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**Výuka cizích jazyků na středních školách v České republice a
ve Francii**

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Bakalářská práce se bude zabývat porovnáním způsobů výuky cizích jazyků na středních školách v různých částech světa - konkrétně v České republice a Francii. Práce se stručně zaměří na vzdělávací systémy v obou zemích, na metody výuky, případně hodinovou dotaci a srovnání konečné úrovně cizích jazyků po dokončení střední školy, apod. Hlavním cílem bude porovnání metod a technik využívaných ve výuce. Předpokládá se osobní informační příspěvek autora, např. ve formě rozhovoru, dotazníku, apod. Práce je psaná anglicky.

Průcha J.: Pedagogická encyklopedie, Portál 2009 Průcha, J.: Pedagogický slovník, Portál 2013
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Swarbrick, A.: Teaching Modern Foreign Languages in Secondary Schools: A Reader, Routledge Falmer 2002 Swaffar, J., Urlaub, P.: Transforming Postsecondary Foreign Language Teaching in the USA, Springer 2014 Navarro Coy M.: Practical Approaches to Foreign Language Teaching and Learning, Peter Lang AG 2009 Veteška, J., Tureckiová, M.: Kompetence ve vzdělávání, Grada 2008
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Tato bakalářská práce se zabývá metodami výuky cizích jazyků a jejich využitím na středních školách ve Francii a v České republice. První část práce, která je čistě teoretická, popisuje devět různých metod výuky jazyků a systémy vzdělávání ve Francii a v České republice. Druhá část se zabývá využitím konkrétních metod a technik výuky na francouzských a českých středních školách. Tato část zahrnuje jak teoretickou složku vysvětlující jednotlivé techniky výuky, tak i složku výzkumnou, která porovnává jejich využití v těchto dvou zmíněných zemích. Výzkum je založen na dotazníku a pozorování.

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Prohlašuji, že jsem bakalářskou práci vypracovala pod vedením Mgr. Pavly Machové, M.A., PhD. samostatně a uvedla jsem všechny použité prameny a literaturu.

V Hradci Králové dne:

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Klíčová slova: metody výuky cizích jazyků, výuka anglického jazyka, vzdělávání ve Francii, vzdělávání v České republice

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Abstract:

This bachelor thesis is focused on foreign language teaching methods and their use at secondary schools in France and in the Czech Republic. The first part of this paper, which is entirely theoretical, describes nine different language teaching methods and education systems in France and in the Czech Republic. The second part is concerned with the employment of particular teaching methods and techniques at French and Czech secondary schools. This part includes both theoretical elements, clarifying individual teaching techniques, and practical elements, which compare their use in the two countries previously mentioned. The research is based on a questionnaire and observations.

Key words: language teaching methods, English language teaching, education in France, education in the Czech Republic

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List of Abbreviations

ALM- Audio-Lingual Method

CBI- Content Based Instruction

CLT- Communicative Language Teaching

DM- Direct Method

Dsg- Desuggestopedia

GTM- Grammar Translation Method

L1- First Language

L2- Second Language

SW- Silent Way

TBLT- Task Based Language Teaching

TPR- Total Physical Response

1 Introduction

In today's society, language learning is a highly important aspect of our lives, as the world is becoming more and more global. Being able to speak a foreign language is considered essential if one wants to succeed in life, and English represents the language which is demanded most of all. That is why language teaching plays a crucial role in present education.

This bachelor thesis is focused on secondary school language teaching in France and in the Czech Republic, with the target language being English. The topic was chosen as the author of the thesis studies both English and French languages, therefore she could combine and deepen her knowledge from both of her fields of study. In the future, she will be part of the education system in the Czech Republic, and since French is one of her majors, she found it useful and enriching to gain an insight into language teaching in these two countries.

The first part is merely theoretical, and explains nine different language teaching methods, which is the main subject of the thesis. It is important for teachers to realize the various means of approaching a class, as nowadays, there are many different ways of teaching, and teachers should keep up to date with the trends, as trying them in class could be more effective than keeping only the old ones, which have been in use for decades.

As the latter part, which is partially theoretical and partially practical, contains a piece of research about the teaching methods used in Czech and French secondary schools, a brief explanation of the educational systems in the two countries follows so that it is clear what kind of an education system and its stage it deals with.

The thesis is not strictly divided into a theoretical and a practical part. However, all the chapters following Chapter 3 (Education systems in France and in the Czech Republic) contain both theoretical and practical elements. At first, the research methods and the process of data collection are specified. The first part of the research is based on a questionnaire; and each sub-chapter begins with a theoretical background about the research question discussed. An explanation of the inquiry follows. The results of all the

questions are represented by a graph after which comes its clarification. The second part is based on observations, which were realized in two secondary schools, one in France and one in the Czech Republic.

The aim of the thesis is to find out whether teachers use modern methodology, and make their classes interesting for their students, or whether they stick to the older methods. Another objective is to compare the techniques employed in France with those used in the Czech Republic. It should also prove useful to language educators, as they might consider incorporating some of the innovative methods and techniques into their lessons.

2 Language teaching methods

When talking about teaching English as a foreign language, it is necessary to clarify some terms concerning this topic. The following chapter covers methods and techniques which are used in English language teaching.

An American applied linguist Edward Anthony identified three levels of organisation of language teaching methodology. According to his model, this arrangement is hierarchical. The main idea of his theory is that techniques realize a method which corresponds with an approach (Richards, Rodgers, 1986). However, this division is not entirely convenient for this thesis, and the following definition of a method has been applied. Larsen-Freeman and Anderson define a method as “a coherent set of links between the action of a teacher in a classroom and the thoughts that underlie the actions. The fact that there is coherence among the links does not mean, however, that the techniques of one method cannot be used with another” (Larsen-Freeman and Anderson, 2011: 23). The term technique stands for the actual actions which take place in a class, and the term approach is omitted in this thesis.

The following sub-chapters briefly describe nine different teaching methods. They are listed in a chronological order according to Larsen-Freeman and Anderson (2011). However, it does not mean that those are the only methods which have occurred in the history of language teaching, nor does it indicate that some of the methods were not in use simultaneously at the same period of time.

2.1 The Grammar-Translation Method

The Grammar-Translation Method (GTM) has been used by language teachers for a long time. It used to be called the Classical Method as it was once used to teach the classical languages (Latin and Greek). In the modern times its purpose was to teach students how to read and appreciate literature written in foreign languages. Language learning was viewed as a mental exercise, not as something to be used in real-life situations (Larsen-Freeman and Anderson, 2011). This method uses the first language (L1) to give instructions, the focus is on grammatical parsing, and translation from the L1 into the target language (L2) and vice versa is the most common exercise. The target language is

scarcely used in its spoken form, so majority of the students are not able to communicate in the L2. Not even the teacher has to be able to speak the target language (Celce-Murcia, 2001). The most common activities practiced in this method are translations of sentences and texts from the students' L1 into the L2, and no importance is given to fluency of the learners' speech (Richards, 2015).

2.2 The Direct Method

The Direct Method (DM) appeared at the end of the nineteenth century as a reaction to the GTM, which was unable to teach learners to communicate in the target language. In the DM, use of the first language is forbidden in favour of the teacher and students speaking together in the target language. Translation is given up on and the teachers use pictures and other realia to establish clear meaning instead (Harmer, 2007). Inductive learning is crucial, both grammar and culture of the target language speaking society are taught in this way. Literary texts are read for pleasure, instead of being analyzed grammatically. Speech is considered as the primary aspect of a language, therefore the teachers have to have high proficiency of the target language (Celce-Murcia, 2001) and some conversational activities should be included to encourage the students in speaking. Only everyday vocabulary and sentences are taught so that the students can use their knowledge actively on daily basis. The syllabus should be based on topics and real-life situations instead of grammatical structures. All of these aspects should contribute to making the learning process more enjoyable for the students, as well as to motivating them (Larsen-Freeman and Anderson, 2011).

2.3 The Audio-Lingual Method

The Audio-Lingual Method (ALM) is oral-based, just like the DM. However, compared to the DM, it emphasizes drilling grammatical sentence patterns and is based on structural linguistics and behavioural psychology. This method developed after the Second World War from a so called army method, which occurred in the USA, as soldiers were searching for new means how to acquire new languages in a short period of time. It was grammatically based, but required extensive oral practice. After the

Second World War, linguists were inspired by this method and developed audiolingualism (Richards, 2015). Teachers who apply this method should serve as a model of the target language, thus their language proficiency should be of a high level. The ALM claims that language is about formation of habits, so the more often something is repeated, the more significant the learning outcome. Hence errors should be prevented and corrected, as they lead to formation of bad habits. On the other hand, positive reinforcement develops correct habits. Learning of an L2 should follow the same pattern as learning of an L1. Therefore rules are not memorised, but they are induced from examples. The natural order of the learning of the four main language skills should be kept; learners begin with listening, continue with speaking and reading, and writing is the last competence to be taught. The main reason for language learning is being able to communicate in the L2. Culture also plays an important role in L2 acquisition (Larsen-Freeman and Anderson, 2011). The most commonly used techniques include memorisation of dialogues, substitution drills, and question and answer practices. The main aim is to develop automaticity in language use (Richards, 2015).

2.4 The Silent Way

Caleb Gattegno's Silent Way (SW) is a highly specific method. After having analysed the way babies and young children learn languages, he said, that to initiate learning, our inner resources (perception, cognition, imagination, intuition, creativity, etc.) have to be mobilized by encountering a challenge. The information intended for learning is created by the learners themselves through this process, which facilitates retaining it. The teacher should begin with something already known to the students and build to the unknown. The main principle of the SW is that teaching should be subordinate to learning. Therefore the teacher is silent as much as possible, and the students are encouraged to produce the L2. The teacher uses props such as sound-colour charts or coloured rods to make the meaning clear without having to speak. He or she should let the learners work on their own and give help only when necessary. This enables the learners to cooperate, learn from one another and rely on themselves. The main purpose of language learning is self-expression (Larsen-Freeman and Anderson, 2011).

2.5 Desuggestopedia

This method, developed by Georgi Lozanov, is concerned mostly with the environment where the learning process takes place (Harmer, 2007). Lozanov believes that languages can be acquired in a much shorter period of time than they normally are. He claims that learners develop psychological barriers (fear of failure, inability to learn, etc.), which slow down the process of learning. The aim of his teaching method is desuggesting these mental obstacles and therefore enabling better use of our mental powers. Desuggestopedia (Dsg) used to be called just suggestopedia, however, this name has been changed due to the importance of desuggesting limitations on learning. The learning process takes place in a cheerful environment, which is decorated with objects related to the topic taught, leading to peripheral learning (the students learn from the objects even if their attention is not guided towards them, see chapter 4.2.1). An important aspect of Dsg is realization that learning takes place on two levels. On the first level, which is conscious, the language learning is carried out. While on the second level, which is subconscious, the learners are exposed to classical music, which is supposed to indicate, that language learning is enjoyable and simple. Therefore arts should be included into the teaching process as much as possible. This harmony between the two levels ensures that the learning process is efficient and smooth. Students take on new identities which allow them to feel more secure and to be more open, as their acts belong to another person. Dramatization is another technique based on a similar principle. It playfully activates the students and their fantasy, which lowers their psychological barriers to learning. The use of the L1 in class is permitted into a certain extent, and meaning can be made clear through translation (Larsen-Freeman and Anderson, 2011).

2.6 Total Physical Response

Total Physical Response (TPR), which was developed by James Asher, a professor of psychology at San Jose University in California, is based on a belief that languages can be taught through physical activity. TPR is built on the trace theory of memory in psychology: “the more often or the more intensively a memory connection is traced, the

stronger the memory association will be and the more likely it will be recalled” (Richards and Rogers, 1986: 87). Retention can be achieved verbally or in combination with a physical activity. Asher believes that the L2 acquisition should be accomplished in the same way as the acquisition of L1 by children. Therefore his learners begin by comprehension skills (mostly commands) and then move forward to speaking when they feel they are ready. Teachers who apply TPR should create a positive mood in the classroom, include games and movement, which lead to reduction of stress in the learners. Verbs, especially in the imperative form, are considered to be the most important grammatical feature around which language learning and teaching should be organized. Hence the teachers give commands which are performed by the students and through this process the learners begin to establish connections between the utterances and their meaning. (Richards and Rogers, 1986). TPR was developed primarily to make students feel at ease and lower their stress, which may occur as a response to language learning. In this method, it is important that teachers make their students feel successful (Larsen-Freeman and Anderson, 2011)

2.7 Communicative Language Teaching

The main goal of Communicative Language Teaching (CLT) is enabling students to communicate in the target language. However, compared to the other methods discussed in this thesis, CLT is a very broad term and its understanding may be somewhat vague, for it does not have any specific rules and given methodology such as TPR, for example. Nevertheless, it is possible to define some techniques which are used in CLT classrooms. Since the emphasis is on communication skills, pair work and information-gap activities are very common, and the target language is used extensively (Klapper, 2003). Due to this lack of specification in methodology, the actual course of lessons may differ according to the teacher’s understanding and interpretation of CLT. In other words, there is no single specified version of CLT. The following techniques are the ones which occur regularly in CLT classes. The target language is not only the object of study but rather a communication tool. Authentic language is used as often as possible in order to evoke real-life situations. Language is dealt with at the suprasentential level, because learners have to be able to produce a coherent speech or writing. This ability

permits them to express their own ideas and opinions. The concept of CLT is that communication in L2 is a long-term process and learning just language forms is insufficient (Larsen-Freeman, Anderson, 2011).

2.8 Content-Based Instruction

In Content Based Instruction the students' focus is rather on the topic than the language learning process, therefore the acquisition of the L2 is integrated with learning of some other content. This can concern anything which is of the students' interest from sports, popular music to science, geography or the news. While learning about a particular subject, the learners develop knowledge of the L2, which resembles our native language acquisition, and therefore it is more natural than just learning a language (Peachey, 2003 [online]). The learning process is realized in the target language, and when a situation where the students struggle to express themselves occurs, the teacher supplies the missing language. In order that neither the academic study nor the language study are delayed, teachers work on both of them simultaneously and use each to teach the other, while incorporating all four language learning skills. The use of visuals, realia, and giving a lot of examples make meaning clear, so the teachers build on previous knowledge of their students (Larsen-Freeman, Anderson, 2011).

2.9 Task-Based Language Teaching

The most important aspect of Task-Based Language Teaching (TBLT) is putting the performance of meaningful tasks at the centre of attention. The aim is focusing the students on conducting a certain task, through which they learn the target language more efficiently than through focus on language forms. Hence, instead of being presented with a language structure, they are given tasks or problems to solve. Only when the task has been accomplished does the teacher explain and clarify those aspects of the performance that the students had problems with (Harmer, 2007). Willis (1996) describes three parts of TBLT: the Pre-task, the Task and the Language focus. During the first stage students are explained the task instructions with some useful vocabulary and phrases being accentuated. As the next step, students form pairs or groups and complete the task. To

sum up, students prepare either a written or oral report of the activity. In the last stage the class recapitulates anything they have worked on, and the teacher presents an activity to review the language features which have occurred in the previous activity (Willis, 1996).

3 Education systems in France and in the Czech Republic

This chapter provides a brief description of education systems in both France and the Czech Republic. It offers an insight into the structure of the organization of education, explains the division of secondary schools, and specifies the type of schools which are concerned in the research part of the thesis.

3.1 Education system in France

Education in France is divided into four main stages; kindergarten, primary education (primary school), secondary education (lower secondary school and upper secondary school- lycée) and tertiary education (universities and grandes écoles). Schooling is obligatory for children aged between six and sixteen, however, most kids begin their education before the minimum age. Compulsory education covers both elementary education and the first four years of secondary education, which may be followed by secondary school and university studies. Attending primary and secondary schools is free of charge. (French educational system, 2012 [online])

3.1.1 Pre-primary education

Most children begin their education in kindergarten at the age of three, even though this stage of schooling is not mandatory. It is divided into three levels according to age (petite, moyenne, grande). The curriculum of kindergarten consists of the five following areas: appropriating language and getting ready to read and write, becoming a pupil, corporal movement and expression, discovering the world, and seeing, feeling, imagining and creating. Its main purpose is preparing children for further learning, therefore the emphasis is on acquisition of language, numbers and writing. Since pupils need to develop their full potential, artistic and creative activities are also included in the learning process (Primary school, 2013 [online]).

3.1.2 Primary education

Primary school is aimed at children aged six to eleven. It consists of five classes, and its main priority is learning the French language and mathematics. In addition to the core subjects, the children learn foreign languages, history, geography, visual arts, musical education, science and information and communication technology. Furthermore, intellectual thought, sensitivity, motor skills and creative imagination are developed (Primary school, 2013 [online]).

3.1.3 Lower secondary education

All children from the age of eleven are accepted to lower secondary schools without an entrance exam. The main objective of this schooling stage is mastering the common core of knowledge and skills for further studies. The subjects taught are: French language, mathematics, history and geography, civic education, physics and chemistry, two foreign languages and history of art. It takes four years to complete lower secondary school. At the end of the last year, pupils take an exam which evaluates their knowledge and skills. It consists of three written tests in French, mathematics, history, geography and civic education, and an oral exam in art history. Afterwards they obtain a certificate called *diplôme national du brevet* (DNB). (Lower secondary school: le collège, 2013 [online])

3.1.4 Upper secondary education

The French secondary school, also known as *lycée*, takes three years to complete. Pupils can choose from the three following routes: general, technological or vocational.

The first two routes mentioned share their first year after which the pupils decide whether they want to continue in general studies, or whether they wish to pursue a technological career. Those who decide for the general route have three further options, as this branch of secondary school is divided into the three following series: literary studies, economic and social studies, and sciences. All of these fields of study have the same core, however, in addition there are subjects focusing on particular specializations.

At the end of the last year pupils take an exam called baccalauréat, which allows them to enter university (Upper secondary school: le lycée, 2013 [online]).

Those who decide for technological secondary school have seven different diplomas to choose from, which include Science and Industry, Science and Laboratory, Health and Social Sciences, Science and Management, Music and Dance, Agronomy, and Hotel Management (A guide to French education, 2015 [online]).

French vocational schools provide students with qualifications for manual or clerical jobs, which focus on one of four fields: social and health, driving and transport, catering and hotels or optics. These schools certify students to work in a qualified professional activity (A guide to French education, 2015 [online]). The research part of this thesis focuses on the general route of secondary school studies.

3.1.5 Higher education

French higher education includes several types of establishments, either public or private. There are 83 public universities which are funded by the state and cover all disciplines. In addition, there are about 250 elite institutions called grandes écoles and also research institutes and specialised schools (architecture, fashion, film, performing arts, journalism etc.). Universities are open to anyone who has passed the baccalauréat exam. On the contrary, grandes écoles select their students through highly competitive entrance exams. French students can obtain Bachelor's degree after three years of studies, Master's degree after five years, or doctorate, which takes eight years to complete. All the degree courses listed follow the Bologna ECTS (European Credit Transfer System). Tuition fees at public French universities are very reasonable; 189 Euros per year for Bachelor's courses, 261 Euros per year for Master's courses, 396 Euros per year for doctoral courses, and 615 Euros per year for engineering diplomas. Private institutions charge tuition fees which are much higher (Study abroad in France: French universities, 2015 [online]).

3.2 Education system in the Czech Republic

The Czech Republic's education system comprises four major levels. These are: kindergarten (pre-primary education), primary education (grades one to five of basic school), secondary education (grades six to nine of basic school or grades one to four of multi-year secondary school plus four years of upper secondary school) and tertiary education. The length of compulsory education is nine years and begins with the school year after the child has reached six years of age. Most children, however, start their education before the age of six. Public education in the Czech Republic is free of charge (Organisation of the education system in the Czech Republic, 2008/9 [online]).

3.2.1 Pre-primary education

Kindergarten is designed for children aged from three to six. This educational stage is not compulsory, however, it is attended by most children anyways. The main objectives of pre-school are facilitating children's development and their ability to learn, enabling children to understand the basic values on which our society is based, teaching them to become independent and to be able to express themselves as individuals. Activities included in the programme are spontaneous games and physical activities, outdoor activities, walks and excursions. Furthermore, activities related to art, language and moral education are also incorporated. Some nursery schools offer additional activities such as foreign language teaching, swimming courses or artistic activities (The education system in the Czech Republic, 2011 [online]).

3.2.2 Primary education

Primary education is provided by comprehensive basic schools and takes five years to complete. Most children are enrolled in basic schools at the age of six, however, there are some exceptions. Children who turn six between the beginning of the school year and the end of the calendar year can be admitted if they are mature enough. On the other hand, if a child is not considered to be sufficiently mature to be enrolled in school, the beginning of their primary schooling can be postponed, and they can attend kindergarten

for another year. During the first five years of basic school, all subjects are usually taught by a generalist teacher. Basic schools provide the first nine years of pupils' education (primary and lower secondary education), unless the pupils choose to attend multi-year secondary schools, in case of which these schools would provide them with the four years of lower secondary education (The education system in the Czech Republic, 2011 [online]).

Basic education should motivate pupils for lifelong learning, teach them creative thinking, problem solving, effective communication and cooperation. They are told about protection of their physical and mental health, creative values and the environment. Different cultures and spiritual values are explained, and children's abilities and real possibilities are being recognised (Organisation of the education system in the Czech Republic, 2008/9 [online]).

3.2.3 Lower secondary education

Lower secondary education, the completion of which takes four years, offers several options to choose from. Majority of pupils continue at the same basic school which they attended during their primary school years. General education is taught in these schools. It comprises the nine following fields: Language and language communication, mathematics and its application, ICT, people and their world, people and society, people and nature, art and nature, people and their health, and people and the world of work. Another option is proceeding to a multi-year secondary general school, which provides general education on a higher level. To enter this type of school, pupils are obliged to pass an entrance exam. Multi-year secondary schools can be entered either after 5th grade (for 8 years) or after 7th grade (for 6 years). The last option is taking up a conservatoire. To be enrolled in a conservatoire, pupils have to pass an exam which tests their abilities in a certain artistic field (The education system in the Czech Republic, 2011 [online]).

3.2.4 Upper secondary education

Secondary schools in the Czech Republic form a rather complex system, which

guarantees education and vocational training to young people aged generally from 15 to 19 years between completion of compulsory school attendance and the beginning of higher education or employment. Ordinarily, pupils enter secondary schools after having completed their compulsory education, however, there are also multi-year secondary general schools and conservatoires which provide lower secondary education as well.

There are two types of upper secondary education; general and vocational, where the latter is more common. Three levels of education can be acquired through completion of different types of secondary schools: secondary education completed with school-leaving examination (maturitní zkouška), secondary education leading to apprenticeship certificate or simply secondary education.

Secondary education completed with school-leaving examination is four years long and comprises the four following types of schools: secondary general school (general education), lyceum (education with a specialization: pedagogical, economical, technical, etc.), secondary technical school (technical education) and conservatoire (art education). The school leaving examination at the end of studies at these schools is necessary to enter a higher level of education.

Secondary education leading to apprenticeship is a vocational education, which is very practically oriented. It lasts two or three years and pupils who finish this kind of education are expected to move directly to the labour market.

Basic secondary education takes one or two years to complete. These schools provide their pupils with secondary general and vocational education. Graduates from this type of school represent a very small number of total graduates (The education system in the Czech Republic, 2011 [online]).

3.2.5 Higher education

Tertiary education in the Czech Republic includes several types of institutions; conservatoires, tertiary professional schools, and higher education institutions. Conservatoires take two years to complete and their students have to pass an absolutorium (a theoretical and practical exam) at the end. Studies at tertiary professional schools are three years long and the final exam is also called an

absolutorium. Students who complete a tertiary professional school are awarded with a DiS. (specialist with a diploma) degree. Higher education institutions are divided into two cycles. The first one lasts three or four years, ends with a state examination and its students obtain a Bc. (bachelor) degree. The following cycle, which is for two or three years, also ends with a state exam and its graduates are awarded with a Mgr. (master) or Ing. (for technical and economic branches) degrees. It is possible to proceed to doctoral studies, which take three to four years and the final degrees are Ph.D or Th.D (theology).

Admission criteria are decided by each institution individually as well as the content of the entrance examination. Higher education in the Czech Republic is currently free of charge. However, there are also private universities, which demand tuition fees (The education system in the Czech Republic, 2011 [online]).

4 Research

To make the research feasible and the data as precise as possible, the two following research methods were used; an observation and a questionnaire. At first, the questionnaire is described and its results are discussed. The characterization of the observation and the findings acquired through it follow.

4.1 The questionnaire

The researcher decided to use a questionnaire, as it provides adequate data, and it does not consume much of the respondents' time. The questionnaire consists of sixteen questions. Three questions ask information about the teacher (school, gender, years of teaching experience). Ten questions inquire about the use of different language teaching methods and techniques. All of them are closed, therefore the respondents had a selection of answers to choose from (either multiple choice questions or scale-type questions). However, three questions asked for a specification, therefore these sub-questions were open. Thus the research made use of both qualitative and quantitative methods.

Before the questionnaire was sent to the actual respondents, its feasibility was discussed with two teachers in France and two teachers in the Czech Republic. Their recommendations were taken into account and the structure of the questionnaire was changed several times before it was sent to the target group.

The questionnaire was sent via e-mail to 25 randomly chosen secondary schools in the Czech Republic and 25 equally randomly chosen secondary schools in France. The French sample consists of 29 respondents from 11 different schools with the average of 14 years of teaching experience, out of which 65,5 % were female and 34,5 % were male. The Czech Republic is represented by 35 teachers (91,4 % female and 8,6 % male) with the average of 22 years of teaching experience from 19 different schools. The reason for a smaller number of answers than had been expected is justified by the length of the questionnaire, and therefore by the time needed for its completion.

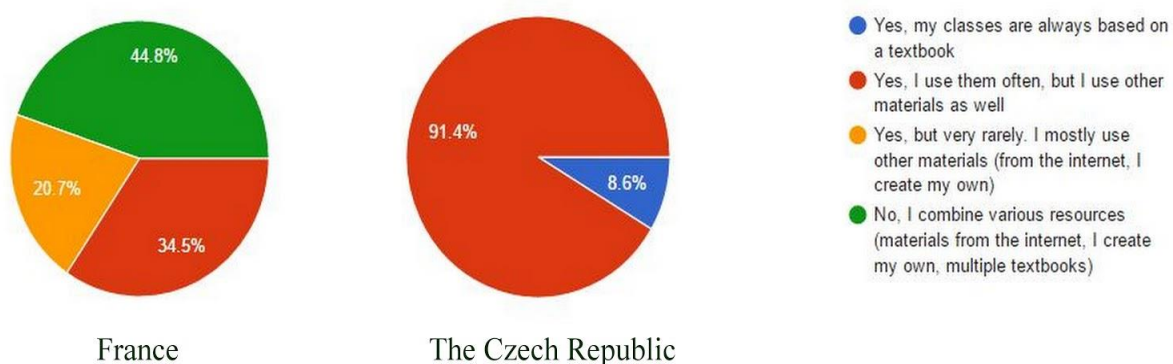
The following sub-chapters (from 4.1.1 to 4.1.8) all begin with theory which supports

the subjects of each of the questions from the questionnaire. Evaluations of the research questions follow after the theory.

4.1.1 The use of textbooks

Textbooks represent a widely spread teaching aid which is used by many teachers and comes with numerous advantages. They provide teachers with a clear framework (which may also serve as a syllabus), therefore both teachers and their students know what to expect from the courses. Textbooks facilitate the teaching process, as they represent a convenient package full of tasks and texts of an appropriate level. Those teachers who are inexperienced can benefit from a textbook and use it as guidance. Furthermore, having a textbook is cheaper than photocopying materials for every lesson. Lastly, students are allowed more autonomy as they can review and track their progress. However, there are some limitations to the use of textbooks as well. Since each learner or a class of learners require a different approach, a general-purpose textbook cannot meet everybody's needs. The topics covered are also very limited, as they might be outdated and uninteresting to certain groups of students. Textbooks also limit teachers' imagination and creativity, therefore their initiative is not mobilized, and teachers may feel more as an intermediary between the book and the students than a teacher (Ur, 1996).

All in all, using a textbook comes with a lot of advantages for both the students and the teachers. Nonetheless, the disadvantages are also significant, thus supplementary materials (posters, pictures, audio, video, books, etc.) should be used to make the teaching process as appropriate for the target group of learners as possible.



Graph 1

As Graph 1 suggest, the use of textbooks differs greatly between French and Czech teachers. Only 34,5 % of teachers in France claim to use textbooks in most of their classes and even they use supplementary materials in addition to textbooks. A rare use of textbooks was declared by 20,7 % of the French respondents. Surprisingly, 44,8 % represent those who do not use textbooks at all and base their classes on various resources combined together.

On the other hand, vast majority of Czech teachers (91,4 %) claim to combine the use of textbooks with the use of additional materials, however, their lessons are very often based on a textbook. The rest of respondents (8,6 %) use textbooks only.

Accordingly, Czech vast majority of Czech teachers rely on textbooks, whereas teachers in France prefer to choose appropriate materials according to the lesson taught, and they do not base the teaching process primarily on textbooks.

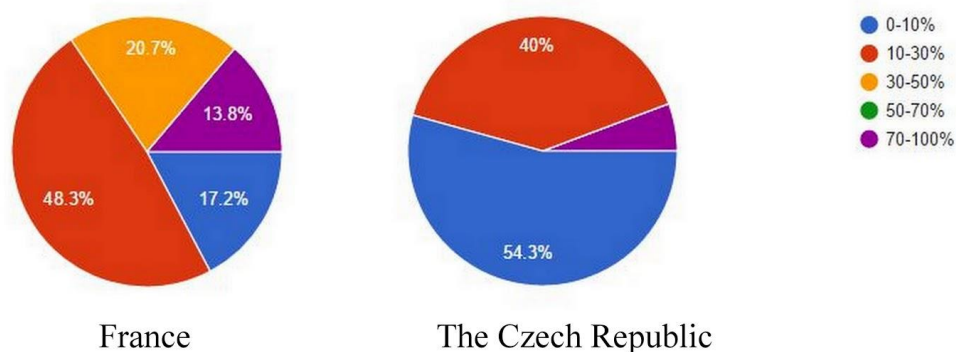
4.1.2 The use of L1 and L2 in an English language classroom

The question of the use of L1 in an English language classroom has been at the centre of many discussions for years. Some of the methods previously discussed (DM, ALM, TBI, TPR, CBI, SW) are based on the belief that second language acquisition should resemble the way we learn our first language. Therefore the use of L1 in classrooms is restricted, so that the learners are as exposed to the target language as possible, without being interrupted by the L1.

Nevertheless, the opinion on the use of the L1 has changed during the past 30 years. It is

believed that a reasonable use of the L1 in a classroom can be of a great benefit to both the teachers and the learners. Tang's research on the use of L1 in an L2 classroom shows that a reasonable and limited use of L1 does not have a negative effect on the L2 acquisition. On the contrary, it has proven to be useful (Tang, 2002).

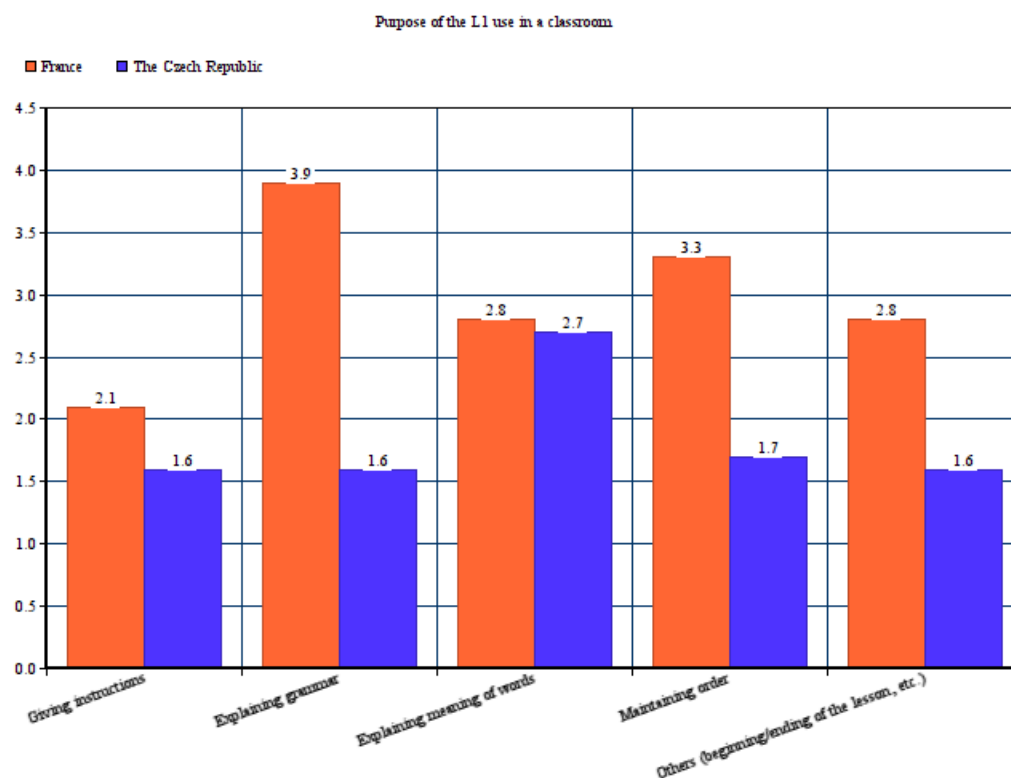
This part of the research investigates the frequency of the use of L1 in a classroom and the different purposes of its use. The first question asked the teachers about the percentage of the use of their native language in class (0 – 10 % stands for almost no use of the L1, 70 – 100 % means extensive use of L1).



Graph 2

The results of the questionnaire have shown that Czech teachers claim to use their native language much less than teachers in France. However, majority of teachers in both countries (69 % in France and 94,3 % in the Czech Republic) believe that they use English during more than 70 % of time, which seems to be a reasonable result.

The second part of this research question is concerned with the purpose of using L1. The three following reasons were based on Tang's research on the use of L1 in the English classroom: giving instructions, explaining grammar rules, and explaining meaning of words (Tang, 2002). Two more options were added, as the researcher found them relevant based on the experience gained through classroom observations. Those are: maintaining order (behavioural issues), and others (beginning/ending of the class, etc.). The teachers were asked to choose on a scale from one to five (one being minimal use, five being extensive use) for what purposes they use their native language the most.



Graph 3

According to the results shown in Graph 3, teachers in both countries claim not to use their L1 for giving instructions very often. On the other hand, French teachers use French for grammar explanations much more extensively than Czech teachers use Czech language for this purpose. Direct translation from English to the L1 is employed in both countries frequently. The results of the questionnaire suggest that French teachers prefer to deal with behavioural issues in French, while Czech teachers try to manage them in English. Other purposes for the use of L1 are more frequent in France than in the Czech Republic, however, the native languages are not extensively utilized in either of the countries.

The overall outcome is that French teachers tend to use their L1 slightly more often than Czech teachers. According to the results, the L1 is not overused and its inclusion in the teaching process seems to be judicious. This corresponds with Dsg and CLT, where it is allowed to use the L1 when needed, but its use is diminished as the students' level of language proficiency rises (Larsen-Freeman and Anderson, 2011).

4.1.3 Presenting vocabulary

Learning new vocabulary is essential when it comes to language acquisition. To present vocabulary, teachers have several different techniques to choose from. The easiest way is using direct translation (Frost, 2004 [online]). This technique, which corresponds primarily with the GTM, is fast and efficient. However, direct translation comes with several disadvantages. It goes against the natural process of language acquisition, it leads to interference with the L2, which stops the learners from thinking in the target language, therefore it slows down the learning process, and lastly, direct translation cannot always express the exact meaning (Kuehn, 2017 [online]). Other vocabulary teaching techniques include illustration, miming, using synonyms and antonyms, giving definitions, and making the meaning clear through context (Frost, 2004 [online]). All of these techniques employ the target language only, hence endorse the students' thinking in the L2.

One of the research questions asked the teachers about the vocabulary teaching techniques they use in the classroom. The questionnaire offered four response options, which are listed in Graph 4. Direct translation refers to the GTM. Using synonyms and explanations in English corresponds with the principles of most of the methods mentioned in Chapter 2 (Dsg, DM, ALM, TPR, CLT, CBI, TBLT). The last option (other techniques) refers to any other means of presenting new vocabulary (illustration, miming, context, etc.).



Graph 4

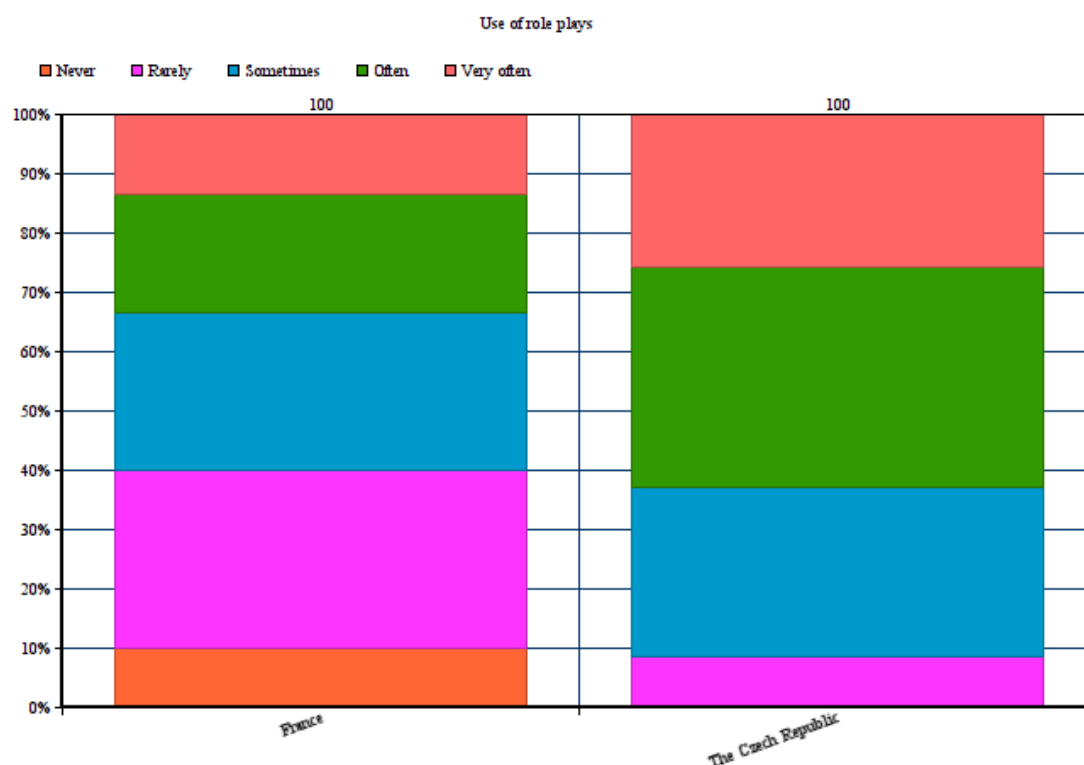
Combination of direct translation from the L2 into the L1 and of using synonyms and explanations in English proved to be the most common technique of vocabulary teaching in both France and the Czech Republic. The second most frequent answer was the use of English language explanations only, and the answer with the lowest number of respondents was the use of other techniques. Nevertheless, French teachers seem to be more creative in teaching vocabulary than Czech teachers, as 17,2 % of them identified themselves with the use of other vocabulary teaching techniques than just translation and English explanations, compared to the Czech 2,3 %. No teachers claim to use direct translation exclusively.

4.1.4 Role play

Role play is defined as any activity where the speaker takes on a role of a different character, or acts out an imaginary situation. In their new roles the students perform real-life situations, in which, however, they do not necessarily have to share feelings and opinions with whoever they are acting as. This allows them to be more open and expressive in the discourse, as they do not speak for themselves. Including role plays in the teaching process adds variety, and gives the learners more speaking opportunities. A role play can be fun, therefore motivating. Furthermore, it broadens the language used in the classroom, as it incorporates the real world outside (Harmer, 2007).

Desuggestopedia often uses role plays, as they allow the learners to act as someone else, which breaks their learning barriers. CLT employs this technique in order to induce real-life situations, where students can try to communicate in different social contexts and roles.

The teachers in both countries were asked about the employment of role plays in their classes. Just like in the question concerning pair and group work (Chapter 4.1.6), they could choose their response on a scale from 1 (never) to 5 (very often).



Graph 5

As Graph 5 indicates, role play seems to be more widely used by Czech educators, as 62,8 % of them declared to employ this technique often or very often, compared to the 33,3 % responded by French teachers. The option with the most answers on the French side was a rare use of role plays (30 %).

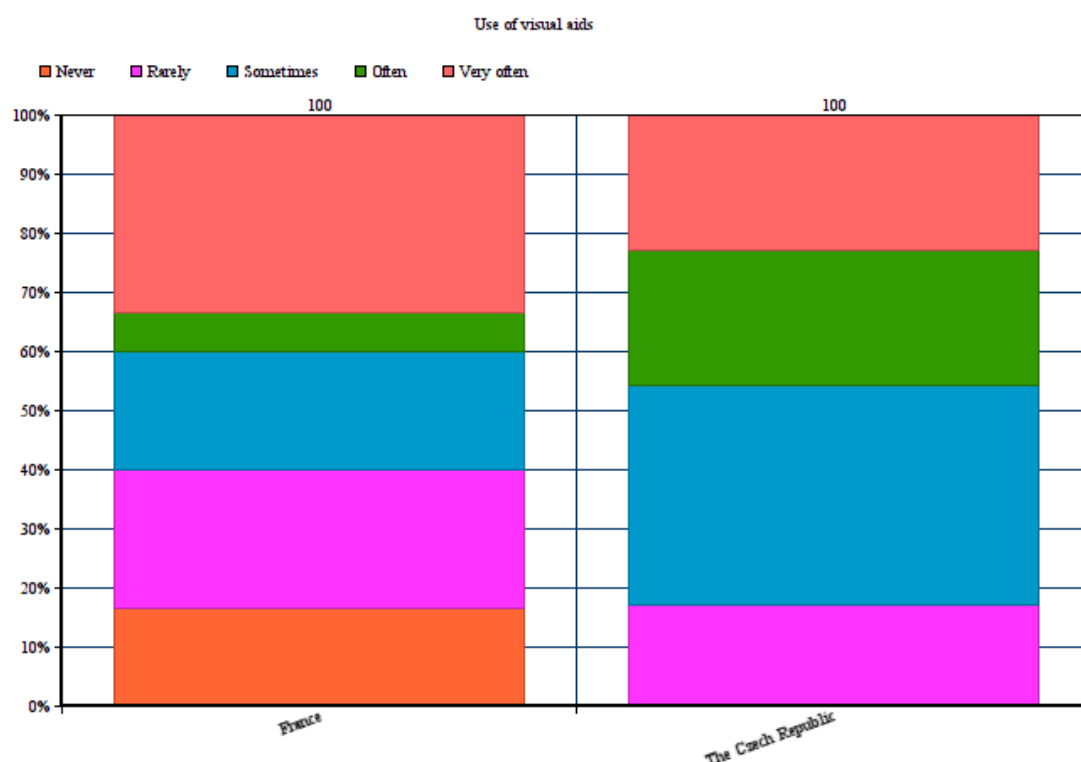
4.1.5 Visual aids

A visual aid is defined by the Cambridge Dictionary as “something that you are shown, such as a picture, film, or map, in order to help you understand or remember information” (Cambridge dictionary, 2017 [online]). Teachers can enliven the mood in their classrooms by bringing related realia (visual aids), which introduce the real world into the classroom (Broughton, Brumfit, Flavell, Hill, Pincas, 1978). Visual aids have always been used by teachers; pictures can be drawn by the educators themselves, withdrawn from books, newspapers and magazines, photographs can also represent something from outside the classroom. Nowadays, owing to the Internet, it is possible to find pictures of nearly anything, therefore teachers can either print the images out, or

just project them using an overhead projector, as most classes are equipped with them. There are no real limitations to the choice of visuals, but three aspects should be borne in mind. Firstly, whenever using pictures or other visual aids, they should be made visible for everybody in the classroom. Secondly, the pictures chosen should be appropriate for both the purpose and the target group of learners (they could be too childish, culturally inappropriate, etc.). Lastly, when pictures are passed around the classroom, they better be protected in some way, so that the teacher is not obliged to create new visuals after every lesson (Harmer, 2007).

The DM benefits greatly from the use of visual aids. Since no translation is allowed, this method conveys the meaning of words through different realia. The CBI and CLT employ this technique as well (Larsen-Freeman and Anderson, 2011).

The research question asked the teachers about the frequency of the use of visual aids in their classes. A complementary question inquired about the specific visuals they prefer to utilize.



Graph 6

One third of French teachers responded that they use visual aids during teaching very often. Only one fifth of Czech teachers submitted the same answer. According to this, it might seem that teachers in France rely on visual aids much more than Czech educators. However, the overall average of responses from both countries is very similar. Therefore it can be said, that this technique is employed often in both countries, with France being slightly ahead.

As for the open part of the question, a wide range of visual aids was mentioned. It is not surprising, that among the most common answers were pictures in general, drawings and pictures from the Internet projected on a whiteboard. Video, self-taken photos and objects from the classroom were also named by several respondents. Furthermore, one French teacher said to use Quizlet, a website where personalized flashcards can be created to practice vocabulary in the classroom or at home. Materials of everyday use such as leaflets or magazines appeared a few times in the Czech answer sheet.

4.1.6 Pair work and group work

Both group work and pair work represent activities during which learners perform a task through small-group interactions. They should have an important role in the language learning process as students are allowed much more speaking time through them than during whole-class activities. It also gives them a certain responsibility and encourages their independence, because they have to rely on themselves and not on the educator. Moreover, they are taught how to lead others as well as how to be led by others. Cooperation is also reinforced, as the more proficient students can help the weaker ones (Ur, 1996). Another advantage is that the teacher can work with a small number of students while the rest of the class keeps working on their own. When working in a group, learners can share their ideas and opinions, therefore the results of the discussions are much richer than if single individuals were working by themselves. In addition, some students might feel intimidated by the idea of speaking in front of the whole class, thus group-work can provide them with a more secure environment. (Harmer, 2007)

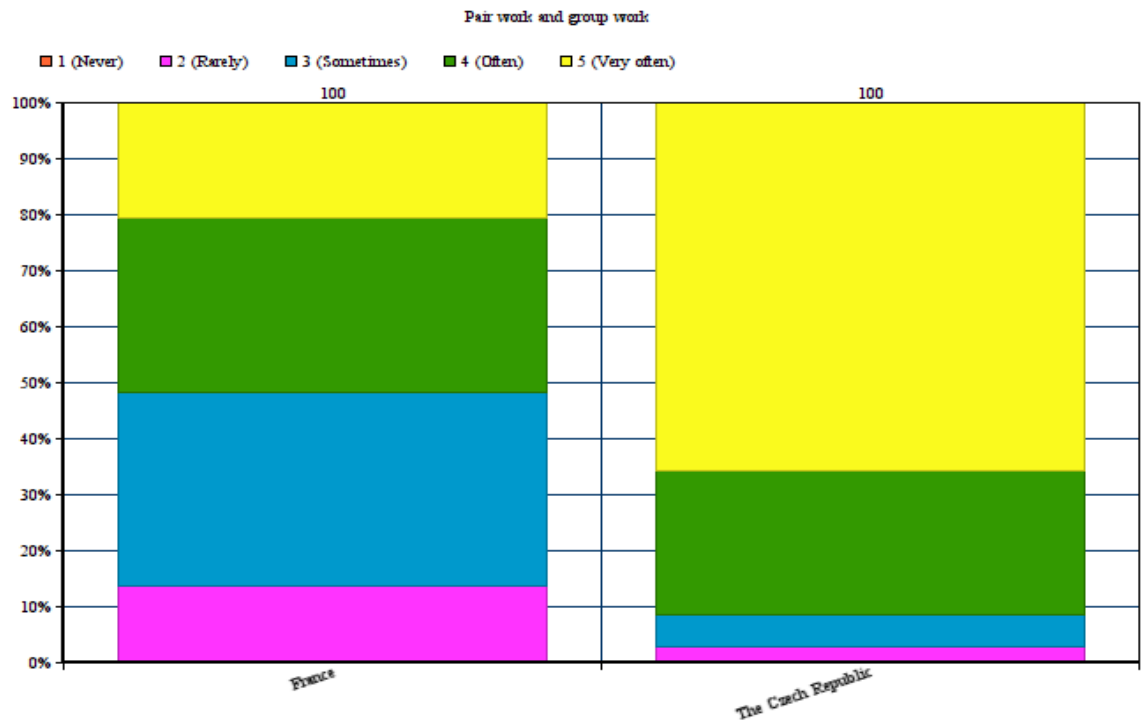
Unfortunately, group-work comes with several disadvantages as well. Any time a class is divided into smaller groups, it tends to get very noisy. Due to the seeming chaos,

some teachers feel worried that the class will get out of their control. But the fact that a classroom is noisy is a natural part of group work realization, so this should not be a stressing factor. The students are not directly supervised by their teacher during group work, hence they often turn to their native language to ease the conversation. Furthermore, some groups do not even discuss the given topic when the teacher is not paying attention to them. It is much more likely that the class will not follow the instructions than during whole-class activities. Some students do not wish to work with their peers and they prefer to focus their attention to the teacher, as he or she is a better linguistic example than a classmate. Besides, students might find themselves working with someone with whom they do not have a good relationship, which might lead to a non-functional activity. (Harmer, 2007)

Considering the previous points made, it is not effortless to organize group work so that the positive outcomes mentioned are achieved. Therefore some rules should be followed. First of all, every activity has to be explained clearly before the class splits up, otherwise the group work might result in confusion, lack of effectivity, or loss of control. A good way to avoid this from happening is an exact demonstration of the activity with a volunteer from the classroom. Another important aspect of group work is the right division of the learners. Despite the fact that no real limits exist to the way of dividing students into various groups, some factors, such as over-crowding, furniture and equipment in the classroom or students' linguistic level, personality and relationships, should be taken into consideration. The teacher should think the formation of the groups through in order that some students are not always dominated by others. Besides, the groups should be changed once in a while to prevent the students from working with the same peers every time. These changes offer a greater variety of each of the students' roles (Bertrand, 2010 [online]). During the activities, the teacher should walk around the classroom, monitor the students' work, and if necessary, he or she can intervene in the discussion. His or her main role is to ensure that the students speak the target language (Ur, 1996).

The questionnaire asked the teachers about the employment of group work in their lessons. They were to select on a scale from one to five, where number one represents no use of group work and number five means frequent employment of this technique.

The second part of the research question concerning the use of group work, which was open, investigated whether teachers create groups according to the students' linguistic level. It also asked how they ensure that everybody is involved in the task.



Graph 7

The results of this question differ greatly between the two countries. Despite the fact that all the teachers claim to employ group work tasks at some point of the teaching process, 65.7 % of Czech teachers answered that they engage their students in group work very often, compared to the much smaller number (20.7 %) in France. On the other hand, 25.7 % of Czech teachers and 31 % of French teachers use group work tasks often, so this result is similar for both countries. Most French respondents employ the group work technique sometimes.

Vast majority of respondents from both countries make sure that everybody is equally involved in the task given by walking around the classroom and monitoring the students. As for the division of students, a practice of creating groups according to the seating plan or random grouping were the most frequent answers. Approximately one fourth of the respondents divide their classes according to the students' linguistic level. About one

fourth of the teachers, on the contrary, form the groups with the intention of mixing weaker students with those, whose linguistic level is higher, which endorses cooperation. The ratio of answers from Czech teachers was comparable to the one of French teachers.

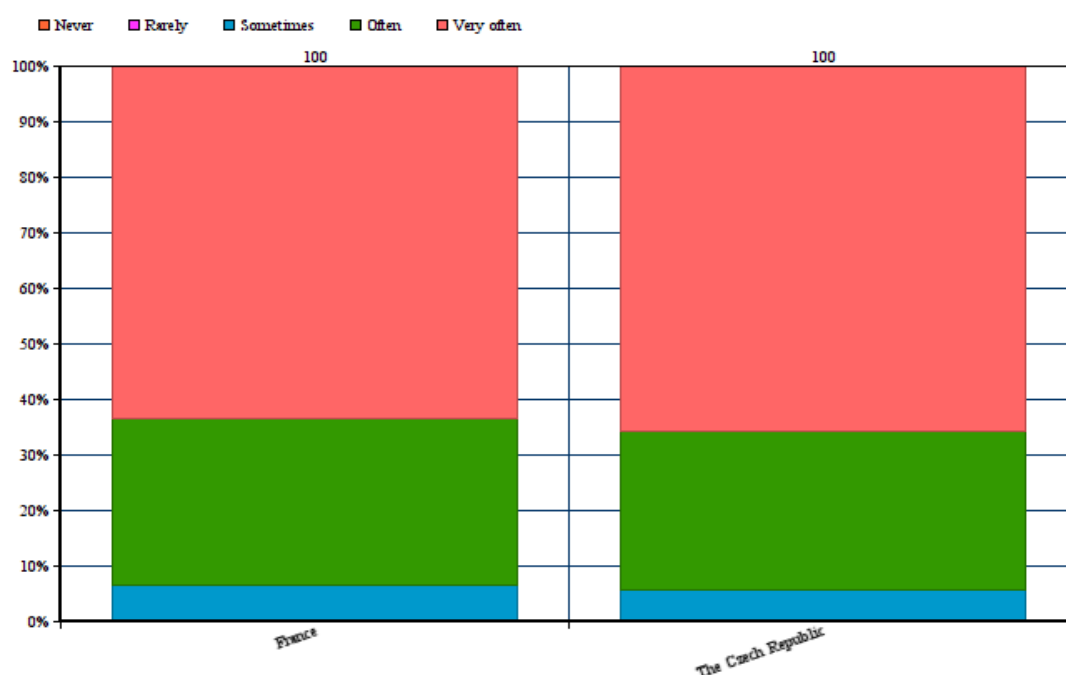
4.1.7 Listening

Being able to understand spoken language is an essential part of foreign language acquisition. Comprehension is the first skill which should be taught according to the natural order of the four language skills. Depending on a situation, learners need to understand various kinds of spoken language (instructions, casual conversations, discussions, etc.). In the past, the teaching methods, such as the direct method or audiolingualism, did not consider listening to be a separate skill. Instead, listening was thought to be a mirror of the learners' speaking skills. These methods believed that anything what students are able to produce orally, they are certain to understand it in spoken discourse as well. However, by the middle of the twentieth century, listening was introduced as an individual skill, and it began to be taught systematically. In the 1980's and 1990's, much was revealed about the organization of spoken discourse, which led to the fact that written texts read aloud do not develop the ability to understand real-life authentic discourse. Therefore students exposed to this kind of listening activities would struggle with understanding later in real-life communication. Since then, authenticity in materials has become a crucial aspect of teaching listening.

Nowadays, a wide variety of sources can be used for listening activities. Teachers can create their own listening materials specially designed for the needs of their students. Media based listening, such as extracts from TV or radio can also serve as a good authentic source. Films and videos from the Internet might be more interesting for the learners, as they come with visuals. Most teachers work with textbooks, which come with a CD, hence it offers them an easy way of practising listening. However, these recordings are usually made by actors, and do not represent authentic speech. Lastly, audiobooks can be employed as well. A mix of both authentic and created materials should be used. Nevertheless, whenever choosing a material for listening, its linguistic

difficulty, length, text type, content and task type have to be taken into consideration (Richards, 2015).

The research question which concerned listening inquired about the employment of listening activities in class. The respondents could choose from five different options ranging from never to very often. This question was supplemented by a sub-question, which asked for specific resources used for audio and video materials.



Graph 8

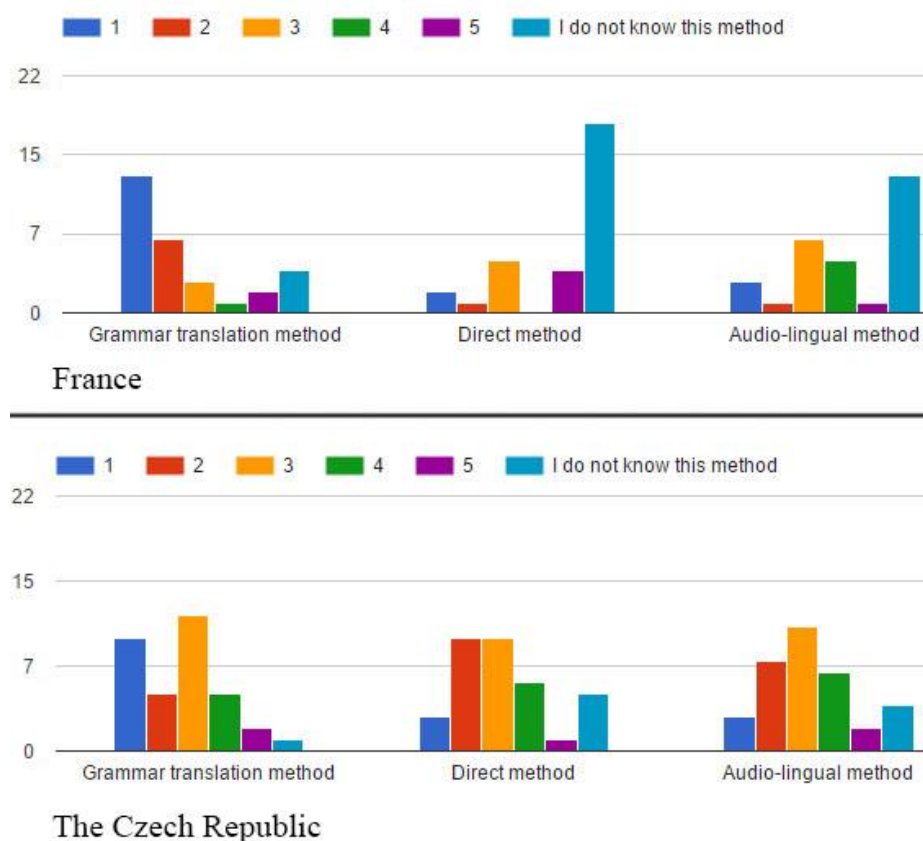
As seen in Graph 8, the results are almost identical in both countries. Vast majority of teachers include listening activities (audio or video) in their lessons very often or often. Only about five percent of respondents claim to employ listening sometimes, and nobody said to practice listening only rarely or never.

In the open part of the question, most teachers responded to have made use of textbooks, YouTube videos and authentic materials in general. Among the rest of the answers were songs, commercials, the news and TED Talks. The answers were very similar in both cases, hence teachers in France and in the Czech Republic as well tend to use the same resources for listening activities.

The results suggest that teachers employ a lot of listening activities to practice comprehension of spoken discourse. Furthermore, they combine authentic materials with textbook materials, which is according to Richards (2015) needed, as it helps the language learning process.

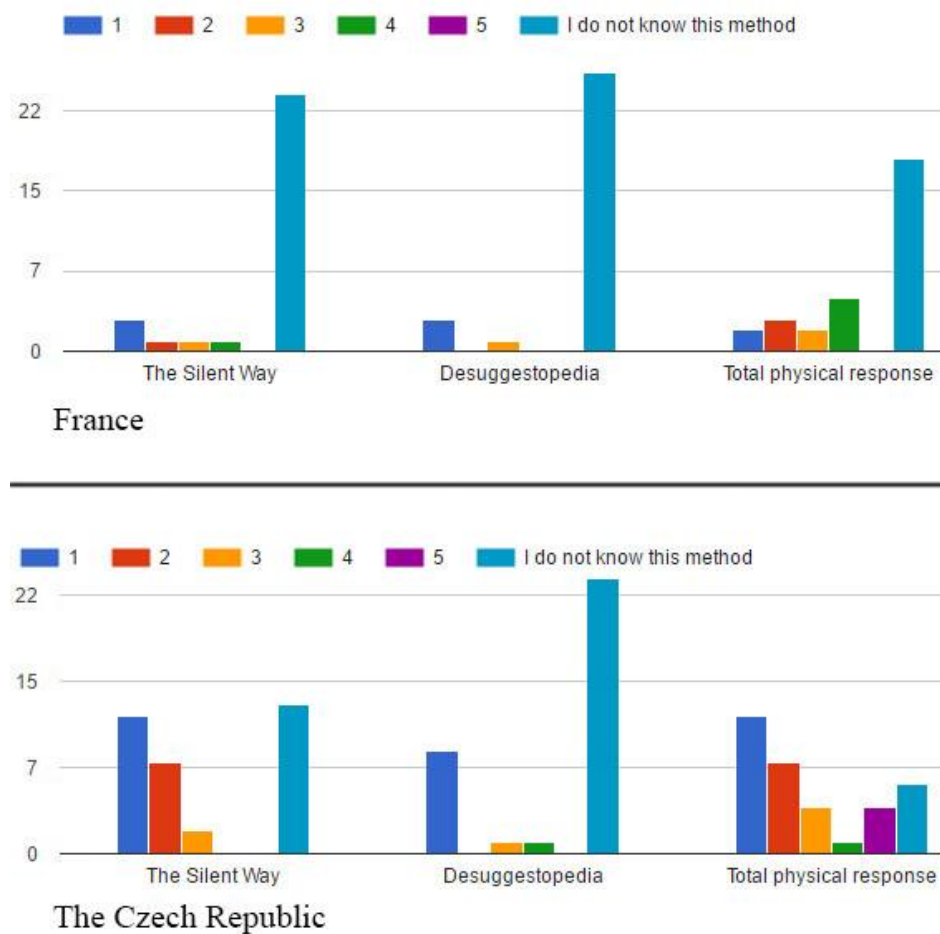
4.1.8 The nine teaching methods

This research question inquired about the use of the nine teaching methods outlined in the first part of the thesis. The teachers were given a list of the methods and were to choose on a scale from one to five, where one stands for minimal use and five for extensive use, which would indicate how often they employ each particular method. The question offered a sixth option which signified that the respondent was not familiar with the method. The results of this question are divided into three separate graphs.



Graph 9

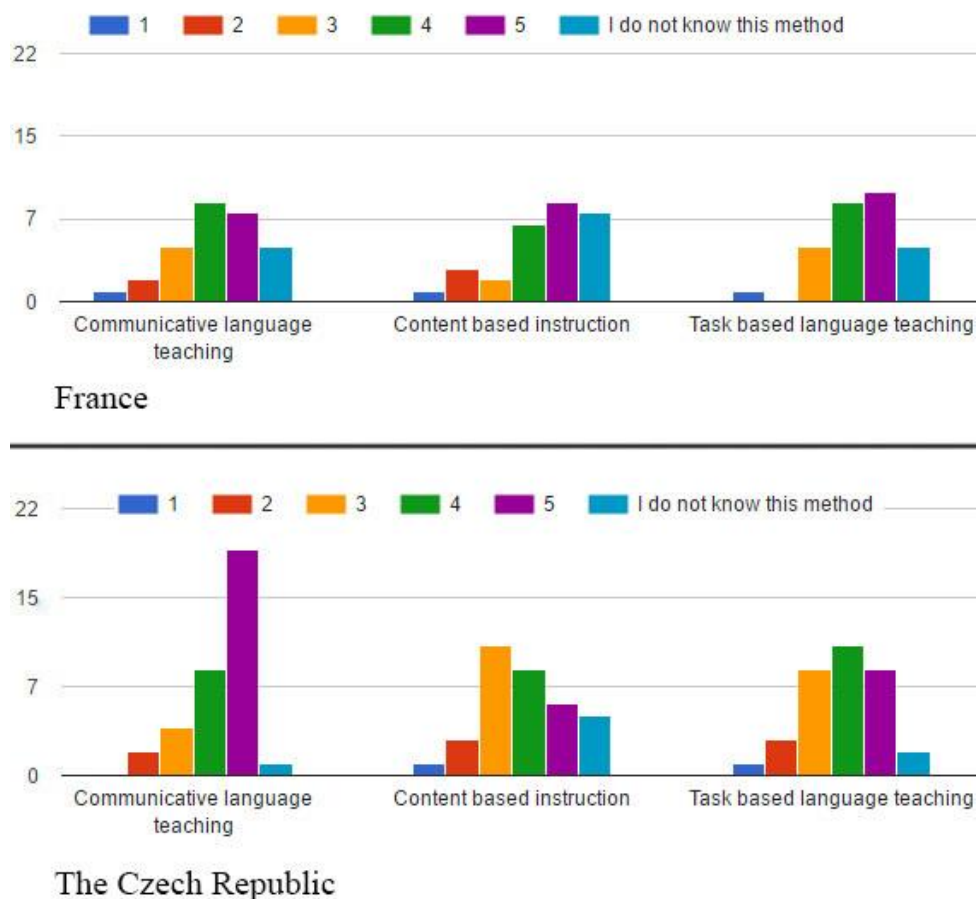
The overview of the use of individual teaching methods shows great differences between the two countries. While the GTM is sometimes employed in the Czech Republic, most French teachers claim not to use it. The DM is an unknown method in France, however, teachers in the Czech Republic sometimes make use of it. A similar conclusion can be applied on the ALM, which seems to be unrecognized in France, but is rather popular among Czech educators.



Graph 10

The SW, Dsg and TPR have all been marked as unknown by majority of French teachers. In the Czech Republic, the SW is either unknown, or it is not used. As for Dsg, the outcome is very similar for both countries. The researcher believes that this method seems to be unknown, because of the change of its name. Perhaps if the questionnaire asked about suggestopedia, more teachers would have been familiar with the term. TPR

is a well-known language teaching method among Czech teachers, however, it is applied only very rarely.



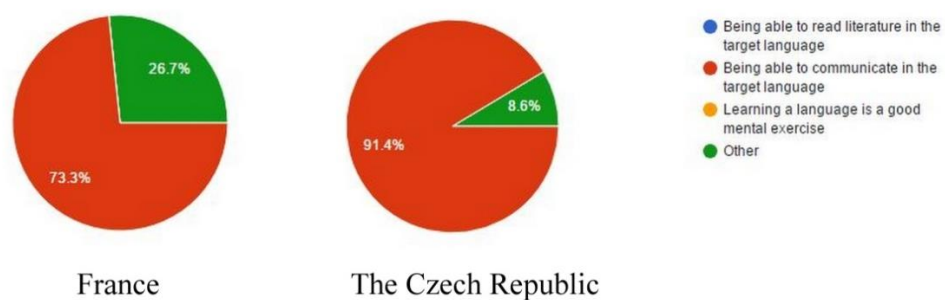
Graph 11

CLT is utilized in both countries, however, its popularity is much higher in the Czech Republic. This, therefore, demonstrates that teachers believe that the ability of their students to communicate in the target language is crucial. CBI and TBLT are most widely employed teaching methods in comparison with the seven other methods mentioned in the overview. This suggests that teachers from both France and the Czech Republic follow language teaching trends and try to make use of the latest methods.

4.1.9 Purpose of language learning

The last question asked the teachers what they thought was the main purpose of learning

a foreign language. There were four different options to choose from. The first option was being able to read literature in the target language, which is based on the beliefs of the GTM. The second option was being able to communicate in the target language, which corresponds with most of the teaching methods mentioned in the thesis (CLT, CBI, TBLT, DM, ALM, SW, Dsg, and TPR). Another purpose suggested was learning a language as a mental exercise, which is also based on the principles of GTM. The last option suggested that the respondent believes in a different purpose of language teaching, than are those previously mentioned.



Graph 12

According to the responses to this question, vast majority of teachers from both countries believe that communication is the most important reason for language learning. The second most frequent answer was a different motivation than those mentioned above. None of the teachers think that literature reading or simply exercising one's brain should be the main reasons for language acquisition. This suggests that their approach to language teaching is not old-fashioned and they want their students to be able to communicate in real-life situations.

4.2 The observation

The observation method was chosen as the researcher spent six weeks at a French secondary school, where she observed English language classes, therefore she was in direct contact with students and teachers. Valuable data has been acquired through this observation, so a similar piece of research was carried out at a Czech secondary school. Unfortunately, the data collected during the two month internship in France were too

extensive, so only a fragment of it was used for this thesis. It compared the environment of English language classrooms; the number of students per class, the decoration and the affect it has on peripheral learning, and the equipment in the classrooms were objects of the observation.

4.2.1 Peripheral learning

Peripheral learning is a language learning technique which was suggested by Georgi Lozanov, and applied as one of the principles of desuggestopedia, explained in chapter 2.5. Its main idea is that students can retain information from what is present in the classroom, even if their attention is not directed to these objects. An example of this technique is putting posters with grammatical information about the L2 on the walls of a classroom. Owing to this, students will learn the facts effortlessly. The posters should be changed regularly according to the topic or the grammar rules which are currently at the centre of attention. The teacher can point the posters out but does not have to, as the learners are not assigned to study them. (Larsen-Freeman and Anderson, 2011).

A question asked in relation to peripheral learning was whether this technique is employed in Czech and French schools and into what extent.

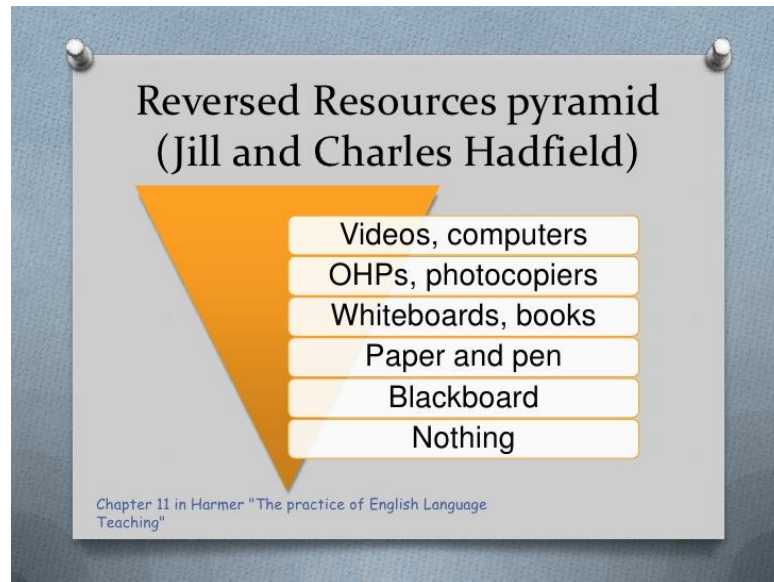
4.2.2 Classroom equipment

Most classrooms in the world are provided with some kind of equipment. Nowadays, it is common to have fixed data projectors, interactive whiteboards, speakers and computers with Internet access. This allows the teachers to project any information on the interactive board, as well as to search the Internet for any additional information during lessons.

Some classes do not possess this kind of modern technology, so the teachers are provided with a whiteboard, an overhead projector and a tape recorder. Some classrooms have a whiteboard or a blackboard only, so the teachers can benefit only from textbooks and self-produced drawings.

Lastly, some schools do not own any educational technology. Jill and Charles Hadfield

created a reversed pyramid of resources (Picture 1), which represents the different teaching aids available in classrooms.



Picture 1 (Educational Technology, 2012 [online])

This research question inquired about language classroom environment in Czech and French secondary schools. Two secondary schools served as representatives of the two countries. The school which was chosen as an example in France was Lycée du Grésivaudan in Meylan. The researcher used this institution, because she realized a six-week internship there. During this time she had a chance to observe the teaching process and to be a part of the teachers' community. A great amount of data was collected during this time, however, only a small part of it is mentioned in this thesis, because the data was too voluminous. In spite of not having been used for the purpose of this paper, the data collection was very enriching for the researcher, and the data might be used for further research, for example a diploma thesis. As a representative of the Czech Republic, Gymnázium Dr. Randy in Jablonec nad Nisou was chosen, as the researcher used to attend this secondary school, so the environment was familiar.

4.2.3 Classrooms in France

The classrooms where English was taught at Lycée du Grésivaudan in France were not

designed to be English language classrooms only. On the contrary, other subjects were taught in them as well. This is the supposed reason for the lack of decoration connected to the English language and Anglophone countries. The walls were painted yellow, so the environment had quite a cheerful atmosphere. However, no peripheral learning can take place due to the absence of English language related objects. On the other hand, all the classrooms were very well equipped. They all had computers, fixed data projector, interactive whiteboards and speakers. These technological gadgets allow the teachers to make the teaching process more appealing, as various activities and techniques can be employed.

Unfortunately, the average number of students per classroom was relatively high (22 students). Therefore the learners are seated in orderly rows. According to Harmer (2007), this classroom arrangement does have some advantages; for example the teachers can see the students and vice versa, so the class is manageable. However, he claims that desks arranged into a horseshoe would be a better option for a language classroom, as the atmosphere would become more intimate. Since eye contact and expressive movements would occur more frequently, students would feel more comfortable when speaking. Nonetheless, this option is possible to apply only in smaller groups (less than 20 students), so orderly rows are the best option in this context.

This particular school had several computer labs, where teachers could take their students. These classrooms are used for interactive group work, individual listening, but students sometimes record themselves, and then send it to the teacher to be evaluated. This technique saves time for other activities, as the teacher does not have to examine each student individually.

4.2.4 Classrooms in the Czech Republic

Language classrooms of Gymnázium Dr. Randy in the Czech Republic were specifically designed for language teaching purposes. They were smaller in size, and the desks were arranged into a horseshoe shape, which reinforces communication within the classroom. The walls were decorated with posters comprising information about the Anglophone world. There were maps of the United Kingdom, Canada, Australia, and North America,

accompanied by basic facts about these countries. Furthermore, a map of London and some posters created by students were hung on the walls. The classrooms had shelves with dictionaries as well. Lastly, posters with grammatical information, such as an irregular verb chart, were also present. As for technical support of the classrooms, each of them was equipped with a computer, a set of speakers and a TV screen. This school did not possess an interactive whiteboard in every classroom, like the school in France did. Instead, the classrooms are provided with simple blackboards. The number of students per class is significantly smaller than in France. For language lessons the regular classes are divided into two parts, therefore there are only about 14 students per class. This gives them more speaking opportunities, and the teacher can pay closer attention to each of the students.

This school is also equipped with computer labs, which can be used by language teachers if they want to include some computer activities, such as searching for information or individual listening, in their teaching process.

4.3 Research summary

The research results indicate that teachers in both countries tend to combine various teaching techniques, which create together unique teaching methods. The answers to questions concerning the following topics were similar for both France and the Czech Republic. Teachers use their L1 occasionally, and the purposes of using it are mostly grammar explanations and vocabulary translations. To teach vocabulary, educators combine direct translation and use of synonyms and explanations in the target language. Visual aids are used often in both countries, however, France seems to be slightly ahead in this technique. Listening is also employed very often. Resources for acquisition of both visual aids and listening materials are very similar in both countries. Lastly, majority of teachers think that the main purpose of language learning is being able to communicate in the target language.

However, the following teaching techniques are employed rather differently in each of the countries. Textbooks are used much more extensively in the Czech Republic than in France. French teachers prefer to combine materials from various resources, and they do

not rely on textbooks, while vast majority of Czech teachers use textbooks on daily basis, but they enrich their content by other materials as well. Use of role play and group work are both more popular among Czech teachers than among French teachers. Czech teachers seem to be familiar with more teaching methods (e.g. DM, ALM, TPR) than French educators, however, teachers in both countries employ modern teaching methods (e.g. CLT, CBI, TBLT). Classrooms in France were not specially designed for language teaching, therefore permanent visual aids, which would support peripheral learning, were missing. On the other hand, classrooms in the Czech Republic were designed to be language classrooms, therefore there were materials to support peripheral learning. Also the number of students per class was much smaller in the Czech Republic than in France.

5 Conclusion

The topic of the thesis was foreign language teaching in France and in the Czech Republic. The first half covered theoretical aspects of nine different language teaching methods, their principles and techniques, which correspond with them. Furthermore, education systems in France and in the Czech Republic were briefly described.

The latter part included a practical piece of research about inclusion of particular teaching techniques in language lessons by French and Czech teachers. Each of the techniques described in theory at the beginning of the sub-chapters corresponded with a particular method outlined in the first part of the thesis. Evaluation of the responses acquired through a questionnaire distributed among secondary school English teachers in both France and the Czech Republic was included in all of the sub-chapters, therefore this part of the thesis was partially theoretical and partially practical.

The last part was focused on language classrooms and their equipment. The findings are based on observations which were realized in one secondary school in France and one secondary school in the Czech Republic.

Overall, the research was carried out successfully. The questionnaire was feasible, and the data were interpretable. It was found out that teachers in both countries tend to combine various teaching methods, and they do not favour only one of them. It is apparent, that educators prefer to employ only some techniques from diverse methods which correspond with their teaching beliefs. Therefore each teacher develops his or her personalized method. Czech educators seem to be more familiar with a higher number of teaching methods. However, language teachers from both countries make use of recent methods, such as CLT, CBI and TBLT, which suggests that they keep educating themselves about possibilities in language teaching. The equipment of classrooms is also modernized in both countries, but France is more advanced in this field. In general it is believed that communication is a crucial aspect of language learning, so the teaching process is organized in a practical way so that students are prepared for real-life situations.

To sum up, there are no great differences between French and Czech language teaching methods. Teachers combine various techniques and create their own methods. This is

justified by the fact that both countries are members of the European Union, therefore language teaching is based on the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR).

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7 Appendix A- Questionnaire

Questionnaire for teachers

This questionnaire is designed to provide research data for a bachelor thesis which compares teaching methods used to teach English in the Czech Republic and in France. All the data provided will remain anonymous, and will be used for the bachelor thesis only. Your cooperation in this research will be highly appreciated.

Author: Eva Fousová

* Required

1. Gender *

Mark only one oval.

- ☐ Female
☐ Male

2. Name of school *

3. Years of teaching experience *

4. Do you use textbooks? *

Mark only one oval.

- ☐ Yes, my classes are always based on a textbook
☐ Yes, I use them often, but I use other materials as well
☐ Yes, but very rarely. I mostly use other materials (from the internet, I create my own)
☐ No, I combine various resources (materials from the internet, I create my own, multiple textbooks)

5. How much do you use your native language in class? *

Mark only one oval.

- ☐ 0-10%
☐ 10-30%
☐ 30-50%
☐ 50-70%
☐ 70-100%

6. What is usually the purpose of using your native language in class? (1=minimal use, 5=extensive use) *

Mark only one oval per row.

| | 1 | 2 | 3 | 4 | 5 |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Giving instructions | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Explaining grammar | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Direct translation | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Maintaining order (behavioural issues) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Others (beginning/ending of the class, simply talking to students..) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

7. How do you teach vocabulary? *

Mark only one oval.

- ☐ Direct translation, bilingual lists
- ☐ Using synonyms and explanations in English
- ☐ Both of the above
- ☐ Other: _____

8. Do you use video/audio to practise listening skills (oral comprehension)? *

Mark only one oval.

| | 1 | 2 | 3 | 4 | 5 | |
|-------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|------------|
| Never | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Very often |

9. If so, what are the resources of your video/audio recordings (textbook video/audio, authentic materials such as the news, films...)?

10. Do you use role-play to practice speaking? *

Mark only one oval.

| | 1 | 2 | 3 | 4 | 5 | |
|-------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|------------|
| Never | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Very often |

11. Do you use pictures and other visual aids to support the connection between words and real objects? *

Mark only one oval.

| | 1 | 2 | 3 | 4 | 5 | |
|-------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|------------|
| Never | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Very often |

12. If so, what kind of visual aids do you use and why?

13. Do you employ pair work and group work to activate your students? *

Mark only one oval.

| | 1 | 2 | 3 | 4 | 5 | |
|-------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|------------|
| Never | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Very often |

14. If so, how do you make sure everybody is involved? Do you create groups according to the students' linguistic level?

15. Which of these teaching methods do you use? (1=minimal use, 5=extensive use) *

Mark only one oval per row.

| | 1 | 2 | 3 | 4 | 5 | I do not know this method |
|---------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---------------------------|
| Grammar translation method | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Direct method | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Audio-lingual method | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The Silent Way | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Desuggestopedia | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Total physical response | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Communicative language teaching | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Content based instruction | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Task based language teaching | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

16. What do you think is the main purpose of learning a language? *

Mark only one oval.

- ☐ Being able to read literature in the target language
- ☐ Being able to communicate in the target language
- ☐ Learning a language is a good mental exercise
- ☐ Other: _____

Thank you very much for participating in this research!