those skills. It begins, as also when discussing receptive skills, with lead-in stage, in which students are introduced with a topic. After the initial phase, there is the main

task. In this part, it is important to set and explain exactly what learners are supposed to do in the activity and provide them with all needed information to complete the task. Subsequently, a teacher monitors the students' work. He may go around the classroom, help and listen to the students. Finally, there is a feedback and follow-up activity, in which teachers provide feedback to learners and state how successfully learners have completed the task. Teachers should comment not only on language skills but also on the content, and he/she should mention not only mistakes of students but positive aspects of students' doing should be emphasized.

### 5.5.3 Listening

Nunan (1989, 26) summarizes features that correspond to successful listening tasks. These are:

- Skills in segmenting the stream of speech into meaningful words and phrases
- Recognizing word classes
- Relating the incoming message to one's own background knowledge
- Identifying the rhetorical and functional intent of an utterance or parts of an aural text
- Interpreting rhythm, stress, and intonation to identify information focus and emotional tone
- Extracting gist from longer aural texts without necessarily understanding every word

Ur (1991, 105) says that "the objective of listening comprehension practice in the classroom is that students should learn to function successfully in real-life listening situations." What is real-life listening? Ur (1991, 106) talks about characteristics of real-life listening situations. These are informal spoken discourse, listener expectation and purpose, looking as well as listening, ongoing purposeful listener response, or speaker attention. There arises a question, how we can use those situations in the classroom. Of course, the classroom environment does not provide real-life listening, but, as Ur (1991, 107) states, "in order to provide students with training in listening comprehension that will prepare them for effective functioning outside the classroom, activities should give learners practice in coping with at least some of the features of real-life situations." Even more, those activities are more motivating and interesting for learners than those which are based on completing exercises in a textbook.

Furthermore, there are some points that could be beneficial when designing listening tasks. They should involve informal talk, or, in other words, spontaneous speech. There should be direct speaker-listener interaction, and only single exposure because in real-life we must be able to extract the information from a single hearing as well. Hints of what the listening is going to

be about should be provided to students. Those instructions "activate learners' relevant schemata and enables them to use this previous knowledge to build anticipatory scaffolding that will help them understand." Finally, the purpose of a listening task must be mentioned, as well as ongoing listener response must be involved. Which means that learners should response immediately to information they are hearing during the listening, not to wait until the end. (Ur 1991, 108)

### 5.5.4  Reading

When talking about reading, it is needed to mention the difference between extensive and intensive reading. Harmer (2015, 314) states that "to get the maximum benefit from their reading, students need to be involved in both intensive and extensive reading." Considering intensive reading, it is directed by a teacher, and it aims at developing students' ability to read for purpose. For example, to get a general meaning of a text, or look for specific details. The first mentioned is sometimes called "skimming", the other refers to "scanning."

On the other hand, extensive reading tends to "get the students to read as much as possible, usually away from the classroom." Moreover, by doing this, "they will improve their knowledge of vocabulary, grammar, spelling and punctuation." (Harmer 2015, 314)

Hedge (2000, 189) suggests that when reading, you are making a sense of a text. She mentions six types of knowledge that is needed to make sense of the text. These are syntactic knowledge, morphological knowledge, general world knowledge, sociocultural knowledge, and genre knowledge. The learner employs those types of knowledge when moving through a text.

Furthermore, it is needed to distinguish between top-down and bottom-up processes. These processes are involved in reading, and they are used "in constant interplay." (Hedge 2000, 190) Top-down processing is used to "describe the application of prior knowledge to working on the meaning of a text." Whereas bottom-up processing "describe the decoding of the letters, words, and other language features in the text." (Hedge 2000, 189)

Ur (1991, 149) adds some useful recommendations for reading activities. Students should feel successfully when reading a text. Teacher should therefore use simplified texts and give students time to read. She suggests that most vocabulary in the text should be familiar to students. Then, tasks should be interesting to motivate learners. She also emphasizes that teachers should teach students that they do not have to understand each word in the text, and that even without knowledge of every word, they can manage the text. Teachers should also provide a variety of texts and tasks "to give learners practice in different kinds of reading."

### 5.5.5 Speaking

Speaking seems to be the most important language skill, as Ur (1991, 120) suggests. She adds that "people who know a language are referred to as speakers of that language, as if speaking included all other kinds of knowing." Moreover, people who learn a foreign language are mostly interested in ability to speak. Therefore, activities in the classroom that develop speaking skills should be included and are "an important component of a language course." (Ur 1991, 120)

Harmer (2015, 299) says that speaking activities, as discussing a topic, or talking about what learners read or hear, activate students' schemata, and such activities enable them to express their ideas, feelings, beliefs, or opinions on a particular topic.

Nunan (1989, 32) provides a summary of successful communication. He says that it involves

- The ability to articulate phonological features of the language comprehensibility
- Mastery of stress, rhythm, intonation patterns
- An acceptable degree of fluency
- Transactional and interpersonal skills
- Skills in taking short and long speaking turns
- Skills in the management of interaction
- Skills in negotiating meaning
- Conversational listening skills
- Skills in knowing about and negotiating purposes for conversations
- Using appropriate conversational formulae and fillers

What Scrivener (1994, 213) emphasizes, when talking about speaking activities, is fluency and confidence. As he says, "the aim for any conversation class is for learners to become more fluent and confident." Therefore, they are important goals of speaking activities. He suggests that to achieve the goals, "we often want to find ways of enabling as many students as possible to speak as much as possible." To provide possibility for all learners to speak, the activities in pairs, three or small groups should be implemented.

How can we achieve those goals, fluency and confidence, in our learners? Scrivener (2011, 213) states that "without experience in using the language, learners may tend to be nervous about trying to say things." Therefore, we should put them into the "safe situation" in class where they have possibilities to use a language. In such activities, that enable safe situation, "learners feel less worried about speaking, less under pressure, less nervous about trying things

out." To mention some examples of those activities, they are repeating sentences after the teacher, chatting about weekend plans, discussion in groups, or a monologue on a particular topic.

When a teacher creates a speaking activity, he/she should be aware of some points how to get a good discussion going. Scrivener (2011, 214) shares great ideas how to do so. The teacher should frame the discussion well. Then he/she should provide preparation time to enable students look up words in dictionaries, make notes, or think of the topic. The teacher should not also interrupt the flow of the conversation. Subsequently, what is important to have in mind is that specific problems are more productive than general issues. Which means that the teacher should specify a topic to discuss, not give students a general topic. Role cards can be beneficial as well. Students play a role which is stated in a card. "It can often be easier to speak in someone else's character than your own." Finally, the teacher may also divide the class into buzz groups, or break the rules, as Scrivener (2011, 214) suggests.

Finally, in speaking, we can apply the bottom-up and top-down processes. Nunan (1989, 32) states that bottom- up approach to speaking means that "we start with the smallest units of language, i.e. individual sounds, and move through mastery of words and sentences to discourse." Whereas when considering top-down processes in speaking, "we start with the larger chunks of language, which are embedded in meaningful contexts, and use our knowledge of these contexts to comprehend and use correctly the smaller elements of language." Which means that teachers should enable learners to take part in discourse because through discourse, students may master sentences.

### 5.5.6  Writing

As Nunan (1989, 35) states, "learning to write fluently and expressively is the most difficult of the macroskills for all language users regardless of whether the language in question is a first, second or foreign language." Harmer (2015, 360) even mentions that writing is not a popular skill, because "it perhaps takes too much time." White (1981, 2; in Nunan 1989, 36) also emphasizes the difference between spoken and written forms of language. Whereas speaking is taught naturally, writing must be taught. Writing is also displaced in time, permanent, and can be received and stored.  Ur (1991, 160) adds that explicitness is the feature that differs written and spoken discourse. Which means that the context and all references must be clear. In speaking this is not always needed, when, for instance, there is shared knowledge between a speaker and a listener, and, therefore, context does not have to be always defined. Moreover,

written texts are usually more organized than spoken texts because a writer have time to think of his writing and can formulate it carefully.

Scrivener (2011, 235) suggests some reasons why including writing tasks into language lessons. He mentions that there are three important areas in which writing is important to master. These are academic study, examination preparation and Business English. Therefore, it can be useful for many students to manage writing tasks in the lessons to be able to use it for those specific purposes. Writing skills also enable students to write down notes during lessons. Scrivener (2011, 235) also mentions that "writing involves a different kind of mental process. There is more time to think, to reflect, to prepare, to rehearse, to make mistakes and to find alternative and better solutions." Finally, writing tasks can beneficial also for teachers. It may quieten down a noisy class and change a pace and mood in the classroom.

When students produce a piece of text, they often have some models or imitations they could follow. It may provide them certain conventions they can imitate. (Harmer 2015, 299) We may distinguish between several types of writing tasks in the classroom that follow that idea. There is copying, doing exercises, guided writing, process writing, and unguided writing, as Scrivener (2011, 235) shows. Copying means that students rewrite examples from the textbook or board, and practice handwriting. When doing exercises, there is a focused task with limited options of creativity and students write single phrases or sentences. Guided writing means that students write a longer piece of text in controlled tasks. There are samples, language items, or models provided. When students can choose a topic, organize thoughts, and can write what they want to, we talk about process writing. Help, encouragement and feedback from the teacher and other students is provided. Finally, there is unguided writing when students "write freely without overt guidance, assistance or feedback during the writing process." Work might be marked later. (Scrivener 2011, 235)

Finally, Harmer (2015, 360-356) comes up with some ideas which learners need to know to become successful writers. These are handwriting or spelling, which may be difficult for students because in English, words are often spelled differently than they sound. Then, learners need to master punctuation, text construction and they should know differences between text genres. He (Harmer, 2015, 369) also mentions that the role of a teacher changes. The teacher is more like motivator, resource, and feedback provider.

## 5.6 Communicative Activities

In this part, the communicative activities are described and characterized. What is the communicative activity and what characterizes it? For the purposes of this work, the methodological framework of learning activities by Littlewood (1981) is used.

Littlewood distinguishes between pre-communicative and communicative activities. To illustrate his distinction, the diagram below is used.
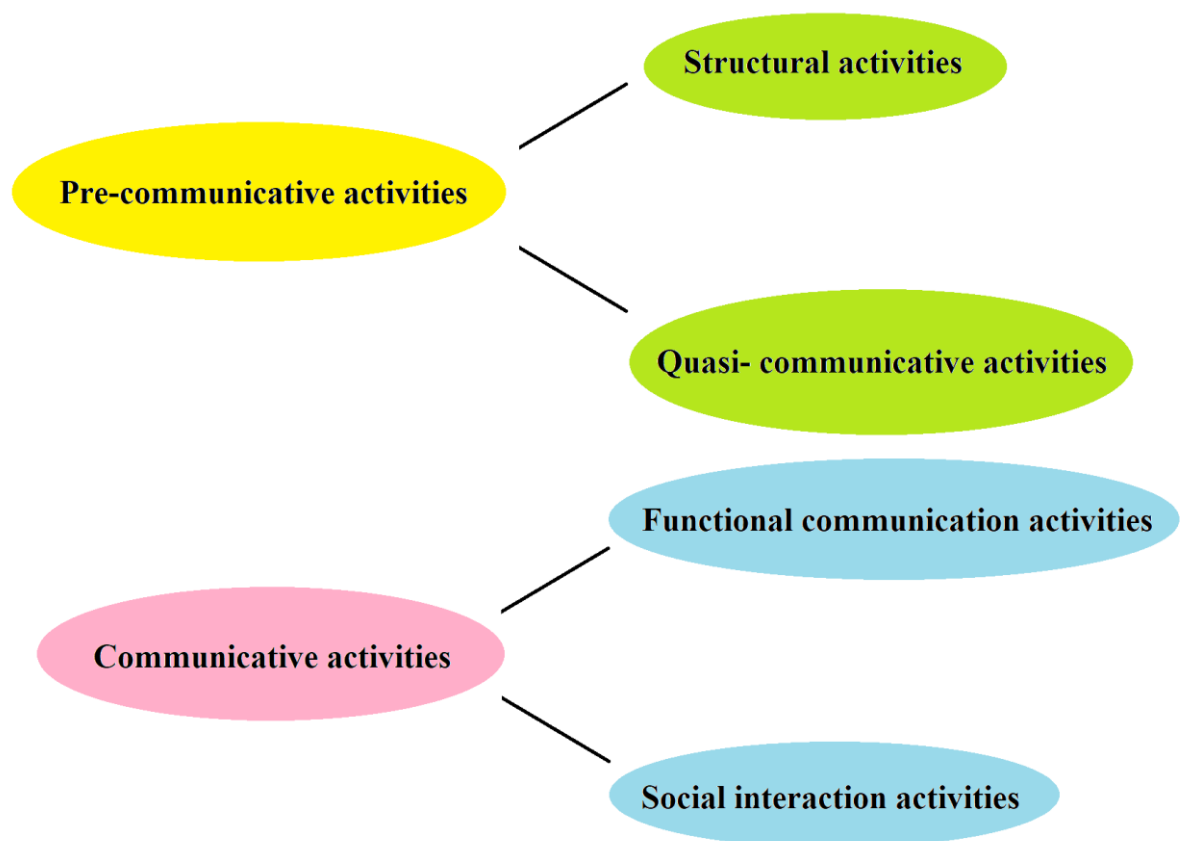


(Littlewood 1981, 86)

**Figure 2:** Types of Learning Activities

When talking about pre- communicative activities, "the teacher isolates specific elements of knowledge or skill which compose communicative ability and provides the learners with opportunities to practice them separately." Therefore, students are trained in "the part-skills of communication rather than practicing the total skill to be acquired." (Littlewood 1981, 85)

These learning activities are, for example, question-and-answer practice, or drill exercises. The main aim of those activities is "to provide learners with a fluent command of the linguistic system, without actually requiring them to use this system for communicative purposes." As from the point of learners' view, their goal is to "produce language which is acceptable, sufficiently accurate or appropriate, rather than to communicate meanings effectively." (Littlewood 1981, 85) Littlewood (1981, 87) also adds that "they serve to prepare the learner for later communication."

As visible from the figure above, Littlewood (1981, 86) divides pre- communicative activities into structural and quasi- communicative activities. Those activities that aim to create links between the language forms and their potential functional meanings, are considered as quasi-communicative. On the other hand, activities whose focus is on performing mechanical drills or learning verb paradigms, are categorized as structural.

Secondly, Littlewood (1981, 86) speaks about communicative activities. In those activities, "the learner has to activate and integrate his pre-communicative knowledge and skills, in order to use them for the communication meanings." Thus, the learner practices the total skill of communication.

Communicative activities are further divided into two subcategories, functional communication activities and social interaction activities. Regarding functional communication activities, "the learner is placed in a situation where he must perform a task by communicating as best he can, with whatever resources he has available." To consider functional communication activities successful, we must ask a question "how effectively is the task performed?" Thus, these activities involve greater grammatical accuracy. When talking about social interaction activities, the learner must consider the social context in which communication takes place. "He is required to go beyond what is necessary for simply getting meanings across in order to develop greater social acceptability in the language he uses." Which means "producing speech which is socially appropriate to specific situations and relationships." (Littlewood 1981, 86)

Subsequently, regarding the division of learning activities into pre- communicative and communicative, Littlewood (1981, 87) points out the sequencing of those activities in lessons. Usually, the teacher begins the lesson with pre- communicative activities that develop into the communicative activities by the end of the lesson. Thus, in the first part of the lesson, students practice language functions and forms, which are then used in the communicative tasks. It provides an opportunity for the teacher to monitor the progress of students. This cycle is

identified as "progression from controlled practice to creative language use." (Littlewood 1981, 87)

However, the cycle mentioned above can be reversed. Which means that a teacher starts the lesson with a communicative activity, which enables him/her to diagnose the students' weaknesses in communication. Learners, on the other hand, may "become aware of their language needs." On the basis of the diagnosis from the first communicative activity, the task aimed at controlled practice of language forms may follow to enable learners to communicate more effectively and appropriately. This activity is further developed into another communicative activity in which students apply new knowledge and skills. (Littlewood 1981, 87-88)

In addition, Harmer (2015, 58) states that in communicative activities, "the students had a desire to communicate something and a purpose for doing it, perhaps because they wanted to close and information gap between themselves and the people they were talking to." Thus, students are more aware of content rather than the form of their language. He adds that communicative activities imitate real communication. Finally, Harmer (2015, 58) summarizes important aspects of communicative activities. They are:

- A desire to communicate
- A communicative purpose
- Content not form
- Variety of language
- No teacher intervention
- No materials control

Hedge (2000, 57) points out that tasks and activities in the communicative classroom should follow the students' choice of content. She adds that "there must be a negotiation of meaning between speakers." Which means that "students must be involved in interpretating a meaning from what they hear and constructing what to say as a response." This requires fluency, but also pragmatic and discourse competence.

Finally, Nunan (1989, 130-131) demonstrates what communicative activities should include. This is authenticity, task continuity, real-world focus, language focus, learning focus, language practice and problem solving.

### 5.6.1 Fluency and Accuracy in Communicative Activities

Richards and Rogers (2014, 96) emphasize the difference between activities that focus on fluency and accuracy. They define fluency as "natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence." Brown (2014, 236) states that "fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use." To develop fluency in CLT, teachers may include activities as correcting misunderstandings and avoiding communication breakdowns. On the contrary, accuracy can be reached through activities which focus on creating correct examples of language use. Richards and Rogers (2014, 96) further provide summary of activities that focus on fluency and accuracy.

Activities focusing on fluency:

- Reflect natural use of language
- Concentrate on achieving communication through negotiation of meaning
- Require meaningful use of language
- Require the use of communication strategies
- Produce language that may not be predictable
- Seek to link language use to context

Activities focusing on accuracy:

- Reflect classroom use of language
- Concentrate on the formation of correct examples of language
- Practice language out of context
- Practice small samples of language
- Do not require meaningful communication
- Control choice of language

In connection to CLT, teacher should combine activities that focus on fluency and accuracy. Moreover, accuracy activities should support fluency activities that may be developed in pair or group activities. (Richards and Rogers 2014, 97)

### 5.6.2  Purpose of Communicative Activities

The teacher may use communicative activities in language lessons because they have a lot of benefits when learning and teaching a language.

Littlewood (1981, 17) states four headings, that summarizes the purposes and benefits of those activities.

- They provide whole-task practice
- They improve motivation
- They allow natural learning
- They can create a context which supports learning

Richards and Rogers (2014, 96) add that communicative activities in CLT "enable learners to attain the communicative objectives of the curriculum and engage learners in communication."

### 5.6.3  Types of CLT Activities

Richards and Rogers (2014, 97) state some common types of activities in CLT.

Firstly, they talk about jig-saw activities. In praxis, it means that the learners are divided into groups and each group has some part of information that is the focus of the task. Students try to complete the activity on the basis of fitting pieces of information together.

Secondly, there are task-completion activities. These are, for example, games, puzzles, or map-reading. Then, Richards and Rogers (2014, 97) mention information- gathering activities, which are based on collecting information, surveys, or interviews. There are four other examples of common CLT activities. Opinion- sharing activities are used for sharing students' beliefs, values, opinions. Or information- transfer activities in which learners reproduce given information. Reasoning gap activities use the students' processes of inference, or practical reasoning. Finally, there are role plays, in which students adopt a role and they play a scene based on the given instructions.

Larsen-Freeman (2000, 129) adds that every task in CLT is "done with a communicative intent." Which means that "students use the language a great deal through communicative activities such as games, role plays, and problem-solving tasks." According to Morrow (1981; in Larsen-Freeman 2000, 129), there are three main features that characterize CLT activities. They are information gap, choice, and feedback. "The information gap exists when one person in an exchange knows something the other person does not." (Larsen-Freeman 2000, 129) Larsen-Freeman (2000, 129) also emphasizes that in communication, "the speaker has a choice

of what she will say and how she will say it." This is important to have in mind when creating a communicative activity as a teacher. He/she should create such activity in which students have choice what they can say, so that they have control over the form and content of their speech as in real communication. The activity must not be tightly controlled.

Finally, small groups activities are often used in CLT, as Larsen Freeman (2000, 130) says. Those activities are preferred because they "maximize the time allotted to each student for communicating."

In addition, other activities that can be used in CLT are presented. There are scrambled sentences, when students are given a text with sentences in a scramble order, and they try to put the sentences into the correct order. This activity helps students to deal with cohesion and coherence of the text. Then, teacher may find beneficial the picture strip story, which is based on prediction of pictures, when presenting the first picture of the story by a student, and the other student then guess how the following pictures look like. This activity uses problem-solving as a communicative technique. (Larsen-Freeman 2000, 133-135) Scrivener (2011, 218) adds picture difference tasks, group planning tasks, ranking tasks, pyramid discussion, board games, or puzzles and problems, as common examples of communicative activities, that might be used in CLT.

## 5.7 Teaching Materials in CLT

Stevick (1998, 53) shares some ideas concerning teaching materials. He says that

- "There should be something for the emotions as well as for the intellect. That something may be beauty or humor, but it may also be controversy or apprehension. Or beauty and controversy may occur together."
- Materials should include some tasks that are based on cooperation between classmates or between students and a teacher.
- The materials should "allow students to draw on present realities as well as on their distant future goals."
- "Design of the materials should contribute to the student's sense of security."

(Stevick 1998, 53-54)

Larsen-Freeman (2000, 129-130) points out that in CLT, authentic materials should be used because they give students "an opportunity to develop strategies for understanding language as it is actually used."

Richards and Rogers (2014, 100-101) provide four types of materials that can be used to support CLT in lessons. These are text-based materials, task-based materials, realia-based materials, and technology-supported materials. They suggest that when talking about text-based materials, there should be grading and sequencing of language practice visible. As an example, they mention Watcyn-Jones's Pair Work (1981) that consists of two different text types for pair work. Each containing information needed for the role play activity and other suggestions for other pair activities. Task-based materials are based on various games, role plays, exercise handbooks, cue cards, pair-communication practice materials, and student-interaction practice booklets. Then, there are realia-based materials which aim to authentic and "from-life" materials to be used in the classroom. For instances, newspapers, magazines, maps, pictures, or advertisements. Finally, technology-supported materials depend on the fact that CLT aims to "authentic and meaningful uses of language that are linked to the learner's communicative needs." Technology "provides opportunities for accessing authentic language input, combining texts, images, audio, and video." It enables the teacher to "create situations in which learners have to employ and expand their communicative resources, supported by the ability to link sounds, word, texts, and images in the process." (Richards and Rogers 2014, 100-101)

## 5.8 CLT Criticism

Nowadays, the topic of CLT is one of the concerns of debates in the Czech Republic concerning teaching and learning languages. Even though CLT provides a widely used set of principles to design materials and language lessons, as Richards and Rogers (2014, 103) point out, there is still criticism of CLT.

Richards and Rogers (2014, 103-104) mention that criticism of CLT include several assumptions. Firstly, "it promotes fossilization." Which means that "the persistence of errors in learners' language has been attributed to an over-emphasis on communication in language teaching at the expanse of accuracy." As CLT emphasizes, CLT activities should develop both communicative and linguistic competence. However, in praxis, it does not always happen.

 The second point of criticism concerns that CLT reflects "native speakerism." It is based on the assumption that learners of English language in English speaking countries have different demands on learning English than learners in other parts of the world. "Methods developed in one context will not necessarily transfer to others," as Holliday (1994; in Richards and Rogers 2014, 104) mentions.

Moreover, CLT is not applicable in different cultures of learning. As, for instance, in non-European settings where the ideas about teaching and learning languages are different. Finally, Kumaravadivelu (2012; in Richards and Rogers 2014, 105) says that it reflects a Western-based top-down approach to innovation. It means that "the communicative syllabus and common procedures for its implementation do not capture the diversity of students' needs and goals."

# PRACTICAL PART

## 6  Research Methodology

After completing the theoretical part, which provides the fundamental information needed for the following research, the practical part is presented. Because I had the possibility to teach English in the chosen basic school and to cooperate with the mentor, I decided to conduct the action research. It enabled me to implement CLT to my teaching and to utilize information from the theoretical part in my own praxis when teaching English.

### 6.1 The Aim of the Practical Part

The overall aim of the practical part is to research CLT as integration of four language skills. Therefore, the main subject of this part is to research an occurrence of four language skills in my lessons in order to provide opportunities for learners to develop those skills and to communicate in the target language. Specifically, to find out which skills are employed mostly, and which are missing, and to implement all four skills to my teaching on the basis of the research plan. What is important to mention, I am concerned with each language skill individually, and also with integrated skills that students use simultaneously during an activity in the lesson. As a follow-up to previously mentioned, the secondary aim is to research the use of materials and teaching aids which are utilized when developing language skills.

### 6.2 Research Methodology

The research was based on the action research. Richards and Lockhart (1996, 6) state that action research is "implementation of an action plan designed to bring about change in some aspect of teacher's class with subsequent monitoring of the effects of the innovation." Wallace (1998, 1) adds that the action research is "the systematic collection and analysis of data relating to the improvement of some aspect of professional practice." Moreover, Wallace (1998, 1) says that "one of the most effective ways of solving professional problems, and of continuing to improve and develop as teacher, teacher-trainer, or manager in ELT is through reflection on our professional practice." This reflection can be done, for example, by action research. It usually contains small-scale investigative projects in a classroom of a teacher and is divided into some phases that repeat in cycle. The phases include planning, action, observation, and reflection, as Richards and Lockhart (1996, 12) say.

Richterová et al. (2020, 14) mention that the first person who used the term *action research* was Kurt Lewin in 1946. He supposed that it is not possible to understand human behaviour

without knowledge of context. Social action is therefore the main construct for action research. Lewin (1946, 35; in Richterová et al. 2014, 14) defines action research as the research that is based on comparison of conditions and impact of social action, and research that mediates that social action. Lewin adds that the research is a process of learning and change shared with all other members. (Lewin 1946; in Richterová 2020, 17)

As Janík (2003, 4) says, the purpose of the action research is to help teachers to solve some problems in their teaching praxis and implement innovations to their teaching and improve it. Moreover, a teacher is in the role of a researcher, and, at the same time, he is an active participant. It is evident from the title "action research" that it is based on two words, action (intervention), and research (reflection). They repeat gradually in the process of research to improve action. (Janík 2003, 9)

Action research is divided into six phases, which are defined by Lewin (1946, 36-39; in Richterová 2020, 16):

- Identify a general or initial idea
- Reconnaissance (data collection, data analysis, interpretation, study of theory context)
- Plan and implement
- Evaluation
- Revise action plan
- Begin recursive AR cycle again

Richards and Lockhart (1996, 12-13) specify these six phases. They say that the teacher:

- Selects an issue or concern to examine in more detail.
- Selects a suitable procedure for collecting information about the topic.
- Collects the information, analyses it, and decides what changes might be necessary.
- Develops an action plan to help bring about the change in classroom behaviour.
- Observes the effects of the action plan on teaching behaviour and reflects on its significance.
- Initiates a second action cycle, if necessary.

To be specific, my research was divided into six phases, that are described above. I was in the role of a researcher and an active participant. In the first part, I identified an idea, which was in my case occurrence and integration of four language skills to my lessons. Then, I collected data

on the basis of data collection tools, which are described in the following part of the paper. Moreover, I analysed, and interpreted collected data and studied theory of the subject matter. After that, I created the action plan, that contained strategies which were then implemented to my teaching. Subsequently, the process was reflected and evaluated, and on the basis of it, I created the second action plan that was applied in my teaching again. In the final part of the thesis, I am concerned with the reflection of the whole process, its success rate, and I present collected data and final results.

McNiff and Whitehead (2006, 46) say that people have many different reasons to start the action research. They can feel that their work is good, and they only need to confirm this assumption. Or teachers may wonder whether some changes or modifications could improve their teaching and they want to implement new strategies or techniques to their lessons. Further motivation for doing the action research is to transform practices of people who conduct the research, to change their understandings of their practices, and the conditions under which they work. (Kemmis, McTaggart and Nixon 2014, 21)

I decided to implement the action research because it is a great way to reflect my own teaching and to improve it. Even though it is time consuming, and "it also requires the ability to look at evidence of our own practice in a more detached and objective way than we normally do", it is proved that it can provide great insight to the teaching process. (Wallace 1998, 1)

The research was the combination of qualitative and quantitative research. Which means that I collected numerical but also non-numerical data. Specifically, I was concerned with how many skills were developed in my English lessons and also which activities were used. Gavora (2010, 35-36) emphasizes words and meanings of actions as the main focus of the qualitative research. On the other hand, quantitative research aims at amount, occurrence and frequency of features which are monitored by using numbers.

## 6.3 Time Schedule

Concerning time schedule of the action research, it was conducted within half a year, since December 2021 till May 2022. During this time, individual parts of the research were done. The first and the second part of the research, which was the problem identification and data collection, were done in two months, December 2021 and January 2022. Then I interpreted and analyzed collected data and created the action plan in February. It was then implemented to my teaching during March. After that I did the final analysis and evaluation of the first cycle of the research. In April, I did the second intervention, when I analyzed the data form the first cycle

of the research again, and I created the action plan for the second intervention, which was implemented to my lessons within one month. The research was finished in May. After that the final analysis and evaluation took place.

## 6.4 Data Collection

For the research, the basic school in the South Moravia region was chosen. The education for the first to nineth grade students is provided there. I have chosen this school for my research because it supports learning languages. English language is taught there since the first grade and all students attend English lessons at least three times a week. The school offers special language classrooms, which are equipped with interactive boards, computers, and many other teaching aids and devices that can be helpful when teaching English. There are also extra-curriculum English courses provided, that learners can participate after regular lessons. The other fact to choose this particular school was that my teaching praxis was performed there. My experience was great, and I really enjoyed teaching there. Therefore, I decided to conduct my research there as well. Moreover, I had the possibility to cooperate with the mentor, who I cooperated with also during my teaching praxis. She enabled me to teach English and conduct my research in her English lessons. The mentor teaches English for about 20 years. She loves working with children and she always tries to encourage and motivate students to learn English. The cooperation with her is excellent because she gives me valuable advice and helps me in difficult situations which may happen in lessons.

To be more specific, my research was done in the lessons of lower-secondary learners. Thus, I conducted my research in the lessons of sixth to nineth grade students. The reason was to provide wide range of sample and data and to experience teaching within all those lessons and learners. Moreover, I wanted to try the implementation of four language skills and CLT in all the lessons of lower-secondary learners, not only in the one chosen class, because the integration of skills is important for all the learners. As mentioned above, the research was divided into some parts. Those phases of the research were implemented into the lessons of those learners.

## 6.5 Data Collection Tools

Tools that were used for data collection and for the analysis of the data are:

- Analysis of lesson plans
- Reflective diary
- Observations - Observation sheets

Kothari (2004, 96) says that "observation becomes the method of data collection for the researcher, when it serves a formulated research purpose, is systematically planned and recorded and is subjected to checks and controls on validity and reliability." Furthermore, the researcher is not dependent on answers of his/her respondents and their willingness to cooperate, as in the case of interview, for instance. The main benefit of this method is that "subjective bias is eliminated, if observation is done accurately." What is also advantageous concerning this method is that it relates to what is happening right now, thus, it is not complicated and influenced by past or future behaviour. Čábalová (2011, 100) adds that observation aims to monitor those situations which happen during the educational process.

When doing observations, the researcher should think of these questions. "What should be observed?" "How the observations should be recorded?" "How the accuracy of observation can be ensured?" (Kothari 2004, 96) Kothari (2004, 96) then distinguishes between structured and unstructured observation. Structured observations are characterized by "a careful definition of the units to be observed, the style of recording the observed information, standardised conditions of observation and the selection of pertinent data of observation." Unstructured observation concerns those cases "when observation is to take place without these characteristics to be thought in advance." For the purposes of the action research, the structured observations were used.

In my research, I used peer-observation. Burns (2010, 58) says that this is the observation that is done when other teachers, for example, mentors, or supervisors, are observing you, or when you observe other teachers. In my case, my mentor was observing my lessons with the use of the observation sheet.

Observation sheet is a data collection tool that was used for the action research. The observation sheet was created according to the findings from the theoretical part, and it followed the research questions. This type of observations, based on planned observation sheet, is called structured observation, as mentioned above. Gavora (2010, 93) adds that the observer knows in advance what his aim is, he is sure about what and who he will observe, and also which aids he will use.

Another data collection tool for my research was a lesson plan. Specifically, I was concerned mainly with the aims of the particular activities in the lesson to find out the focus of individual activities and which language skill/skills was/were developed in those activities.

Finally, I needed to use a data collection tool which was focused on the teacher's point of view. I found the reflective diary beneficial when analyzing my own feelings and comments concerning the action research and the lessons. I wrote down comments after each lesson, which helped me to find our areas which I needed to improve and also to analyze data from the lessons. Coding was the technique that was used for analyzing notes from the reflective diary. As Švaříček and Šeďová (2007, 91-92) mention, coding is a procedure of categorizing and classifying data which is relevant for the research. It is done with the usage of indicators which we can find in the text, and which are connected to our subject matter.

# 7 Action Research – Individual Phases

## 7.1 Identification of the Initial Idea

In the initial part of the action research, I identified the general idea. It concerned CLT as integration of all four language skills to my teaching of English language. I decided to focus on this topic because I wanted to find out whether I employed activities to my lessons that develop all four language skills. I realized that I was concerned more with activities that support receptive skills, as listening and reading, in my lessons. Whereas the productive skills, as speaking and writing, were not as employed in my English lessons as they should be. To integrate CLT approach to my English lessons, and to develop communicative competence in learners, I wanted to apply four skills to my lessons to enable students learn effectively. As Nunan (1989, 22) confirms, when we design a task "we shall be considering all the skills conjointly as they interact with each other in natural behavior." Moreover, the skills should be integrated whenever possible because it gives the task complexity.

Therefore, I wanted to find out whether my assumptions were right and to research the situation in my lessons to change it and to employ CLT to my teaching accurately.

## 7.2 Research questions of the Diagnostic Phase of the Research

- Which activities are employed in English lessons of lower-secondary learners that develop language skills?
- Which language skill (skills) is (are) developed when completing activities in the English lessons of lower-secondary learners?
- How many times is an individual language skill developed in English lessons of lower-secondary learners?
- How many times are language skills developed in integration in English lessons of lower-secondary learners?
- Which teaching aids are used when developing the four language skills in English lessons of lower-secondary learners?

## 7.3 Data Collection

Data in the diagnostic phase were collected on the basis of the observations and observation sheets. As mentioned before, I cooperated with the mentor who observed me and my teaching of English in the lessons of lower-secondary learners. The aim of the research and of observations was introduced and explained to her beforehand. She was given the observation

sheet that she completed during each lesson. Observations were necessary because I needed to have records of all the activities, for example also organizational issues, that were employed in the lesson and to know the course of the lesson. It was not possible to research this only from the lesson plans because there were only planned activities but not the real course of lessons.

Subsequently, the observation sheet is described in detail to provide an overview of data collection in this phase. The observation sheet consists of three parts. In the first part of the sheet, the observer, in this case my mentor, records the general information. Such as students who are observed (class), date, time, teacher who is observed, subject, and the name of the observer. In the following part, the research questions are mentioned so the observer can clarify the focus of the observation and she may check the research questions again during the observation. The next section of the sheet consists of the chart that is divided into several parts. Firstly, there is the space for a description of an activity. Which means that the observer records what is going on in the lesson and describes individual activities. The next column focuses on teaching aids that were utilized for the activities that are described. Finally, the observer marks which language skills were developed in those activities. It may concern only one language skill, or language skills may be employed simultaneously during an activity. The observation sheet is provided in Appendix A and B.

Observations were done during January in 20 lessons of sixth, seventh, eighth, and nineth grade students. The lessons of all learners were treated altogether, not as individual classes, because the research focused on all lower-secondary learners.

Concerning the analysis of lesson plans, the main aim was to find out the aims of individual activities and their main focus because when my mentor was observing the lessons, she was not able to define the specific aims of activities, it was dependent on me as a teacher and what my focus was. The aims of activities were important when analyzing data because it helped me to find out which language skills were developed in particular activities.

Finally, as mentioned above, I used the reflection diary to analyze data from the teacher's point of view. Also, to research my own comments and feelings from lessons and which areas were still needed to improve. When writing notes to my reflection diary, I was mostly concerned with the course and progress of the research, how it went, what had to be improved, and whether I was successful when integrating language skills to my lessons.

## 7.4 Data Analysis

In order to analyze collected data and provide final results, the schema for the research was created. On the basis of it, all the activities were analyzed. The inspiration was taken from Šebestová, Najvar and Janík (2011, 335), and their schema. But I changed or omitted some of the categories and transformed them according to my research needs. To give an explanation, the target language was English, the mother language was Czech. In the first column of the schema, particular skills are recorded. It concerns individual language skills but also integrated skills. The last two points concern those activities that do not focus on developing language skills but are part of a lesson. These are translation activities and organizational issues in mother tongue. What is visible in the second column of the schema is the information concerning whether skills that are recorded in the first column are productive or receptive. In the last column, there is the specification of activities that are included when developing particular skills. This was important to define for the analysis of activities.

| Skill/Skills | Receptive/Productive | Specification |
|---|---|---|
| 1. Speaking | Productive | Fluent speech of students in the target language. Creating sentences in the target language that are said aloud. |
| 2. Writing | Productive | Activities which focus specifically on developing writing skills (e.g. students write letter/essay). But also when copying sentences from the board. |
| 3. Listening | Receptive | Listening comprehension activities. Instructions given by the teacher in the target language. Talk given by the teacher in the target language. |

| | | |
|---|---|---|
| 4. Reading | Receptive | Reading comprehension activities (students read silently on their own to understand a given text.) Reading aloud to practice pronunciation. |
| 5. Speaking – Listening | Productive – receptive | Activities that integrate speaking and listening skills. Communication between teacher and student/s. Communication between students. |
| 6. Speaking – Reading | Productive – receptive | Activities that integrate speaking and reading skills. Students answer given questions that are read by them. Students comment on the text that was read by them. |
| 7. Speaking – Writing | Productive – productive | Activities that integrate speaking and writing. |
| 8. Listening – Reading | Receptive – receptive | Activities that integrate listening and reading skills. Students listen the video/recording and at the same time they complete exercises based on the text which is read by students. |
| 9. Listening – Writing | Receptive – productive | Activities that integrate listening and writing skills. Dictation. Students write down words/sentences they |

| | | hear in the conversation/ in the video/ recording. |
|---|---|---|
| 10. Reading – Writing | Receptive - productive | Activities that integrate reading and writing skills. Students write down comments/ answers based on the reading material. Completing text with omitted parts with words/phrases/ sentences. |
| 11. Speaking – Listening - Reading | Productive – receptive - receptive | Activities that integrate speaking, listening and reading skills. The teacher asks questions and students answer on the basis of the text that is read. |
| 12. Speaking – Listening – Writing | Productive – receptive - productive | Activities that integrate speaking, listening and writing skills. Conversation activities in which students speak, listen to other classmates and write down comments. |
| 13. Listening – Reading - Writing | Receptive – receptive – productive | Activities that integrate listening, reading, and writing skills. Students listen to the video/recording and write down answers/ comments on the basis of the text that is read. |
| 14. Speaking – reading – writing | Productive – receptive – productive | Activities that integrate speaking, reading and writing skills. |

| 15. Speaking – Listening – Reading – Writing | Productive – receptive- receptive - productive | The complete integration of all four language skills is employed. |
| --- | --- | --- |
| 16. Translation Activities | | Translation from the target language to mother language or from the mother language to the target language. |
| 17. Organizational Issues | | Organization instructions that are given by the teacher in Czech language. |

**Figure 3:** Language Skills Schema

## 7.5 Findings of the Diagnostic Phase

In this part, the findings of the diagnostic phase of the research are presented. The findings are structured based on the research questions that are mentioned also at the earlier part of the thesis. Particular questions and their answers and results are introduced, and the summary of the results follows. The research questions were divided according to their qualitative and quantitative focus and so the findings are presented. When the same activity occurred twice or more, it was recorded only once in the qualitative part of the research, but the number of occurrences was written in brackets for those activities.

- **Which activities are employed in English lessons of lower-secondary learners that develop language skills?**
- **Which teaching aids are used when developing the four language skills in English lessons of lower-secondary learners?**
- **Which language skill (skills) is (are) developed when completing activities in the English lessons of lower-secondary learners?**

Firstly, the research questions based on the qualitative research and their findings are presented. The schema for data analysis described in the previous part was used. As mentioned above, the research was conducted in the lessons of sixth, seventh, eighth and nineth grade students but results are not presented individually for each class, because it is not the focus, but altogether - all classes of lower-secondary learners.

**1. Developing Speaking Skills**

| Activity | Teaching Aid |
|---|---|
| Students were talking about their weekends. (Whole class activity) | No teaching aid |
| Students created a story on the basis of the given pictures. | Worksheet with pictures |

**2. Developing writing skills**

| Activity | Teaching Aid |
|---|---|
| Students copied sentences from the board to their exercise books, which were written by the teacher to give some examples of grammar. (3x) | Exercise book |
| Students wrote a short piece of a text about their best friends. | Exercise book |

**3. Developing listening skills**

| Activity | Teaching Aid |
|---|---|
| Students listened to dialogues and tried to understand what they were talking about in the recording. | Recording – three dialogues |
| The teacher gave instructions in English – students listened. (45 x) | No teaching aid |

**4. Developing reading skills**

| Activity | Teaching Aid |
|---|---|
| Students read the text given in their textbooks silently and individually. (6x) | Textbook |
| Students read the text in their textbooks aloud to practice pronunciation. (5x) | Textbook |

| Students completed an exercise – they matched the words or phrases with sentences which characterized them. | Textbook |
|---|---|

## 5. Speaking – listening

| Activity | Teaching Aid |
|---|---|
| Conversation with a teacher – the teacher asked questions and students answered them. (40x) | No teaching aid |
| Conversation in pairs – students discussed the listening from the activity they did before. They listened to their classmates and talked about their comments concerning the recording from the previous activity. (3x) | Recording (listening) |
| Feedback – at the end of lessons, students with a teacher evaluated the lesson and what they learned – conversation about the lesson in the target language. (18x) | No teaching aid |
| Discussion in pairs – students discussed the given topic – they were talking about the topic and listened to the classmate. (10x) | No teaching aid |
| Students presented their stories they were supposed to think of in the previous activity. They listened to their classmates and presented their stories. | Worksheet with pictures |

## 6. Speaking – reading

| Activity | Teaching Aid |
|---|---|
| Conversation game – students read questions on the worksheet and answer them (whole class activity) (5x) | Worksheet with questions |

| Activity | Teaching Aid |
|---|---|
| Students read their comments they wrote down concerning previous discussion in pairs with their classmates on the given topic and commented on them aloud. (8x) | Exercise book |
| Students in groups created the dialogues on the basis of the instructions and comments given in the textbook. (2x) | Textbook |

## 7. Speaking – writing

| Activity | Teaching Aid |
|---|---|
| | |

## 8. Listening – reading

| Activity | Teaching Aid |
|---|---|
| Students listened to the story/dialogues and at the same time they could read it in their textbooks. (8x) | Textbook |
| Students in pairs read the story from the textbook with the focus on proper pronunciation and listened to their classmates. (3x) | Textbook |

## 9. Listening – writing

| Activity | Teaching Aid |
|---|---|
| New words were presented to students by the teacher – they listened to the teacher and wrote down new words to their exercise books. (7x) | Exercise book |

## 10. Reading – writing

| Activity | Teaching Aid |
|---|---|
| Students read the article in their textbooks, and they wrote down answers and comments based on the article. (9x) | Textbook |
| Students completed an exercise in their workbooks – they completed sentences with the usage of appropriate grammar. (8x) | Workbook |
| Students read a text in their workbooks and completed sentences with the correct phrases. (4x) | Workbook |
| Students completed a crossword – they read questions and completed the crossword with particular words. | Workbook |

## 11. Speaking – listening – reading

| Activity | Teaching Aid |
|---|---|
| Conversation game – students worked in pairs, read questions/comments on the worksheets, answered them/discussed them, and listened to the classmates. (11x) | Worksheets with questions |
| Students worked in groups. They were discussing the text they were supposed to read in the previous activity => on the basis of their reading, they discussed the text and listened to their classmates. (2x) | Textbook |

## 12. Speaking – listening – writing

| Activity | Teaching Aid |
|---|---|
| Students were going around the classroom and tried to find out what their classmates like or don't like. They listened to their classmates' answers, they wrote them down and they talked about what they like and don't like. | Exercise book |

## 13. Listening – reading – writing

| Activity | Teaching Aid |
|---|---|
| Students listened to the recording, they read questions and comments connected to the recording and wrote down answers and comments. (8x) | Textbook |
| Students listened to the song, and they completed the lyrics of the song (some words or phrases were omitted). They listened to the songs, read the lyrics and wrote down words or phrases on the basis of their listening. | Worksheet, song |

## 14. Speaking – reading – writing

| Activity | Teaching Aid |
|---|---|
| Students talked about the given text which was read by them and wrote down comments based on the reading. (3x) | Exercise book, textbook |

**15. Speaking – listening – reading – writing**

| Activity | Teaching Aid |
|---|---|
| Students worked in pairs – each of them was given different worksheet and they tried to complete it on the basis of the information given by the classmate. Students listened to the classmate, they wrote down information to their worksheet, they spoke about their worksheet and information given there which were read by them. (2x) | Worksheet |
| Revision of the answers – after completing a written exercise, student checked their answers -they read their answers, said them aloud, listened to their classmates and teacher and wrote down correct answers. (4x) | Workbook |

To conclude, the diagnostic phase of the research has shown that there were several activities that were used repeatedly in lessons. As for writing skills, there was only one activity, which was focused specifically on developing writing skills (students wrote a short piece of a text about their best friends). Other activities included copying sentences from the board, writing comments, words, phrases, or answers when completing exercises etc. Considering speaking, listening and reading skills, they were mostly developed in integration.

When talking about teaching aids, there were 7 different aids used. These were textbook, exercise book, workbook, recording, worksheet, song or no teaching aid was used. There was only one example of an authentic material which was the song. The other aids were not authentic materials which would provide learners real-world English.

In the following part, the quantitative results are presented. The figures are used to illustrate the final results of individual parts.

- **How many times is an individual language skill developed in English lessons of lower-secondary learners?**
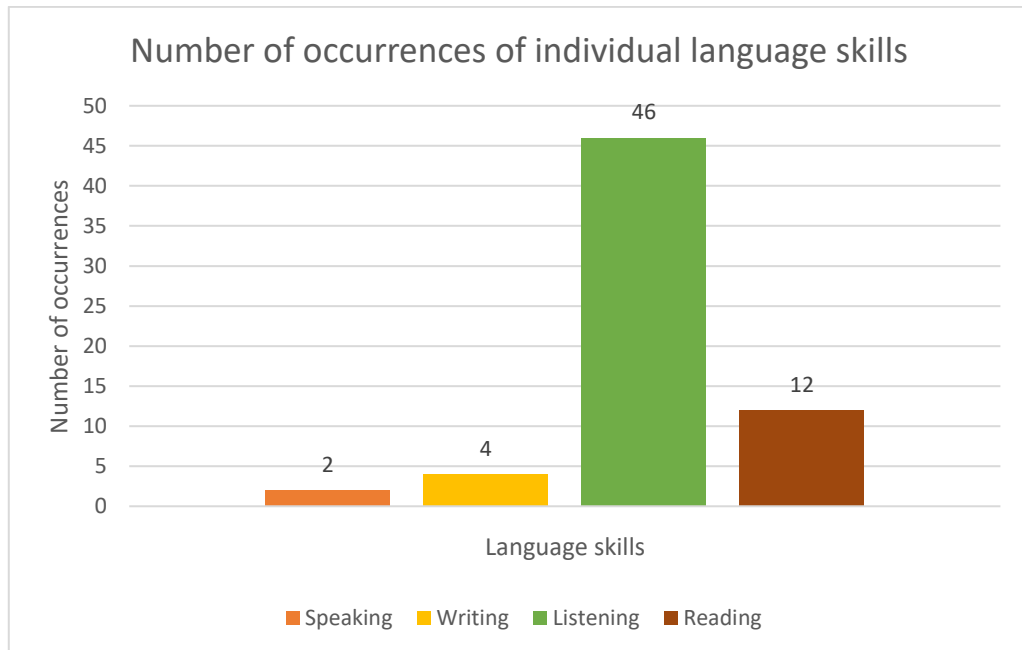


**Figure 4:** Individual Language Skills

Firstly, the individual language skills and their occurrence in lessons of lower-secondary students is presented. There were in total 20 lessons from which the final number visible in the graph was counted. The diagnostic phase of the research has shown that speaking skills were individually developed in 2 activities (those activities are recorded in the previous part of the research). Concerning writing skills, they were individually developed in 4 activities. Listening skills were individually developed in 46 activities. Finally, reading skills were individually developed in 12 activities. As visible from the graph, the listening skills were developed mostly. The speaking skills were developed the least. Therefore, individual receptive skills were developed more than productive skills.

- **How many times are language skills developed in integration in English lessons of lower-secondary learners?**
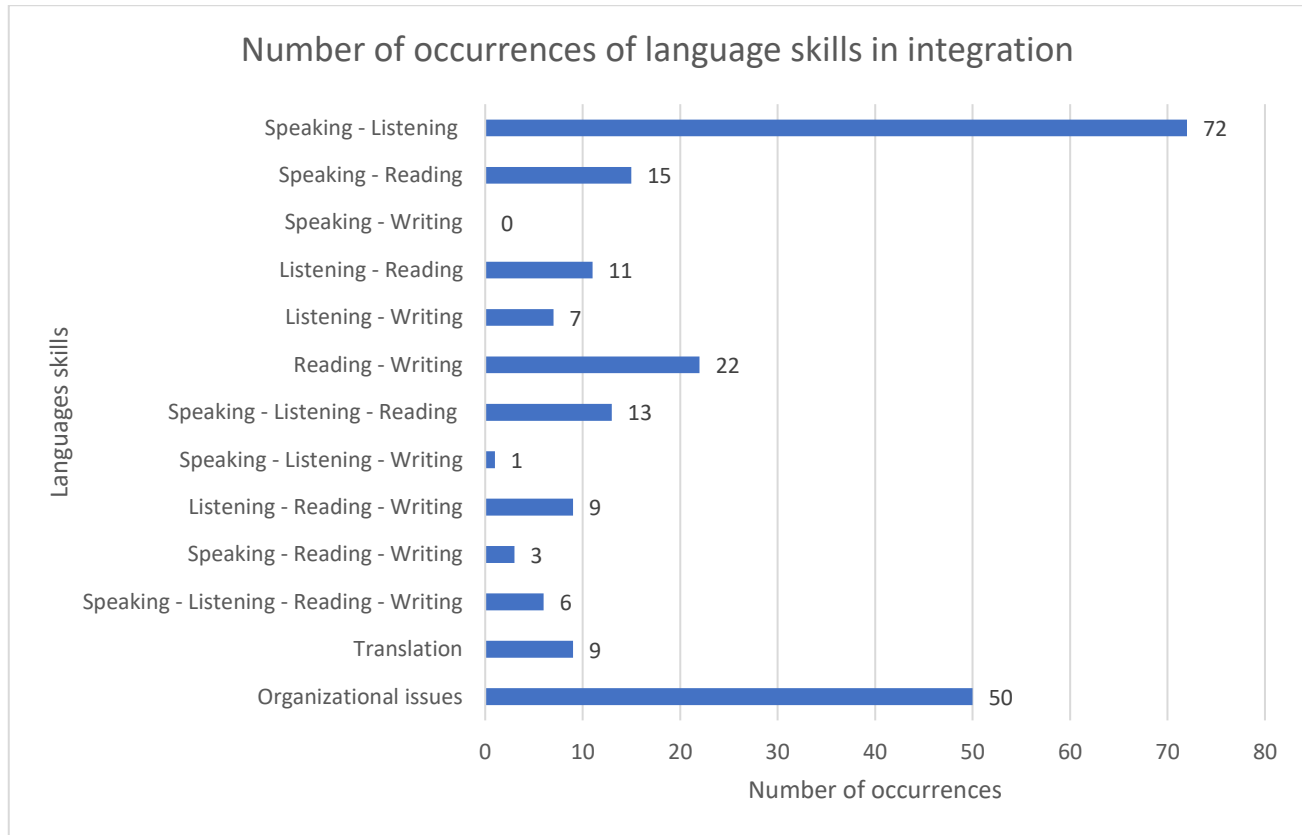


**Figure 5:** Language Skills in Integration

This graph shows the number of language skills in integration and their occurrence in activities in 20 lessons of lower-secondary learners. The diagnostic phase of the research has shown that the most often developed language skills in integration were speaking – listening. This integration was found in 72 activities. The least developed language skills in integration were speaking – writing. There was no activity which would develop those two skills in integration. Integration of other skills and their occurrences is visible in the graph. There were also translation activities, and organizational issues in Czech language visible in the lessons. They did not develop any of language skills, therefore, they are counted separately.

The diagnostic phase of the research has shown that language skills were mostly developed in integration. There was also a great number of giving instructions (organizational issues) in Czech. Speaking skills were developed in integration with other skills in 110 activities. Writing skills were developed in integration in 48 activities. Listening skills were developed in integration in 119 activities. And reading skills were developed in integration in 79 activities. As for speaking skills, they were individually developed the least, but often used in integration

with other skills. Writing skills were not developed much individually but also in integration with other skills. Reading and listening skills were often developed individually and also in integration. So, for the intervention phase, it was needed to put an emphasis on developing writing skills because the diagnostic phase has shown that they were developed the least.

## 7.6 The Action Plan

McNiff and Whitehead (2006, 90) mention that the action plan "should guide you through the process of asking and answering the question *How do I improve what I am doing?*, and explaining why this is an important question and the possible significance of an answer." It is also important to keep in mind that often things do not go according to the plan and something unexpected may happen. So you should "regard your action plan as a set of prompts to guide you, rather than a fixed sequence of steps." (McNiff and Whitehead 2006, 90)

Concerning the results of the diagnostic phase, hypotheses derived from the preliminary investigation were stated and on the basis of them, the action plan was created. The hypotheses were following:

- The skills should be integrated whenever possible because it gives the task complexity, and thus, the complex task contains more than one skill, as in real life. (Nunan 1989, 22)
- Effective learning comes together with ability of a learner to employ language skills simultaneously to succeed in real life. (Hinkel 2006, 113; in Šebestová et al. 2011, 327)
- In CLT, "students work on all four skills from the beginning." (Larsen-Freeman 2000, 131)
- The target language is a vehicle for classroom communication
- The emphasis is on the process of communication rather than just mastery of language forms
- Students must learn about coherence and cohesion
- Students should be given an opportunity to express their ideas and opinions
- Communicative interaction encourages cooperative relationships among students

(Larsen-Freeman 2000, 95)

- In CLT authentic materials should be used because they give students "an opportunity to develop strategies for understanding language as it is actually used." (Larsen-Freeman 2000, 129-130)

On the basis of stated hypothesis and results of the diagnostic phase, the specific action points for the following part of the research were given. They were:

- Employ to my lessons more specific activities which develop writing skills (It was found out in the diagnostic phase of the research that those skills were developed the least – there was only one activity specifically focused on developing writing skills)

- Include more those activities to the lessons which provide more possibilities for students to communicate in the target language – give students opportunities to express their ideas and opinions, maintain cooperation between students => employ more those activities that are typically used in CLT - (jig-saw activities, role plays, reasoning-gap activities, problem-solving tasks, etc.)

- Use more authentic and real-based teaching aids and materials (Tv shows, online videos, commercials, radio broadcast, podcast, song, photographs, maps, magazines, newspaper, recipes, menus or letters and emails.)

## 7.7 Intervention 1

In this part of intervention, I implemented the action points stated in the action plan to my teaching. It was done within one month in 22 lessons. The intervention phase of the research was conducted in the lessons of lower-secondary learners. They were the same students as in the diagnostic phase of the research. These were the sixth to nineth grade students.

The main aim of the intervention phase was to implement the action points to the lessons of lower-secondary learners. There were three of them, stated in the action plan. For this part, some data collection tools were used. These were reflection diary, as in the diagnostic phase. It was used to describe my own feelings and comments from the lessons and to have some documentation concerning the research and how it was going on from the teacher's point of view.

Then, the same observation sheet as in the diagnostic phase was used. As well as the analysis of lesson plans was employed to find out the aims of specific activities. The same procedure of observations was used. My mentor was observing my lessons and she wrote down her comments to the observation sheet.

## 7.8 Research questions of the Intervention Phase of the Research

The research questions were stated for each of the action points. They are the following:

- Which activities were employed in the lessons of lower-secondary learners that were specifically aimed at developing writing skills?
- How many activities were employed in the lessons of lower-secondary learners that were specifically aimed at developing writing skills?
- Which common CLT activities were used in the lessons of lower-secondary learners?
- How many common CLT activities were used in the lessons of lower-secondary learners?
- Which authentic materials were used in the lessons of lower-secondary learners?

## 7.9 Findings of the Intervention Phase

- **Which activities were employed in the lessons of lower-secondary learners that were specifically aimed at developing writing skills?**

The activities which were used in the lessons of lower-secondary learners which were specifically aimed at developing writing skills were following:

| Activities which developed writing skills: |
|---|
| 1. Students wrote an informal e-mail to their fictional English-speaking friend. |
| 2. Students wrote a summary of an article given on the worksheet, or in the magazine. (5x) |
| 3. Students wrote a summary of the video they saw. (3x) |
| 4. Students wrote down their feelings and comments concerning the lesson (what they learned, what was new for them, what was difficult for them). (5x) |
| 5. Students wrote a piece of text concerning their progress in English within a year (What they learned, what their strengths are, what their weaknesses are, what they need to improve, how they can do it) |
| 6. Students in groups wrote a story on the basis of given pictures. |
| 7. Students wrote a short piece of writing about their favorite books. |
| 8. Student wrote a short piece of writing about their plans for holidays. |

**Figure 6:** Developing Writing Skills

It is important to say that most of those activities included also pre-writing tasks in which useful words and phrases were introduced to students, and also context for each of the activity was given. The feedback was given to students individually by me. Those pre and post writing

activities were not the main subject of the research, therefore, only the main activities are described.

- **How many activities were employed in the lessons of lower-secondary learners that were specifically aimed at developing writing skills?**

On the basis of the observations, it was found out that there were 18 activities employed in the lessons of lower-secondary learners, which developed specifically writing skills. It was a great improvement in comparison to the diagnostic phase of the research, in which there was only one activity which developed specifically writing skills. I found out that those activities are possible to include to almost every lesson. It does not have to be time consuming because you can connect them with other activities in the lesson.

- **Which common CLT activities were used in the lessons of lower-secondary learners?**

| CLT Activities |
| --- |
| 1. Jig-saw activity – students were divided into small groups. Each of the group was given specific information concerning travelling in Australia. Then, the worksheet was given to all of students who tried to complete it with putting all information together. (2x) |
| 2. Role play- students worked in pairs, the specific roles were given to them. There was also worksheet provided, which set the social context and provided students useful phrases and words which could be used. (3x) |
| 3. Scrambles sentences- students worked in small groups. They were given a text in which the sentences were in scrambled order. They had to arrange the sentences into the correct order. Students learned about cohesion and coherence. |
| 4. Information transfer activity – students were given a text. They read it. Then, they were supposed to reproduce given information they found out in the article and completed it to the chart with the usage of the reproduce information. (3x) |
| 5. Opinion-sharing activity – students in pairs were supposed to discuss their ideas and opinions on the given topic (e.g., online vs classroom learning, their dream holiday) (4x) |

**Figure 7:** CLT Activities

- **How many common CLT activities were used in the lessons of lower-secondary learners?**

It was found out that there were five different common CLT activities used in the lesson of lower-secondary learners. Some of them were used several times in different lessons. Students had the possibility to express their ideas and opinions, to communicate in the target language, and to cooperate with classmates.

- **Which authentic materials were used in the lessons of lower-secondary learners?**

There is the overview of all authentic materials which were used in the intervention phase of the research in the lessons of lower-secondary learners. How many times the material was used is recorded in the brackets.

| Authentic Materials |
| --- |
| Magazine article (5x) |
| Newspaper article (2x) |
| Menu in the restaurant (2x) |
| Social media posts (2x) |
| Online videos (3x) |
| Tv show |
| Online news and articles (5x) |
| Songs (2x) |
| Photographs |
| Recipes |

**Figure 8:** Authentic Materials

I found the usage of authentic materials very beneficial in English lessons. It provided me some kind of a change from the stereotypic lessons and new teaching materials that can encourage and motivate students in their learning. Students liked those activities with the usage of authentic materials very much. They were motivated, active, and participating in those activities.

## 7.10  Intervention 2

The last part of the research, which was the second intervention, was conducted within one month, in 7 lessons of lower-secondary learners. In contrast to the previous phases of the research, this part of the second intervention was done only in one chosen class of lower-secondary learners. They were nineth-grade students.

In the second action plan, I set other hypothesis which were important when integrating CLT to my teaching. On the basis of them, I decided to implement a project work to the lessons of nineth-grade students.

Hypothesis:

- Students should work in groups to maximize the amount of communicative practice
- Students should be given an opportunity to express their ideas and opinions
- Communicative interaction encourages cooperative relationships among students
- A speaker has a choice what to say and how to say it
- The emphasis is on the process of communication rather than just mastery of language forms

                                                                (Larsen-Freeman 2000, 95)

- Make real communication the focus of language learning (Richards and Rogers 2014, 95)
- In CLT teachers should link the four skills together in the lesson because they usually occur together in the real world. (Richards and Rogers 2014, 95)
- When we design a task "we shall be considering all the skills conjointly as they interact with each other in natural behavior." (Nunan 1989, 22)
- The skills should be integrated whenever possible because it gives the task complexity, and thus, the complex task contains more than one skill, as in real life. (Nunan 1989, 22)
- Effective learning comes together with ability of a learner to employ language skills simultaneously to succeed in real life. (Hinkel 2006, 113; in Šebestová et al. 2011, 327)


The main aim of this part was to employ an activity to the lessons which would develop all four language skills simultaneously within one activity. Harmer (2015, 299) mentions a great example of the activity, which develop and integrates all four language skills. This is a project work. It was mentioned in the theoretical part of the thesis. He says that students cooperate and

communicate in the target language. It involves speaking and listening in discussion with colleagues, or when presenting a project. Then, reading and listening skills are involved when researching a particular topic, or writing when giving a report about the topic.

I decided to employ a project work because I think it is a great activity that uses integration of all language skills. Therefore, students can develop all skills and at the same time they can communicate in the target language, research an interesting topic, cooperate with classmates and be more independent and motivated in their learning.

### 7.10.1 Project Initiation and Planning

The project work was conducted in one chosen class, as mentioned previously. There were 15 students participating in the project. Those students were divided into 5 groups of 3. The choice of the topic of the project was discussed with the students. We finally agreed on the topic "Our favorite celebrity". Students mentioned that they wanted to include singers, actors, models, or athletes. Therefore, the topic was more general to enable them to choose which celebrity they wanted to. However, each group had to agree on one celebrity.

The assignment was to create a final presentation which would take about 15 minutes. Students had to cooperate, use authentic materials which were provided to them, and to make a presentation in which they would introduce to other classmates and teacher their favorite celebrity. Students could include pictures, songs, videos, or articles in their presentation. It was said to students that they were supposed to communicate in English and their presentation had to be in English as well.

Students worked in groups. There were school computers and iPads provided to each group of students. The final presentations of students were made in Power-Point and there was one presentation for each group. Therefore, there were 5 presentations in the final stage. Students could work with online sources, as Youtube videos, Tv shows, songs, online news, articles and tabloids concerning the chosen celebrity, or pictures and photos. They could use also other authentic materials, as magazines Bridge or Gate.

Before their research started, we devoted some time in previous lesson to explanation of working with sources and online sources. It was explained and shown to students how they should quote, cite, and make reference of their sources. They used it in their presentations. We also discussed how to make a presentation in Power-Point. Most of the students have worked with it before, but still, there were some students who did not have much experience with it. Therefore, everything was shown and explained to them before starting the project work.

### 7.10.2 Project Execution

The students worked in groups on their projects within 4 lessons. In the initial stage, they decided and agreed on which celebrity they could choose. When deciding, they announced their choice to me, and they could start with researching their topics and making presentations.

Students were supposed to divide their presentations into some parts. Each member of the group was responsible for one part. This part was also written and worked in the presentation by this particular student. This procedure was chosen because I wanted all members of the groups to be involved and I wanted all of them to practice their writing skills. Those parts were personal life of the chosen celebrity, his/her career, interesting things/fun facts/why we like him/her.

When working on the projects, students communicate and discussed the topic mostly in English. They wrote down notes, comments, read articles and news, watched videos and listened the songs, and worked on their final presentations.

### 7.10.3 Teacher's Role

My role as a teacher was similar to teacher's role in CLT. My role as a teacher was less dominant in the learning process. Students were more independent and responsible for the content. I was in the role of advisor and consultant. I helped students with their research, with making presentations, and I answered their questions. I also monitored the situation in the classroom. My next role was group process manager, which meant that I organized classroom activities. I also engaged students in their work and gave feedback to their presentations. Finally, I was in the role of observer. Observations are described in the following part.

### 7.10.4 Observations

Because the main aim and purpose of the project work was the integration of all four language skills, I needed to monitor this in the lessons. In this part, I did the observation on my own. I decided to use the same observation sheet as in the previous phases of the research. I wrote down activities in which students develop particular language skills. I was interested whether they actually develop all skills and in which activities the skills were employed. The observations were done in all 7 lessons, in which the project work was conducted.

### 7.10.5 Completion and Final Presentation of Students' Projects

When completing the students' projects within 4 lessons, students were supposed to present their final presentations. As mentioned before, each of the students in the group was responsible for some part. This part was also presented by him/her. The final presentations were done in 3

lessons. Each of the presentation took about 15 to 20 minutes. Then, 10 minutes feedback followed. Feedback part included discussion about the topic, questions and answers of other students, and also my comments on the students work.

The final presentations of students' projects were excellent. They presented songs, videos, written comments, and they also talked about the topic in English properly. All students were involved in the presentations, and I was happy to see that also the following discussion was great and students discussed in English the given topic.

## 7.11 Final Evaluation of Intervention 2

The main purpose of the intervention 2 was to employ and integrate in one activity all four language skills to the lessons of nineth-grade students. My observations proved that all language skills were developed. The summary of cases in which particular language skills were developed is provided below.

Students developed their writing skills when writing their presentations. They wrote down their own comments, opinions, and views. They also wrote down summaries of articles they read, or videos they watched.

Speaking skills were mostly developed in communication and discussion between students in groups. They were talking about the chosen celebrity, about their favorite songs, videos, sports. It was great to see that students were able to communicate in English language in most of the discussions. They could discuss their opinions and views, and they were also able to cope with organizational issues of their final presentations when discussing it with the members of groups. However, when observing students' work, I found out that some of the students sometimes switched to Czech language. It mostly happened when they did not know the English word or phrase and did not know how to describe it in English. So, they said it in Czech. But then, they continued again in English. Sometimes, I observed that they started to discuss the topic in Czech. But when I told them to speak in English, or when I started to talk to them in English, they immediately started to speak in English as well. It often happened in the first two lesson of the project work. I found out that in the last lessons, students spoke mostly in English. Speaking skills were also employed when presenting the final presentations and discussing the topic in the discussion part following the presentation.

Considering listening skills, they were developed when listening other students and a teacher in discussions. Listening skills were also employed when doing the research. Students listened

to the English songs, videos, Tv shows or short commercial spots. Finally, students practiced listening skills when listening to their classmates when presenting their final works.

Reading skills were employed as well. When students did the research, they read many articles, tabloids news, serious news, lyrics to the songs, or subtitles to the videos. They also read their notes and comments when making the presentations and when other groups of students were presenting their projects.

Apart from integrating four language skills, students applied also other principles of CLT. They maximized their amount of communicative practice when working in groups. They could express their ideas and comments. They cooperated with other classmates and with the teacher. The emphasis was given on the process of communication rather than just mastery of language forms. And speakers had a choice what to say and how to say it. Students also worked with authentic materials. Finally, the real communication was the main focus of language learning.

To conclude, I must say that the project work in the lessons of nineth-grade students was successful. The principles of CLT stated in the action plan were integrated to the lessons. Moreover, I was happy to see the motivation of students when working on their projects, their cooperation, activity, involvement, and ability to discuss given topics in English.

## 7.12 Final Evaluation and Conclusion of the Action Research

To summarize the action research, there were some phases of the research conducted in the lessons of lower-secondary learners. Each of the phase had the different aim and purpose. The main subject was to research CLT as developing of four language skills. Thus, the overall aim was to provide opportunities for learners to develop language skills in the lessons. I was also interested in the usage of teaching aids and materials in my lessons. The research was the combination of qualitative and quantitative research. I was in the role of a researcher and also an active participant. I cooperated with my mentor, who did the observations of my lessons.

In the diagnostic phase of the research, I was researching activities in the lessons and which language skills were developed, and also how many times were those language skills developed in the lessons of lower-secondary learners. Then, the data were collected and analyzed. On the basis of their evaluation, the action plan was created. The action points were then implemented to my teaching and the final results were stated. Finally, the second intervention was conducted, in which I implemented project work to the lessons of nineth-grade students with the aim to integrate all four language skills to the lessons.

The aim of the research was fulfilled. Four language skills were implemented to the lessons of lower-secondary learners. Also, other principles of CLT were employed to those lessons.

As for me, I found the research beneficial for my future career as a teacher. I found out that CLT approach and its principles are useful when teaching English. Students develop all four language skills, they are not afraid to communicate in the target language because they are trained to do so in the lessons. Moreover, the usage of authentic materials provides possibility for learners to come across real-based materials and real-world English. Students are also more involved, encouraged, independent and motivated in their learning. I will definitely utilize those principles in my future teaching because I found them useful in those aspects that students will be prepared to come to real world and communicate in English language.

# CONCLUSION

To conclude, the aim of the thesis was to discover the topic of CLT. It is part of the Czech curricular documents concerning teaching and learning languages and also of European recommendations. Therefore, I found important to discover the topic of CLT and research how I, personally, employ CLT in my teaching.

The thesis was divided into theoretical and practical part. The theoretical part provided important information for the research described in the practical part. The theoretical part consisted of five chapters. The first chapter described the language acquisition. It was needed to distinguish between first and second language acquisition because these are two different processes. The second chapter concerned lower-secondary learners and Czech language education. The third chapter dealt with teaching methods and its main purpose was to show the development of CLT in time. In the following chapter, the main goal of language education and also CLT was described, and that was communicative competence and its models. Subsequently, the topic of CLT was researched in detail.

The following practical part of the thesis was devoted to the action research. I worked as a researcher and also participant of the research. I had a chance to teach English in chosen basic school and to cooperate with my mentor. Therefore, I could conduct the research in my own English lessons. The main aim of the research was to implement CLT to my teaching in lessons of lower-secondary learners. Because the topic of CLT is very broad, I decided to focus on one of the main principles of CLT, which is integrating all four language skills. Thus, the research aimed at researching my lessons of English with the focus on activities which were used in lessons, and which developed language skills in lower-secondary learners. Thus, the main aim was to integrate such activities to the lessons of lower-secondary learners, which develop all four language skills.

The action research was divided into some phases. Firstly, the diagnostic phase was done. Data were collected and analyzed in this phase. The aim was to find out which activities were employed in the lesson of lower-secondary learners which develop language skills, how many times were language skills developed individually and in integration, and also which teaching aids were used. Then, the data were analyzed and on the basis of them, the action plan was created. After that, the action points, which were stated in the action plan and which were created on the basis of hypothesis, were implemented to my teaching and the phase of the first intervention was conducted. Finally, the data were analyzed again, and the results were

presented. Finally, the second intervention was done, in which the project work was implemented to the lessons of nineth grade students with the purpose to integrate all four language skills.

All in all, it was found out that CLT should be implemented to the lessons of English because it has a lot of benefits for teaching and learning. It develops four language skills, learners are provided with authentic language and authentic materials, they are trained to communicate in the target language, cooperate with classmates, they have possibility to express their ideas and opinions, and they are active participants of lessons who are more responsible for their own learning.

# RESUMÉ

Tato diplomová práce se zabývá komunikačním přístupem ve výuce anglického jazyka na českých základních školách. Konkrétně se zaměřuje na žáky druhého stupně základní školy. Je zde několik důvodů pro výběr daného tématu. Komunikační přístup je dnes jedním z hlavních témat diskusí týkajících se výuky jazyků v České republice. Tento přístup je patrný v českých kurikulárních dokumentech, a proto by měl být implementován do hodin anglického jazyka. Většina učitelů si myslí, že do svých hodin zahrnují většinu principů komunikačního přístupu. Avšak, dle mého názoru, je realita jiná. Proto jsem se rozhodla dané téma prozkoumat důkladně a zaměřit se na svoji vlastní výuku anglického jazyka s cílem zavést do svých hodin komunikační přístup.

Práce je rozdělena do dvou částí, teoretické a praktické části. Cílem teoretické části bylo poskytnout teoretický rámec, zmapovat vývoj komunikačního přístupu, a také prozkoumat příležitosti a možnosti osvojování anglického jazyka při využití komunikačního přístupu. Cílem praktické části bylo pomocí akčního výzkumu integrovat komunikační přístup do vlastní výuky, se zaměřením na komunikační přístup jakožto rozvoj všech čtyřech řečových dovedností.

První kapitola teoretické části nejprve hovoří o osvojování jazyka, které je jedním z nejvíce fascinujících a jedinečných věcí života lidí. Je však důležité rozlišovat osvojování mateřského a cizího jazyka. Co se týče osvojování mateřského jazyka, tak první slova dětí přicházejí okolo dvanácti měsíců věku dětí. Okolo druhého roku je již většina dětí schopna produkovat nejméně padesát slov a více. Začínají stavět také první jednoduché věty. Následuje utváření různých příběhu, kladení otázek a rozkazů, a také již děti zvládají skládat věty do správného slovního pořádku. Důležitým milníkem při osvojování mateřského jazyka je mateřská škola, kdy se jazyk rozvíjí, slovní zásoba dětí se rozrůstá a jsou také schopni rozlišovat různé formy a významy slov. Dále je v práci vysvětlen proces osvojování cizího jazyka, který je odlišný od procesu osvojování mateřského jazyka. Práce zmiňuje hlavní důvody, proč se lidé učí cizí jazyk, a také popisuje tento proces detailněji. V poslední části první kapitoly jsou řešeny termíny učení se a vyučování, které je nutno rozlišovat.

Druhá kapitola se zabývá kontextem cizojazyčného vzdělávání v České republice. Hlavním rámcem, který definuje očekávané výstupy, požadavky na vzdělávání, či klíčové kompetence je Rámcový vzdělávací program pro základní vzdělávání (RVP ZV). Požadavky kladené na cizojazyčnou výuku poté vycházejí z Společenského evropského referenčního rámce pro jazyky (CEFR), který definuje očekávané výstupy výuky anglického jazyka a také jazykovou

úroveň, které by měli žáci dosáhnout na konci studia základní školy. Práce dále shrnuje očekávané výstupy týkající se jednotlivých řečových dovedností definované v RVP ZV. Následně druhá kapitola popisuje žáky druhého stupně základní školy z psychologického hlediska.

Následně je v práci prezentován vývoj učebních metod. Nejprve je zde vysvětlen rozdíl mezi pojmy přistup, metoda a technika. Vývoj je dále popisován z hlediska jednotlivých vybraných metod, které byly v průběhu času využívány v hodinách anglického jazyka, a které přispěli k vývoji komunikačního přístupu. Hlavním cílem této kapitoly bylo ukázat, jak se komunikační přístup vyvíjel, a jaký je jeho vztah k dalším učebním metodám.

Kapitola čtvrtá se zaměřuje na téma komunikační kompetence jakožto hlavní cíl cizojazyčné výuky a také komunikačního přístupu. Kapitola pojednává o vzniku a rozvoji komunikační kompetence, a také jsou prezentovány různé modely komunikační kompetence.

Poslední, tedy pátá kapitola teoretické části pojednává o hlavním tématu práce, a to komunikačním přístupu. Ten je v této kapitole diskutován velmi detailně a poskytuje tak hlavní teoretickou základnu pro praktickou část práce. V této kapitole je vysvětlen rozdíl mezi strukturálním a funkčním pojetí jazyka, neboť právě z nich komunikační přístup vychází. Dále jsou prezentovány principy tohoto přístupu, nebo také role učitele a žáků. Kapitola se dále detailně zabývá komunikačním přístupem jakožto rozvojem čtyřech řečových dovedností. Ty jsou pak v této části rozebírány detailně. Následně je prezentováno rozdělení učebních aktivit dle Littlewooda (1981), jehož schéma definuje komunikační aktivity. Je zde také popsán účel komunikačních aktivit, různé typy aktivit, které jsou hojně využívány v komunikačním přístupu, a také výukové materiály. V neposlední řadě se kapitola zabývá kritikou komunikačního přístupu. I když je tento přístup často využívaný, jsou zde stále některé body kritiky tohoto přístupu.

Následuje praktická část práce, která nejprve řeší výzkumnou metodologii, cíl práce, časový rozvrh, sběr a analýzu dat, nebo také nástroje sběru dat. Další část pak popisuje jednotlivé fáze výzkumu a výsledky jednotlivých částí jsou prezentovány.

Praktická část práce popisuje provedený akční výzkum, který byl uskutečněn na vybrané základní škole. Díky možnosti učit na vybrané základní škole a spolupracovat s mentorkou jsem se rozhodla zrealizovat akční výzkum, který mi umožnil implementovat komunikační přístup do vlastní výuky anglického jazyka. Akční výzkum se zaměřoval na komunikační přístup jakožto rozvoj všech čtyř řečových dovedností. Hlavním cíle výzkumu bylo prozkoumat rozvoj

řečových dovedností u žáků druhého stupně základní školy v hodinách anglického jazyka za účelem poskytnout žákům možnosti a příležitosti rozvoje jazyka pomocí takových aktivit, které rozvíjí řečové dovednosti. Výzkum byl kombinací kvantitativního a kvalitativního výzkumu s využitím různých nástrojů pro sběr dat, jako observační list, analýza plánů hodin, nebo reflektivní deník.

Akční výzkum byl rozdělen do několika fází. Jako první byla provedena fáze diagnostická, kdy bylo nejprve identifikováno hlavní téma, které se v tomto případě týkalo komunikačního přístupu s cílem rozvoje všech řečových dovedností. Hlavním cílem této části bylo vyzkoumat, jaké aktivity, které rozvíjí řečové dovednosti, jsou v hodinách anglického jazyka žáků druhého stupně využívány, jaké řečové dovednosti jsou pak při těchto aktivitách rozvíjeny, kolikrát je jednotlivá řečová dovednost v hodině rozvíjena, kolikrát jsou řečové dovednosti rozvíjeny v integraci, a také jaký učební materiál byl při aktivitách rozvíjejících řečové dovednosti použit. Následně jsou prezentovány výsledky diagnostické fáze, které jsou rozděleny na kvalitativní a kvantitativní část. Diagnostická fáze výzkumu ukázala, že nejméně byla u žáků druhého stupně základní školy rozvíjena řečová dovednost mluvení a psaní. Avšak řečové dovednosti byly převážně rozvíjeny v integraci s dalšími řečovými dovednostmi. Co se týče učebních materiálů, bylo prokázáno, že v hodinách byl využit pouze jeden autentický materiál.

Následně byl vytvořen akční plán, který na základě hypotéz a diagnostické fáze výzkumu definoval akční body, které poté byly zavedeny do hodin anglického jazyka. Třemi hlavními body bylo zavést více aktivit, které se specificky zaměřují na rozvoj řečové dovednosti psaní. Dále pak do hodin zapojit více aktivit, které žákům umožní komunikovat v cílovém jazyce – tedy využít aktivity, které se používají v komunikačním přístupu. V neposlední řadě používat více autentických materiálů, které žákům umožní se setkat s reálným jazykem v jeho skutečné podobě.

Dále následoval proces intervence, kdy byly akční body definované v akčním plánu zavedeny do hodin anglického jazyka žáků druhého stupně a výsledky této části byly prezentovány. Další část výzkumu byla druhá intervence, jejímž hlavním cílem bylo zapojit takovou aktivitu, která by u žáků rozvíjela všechny čtyři řečové dovednosti. Do hodin byla tedy zavedena projektová metoda, která rozvíjí všechny čtyři řečové dovednosti. Jednotlivé fáze této metody jsou pak prezentovány v této části práce. Tato část výzkumu ukázala, že všechny čtyři řečové dovednosti byly u žáků rozvíjeny. Mimo to měli žáci možnost komunikovat v anglickém jazyce, sdílet

jejich názory a nápady, spolupracovat s kolegy a s učitelkou, a také pracovat s autentickými materiály.

Závěrem mohu říci, že díky akčnímu výzkumu, díky kterému jsem měla možnost implementovat komunikační přístup do svých vlastních hodin anglického jazyka, jsem zjistila, že komunikační přístup je velice přínosný ve výuce jazyka. Umožňuje studentům rozvíjet všechny řečové dovednosti, zapojit je do výuky, motivovat je k učení a také komunikovat v cílovém jazyce. Komunikační přístup budu ve svých hodinách využívat i nadále, neboť jej shledávám velice přínosným a užitečným převážně proto, že žáci budou připraveni vyjít do reálného světa mimo školu a komunikovat v anglickém jazyce.

# BIBLIOGRAPHY

Brown, Douglas Hunter. 2014. *Principles of Language Learning and Teaching.* New York: Pearson Education.

Burns, Anne. 2010. *Doing Action Research in English Language Teaching: A Guide for Practitioners.* New York: Taylor & Francis Group.

Cook, Vivian. 2016. *Second Language Learning and Language Teaching.* New York: Routledge.

Council of Europe. 2001. Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Strasbourg.

https://rm.coe.int/16802fc1bf

Čábalová, Dagmar. 2011. *Pedagogika.* Praha: Grada Publishing.

Ellis, Rod. 1997. *Second Language Acquisition.* Oxford: Oxford University Press.

Gass, Susan M. and Selinker, Larry. 2008. *Second Language Acquisition: An Introductory Course.* New York: Routledge.

Gavora, Peter. 2010. *Úvod do pedagogického výzkumu.* Brno: Paido.

Harmer, Jeremy. 2015. *The Practice of English Language Teaching.* Harlow: Pearson Education Limited.

Hedge, Tricia. 2000. *Teaching and Learning in the Language Classroom.* Oxford: Oxford University Press.

Janík, Tomáš. 2003. "Akční výzkum pro učitele: příručka pro teorii a praxi." Brno: Pedagogická fakulta Masarykovy univerzity.

Kemmis, Stephen, McTaggart, Robin, and Nixon, Rhonda. 2014. *The Action Research Planner: Doing Critical Participatory Action Research.* London: Springer Science.

Kothari, C. R. 2004. *Research Methodology: Methods and Techniques.* 2nd ed. New Delhi: New Age International Publishers.

Larsen-Freeman, Diane. 2000. *Techniques and Principles in Language Teaching.* Oxford: Oxford University Press.

Leaver, Betty Lou, Ehrman, Madeline and Shekhtman, Boris. 2005. *Achieving Success in Second Language Acquisition.* Cambridge: Cambridge University Press.

Littlewood, William. 1981. *Communicative Language Teaching.* Cambridge: Cambridge University Press.

Lightbown, Patsy Martin and Spada, Nina. 2013. *How Languages Are Learned.* Oxford: Oxford University Press.

Maňák, Josef a Švec, Vlastimil. 2003. *Výukové metody.* Brno: Paido.

McNiff, Jean and Whitehead, Jack. 2006. *All You Need to Know about Action Research.* London: Sage Publications.

MŠMT. 2017. Rámcový vzdělávací program pro základní vzdělávání. Praha: MŠMT. http://www.msmt.cz/file/43792/

Nunan, David. 1989. *Designing Tasks for the Communicative Classroom.* Cambridge: Cambridge University Press.

O'Grady, William. 2005. *How Children Learn Language.* Cambridge: Cambridge University Press.

Richards, Jack Croft, and Lockhart, Charles. 1996. *Reflective Teaching in Second Language Classroom.* Cambridge: Cambridge University Press.

Richards, Jack Croft, and Rodgers, Theodore Stephen. 2014. *Approaches and Methods in Language Teaching.* Third edition. Cambridge: Cambridge University Press.

Richterová, Bohdana, Alena Seberová, Hana Kubíčková, Ondřej Sekera, Hana Cisovská, a Žaneta Šimlová. 2020. *Akční výzkum v teorii a praxi.* Ostrava: Pedagogická fakulta Ostravské univerzity.

Scrivener, Jim. 2011. *Learning Teaching: The Essential Guide to English Language Teaching.* Oxford: Macmillan Publishers.

Shaffer, David R., and Kipp, Katherine. 2014. *Developmental Psychology: Childhood and Adolescence.* Wadsworth: Cengage Learning.

Stern, Hans Heinrich. 1983. *Fundamental Concepts of Language Teaching*. Oxford: Oxford University Press.

Stevick, Wilson Earl. 1998. *Working with Teaching Methods.* Boston: Thomson/ Heinle.

Šebestová, Simona, Najvar, Petr a Janík, Tomáš. 2011. „Příležitosti k rozvíjení řečových dovedností ve výuce anglického jazyka: samostatně anebo v integraci. “ *Pedagogická orientace* 21 (3): 322-348.

Švaříček, Roman a Šeďová, Klára. 2007. *Kvalitativní výzkum v pedagogických vědách.* Praha: Portál.

Ur, Penny. 1991. *A Course in Language Teaching: Practice and Theory.* Cambridge: Cambridge University Press.

Usó-Juan, Esther and Martínez-Flor, Alicia. 2006. "Approaches to language learning and teaching: Towards acquiring communicative competence through the four skills."

In *Current Trends in the Development and Teaching of the Four Language Skills,* edited by Usó-Juan, Esther and Martínez-Flor, Alicia, 3-25. Berlin: Mouton de Gruyter.

Vágnerová, Marie. 2000. *Vývojová psychologie: dětství, dospělost, stáří.* Praha: Portál.

Wallace, Michael J. 1998. *Action Research for Language Teachers.* Cambridge: Cambridge University Press.

# APPENDICES

## Appendix A

*Observation Sheet – empty (sample)*

---

**Observation Sheet**

**Communicative Language Teaching as developing of Four Language Skills**

| |
|---|
| Class: |
| Date: |
| Time: |
| Teacher observed: |
| Subject: |
| Observer: |

Research questions:

- Which activities are used in English lessons of lower-secondary learners that develop language skills?
- Which language skill (skills) is (are) developed when completing activities in the English lessons of lower-secondary learners?
- How many times is an individual language skill developed in English lessons of lower-secondary learners?
- How many times are language skills developed in integration in English lessons of lower-secondary learners?

Additional question:

- Which teaching aids are used when developing the four language skills in English lessons of lower-secondary learners?

| | Description of the activity | Teaching aids | Speaking | Writing | Listening | Reading |
|---|---|---|---|---|---|---|
| Activity 1 | | | | | | |
| Activity 2 | | | | | | |
| Activity 3 | | | | | | |
| Activity 4 | | | | | | |
| Activity 5 | | | | | | |
| Activity 6 | | | | | | |
| Activity 7 | | | | | | |
| Activity 8 | | | | | | |

## Appendix B
*Observation Sheet – completed (sample)*

**Observation Sheet**

**Communicative Language Teaching as developing of Four Language Skills**

Class: 7
Date: *19. 3. 2022*
Time: *45 min*
Teacher observed: *Barbara Trešinová*
Subject: *English*
Observer: *Bystřanská*

Research questions:

- Which activities are used in English lessons of lower-secondary learners that develop language skills?
- Which language skill (skills) is (are) developed when completing activities in the English lessons of lower-secondary learners?
- How many times is an individual language skill developed in English lessons of lower-secondary learners?
- How many times are language skills developed in integration in English lessons of lower-secondary learners?

Additional question:

- Which teaching aids are used when developing the four language skills in English lessons of lower-secondary learners?

1

| | Description of the activity | Teaching aids | Speaking | Writing | Listening | Reading |
|---|---|---|---|---|---|---|
| (T- instructions - in English) | | | | | | |
| Activity 1 | Ss in groups discuss their dream holi- day. (T- inst. - E + Cz) | X | ✓ | | ✓ | |
| Activity 2 | Ss watch an online video on youtube concerning the upcoming favourite series (T- inst. - E) | online video | | | ✓ | |
| Activity 3 | Ss write individu- ally a summary of the video they saw (T- inst. - E) | exercise book / paper / pencil | | ✓ | | |
| Activity 4 | Ss in pairs discuss the video they saw + discuss their favourite series (T- inst. - E + Cz) | online video | ✓ | | ✓ | |
| Activity 5 | Ss read an article in the magazine "Gate" - individual and silent reading (T- inst. - E) | Magazi- ne Gate | | | | ✓ |
| Activity 6 | Ss in pairs discuss and answer questions given on the worksheet concerning the article they read (T- inst. - E + Cz) | Magazine article + worksheet | ✓ | ✓ | ✓ | ✓ |
| Activity 7 | Checking the answers - Tr & Ss discuss the correct answers | Magazine article + worksheet | ✓ | ✓ | ✓ | ✓ |
| Activity 8 | Feedback and summary of the lesson - Ss write down their comments concerning the lesson | exercise book | | ✓ | | |

+ developing Listening skills when the teacher gives instructions in English (recorded in the sheet)

## Appendix C

*Samples from the Teacher's Reflective Diary*

---

3. 3. - CT - 6. B

AIM:  Writting skills ✓
      + Authentic materials ✓

COMMENTS:
        I was successful in employing 1 specific activity
     which was aimed to develop my writing skills –
     Ss were supposed to write an informal e-mail
     to their friends
                  ↑
        Bylo mi těžké, že S nejsou nuceni nějaké psát
     nějaké delší texty ⟹
     It was needed to give proper instructions,
     show them samples of inf. e-mails
     → We spent much more time than planned
        during this activity
     → For the next time – provide Ss with words
        and phrases they can use in their writing task

     Authentic material was met used as planned –
              no time ⟹ use it next lesson ✓
                                              o

29. 4. Pá - 9.    AIM: Projects
                            Execution

This was the fourth and the last lesson when
Ss could work on their projects.
Ss worked in their groups - as in the last 3 lessons -
and they completed their presentations.
I was ✓ very happy to see that Ss were speaking
and discussing mostly in English ! ☺
Only when ✓ they did not know the Engl. word,
they said it in Czech but they then continued
in English.
Ss cooperated perfectly, they used authentic mate-
rials → videos, songs, online articles.


When completing their presentations and projects,
they developed ✓ writing skills (presentation making),
speaking (discussion with other Ss and me),
listening (   -ll-   + videos and songs..)
and reading skills (articles, lyrics of the songs ...)


I look forward their final presentations which
will take place the next lesson.

99

**Appendix D**

*Lesson Plan Analysis (sample)*

**LESSON PLAN**

Class: 8.  Date:  4.2.2022  Time: 45 min  Level: A2

Overall aim: Students will practise their listening comprehension, reading aloud and they will be able to make dialogues with the focus on invitations and refuses.

| Activity | Material and aids | Time needed | Interaction patterns | Objectives | Link(s) to SEP |
|---|---|---|---|---|---|
| 1. Students are divided into groups and discuss the questions given on the worksheet (Speaking, listening, reading) | Worksheet with questions | 8 min | S-Ss S-S T-Ss | Students are able to ask and answer the questions and communicate with the classmates according to their abilities and knowledge of English language. | - Aktivně se zapojí do jednoduché konverzace, poskytne požadovanou informaci |
| 2. Listening- students hear three dialogues and they try to understand what issues they discuss in the dialogues | X | 5 min | Individual work | Students practise their listening and listening comprehension | - Sestaví jednoduché sdělení týkající se situaci související s životem v rodině, škole a probíraných tematickými okruhy |
| 3. Students open their books, and they can see the dialogues from the previous exercise- they listen again, now with the visual support | Student's book p14 | 5 min | Individual work | Students practise their listening, with the visual support provided | - Rozumí jednoduché a zřetelně vyslovované promluvě a konverzaci |
| 4. Students in pairs discuss the dialogues | Student's book p14 | 5 min | S-S | Students are able to summarize the dialogues from the listening exercise | |
| 5. Students read aloud | Student's book p14 | 10 min | S-Ss T-Ss | Students practise reading aloud with the correct | - Čte nahlas plynule a foneticky správně texty |

| Activity | Materials | Time | Interaction | Objectives | |
|---|---|---|---|---|---|
| the dialogues with the focus on the correct pronunciation of the words | — | T-S S-T | pronunciation of the words | | přiměřeného rozsahu |
| 6. Students work in pairs, and they create a dialogue based on instructions given in the book. (Speaking, listening, reading) | Student's book p15/4 | 10 min | S-S | Students are able to communicate in English and create a dialogue with the focus on invitations and refuses | - Rozumí jednoduchému poslechovému textu, pokud je pronášen pomalu a zřetelně a má k dispozici vizuální oporu |
| 7. Feedback- learners together with the teacher evaluate the lesson. (Speaking, listening, reading) | | 2 min | T-Ss S-Ss S-T | Students are able to evaluate and comment on the lesson on the basis of their feelings and ideas. | |

101