MASARYK UNIVERSITY BRNO

FACULTY OF EDUCATION

Department of English Language and Literature

METHODS AND APPROACHES IN

FOREIGN LANGUAGE TEACHING

Diploma Thesis

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Prohlášení

Prohlašuji, že jsem diplomovou práci zpracovala samostatně a použila jen prameny uvedené v seznamu literatury.

Souhlasím, aby tato práce byla uložena na Masarykově univerzitě v Brně v knihovně Pedagogické fakulty a zpřístupněna ke studijním účelům.

Declaration

I declare that I worked on this thesis on my own and used only sources mentioned in the bibliography.

I agree with storing this work in the library of the Faculty of Education at the Masaryk University Brno and making it accessible for study purposes.

Brno 8th April 2006	…………………………………..

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Introduction

In today's world, the ability to speak foreign languages is necessary for all of us and it is English that has become the most spoken and written language worldwide with some "380 million native speakers in the United Kingdom, the United States, many Commonwealth nations including Australia, Canada, Malta, New Zealand and other former British colonies and countries formerly under British rule."[1] People from all around the world prove real motivation for studying languages which comes from each individual and "whatever kind of motivation students have, it is clear that highly motivated students do better than ones without any motivation at all."[2] The study of foreign languages may have several reasons – love of the subject or an interest in it, interest in habits and cultures of English speaking countries, hobbies, practical reasons (professions, travelling and tourism, studies etc.)[3]

For everybody, it is not only important to choose a language that corresponds to the individual needs but also to choose an institution where to study that particular language. Having found the right school, it is now its task to pick methods and approaches that are believed to be the best and required to be applied by the teachers in their teaching.

There are several methods and approaches in foreign language teaching. Some of them are more widely spread and put in practice than the others. The main characteristics of methods and approaches in foreign language teaching, together with their positive and negative aspects etc. were presented to us – as to the future teachers – in one of the Methodology courses during our studies at the Faculty of Education. It could be summarized that the Communicative Approach is treated as the most complex and the most widely used approach[4] nowadays. Incorporating the usage of the Communicative Approach into the teaching process means developing the learners'

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[1] *English Language.* The GNU Free Documentation License. The Wikimedia Foundation, Inc. 10 April 2006.
 <www.en.wikipedia.org/wiki/English_language.>.
[2] Harmer, J. *How to Teach English?* England: Longman Pearson Education Limited, 2004. p.8.
[3] Harmer, J. *How to Teach English?* p.8.
[4] *ESL Glossary: Definitions of common ESL/EFI terms: Communicative Approach.* Boggles World. 13 Jan. 2006.
<www.bogglesworld.com/glossary/communicativeapproach.htm>.

communicative competence[5] (=an ability to use the language appropriate to a given social context) and avoidance of learners' mother tongue in classes.

My personal experience gained during studies at the secondary school and language schools as well as during my teaching practice was far too different. Teachers, except the native speakers, usually widely employed Czech language predictably; it was almost the same in some of my teaching practices at the university. When my teaching practice mentors applied only the target language in their teaching students appeared rather confused which helped me realize that this is probably not the teachers' usual way of teaching. Having such experience, I decided to carry out a research on this subject trying to find out what the practice is at secondary schools and language schools in Brno and to apply it as a basis for my diploma thesis.

The main purpose of my research was to uncover the methods and approaches in foreign language teaching teachers generally consider to be the best as well as the methods that are, in regards to their opinion, most widely used and finally those methods teachers actually use themselves.

This diploma thesis consists of two parts. In the first – theoretical - chapter, the theory of methods and approaches to the foreign language teaching are presented and supplemented with the scientists' opinions about them together with my own ideas and views based on my so far gained experience. In the second part, the practical one, the results of the research are dealt with in detail.

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[5] Larsen-Freeman, D. *Teachiques and Principles in Language Teaching.* England: Oxford University Press, 1986. p.131.

1 Assessment of methods

1.1. The development of methodology

The development of methodology is connected with the development of methods and approaches in the foreign language teaching as we know them nowadays and as they will be described in this chapter later on. In the following text the development of methodology, as it was presented by scientists in the past, will be shown.

In the *Longman Dictionary of Applied Linguistics*, methodology is defined as:

> "1. the study of the practices and procedures used in teaching, and the principles and beliefs that underlie them.
> Methodology includes:
> a) study of the nature of language skills (e.g. reading, writing, speaking, listening) and procedures for teaching them
> b) study of the preparation of lesson plans, materials, and textbooks for teaching language skills
> c) the evaluation and comparison of language teaching methods
>
> 2. such practices, procedures, principles, and beliefs themselves. One can, for example criticize or praise the methodology of a particular language course."[1]

Stern says that "the relation between the language sciences and language teaching is one of the key issues in the development of a language teaching theory."[2] A simple and clear presentation of these relationships was formed by Campbell, an American applied linguist.

| Linguistics Psychology Sociology Antrophology | Applied: linguistics psychology sociology antrophology | Pedagogy |
| theoretician | mediator | practitioner |
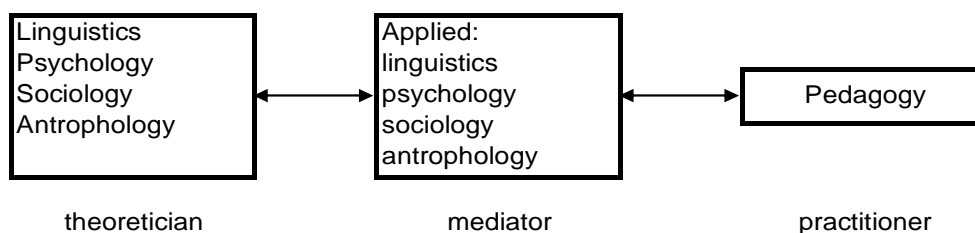
Campbell's model of the relationship between theory and practice[3]

According to Spolsky's model, the language teaching has three main sources:
1. language description – it is founded in a theory of language,
2. a theory of language learning – it derives from a theory of language and a theory of learning,

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[1] Nunan, D. *Language Teaching Methodology. A textbook for teachers.* London: Pearson Education Ltd., 2000. p.2.
[2] Stern, H.H. *Fundamental Concepts of Language Teaching*. Oxford: University Press, 1983. p.37.
[3] Stern, H.H. p.36.

3.   a theory of language use.

"The disciplines that provide the necessary theoretical foundations and the data underlying language teaching are 'psychology' for the theory of learning, 'psycholinguistics' for the theory of language learning, 'general linguistics' for a theory of language and language descriptions, and 'sociolinguistics' for a theory of language use in society. These four disciplines deal with the problem of language education and constitute a problem-oriented discipline which Spolsky calls 'educational linguistics', and which others have called 'applied linguistics'."[4]
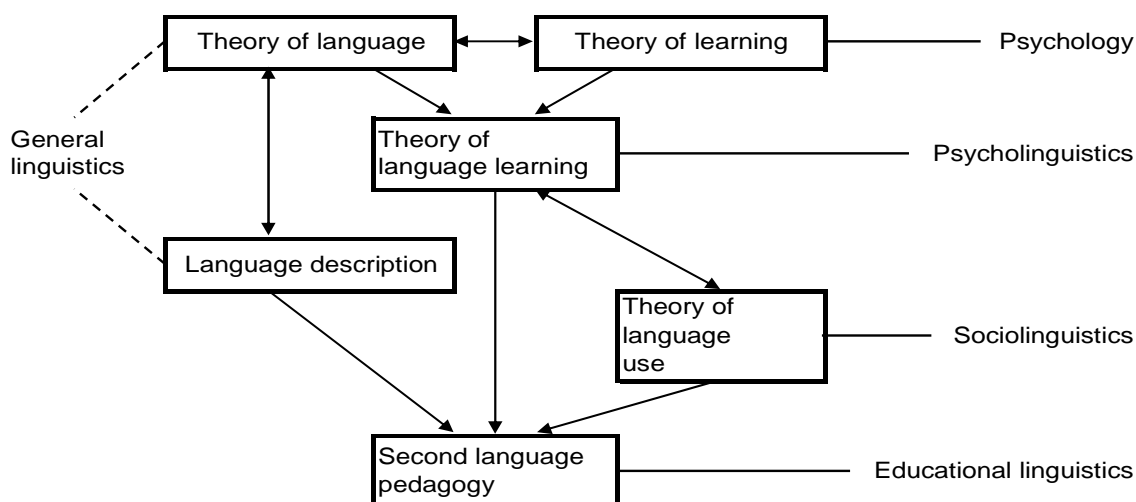
Ingram shows a similar list of disciplines as Campbell does, and defines the tasks of theoretician, applied linguist and practitioner.
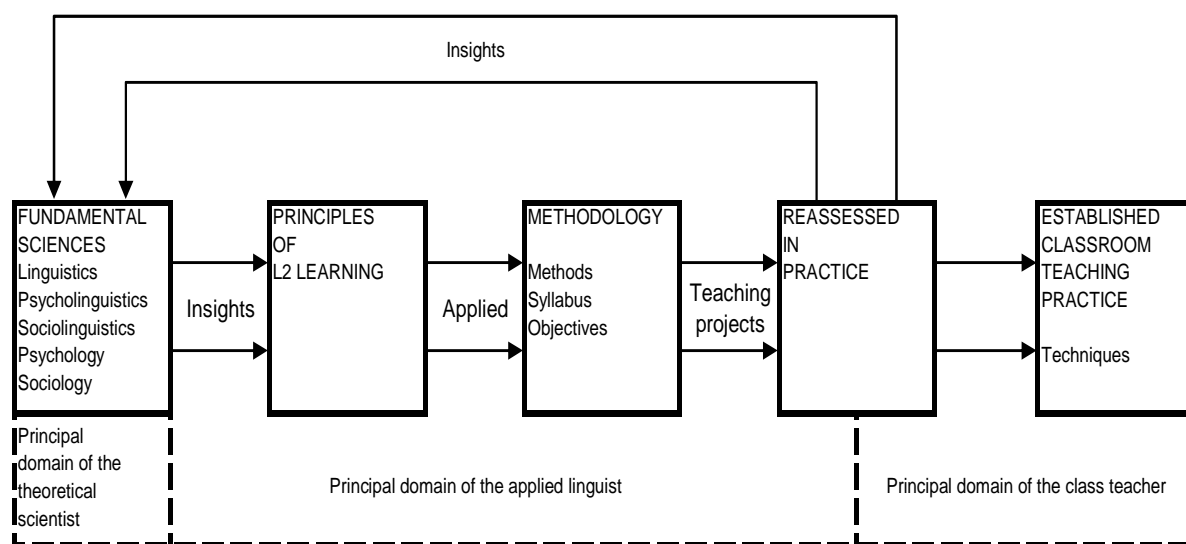
Ingram's model for the development of language teaching practice[5]

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[4] Stern, H.H. p.37.
[5] Stern, H.H. p.38.

In the following part, all methods will be dealt with in detail. The description of each method is divided into four sub-chapters called - Characteristics, History, Language and Linguistics, Teaching and Testing. The first sub-chapter focuses on the underlying characteristics of each method, the following one outlines the basic facts about history of a particular method, the next one concerns the type of language used and the way how usually the linguistic features of a particular method are perceived, and the last sub-chapter deals with the ways of teaching and testing according to the rules of each method.

1.2. Grammar-Translation Method or so-called "classical method"

1.2.1. Characteristics

The Grammar-Translation Method (further on referred to as the GTM) is considered to be one of the oldest methods and approaches in foreign language teaching. Stern says that it has its roots in the late eighteenth century.[6] This suggests that we have many "younger" or "more modern" methods nowadays and that perhaps this one is not used so frequently. In my opinion, this is not the case. I think the GTM is still being widely used nowadays and my research, which will be analyzed in more details later on in this work, confirmed my opinion based on my personal experience from schools, language schools and my teaching practice. According to the results of my research many teachers consider the GTM imperfect although they use it much.

I personally try to avoid using this method in my teaching practice but I must admit that this avoidance is sometimes very difficult; moreover, it seems to be very practical to use the GTM from time to time, e.g. it is very quick when checking the learners' knowledge of vocabulary. This is one of the few occasions when the GTM may be suitable and effective. However, it is much more helpful to have the students say a particular sentence in other words because once they manage this it is clear to me that they understand the meaning of the sentence, not just individual words.

Richards and Rodgers summarize that "it is hard to decide which is more surprising - the fact that this method has survived right up until today or the fact that what was essentially a method developed for - the study of 'dead' languages involving little or no spoken communication or listening comprehension - is still used for the study of languages that are very much 'alive' and require competence not only in terms

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[6] Stern, H. H. p.453.

of reading, writing and structure, but also speaking, listening and interactive communication."[7] It was historically used when people of the western world wanted to learn foreign languages, so called "dead" languages such as Latin and Greek.

Also the group of ESL teachers points out that "the GTM was developed for the study of 'dead' languages and to facilitate access to those languages' classical literatures. That's the way it should stay. English is certainly not a dead or dying language, so any teacher that takes 'an approach for dead language study' into English language classroom should perhaps think about taking up Math or Science instead."[8] The end of the very last sentence may seem funny but even so I fully agree with the opinion that if the GTM was developed for the study of "dead" languages it should remain that way and "alive" languages ought to be taught differently.

The GTM is still common in many countries and Brown attempts to explain why the method is still employed. He says:

> "The GTM requires few specialized skills on the part of teachers. Tests of grammar rules and of translations are easy to construct and can be objectively scored. Many standardized tests of foreign languages still do not attempt to tap into communicative abilities, so students have little motivation to go beyond grammar analogies, translations, and rote exercises."[9]

I personally agree with his opinion about the requirement for the specialized skills of the teachers and about the simpleness of constructing tests. That is the reason why it seems to me that the GTM is one of the easiest methods for teachers.

On the contrary to the previous opinions, Stern's idea is that if the teacher teaches a monolingual class, translation is an excellent technique, but the teacher has to be fluent in students' language. The main advantages of translation he sees in the fact that it is quick and efficient.[10] Based on my experience, the teacher does not necessarily have to be fluent in students' language; it may often by the case that her/his knowledge of a particular word in the students' language is sufficient enough to translate, explain or express something. However, Stern continues his assertion about the GTM: "in spite of many attacks, it is still widely employed today, if only as a contributory strategy in

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[7] *The Grammar-translation Method*. English Raven ESL/EFL Resources. 7 Feb. 2006
<www.englishraven.com/method_gramtrans.html>.
[8] *ESL Glossary: Definitions of common ESL/EFI terms: Grammar Translation Method*. Boogles World.
8 Feb. 2006
<www.bogglesworld.com/glossary/grammartranslationmethod.htm>.
[9] <www.englishraven.com/method_gramtrans.html>.
[10] Stern, H. H. p.454.

conjunction with other strategies."[11] I share the same view about the use of the GTM as a contributory strategy to other strategies; there are words in English which can hardly be explained by any other means than translation.

1.2.2. History

The GTM became popular as the principal practice technique in the late eighteenth century[12] and Stern highlights that there is evidence that the GTM was the regular combination of grammar rules with translation into the target language. At that time it was called Classical Method[13] and its aim was reading literature in the target language. Now it is more commonly known as the GTM. Its focus is on "accuracy and not fluency"[14]; on learning the rules of grammar and their application in translations from mother tongue into the target language and vice-versa so that the skills to be practiced are only reading and writing. It is necessary to practice all four skills (speaking, reading, listening and writing) if we, as teachers, wish to have pupils who take active part in the process of communication.

1.2.3. Language and Linguistics

The teachers from the University of Wales show that "historically the assumption was that language consists of written words and of words which exist in isolation, as though they were individual bricks which could be translated one by one into their foreign equivalents and then assessed according to grammatical rules into sentences in the foreign language."[15] From my point of view, the foreign language studying is not a study of isolated words. Even though a person has established a wide range of vocabulary in a foreign language, s/he is not able to make a sentence or understand a context of a given situation and then s/he is not able to communicate with other people in a foreign language which is the aim of today's teaching. Also the teachers from the University of Wales continue their argument about the GTM that:

> "this method gives pupils the wrong idea of what language is and of the relationship
> between languages. Language is seen as a collection or words which are isolated and

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[11] Stern, H. H. p.454.
[12] Stern, H. H. p.453.
[13] Stern, H. H. p.453.
[14] <www.bogglesworld.com/glossary/grammartranslationmethod.htm>.
[15] *Grammar-Translation (Indirect) Method*. The University of Wales. 7 Feb. 2006
<www.aber.ac.uk/~mflwww/seclangacq/langteach3.htm>.

independent and there must be a corresponding word in the native tongue for each foreign word he learns. Worst effect of this method is on pupil's motivation. Because (s) he cannot succeed – leads to frustration, boredom and indiscipline. It is not a rewarding or satisfying activity. Language learning should be fun and bring some joy and pride in achievement with it."[16]

I understand that the goal of the language learning is for it to be fun and enjoyable for the learners as it raises their motivation for studying. Having some associations among the activities, grammar and new words covered in classes, they are able to recall/retrieve them more quickly than when learning them by heart. On the other hand, it is very often the case that there is no word for direct translation between the target language and the learner's native language. This may lead to the learner's frustration and despair that despite her/his effort, s/he will never be able to express her/himself the same way s/he does in her/his mother language.

When the new words are studied, bi-lingual lists of vocabulary are usually presented, e.g. guide-průvodce, hardly-sotva, how about-co tak.[17] But not all words can be translated into a native language, e.g. What's the time?-Jaký/Co je čas?, Where are you from?-Kde jsi ty z? I support Harmer's opinion that there are two disadvantages to the use of translation: "the first is that it is not really possible with groups of different nationalities, and secondly it is not always possible to translate exactly - not all languages have words for exactly the same concepts,"[18] and it happens very often that one language does not have a word exactly with the same meaning as a word in another language.

1.2.4. Teaching and Testing

I have witnessed some classes taught in the mother tongue. They contained very little active use of the new language and very little teaching was done in the target language. Spoken form of foreign language was not vital for the process of learning. There was a great emphasis on pronunciation, for example the lists of vocabulary were presented with transcription of the words. The use of the learners' mother tongue should be eliminated but it is sometimes very hard or even impossible; when teaching beginners using the target language only it is often the case that the learners do not understand everything and would like to use Czech books. In this case, it is the teacher's

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[16] <www.aber.ac.uk/~mflwww/seclangacq/langteach3.htm>.

[17] Peprník, J. *Angličtina pro jazykové školy II*. Státní pedagogické nakladatelství: Praha. 1982. p.28.

[18] Harmer, J. *The Practice of English Language Teaching*. Harlow: Longman House, 1995. p.71.

task to explain the learners the advantages of this way of teaching and to support the learners' motivation. It seems that the GTM is, similarly to the Audio-Lingual Method, a suitable method for beginners to "become familiar" with the target language and to listen to how the "new" language "sounds". The teacher should use the target language right from the beginning since the students will start to "think" in it, e.g. think about its structures etc.

Regarding the use of the native language during classes, I must point out that, according to my experience, there is a group of learners that really "loves" Czech-English textbooks together with the GTM, and they are usually adult beginners. They may be very disappointed and confused seeing "only English" and no Czech language in their textbooks. From my point of view, this initial disappointment can be very harmful to their motivation and their future studying. The teachers had better prevent this situation, discuss the books with the learners in advance if possible, and explain them why the English books are more suitable than the Czech books. For instance, as the Czech books are written by Czech speakers, the language used will never be the original native speakers' English. On the contrary, not every English book is excellent either and their greatest disadvantage is the lack of authors' knowledge of the Czech Republic, its culture, its sense of humour etc. Another disadvantage of the Czech books is that as the trend in foreign language teaching is to use the Communicative Approach which is to develop the learners' ability to speak fluently and correctly in everyday situations and to understand the speech of native speakers, the CA is seldom stressed in Czech books.

Errors are usually corrected immediately[19], which is considered to be very important for the learner to realize what s/he has done wrong. From my point of view, this interrupts the continuity of process of speaking. It can also cause the learner's feeling that everything s/he says is incorrect. Grammar is taught with tiring explanations in the native language and later applied in sentence making. This kind of grammar teaching is called overt[20] and is probably good for the learners' knowledge of grammar but the students should also be capable of producing their own sentences and not be limited to translation of individual sentences from their native language to the foreign language and vice versa. A typical procedure in class usually includes "presentation of

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[19] Larsen-Freeman, D. p.12.
[20] Hanušová, Světlana. "The Grammar-Translation Method." Methodology. Faculty of Education, Brno. 12th Oct. 2004.

the rules of a particular item of grammar, illustration of its use by using the item several times in a text, and practice of using the item through writing sentences and translating it into the mother tongue."[21]

Teacher who uses the GTM is dominant and strict; a controller of everything. Students are quite passive; they do not produce their own sentences very often and common ways of testing are translations, dictations, cloze tests etc.[22]

1.3. Direct Method

1.3.1. Characteristics

The Direct Method (further on referred to as the DM) is also known as Reform Method / Natural Method / Phonetical Method / Anti-grammatical Method.[23]

According to Stern the DM is characterized by the use of the target language as a means of instruction and communication in the language classroom, and by the avoidance of the use of the first language and of translation as a technique.[24] The idea that the teachers should never tell the children anything they can find out themselves was suggested by Jesperin.[25]

Its aims are only speaking, reading, understanding and having good pronunciation. The learners are encouraged to speak, yet not forced and such freedom of speech appeals to me very much. Writing is postponed as much as possible, but I do not consider this to be a good idea because all four skills should be practiced in balance if we wish students to be competent part of today's foreign language speaking society. I think that the DM is a method suitable for the practice of communication but it should not be used throughout the whole course.

Another negative of this method is that books are not much important during teaching but I consider them essential in the teaching process because it is profitable for students to know the structure of a lesson in advance, to see a written structure of a language etc. Moreover, the grammar is not taught directly but only inductively. I am not aware of its efficiency and how it works in practice, because in my opinion, every

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[21] Bowen, Tim. "Methodology Challenge. The Grammar-translation Method". Onestopenglish. Macmillan. 2005. 6 June 2005.
<www.onestopenglish.com/Teacher_Support/Methodology/Archive/teaching-aproaches/grammar_translationMethod.htm>.
[22] Larsen-Freeman, D. p.11.
[23] *Direct Method.* The University of Wales. 7 Feb. 2006.
<www.aber.ac.uk/~mflwww/seclangacq/langteach5.htm>.
[24] Stern, H. H. p.456.
[25] <www.aber.ac.uk/~mflwww/seclangacq/langteach5.htm>.

piece of grammar has some rules and these ought to be taught and practiced in class. Finally, there is a disadvantage for the teacher for whom the lesson planning is very demanding. Nevertheless, the students may find very interesting and refreshing using some features of the DM in classes. For instance, a way of teaching new words will be mentioned further on in chapter 1.3.3.

1.3.2. History

Stern mentions that the language teaching reforms from 1850 to 1900 attempted to make language teaching more effective by a radical change from grammar-translation and integrate more use of the target language.[26]

The development of the DM is associated with Francois Gouin and Charles Berlitz. They say that "the second language learning should model first language learning in that it should be learned 'directly'."[27] It faded in the early 1900s as it was not practical in classroom settings, and then saw a comeback under the name of the Audio-Lingual Method after World War II.[28]

1.3.3. Language and Linguistics

There are everyday vocabulary and sentences usually used but the formal language may be included as well. On teaching new words their meaning can be explained in the target language, drawn or acted out. Concrete vocabulary can be taught through demonstrations, objects and pictures; abstract vocabulary may operate with association of ideas. This is what I personally prefer and like the most about the DM.

The professors from the University of Wales emphasise that when the teachers use the DM "primacy should be given to spoken word and practice of speaking"[29] and "great stress should be put on correct pronunciation."[30] In my opinion, the stress that is put on correct pronunciation is important because if we want our learners to speak as if they were native speakers, their pronunciation must be accurate and precise. However, the primacy of spoken word is not correct because other skills are necessary to be practiced as well.

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[26] Stern, H. H. p.456.
[27] *ESL Glossary: Definitions of common ESL/EFI terms: Direct Method.* Boogles World. 8 Feb. 2006 <www.bogglesworld.com/glossary/direct method.htm>.
[28] <www.bogglesworld.com/glossary/direct method.htm>.
[29] <www.aber.ac.uk/~mflwww/seclangacq/langteach5.htm>.
[30] <www.aber.ac.uk/~mflwww/seclangacq/langteach5.htm>.

1.3.4. Teaching and Testing

The teaching in the DM includes lots of oral interaction, spontaneous use of language, no translation between the first and the second language, and little or no analysis of grammar rules. Oral communication skills are built up questions-and-answers exchanges between teachers and students in small intensive classes.[31] Classroom instructions are given in the target language. Mother tongue has no place in classes and it should never be used. The teachers ought to avoid it as much as possible. Grammar learning and translating skills should be avoided as they involve the application of the mother tongue as well.[32]

According to my personal experience, the lessons usually begin with a dialogue using a modern conversational style in the target language. Material is first presented orally or using pictures. The preferred type of exercise is a series of questions in the target language based on the dialogue or an anecdotal narrative.

Students usually take active part in lesson; they should be much involved. The teacher is very friendly and an excellent speaker to start the discussion. In the words of the professors of the Pennsylvania State University "a successful teacher of the DM needs competence in his language, stamina, energy, imagination, ability and time to create own materials and courses, immense vitality, robust health, real fluency in the modern language he teaches. He must be resourceful in the way of gesture and tricks of facial expression, be proof against linguistic fatigue in the language teaching day and be able to sketch rapidly on the board."[33] I completely agree with their suggestions of the teachers' qualities and in my view such characteristics concern not only the teachers of the DM, but also every teacher if s/he wants to prevent fatigue, stereotype and boredom during her/his lessons. On the contrary, in my opinion if the teacher can not draw or sketch it does not indicate his incompetence of being a good teacher.

1.4. Audio-Lingual method or "army method"

1.4.1. Characteristics

This method was developed by professors at Michigan and Pennsylvania University and it became known as Oral, Aural-Oral or Structural Approach.[34]

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[31] <www.aber.ac.uk/~mflwww/seclangacq/langteach5.htm>.
[32] Larsen-Freeman, D. p.25.
[33] <www.aber.ac.uk/~mflwww/seclangacq/langteach5.htm>.
[34] *English Teaching Methodology. The Audiolingual Method in Richard and Theodore's Framework.*
The Pennsylvania State University. 3 Feb. 2006.

Nunan's opinion is that the Audio-Lingual Method (further on referred to as the ALM) "has probably had a greater impact on second and foreign language teaching than any other method. It was, in fact, the first approach which could be said to have developed a 'technology' of teaching and based on 'scientific' principles."[35] It appears to me that he means the principles of drills and several kinds of drills which will be presented later on.

Stern points out that "the audio-lingual method has been described in some books which appeared from about 1960, such as Brooks (1960/1964), Stack (1960/1966/1971), Lado (1964), Rivers (1964, 1968), Chastain (1971, 1976), traced by Moulton (1961/1963). But detailed analytical and critical studies, from a present-day perspective, of the origins, development and impact of audiolingualism are lacking."[36] He also stresses that while the GTM and the DM had developed in the European school systems, audiolingualism is of the American origin[37] and it was widely used there in 1950s and 1960s.[38] And then he continues his description of the ALM that "the dominant emphasis is placed on listening and speaking. While reading and writing are not neglected, they are given priority and in the teaching sequence precede reading and writing. The audiolingualism tries to develop target language skills without reference to the mother tongue."[39] It could be concluded that the ALM enhanced using only the target language in the classroom in order to reach its overall goal which is to create communicative competence in learners.[40]

The ALM seems to be a suitable method for beginners to "become acquaintance" with the target language and to listen to how the "new" language "sounds". Therefore, there is a need for a wide use of language laboratories, tapes and visual aids which have a positive influence on the process of picking up a foreign language.

Its objectives are accurate/precise native-like pronunciation and grammar, an ability to respond quickly and accurately in any speech situations and knowledge of

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<www.personal.psu.edu/users/m/x/mxh392/insys441/Methodology/audiolingual.htm>.
[35] Nunan, D. p.229.
[36] Stern, H. H. p.462.
[37] Stern, H. H. p.462.
[38] *The Audio-lingual method*. SIL International. 7 Feb. 2006
<www.sil.org/lingualinks/LANGUAGELEARNING/WaysToApproachLanguageLearning/TheAudio LingualMethod.htm>.
[39] Stern, H. H. p.464.
[40] *The AudiolingualMethod*. English Raven. ESL/EFL Resources. 7 Feb. 2006.
<www.englishraven.com/method_audioling.html>.

sufficient vocabulary to use the grammar patterns.[41] I think that the ALM resembles the DM in favour, mainly in focus on communication and avoidance of the learners' native language.

1.4.2. History

This method developed during the Second World War in the United States as a real scientific method called the Army Specialized Training Program when there was a need to teach people the language quickly and effectively. The results of this program are generally regarded to have been very successful - the learners were in small groups and were highly motivated, which undoubtedly contributed to the success of the approach.[42]

The ALM is still used nowadays as my research confirmed – the ALM was usually around the fifth place among those eight methods included in my research. Many teachers use dialogues and drills in today's teaching and these are also central to this approach. My previous idea is supported by the Tim Bowen's following saying:

> "Most teachers will at some point require learners to repeat examples of grammatical structures in context with number of aims in mind: stress, rhythm, intonation, 'consolidating the structure', enabling learners to use the structure accurately through repetition, etc. Question and answer in open class or closed pairs to practise a particular form can also be argued to have its basis in the audio-lingual approach, as can, without doubt, any kind of drill."[43]

1.4.3. Language and Linguistics

Having recommended avoiding the mother tongue, only everyday English and vocabulary connected to the topic are used and errors should be corrected immediately. The reason may be that if the learner says a sentence incorrectly, the teacher corrects her/him and then s/he repeats the correct sentence. It may greatly help her/him to remember this correct version of the sentence and I cannot agree more with that.

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[41] <www.sil.org/lingualinks/LANGUAGELEARNING/WaysToApproachLanguageLearning/TheAudio LingualMethod.htm>.
[42] Bowen, Tim. "Methodology Challenge. What is Audiolingualism?" Onestopenglish. Macmillan. 2005. 10 Jan. 2005.
<www.onestopenglish.com/Teacher_Supprort/Methodology/Archive/teaching-approaches/audio lingualism.htm>.
[43] <www.onestopenglish.com/Teacher_Supprort/Methodology/Archive/teaching-approaches/audiolingualism.htm>.

1.4.4. Teaching and Testing

The ALM is based on drill which can be considered boring, e.g. the repetition drill – see number three in the following quotation, yet there are several types of drills some of which may be amusing, e.g. see number seven – the transformation drill. The boredom and fatigue should be prevented by using very brief alternative activities to intersperse short periods of drill. The periods of drill should be short - about 10 minutes.[44] I have never applied the ALM in my teaching practice therefore it is hard to predict its acceptance by my students.

Larsen-Freeman provides descriptions of some common/typical techniques of the ALM.

"1 Dialogue Memorization – students memorize an opening dialogue using mimicry and applied role-playing.

2 Backward Build-up (Expansion Drill) - teacher breaks a line into several parts; students repeat each part starting at the end of the sentence and 'expanding' backwards through the sentence, adding each part in sequence.

3 Repetition Drill - students repeat teacher's model as quickly and accurately as possible.

4 Chain Drill – students ask and answer each other one-by-one in a circular chain around the classroom.

5 Single Slot Substitution Drill - teacher states a line from the dialogue, and then uses a word or a phrase as a 'cue' that students, when repeating the line, must substitute into the sentence in the correct place.

6 Multiple-slot Substitution Drill - the same as the Single Slot Drill, except that there are multiple cues to be substituted into the line.

7 Transformation Drill - teacher provides a sentence that must be turned into something else, for example a question to be turned into a statement, an active sentence to be turned into a negative statement, etc.

8 Question-and-answer Drill - students should answer or ask questions very quickly.

9 Use of Minimal Pairs - using contrastive analysis, teacher selects a pair of words that sound identical except for a single sound that typically poses difficulty for the learners - students are to pronounce and differentiate the two words.

10 Complete the Dialogue - selected words are erased from a line in the dialogue - students must find and insert.

11 Grammar Games - various games designed to practice a grammar point in context, using lots of repetition."[45]

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[44] *Second-language teaching methods. Principles & Procedures.* San Diego State University. College of Education. 6 Feb. 2006.
<www.coe.sdsu.edu/people/jmora/ALMMethds.htm>.
[45] Larsen-Freeman, D. pp.45-48.

The role of a teacher who uses the ALM and drills seems to be quite similar to the roles of teachers who use some other methods, mainly the teachers of the Communicative Approach. S/he should not stand in one place, s/he should move around the room standing next to as many different students as possible to monitor their work. S/he is expected to be friendly, to say examples, to say what to do, to correct students etc. All in all, s/he is a leader and so-called choir director.[46] The students are her/his followers and imitators.

And here is a typical procedure in an audio-lingual course:

- Students hear a model dialogue.

- Students repeat each line of the dialogue.

- Certain key words or phrases may be changed in the dialogue.

- Key structures from the dialogue serve as the basis for pattern drills of
  different kinds.

- The students practice substitutions in the pattern drills.[47]

This pattern may be very effective. The practice of dialogues and drills can lead to the ability to produce own sentences and that is what the aim of today's foreign language teaching should be. In addition, there are several types of drills presented by Scrivener[48] which can turn monotonous drills into enjoyable activities.

1.5. Total Physical Response

1.5.1. Characteristics

The Total Physical Response (further on referred to as the TPR) is based on Asher's idea that the more active the learning the more effective it is. He tried to recreate the conditions in foreign language classrooms and the children received their initial input in the form of instructions in the imperative which required them to make physical responses.[49] His statement is supported by a modern scientist named Nunan who notes that in this technique, "the target vocabulary items are 'paired' with relevant physical actions."[50] I have the impression that this method suits the kinaesthetic learners who need to be active in the class. The TPR helps them pay attention, listen to the

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[46] <www.coe.sdsu.edu/people/jmora/ALMMethds.htm>.
[47] ww.sil.org/lingualinks/LANGUAGELEARNING/WaysToApproachLanguageLearning/TheAudio LingualMethod.htm>.
[48] Scrivener, J.: *Learning Teaching*. Oxford: Macmillan Publisher Limited, 1994. p.119.
[49] Nunan, D. p.134.
[50] Nunan, D. p.135.

teacher and behave in appropriate way. Besides, in every group of learners there are always some shy students and this method can improve their courage. Based on my experience I appreciate some of the typical features of this approach. I have never tried to base the whole lesson on the TPR nor have I ever been taught this way myself. I had only once the opportunity to see an excellent TPR lesson performed by a teacher at the primary school in Bakalovo nábřeží in Brno. The children enjoyed the lesson so much; all 20 of them were paying attention for 45 minutes which I very much admire as it is very exhausting for the teacher. I could not miss that the lesson was very effective as a TPR lesson should be. The children took in very much as well as enjoyed themselves. I admired the teacher's preparation, which must have been demanding, time consuming and done in great detail.

According to my personal experience the points in favour of this method are very lively lessons and students who easily retrieve the language. The teaching is very memorable yet fun. There are several negatives to this method, it for example requires much of practice, vocabulary is limited, only imperatives are used and students who are not used to that might feel embarrassed.

I find interesting the Asher's comparison of the TPR and a "conversation" between the parent and infant. In his words, this is the secret of this method. He calls it "a language-body conversation" - the parent speaks to the infant and it answers by a physical response, e.g. looking, smiling, laughing, turning, walking, reaching, holding, sitting, running, and so on. These "conversations" take place far before the child says his/hers first word – "mommy" or "daddy". Although the infant is not speaking, s/he is imprinting a linguistic map of how the language works.

Asher also presents a few myths about the TPR and explains why these are only myths and not the reality. I agree with his ideas about the children and the beginning students, however, it is hard for me to imagine giving commands without using imperative.

> "Myth 1: TPR will only work for children. - When you use TPR to give adults a 'level playing field' with children, something quite extraordinary happens. Adults outperform children. The only advantage children have is acquiring a near-native pronunciation.
>
> Myth 2: TPR is limited to the imperative. - The imperative is the 'golden tense' because students of all ages have instant understanding of the target language. From here, students can make a smooth transition to all other grammatical features.

Myth 3: TPR is limited to beginning students. - TPR is a powerful tool that enables students to internalize a huge volume of the target language with high-speed. But, this achievement can exhaust students. The secret here is to switch back and forth to other techniques. TPR should be reserved for any new vocabulary or grammatical feature. Internalize the item first through the body, and then switch to the verbal side of the brain in short dialogues, stories, patterned drills, etc."[51]

1.5.2. History

This method was originally developed by an American professor of psychology James Asher, in 1960s.[52]

1.5.3. Language and Linguistics

The theory I have studied so far suggests that only the target language should be used in the TRP classes. The teachers always avoid using the learners' mother tongue; students are allowed to use it when necessary. Only everyday English and concrete vocabulary connected with actions are taught. No abstract words are used in order not to make the teaching very difficult.

1.5.4. Teaching and Testing

According to my personal experience, activities such as acting, performing, understanding and listening are very important parts of the teaching process. They are emphasised over oral production. Stressful atmosphere in classes is not desired; when students are to absorb something, stressful atmosphere does not enhance it. Whenever possible, humour should be injected into the lessons to make them enjoyable.

Error correction much contributes to the effectiveness of the student's learning process – errors are not corrected during the oral communication, but later on the teacher repeats the incorrect sentence and the student is to correct it.[53] I approve this type of error correction because the learner does not only passively repeat the correct

[51] Asher, James J. "Some Myths About TPR". Total Physical Response known worldwide as TPR. Sky Oaks Productions, Inc. 7 Feb. 2006.
<www.tpr-world.com/myths.html>.
[52] Bowen, Tim. "Methodology Challenge. Total Physical Response" Onestopenglish. Macmillan. 2005. 10 Jan. 2005.
<www.onestopenglish.com/Teacher_Supprort/Methodology/Archive/teaching-approaches/totalphysicalresponse.htm>.
[53] Frost, Richard. "Total Physical Response". British Council. BBC World Service. 7 Feb. 2006
<www.teachingenglish.org.uk/think/methodology/tpr.shtml>.

sentence after the teacher but s/he is forced to actively think about the mistake even though no grammar is taught.

The teacher's role is to be a director and performer; students are imitators and actors. The best interaction pattern for this method is U-shape or circle, which I regard very useful not only with the TPR but also with other methods.

Typical activity used in TPR at the beginning can be story-telling – particularly the children enjoy it and my experience with TPR only confirms it. The older learners perhaps like the reversal role - students direct the teacher and fellow learners.[54] Tim Bowen suggests that a typical TPR activity might contain instructions such as "Walk to the door", "Open the door", "Sit down" and "Give Maria your dictionary" and he says that "the students are required to carry out the instructions by physically performing the activities."[55]

The teaching procedure is usually the following:

> "At the beginning the students are just listening to what the teacher says as he himself performs the action, second the teacher says the command as both the teacher and the students then repeat and perform the action, next the teacher says the command but only students perform the action, after that the teacher tells one student at a time to do commands, as a follow-up the roles of teacher and student are reversed - students give commands to teacher and to other students, and finally a role-play can be done or the students start to speak individually and both the teacher and student allow for command expansion or produces new sentences." [56]

I consider this procedure little time-consuming but that is exactly as the TPR requires it.

The conclusion about the TPR can be the Hammer's idea that the TPR is "a method which finds favour with Krashen's view of roughly-tuned or comprehensible input. The students thus learn language through actions, through a physical response rather than through drills."[57] And this is what makes the TPR completely different from other foreign language teaching methods and approaches.

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[54] *Total Physical Response.* English Raven. ESL/EFL Resources. 11 Jan. 2006.
<www.englishraven.com/method_TPR.html>.
[55] <www.onestopenglish.com/Teacher_Supprort/Methodology/Archive/teaching-approaches/total physicalresponse.htm>.
[56] <www.coe.sdsu.edu/people/jmora/ALMMethds.htm>.
[57] Harmer, J. *The Practice of English Language Teaching.* p.36.

1.6. Suggestopedia

1.6.1. Characteristics

Suggestopedia is defined by Welford as a teaching method which is "based on a modern understanding of how the human brain works and how we learn most effectively."[58] Also Nunan follows Lozanov's beliefs and says that "there is a hidden potential of the mind which gets students to learn in a state of deep relaxation bordering on hypnosis. This hypnotic state is brought about through yogic techniques of relaxation, rhythmic breathing, and listening to reading by the teacher which are synchronised to music. The use of music is supposed to activate the left hemisphere of the brain, which, in consequence is designed to facilitate 'holistic' learning."[59] I am not in favour of this idea of "holistic" techniques in medicine, but I do believe that their use may lead to more effective process of learning.

Harmer describes Suggestopedia as a methodology, which was developed by Lozanov[60] and in which students must be comfortably relaxed. This means comfortable furniture and the use of music. Students are given new names and listen to extended dialogues. According to Harmer this new identity can help students in the process of learning. In my opinion, these unusual decorations in classrooms, the use of music etc. is very refreshing compared to the stereotypical type of learning and it can certainly very much improve the effectiveness of learning.

A typical Suggestopedia course is described as follows: it lasts 30 days and consists of ten units of study. Classes are held 4 hours a day, 6 days a week. Groups of learners are ideally socially homogeneous, twelve in number, and divided equally between men and women.[61] From my experience it is almost impossible to reach this "ideal" class as described above and if it is not reached the process of studying is damaged. They are mainly the socially homogenous groups and the groups divided equally between men and women that are almost impossible to be achieved.

The most important characteristics of this method are stress on decoration, furniture and arrangement of the classroom, use of music, dramatization, emotionality, relaxation and positive atmosphere, and the authoritative behaviour of the teacher yet kind of a parent-childlike relationship between the teacher and the student. In other

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[58] Welford, John. Home page. 30 Jan. 2006. 11 Feb. 2006..
<www.jwelford.demon.co.uk/brainwaremap.suggest.html>.
[59] Nunan, D. p.239.
[60] Harmer, J. *The Practice of English Language Teaching.*p.36.
[61] Lozanov, G. *Suggestology and Outlines of Suggestopedy.* Gordon and Breach: New York, 1978.

words, the classroom looks different and unusual. There are, for example, armchairs, carpets, music, and a lot of posters, pictures and maps on the walls. The learners learn from both the direct instructions as well as the environment in which the instruction takes place.

The most conspicuous feature in Suggestopedia is the centrality of music and musical rhythm to learning. The most typical ones are a memorable piece of classical music such as a Beethoven symphony and a lighter piece of music, such as a piece of Baroque music.[62] The use of music both in the background and as an accompaniment to certain activities can perhaps be motivating and relaxing but I am not convinced that most of the teenagers for example would be willing to listen to baroque music or a piece of Beethoven symphony. The group of ESL/EFL teachers considers "the dim lighting, large comfortable chairs and music selections to be not available to the majority of schools, and these 'environmental factors' to be certainly close to impossible for very large classes."[63] It is hard to imagine that every school would be equipped with such a classroom with specific decorations - carpets, armchairs, curtains, lights etc. as they are very costly.

I have not gained much experience with Suggestopedia so far, which makes it is very difficult for me to form an opinion. I have never tried it in my teaching practice, but I was once being taught this way. It was during one of the Methodology course at the Faculty of Education in the English department. Two girls had a task to study the principles of the Suggestopedia and to show them to the class in practice. I found it fairly relaxing and interesting, partly due to the classroom arrangements, unusual decoration, furniture, music etc. From my point of view, this way of teaching is relaxing and comfortable. It is widely known that the students absorb more being relaxed rather than stressed. However, every student has a different level of "positive relaxation" and thus it is difficult for the teacher to reach it exactly and at the same time. If s/he does not succeed in reaching this level exactly, it may cause losing the learners' concentration on a given task. Moreover, they might become distracted by e.g. special arrangements in the classroom.

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[62] Bowen, Tim. "Methodology Challenge. What is Suggestopedia?" Onestopenglish. Macmillan. 2005. 10 Jan. 2006.
<www.onestopenglish.com/Teacher_Support/Methodology/Archive/teaching-approaches/ suggestopedia.htm>.
[63] *Suggestopedia.* English Raven. ESL/EFL Resources. 11 Jan. 2006.
<www.englishraven.com/method_suggest.html>.

Another thing to be discussed is the use of dialogues in the lessons based on Suggestopedia. They are performed in two so-called "concert" - in the first one, teacher does a slow, dramatic reading of the dialogue synchronized in intonation with classical music and in the second one, students put aside their scripts and the teacher reads at normal speed according to the content, not the accompanying music - this typically ends the class for the day.[64] In my opinion, learning a foreign language does not equal a mere memorizing dialogues and vocabulary pairs. Today's trend for teachers, as I mentioned earlier, is to engage students in interactive situations. To succeed, they should – among other things – study how to put words together, which tenses to use and when and so on. That involves studying grammar which is not taught directly in Suggestopedia; it is only studied through the so-called "peripheral learning" which means presence of posters and maps on the walls. Based on my personal experience, it may be useful and contribute to learners' effectiveness of studying; however, pure seeing the grammar patterns is insufficient and the learners should practice them as well. On the other hand, teachers, who approve of this approach, say that "the 'peripheral learning' can be a huge factor in encouraging students to apply language more independently, thereby taking more personal responsibility for their own learning and generating a feeling of more confidence and aptitude. Peripheral information can also help encourage students to be more experimental, and look to sources other than the teacher for language input."[65]

1.6.2. History

This method is a specific set of learning recommendations derived from Suggestology.[66] It was originally developed in 1970s by the Bulgarian educator Georgi Lozanov[67] and the original form consisted of the use of extended dialogues, often several pages length, accompanied by vocabulary lists and observations on grammatical points[68] - that has not changed over years. Lozanov also declared that "memorization in learning through suggestopedia would be accelerated by up to 25 times over that in

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[64] <www.englishraven.com/method_suggest.html>.

[65] <www.englishraven.com/method_suggest.html>.

[66] <www.onestopenglish.com/Teacher_Support/Methodology/Archive/teaching-approaches/ suggestopedia.htm>.

[67] <www.onestopenglish.com/Teacher_Support/Methodology/Archive/teaching-approaches/ suggestopedia.htm>.

[68] <www.onestopenglish.com/Teacher_Support/Methodology/Archive/teaching-approaches/ suggestopedia.htm>.

conventional learning methods".[69] His approach was based on the power of suggestion in learning; "the notion being that positive suggestion would make the learner more receptive and, in turn, stimulate learning."[70] He also believed that "learners may have been using only 5 to 10 percent of their mental capacity, and that the brain could process and retain much more material if given 'optimal' conditions for learning."[71] Based on his believes, ideas and opinions he formed his curve of forgetting. He thought that if we use the features of Suggestopedia in our teaching practice, the learners' curve of forgetting will be as shown in the following diagram. We can compare it with the classical curve of forgetting which is widely known all around the world.

C. The curve of forgetting after Lozanov

B. The curve of forgetting verses – after Boreas

A. The classical curve of forgetting – after Ebbinghaus
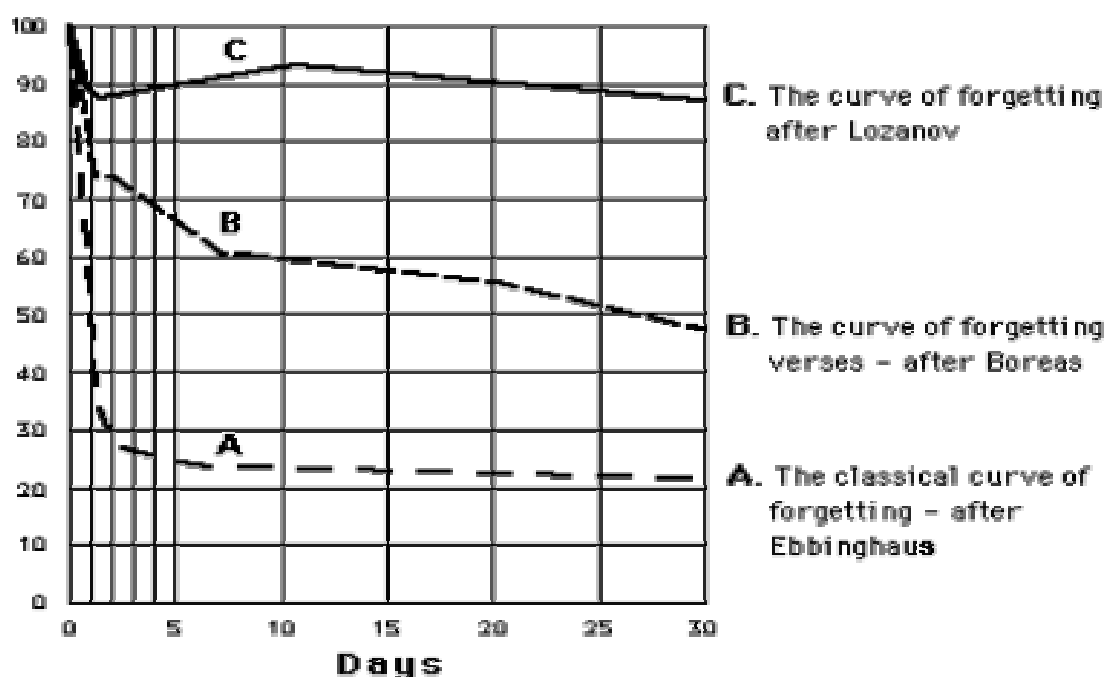
[72]

1.6.3. Language and Linguistics

Only everyday English was used in dialogues in my lesson of Suggestopedia; students had handouts half in mother tongue and half in the target language and they learned blocks of language. Mother tongue was used only in case of need of

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[69] <www.onestopenglish.com/Teacher_Support/Methodology/Archive/teaching-approaches/ suggestopedia.htm>.

[70] <www.onestopenglish.com/Teacher_Support/Methodology/Archive/teaching-approaches/ suggestopedia.htm>.

[71] <www.englishraven.com/method_suggest.html>.

[72] Lozanov, Georgi. Home page. 17 Nov. 1998. 8 Jan. 2006. <www.suggestopedia.com/image/memo_gr.gif>.

clarification. Even quick translations are not used in Suggestopedia because they are considered to be disturbing in the process of learning.[73]

1.6.4. Teaching and Testing

Larsen-Freeman describes that the teaching by Suggestopedia usually consists of so-called "primary activation" which means that students reread the target language out loud, as individuals or in groups and "secondary activation" which means that students engage in various activities designed to help the students learn the material and use it more spontaneously - activities include singing, dancing, dramatizations and games.[74]

It is not common in Suggestopedia courses to set homework to the learners. It is limited to re-reading the dialogue, which has been studied in the class - once before they go to sleep at night and once the following morning. I personally remember most of what I read before falling asleep.

Grammar is not explained directly, it is so-called "peripheral learning", which was discussed earlier in detail. Errors are tolerated and not corrected immediately, but later on by the teacher. This kind of correction is called indirect correction.[75] This is perhaps that the continuity of speech should not be interrupted. Personally, I think that serious mistakes causing misunderstanding should be corrected immediately to help the learner realize what s/he has done wrong.

Teachers, who use the Suggestopedia in their teaching process, are guides, performers and initiators of activities; students are performers and participants of the teaching process.

1.7. Communicative Approach

1.7.1. Characteristics

If we want to characterize the pedagogy of language teaching over the past ten years or so in one word, we can say that it is "communicative". Widdowson says that it is of course the Communicative Approach (further on referred to as the CA) which is in current fashion in methodology.[76] He continues his description of the CA as following:

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[73] Larsen-Freeman, D. p.81
[74] Larsen-Freeman, D. pp.84-86
[75] Larsen-Freeman, D. p.83
[76] Widdowson, H. G.: *Aspects of Language Teaching*. Oxford: University Press, 1990. p.160.

"it concentrates on getting learners to do thing with language, to express concepts and to carry out communicative acts of various kinds. The content of a language course is now defined not in terms of forms, words and sentence patterns, but in terms of the concepts, or notions, which such forms are used to express, and the communicative functions which they are used to perform."[77]

As far as the CA is concerned, I think it is the most complex approach to the foreign language teaching because it focuses on the use of language and meaningful communication which is one of the key ability of a person in today's world. The syllabus of the CA lessons is not based on structural development (past tense, conditionals, etc.) but on functional development[78] which means asking for permission, asking directions etc. as a result; students are given tasks to accomplish using language instead of studying the language. The abilities mentioned above are essential skills of a person who intends to be an adequate part of today's society. Its goal is a communicative competence which requires a correct use of the language appropriate to the given situation, complete and fluent speaking in a foreign language, and finally an ability to explain, express and describe ideas.

Definition of the CA by Harmer is:

"We can sum up a methodological approach to the learning of languages which takes account of categories of input and output. Because of the focus on communicative activities and the concentration on language as a means of communication such an approach has been called the communicative approach."[79]

The following diagram shows the view of the process of building the learners' communicative competence by Harmer.

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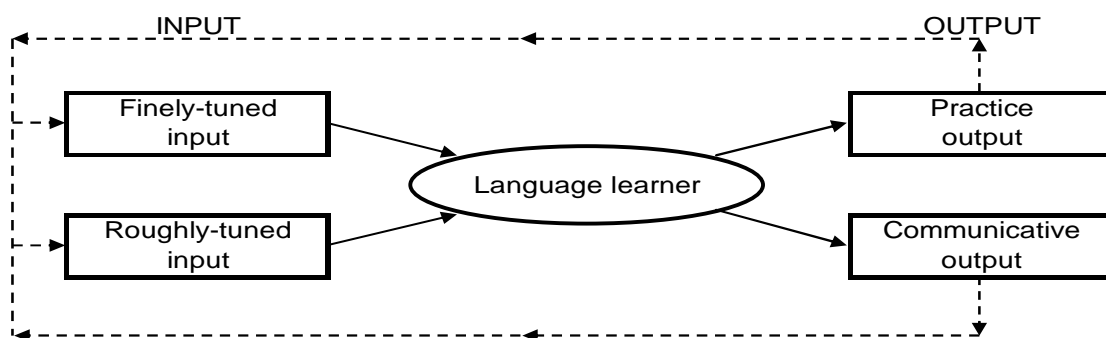
[77] Widdowson, H. G. p.159.

[78] *ESL Glossary: Definitions of common ESL/EFI terms: Communicative Approach*. Boogles World. 13 Jan. 2006.
<www.bogglesworld.com/glossary/communicativeapproach.htm>.

[79] Harmer, J. *The Practice of English Language Teaching*. p.41.

When two people are talking to each other it is sure that they are doing so for several reasons. These reasons are presented in the following Harmer's figure.[80]
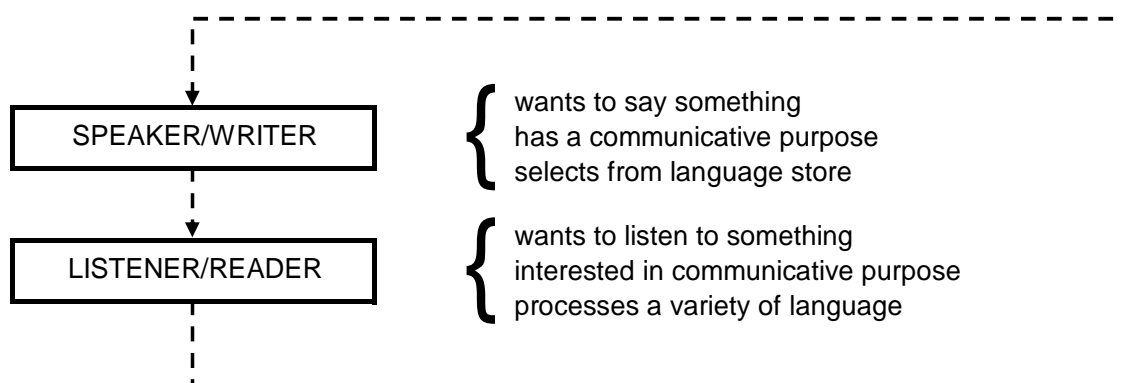
Berns writes that the language is an interaction of two or more people; it is an interpersonal activity with a clear relationship with society and its study has to look at the use of language in contexts – linguistic, social or situational.[81] I believe that the study of the foreign language in context is very effective and the learners may find it helpful. Besides improving their knowledge of the foreign language, they also become acquainted with the culture of the foreign country and uplift their motivation for studying.

The group of ESL teachers highlight that the CA is "a set of principles about teaching including recommendations about method where the focus is on meaningful communication not structure, use not usage."[82] Emphasis in CA lessons is put on using the language in communication with other people and on learning to communicate through interaction with other learners in the target language. These reasons stand behind the necessity of all four skills (speaking, listening, reading, and writing) and as such they ought to be practiced in balance.[83]

This approach focuses on language as a "medium" of communication but professor Dodson distinguishes between "the language as a 'medium' level communication which is e.g. practising how to say it in the language but with no added purpose and as a 'message' level communication where the pupil uses the construction

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[80] Harmer, J. *The Practice of English Language Teaching*.pp.46-47.
[81] Morea, Lucas. "The Communicative Approach in English as a Foreign Language Teaching." Monographias. 1997. 11 Jan. 2006.
<www.monografias.com/trabajos18/the-communicative-approach/the-communicative- approach.shtml>
[82] <www.bogglesworld.com/glossary/communicativeapproach.htm>.
[83] Harmer, J. *The Practice of English Language Teaching*. p.41.

practised at the medium level for a specific purpose."[84] He adds that "a person has to practise language at medium level first in order to be able to exercise it at message level and the problem is that a great number of teachers never used to go beyond medium level and use the language for true purposes of sending and receiving messages; they are teaching pupils 'about' the language, about its patterns and rules, rather than using it actively for real purposes." [85] The very last sentence of the previous quotation confirms precisely what my research has shown – in short, it reveals that many teachers think that the CA is the best method and that they use it in their teaching practice a lot but they think that the other teachers use the GTM**.** This fact seems to suggest that they use it frequently themselves but they are afraid to admit it**.** Bowen's opinion supports my idea and states that "most teachers would probably like to think that their classes are 'communicative' in the widest sense of the word and their lessons probably contain activities where learners communicate and where tasks are completed by means of interaction with other learners." [86] He continues that they usually employ other methods and approaches in their teaching process and he does not consider it to be correct. In my opinion**,** the teaching process should consist of other methods and approaches as well but the CA should be the basis.

1.7.2. History

There are a lot of origins of the CA. It could be said that it is the product of educators and linguists who had not been satisfied with the ALM and the GTM.[87] It was developed by Robert Langs MD, in the early 1970s.[88]

1.7.3. Language and Linguistics

The teachers are advised to often use idiomatic words and everyday vocabulary since they are vital for communication and understanding native speakers' speech. The

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[84] *The Communicative approach.* The University of Wales. 6 June 2005.
<www.aber.ac.uk/~mglwww/seclangacq/langteach9.html>.

[85] <www.aber.ac.uk/~mglwww/seclangacq/langteach9.html>.

[86] Bowen, Tim. "Methodology Challenge. The Communicative Classroom". Onestopenglish. Macmillan. 2005. 18 Jan. 2006.
<www.onestopenglish.com/Teacher_Support/Methodology/Archive/teaching-approaches/
communicative-classroom.htm>.

[87] <www.monografias.com/trabajos18/the-communicative-approach/the-communicative-approach.shtml>.

[88] *What is the Communicative Approach?* European Society for Communicative Psychotherapy.
19 Jan. 2006.
<www.escp.org/approach.html>.

formal language is necessary to be practiced as well for the learners should manage to communicate with other people at a formal level.

The learners' mother tongue is used in 5% of the lesson[89] because of the learners' needs. Finnochiaro and Brumfit say that translations may be used where students need it or benefit from it.[90]

1.7.4. Teaching and Testing

Interesting activities from the real life should also be included in a teaching process in that they help the learners engage themselves more easily. Games are significant for they as well remind of real life situations. Materials used in classes must relate to pupils' own lives, must be authentic, real, and fresh and connected to nowadays topics. In lessons based on the CA, the emphasis is on practice of oral and listening skills in pair work or group work as a way of developing communication skills.[91]

Grammar is not of a great importance in this approach; from my point of view, practice of grammar is powerful when the intention is to create a correct sentence so I recommend pointing out at least a few examples of each grammar pattern. However, having made a correct sentence while being afraid of saying it in real life is not desired either. The CA tends to prevent this by practicing dialogues in real-life situations pretended in class.

The teacher should facilitate the communication among all participants and yet act independently. He is also an advisor and a counsellor. Students are active participants who learn to communicate by speaking, who apply their knowledge of language forms, meaning and functions through the interaction between speaker and listener, they figure out the speaker's intention and should be capable of saying one sentence in several different ways.[92]

Errors are tolerated in the CA because students can learn from them. They are seen as a natural outcome of the development of communication skills.

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[89] Hanušová, Světlana. "The Communicative Approach." Methodology. Faculty of Education, Brno. 16th Nov. 2004.
[90] *The Communicative Language Teaching Approach.* English Raven. ESL/EFL Resources. 11 Jan. 2006 <www.englishraven.com/method_communicative.html>.
[91] Larsen-Freeman, D. p.134.
[92] Larsen-Freeman, D. p.131.

1.8. Task-Based Method

1.8.1. Characteristics

It may once in a while be stimulating and refreshing to use the Task-Based Method (further on referred to as the TBM) in classes to avoid boredom, break stereotypes and prevent fatigue. I suppose that this method very much improves the effectiveness of the teaching process. The learners find it amusing and interesting, and will much more easily retain gained knowledge in their mind rather than working it out themselves. Harmer also highlights that "there has been an agreement that language has to be acquired as a result of some deeper experience than the concentration on a grammar point."[93] On the other hand, in my opinion such self-study as exploring, investigating, listening, writing and speaking may be rather time consuming if not organized properly. According to my personal experience, in most schools the children are offered optional foreign language lessons twice or three-times a week and the TBM could be used in these lessons to show the learners how the process of learning can be interesting, amusing, refreshing and taken from a different point of view. Here, I would recommend the sections based on TBM in a set of books called Cutting Edge.[94] I have not had the opportunity yet to be taught by the TBL method, but I have once tried it in my teaching practice. I applied one of the activities we covered in the Methodology course at the Faculty of Education in the English department and as I mentioned earlier – students enjoyed it, it was far more entertaining for them than dull yet effective learning of new vocabulary. Unfortunately, it was a time consuming activity.

Richard Frost presents these advantages of the TBM:

> "- The students are free of language control. They must use all their language resources rather than just practising one pre-selected item.
> - A natural context is developed from the students' experiences with the language that is personalised and relevant to them.
> - It is a strong communicative approach where students spend a lot of time communicating.
> - It is enjoyable and motivating."[95]

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[93] Harmer, J. *The Practice of English Language Teaching*.p.34.
[94] Cunningham, S., and Moor, P. *New Cutting Edge.* Harlow: Longman House, 2005.
[95] Frost, Richard. "A Task-based approach." British Council. BBC World Service. 7 Feb. 2006.
<www.teachingenglish.org.uk/think/methodology/task_based.shtml>.

As it has been already stated, I prefer freedom of language control and the natural context of language. The communicative competence of a foreign language learner is one of her/his best and most appreciated abilities if s/he desires to be an adequate part of communication process in today's world.

McKinnon and Rigby say that the TBM "offers the student an opportunity to be taught more naturally. The primary focus of classroom activity is a task and language is an instrument which the students use to complete it. The task is an activity in which students use language to achieve a specific outcome. The activity reflects real life and learners focus on meaning; they are free to use any language they want."[96] According to my experience, this learners' freedom of using any language they want, is very productive because the learners are very often anxious about making mistakes and speaking in front of the whole class but such speaking in small groups and in front of only a few of their schoolmates can help them to lose their boundaries and improve their courage. When McKinnon and Rigby speak about activities in the TBM they mention that "an activity in which students are given a list of words to use cannot be considered as a genuine task, nor can a normal role play if it does not contain a problem-solving element or where students are not given a goal to reach. In many role plays students simply act out their restricted role. For instance, role plays where students have to act out roles as company directors but must come to an agreement or find the right solution within the given time limit can be considered a genuine task in TBL."[97]

The typology of the TBM can be the following:

ORDERING

SORTING/CLASSIFYING

LISTENING   COMPARING/
MATCHING

YOUR TOPIC

PROBLEM SOLVING   CREATIVE TASKS/PROJECT
WORK

SHARING PERSONAL EXPERINENCE/ANECDOTE TELLING[98]

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[96] McKinnon, Mark, and Rigby, Nicky. "*Methodology Challenge. Task-based learning*. Onestopenglish. Macmillan. 2005 15 Jan. 2006.
<www.onestopenglish.com/Teacher_Support/Methodology/Archive/teaching-approaches/task_based_learning.htm>.
[97] <www.onestopenglish.com/Teacher_Support/Methodology/Archive/teaching-approaches/task_based_learning.htm>.
[98] Hanušová, Světlana. "The Task-Based Method." Methodology. Faculty of Education, Brno. 23rd Nov. 2004.

An example of activities for this typology can be: the topic can be "cats", a listing task might be – list three reasons why people think that cats are good pets, a comparing task might be to compare cats and dogs as pets, a problem-solving task could be to think of three low budget solutions to the problem of looking after cat when family is absent, an experience sharing or anecdote telling tasks could involve sharing stories about cats.[99]

1.8.2. History

The traditional model for the organization of language lessons has long been the PPP approach ("presentation" of a language item by the teacher, "practice" in the form of exercises, "production" of the sentences). An alternative to the PPP model is the Test-Teach-Test approach (TTT) in which the production stage comes first and the learners are thrown in and required to perform a particular task.

The TBM was presented as a TBL=task based learning model by Jane Willis in 1996.[100]

1.8.3. Language and Linguistics

During the lessons based on the TBM, the learners' mother tongue should be avoided[101] because the learners ought to be able to describe everything, express themselves and their opinions, and to communicate only in the target language. Both forms of the target language are used – formal and informal.

1.8.4. Teaching and Testing

The self-teaching is a basis for the TBM lessons[102], this means that the students work out things themselves; they explore, investigate and contribute to the lesson. Richard Frost says that in the task-based lesson the teacher does not pre-determine what language will be studied; the language studied is determined by what happens when the

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[99] Hanušová, Světlana. "The Task-Based Method." Methodology. Faculty of Education, Brno. 23rd Nov. 2004.
[100] <www.onestopenglish.com/Teacher_Support/Methodology/Archive/teaching-approaches/task_based_learning.htm>.
[101] Richards, J. C., and Rodgers, T. S. *Approaches and Methods in Language Teaching*. USA: Cambridge University Press, 2003. p.240.
[102] <www.teachingenglish.org.uk/think/methodology/task_based.shtml>.

students complete the central task.[103] He also shows that the TBM lessons are typically based on three stages:

> 1 Pre-task phase - the teacher introduces the topic and gives the students clear instructions on what they will have to do at the task stage and might help the students to recall some language that may be useful for the task. The students can make notes and spend time preparing for the task.
>
> 2 Task-cycle - Task - students complete a task in pairs or groups using the language resources that they have as the teacher monitors and offers encouragement.
>
> - Planning - students prepare a short oral or written report to tell the class what happened during their task. Meanwhile the teacher is available for the students to ask for advice to clear up any language questions they may have.
>
> - Report presentation - students then report back to the class orally or read the written report. The teacher may give the students some quick feedback on the content.
>
> 3 Language focus - Analysis of new features - the teacher then highlights relevant parts from the text of the recording for the students to analyse. The teacher can also highlight the language that the students used during the report phase for analysis.
>
> - Practice - finally, the teacher selects language areas to practise based upon the needs of the students and what emerged from the task and report phases. The students then do practice activities to increase their confidence and make a note of useful language."[104]

A balance should be kept in the TBM between fluency, which is what the task provides, and accuracy, which is provided by task feedback.[105]

Grammar is usually explained right after the task is finished and error correction takes place afterwards as well. The reason may well be that the continuity of the teaching process should not be interrupted.

The teacher's role is to be an advisor and initiator; the students are called explorers and investigators.[106]

1.9. Lexical Approach

1.9.1. Characteristics

The key principle of the Lexical Approach (further on referred to as the LA) is that "'language consists of grammaticalized lexis, not lexicalized grammar'. What this

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[103] <www.teachingenglish.org.uk/think/methodology/task_based.shtml>.

[104] <www.teachingenglish.org.uk/think/methodology/task_based.shtml>.

[105] <www.onestopenglish.com/Teacher_Support/Methodology/Archive/teaching-approaches/task_based_learning.htm>.

[106] Richards, J. C., and Rodgers, T. S. *Approaches and Methods in Language Teaching.* pp.235-236.

means is that lexical phrases offer far more language generative power than grammatical structures."[107]

In my opinion, the LA is very useful approach to the foreign language teaching. If we want our learners to communicate naturally and fluently and to understand the native speakers' speech they must have knowledge of the lexical units, collocations and the way the native speakers speak which is the aim of the LA. On the contrary if the target language is taught this way only it is certainly insufficient. It would mean practicing only speaking, but the need is for all four skills to be used in balance in order to make the learning as much effective and complete as possible. I think that probably it is sensible to combine the LA with other methods.

As it was already mentioned, the aim of the LA is to build the learner's lexis, to draw learners' attention to lexical units and collocations and their use. The set of these is called linguistic corpus.[108] Different scientists use different and overlapping terms for fixed or set phrases such as "prefabricated phrases", "lexical phrases", "formulaic language", "frozen and semi-frozen phrases" etc. The most typical ones are "lexical chunk" - an umbrella term which includes all the other terms, and "collocation" - it is also included in the term "lexical chunk", but it is referred to it separately from time to time; here are some examples: lexical chunks (that are not collocations) - by the way, up to now, upside down, If I were you… and lexical chunks (that are collocations) - totally convinced, strong accent, terrible accident, sense of humour, sounds exciting, brings good luck.[109]

The following and the most widely used taxonomy of lexical items was suggested by Lewis; he distinguishes - words (e.g., book, pen), polywords (e.g., by the way, upside down), collocations or word partnerships (e.g., community service), institutionalized utterances (e.g., We'll see; That'll do) and sentence frames and heads (e.g., That is not as . . . as you think; The fact/suggestion/problem/danger was. . .) and even text frames (e.g., in this paper we explore. . .; Firstly. . .; Secondly. . .; finally. . .).[110] Personally, this taxonomy appeals to me the most because it is simple and clear.

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[107] *ESL Glossary: Definitions of common ESL/EFI terms: Lexical Approach.* Boogles World. 21 Dec. 2005 <www.booglesworld.com/glossary/lexicalapproach.htm>.

[108] Islam, Carlos. "Lexical Approach – What does a lexical approach look like?" British Council. BBC World Service. 10 Jan.2006. <www.teachingenglish.org.uk/think/methodology/lexical_approach1.shtml>.

[109] <www.teachingenglish.org.uk/think/methodology/lexical_approach1.shtml>.

[110] Moudraia, Olga. "Lexical Approach to Second Language Teaching". Centre for Applied Linguistics.

In the Lewis's view "native speakers carry a pool of hundreds of thousands, and possibly millions, of lexical chunks in their heads ready to draw upon in order to produce fluent, accurate and meaningful language."[111] He also says that "the LA is not a break with the CA, but a development of it."[112] And Schmitt adds that "the mind stores and processes these lexical chunks as individual wholes. The mind is able to store large amounts of information in long term memory but its short term capacity is much more limited; it is much more efficient for the brain to recall a chunk of language as if it were one piece of information."[113] But on the other hand as Islam and Timmis mention "it is not possible or even desirable, to 'teach' an unlimited number of lexical chunks. It is beneficial for language learners to gain exposure to lexical chunks and to gain experience in analysing those chunks in order to begin the process of internalisation. Encouraging learners to notice language, specifically lexical chunks and collocations, is central to any methodology connected to a lexical view of language."[114] I almost approve of these ideas because, as I have already said, the aim of the foreign language studying is not plain memorizing, but being able to participate fully in the foreign language conversation and understand native speakers' speech.

Finally, let me present two interesting notes about lexical phrases. Boeck points out what she likes saying the sentence "That's the way native speakers typically say."[115] When presenting idiomatic phrases, standard expressions, social and spoken language chunks etc. And Lewis usually says: "Whenever someone asks me 'why is that?' - with reference to the structure of some language item - I will answer: 'That's how it is in English.' "[116]

1.9.2. History

This method was invented 10 years ago by Michael Louis[117] as "an alternative to grammar-based approaches because it is based on the idea that an important part of language acquisition is the ability to comprehend and produce lexical phrases or

June 2001. 14 Feb. 2006.
<www.cal.org/resources/digest/0102lexical.html>.
[111] <www.teachingenglish.org.uk/think/methodology/lexical_approach1.shtml>.
[112] <www.teachingenglish.org.uk/think/methodology/lexical_approach1.shtml>.
[113] <www.teachingenglish.org.uk/think/methodology/lexical_approach1.shtml>.
[114] <www.teachingenglish.org.uk/think/methodology/lexical_approach1.shtml>.
[115] Islam, Carlos. "Lexical Approach – What does a lexical approach look like?" British Council.
BBC World Service. 10 Jan.2006.
<www.teachingenglish.org.uk/think/methodology/lexical_approach2.shtml>.
[116] <www.teachingenglish.org.uk/think/methodology/lexical_approach2.shtml>.
[117] <www.cal.org/resources/digest/0102lexical.html>.

'chunks' and they become the raw data by which learners perceive patterns of language traditionally thought of as grammar."[118]

1.9.3. Language and Linguistics

As I have experienced so far, teachers use the target language only; the mother tongue is used in translations. Pronunciation is important; it should be accurate and precise as the native speakers' one, but yet not great emphasis is placed on it in the LA.

1.9.4. Teaching and Testing

The teacher should include practicing of all four skills (reading, speaking, listening and writing) in her/his lessons because all of them contain lexical units necessary for the learners.

Teachers are organizers, guides or facilitators and a source of information. Learners are encouraged to participate fully in lessons through speaking, listening, noticing and reflecting. They are discoverers and data analysts.[119]

When teaching in the LA, grammar is prioritised because it is a receptive skill involving perception of similarity and difference.[120] Error correction highly depends on the aim of the exercise; errors that may cause misunderstanding are corrected immediately.

Activities used to develop learners' knowledge of lexical chains usually include:

"- Intensive and extensive listening and reading in the target language.

- First and second language comparisons and translation - carried out chunk-for-chunk, rather than word-for-word.

- Repetition and recycling of activities, such as summarizing a text orally.

- Guessing the meaning of vocabulary items from context.

- Noticing and recording language patterns and collocations.

- Working with dictionaries and other reference tools.

- Working with language corpuses created by the teacher for use in the classroom or accessible on the Internet."[121]

In my opinion, there are plenty of amusing and useful activities that can be realized in the LA based lessons. My favourite ones from the previous quotation are:

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[118] <www.cal.org/resources/digest/0102lexical.html>.
[119] Richards, J. C., and Rodgers, T. S. *Approaches and Methods in Language Teaching.* p.135.
[120] <www.teachingenglish.org.uk/think/methodology/lexical_approach2.shtml>.
[121] <www.cal.org/resources/digest/0102lexical.html>.

first and second language comparisons and translation, and guessing the meaning of vocabulary items from context because I consider them very engaging for the learners and my experience as well shows that once the learners work out something themselves they remember it more easily than if the same thing is simply told to them. .

The typical classroom procedure usually involves:

- teaching individual collocations,

- making students aware of collocations,

- extending what students already know by adding knowledge of collocations,

- storing collocations through encouraging students to keep a lexical notebook.[122]

1.10. Conclusion

All things considered, I personally prefer the Communicative Approach in my teaching practice. In my opinion, almost every method has some positive and negative features and it obviously depends on each teacher to select the positive elements, to combine them favourably and effectively and, as a result, to create own way of teaching s/he considers to be the best.

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[122] Hanušová, Světlana. "Lexical Approach." Methodology. Faculty of Education, Brno. 30th Nov. 2004.

2 Research

2.1. Introduction

When I started to think about a topic for my diploma thesis I came to the resolution that what I was interested in most during my studies at the English department at the Faculty of Education were the Methodology courses. We have had these courses in almost every semester during our five-year study and one of the most interesting ones was a course based on presentations of methods and approaches in the foreign language teaching (i.e. their characteristics, positive and negative features, which of them are considered to be good and widely used or which are not so efficient and not so much spread etc.) In short, we were told that nowadays the best, and also most often used, method is the Communicative Approach and, moreover, that teachers should avoid using Czech language in classes. My personal experience from the secondary school, language schools and my teaching practice was quite different. My teachers, except for native speakers, usually used Czech language frequently during their lessons. Some of my teaching practice mentors tried to use only English but the students looked rather confused. So I realized that this is probably not their usual way of teaching. After such experience I decided to do a research based on this topic – to detect the situation at some secondary schools and language schools in Brno and to use this information as a basis for my diploma thesis.

The main aim of my research was to find out which methods and approaches in the foreign language teaching the teachers consider to be the best in general, which ones are the most widely used according to their opinions and which they use the most.

The questionnaire was divided into two parts. In the first one, the teachers were asked a few personal questions. In the second one, they were supposed to mark the methods from 1 (the best) to 8 (the worst) according to their opinion. At the end, there was a space for their comments. A short description of methods was enclosed to the questionnaires given to the teachers. For he whole version of the questionnaire, the description of methods used in the questionnaire and an introductory letter for teachers see Appendix No. 1, 2, 3.

There were 130 copies of the questionnaire distributed to teachers at 10 secondary schools and 10 language schools in Brno. 100 questionnaires were returned, of which only 74 were suitable for evaluation.

In the following text, the results of research are presented. They are divided into three sub-chapters. The first one, called "Participants", focuses on the number of teachers at the language schools and at the secondary schools, the number of female and male teachers, the Czech teachers and native speakers etc. The following sub-chapter, "Generalisation", deals with the average age of the teachers, the average length of the teaching practice, the average use of Czech language in classes and the percentage of the teachers who have gone through some kind of teacher training (referred to as qualified teachers). The last sub-chapter, called "Preferences", outlines the teachers' opinion about methods and their evaluation of the methods.

2.2. My personal preferences

The best methods according to my opinion:	
1. communicative approach	5. audio-lingual method
2. direct method	6. total physical response
3. lexical approach	7. grammar-translation method
4. task-based method	8. suggestopedia
The most widely used methods in general :	
1. communicative approach	5. lexical approach
2. direct method	6. audio-lingual method
3. task-based method	7. total physical response
4. grammar-translation method	8. suggestopedia
The most personally used methods:	
1. communicative approach	5. total physical response
2. direct method	6. audio-lingual method
3. task-based method	7. grammar-translation method
4. lexical approach	8. suggestopedia

2.3. Findings

2.3.1. Point of Departure numbers (for details see Appendix No. 4)

2.3.1.1. Participants

The total number of participating teachers was 74, of which 66 were Czech and 8 native speakers. This was quite surprising since I presumed that the proportion of Czech and native speakers at the language schools would be balanced. However, the findings did not prove it.

In my opinion the number of males and females should be also almost equal; nevertheless, the results of the research were different. From the total number of 74 teachers, 64 were female. On the other hand, this imbalance is generally a problematic

issue in today's system of education as such. In general terms, the reasons for the relative unpopularity of this occupation are following – male teachers usually do not earn enough money for their families, teachers' social status in society is not very high etc. But analysis of these is not a subject of this diploma thesis.

From the total number of 74 teachers participated in the research, there were 34 teachers from language schools and 40 from secondary schools.

2.3.1.2. Generalisation

The average age of respondents was 33.9 years and the average length of their teaching practice was 9.8 years. This result was quite surprising because it showed that the average age of the teachers starting the teaching career was 23 years and that at this age their university studies could not have been finished yet. In my opinion, the teachers who teach at secondary schools or at language schools should be qualified – they should have passed some international methodology exams (CELTA, TOEFL etc.) or they should have at least gone through teaching practices during their university studies and be supervised by their teaching practice mentors – and at the age of 23 most of the teachers could not gone through any of these yet.

A majority of respondents (82%) was qualified which I consider insufficient and, from my point of view, every teacher should undergo some teacher training prior to the teaching practice.

Concerning the average use of the learners' mother tongue in classes, Czech language was used in 23% of each lesson, which is almost one quarter, i.e. 15 min out of 60. This number is quite high if we realise that the most frequently used method is the CA. In this context some of the teachers stated that Czech language is often used only for grammar explanations and for example when the students are being prepared for various kinds of exams or when the learners' knowledge of vocabulary is to be tested. I believe that explaining grammar does not necessarily mean teaching grammar. The aim of teaching should be not only the presentation of grammar but also teaching when and where to use a particular piece of grammar and apply it to real life situations.

2.3.1.3. Preferences

The orders of methods that the teachers consider to be the best and the most personally used were quite similar. It may almost seem that they try to be "ideal" and say that they personally use what is considered to be the best (for details see Appendix

No.4), or they think that they do something in classes but in fact, they do something completely different. The idea is supported by Jim Scrivener and his "Theory X and Theory Y"[1] which was presented on the Lingua Forum in Prague in March 2006. He suggested that what the teachers usually do in classes may be the opposite of what they believe they do. It is illustrated by the following examples introduced at the Lingua Forum:

- According to this theory, a teacher supposes to "find ways to make games or entertaining activities out of dull material". However, in reality such teachers "find what is engaging in the material they are working with rather than grafting on games and 'fun' techniques".

- When the teacher thinks that a typical lesson could be seen as a sequence of activities, games etc. that were chosen and given to the class, in reality it could be seen as an interaction that brings in appropriate tasks, exercises, activities when useful.

- For other examples included in this theory – see Appendix No. 12.

According to a majority of the teachers, the most widely used method by other teachers was the GTM. It seems to me that most of the teachers know what the ideal order of methods should be, but it does not always correspond to their personal habits. They seem to be afraid to admit it, instead they say that the GTM is used by their colleagues very often and pretend that their practice is close to the order that is considered to be the best.

The teachers think that the rank of the most widely used methods is following:	
1. grammar-translation method	5. audio-lingual method
2. communicative approach	6. lexical approach
3. direct method	7. total physical response
4. task-based method	8. suggestopedia

2.3.2. Language schools vs. secondary schools (for details see Appendix No. 5)

2.3.2.1. Participants

Out of the 100 returned questionnaires, 74 were evaluated – 34 from language schools and 40 from secondary schools. Concerning the proportion of respondents at the language schools, there were 27 Czech teachers and 7 native speakers of which 5 were men and 29 women. At the secondary schools there was only 1 native speaker and 39

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[1] Scrivener, : "Lingua Forum Prague March 2006"

Czech teachers, 35 women and 5 men. Personally, I consider the number of native speakers at schools unsatisfactory, especially at secondary schools. There should be more native speakers on both types. Even though the Czech teachers may be very good at a foreign language, they will probably never attain the same level of English as native speakers. It is important that students have the possibility to have personal contact with native speakers in order to get used to the experience. However, from my personal experience, I know that nonqualified native speakers come to the Czech Republic nowadays as well and want to teach English without having any kind of previous training and in some schools they are not accepted. Nonetheless, they are offered positions at other schools. The lack of native speakers in the Czech Republic is a problematic issue but they definitely should not be admitted without having proper education and training.

2.3.2.2. Generalisation

The average age of teachers at the language schools and at the secondary schools was quite different (30.3 years and 37.6 years respectively). Almost the same situation arose in the case of the average length of teaching practice (7.9 years at the language schools vs. 11.6 years at the secondary schools) and the percentage of qualified teachers (79.4% at the language schools vs. 85% at the secondary schools). This shows that on average the teachers at the language schools are younger than the teachers at the secondary schools. The possible reason is that the teachers that are admitted to the secondary schools have already finished their university studies while for the admission to the language schools it is not always necessary to have a degree. It is sufficient to go through some kind of teacher training, for instance CELTA, TOEFL etc. Another issue worth mentioning is that university graduates usually start their teaching career at language schools but later, mainly women, want to work at the state subsidised institutions, especially before going on their maternity leave. On the other hand, I do not think that the shorter length of the teaching practice automatically means that the teachers are less experienced. The situation can be inverted; they can be innovative, creative, and full of enthusiasm and teaching optimism forming thus a sharp contrast to stereotyping and boring teaching practices of certain older teachers.

The difference in number of qualified teachers at the secondary schools and at the language schools was almost 5%. Possibly it is a widespread practice of some language schools to accept teachers who have not completed their training yet. This fact

is surprising considering that the teachers from the language schools use Czech language less (20.1% of a lesson) compared to their counterparts from the secondary schools (25.3%). This shows that even though teachers at the language schools are not so qualified they use Czech language less than the teachers at the secondary schools. If they had been properly educated, they would have been told that the modern trend in today's teaching process is to avoid using the learners' mother tongue in classes as much as possible. Therefore, it would be useful to reconsider the quality of teacher training, as it became obvious that a degree does not necessarily mean better mastering of teaching skills and methodology of the subject.

2.3.2.3. Preferences

Concerning the orders of methods from both types of schools, the results were quite similar with only slight variations.

The ranks of the best methods and the most personally used methods were almost the same while the order of the most widely used methods in general differed a lot. The research proved that the most widely used method was the GTM. As mentioned above, it seems that most teachers know what the order of methods should be but their personal habits are contrary and that they are afraid to admit it.

Language schools: 34	Secondary schools: 40
The teachers think that the rank of the most widely used methods is:	The teachers think that the rank of the most widely used methods is:
1. - 2. communicative approach	1. grammar-translation method
1. - 2. grammar-translation method	2. communicative approach
3. direct method	3. direct method
4. task-based method	4. audio-lingual method
5. lexical approach	5. lexical approach
6. audio-lingual method	6. task-based method
7. total physical response	7. total physical response
8. suggestopedia	8. suggestopedia

2.3.3. Czech teachers vs. natives speakers (for details see Appendix No. 6)

2.3.3.1. Participants

From the total amount of 74 teachers there were 66 Czech teachers (27 at the language schools and 39 at the secondary schools, 61 female and 5 male teachers) and only 8 native speakers (7 at the language schools and only 1 at the secondary schools, 3 female and 5 male teachers). The positive aspect concerning the native speakers was the

proportion of women and men. I regard it important to balance the number of female and male teachers, which can consequently help to break the stereotype of "old lady" teaching style. In my opinion, the imbalanced number of Czech teachers and native speakers is not beneficial to students and this may also be the reason why the CA is not so popular. It is surprising that in almost every category there is a higher number of female teachers than male teachers, except for this one of native speakers.

2.3.3.2. Generalisation

The nationality of the teachers influences the use of Czech language in classes. On average, a Czech teacher uses mother tongue in 26% of a lesson while native speakers use it only in 1.9%. The reason is simple – the native speakers often do not speak Czech (if so, only a little) so they cannot use it in their lessons and this, therefore, enables the learners to acquire higher level of a foreign language more quickly and efficiently.

Regarding the age, on average the native speakers are younger (28.6 years old) than the Czech teachers (34.1 years old). The length of the teaching practice of the native speakers was 8.8 years in comparison to the Czech teachers who have taught for 12.5 years on average.

What I object to is the fact that only 62.5% of the native speakers are qualified. This number is obviously much lower compared to 87.9% of the Czech qualified teachers. Even though the native speakers have the advantage of their mother tongue (i.e. English), it is not enough. I think it essential for them to receive proper training either in their country or in the Czech Republic.

2.3.3.3. Preferences

The orders of methods that the Czech teachers and native speakers consider to be the best and the most personally used were corresponding. The orders, when comparing the language schools and the secondary schools, did not differ much either. An unusual outcome of the research was the intense dislike of the GTM by the native speakers. This method was placed as the last in both categories – the best methods and the most personally used methods.

Czech teachers: 66	Native speakers: 8
The best method according to the teachers' opinion:	**The best method according to the teachers' opinion:**
1. communicative approach	1. communicative approach
2. task-based method	2. task-based method
3. direct method	3. lexical approach
4. audio-lingual method	4. direct method
5. lexical approach	5. total physical response
6. total physical response	6. audio-lingual method
7. grammar-translation method	7. suggestopedia
8. suggestopedia	8. grammar-translation method
The teachers' most personally used methods:	**The teachers' most personally used methods:**
1. communicative approach	1. communicative approach
2. - 3. task-based method	2. - 3. task-based method
2. - 3. lexical approach	2. - 3. lexical approach
4. audio-lingual method	4. audio-lingual method
5. direct method	5. direct method
6. grammar-translation method	6. total physical response
7. total physical response	7. suggestopedia
8. suggestopedia	8. grammar-translation method

Judgements of the Czech teachers to the most widely used methods were expectable. The method number one was the GTM and this was probably due to the reasons mentioned above. Quite unforeseen was an opinion of native speakers on the most widely used methods. It would be expected from them to prefer the CA but their method number one was the DM. The CA was on the 5th place. Again this might resemble the situation in other categories – they mark other teachers according to their personal use of methods. This also corresponds with the fact that 37.5% of the teachers are not qualified. Therefore, they do not know how to teach and why they should use the CA. They teach a foreign language directly and consequently they make the most use of the DM. Furthermore, the following ranking in the category of the most widely used methods was:

- 2nd place: the GTM,
- 3rd place: the TBM,
- 4th place: the LA.

This is probably not according to their personal preference of methods because as they are native speakers, they probably cannot speak Czech language and obviously they cannot use it in the lessons.

Czech teachers: 66	Native speakers: 8
The most widely used methods according to their opinion:	**The most widely used methods according to their opinion:**
1. grammar-translation method	1. direct method
2. communicative approach	2. - 4. grammar-translation method
3. direct method	2. - 4. task-based method
4. task-based method	2. - 4. lexical approach
5. lexical approach	5. communicative approach
6. audio-lingual method	6. audio-lingual method
7. total physical response	7. suggestopedia
8. suggestopedia	8. total physical response

2.3.4. Teachers with and without teacher training (for details see Appendix No. 7)

2.3.4.1. Participants

A majority of the teachers (61) were qualified but, on the other hand, the number of nonqualified teachers was quite high being almost at 20%. There is a high probability that such teachers do not know how to teach a foreign language and this is definitely inappropriate.

Among the nonqualified teachers, there was a majority of female teachers (10) vs. male teachers (3); there was also a majority of Czech teachers (8) vs. native speakers (5). The number of nonqualified teachers at the secondary schools and the language schools was similar (7 at the language schools and 6 at the secondary schools). Logically, 27 of the qualified teachers were from the language schools and 34 from the secondary schools.

However, there were not equal numbers among female (54) vs. male teachers (7), the Czech teachers (58) and the native speakers (3). The imbalance of the female and male teachers may be determined by many factors – among others the social status of teachers, salary etc. For more comments about this imbalance see above – chapter 2.3.1.1.

2.3.4.2. Generalisation

On average, the nonqualified teachers were younger (28.9 years) than those qualified (35.7 years) and the length of their teaching practice was 8.9 years vs. 9.8 years of those who have not received some training yet. As far as the use of Czech language is concerned, the results show that the qualified teachers used Czech in 23.5% of a lesson whilst nonqualified teachers in 25% of a lesson.

2.3.4.3. Preferences

As in categories dealt with previously, the ratings of the best methods of the teachers with and without training were comparable.

Unanticipated was the order of the most personally used methods. The teachers were probably not so afraid to admit the truth about the use of Czech language in classes and the usage of the GTM because it was on the 5th or 6th place.

Teacher training – yes: 61	Teacher training - no: 13
The most personally used methods by the teachers:	**The most personally used methods by the teachers:**
1. communicative approach	1. communicative approach
2. lexical approach	2. task-based method
3. direct method	3. lexical approach
4. task-based method	4. audio-lingual method
5. audio-lingual method	5. grammar-translation method
6. grammar-translation method	6. direct method
7. total physical response	7. total physical response
8. suggestopedia	8. suggestopedia

Also the order of the most widely used methods was unusual. The nonqualified teachers marked them as in previous categories and the most preferred was the GTM. Even more startling was the order of qualified teachers because their most popular method was the ALM, the second was the GTM and the third was the CA. This position of the ALM was highly uncommon because a large majority of the teachers does not prefer or like this technique.

Teacher training – yes: 61	Teacher training - no: 13
The most widely used methods in general:	**The most widely used methods in general:**
1. audio-lingual method	1. grammar-translation method
2. grammar-translation method	2. communicative approach
3. communicative approach	3. - 4. task-based method
4. direct method	3. - 4. lexical approach
5. task-based method	5. direct method
6. lexical approach	6. audio-lingual method
7. total physical response	7. total physical response
8. suggestopedia	8. suggestopedia

2.3.5. Female vs. male teachers (for details see Appendix No. 8)

2.3.5.1. Participants

As already mentioned, there was a large majority of female teachers (64) compared to male teachers (10) at the schools included in the research. The number of male teachers was equal – 5 Czech teachers and 5 native speakers, 5 from the language schools and 5 from the secondary schools. However, the number of female teachers was not so "nicely" balanced – there were 29 female teachers at the language schools and 35 at the secondary schools, and only 3 native speakers but 61 Czech teachers.

2.3.5.2. Generalisation

Male teachers were on average slightly younger (31.9 years old) than their female counterparts (34.5 years old), but the length of their teaching practice was significantly shorter (5.5 years for the male teachers vs. 10.6 years for the female teachers).

It is appreciable that such a high number of men were qualified. It was 90% vs. 84.4% of qualified women. Moreover, taking into consideration that only 62.5% of the native speakers had proper qualification, this is even more satisfying.

The average use of Czech language in classes is also worth noticing. The female teachers admitted that they used the learners' mother tongue in 38.9 % of a lesson which, in my opinion, equals "a tragedy". This result applies exclusively to the Czech female teachers because female native speakers' results were taken separately - 3.3% of a lesson. The reasons of this are listed below – see chapter 2.3.6.1. Much more positive was the percentage of the male teachers' usage of Czech language in classes – it was only 6.5%. It is almost the exact amount suggested by scientists[2] to be the best "quantum" for the learners' mother tongue when using the CA.

2.3.5.3. Preferences

To comment on the order of methods by male teachers, it is necessary to say that the ranking of the best methods was the same as in the previous cases.

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[2] Hanušová, Světlana. "The Communicative Approach." Methodology. Faculty of Education, Brno. 16th Nov. 2004.

Male teachers: 10
The teachers' opinion about the best methods:
1. communicative approach
2. task-based method
3. - 4. total physical response
3. - 4. lexical approach
5. direct method
6. audio-lingual method
7. grammar-translation method
8. suggestopedia

Their opinion on the most widely used methods was different - they thought that the most popular methods were the CA and the LA. The GTM was on the 3rd place.

Male teachers: 10
Their opinion about the most widely used methods in general:
1. - 2. communicative approach
1. - 2. lexical approach
3. grammar-translation method
4. task-based method
5. direct method
6. audio-lingual method
7. total physical response
8. suggestopedia

The non-preference of the GTM was also visible in their list of the most personally used methods – the GTM was on the very last place.

Male teachers: 10
The most personally used methods:
1. communicative approach
2. lexical approach
3. task-based method
4. total physical response
5. direct method
6. audio-lingual method
7. suggestopedia
8. grammar-translation method

Unlike male teachers, women did not have a high regard of the GTM and it was perceived as the worst. Generally, they quite appreciated the Suggestopedia; it was shifted from its usual 8th position to the number six. The answer to the question, why it

is so, might be simple. Women are more romantic and creative creatures and they consider the unusual setting to be interesting and useful.

Female teachers: 64
The teachers' opinion about the best method:
1. communicative approach
2. task-based method
3. - 4. direct method
3. - 4. lexical approach
5. audio-lingual method
6. suggestopedia
7. total physical response
8. grammar-translation method

The most widely used method was the GTM according to their beliefs.

Female teachers: 64
Their opinion about the most widely used methods by other teachers:
2. communicative approach
3. direct method
4. task-based method
5. audio-lingual method
6. lexical approach
7. total physical response
8. suggestopedia

The fact that they were not afraid to admit their usage of the GTM in the classes was quite unusual – the GTM was on the 5th place. The CA was implemented most often.

Female teachers: 64
The most personally used methods by the teachers:
2. task-based method
3. direct method
4. audio-lingual method
5. grammar-translation method
6. total physical response
7. lexical approach
8. suggestopedia

2.3.6. Use of Czech language in classes (for details see Appendix No. 9)

2.3.6.1. Participants

The use of Czech language in classes is quite a difficult category to compare because there are many factors included. Only the most interesting facts are dealt with - for the detailed features see the Appendix No. 9.

A majority of the Czech teachers (24) used Czech language in 20-30% of a lesson while a majority of the native speakers (8) used it only in 0-10%. The fact that a majority of the teachers used Czech language in one quarter of a lesson seems to be appalling.

Czech language formed larger part of the lessons at the secondary schools (20-30% of a lesson) but at the language schools the implementation was much more restricted (only in 0-10% of a lesson). A probable explanation is the larger presence of the native speakers at the language schools and higher age of the secondary school teachers. Another reason is the popularity of the GTM at the time when the older teachers received their training. Presently, the situation differs as the most recommended method is the CA.

As mentioned previously, a majority of female teachers used Czech language in 20-30% of a lesson while a majority of male teachers used it only in 0-10% of a lesson. A possible explanation is that women are usually more talkative creatures than men and they can easily switch from the target language to the learners' mother tongue.

The strangest was the use of Czech language in the last two categories – it was in 30-40 and 40-50% of a lesson. All categories included in the research have "a representative" in these "full of Czech language" categories. However, I was not able to detect the reason – these teachers were probably those who were not qualified and they did not know how to approach in teaching of a foreign language.

2.3.6.2. Generalisation

The average length of the teachers' teaching practice was almost the same as of those who were in categories which use Czech language from 0 to 40% of a lesson. It was about 10 years.

Quite different was the situation of the teachers who used Czech language in 40-50% of a lesson. Their average length of the teaching practice was only 4.3 years, which seems to be insufficient. My efforts were to do the research only with teachers from the secondary schools and those who teach at the language schools in the courses for

students after their school-leaving exams. Consequently, I thought that during the lessons where are the students who have already passed their school-leaving exams from a foreign language; there should be the amount of Czech language reduced to almost zero. The situation seems to be quite opposite and this idea is supported by the fact that, based on my experience at the language school so far, the intensive courses at language schools often start at either elementary or pre-intermediate level.

A majority of the qualified teachers was in the group of teachers who used Czech language in 20-30% of a lesson; it was 91.7%. This fact is, as already said, alarming. 90% of qualified teachers use Czech language in one quarter of a lesson. In comparison to the previous groups – "only" 71.4% teachers using Czech language in lessons between 40-50 % of the total time are qualified.

2.3.6.3. Preferences

The method considered to be the best by all the teachers was the CA, an expected result. It is noteworthy to pay attention to the variety of the teachers' opinion on the GTM. The groups of teachers who used Czech language in their classes in 10-20% or 30-40% of a lesson, perhaps appreciated this method because they had it on the 4th or 5th place. This is understandable in case of the teachers who used Czech language in 30-40% of a lesson. However, it is not comprehensible concerning the other groups of teachers. If they said that they used Czech language in 10-20% of a lesson then they could not, in my opinion, have the GTM on the 4th place.

Use of Czech lang. in classes:	0-10%	10-20%	20-30%	30-40%	40-50%
The best methods in general according to the teachers' opinion:	1. CA	1. CA	1. CA	1. CA	1. CA
	2. TBM	2. ALM	2. TBM	2. DM	2. TBM
	3. LA	3. DM	3. LA	3. TBR	3.-4 LA
	4. ALM	4. GTM	4. DM	4. LA	3.-4 DM
	5. DM	5.-6. TBM	5. ALM	5. GTM	5. ALM
	6. TPR	5.-6. LA	6.-7. GTM	6. ALM	6. TPR
	7. S	7. TPR	6.-7. TPR	7. TPR	7. GTM
	8. GTM	8. S	8. S	8. S	8. S

The most widely spread method for all groups of teachers, except for those who used Czech language in only 0-10% of a lesson, was the GTM. The last mentioned group's opinion of the GTM was clear – they had it on the 3rd or 4th place because they used Czech language only in 0-10% of a lesson.

Use of Czech lang. in classes:	0-10%	10-20%	20-30%	30-40%	40-50%
The most widely used methods according to the teachers' opinion:	1. CA	1. GTM	1. GTM	1. GTM	1. GTM
	2. DM	2. DM	2. CA	2. TBM	2. CA
	3.-4. TBM	3. LA	3. ALM	3. CA	3. TBM
	3.-4. GTM	4. CA	4. DM	4. LA	4. LA
	5. LA	5. ALM	5. TBM	5.-6. DM	5. ALM
	6. ALM	6. TBM	6. LA	5.-6. ALM	6. DM
	7. S	7. TPR	7. TPR	7. TPR	7. TPR
	8. TPR	8. S	8. S	8. S	8. S

In case of all the teachers, the most personally used method was the CA. However, the following ranks in this category varied a lot. Almost every method changed its place quite often. Only the last position did not change – it was occupied by the Suggestopedia. Probably the most startling was the change of positions of the GTM. Quite "usual" seemed to be the 6th or 7th place in the opinion of the teachers who used Czech language in 0-10 and 10-20% of a lesson. It is simple; they did not use Czech language therefore their marking of the GTM was low. The courage to admit the use of the GTM of the teachers who used Czech language in 20-30 and 30-40% of a lesson is really appreciable – they had it on the 2nd or 3rd place. The reason for such placement is clear; it is in connection with their usage of Czech language in classes. What was really unexpected was the placement of the GTM on the 6th place by the teachers who used Czech language in 40-50% of a lesson – their most personally used method being the CA and the method number two the DM. It is incomprehensible how they can use Czech language so widely if they implement these methods.

Use of Czech lang. in classes:	0-10%	10-20%	20-30%	30-40%	40-50%
The most personally used methods:	1. CA	1. CA	1. CA	1. CA	1. CA
	2. LA	2. ALM	2. TBM	2. GTM	2. LA
	3. TBM	3. DM	3. GTM	3. TBR	3. TBM
	4. DM	4. LA	4. ALM	4. LA	4. DM
	5. ALM	5. GTM	5. LA	5. DM	5. ALM
	6. TPR	6. TBM	6. DM	6. ALM	6. GTM
	7. GTM	7. TPR	7. TPR	7. TPR	7. TPR
	8. S	8. S	8. S	8. S	8. S

2.3.7. Teachers' age (for details see Appendix No. 10)

2.3.7.1. Participants

From the total number of 74 participants in the research – 29 were in the group of 20-30 years old teachers and 6 of them in the group of 50-60 years old teachers. Moreover, 26 Czech teachers were 20-30 years old while 5 native speakers out of 8 were 30-40 years old and none of them was in the last group of 50-60 years old teachers. However, most of the teachers at the language schools (15) were 20-30 years old and nobody was in the last group of the oldest teachers whilst most of the teachers from the secondary schools (14) were also in the first group, the last group was not empty – there were 6 teachers.

The highest quantity of the female teachers was in the first group (25) in contrast with the male teachers who were mainly in the second group (7), i.e. 30-40 years old teachers.

2.3.7.2. Generalisation

The average length of the teaching practice corresponds to the teachers' age. The youngest teachers have already taught for 3.5 years while the length of the teaching practice of the oldest ones was 27.5 years.

The least qualified teachers were 40-50 years old (only 75% of them) and this fact was not anticipated as I would expect this to be the case of the youngest teachers who have not finished their university studies yet. The percentage of qualified teachers from the other age groups was almost on the same level (82-83% of them were qualified).

The average use of Czech language was 21.6-28.3% in each lesson which is quite a high amount – the highest number is that of the youngest teachers. This result is rather alarming because a great majority of these teachers (82.8%) were qualified and they ought to know what the modern trends in foreign language teaching are, e.g. the usage of the learners' mother tongue should be reduced as much as possible. The 30-40-year-old teachers used Czech language only in 12.6 % of a lesson which is exactly what the scientists recommend.[3] From my point of view, these are the most complex and suitable teachers – they are experienced enough and, moreover, their teaching style is not stereotyping and boring. These are, of course, individual characteristics of each

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[3] Hanušová, Světlana. "Methods and Approaches in foreign language teaching". Methodology. Faculty of Education, Brno. 5th Oct. 2004.

teacher. From my point of view, it does not necessarily mean that all young teachers are excellent and all "older" teachers are boring and stereotyping.

2.3.7.3. Preferences

When comparing the results of the first three groups of teachers according to their age, attention should be drawn to the fact that they were almost the same (see the following table). For these teacher, the best method was the CA; the last place was occupied by the Suggestopedia, and the GTM was on the 6th place.

Teachers' age:	20-30	30-40	40-50
The best method according to the teachers' opinion:	1. CA	1. CA	1. CA
	2. TBM	2. TBM	2. DM
	3. DM	3. DM	3. TBM
	4. LA	4. LA	4. LA
	5. ALM	5. TPR	5. ALM
	6. GTM	6. GTM	6.-7. GTM
	7. TPR	7. ALM	6.-7. TPR
	8. S	8. S	8. S

The most widely used method was considered to be the GTM followed by the CA; the least used method was the Suggestopedia. The orders of other methods did not vary much.

Teachers' age:	20-30	30-40	40-50
The most widely used methods according to the teachers' opinion:	1. GTM	1. GTM	1. GTM
	2. CA	2. CA	2. CA
	3. DM	3. TBM	3.-5. TBM
	4. LA	4. ALM	3.-5. LA
	5. ALM	5. DM	3.-5. DM
	6. TBM	6. LA	6. ALM
	7. TPR	7. TPR	7. TPR
	8. S	8. S	8. S

The most personally used method by these groups of teachers was the CA. The GTM was on the 4th, 5th or 6th place and this shows quite a wide usage of this method. However, they were, as a majority of other teachers from different categories, afraid to admit it.

Teachers' age:	20-30	30-40	40-50
The most personally used methods:	1. CA	1. CA	1. CA
	2. TBM	2. TBM	2. LA
	3. LA	3. LA	3. TBM
	4. DM	4. ALM	4. GTM
	5. ALM	5. GTM	5. DM
	6. GTM	6. DM	6. ALM
	7. TPR	7. TPR	7. TPR
	8. S	8. S	8. S

Completely different situation comes up when looking at the order of methods evaluated by 50-60 years old teachers. Their method number one was the DM, followed by the CA. Also the Suggestopedia was not on its usual last place any more, it moved to number 6. The last place was taken by the GTM.

Teachers' age:	50-60
The best method according their opinion:	1. DM
	2.-4. CA
	2.-4. TBM
	2.-4. ALM
	5. TPR
	6.-7. S
	6.-7. LA
	8. GTM

The most widely used method was the CA while the GTM was on the 3rd or 4th place. This result was rather unanticipated because these older teachers were expected to use it much more often.

Teachers' age:	50-60
The most widely used methods in general:	1. CA
	2. ALM
	3.-4. TBM
	3.-4. GTM
	5. DM
	6. TPR
	7.-8. LA
	7.-8. S

The same situation occurred in the case of the most personally used methods – the first place was taken by the CA and the GTM was on the 6th position.

Teachers' age:	50-60
The most personally used methods:	1. CA
	2. TBM
	3. ALM
	4. LA
	5. DM
	6. GTM
	7. TPR
	8. S

2.3.8. Length of teaching practice in years (for details see Appendix No. 11)

2.3.8.1. Participants

Almost one half (34) of the teachers had only 0 to 5 years of teaching practice.

The length of the teaching practice of Czech teachers' was from 0 to 25 years or more; the largest majority of them had their teaching practice only for 0 to 5 years. Only a few teachers (7 or 8) had their teaching practice for 10 – 15 or 15 – 20 years. It is rather astonishing result because people at this age (35–45 years old) are generally considered to be the most "productive". Native speakers had only 0 to 15 years of their teaching practice.

The length of the teaching practice of 20 teachers from the language schools was only for 0 to 5 years. This shows that the teachers at the language schools are often very young or some of them even still studying. At the secondary schools there were some representatives of all different categories of the teaching practice length.

A majority of the female teachers (28) had 0 to 5 years of teaching practice. There were also some teachers in every category but this was not the case of the male teachers – their teaching practice was only for 0 – 5 or 5 – 10 years.

2.3.8.2. Generalisation

The average age of the teachers rose according to the amount of years of the teaching practice.

The number of qualified teachers was, on average, quite balanced in all categories with the only one exception, i. e. in the category of 20 to 25 years of the teaching practice only 75% of the teachers had some kind of teacher training. This fact highly contrasts with 88.8% of the qualified teachers whose teaching practice was 10 to 15 years.

A noteworthy fact is the average use of Czech language in classes in different categories of teachers according to the length of the teaching practice. Czech language

was used, by the teachers whose teaching practice was 0 – 5, 20 – 25 or 25 and more years, in one quarter of a lesson. Then there were two sharp contrasts – the usage of Czech language in 12-14% of a lesson by the teachers with 5 – 10 and 10 – 15 years of their teaching practice vs. 38.1% in each lesson by the teachers whose length of the teaching practice was 15 to 20 years. Almost the same number of qualified teachers were in both of the previous types of groups of teachers but, from my point of view, the "younger" teachers finished their university studies not such a long time ago and probably have the theories of teaching "fresher" in their heads than those "older" ones.

2.3.8.3. Preferences

The best method was the CA in all groups of teachers except for those with the longest teaching practice (25 or more years) – the DM was their method number one. The GTM was in one of the last places except for the category of the teachers whose teaching practice was 20 to 25 years; according to their opinion, the GTM was on the 4th place.

Length of practice:	0-5	5-10	10-15	15-20	20-25	25 $\Rightarrow$
The best method according to the teachers' opinion:	1. CA	1. CA	1. CA	1. CA	1. CA	1. DM
	2. TBM	2. TBM	2. TBM	2. TBM	2. LA	2. CA
	3. DM	3.-4. LA	3. LA	3. ALM	3. TBM	3. ALM
	4. ALM	3.-4. DM	4. ALM	4. LA	4. GTM	4. TBM
	5. LA	5. ALM	5. TPR	5. DM	5. ALM	5. TPR
	6. GTM	6. TPR	6. DM	6. TPR	6. DM	6. GTM
	7. TPR	7. GTM	7. GTM	7. GTM	7. TPR	7.-8. S
	8. S	8. S	8. S	8. S	8. S	7.-8. LA

In the order of the most widely used methods the 1st and the 2nd places were taken by the GTM and the CA or vice versa. There were, of course, some slight variations but they are not worth mentioning.

Length of practice in:	0-5	5-10	10-15	15-20	20-25	25 $\Rightarrow$
The most widely used methods in general:	1. CA	1. GTM	1. CA	1. CA	1. CA	1. GTM
	2. GTM	2. DM	2. TBM	2. GTM	2. GTM	2. DM
	3. DM	3. ALM	3.-4. LA	3. DM	3.-4. LA	3. CA
	4. LA	4.-5. CA	3.-4. GTM	4.-5. LA	3.-4. ALM	4. TBM
	5. ALM	4.-5. TBM	5. ALM	4.-5. ALM	5. TBM	5.-6. S
	6. TBM	6. LA	6. DM	6. TBM	6. DM	5.-6. TPR
	7. TPR	7. TPR	7. TPR	7. TPR	7. TPR	7. LA
	8. S	8. S	8. S	8. S	8. S	8. ALM

The most personally used method was the CA followed by the LA or the DM. The GTM was in the 5th place on average, which I consider to correspond to the amount of Czech language used in classes as it has been explained above.

Length of practice :	0-5	5-10	10-15	15-20	20-25	25 ⇒
The most personally used methods by the teachers:	1. CA	1. CA	1. CA	1. CA	1. CA	1. CA
	2. LA	2. TBM	2. TBM	2. TBM	2. LA	2. TBM
	3. DM	3.-4. LA	3. LA	3.-4. LA	3. GTM	3.-4. LA
	4. TBM	3.-4. ALM	4. ALM	3.-4. DM	4. TBM	3.-4. DM
	5. ALM	5. GTM	5. GTM	5. GTM	5. ALM	5. ALM
	6. GTM	6. DM	6. DM	6. ALM	6. DM	6. GTM
	7. TPR	7. TPR	7. TPR	7. TPR	7. TPR	7. TPR
	8. S	8. S	8. S	8. S	8. S	8. S

2.4. Commentary of the findings

The findings of research are commented on in the following two sub-chapters. The first part consists of expected and non-surprising findings; the second one includes alarming or even appalling facts.

2.4.1. Expected findings

The following results confirmed my ideas which I had before starting doing this research:

Imbalances in number of Czech teachers and native speakers and in number of female and male teachers are problems of the present day in the Czech Republic which have been expected and the reasons have been already mentioned.

The average age was 33.9 years and I consider this to be an "ideal" age for teachers. Those who are younger might be not experienced enough to be able to solve every situation that arises in a class. On the other hand; the older teachers might be far from the learners' age to understand their needs, opinions and problems. These characteristics are applicable to the teachers in general and, according to my opinion, there are many individual differences. The average age of the teachers corresponds to the average length of the teaching practice (i. e. 10 years) and, from my point of view, this is the most appropriate the teaching practice length for the reasons mentioned above (experience, age etc.).

The order of the best methods according to the teachers' opinion was almost the same as my personal order of methods and approaches – for details see above p. 41. In my opinion, the best method is the CA and the Suggestopedia is on the very last place. For the detailed reasons of my opinion see the Chapter 1 – Assessments of methods. On the other hand, my order of the most personally used methods and the teachers' vary only slightly. The method I use the most is the CA but I rarely employ the Suggestopedia in my teaching, except for so-called "peripheral learning" which means presence of posters and maps on the walls in the class. I do not apply the LA as frequently as the respondents – I have it in the 4th place. On the contrary, I use the TPR more often then the teachers included in the research – it is in the 5th position.

2.4.2. Unexpected findings

As it has been already pointed out, there were several unexpected results of the research that surprised not only me but most probably will surprise the other teachers as well. The "surprise" number one is the use of Czech language in classes and this is in connection with the use of the GTM. The respondents said that, on one hand, they used the CA the most but, on the other hand, they used Czech language in 22% of a lesson, on average. If they used Czech language in such a high proportion of each lesson then their method number one definitely could not be the CA, as the research shows. Another possibility is that they do not know what the key features and characteristics of the CA are because, as the scientists suggest, recommended amount of the learners' mother tongue in classes is about 5% of a lesson. The percentage mentioned above is the average amount which means that there might be many variations. Some of them are rather **positive** – the usage:

- at the language schools (20.1%),
- by the native speakers (1.9%),
- by the male teachers (6.5%),
- by qualified teachers (23.5%),
- by 30 to 40-year-old teachers (12.6%) and 50 to 60-year-old teachers (21.6%),
- and finally by those teachers whose the teaching practice is 5 – 10 years (13.9%), 10 – 15 years (12.2%) and 20 – 25 years (20%).

More frequently these variations were **negative**, for example – the use of Czech language:

- at the secondary schools (25.3%),
- by the Czech teachers (26%),
- by nonqualified teachers (25%),
- by females (38.9%),
- by 20 to 30 years old teachers (28.3%) and 40 to 50 years old teachers (26.9%),
- and finally by those whose length of the teaching practice 0 – 5 years (26.2%), 15 – 20 years (38.1%) and 25 or more years (24%).

The order of the most widely used methods in general seemed also very quite notable. It shows the respondents' opinion on the other teachers' usage of methods. They probably think that the others were taught to use the GTM and use it till nowadays. Another reason, which comes to my mind, is the fact that the teachers try to use the CA, but on the contrary, they know that they switch to the learners' mother tongue very often and very easily because of the learners' needs.

The last reason for such a wide use of Czech language may be the inadequate proportion of the qualified teachers. As already mentioned, I consider this percentage unsatisfactory. In my opinion, it is very useful and good for a future teaching career to have a suitable education. On the other hand, it does not necessarily mean that every university graduate is an excellent teacher or that a person without a university degree is not a good teacher. I think it is essential that every teacher participates in some kind of teacher training either at university, at language school or at any other institution. Then they should know which methods and approaches in the foreign language teaching exist, which are considered to be efficient and which ones are not so recommendable, and finally they will be able to choose the best features of every method and create the most suitable approach for themselves and for a particular group of learners' as well. I think that every group of students requires different type of the teaching strategies, styles and combination of all approaches.

There were many other unexpected findings in my research. They are the following:

- 90% of qualified male teachers.

- 4th position of the GTM in the order of the best methods by the teachers who admit using Czech language in 10 to 20% of a lesson and quite a large amount of them is qualified (83.3%).
- 91.7% of qualified teachers who confess using Czech language in 20 to 30% of a lesson and their 3rd placement of the GTM in ranking of the most personally used methods. The quality of their teacher training was probably very low because of such a wide usage of Czech language.
- The length of the teaching practice (4.3 years) of the teachers who use Czech language in 40 to 50% of a lesson.
- The 1st position of the CA as the most widely used method by 50 to 60-year-old teachers. I consider this application of the GTM to be a little bit old-fashioned but, on the contrary, it is exactly as they were taught during their studies.
- The 4th place of the GTM by the teachers who are 40-50 years old in the order of the most personally used methods.
- The placement of the GTM in 2nd place among the best methods by the teachers whose length of the teaching practice is 20 to 25 years.
- The placing the GTM in the 3rd place among the most personally used methods by the teachers whose teaching practice is 20 to 25 years.

2.5. Conclusion and recommendation

After finishing the analysis of this research, there are three suggestions that come to in my mind and I regard them necessary and important to be pointed out.

The first one is that the teachers should use less Czech language in classes because this is a tendency in today's teaching in the world but it is obviously not the case of the Czech system of education. I do not think that all the teachers have the same opinion, there are some exceptions, of course, but a great majority of teachers use Czech language very often and the results of my research confirmed this idea. The usage of Czech language should be controlled by head teachers or directors of the language schools or anyone who takes care about the ways of teaching at a particular school.

The second suggestion is that the number of the qualified teachers should rise and also, generally, the quality of the teacher training should be higher. I do not know whether the courses are not of sufficient quality or the problem is somewhere else but

the results of the research show the following – the teachers use Czech language very often and the "old-fashioned" GTM is widely employed in the teaching practices. Many teachers have only so-called "pedagogical minimum" and they consider it to be enough for their teacher training but it is not. It does not instruct them "how to teach a foreign language". In my opinion, it is not only important that a teacher has certificate of attending some kind of teacher training course, but also the particular way of teaching is very important and again it should be observed and controlled from time to time. Another way of improving the quality of the teaching process might be attending or organizing conferences where the teachers would exchange their experience, opinions, ideas, problems and their solutions. My idea also is that the system of education in the Czech Republic should change, there should be more money and this will probably help to attract young teachers to the educational process. The last but not least suggestion on how to improve the quality of the teaching is an offer for native speakers to have a possibility to obtain some kind of reasonable price teacher training in the Czech Republic.

The third suggestion is that there should be more male teachers and more native speakers in schools. The reasons for this are obvious but the real situation is very complicated. It is somehow deeply rooted in the Czech educational system that most of the teachers are women and the reasons for this have been already dealt with. The situation with native speakers is also difficult because there are not many possibilities how to attract foreigners to teach in the Czech Republic. Perhaps the conditions for them will slightly improve after a few years of the membership of the Czech Republic in the European Union.

Conclusion

The aim of this work was to uncover which methods and approaches in foreign language teaching are, according to the respondents' opinion, considered to be the best, to be most widely used by other teachers in general and which methods they personally use the most. The assumption was that the best and the most widely used method is the Communicative Approach. And yet, the use of the Grammar-Translation Method was expected as well. This thesis also attends to the expected and unexpected findings of this research. For details of this research – see chapter 2.4.

The former category – the expected findings included the imbalance in number of Czech teachers and native speakers, the imbalance in number of male and female teachers, the average age of teachers, teachers' average length of the teaching practice, the order of the best methods according to the teachers' opinion (the Communicative Approach was in the 1st place) and the order of the actually most used methods (the Communicative Approach was in the 1st place again).

In the latter category, there were three most unexpected findings. The first one was the wide use of Czech language in classes – it consumes 22.7% of a lesson which is almost a quarter of it. The second one was the percentage of qualified teachers – only 82.2% of qualified teachers out of 74 respondents I consider to be insufficient. Finally, there was the order of the most widely used methods – the Grammar-Translation Method was placed 1st which also corresponds to widely spread usage of Czech language in classes contrary to what we have learnt at the Faculty of Education.

As it has been presupposed, there were many findings awaited in the research. My suggestions on modifications and changes, that would in future prevent such unexpected results, and also on improvement of the current situation in the system of education are introduced in the following paragraph. First of all, I think that teachers should try their best to reduce the usage of Czech language to minimum in classes and their way of teaching should be observed by the schools' head teachers; secondly, the quality of the teacher training ought to rise and also the proportion of qualified teachers should intensify in both types of schools included in this research (for suggestions how to realise these see chapter 2.5.); and eventually, more native speakers and more male teachers are needed in schools which, on the other hand, requires more money in the system, higher salary and many other changes in the Czech system of education.

Finally, I would like to point out that much has changed in the Czech educational system in recent years mainly during the period after the Velvet revolution but even so many changes are yet ahead of us not only in the educational system but in other spheres of life as well and it will always be true that "Learning is a treasure that will follow its owner everywhere." - Chinese Proverb -

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Appendix 1 – Questionnaire:

School (type of school – circle)**:**

       Language school   Secondary school   Basic school

Teacher (circle)**:**
- <u>Nationality</u>:   Czech   Native speaker
- <u>Sex</u>:   male   female
- <u>Age (write a number)</u>: _____
- <u>Length of teaching practice (in years)</u>: _____
- <u>Teacher training (someone taught you how to teach – circle)</u>:
       No   Yes – what kind (specify): _____
          _____

- <u>Do you use Czech language in the classroom? (circle)</u>:
       No   Yes (specify) – make a mark on the scale

       _____
       0%   10   20   30   40   50   60   70   80   90   100%

	I. Which method do you consider to be the best? (please mark from 1-best to 8-worst in the appropriate space below)	**II. Which method do you consider to be the most widely used in general?** (please mark from 1-best to 8-worst in the appropriate space below)	**III. Which method do you use the most?** (please mark from 1-best to 8-worst in the appropriate space below)
The Grammar Translation Method			
The Direct Method			
The Audio-Lingual Method			
The Total Physical Response			
Suggestopedia			
The Communicative Approach			
Task-Based Method			
The Lexical Approach			
comments: (if you have more comments use the other side)			

A short description of methods can be found at the end of this questionnaire.

Appendix 2 – Description of methods:

The Grammar Translation Method or „classical method".
This is one of the most traditional methods, dating back to the late nineteenth century.
Its focus is on learning the rules of grammar and their application in translations from one language into the other.
Vocabulary in the target language is learned through direct translation of isolated words from the native language.
Classes are taught in the mother tongue, there are very little active use and teaching done in the target language.
Readings in the target language are translated directly and then discussed in the native language.
Grammar is taught with long explanations in the native language and later applied in the production of sentences.
No class time is allocated to allow students to produce their own sentences; less time is spent on oral practice.
Testing of the students is done almost through translation.

The Direct Method – „the second language learning should be more like the 1st language learning".
This method includes lots of oral interaction, spontaneous use of language, no translation between the first and second language, and little or no analysis of grammar rules.
Classroom instructions are given in the target language and mother tongue has no place in classes.
Only everyday vocabulary and sentences are taught.
Grammar is taught inductively, the learning of grammar and translating skills should be avoided because they involve the application of the mother tongue.
Primacy is given to spoken word and great stress is put on correct pronunciation.
Printed word must be kept away as long as possible.
Writing should be delayed until after the printed word has been introduced.
Concrete vocabulary is taught through demonstrations, objects and pictures, and abstract vocabulary is taught through association of ideas.

The Audio-Lingual Method or „army method".
This method developed during the Second World War in the United States when it was necessary to teach people the language quickly.
It's based on drills and dialogues.
Grammar is not taught in direct way.
Its objectives are accurate pronunciation and grammar, ability to respond quickly and accurately in speech situations and knowledge of sufficient vocabulary to use the grammar patterns.
Emphasis is laid on building blocks of language and learning the rules for combining them.
The meaning of words should be learned only in context, no translations to the mother tongue. Only everyday English and vocabulary connected to the topic are used.
The teacher should speak only the target language, the work is based on listening and responding to the teacher.

TPR – The Total Physical Response – „the body language conversation"
This method is based on the principle that we should study a foreign language in a similar way as the children learn their mother tongue.
Mother tongue is rarely used; students are allowed to use it when necessary.
Acting, performing and listening are very important.
At the beginning the students are just listening to what the teacher says, then they repeat after him and then they start to speak.
Only concrete vocabulary connected with actions, not abstract, is taught.
Tenses and continuous aspects, classroom language, imperatives and instructions, and story-telling are used.
No grammar is taught; just commands and imperatives are used, and then drill.

Suggestopedia

This method is a specific set of learning recommendations derived from Suggestology.

The most important characteristics of this method are stress on decoration, furniture and arrangement of the classroom, the use of music, dramatization, emotionality, relaxation and positive atmosphere, and the authoritative behaviour of the teacher.

A most conspicuous feature is centrality of music and musical rhythm to learning.

The learner learns not only from the effect of direct instruction but from the environment in which the instruction takes place.

The aim for student is to relax, have fun and have no barriers in mind when studying.

Grammar is not explained directly, it's so-called peripheral learning (grammar patterns are on posters on the walls).

Emphasis is on memorization of vocabulary pairs – a target-language item and its native language translation.

Only everyday English is used in dialogues, students have handouts half in mother tongue and half in the target language. They learn the blocks of language.

The Communicative Approach

This method focuses on language as a medium of communication.

The goal is communicative competence which means ability to use the language correctly and appropriately to the situation, ability to communicate completely, not the ability to use the language exactly as a native speaker.

The teacher should facilitate the communication between all participants but act as an independent participant.

The emphasis is on practice of oral and listening skills in pair work and group work as a way of developing communicative skills.

Grammar is taught, but less systematically, the use of idiomatic and everyday English.

Materials must relate to pupils´ own lives and must be authentic, real and fresh.

Task-Based Method

It's typically based on three stages:

- pre-task phase – introduction of topic/task/new words by the teacher
- task-cycle - task - students do the task
  - planning - students prepare report to class
  - report presentation
- language focus – analysis of new features and practice.

The aim is exploring, listening and speaking.

It's based on self-teaching.

Grammar is explained afterwards.

The teacher is advisor and initiator; the students are explorers and investigators.

The Lexical Approach

The aim is to build learner's lexis, to draw learners´ attention to lexical units and their use of lexical units.

Grammar is not stressed very much, just observation, hypothesis and experiments.

Lexical units/vocabulary is divided into four groups – words, collocations, fixed expressions/idioms, semi-fixed expressions.

Mother tongue is used in translations.

Learners are encouraged to participate fully in lessons through speaking, listening, noticing and reflecting.

Classroom procedures involve:

- teaching individual collocations
- making students aware of collocations
- extending what students already knot by adding knowledge of collocations
- storing collocations through encouraging students to keep a lexical notebook.

Appendix 3 – Introductory letter:

Dear teachers,

I am a 5th year student of the Faculty of Education of Masaryk University Brno.

I study English and Special Education and I am writing my diploma thesis on methods and approaches in foreign language teaching.

I would like to ask you to fill in this short questionnaire.

Thank you very much.

Sylva Ducháčková

Appendix 4 – Total number of teachers:

Total number of teachers: 74			
Czech teachers	66	Native speakers	8
Female teachers	64	Male teachers	10
Language schools	34	Secondary schools	40

Average age	33,9
Average length of teaching practice	9,8
Teacher training – yes	82,2%
Average use of Czech language in classes	22,7%

The best method in general:	
1. communicative approach	5. audio-lingual method
2. task-based method	6. total physical response
3. direct method	7. grammar-translation method
4. lexical approach	8. suggestopedia

The most widely used method:	
1. grammar-translation method	5. audio-lingual method
2. communicative approach	6. lexical approach
3. direct method	7. total physical response
4. task-based method	8. suggestopedia

The most personally used method:	
1. communicative approach	5. audio-lingual method
2. lexical approach	6. grammar-translation method
3. task-based method	7. total physical response
4. direct method	8. suggestopedia

Appendix 5 – Language schools vs. Secondary schools

Language schools: 34 teachers

Czech teachers	27	Native speakers	7
Female teachers	29	Male teachers	5

Average age	30,3
Average length of teaching practice	7,9
Teacher training – yes	79,4%
Average use of Czech language in classes	20,1%

The best method in general:

1. communicative approach
2. task-based method
3. direct method
4. lexical approach
5. audio-lingual method
6. grammar-translation method
7. total physical response
8. suggestopedia

The most widely used method:

1. - 2. communicative approach
1. - 2. grammar-translation method
3. direct method
4. task-based method
5. lexical approach
6. audio-lingual method
7. total physical response
8. suggestopedia

The most personally used method:

1. communicative approach
2. lexical approach
3. direct method
4. task-based method
5. total physical response
6. audio-lingual method
7. grammar-translation method
8. suggestopedia

Secondary schools: 40 teachers		
Czech teachers	39	Native speakers	1
Female teachers	35	Male teachers	5

Average age	37,6
Average length of teaching practice	11,6
Teacher training – yes	85,0%
Average use of Czech language in classes	25,3%

The best method in general:

1. communicative approach
2. task-based method
3. audio-lingual method
4. direct method
5. lexical approach
6. total physical response
7. grammar-translation method
8. suggestopedia

The most widely used method:

1. grammar-translation method
2. communicative approach
3. direct method
4. audio-lingual method
5. lexical approach
6. task-based method
7. total physical response
8. suggestopedia

The most personally used method:

1. communicative approach
2. task-based method
3. lexical approach
4. audio-lingual method
5. direct method
6. grammar-translation method
7. total physical response
8. suggestopedia

Appendix 6 – Czech teachers vs. Native speakers

Czech teachers: 66			
Language schools	27	Secondary schools	39
Female teachers	61	Male teachers	5
Average age			34,1
Average length of teaching practice			12,5
Teacher training – yes			87,9%
Average use of Czech language in classes			26,0%

The best method in general:

1. communicative approach
2. task-based method
3. direct method
4. audio-lingual method
5. lexical approach
6. total physical response
7. grammar-translation method
8. suggestopedia

The most widely used method:

1. grammar-translation method
2. communicative approach
3. direct method
4. task-based method
5. lexical approach
6. audio-lingual method
7. total physical response
8. suggestopedia

The most personally used method:

1. communicative approach
2. - 3. task-based method
2. - 3. lexical approach
4. audio-lingual method
5. direct method
6. grammar-translation method
7. total physical response
8. suggestopedia

Native speakers: 8		
Language schools	7	Secondary schools 1
Female teachers	3	Male teachers 5
Average age		28,6
Average length of teaching practice		8,8
Teacher training – yes		62,5%
Average use of Czech language in classes		1,9%

The best method in general:

1. communicative approach
2. task-based method
3. lexical approach
4. direct method
5. total physical response
6. audio-lingual method
7. suggestopedia
8. grammar-translation method

The most widely used method:

1. direct method
2. - 4. grammar-translation method
2. - 4. task-based method
2. - 4. lexical approach
5. communicative approach
6. audio-lingual method
7. suggestopedia
8. total physical response

The most personally used method:

1. communicative approach
2. - 3. task-based method
2. - 3. lexical approach
4. audio-lingual method
5. direct method
6. total physical response
7. suggestopedia
8. grammar-translation method

Appendix 7 – Teacher training:

Teacher training - yes: 61 teachers			
Language schools	27	Secondary schools	34
Czech teachers	58	Native speakers	3
Female teachers	54	Male teachers	7

Average age	35,7
Average length of teaching practice	9,8
Average use of Czech language in classes	23,5%

The best method in general:

1. communicative approach
2. task-based method
3. direct method
4. audio-lingual method
5. lexical approach
6. total physical response
7. grammar-translation method
8. suggestopedia

The most widely used method:

1. audio-lingual method
2. grammar-translation method
3. communicative approach
4. direct method
5. task-based method
6. lexical approach
7. total physical response
8. suggestopedia

The most personally used method:

1. communicative approach
2. lexical approach
3. direct method
4. task-based method
5. audio-lingual method
6. grammar-translation method
7. total physical response
8. suggestopedia

Teacher training - no: 13 teachers			
Language schools	7	Secondary schools	6
Czech teachers	8	Native speakers	5
Female teachers	10	Male teachers	3
Average age			28,9
Average length of teaching practice			8,9
Average use of Czech language in classes			25,0%

The best method in general:

1. communicative approach
2. task-based method
3. lexical approach
4. audio-lingual method
5. direct method
6. grammar-translation method
7. total physical response
8. suggestopedia

The most widely used method:

1. grammar-translation method
2. communicative approach
3. - 4. task-based method
3. - 4. lexical approach
5. direct method
6. audio-lingual method
7. total physical response
8. suggestopedia

The most personally used method:

1. communicative approach
2. task-based method
3. lexical approach
4. audio-lingual method
5. grammar-translation method
6. direct method
7. total physical response
8. suggestopedia

Appendix 8 – **Female vs. male teachers:**

Male teachers: 10			
Language schools	5	Secondary schools	5
Czech teachers	5	Native speakers	5
Average age			31,9
Average length of teaching practice			5,5
Teacher training – yes			90,0%
Average use of Czech language in classes			6,5%
The best method in general:			
1. communicative approach			
2. task-based method			
3. - 4. total physical response			
3. - 4. lexical approach			
5. direct method			
6. audio-lingual method			
7. grammar-translation method			
8. suggestopedia			
The most widely used method:			
1. - 2. communicative approach			
1. - 2. lexical approach			
3. grammar-translation method			
4. task-based method			
5. direct method			
6. audio-lingual method			
7. total physical response			
8. suggestopedia			
The most personally used method:			
1. communicative approach			
2. lexical approach			
3. task-based method			
4. total physical response			
5. direct method			
6. audio-lingual method			
7. suggestopedia			
8. grammar-translation method			

Female teachers: 64	
Language schools 29	Secondary schools 35
Czech teachers 61	Native speakers 3

Average age	34,5
Average length of teaching practice	10,6
Teacher training – yes	84,4%
Average use of Czech language in classes	38.9%

The best method in general:

1. communicative approach
2. task-based method
3. - 4. direct method
3. - 4. lexical approach
5. audio-lingual method
6. suggestopedia
7. total physical response
8. grammar-translation method

The most widely used method:

1. grammar-translation method
2. communicative approach
3. direct method
4. task-based method
5. audio-lingual method
6. lexical approach
7. total physical response
8. suggestopedia

The most personally used method:

1. communicative approach
2. task-based method
3. direct method
4. audio-lingual method
5. grammar-translation method
6. total physical response
7. lexical approach
8. suggestopedia

Appendix 9 – Use of Czech language in classes:

Use of Czech lang. in classes:	0-10%	10-20%	20-30%	30-40%	40-50%
Teachers – Total number:	23	12	24	8	7
Czech teachers	15	12	24	8	7
Native speakers	8	0	0	0	0
Language schools	15	3	8	4	4
Secondary schools	8	9	16	4	3
Female teachers	16	11	22	8	7
Male teachers	7	1	2	0	0
Average age	33,2	34,9	34,6	34,6	30
Average length of teaching practice	10	9,8	10,4	9,5	4,3
Teacher training – yes	82,6%	83,3%	91,7%	75,0%	71,4%
The best method in general:	1. CA	1. CA	1. CA	1. CA	1. CA
	2. TBM	2. ALM	2. TBM	2. DM	2. TBM
	3. LA	3. DM	3. LA	3. TBR	3.-4 LA
	4. ALM	4. GTM	4. DM	4. LA	3.-4 DM
	5. DM	5.-6. TBM	5. ALM	5. GTM	5. ALM
	6. TPR	5.-6. LA	6.-7. GTM	6. ALM	6. TPR
	7. S	7. TPR	6.-7. TPR	7. TPR	7. GTM
	8. GTM	8. S	8. S	8. S	8. S
The most widely used method:	1. CA	1. GTM	1. GTM	1. GTM	1. GTM
	2. DM	2. DM	2. CA	2. TBM	2. CA
	3.-4. TBM	3. LA	3. ALM	3. CA	3. TBM
	3.-4. GTM	4. CA	4. DM	4. LA	4. LA
	5. LA	5. ALM	5. TBM	5.-6. DM	5. ALM
	6. ALM	6. TBM	6. LA	5.-6. ALM	6. DM
	7. S	7. TPR	7. TPR	7. TPR	7. TPR
	8. TPR	8. S	8. S	8. S	8. S
The most personally used method:	1. CA	1. CA	1. CA	1. CA	1. CA
	2. LA	2. ALM	2. TBM	2. GTM	2. LA
	3. TBM	3. DM	3. GTM	3. TBR	3. TBM
	4. DM	4. LA	4. ALM	4. LA	4. DM
	5. ALM	5. GTM	5. LA	5. DM	5. ALM
	6. TPR	6. TBM	6. DM	6. ALM	6. GTM
	7. GTM	7. TPR	7. TPR	7. TPR	7. TPR
	8. S	8. S	8. S	8. S	8. S

Appendix 10 – Teachers' age:

Teachers' age:	20-30	30-40	40-50	50-60
Teachers – Total number:	29	23	16	6
Czech teachers	26	18	14	6
Native speakers	3	5	2	0
Language schools	15	12	7	0
Secondary schools	14	11	9	6
Female teachers	25	16	15	6
Male teachers	4	7	1	0
Average length of teaching practice	3,5	7,6	18,3	27,5
Teacher training – yes	82,8%	82,6%	75,0%	83,3%
Average use of Czech language in classes	28,3%	12,6%	26,9%	21,6%
The best method in general:	1. CA	1. CA	1. CA	1. DM
	2. TBM	2. TBM	2. DM	2.-4. CA
	3. DM	3. DM	3. TBM	2.-4. TBM
	4. LA	4. LA	4. LA	2.-4. ALM
	5. ALM	5. TPR	5. ALM	5. TPR
	6. GTM	6. GTM	6.-7. GTM	6.-7. S
	7. TPR	7. ALM	6.-7. TPR	6.-7. LA
	8. S	8. S	8. S	8. GTM
The most widely used method:	1. GTM	1. GTM	1. GTM	1. CA
	2. CA	2. CA	2. CA	2. ALM
	3. DM	3. TBM	3.-5. TBM	3.-4. TBM
	4. LA	4. ALM	3.-5. LA	3.-4. GTM
	5. ALM	5. DM	3.-5. DM	5. DM
	6. TBM	6. LA	6. ALM	6. TPR
	7. TPR	7. TPR	7. TPR	7.-8. LA
	8. S	8. S	8. S	7.-8. S
The most personally used method:	1. CA	1. CA	1. CA	1. CA
	2. TBM	2. TBM	2. LA	2. TBM
	3. LA	3. LA	3. TBM	3. ALM
	4. DM	4. ALM	4. GTM	4. LA
	5. ALM	5. GTM	5. DM	5. DM
	6. GTM	6. DM	6. ALM	6. GTM
	7. TPR	7. TPR	7. TPR	7. TPR
	8. S	8. S	8. S	8. S

Appendix 11 – Length of teaching practice:

Length of practice in years:	0-5	5-10	10-15	15-20	20-25	25 ⇒
Teachers – Total number:	34	14	9	8	4	5
Czech teachers	30	12	7	8	4	5
Native speakers	4	2	2	0	0	0
Language schools	20	5	6	0	2	1
Secondary schools	14	9	3	8	2	4
Female teachers	28	10	9	8	4	5
Male teachers	6	4	0	0	0	0
Average age	27,7	32,1	38,7	45,0	48,5	53,4
Teacher training – yes	88,2%	78,6%	88,8%	87,5%	75,0%	80,0%
Average use of Czech language in classes	26,2%	13,9%	12,2%	38,1%	20,0%	24,0%
The best method in general:	1. CA 2. TBM 3. DM 4. ALM 5. LA 6. GTM 7. TPR 8. S	1. CA 2. TBM 3.-4. LA 3.-4. DM 5. ALM 6. TPR 7. GTM 8. S	1. CA 2. TBM 3. LA 4. ALM 5. TPR 6. DM 7. GTM 8. S	1. CA 2. TBM 3. ALM 4. LA 5. DM 6. TPR 7. GTM 8. S	1. CA 2. LA 3. TBM 4. GTM 5. ALM 6. DM 7. TPR 8. S	1. DM 2. CA 3. ALM 4. TBM 5. TPR 6. GTM 7.-8. S 7.-8. LA
The most widely used method:	1. CA 2. GTM 3. DM 4. LA 5. ALM 6. TBM 7. TPR 8. S	1. GTM 2. DM 3. ALM 4.-5. CA 4.-5. TBM 6. LA 7. TPR 8. S	1. CA 2. TBM 3.-4. LA 3.-4. GTM 5. ALM 6. DM 7. TPR 8. S	1. CA 2. GTM 3. DM 4.-5. LA 4.-5. ALM 6. TBM 7. TPR 8. S	1. CA 2. GTM 3.-4. LA 3.-4. ALM 5. TBM 6. DM 7. TPR 8. S	1. GTM 2. DM 3. CA 4. TBM 5.-6. S 5.-6. TPR 7. LA 8. ALM
The most personally used method:	1. CA 2. LA 3. DM 4. TBM 5. ALM 6. GTM 7. TPR 8. S	1. CA 2. TBM 3.-4. LA 3.-4. ALM 5. GTM 6. DM 7. TPR 8. S	1. CA 2. TBM 3. LA 4. ALM 5. GTM 6. DM 7. TPR 8. S	1. CA 2. TBM 3.-4. LA 3.-4. DM 5. GTM 6. ALM 7. TPR 8. S	1. CA 2. LA 3. GTM 4. TBM 5. ALM 6. DM 7. TPR 8. S	1. CA 2. TBM 3.-4. LA 3.-4. DM 5. ALM 6. GTM 7. TPR 8. S

Appendix 12 – Theory *X* and theory *Y*:

Theory X in class	*Theory Y in class*
• I try to motivate the students (with 'fun' activities, persuasion and coercion).	• I do not try to motivate learners. I assume that they are motivated.
• I try to find ways to make games or entertaining activities out of dull material.	• As far as possible I find what is engaging in the material we are working with rather than grafting on games and 'fun' techniques.
• Usually I direct what happens in class and I control the lesson.	• We share responsibility for the class. We agree what should be done, when and how. At times I direct; at other times individuals or the group are responsible.
• I evaluate the success of learner utterances, activities, how much is learnt etc.	• We compare evaluations of what happens.
• Learners are expected to follow and fit in with what I have prepared.	• Learners and teacher decide what to do and how to use it as part of an ongoing Decide-Do-Feedback cycle. I prepare material based on what learners ask me to do.
• A typical lesson could be seen as a sequence of activities, games etc. that I have chosen and given to the class.	• A typical lesson could be seen as an interaction that brings in appropriate tasks, exercises, activities when useful.
• I offer praise, encouragement and 'reward' more than/rather than accurate evaluations.	• I do not praise. I do not offer rewards. I encourage by giving accurate evaluations.
• Learners see me as the authority on language and on how to learn.	• Learners see me as someone who has experience, ideas and opinions.
• Learning is 'filling' in gaps – e.g. "there are three more things we have to do".	• Learning in 'unfolding' a path – e.g. "this leads to that". Teaching is helping to create the structure and value in that unfolding.

Résumé

This diploma thesis, entitled "Methods and Approaches in foreign language teaching", attends to the usage of various methods and approaches to foreign language teaching. It consists of two parts. In the first – theoretical – part, basic characteristic features of several methods and approaches are presented in detail. The second – practical – part concerns the results of the research with the aim to recognise opinions on the methods and approaches to foreign language teaching. Respondents, teachers from several secondary schools and language schools in Brno, were requested to fill in a questionnaire and to rank methods according to their personal preference.

Resumé

Tato diplomová práce s názvem "Metody a přístupy ve výuce cizího jazyka" se zabývá použitím různých druhů metod a přístupů ve výuce cizího jazyka. Skládá se ze dvou částí. V první – teoretické – části, jsou detailně prezentovány základní charakteristické znaky několika metod a přístupů. Druhá – praktická – část je zabývá výsledky výzkumu, jehož cílem bylo zjistit názory na metody a přístupy k výuce cizího jazyka. Respondenti, učitelé některých brněnských středních a jazykových škol, byli požádáni, aby vyplnili dotazník a vytvořili pořadí metod podle jejich osobních preferencí