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Developing Linguistic Competences in English Lessons of Primary School

Bachelor Thesis

2022   Kateřina Šrutová

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ZADÁNÍ BAKALÁŘSKÉ PRÁCE

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Zásady pro vypracování

Bakalantka se ve své práci zaměří na příležitosti rozvoje lingvistických kompetencí, které učitel vytváří v hodinách anglického jazyka na prvním stupni základní školy. V teoretické části práce tedy studentka vymezí specifika této věkové skupiny z hlediska vývojové psychologie, bude definovat pojem lingvistické kompetence a didaktické možnosti podporující rozvoj těchto kompetencí. V praktické části pak prostřednictvím pozorování bude zjišťovat, zda a jakým způsobem učitelé anglického jazyka na prvním stupni základní školy podporují rozvoj lingvistických kompetencí.

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Annotation

This bachelor thesis deals with the topic of teacher's role in developing linguistic competences of learners in the English lessons of primary school. The theoretical part defines the psychological development of an early school age, the term communicative competence, then linguistic competence and its parts. The last chapter of the theoretical part focuses on ways a teacher can help develop learner's linguistic competences. The practical part is focused on the teacher's role in developing linguistic competences of learner's in the English lessons. The aim of the research is to find out if the teacher helps develop learner's linguistic competences, and if yes, which methods and approaches are they using.

Key Words

Primary school, linguistic competence, developing linguistic competence, methods and approaches

Název

Rozvoj lingvistických kompetencí v hodinách anglického jazyka u žáků prvního stupně

Anotace

Tato bakalářská práce se zabývá otázkou role učitele v rozvoji lingvistických kompetencí v hodinách Anglického jazyka u žáků prvního stupně. V teoretické části je nejprve vymezen mladší školní věk. Poté následuje vysvětlení komunikativních kompetencí, dále pak konkrétně lingvistických kompetencí. Závěrem teoretické části je pak kapitola učitel a možné metody a přístupy v rozvoji lingvistických kompetencí. Praktická část se zaměřuje na učitelovu roli v rozvoji těchto kompetencí. Cíl výzkumu je zjistit, zda učitel v hodinách Anglického jazyka napomáhá k rozvoji lingvistických kompetencí, a pokud ano, jaké metody a přístupy využívá.

Klíčová slova

První stupeň základní školy, lingvistické kompetence, rozvoj lingvistických kompetencí, metody a přístupy

Table of Contents

List of Abbreviations

CEFR – Common European Framework of Reference for Languages

SLA – Second language acquisition

CLL – Cooperative Language Learning

CLT – Cooperative Language Teaching

CBI – Content-Based Instruction

TBLT – Task-Based Language Teaching

Introduction

Nowadays, learning the English language has become a new normal for many people all around the world. In the Czech Republic, the compulsory English learning starts from the third grade, but some school offer the language from the first grade as well. With that said, the linguistic competences are the ones most focused on during the start of learning a new language, as they include lexical, grammatical, and vocabulary competence, which are the foundation of any language learning. This thesis divides into theoretical and practical part.

The theoretical part firstly discusses the developmental psychology problematics connected with primary school learners, then focuses briefly on the first and fifth grade, as they are the grades discussed in the practical part of this thesis. Next in the theoretical part is a communicative competence explanation and its models, which include Common European Framework of Reference for Languages model and is used in the practical part as well. As one of the three components of communicative competence, and one of the main topics of this thesis, the linguistic competence is discussed in the next subchapter, along with the lexical and grammatical competence, that portrait the key focus of the practical part research. Last chapter of the theoretical part is all about teaching. Firstly we discuss English teaching, then we move on to teacher's role in developing linguistic competences. After that we discuss few of the possible methods and approached used in English teaching, ending the theoretical part.

In the practical part, the research is introduced. The research consists of a pre-research and main research in a form of field notes, taken in English lessons of the first and fifth grade of primary school. The field notes are then analysed in order to find out if teachers use any methods or approaches for developing linguistic competences, and if yes, which ones they use. The methods, approaches and techniques used by the teachers in the lessons are pointed out and explained. At the end of the practical part, the results are discussed and presented. The paper ends with a conclusion to the whole topic.

Theoretical Part

1. Primary School from the Developmental Psychology Perspective

1.1 Early school age

Children start to attend school usually at the age of 6, and until 11-years-old they are considered to be in the early school age (Helus 2009, 244). According to Helus (2009, 244), starting school attendance is considered to be a significant point of life since it divides two phases of a child's life. Starting school is known to be a kind of ritual involving the 'celebratory' enrolment and the first day, which indicates to a child that something very important in their life changed (Vágnerová 1999, 100). A child must be of the according age and considered to be at an appropriate developmental level to be accepted into a school, which is a way of saying they are ready for further development and a life that contains not only status change, but also a change of a child's lifestyle that contains more demands and control, which is fundamental for a child's development and the rest of their childhood. (Vágnerová 1999, 100). Age maturity is strictly connected with a child's external environment and their interactions with it throughout their life, which means their previous upbringing plays a major role in the school enrolment process (Říčan, Krejčíková et al. 2006, 302).

Helus (2009, 244) divides the early school age into next sections:

- School readiness
- The start of a conscious diligence
- Developmental change of learning processes

School readiness comes around the age of 6, as mentioned before. It is a pointer to the fact that the child is ready for the next step, which is becoming a pupil. This readiness contains many abilities, for example concentration, for an appropriate period of time, socialization with classmates and teachers, logical thinking adequate to their age, and more.

The start of conscious diligence comes almost immediately in the early school age. The child is coming to the realization that they want to be successful in this environment, they want to succeed for their efforts and be praised for it, which is a well-known attribute not only for children in school. In order to support the child's efforts and ensure their further diligence the teacher must encourage and help them, otherwise there can be many negative outcomes to the possible neglect of a child's efforts and repetitive failures, such as a loss of motivation, feelings of insufficiency (not being good enough or being less smart than others) and so on. Assessment,

being one of the most controversial topics in today's educational system, plays a fundamental role in this topic as well, since it can be the main reason a child can become distressed and gradually (or at once) stop their efforts.

When it comes to developmental changes, since they start school, the child is absorbing more and more information, either just to remember it, or to use it for their future needs and different situations, such as differentiation or classification of people, things, or actions. With passing years and further development, the child starts to think more critically about various situations and their memory is starting to expand.

All these developmental characteristics need to be taken under consideration when teaching a second language.

1.1.1 First grade

The first grade is a period of time right after school enrolment, specifically a year, usually between the age of 6 and 7 years old. Kučera (2005, 24) mentions that many people look at the first grade as the most important grade of not only a primary school but school overall. He explains it is due to the fact that children come to school with almost zero (or a small amount) of knowledge they are about to go through and later on, they remember the first grade mostly as the only part of their education journey where they enjoyed learning (2005, 24).

According to Langmeier and Krejčířová (1998, 116), this age is called 'sober realism', more specifically 'naïve realism', since the child is very dependent on authorities, such as parents, teachers, but also the used literature. When starting mandatory schooling, a child is suddenly exposed to passive information receiving, which dampens their need to actively use given knowledge and experience it on their own (Langmeier, Krejčířová 1998, 116).

1.1.2 Fifth grade

The start of the fifth grade is a period of time right before the beginning of so-called puberty, which often comes with the start of the sixth and seventh grades (Kučera 2005, 194). In this grade, a child is perfecting their knowledge from previous years and starts to think more deeply about all the connections between the learned facts and the real world.
Fontana explains (2003, 69) how the child, based on their existing experience, is able to anticipate and visualize various situations, which means they are not able to think of an outcome or a solution if they undergo a particular situation for the first time. This characteristic is more prominent in the fifth grade, as the child is thinking more and more about different connections

and starts and try to explain them, rather than just describe them (Fontana 2003, 69). This is an important aspect while learning a second language as well.

2. Communicative Competence and Its Division

The questions of developing learners' communicative competence are a highly popular topic in the education sphere nowadays. The term is discussed in various sources and each one gives a slightly different explanation and classification. In order to understand what linguistic competence represents, it is very useful to know the basics of communicative competence, which is superior to the linguistic one.

The term communicative competence was first used by sociolinguist Dell Hymes (1967, 1972), who, in reaction to Noam Chomsky's explanation of the term (1965), said it is 'too limited'. As a result, Hymes expressed that having somehow developed communicative competence means being able to express, explain and negotiate meanings and said information. Savignon (1983) supported Hymes' opinion, adding that this particular competence depends mainly on the teamwork of the people involved and is not definite. Therefore, the outcome of an interaction is effective only when there are two or more individuals responsible for the communication process (Brown, 2000, 246).

The first division of communicative competence was made by Hymes (1967) and Paulston (1974), adding linguistic competence to the term. The point was to emphasise the difference between being aware of language forms and the ability to use that knowledge to effectively communicate with people. Adding to that, pedagogue James Cummins (1979, 1980) divided this topic into two spheres, one being 'cognitive/academic language proficiency (CALP)', which is basically the knowledge of a given language that is used by learners mostly in the classroom and overall school environment, and the other being 'basic interpersonal communicative skills (BICS)' explained as the ability to use CALP and its communicative capacity in daily interactions.

Nowadays, many sources provide several possibilities for the division of communicative competence. For example, William Littlewood (1981, 6) summarizes four domains of skill in communicative competence, which are essential for foreign language teaching.

First is linguistic competence awareness. Littlewood (1981, 6) explains how a learner must be able to use the linguistic system to provide communication opportunities and express his ideas and thoughts automatically and flexibly.

Secondly, a learner should be able to distinguish between the functions of linguistic competence, as well as have the knowledge of the difference between strictly linguistic competence and communicative competence overall (Littlewood 1981, 6). The explained third is the ability to use feedback in order to communicate effectively in real situations, and if

needed, find another way to communicate what is needed at the moment (Littlewood 1981, 6). The last domain of skill is becoming aware of the social meanings in different languages, which is very important in order to avoid possibly impolite words or phrases (Littlewood 1981, 6). Various sources provide other possible ways of communicative competences division.

2.1 Models of communicative competence

According to Bagaric and Djigunovic (2007, 97), there are three models of communicative competence, which were concluded out of various research. The first model is from Canale and Swain, then the model of Bachman and Palmer, and lastly the Common European Framework of Reference for Languages (CEFR) components of communicative competence.

The Canale and Swain model contained at first three main abilities: grammatical competence, sociolinguistic competence, and strategic competence, and later on they added discourse competence to the list (Bagaric and Djigunovic 2007, 97). Although this model has been marked as the simplest one, it has been the most used model of communicative competence, which then influenced other authors, such as Bachman and Palmer (Bagaric and Djigunovic 2007, 98).

Bachman and Palmer's model is much more extensive, dividing language ability into two main components: language knowledge and strategic competence (Bagaric and Djigunovic 2007, 98). Language knowledge is then divided into organisational and pragmatic knowledge, where organisational knowledge includes grammatical knowledge (vocabulary, morphology, syntax, phonology, and graphology), and textual knowledge (comprehension and production of texts, knowledge of cohesion, rhetorical organisation, and conversational organization), and pragmatic knowledge concerns two main areas: the knowledge of pragmatic conventions and the knowledge of sociolinguistic conventions (Bagaric and Djigunovic 2007, 98). Strategic competence is explained as a means to make a learner's language usage possible, such as setting goals and choosing the right way to succeed (Bagaric and Djigunovic 2007, 99).

The last model introduced is, as mentioned before, by CEFR, which has been inspired by the mentioned models, and is intended for learning and teaching languages, as well as for an assessment (Bagaric and Djigunovic 2007, 99). According to CEFR (Council of Europe 2001, 108), communicative competence divides into three components:

- Linguistic competence
- Sociolinguistic competence

- Pragmatic competence

Although the sociolinguistic and the pragmatic competences are tightly bound to the linguistic one, it is the linguistic competence that concerns this thesis and is explained more in-depth in the following chapter, as it reflects the aim of the practical part.

2.2 Linguistic competence

According to Tricia Hedge (2000, 46), linguistic competence is bound to the knowledge of a form and meaning of a language. When it comes to native speakers, they should know how to use specific rules of a language unconsciously and have instinctive reactions to various linguistic and sociocultural meanings (Stern 1983, 342-343). Linguistic competence contains, as well as other language aspects, lexical, syntactical, and phonological knowledge (CEFR 2001, 13). According to CEFR (2001, 109), linguistic competence includes six components:

- Lexical competence
- Grammatical competence
- Semantic competence
- Phonological competence
- Orthographic competence
- Orthoepic competence

Lexical competence is presented as a knowledge of the vocabulary of a specific language, its lexical and grammatical elements, and the ability to use those aspects. Mentioned lexical elements include fixed expressions (sentential formulations, phrasal idioms, etc.) and single-word forms (open word classes, which can contain closed lexical sets). Grammatical elements then contain closed word classes, for example articles, possessive pronouns, prepositions, or particles.

Grammatical competence is defined as the ability to comprehend and express meaning by using correct grammatical structures of a given language. It involves the specification of elements (morphs, morphemes-root and affixes, words), categories (number, case, gender, tenses, etc.), classes (conjugations, open word classes, etc.), structures (compound and complex words, phrases, clauses, etc.), processes (nominalisation, affixation, etc.), and relations (e.g. concord).

Semantic competence is about the knowledge and usage of the word's meaning. This competence includes relations of words to the overall context (reference, connotation, and

exponents of general specific notions), and interlexical relations (synonymy and antonymy, hyponymy, collocation, etc.).

Phonological competence deals with knowledge (and skill) of the specific language's phonemes (the sound units) and allophones (multiple spoken sounds used to express a phoneme in order to express the context), voicing, rounding, word stress, word tones, sentence stress and rhythm, phonetic reduction, intonation and more.

Orthographic competence concerns with the knowledge and usage of the given language's written symbols. Languages all around the world vary in different ways of symbol expression, for example all European languages use the alphabetic rule. On the other hand, Chinese uses the ideographic principle, and Arabic uses a consonantal one. Such symbols can include letter forms in both printed and cursive writing (upper and lower case), the correct word spelling and its contractions, punctuation, fonts, and logographic signs (such as @, &, etc.).

Orthoepic competence includes the learner's ability to use a correct pronunciation of a written text. It involves the knowledge of spelling rules, working with the dictionary, the knowledge of punctuation marks of a given language, and the ability to use homonyms and other syntactic forms in order to correctly express the context.

In the next subchapters, we will look more into lexical and grammatical competence, as it is the research object of the practical part of this thesis.

2.2.1 Lexical competence by CEFR

As mentioned in the previous chapter, lexical competence is defined by CEFR (2001, 110) as an awareness and a skill to applicate the vocabulary of a specific language. The vocabulary of a language consists of two elements, them being lexical elements and grammatical elements.

Lexical elements involve:

- Fixed expressions, which consist of various words that are used to express one meaning:
  - Sentential formulations: greetings (e.g. *How are you? Good afternoon!* etc.), proverbs (e.g. *It's better to be safe or sorry.,* etc.), and relict archaisms (e.g. *Be off with you!* etc.)
  - Phrasal idioms: semantically unclear metaphors (e.g. *I am feeling blue.* = I am feeling sad., *He is a rollercoaster of emotions.* = He is going through many different moods., etc.), and intensifiers (e.g. *as white as a snow* = clear)

- ➢ Fixed frames: words or phrases are applied as one-meaning sentence (e.g. '*Please, may I have …*')
- ➢ Phrasal verbs: *to put up with*
- ➢ Compound prepositions: *next to, in front of,* etc.
- ➢ Fixed collocations: words normally used together in a sentence (e.g. *to make a mistake*, etc.)
- Single word forms: a single word can be used to express various meanings (e.g. head can mean either a part of a body, a title, or a 'chief' teacher), these forms can contain some aspects of the open word classes, such as nouns, verbs, or adjectives, but mentioned word classes can also include closed lexical forms (e.g. months of the year, etc.)

Grammatical elements in the English language are a part of the closed word classes, which include:

- Articles: *a, an, the*
- Quantifiers: *several, many,* etc.
- Demonstratives: *this, those*, etc.
- Pronouns (personal, possessive, relative): *he, we, who, which, her, their,* etc.
- Prepositions: *next to, by, in, of,* etc.
- Auxiliary verbs: *be, do, have,* etc.
- Conjunctions: *and, if, though, but,* etc.
- Particles: **to** *fly, bring* **up,** etc. (those can be used as prepositions in different phrases as well)

The expected range of lexical knowledge according to different language levels will be discussed more in the practical part of this thesis.

2.2.2 Grammatical competence by CEFR

Grammatical competence is a knowledge and skill of grammatical elements and forms of a given language. The grammatical side of a language has can be very formal in its way, as every language has its set of norms which need to be followed to correctly express a meaning. As well as the usage of grammar, grammatical competence is about comprehending regular phrases or sentences in a given language while using mentioned forms. There are many possible grammar theories which can be applied to learning a language, and there is not

necessarily a wrong, but the learner should choose one source to follow and be able to explain their choice in a sensible way.

Grammatical competence involves:

- Elements: *morphs, morpheme-roots and affixes, words*
- Categories: *number, case, gender, countability, tenses, aspects,* etc.
- Classes: *conjugations, declensions, open-word classes (nouns, verbs, adjectives, etc.) and closed-word classes* (mentioned in chapter 2.2.1.)
- Structures: *compound and complex words, phrases (noun, verb, etc.), clauses (main, subordinate, co-ordinate), sentences (simple, compound, etc.)*
- Processes: *nominalization, affixation, suppletion, gradation, transposition, transformation*
- Relations: *government, concord, valency*

The expected range of grammatical knowledge according to different language levels will be discussed more in the practical part of this thesis.

3. Teacher

The teacher's role is one of the most crucial in a child's life, right after their parents (or immediate family). A teacher (or a pedagogical worker) is a qualified person, who is in charge of a child's education, which is a process that is developing a child's (from now on learner) personality and abilities (Vorlíček 2000, 118). The essence of being a teacher is in transferring previously learned knowledge, values, and model behaviour, and therefore preparing the learners for the next step in their lives (Nelešovská 2005, 11). Vorlíček agrees with this statement, and also adds that the teacher's role is everchanging, as this job is conditioned by society's opinion, teacher's options in fulfilling learner's education and continuing their (teacher's) own education process to do it most effectively (2000, 120).

According to Průcha, there are four definitions (categories) of a teaching profession: educator, pedagogical worker, the teaching profession, and teacher (2002, 17). The educator is a professional figure who is concerned with transferring knowledge, upbringing, schooling, training etc., and can be a person who teaches in school, but also a person who leads a course of any kind (Průcha 2002, 17). 'Pedagogical worker' is a term which is narrower and describes a person who is professionally trained to be a teacher (of any type of school, including headmasters and their representatives), or a tutor of any institutions (pre-school, school, social facilities, etc.) (Průcha 2002, 18). The next term 'teaching profession' points to a category which is responsible for social stratification and is explained as a profession that, for its performance, needs adequate qualifications or knowledge that is connected with school education (Průcha 2002, 19). The last definition mentioned is the definition of a teacher, which is unclear and not clearly specified even nowadays, and is not easily found in any formal sources. One of the three definitions by Průcha is that the 'teacher' category includes only workers, who are directly transferring knowledge to learners (2002, 21).

As mentioned before, the teacher is not only someone who is developing the learner's knowledge about school subjects (mathematics, biology, languages, etc.), but they help form the learner's personality. Kalhous, Obst et al. quote Waterman, saying that teacher is an 'expert', which, in today's meaning, is someone who is able to do things which others cannot, thanks to their education (2002, 93). The teacher should be able to distinguish between different types of learners' personalities, and their intelligence dispositions, all based on the previous observation, and therefore give the most effective teaching performance (Kalhous, Obst et al. 2002, 95).

In the next subchapters, we will focus more on the role of English language teachers and their role in developing learners' linguistic competences, concretely lexical and grammatical competences.

3.1 English language teaching

For most learners in the Czech Republic, the English language is a second learned language to the mother tongue. When it comes to second language teaching, the knowledge of linguistics, language learning theory and methodology, and teaching practice are the foundation of it (Richards 2000, 3). Richards also mentions how necessary it is to have a knowledge of the general principles and their connections that shape the most possible effective language teaching process (2000, 4). While learning how to teach a language, teachers need the general knowledge of teaching, as well as taught language knowledge. These two aspects are divided by Leinhardt and Smith, them being subject-matter knowledge, and action-system knowledge (Richards 2000, 43). The subject-matter knowledge is about the teacher having a piece of concrete information needed for the teaching process, while the action-system knowledge deals with learning and teaching overall, not necessarily focusing on the subject (Richards 2000, 43).

Lightbown and Spada mention, that it is very useful for a teacher to ask themselves the next questions before starting the teaching process (1993, 19):

- Does the learner have knowledge of the learned language?
- Does the learner have an appropriate cognitive maturity (the ability for problem-solving, complex memory works, etc.)?
- Has the learner sufficiently developed metalinguistic awareness (treating language as an object – defining words, sounds that connect to it, etc.)?
- How much general world knowledge does the learner have?
- Is the learner nervous they will make mistakes or sound bad?
- Does the learning environment allow the beginning of the learning process in silence (not having to speak up often if nervous), or are learners expected to actively communicate from the start?
- Is there enough time for learners to come into contact with the learned language, or learned language speakers (not necessarily native speakers)?
- Does the teacher involve corrective feedback if learner makes a mistake in pronunciation or grammar, or does the teacher focus on the message the learner is trying to express?

- Does the teacher give corrective feedback when the learner uses a wrong word, or does the teacher try to understand the meaning from the context?
- Does the learner have enough opportunities to learn the language which is in an appropriate difficulty level?

All of the above-mentioned questions make the language learning conditions different, and the age of the learner is not the only condition for shaping language teaching appropriately (Lightbown and Spada 1993, 19). After the acquirement of the language and language teaching and learning knowledge, the teacher is then ready for the next step, which is the language teaching itself.

3.2 Teacher's role in developing linguistic competences

When it comes to effective learning, learners must be presented with enough opportunities to practise and overall come into enough contact with the English language (Abbs and Freebairn 1991, 1). A teacher is someone, who is the connecting figure to these possible situations and should enable them as much as possible in the classroom, and if possible, outside of it as well.

Hedge lists linguistic competences as knowledge of spelling, pronunciation, vocabulary, word formation, grammatical structure, sentence structure and linguistic semantics (2000, 47). If a learner has the ability to express orally or in writing given objects, they are developing their vocabulary competence, if they are able to use tenses and helping verbs correctly, they are developing their grammatical competence, and so on (Hedge 2000, 47). CEFR has a similar, but slightly different approach to the topic, dividing the competence into lexical, grammatical, semantic, phonological, orthographic and orthoepic competence (2001, 109). If a teacher wants to help the learner develop their linguistic competence, they must focus on the above-mentioned aspects of the topic.

Hedge also mentions teachers must not forget about the connection of linguistic competence to the communicative one, as linguistic competence is only one of the three subcategories of communicative competence (subcategories mentioned in chapter 2.1) (2000, 47).

The practical part is done according to the CEFR explanation of linguistic competences.

3.2.1 Current Methods and Approaches for Teachers in Developing Linguistic Competences

In this subchapter, we will focus on current methods and approaches as listed in Richards and Rodgers' book *Approaches and Methods in Language Teaching* (2005). The techniques

mentioned in the book can be focused on and modified for linguistic competences development. The practical part will mention these methods and approaches, as they will help with the research analysis.

3.2.1.1 The Natural Approach

The first approach is called the Natural Approach (or the Direct Method). The term first came from a teacher Tracy Terrell, who, in his Spanish lessons, figured out a new way to explain the language to the learners (Richards and Rodgers 2005, 178). The foundation of the approach is all about the learner's communicative development and is associated with other communicative approaches which are used nowadays (Krashen and Terrell 1983, 17). The Natural Approach does not accept earlier methods, for example the Audiolingual Method, which was focused on grammar as the most important aspect of a language (Richards and Rodgers 2005, 179). Krashen and Terrell explain this opinion by saying that this particular method was not built around language teaching, but rather around the structure of language itself (1983, 1). The Natural Approach is based mostly on vocabulary usage which carries the main meaning of the learner's spoken or written performance, instead of the correct grammar use (Richards and Rodgers 2005, 180). Terrell's view was strengthened by Bolinger, who wrote that the information contained in the lexical meaning is greater than in other parts of a learned language, and if not understood while expressing it, it is easier to use another word instead of reconstructing the syntactic relations (1973). The Natural Approach is based on language acquisition, which is a natural, unconscious way of acquiring knowledge, rather than on its learning (conscious knowledge acquiring) (Richards and Rodgers 2005, 181). Richards and Rodgers mention the Monitor Hypothesis, where the acquired linguistic system is used in most real-life situations and has other functions, but the learned knowledge has only the function of correcting when making a mistake while having to have enough amount of time for choosing and applying the correct language rule, focus on correct language form, and the correct knowledge of language rules (2005, 182). The next very important hypothesis explained in the book is the Affective Filter Hypothesis (2005, 183). Krashen identified three types of affective domains which are connected with second language acquisition: motivation (research shows that motivated learners have better outcomes), self-confidence (learners who are more confident in themselves are likely to be more successful), and anxiety (low-stress levels indicate better learning dynamics in and out of the classroom) (1981, 31). This hypothesis and on-it-based research show how important it is for a teacher to focus on a learner in a more personal aspect to enable them to learn a language more effectively (Richards and Rodgers 2005, 183). Krashen

and Terrell state four goals a teacher should have in order to achieve the Natural Approach (1983, 67):

1. Basic personal communication skills – focus on oral communication, e.g. listening to public place announcements
2. Basic personal communication skills – focus on written communication, e.g. reading and writing personal letters
3. Academic learning skills – focus on oral communication, e.g. listening to a lecture
4. Academic learning skills – focus on written communication, e.g. writing notes while having a lecture

Richards and Rodgers then state some teacher roles which are necessary for effective Natural Approach realization. In this case, the teacher has three main roles to fulfil, the first one being the key source of understandable input in the learned language (2005, 187). This role is fundamental for a teacher to follow, as it should be a constant language flow with expressing clues that help learners to comprehend the meaning (Richards and Rodgers 2005, 187). The second role is a pleasant atmosphere creation, which enables the most effective learning through a low affective way (2005, 187). The final role of teaching in the Natural Approach is classroom management involving numerous range of activities that reflect learners' needs and interests (Krashen and Terrell 1983, 54).

This approach has been used since its founding for various other languages.

3.2.1.2 Cooperative Language Learning

Cooperative Language Learning (CLL) is a technique which uses teaching through cooperative activities (working in pairs or small groups of learners) (Olsen and Kagan 1992, 8). As mentioned in Richards and Rodgers (2005, 193), it is directly following Communicative Language Teaching, with its five main goals:

- Using interactive pair of group activities to enable a natural second language acquisition
- Achieving goals through a range of used methodologies that correspond with several education-based settings
- Using interactive language learning exercises which allow focus on particular lexical items, language structures, and communicative functions
- Developing effective learning and communication strategies through teacher-provided occasions

- Supporting and focusing on learner's motivation and lowering their stress levels while creating a pleasant classroom atmosphere

Johnson et al. write that in CLL there are three types of cooperative learning groups, which a teacher can use in order to allow the most effective learning environment: formal cooperative learning groups (which can last up to several weeks and are focusing on a specific task which goal needs the learner's involvement together), informal cooperative group (which can last only up to one lesson and are executed to better learner's attention or to enable learning while direct teaching), and cooperative base groups (long term groups, can last up to one school year, allows learners to support each other academically and emotionally while completing their studies) (1994, 4-5).

The teacher's role in Cooperative Language Learning is quite different from the traditional teaching style, where the main focus in the class is on the teacher (Richards and Rodgers, 2005, 199). Johnson et al. explain that teachers using CLL must focus on a positive learning environment, setting realistic and motivating goals, creating lesson plans including materials and enough time for completing tasks, and dividing learners into groups and giving them roles (1994, 8). In CLL, one of the most important roles of a teacher is a facilitator of learning, which should include teaching, questioning, expanding learned topics, celebrating achievements, providing empathetic reactions, supportive behaviour, providing appropriate feedback, helping learners through questions and therefore enable them to solve the topic's problematics on their own, observing, and so on (Johnson et al. 1994, 8).

This approach can be used in developing linguistic competences as well, as the teacher's way of providing this opportunity to learners occurs in the following three steps: taking existing lesson plans and changing them cooperatively with the appropriate topic, personalize CLL lessons to learner's needs and learning conditions, and lastly analyse the problematics of learner's learning ways, and help the groups to the most effective outcomes they might achieve (Johnson et al. 1994, 9).

3.2.1.3 Content-Based Instruction

Content-Based Instruction (CBI) is based on the content or knowledge the learners obtain in a real-life situation, instead of the linguistic or another type of syllabus (Richards and Rodgers, 2005, 204). It might sound quite contradictory to the topic of the thesis, but even linguistic competences can be developed through this approach. There are two main principles which are the foundation of this approach. Firstly, the learners learn a second language more effectively

if they have the possibility to acquire information, rather than learn it, and secondly, Content-Based Instruction works better in reflecting learners' needs in learning a second language. (Richards and Rodgers 2005, 207).

The types of learning and teaching activities in the case of developing linguistic competences through this approach can be vocabulary building, synthesis of content material and grammar, or an overall language skill improvement, which can include lexical competence as well (Stroller 1997, 90). Stryker and Leaver propose eight essential skills the teacher should follow in CBI teaching: shifting the ways of classroom instructions, involving group work techniques in teaching, including jigsaw reading arrangements, exploring learner's language skills and background knowledge in order to teach them effectively, helping learners improve their coping strategies, include process methods to writing, appropriately use correction methods, providing learners with support which helps in appropriately building their self-esteem (1993, 293).

In the elementary school setting, the theme-based approach is the most common out of other possible approaches which are included in CBI. This approach is about choosing one topic, through which learners learn (Richards and Rodgers 2005, 217). For example, an *Under The Sea* topic might be used to teach learners the underwater animal vocabulary, as well as some basic grammatical structures through storytelling, etc.

3.2.1.4 Task-Based Language Teaching

Task-Based Language Teaching (TBLT) is a development of Communicative Language Teaching, as it continues to use some of its principles, such as activities that use language as a means to solve given, meaningful tasks that help to effective learning (Richards and Rodgers 2005, 223). There are some major statements of TBLT summarized by Susan Feez (1998, 17):

- The attention is given to the process, rather than to the product
- Simple elements are seen as meaningful activities that help emphasize communication and meaning
- Learners learn a language better while actively communicating while participating in and completing tasks
- Activities are based either on real-life situations or on academic needs in the specific class
- Activities of the TBLT are divided based on their difficulty
- The difficulty of those activities is decided by a lot of factors, such as the learner's previous experience with the language, or the amount of support the learner receives

There are quite a few possible tasks, that a teacher can use to achieve TBLT, some of them are listed by Jane Willis, such as listing, ordering and sorting, comparing, problem-solving, sharing personal experiences, and creative tasks (1996, 26-27). Another possible task classification is divided based on the type of interaction that takes place in its completion. The first one is the Jigsaw task, which involves learners completing tasks while combining two or more different pieces of information, such as parts of a story (Pica, Kanagy and Falodun 1993, 19). The next task is an Information-gap task, meaning one part of a learning group has one part of the information, and the other has one that completes it (Pica, Kanagy and Falodun 1993, 19). The problem-solving task is explained as figuring out a specific problem while using a set of information they were given (Pica, Kanagy and Falodun 1993, 19). The fourth task is the Decision-making task, which is quite similar to the problem-solving task, as it requires learners to decide on a problem solution using discussion while having more than one possible way (Pica, Kanagy and Falodun 1993, 19). The last one is called the Opinion exchange task and requires learners to discuss and exchange their opinions and ideas, while not having to reach an agreement, but simply converse (Pica, Kanagy and Falodun 1993, 19).

As for the roles of a teacher in TBLT, there are three additional roles to the ones of a learner, as listed by Richards and Rodgers (2005). They are selector and sequencer of tasks (selecting, adapting, creating tasks themselves based on learner's needs, interest, and skills), preparing learners for tasks (introduction of the learned topic, further task explanation helps learner remember certain words or other information that might help in better topic understanding), and consciousness-raising (involving form-focusing techniques, attention-focusing activities, etc.) (2005, 236).

3.2.2 Developing Vocabulary as a Part of Lexical Competence

In the practical part, we will focus mostly on vocabulary (single word forms) as one part of lexical competence. Vocabulary learning is considered the base of language learning, as it leads to more deceptive mistakes in expressing a meaning than it is with incorrectly using grammar (Hedge 2000, 110). This subchapter will be focused mostly on Scott Thornbury's explanation of teaching vocabulary.

Thornbury explains the basics of teaching vocabulary as the learners need to be presented with the form and the meaning of the word (2002, 75). There are many factors a teacher should consider while trying to teach vocabulary, such as the level of the learners (started, elementary, advanced, etc.), the learner's possible previous knowledge of learned words, the difficulty of

learned vocabulary (concrete or abstract meanings), the vocabulary's 'teachability' (if a word can be easily explained or demonstrated), learning purpose (whether the vocabulary is taught for production, such as speaking and writing, or for acknowledgement, like listening and reading) (Thornbury 2002, 76). Given the learner's language level, the amount of new vocabulary should correspond with their ability to remember it, and the same goes for the length of its presentation, which should not cover a whole lesson, with no time to put learning vocabulary into exercises and tasks (Schmitt 2000, 142).

Schmitt divides teaching vocabulary into two approaches, the explicit approach, and the incidental learning approach (Schmitt 2000, 146). The explicit approach is based on the next set of central principles: build a large sight vocabulary, mix new words with old ones, enable learners a range of possible situations where they can encounter the words, encourage enough processing time, make imagining possible, make connections between the real world, and learned words, use a number of different techniques, and support independent learning (Sökmen 1997; in Schmitt 2000, 146). On the other hand, the incidental learning approach does not use any specific techniques, as the word incidental suggests. The principle of this approach consists of getting as much contact with a learned language, as possible (Schmitt 2000, 149).

When it comes to planning vocabulary teaching, the teacher should first choose a topic of vocabulary, as it is easier for learners to remember a related set of words, rather than words which can seem unfamiliar with each other (Thornbury 2002, 75). The next step is to decide on a number of new words to teach, depending on the learner's abilities. Schmitt explains that ten words per lesson are a common number used to indicate an appropriate number of words taught in a lesson, however, the teacher should focus also on deepening already known, or at least partially known, vocabulary, which is also an effective way, besides introducing new words, of teaching vocabulary (2000, 144-145). The number of words taught then lead to the teacher choosing between explaining the meaning first, then the form, or the other way around (Thornbury 2002, 76). The first option (meaning first, form second) could be performed, for example, by flashcards, with the teacher holding a card with a picture of a specific word on it, which presents the meaning, then saying the word, presenting the form, while the other way around (form first, meaning second), the teacher first says the word, then shows the card with the word's meaning on it (Thornbury 2002, 76). There are many ways the teacher can use to present new vocabulary, for example the usage of translation, real things, pictures, actions/gestures, definitions, or situations, and can be expressed in either a spoken or a written form (Thornbury 2002, 77).

Using translation is probably the most traditional way of explaining the meaning of learned vocabulary and is considered the most direct way to its meaning (Thornbury 2002, 77). However, this proves to be less effective, if used incorrectly and as the only way of expressing a word's meaning, since it can make the learned words less memorable than by gaining the translation through some explicit work (Thornbury 2002, 77).

Illustrating a word's meaning is another effective way of teaching vocabulary and can be used mostly in teaching the meaning of concrete objects and things, rather than abstract ones. This approach can be demonstrated by using real objects, pictures (cards), or in some cases, mime (Thornbury 2002, 78). Depending on the taught topic, the teacher can use things for the vocabulary demonstration that can be usually found in the class, things collected outside specifically for the lesson, or things that may be represented by pictures found in the textbooks, books, online, or that can be drawn (Palmer 1940; in Thornbury 2002, 79). This method is mostly used when teaching beginners, or when teaching a class with more than one nationality, where translation often cannot be used (Thornbury 2002, 79).

Explaining meaning is a direct continuation of the word's illustration, as the latter can be often very limited when it comes to abstract meanings of a word (Thornbury 2002, 81). There are four possible ways of explaining the meaning through other words, as listed in Thornbury: providing an example situation, giving a number of example sentences, listing synonyms, antonyms, or other terms, and explaining a full definition (2002, 81). Other ways for explaining meaning could be a situational presentation (visualization of a certain scenario provided by the teacher) or using example sentences using induction (trying to figure out the meaning from the context) (Thornbury 2002, 81-82).

Involving learners should come automatically for a teacher, and there are many ways to do so. For example asking simple questions (What is this? What does it mean? How do you say 'tričko'? etc.) or a standard textbook work with learned vocabulary (Thornbury 2002, 87).

3.2.3 Developing Grammatical Competence

As grammar will also be one of the two main concerns in the practical part, we will look more into the teacher's role in teaching this particular competence. There are many speculations on whether or not to teach grammar, but the fact remains that to this day, the language's grammar is still taught in schools. Dickins divides grammar into three possible forms: grammar as a form (system of principles used in expressing meaning), grammar and language use (the appropriate language use in certain situations alongside linguistic knowledge), and the meaning of grammar

and language use (using grammar as a way of communicating meanings, as it is also influenced by pragmatics) (Dickins, in Alderson 1991, 113).

Harmer explains two concepts of information in which grammar is passed on to learners, covert information, and overt information (1991, 3). Covert grammar teaching hides the grammatical facts from learners, meaning the teacher can use a fill-in gaps activity, or text reading, where a new topic of grammar is firstly mentioned or explained (Harmer 1991, 3). On the other hand, overt grammar teaching expects teachers to actually give and explain to learners the correct grammatical rules and meanings (Harmer 1991, 3).

Over the years, many methods and approaches have been introduced in teaching grammar, some of them corresponding with those mentioned in the previous chapter. Another technique falling into this topic is called the Grammar-Translation Method, which requires learners to grasp grammatical rules and principles of learned language, and then be able to use those rules while translating sentences from the native language to the learned one (Larsen-Freeman 2000, 15). The next possible method is explained by Harmer, called the Discovery Technique, which entails learners to 'discover', through given language examples, the grammatical rules and principles, rather than learning them by listening to the teacher (1991, 29). The Discovery Technique is then divided into four types of activity, them being a preview, matching techniques, text study, and problem-solving (Harmer 1991, 30). Not all of them are suitable for primary school but can be modified to fit the learner's abilities and needs.

Practical Part

4. Research

4.1 Research Aim

The aim of the practical part research is to observe if teachers in primary school use any methods or techniques connected with developing learners' linguistic competences. For achieving this aim, the first and the fifth grade were chosen to see the contrast four years of learning the English language makes, and how the teacher's approach changes throughout the years, considering the learner's age and language level. The first grade was chosen despite the fact the English language is not compulsory at this age. However, due to the option of first grade's English language on The First Private Elementary School in Hradec Králové, s.r.o. (První Soukromá Základní Škola v Hradci Králové), the elementary school the observations took place in, it was proved to be a very interesting distinction between the two chosen grades.

4.2 Pre-Research and Main Research Description

As briefly mentioned before, both pieces of research took place in the elementary school in Hradec Králové. The elementary school is focused on the English language as one of the main subjects taught, teaching the language since the first grade. Both the pre-research and the main research were taking place in the first and the fifth grade.

Before the main research took place, an informative pre-research was done in order to be able to distinguish the most prominent linguistic focus in each grade. Based on the pre-research, it was clear that in the first grade one of the linguistic competences was the most prominent in each lesson, based on the learner's age and abilities. On the other hand, the fifth grade was proven to focus the most on two of the linguistic competences, where only one of them was chosen for this thesis, due to the length of it.

For that reason, the pre-research question was:

- **Do teachers help develop learners' linguistic competence?**

Based on the pre-research, the main research was done, where the main concern was which ways teachers use to develop specific linguistic competences. As mentioned before, in the first grade only one of the linguistic competences was standing out the most, whereas in the fifth grade there were two, and one of those two was chosen to be the centre of the main research.

Therefore, the main research question is:

- **Which methods and approaches are teachers using in order to develop learners' linguistic competences?**

These questions will be looked upon during the next chapter of the practical part and answered in the conclusion.

4.3 Research Method

As the research questions indicate, the research method chosen for the practical part is empirical research. The empirical research involves perception or the pedagogical practice and its recognition (Čábalová 2011, 97). Based on the empirical research, the method for collecting needed data used in this thesis is the qualitative method. According to Čábalová, qualitative research is concerned with definitions, processes, and communication in the observed environment, where the description or explanation of gained data is typically used (2011, 97). Gavora also mentions, that with the qualitative method it is important to find out how the process is being held, rather than how it is supposed to be (2010, 37). In this case, it is due to the fact that each teacher has different teaching methods and ways which they use for achieving the best possible outcome with their learners, as there is not only one correct way to do so.

The concrete method chosen for this research is the observation method. The positive of this approach is the fact that the observer is able to see the natural process of the observed situation, whereas the negative is the appropriate amount of time spent in order to gain enough information and analyse it (Čábalová 2011, 104). The observation method divides into direct and indirect observation, where the direct uninvolved one was applied. Direct uninvolved observation is explained by Čábalová as a method where the observer is present while collecting needed data and is taking it as it happens at the moment but is not a part of the observed group (2011, 103). Outcomes of the direct uninvolved method were field notes for both the pre-research and the main research to answer if teachers use any methods for developing learners' chosen linguistic competences, and if so, which ones. The field notes will be briefly introduced in the next subchapter.

4.3.1 Field Notes

The observation method chosen for the pre-research and the main research of this thesis is direct unstructured observation in the form of field notes. Field notes are a qualitative kind of research recording of an observed lesson, which happens naturally (as it always does). When using the field notes form, the whole process of the lesson is not written down, but rather those most important moments for the research, which are picked as the lesson goes, with the right

preparation. According to Čábalová, the questions asked most during the observation while taking field notes are the *wh-* questions (*who, what, why, when, where, how, how long*) (2011, 102). In other words, only what's important for the research is chosen out of the whole observed lesson.

4.4 Data Collection

The observations were held, as mentioned before, in the elementary school called The First Private Elementary School in Hradec Králové, s.r.o. (PSZS). The elementary school has the primary school, as well as the secondary school. PSZS involves project teaching into their curriculum, meaning they focus on the English language as one of the main subjects, teaching it since the first grade, at first two times a week, and when starting the seventh grade, learners can choose a second language to learn. Every year the school tries to hold intensive English courses with native speakers, for both learners and teachers. The school offers, besides standard classrooms for each class, a modern IT room, library, game room, ceramic workshop, and a large garden for breaks in between classes. The research was done in primary school, more specifically in the first grade and the fifth grade. The first grade holds 8 students, whereas the fifth grade consists of 19 students. Both grades are taught by different teachers. For the pre-research, 6 lessons were observed, and the main research had 8 hours observed.

4.5 Data Analysis

To answer the pre-research and the main research question, the analysis of the lessons was done, in order to find out if teachers help develop learners' linguistic competences first, then if yes, which methods and approaches are they using. After the pre-research takes place and its question is answered, the main research then focuses on answering its question by analysing the lessons and activities. Based on that, the methods and approaches applied by teachers in each class are classified by the ones mentioned and described in detail in chapter three of the theoretical part.

5. Pre-Research

As mentioned in the previous chapter, the research is divided into pre-research and main research. In this chapter, we will focus on the pre-research, first in the first grade, then in the fifth grade. The pre-research was done in form of points and comments. The question for the pre-research is to find out if teachers help develop learners' linguistic competence.

5.1 First Grade

As stated before, the first grade consists of 8 learners, led by their teacher. The teacher is a class teacher, meaning she teaches all of the subjects her first graders have. The observations took place from May to June (the end of the school year), when all of the learners were already acquainted with the English language, having it twice a week, and were able to speak in simple sentences and use basic vocabulary words, in topics such as colours, family or clothes. The used textbook was by Steve R. Watts called WOW! The Green Book. Three lessons were observed in order to find out if the teacher helps develop learners' linguistic competences.

5.1.1 The First Grade Pre-Research

The three observed lessons had the same structure each time. The teacher greeted the learners in English with a glove puppet and then proceeded to ask them how they are today and what are they wearing. Next was a flash card activity, containing cards with pictures of a vocabulary learned in the previous lesson. After this activity, the teacher asked each learner about something personal connected with learned vocabulary (if the topic was family, she asked about family names, etc.). Then the teacher usually showed a video with a song containing the learned topic, always focused on the vocabulary and learners had to open their textbook and fill in exercises at the same time. Based on the learner's concentration, the teacher then decided if they do a dance in front of the class, while she played a song with a video clip from YouTube (for example Head, Shoulders, Knees, and Toes), or they did another activity with learned vocabulary (discussed in the next chapter in detail). After that, they usually repeated what they learned that lesson. The end of the lesson always contained another song or video clip from YouTube, where the learners all came in front of the interactive board and sang and danced.

Based on the three observed lessons, it was clear that the teacher has a role in developing learners' linguistic competence. It was clear that lexical competence was most focused on and developed out of the linguistic competences, specifically the single-word forms (vocabulary)

and sentential formulations (greetings, simple questions), which was why lexical competence was chosen to be the centre of the main research.

5.2 Fifth Grade

The fifth grade held 19 learners and their English teacher, who taught them the English language three times a week. By this point, the learners were well-acquainted with the language, understood almost everything their teacher asked or said, and had a standard vocabulary range for their age and language level. The textbook and workbook used in their English lessons were the Bloggers series of English schoolbooks. Three lessons were observed in order to find out if the teacher helps develop her learners' linguistic competences.

5.2.1 The Fifth Grade Pre-Research

In contrary to the first grade, the fifth grade's lessons were slightly differently structured each time. What they had in common was the start of the lesson, where, depending on the day it was, the teacher either asked about their weekend, their week so far, or their plans for the upcoming weekend. Some learners did not want to speak English, but the teacher always helped them and encouraged their speaking. The first observed lesson held the present simple negative topic and was the continuation of the previous lessons, where it was introduced. The teacher was asking about correct forms of the negative present simple tense, and the learners answered. Then it was time for working with their workbooks, completing the same topic's exercise. The lesson was mostly concentrated on correct grammatical structures of the learned topic, and the teacher interlaced the topic with some new vocabulary in form of time determinations, such as *always, usually, often, sometimes,* etc. The end of the lesson contained assigning homework where the learners were supposed to bring to mind the previously learned interrogative pronouns.

The second observed lesson started again with some conversation. After that, the homework from the previous lesson was checked. A new topic 'time' was introduced by the teacher and a worksheet was given to the learners, which they filled in while the teacher asked each learner a question from the worksheet. More time was given to the learned topic and grammatically correct sentences were encouraged by the teacher while using correct words in order to tell the time. The end of the lesson was dedicated to the repetition of the learned topic.

The last observed lesson during the pre-research started again with a conversation, this time about the upcoming weekend plans. The teacher then asked the learners to look at the worksheet given the lesson before, and they repeated what they learned. After that, a new topic of present simple questions was introduced by the teacher. The teacher asked about some information

from previous lessons of present simple that could help learners to become more familiar with the new topic. After the initial explanation of correct grammatical forms and helping verbs used in present simple questions, the teacher asked learners a number of Czech present simple questions, which then learners had to translate. During the lesson, the learners worked with the textbook and workbook, and at the end of the lesson, they again repeated the new topic.

At the end of the pre-research in the fifth grade, it was clear that the teacher indeed helped develop her learner's linguistic competence, the most prominent two being the lexical and the grammatical ones. Due to the first grade focusing most on lexical competence, the grammatical one was chosen to be the main part of the fifth grade's research.

5.3 Pre-Research Conclusion

In the first grade, the main concern of every lesson was vocabulary and simple sentences, such as 'I am fine.', 'I am happy.', 'I am wearing a blue T-Shirt.', 'My mum's name is Jana.', and so on. Based on that, it was very clear that the teacher helped develop learners' linguistic competence, and the most developed ones in their English lessons were lexical ones, with a focus on single-word forms (vocabulary) and sentential formulations (Hello, How are you, etc.). In the fifth grade, the teacher also helped develop learners' linguistic competence, the most prominent one being grammatical competence, as they focused mostly on the grammatical structures of present simple tense, its questions, and correct grammatical structures of telling the time. In the next chapter, each observed lesson that followed will be analysed in order to find out with methods and techniques the teachers used to help develop lexical competence in the first grade and grammatical competence in the fifth grade.

6. Main Research

The main research directly follows the pre-research, with its eight observed hours, four in the first grade and four in the fifth grade. The analysis of the lessons comes from taken field notes during observations. First analysed will be first grade's lesson, following with fifth grade's lessons.

6.1 First Grade

The first grade's situation stands the same as while collecting the pre-research data. Due to the length of this thesis and the repetition of activities in all the first grade's English lessons, only two activities per lesson will be analysed. Concerned linguistic competence is lexical competence. Sample from each activity is included in the appendices at the end of this thesis.

6.1.1 Lesson 1

The first activity for developing lexical competence that was spotted in the first lesson observed for the main research was right at the beginning of the lesson. The teacher used a glove puppet to ask the learners what they are wearing, encouraging them to use the correct vocabulary for the clothing items and their colours. Simple sentential formulations were also used in this activity, as the teacher required and encouraged simple, full-sentence answers. The teacher asked each learner the same question, helping them if they did not know what to answer or did not understand. Based on the simple conversation between the teacher and learners, and the main focus on the vocabulary, The Natural Approach was deducted from this activity. The Affective Filter Hypothesis was also applied, as the teacher used encouraging words, motivating learners to try and answer her questions, and not be afraid of failing since she was always there to correct them and say kind encouraging words if she saw they are trying their hardest. Schmitt's explicit approach was used during this activity, as the teacher applied the vocabulary to the real life, pointing out the words' meaning through the illustration method (the learners' current clothing).

The second activity analysed was a flash card activity, involving laminated set of cards with the pictures of the topic of winter clothing (Appendix A). The teacher held one card up, asked one learner about its English translation, then held another card, and asked another learner, and so on. The teacher asked in form of the next questions: 'What is the name of this?' 'Can you remember what this is?' 'And what about this, Tommy?'. Based on the methods and approaches described in the theoretical part, this activity's method was analysed as a mix of The Natural Approach and Schmitt's explicit approach. The Natural Approach was chosen for this activity's

analysis for its communicative and vocabulary focus, as it was in a form of a simple conversation (questions and answers). The teacher also applied the Affective Filter Hypothesis, where she used encouraging words and sentences if the learners answered correctly on their own, with her help, or even by simply trying their hardest. The explicit approach was analysed from this activity because of its intentional qualities. The teacher's goal was clearly to remind learners previously learned vocabulary to help them remember it better. All the words were bound to a topic (winter clothing), and the number of words did not necessarily exceed learners' abilities (eight cards per topic), which, based on sources mentioned in the theoretical part, is crucial for developing learners' skills. The teacher also used a 'meaning first, form second' method, where she showed the card first, then the form was said, either by a learner, or by the teacher. Flash cards are a form of the illustrative word's meaning, which can help learners remember the words better with the colourful, hand-drawn pictures, that can be appealing to learners at such a young age. This method was followed by an explanation of the word's full definition.

6.1.2 Lesson 2

The first activity analysed in the second observed lesson is an activity involving a song videoclip with a new topic introduction (summer clothing). The teacher played a videoclip, where the creators sang about the new vocabulary, showing pictures of family members (a topic learned in the previous lessons, before observations started) on a vacation, wearing targeted summer clothing. The teacher played the videoclip once in its full length, then played it again, while stopping it to emphasize the meanings of each new word, while asking the learners what each word means, pointing either to herself, the learners, or the videoclip. The teacher used an explicit approach, mixing old vocabulary (family members) with new vocabulary (summer clothing) and showing a possible situation where learners can encounter the vocabulary (family vacation), connecting it to the real world outside of the classroom. The teacher used an illustrative meaning method, showing learners how the learned words look like, by showing them a videoclip where they are illustrated by colourful drawings, while also using a situational presentation, which is about a visualization of a possible scenario (family vacation). The Affective Filter Hypothesis from The Natural Approach also made an appearance, as the teacher encouraged learners and supported their efforts.

The second analysed activity of the lesson was connected with the first one in the previous paragraph. The activity entailed learners to work with their textbook, colouring some of the words mentioned in the videoclip with the right colours, which are shown there (Appendix B).

The teacher played the videoclip again, stopping it on concrete words when needed, asking learners the English translation of each word, then asking about the colour of it. After answering, the learners coloured the words in their textbook. Again, the technique of mixing the old vocabulary (colours) with the new vocabulary (summer clothing) was used, pointing to the explicit approach of teaching vocabulary. Explanation of the meaning was again given by an illustrative method, while using the 'meaning first, form second' approach.

6.1.3 Lesson 3

The first activity involving developing learners' lexical competence during the third observed lesson was spotted right at the beginning. The teacher divided learners into pairs as they sat at the desks and gave them a task involving them to hold a simple conversation with each other, using simple sentential formulations and previously learned vocabulary (colours, clothing, etc.), such as 'Hello.', 'How are you?', 'I am fine/happy/sad.', 'What are you wearing?', 'I am wearing blue T-Shirt, white socks, …'. This activity was more time consuming due to its complexity to the learners, but differed from other activities they were used to, which they seemed to enjoy very much. The method used for this activity was the Cooperative Language Learning/Teaching, as the teacher incorporated a group work into the lesson, enabling more natural second language acquisition. Through this approach, she also helped to a friendly and comfortable atmosphere in the classroom, with learners conversing with each other, being more care-free than while being the centre focus of the class when the teacher asks each learner for an answer. Informal cooperative groups were created for the purposes of this activity, lasting only about ten to fifteen minutes. The teacher observed each pair for a short amount of time, supporting them, providing corrective feedback if needed and helping them with hints to the correct word forms or vocabulary. During this activity, the incidental learning approach was applied, as the teacher did not provide a strict process, but rather letting learners to converse with each other on their own, jumping in only if they needed help with particular words. Otherwise, the process of the activity was completely up to them.

The second activity analysed during this lesson is again a flash card activity, this time in a slightly different form than the one mentioned in the previous lesson. This time, the teacher handed out one card to each learner, with the picture on it facing down, then stepping from one learner to the next, making them turn the card, and saying what they see on it. Explicit approach, as stated by Schmitt, was used during this activity, with, again, illustrative meaning definition method, using the 'meaning first, form second'. While giving their answers, learners met with

a supportive, encouraging behaviour from their teacher, as always, indicating The Natural Approach's Affective Filter Hypothesis.

6.1.4 Lesson 4

Fourth lesson analysed involved a flash card activity again, this time engaged quite differently than before. The teacher pinned each card with a magnet to a chalkboard in the back of the classroom (Appendix C). She then divided the learners into two groups, made them stay in two lines according to their grouping, and then gave the first ones in line a flyswatter. She then proceeded to ask each learner a word out of the learned vocabulary in English, and the task was for learners to swat the correct card with the flyswatter. Whoever was the first to correctly swat the card, gained a point for their group. This activity involved a Cooperative Language Learning/Teaching, as well as the explicit approach, showing some characteristics from each method. CLL/CLT was chosen based on the group activity, learners being divided into two groups, whereas the explicit approach showed when the teacher asked each learner a concrete word, encouraging them to remember it better and focusing on one group of words connected to each other in a way. This activity was based on a 'form first, meaning second' approach.

The second activity of the fourth lesson analysed is a dancing/singing activity. More than anything, this activity was very fun for learners to do, as they could get up from their chairs, move around, dance and sing in front of the interactive board, which played a song videoclip. This type of activity was used at the end of each lesson, switching between the 'Head, Shoulders, Knees, and Toes' and 'If You're Happy and You Know It' songs. While playing the videoclip, the teacher sometimes stopped the song to ask learners some questions, such as: 'Where are your knees?', 'Where are your ears?', 'What does happy mean?', 'What do you look like when you are sad?', and so on. The explicit teaching approach was applied, the teaching focusing on reminding already learned vocabulary to the learners and asking them about meanings and definitions, connecting it to the real life (emotions, their body parts, etc.). While asking questions, teacher used the 'form first, meaning second' method, as she usually said the word while asking about its meaning, and learners were supposed to give an answer with the meaning.

6.2 Fifth Grade

The fifth grade's situation stands the same as while collecting the pre-research data. Due to the length of this thesis only two activities per lesson will be analysed. The concerned linguistic

competence is the grammatical competence. Sample from each activity is included in the appendices at the end of this thesis.

6.2.1 Lesson 1

The first activity for developing grammatical competence was spotted at the beginning of the lesson, its purpose to repeat the previous lessons' topic of time. The teacher asked a number of questions in Czech, targeting the topic: 'Přeložte celou větou do angličtiny čas 8:55.'. Then she asked some of the learners for correct answers, encouraging them to use the correct grammatical structures of the sentence, word order, and single-word forms like numerals and adverbs (past, to, etc.). The learners answered one by one, and if they did not know of were not sure about the right answer, the teacher always helped them through small hints, encouraging them to find the correct answer on their own. The approach used during this activity is the overt grammar teaching, as described by Harmer (1991), mentioned in the theoretical part in chapter three. The learners must have gotten the concrete explanation of correct grammatical rules regarding this topic in previous lessons, otherwise they would probably not be able to answer. Another method used here was the Grammar-Translation Method, as the teacher's instructions were to translate Czech sentences into English ones, using learned grammatical structures previously learned.

Next activity analysed was a simple activity, where the teacher wanted learners to repeat a grammatical phenomenon they called 'The Fairytale'. 'The Fairytale' was telling the person and its helping verb, in this case 'I am, you are, he, she, it is' etc., plus the affixes used with lexical verbs, if needed. The teacher asked multiple learners for the same, to just repeat 'The Fairytale'. Covert grammar teaching approach was applied by the teacher, wanting the learners to remind themselves of this essential grammatical principle (learned previously through the overt approach), which they also need for further learning.

6.2.2 Lesson 2

In the second observed lesson, first activity analysed is the present simple questions exercise. The teacher asks learners question about their activities at the moment, such as: 'Co teď děláme? Učíme se? Přeložte mi to do angličtiny.'. The learners then proceed to answer one by one, as they are asked by the teacher, using the correct grammatical structures of present simple questions. The teacher encourages them to use correct word order, and correct verbs with affixes, if needed. As this was already learned topic, the approach applied here was the overt one, as the learners task was to correctly guess the right grammatical principles of given topic.

The Grammar-Translation method was also used, needing the learners to translate sentences from their native language, to the second learned one.

The second activity in this lesson, concerning the development of grammatical competence, was in the learners' workbook. The learners were supposed to match the present simple question with the correct answer (Appendix D). The teacher gave them about 10 minutes for completing the task, then they checked it for the correct answers. The method applied for this activity was the Task-Based Language Teaching, covering some of its characteristic points, for example an Information-gap task (connecting two information together). The teacher enabled learners to work on their own, trying to remember the correct grammatical rules in order to connect the questions with answers that involve the same pronouns, for an example.

6.2.3 Lesson 3

The first grammar activity of this lesson was to fill in correct helping verb (do/does), and the lexical verb, while using the learners' workbook (Appendix E). The teacher again gave learner's about 10 minutes to complete the exercise, then they checked the right answers together. This activity involved learners to translate the lexical verbs in order to fill them in correctly, and determining the person of the sentence, so they use the correct form of the helping verb. The approach in this case was the overt grammar teaching, as it required learners to apply their beforehand knowledge (covertly explained by the teacher in some of the previous lessons) of the grammatical topic. The TBLT was again used with this activity, with the Information-gap task.

The next activity analysed was a conversational activity between the learners. The teacher's instructions were to make pairs and then ask each other simple questions, which the other one needs to answer. At the end of the activity, each pair was supposed to present to the class with two questions and answers, one for each learner of the pair. During the activity, the teacher made way through the class, stopping with each pair, observing. During the final presentation of the completed activity, the teacher gave corrective feedback to each group. The method applied with this activity was the CLL/CLT with its interactive language usage, allowing students to converse with each other about things about themselves, also possibly creating friendlier class atmosphere.

6.2.4 Lesson 4

One of the analysed activities in the last observed lesson was again a conversational one, this time between the teacher and the learners. The teacher asked one learner a question, they

answered, and so on. The questions were, for an example: 'Does our school have a canteen?', 'Sofi, what do you love?', 'Do you have any pet?'. The teacher helped learners with their answers if they were not sure about the right answer. The method applied in this case was the TBLT, enabling learners to build their self-esteem by letting them express themselves through a communicative task, maybe express their opinions or something about themselves, incorporating active participation in the class.

The last activity analysed concerning the grammatical competence development is again a workbook activity, requiring learners to fill in the right helping verb (do/does) into a question, and then connect the question with the right answer (Appendix F). This time, they all worked together, each by the teacher addressed learner was to correctly fill in the verb, then connect it with the correct answer. The technique used here was the overt technique, as the teacher explained the correct version each time learners answered. The TBLT was again used with this activity, with the Information-gap task.

7. The Practical Part Final Evaluation

The research was concerning itself with the teacher's role in developing learners' linguistic competences. Let's repeat the research questions targeted in the practical part of this thesis:

- **Do teachers help develop learner's linguistic competence?**
- **Which methods and approaches are teachers using in order to develop learner's linguistic competences?**

The pre-research, consisting of six lessons of observations, provided a clear answer to the first question concerning with the teacher's involvement in developing linguistic competences of learners. In the first grade, the lessons designed by its teacher were mostly focused on developing the lexical competence, as the vocabulary is taken as the foundation of each language by many sources. With only knowing the grammar, and not the vocabulary, one cannot express himself to others understand him correctly and appropriately. In the fifth grade, the lexical competence was also involved in the lessons, but the main focus was on the grammatical competence, as the learners are older and have the skills to grasp the grammatical rules and principles better. The answer to the pre-research question is therefore yes, the teachers indeed help develop learner's linguistic competence.

Next, the main research focused on ways teacher can use and help develop learner's linguistic competence, now specifically targeting the lexical and grammatical ones. In the first grade, the teacher used most frequently The Natural Approach with its Affective Filter Hypothesis, explicit vocabulary teaching, and illustrative meaning definition, which have all proven as suitable methods for learners at this young age. The fifth grade the most used approached and methods were the overt grammar teaching, Communicative Language Learning/Teaching method, the Task-Based Language Teaching, and the Grammar-Translation method, all of them used appropriately with learners' age and skills. The answer to the main research question is therefore in the previous sentence.

Conclusion

In conclusion, this bachelor thesis deals with teacher's role in developing learner's linguistic competence in English lessons of primary school. It divides into theoretical and practical part. The aim of this thesis is to find our if teachers help develop learner's linguistic competence, and if yes, which methods and approaches are they using. The theoretical part serves as a foundation for the practical part, concerning with theory of topics observed during the research.

The first chapter of the theoretical part concerns with the psychological development and characteristics of early school age learners, then focusing on the first grade, and the fifth grade children, based on the research targeted learners' ages. The second chapter deals with communicative competences, its three different models, and after that the main division of them. Linguistic competence is described next, with its main components briefly introduced. Chosen linguistic competences, lexical and grammatical, for the research are the topic of the next subchapters, being described in detail in order to lay the context to the practical part. The linguistic competences are introduced and described based on the definitions by Common European Framework of Reference for Languages (CEFR). Next, and the last chapter of the theoretical part of this paper is devoted to the topic teacher. At first, the definition of a teacher is briefly covered. Then we focus on the English language teaching, covering the teacher's role in developing linguistic competences, and lastly focusing on different methods, approaches and techniques that can help fulfil this particular teaching goal.

Firstly, the practical part concerns with the overall chosen methods of research, in this case empirical research with direct unstructured observation. The research was documented in form of field notes, which were then analysed based on the information described in the theoretical part of this bachelor thesis. The next concern of the practical part was a pre-research done in order to find out if teachers in the first and the fifth grade were helping learners in developing their linguistic competences. The first grade and the fifth grade pre-research is introduced and concluded in order to answer the pre-research question. Next chapter includes the main research, again divided into the first grade lessons' analysis, and the fifth grade ones. Each showed different methods and approaches used by a teacher to help develop the learner's lexical competence in the first grade, and the grammatical competence in the fifth grade.

Overall, both questions were answered through the observations positively, the teachers' involvement in the developing of linguistic competences being truly considerable, while using few of a different methods and approaches listed in the theoretical part of this paper.

Resumé

V dnešní době je zahájena výuka cizího jazyka standardně od třetího ročníku základní školy. Některé základní školy dnes nabízejí výuku druhého jazyka již od začátku povinné školní docházky, ihned od první třídy. Existuje spousta spekulací na téma, zda je vhodné dítě představovat novému jazyku, když ještě plně neovládá svůj rodný jazyk, nicméně dle současných poznatků je toto relativně neoprávněný strach. Lingvistické kompetence jsou mnoha zdroji považovány za základ výuky cizích jazyků jak u dětí, tak u dospělých. Avšak v dnešní době se mění pohled na důležitost výuky gramatické kompetence versus lexikální kompetence, konkrétně slovníku daného jazyka. Někteří tvrdí, že gramatika je základ veškerého učení a vyjadřování smyslu sdílených informací, jiní jsou zase toho názoru, že většinový význam jazyka tkví v jeho slovníku. Tato práce se ve své podstatě tedy zabývá otázkou lingvistických kompetencí, které z nich jsou v hodinách prvního stupně, konkrétně v první a páté třídě, nejvíce zastupovány, jejich rozvoje u žáků vybraných tříd, a především učitelovou rolí v jejich rozvíjení. Jejím hlavním cílem je zjistit, zda učitelé napomáhají v rozvíjení lingvistických kompetencí žáků, a pokud ano, jaké způsoby, metody, a přístupy využívají k jeho docílení.

Práce obsahuje dvě části, teoretickou část a praktickou část. Celá teoretická část slouží jako informační podklad pro část praktickou, vysvětlující všechny termíny a specifika potřebné k pochopení a analýze výzkumu. Praktická část přímo navazuje na část teoretickou.

Teoretická část začíná kapitolou zaměřenou na psychologická hlediska mladšího školního věku, začínajíc od nástupu na základní školu. Dále máme ve zkratce představeny charakteristiky první třídy a páté třídy, čímž je uzavřena první kapitola teoretické části.

Druhá kapitola je věnována komunikativním kompetencím, jakožto zastřešujícímu tématu lingvistických kompetencí. Jejich základní vysvětlení je zde poskytnuto. Dále následuje shrnutí modelů komunikativních kompetencí, představující tři současné modely, které zahrnují nejvíce používaný model CEFRu (Společný Evropský Referenční Rámec pro Výuku Jazyků). V další podkapitole komunikativních kompetencí je vysvětlen pojem lingvistické kompetence a stručné shrnutí jejích součástí (lexikální, gramatická, sémantická, fonologická, ortografická a ortoepická). Na závěr druhé kapitoly teoretické části následuje podrobné popsání a vysvětlení lexikální kompetence, dále pak gramatické kompetence, obě podle CEFRu, jakožto dvou hlavních kompetencí zahrnutých v praktické části této práce.

Třetí, poslední, a zároveň nejdelší kapitola teoretické práce se zabývá učitelem. Nejprve máme stručně představen termín učitel, kdo to je, čím se zabývá atd. Poté následuje konkrétní zaměření na výuku Anglického, jakožto druhého jazyka, specifikující základní otázky, které by si měl učitel klást před její realizací, aby docílil co nejefektivnější výuky. V další podkapitole následuje zaměření výuky Anglického jazyka z pohledu lingvistických kompetencí a učitelovi role v jejich rozvoji u žáků. Další podkapitoly poslední kapitoly teoretické části zahrnují současné metody, přístupy, a techniky, které učitel může využít, aby rozvíjel žákovy lingvistické kompetence. Metody a přístupy zde popsané jsou přirozený přístup, kooperativní výuka jazyků, výuka jazyků založená na obsahu a výuka jazyků založena na úkolech/aktivitách. Další, a poslední zaměření této kapitoly jsou specifika rozvoje slovníku jakožto součásti lexikální kompetence, například formy vysvětlování významu, a specifika rozvoje gramatické kompetence, například zjevný nebo skrytý styl. Tímto je zakončena teoretická část této bakalářské práce.

V praktické části najdeme nejprve první kapitolu (celkově čtvrtou), zahrnující popis cíle výzkumu. Následuje stručný popis výzkumu jako takového, který byl dle potřeb práce rozdělen na předvýzkum, a hlavní výzkum. Hlavní otázky obou částí jsou zde představeny. Dále máme popsaná stručná specifika vybraných výzkumných metod, které jsou formou empirického výzkumu, kvalitativního sběru informací, a přímých nestrukturovaných observací. Data z nich byly zaznamenávány formou terénních zápisků z každé hodiny. V další podkapitole je stručně představena škola, na které observace probíhaly, a její postoj k výuce Anglického jazyka. Na závěr první kapitoly praktické části je uveden styl a východiska analýzy observací. V této kapitole je také objasněn důvod, proč byla zvolena první třída, jestliže v dnešní době není standardem začínat výuku cizího jazyka v takto mladém věku (klasicky se začíná výuka druhého jazyka třetí třídou), a proč byla v návaznosti na to vybraná pátá třída.

V další kapitole praktické části je představen předvýzkum. Nejprve je rozebraný předvýzkum z první třídy, zodpovídající jeho otázku, zda učitel napomáhá rozvoji lingvistických kompetencí u žáka, či nikoliv. To samé je poté rozebrané u části páté třídy. U obou tříd bylo možné jako dodatek k této otázce skrz observace zjistit, které lingvistické kompetence jsou rozvíjeny nejvíce. Závěrem kapitoly předvýzkumu je jeho shrnutí.

V celkově šesté kapitole této práce najdeme hlavní výzkum. Kapitola je opět rozdělena na hodiny Anglického jazyka nejprve u první třídy, a poté u páté třídy. U každé třídy jsou rozebrané čtyři navštívené hodiny. Z každé odučené hodiny jsou vybrány dvě aktivity zaměřující se na rozvoj lexikální kompetence u první třídy, a gramatické kompetence u páté

třídy. Vedle popisu aktivity je především specifikována role učitele, a uvedeny jsou zjištěné metody, přístupy a techniky, které mohly pomoct v tomto rozvoji. Nutno podotknout, že aktivity rozebrané u první třídy se často opakovaly, žáci měli proto jakousi jasnou strukturu všech hodin Anglického jazyka, a i z tohoto důvodu byly vždy vybrané pouze dvě aktivity. U páté třídy byl důvodem celkový rozsah práce, jelikož aktivit na rozvoj gramatické kompetence byla, dle observací, řada v každé hodině.

Na závěr praktické části je popsáno vyhodnocení celého výzkumu. Jsou zde zmíněny dvě hlavní otázky, které byly zodpovězeny skrz předvýzkum a hlavní výzkum. Procesy obou výzkumů jsou stručně shrnuty a jejich otázky zodpovězeny, korespondujíc s úvodem do praktické části. Dále jsou popsány výsledky výzkumů, které zahrnují odpovědi na obě zmíněné otázky. Odpověď druhé otázky je poté rozšířena o vypsání nejvíce se opakujících metod a přístupů, které daní učitelé využívali při jejich výuce Anglického jazyka. U první třídy tomu jsou přirozený přístup s hypotézou afektivního filtru, explicitní výuka, nebo například ilustrativní vysvětlení významu slov. V páté třídě byly nejvíce využívány metody jako kooperativní výuka jazyka, výuka jazyka založena na úkolech/aktivitách, nebo zjevná či skrytá výuka gramatiky.

Závěrem je tedy pozitivní odpověď na hlavní cíl práce, kterým bylo zjistit, zda a jakým způsobem učitelé napomáhají k rozvoji lingvistických kompetencí u žáků prvního stupně v hodinách Anglického jazyka. Učitelé vskutku tomuto rozvoji napomáhají, závisle na věku žáků, které vyučují, a mnoha způsoby, skrz různé aktivity v jejich výuce.

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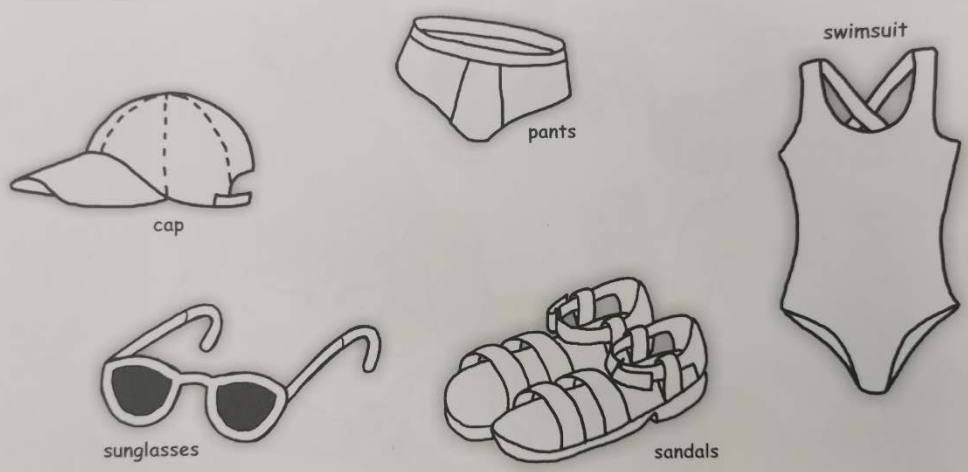
Appendices

Appendix A

Appendix B

Appendix C

Appendix D

Appendix E

Fill in do or does + verb in English. Then write true answers. / Doplň do nebo does + sloveso v angličtině. Pak napiš pravdivé odpovědi.

finish | start | like | speak | have | play

a) ..Do.... you ..like.. school? (máš rád) .Yes. I. do...........

b) ..Does. your teacher ..speak. Spanish? (mluví) .No. she.. doesn't......

c) ..Do.... your lessons ..start.. at 9:30? (začínají) .No. they. don't...

d) .Does. your friend ..play. the piano? (hraje) .Yes' he is..........

e) .Does. your school ..finish. at 3:15 every day? (končí) .No. it. doesn't..

f) .Do.... you ..have.. history on Monday? (máte) .No. we. don't...

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Appendix F