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ALTERNATÍVNE VYUČOVANIE ANGLICKÉHO JAZYKA NA
PRIMÁRNOM STUPNI VZDELÁVANIA
ALTERNATIVE TEACHING OF ENGLISH LANGUAGE AT PRIMARY
SCHOOLS

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Anotácia: Zásadným prínosom práce je koncipovať existujúce alternatívne formy vyučovania cudzieho jazyka na elementárnom stupni vzdelávania, zdôrazniť pozitívne prvky pri využívaní alternatívnych spôsobov vyučovania, najmä v kontexte elementárneho školstva a upozorniť na riziká alternatívneho vyučovania. Hlavným cieľom práce je poskytnúť popis teoretickej bázy alternatívneho vyučovania anglického jazyka.

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Abstrakt

Táto práca sa zaoberá témou alternatívneho vyučovania anglického jazyka na primárnom stupni vzdelávania ako cudzieho jazyka. Poukazuje na dôležitosť akceptovania rôznej typológie mladých študentov a na problémy v súčasnom tradičnom spôsobe vyučovania. Podrobne sa zaoberá popisom teoretickej bázy troch alternatívnych metód výučby, konkrétne metódou dramatizácie, metódou obsahovo a jazykovo integrovaného vyučovania (CLIL) a Callanovou metódou. Zdôrazňuje výhody a upozorňuje na riziká aplikovania konkrétnych metód alternatívneho vyučovania.

Kľúčové slová: alternatívne vyučovanie, primárny stupeň vzdelávania, metóda dramatizácie, metóda obsahovo a jazykovo integrovaného vyučovania (CLIL), Callanova metóda

Abstract

This thesis deals with alternative teaching of English language as foreign language at primary schools. It points to importance to accept various typology of young learners and to problems with traditional teaching system. It provides theoretical base of alternative methods of teaching in detail, concretely of drama method, content language integrated learning (CLIL) and Callan method. This thesis emphasize advantages and draw attention to possible risks of using mentioned alternative methods of teaching English.

Key words: alternative teaching, primary school, drama method, content language integrated learning (CLIL), Callan method

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Introduction

“Never let your schooling interfere with your education”

Mark Twain

English has expanded into huge amount of countries around the world and become widely used by non-native English speakers. When we look around us, English is everywhere. In press advertising, at each school, in shops, in television, or as a required language when applying for job. It can be said that English becomes our indispensable need and part of our daily life. We live in Europe - multilingual continent, connection of many smaller or bigger countries with various cultures, languages, personalities. But we all have something in common: volition to communicate among each other. It would be very easy to answer if we ask what language connects us. Yes, it is English, the worldwide used medium for communication.

Our children therefore need motivation and skilled English teachers. Age when English starts to be as obligatory subject at school is going down very rapidly. It usually starts at the age of 8, at some schools even earlier. In order to provide our children as quality education as possible, there is a need to prepare teachers accordingly so that they are able endow children with adequate knowledge. We are many times witnesses of young learners who have learned English at school but they are hardly able even to construct a single sentence. If they do not come across with English in real life, chance to be able to communicate fluently is minimal. It may even look like the school as institution does not respect the real life necessities and it is only a house where obligatory language lessons are taught, which we need to attend in order to perform our compulsory attendance.

We need to make it possible for young learners to bridge the gap between what they are and what that they inevitably have to become. But we have luck because we have great teachers around us who want to change the current situation, who want to implement innovation into their daily teaching and develop creativity, fantasy, imagination and of course who want to motivate learners. Traditional school can hardly provide mentioned processes, or just very limited. It is caused by strict rules and education processes that are many times out of date and teachers just follow these rules because the low dictate it. But today's democracy allows more freedom for people and as a reason we can see the beginning of alternative teaching and even establishment of alternative schools. I will

focus on alternative teaching which became very popular nowadays. Teaching alternatively started as a result of pressure from children's parents and creative teachers because of dissatisfaction with acquired knowledge. We need to look deeper into learner's individuality and try to implement different methods in teaching English, what is also thesis of this work. It needs to be stressed that this work deals with teaching English as a second or foreign language.

In order to provide a better orientation within the topic, we divided the whole work into six chapters. First chapter is definition and characterization of two typologies of learners where we point out on the individuality and provide overview of Zelina's KEMSAK system describing non-cognitive functions and VARK typology, which characterize four main types of learners.

Second chapter is presents and basic facts regarding problems in traditional teaching system and fact which society needs to realize. As a follow up on this issue, third chapter provides general introduction of the alternative methods and explanation why we decided to theoretically more analyse just Drama method, CLIL method and Callan method.

Last three chapters' characters are dedicated to describe each of selected method in details, to provide their main aims, advantages, possible risks etc. Drama method as a very creatively and emotionally oriented teaching method is defined in fourth chapter. This method is suitable especially for very young learners and it will be very efficient if we start to apply it into English lessons. In fifth chapter we describe innovative teaching method which is being teaches usually in bilingual schools where subjects are taught through the medium of English language – Content language integrated learning (CLIL). The last chapter provides definition for Callan method which is known almost by everybody. When I asked friends if they know Callan method, they usually replied that they knew it is very fast teaching, using high speed of speech with lot of communication and repetition. But what is behind its recent success is theoretically provided in sixth chapter.

1 Education According To Typologies

Every learner as an individual personality is unique. Having twenty learners sitting in one class requires from teachers a lot of variability and creativity. I describe two typologies: KEMSAK (system describing non-cognitive functions) and VARK (typology characteristics according to sensory preferences).

1.1 Education by Zelina's typology

Emotional balance which is acquired during childhood may also acts as effective protection from stress or other complicated situations. Slovak specialist M. Zelina deals with development of emotionality, sociability and intellect as primary elements of personality in his theory constituted by KEMSAK system – cognitive development, emotionalisation, motivation, socialization, axiolization of a personality. This system effectively elaborates personality intelligence of learners.

System described by M. Zelina (1996) called by acronym KEMSAK describes six non-cognitive functions:

- ***K - cognitive development*** - *it's aim is to teach person how to get to know, think and solve problems,*
- ***E - emotionalisation*** - *its aim is to teach person feel and develop their competence to feelings, experience, develop their emotions,*
- ***M - motivation*** - *aiming at the development of interests, needs, wants for one's own personal image, its activities,*
- ***S - socialisation*** - *its aim is to teach person how to live alongside other people, teach them how to communicate, create progressive interpersonal relationships,*
- ***A - axiolization of a personality*** - *whose aim is to develop progressive positive values orientation of character, teach how to assess one's values,*
- ***K – creative development*** - *the function of which is to develop a new creative style in the personality” (p.23).*

1.2 VARK typology

Another unnoticed and overlooked issue is typology of educational styles is VARK which was described by Fleming (2001). This typology is divided according to sensory

preferences “*visual – aural/auditory - read/write – kinaesthetic*” (cited in Začková, 2008, p.77).

Characteristics of individual types:

- **Visual** - learners with preferred visual educational style can easily remember what is seen by their eyes, what is marked in colour and illustrated. They are able to think in pictures, remember visual instruments as diagrams, slides, hand-outs, maps or colours. Monotonous lectures where teacher only recites the facts are not suitable in this case.
- **Aural / Auditory** - learners with this preference can well remember everything they hear, for example facts that teacher presented aloud. They are able to retain voices, tones or sounds. Discussion and teacher’s explanation are very helpful, as well as learning through listening (for instance tapes)
- **Read/write** - words, words, words... this may be short characteristic of this type. Learners tend to write down everything what was told because learning from written texts is most suitable for them. These learners need to work with internet, PowerPoint, dictionaries etc. Teachers should always write down the main syllabi for each lesson.
- **Kinaesthetic** – learners with preferred kinaesthetic style need to touch, paint, move, manipulate with object. Teachers should use a lot of teaching aids which learners may touch and work with them. Learners are able to well memorize everything they experienced by themselves.

2 Problems In Traditional Teaching System

When considering younger foreign language learners at school, traditional teaching focus mainly on cognitive development, sometimes motivation, axiolization or creative development. So there is a need to fill in the gab in the education process and start to concentrate also on emotionalization and socialization. For many years, teachers have focused only on traditional method of teaching established mainly on memorization of vocabulary, texts or grammar. Nowadays children are therefore missing opportunity to communicate or express their own feelings.

Definition of psychological processes are as important as the teaching itself. It is recommended for teachers to try to relax the atmosphere and let children to compose, think and communicate without any fear. Scholastic philosophy presented by Rogers was developed during the second half of 20th century and presented ways of emotionalisation of educational system.

Pedagogy and psychology are connected together and therefore we must consider not only the teaching methods but also person as a human being with their personality and their own needs and requirements. Lojová (2008) also points out on the fact that from the pedagogic-psychological aspect is it essential to realize the most general objective of establishing the education of foreign language into classes at primary schools: quality, not quantity. There is an extensive scale of problems which needs to be nowadays resolved because of the implementation of new conception of teaching foreign languages at primary schools since 2008.

Gadušová and Hartánská (2002) mentioned that children have perfect skills in using their language creatively in spite of their limited vocabulary. *“...even their very basic foreign language knowledge cannot limit their ability to express themselves. This creativity can easily be seen in their pleasure in performing plays and games. Children have an enormous capacity for finding and having fun. They bring a spark of individuality and of drama to much that they do”* (p.32).

Why do we then force our children to sit quietly on the chair and hear what teacher explains and thereafter to write into handbook? We should start to pay attention more on innovative educational methods which can bring a value to the future of our children. As it is already well known, children between 5 to 12 are oriented in their minds around everything what is done “now at the moment”, “here at the place I am” and also what is directly visible. Explanations of grammatical rules are usually not well understandable for

them. Young learners have also much shorter attention span and need activities that capture their immediate interest. Sensory input is important for them because they need to have stimulated more of their five senses at once. This is not always possible with traditional teaching because of lack of teacher's creativity and lack of innovative ideas.

3 Alternative Methods Of Teaching English

Nowadays, there are already some of alternative methods applied to schools, from really young learners at nursery school up to adults. But we are still at the beginning and innovations at teaching English will need to be extended and applied more widely.

First we need to define what the alternative, alternative method and alternative teaching means. According to Kosov (1996) alternative as a noun means “*general option between two or more contingencies which permanently exist side by side for resolution of the similar issue*” (p.43).

In this work, we understand alternative method as a pedagogical procedure which represents different quality approach to teaching and to learners then it is traditionally used in the specific era. Alternative teaching means to apply alternative methods during the lessons.

Traditional school system is very strict and therefore we can come across some problems when we want to apply alternative teaching during the English lesson. Support from school is necessity in this case because it requires new materials and a lot of time for teachers to prepare on different teaching process.

We will focus in more details on three alternative methods of English teaching: Drama method, CLIL method (Content language integrated learning) and Callan method. These methods have been chosen because they are innovative and provide an opportunity for teachers to enrich current teaching methods, make the teaching of English more interesting, more effective and at the same time it can be new motivation for learners. It can be challenging for them because we all know that young learners do not like stereotype and needs to have a feeling that they are exploring something new every minute of their day. Each mentioned method is described in more detail in next chapter but we will now go through them considering the facts and typologies that were mentioned in previous chapters.

English teaching using drama method should become obligatory in my opinion because of its great asset to developing of emotionalisation and socialisation. And this is just what our young learner need. Another reason for choosing drama method is the fact that teachers usually forget on their kinaesthetic type learners. Many teachers at primary schools are today still not aware of linguistic psychology and suitable methodology especially for children at early age.

Another – CLIL method is so complex and flexible set of great ideas of teaching as much effectively as possible, that it would be a pity not to mention it here. Its uniqueness is in teaching two different subjects during one lesson. This method may appreciate mainly read/write types of learners, as well as aural types. When considering non-cognitive functions, it can be said that teaching with CLIL method encourages creative development and motivation.

The last selected method is Callan method. I choose it for detailed study because in spite of the fact that it is usually “typical evening class”, its teaching process is “special” and may enhance the communication skills excellently.

4 Drama Method

4.1 What is drama

Drama method is considered as one of alternative teaching methods that makes learners active and creative as much as possible, especially young learners. I like a well-known adage “What I hear I forget, what I see I remember, what I do, I understand” which perfectly characterizes the main value of teaching English through drama.

Very interesting is statement of Špánik (1998) who provided the following statistics (cited in Filo, 2008. p.166):

“Man is able to remember approximately:

- *10% of what they read,*
- *20% of what they hear,*
- *30% of what they see as a picture (image),*
- *50% of what they see and hear at the same time,*
- *70% of what they see, hear and actively practise,*
- ***90% of what they reached by themselves, on the basis of own practise, dealing with some activity.”***

Teaching programs that consider efficiency, emotionalization and socialization are very prosperous because it can draw learner’s attention psychologically and intellectually. Many different personalities are in each class – some learners prefer individual work, some of them work in group but if we let them play, then we will find out that learner’s action will release using their fantasy. Especially young learners are keen on doing experiments, trying to play theatre.

Drama has several understandings but we will consider drama method as integrated educational unit focuses on development of personality and second language advancement. According to Kosová (1996), Drama (meaning drama play) represents going on in situation that arise between learner and ambient, in which learners focus on themselves, explore their own body, feelings, enter into contact with somebody.

Kosová (1996) further also states that during the play, release of emotionalisation must be assured in order to use fantasy and to release creativity, what is very important in

today's flustered world. When learners play drama, their vocabulary does not need to be on high level because they can help to express feelings by using hands and symbolize. Important is that they use the English language by using their fantasy and can learn new expressions visually.

Drama method gives an opportunity to present yourself, your feelings and your attitudes through gestures and verbal expressions using your imagination. It starts with setting a situation or theme, usually in written form and learner will be engaged into this activity together with other participants. Learners will compose their own role in the event by miming, singing, showing, moving or doing any other kind of expression depending on learner's own feelings in his role. This is the time for teacher to observe carefully the course in the process and diagnose learner's language skills, linguistic expressions, behaviour and communication skills. All these drama activities focus on psychological and emotional part of expression. Learners observe new language skills through situations, acting, seeing other learners or teacher behave in various situations.

"Drama is experiencing, based on experience" (Bekéniová, 2001, p.7). The same author also states that there are two key elements: direct drag of learner into learned problem which is not managed by external factor-teacher, and change which occur in a terms of understanding themself.

Butterfield (1989) indicated that drama's world extends beyond the spoken word in all the characters, situation, states of mind, dreams, times past and present, places here and there. *"It allows the behaviour of the world to come inside the classroom. It makes language relevant. ...and then it is 'fun' – a word one fears is often considered incompatible with much education!"* (Butterfield, 1989, p.7)

4.2 Functions of Drama method

According to Liu (n.d.) there are 3 functions of drama method:

- **Cognitive function** – Drama method in education allows learners to improve their language skills through discussion, playing roles, situations or creating images. *"Language instruction is more desirable if language is regarded as a creative process. The cognitive function of Process Drama hence serves this purpose."* (Liu, n.d., para.11). The same paragraph also states that drama method helps to develop

learner's creativity and also actively involve them into acquiring the language skills in a meaningful context.

- **Social function** - Children will frequently be in some interaction with other people from several social groups, different cultural background or various personalities. Their communication abilities are being built very effectively and creatively. Drama method can be a key to build social skills, respect all people in society and prepare them for possible circumstances in real life.
- **Affective function** - A lot of children feel uncomfortable during the lessons when they are required to say something in English what are not pretty sure about. Learning English through drama helps to spring, to lose their fear and enjoy the lesson. This positive attitude will show up because they see also see other classmates expressing their own feelings through language even they do some mistakes in proficiency.

4.3 General aims of education through drama

The following aims are declared by Machková (1991) as general, important to lay the foundation of learner's experience with drama at primary school:

- “To concentrate during the play, also when play alone or together with others
- To be aware of contrast between playing imaginary role and the reality and to find the enjoyment of knowing it
- Associate and identify oneself with character and behaviour, for example directly in drama episode or also as spectators of life performance
- To become self-reliant and put across their own opinion
- To become aware of the fact that ideas and opinions of others are not always equal
- To learn how to solve human and practical problems co-operatively
- To investigate differences between the accuracy and impropriety in specific moral dilemma presented through drama” (p.19)

4.4 Types of drama activities

There are many types of drama which teacher can choose from. Of course not all of them are appropriate for English teaching. Drama activity is “*one which involves the representation of a life situation, and these activities are varied in their form as well as*

purpose“ (Senf, n.d). The following types of drama are divided according to their behavioural characteristics. Senf (n.d) introduces four types of drama activities: Drama games, Conversational activities, Simulations and role play, Skits and plays.

- **DRAMA GAMES** – the games may be used as warm up activities. According to Senf (n.d) drama games are meant to create mental and physical stimulation and create immediate action, which will draw learners into active learning that is centred on actual communication in the target language.
- **CONVERSATIONAL ACTIVITIES** – where learners discuss and communicate in English using authentically language skills. Purpose of conversation include the exchange of information, expression of own reflections and creation of social relationships. Conversation can be realised in the form of questions and answers, comments, exclamations etc.
- **SIMULATIONS AND ROLE-PLAY** – What is difference between simulation and role play? Sam (2001) defines role-play as an activity in which a person takes on a role that is imaginary or real and it involves spontaneous interaction of all participant learners as they attempt to complete a task. On the other hand he stated that simulation is provided by participants whose behaviour is not controlled and they bring to the situation their own experience, knowledge and skills. It is usually a problem solving activity. To sum it up, both simulation and role-play are activities where learners are expected to take a role of someone else in a given context.
- **SKITS AND PLAYS** – these include activities like theatre performance which can be fully figured out by learners or they can just continue with already presented play by teacher. Sam (2001) advises that this type of drama can be a project extension from a class reader, or even a textbook passage. Learners can also act out a scene in a storybook and using video can also be used by teachers.

4.4.1 Purpose of drama activities for children at primary school

Previous chapter provided basic characteristics of what types of drama activities exist. There may be useful also to mention what are the aims of drama activities and what value can teaching through drama bring.

In order to better imagination and inspiration for teachers I put some examples of activities as lesson plans into attachment where the teaching process for specific activities is described.

Purposes of teaching English through drama are very extensive:

- Memory stimulation by using repetition of words, reinforce of social relationship among learners and teacher, learn to value yourself and respect other sights (See Activity 1: Introduce yourself and know each other in appendix A).
- Activities also develop visual imagination, consolidation of a created unit topic via oral practice (See Activity 2: Creature in dramatization in appendix A).
- Mask is very effective theatrical device convenient particularly for improvement of conversation. It is advantage especially for shy learners who can hide behind the mask. Dramatization can be incredibly free and relaxed, it improves children's imagination (See Activity 3: Guess what are the masks doing in appendix A).
- Self-expression connected with repetition of English words and memory stimulation (See Activity 4: Play with rhyme in appendix A).
- development of writing skills, imagination, fluency, chance for learners to be creative and also exercised in critical thinking, stimulation of ideas for story-telling (See Activity 5: Creative group story in appendix A).

4.5 Advantages of drama method

Using drama to teach English provides an innumerable amount of advantages for both learners and teacher.

- Developing the self-expression in English language and motivation to use language in a various life situations
- Suitability of drama method for kinaesthetic learners who prefer to move and to be actively involved in program what helps them to memorize. Unfortunately, you will rarely run across a method which respects the children's advanced need of movement and need to express their feelings.

- *“The problem of mixed ability is reduced when drama activities are used. Students who are more fluent can take the main roles which require more oral communication, while the weaker students compensate for their lack of linguistic ability by paralinguistic communication e.g. body language and general acting ability (miming)”* (Sam, 2001, p.42)
- Learning English language is enjoyable for children
- Improvement of children’s imagination
- Acquisition of new vocabulary and *„the assimilation of a whole range of pronunciation and prosodic features in a fully contextualized and interactional manner“* (Boudreault, 2010, para.7)
- English learning through drama is chance for teachers to create positive relationship with learners and prepare relaxed atmosphere during education
- Learners take more responsibility for their learning because teachers are more in role of supporter during the learning process
- Boudreault (2010) presented that drama method will offer chance for learners to be creative and also exercised in critical thinking. He also states that the play acting provides learners with opportunity to release their emotion in a safe setting which can ease the tension of learning in a second language.

4.6 Possible risks of using drama method

In spite of huge asset by using drama in English teaching, we should point out on some possible risks and disadvantages that may appear.

One of the risks is time. I mean it in meaning of timing the lesson what is very complicated for preparation. Teachers are very occupied nowadays by activities at school or by administrative responsibilities and school does not provide a sufficient time necessary to prepare materials or just think about new ideas.

Another disadvantage according to Richards (1985) is a cultural bias as these activities are more suited for learners from cultures where drama activities and learner – directed activities in teaching is common because in cultures where the teacher-dominated classroom is still the norm, the learner may not respond willingly to the activities (cited in Sam, 2001, para.35).

Children for sure like drama during lesson but a lot of fun brings some possible risks of how to hold control over the children and lesson flow. Teachers must therefore very carefully monitor the activities during the lesson and make sure they have it under control.

Sam (2001) declares that since teacher is not encouraged to correct learner's mistakes immediately, this can provide opportunity to remember not grammatical appropriate forms of English.

5 CLIL Method

5.1 What is CLIL method

Today's interconnected and interdependent world needs innovative methodologies to be applied to our school system as soon as possible. One of the very successful experimental methodologies is CLIL method. CLIL is acronym for Content language integrated learning and I will provide some definitions which shortly characterize it.

C – Content - the topic or subject

L – Language - the language learning / the practice goals

I – Integration – the new fusion of both content and language learning goals

L - Learning – the thinking skills required / developed to manage this fusion.

David Marsch (1994) who coined the CLIL, indicated that CLIL refers to situations where subjects, or parts of subjects, are taught through a foreign language with dual-focused aims, namely the learning of content and the simultaneous learning of a foreign language (cited in Luprichová, 2010, p.26).

“CLIL refers to a dual-focused educational context in which an additional language, thus not usually the first language of the learners involved, is used as a medium in the teaching and learning of non-language content” (CLIL Compendium, 2001).

University of Cambridge (2010) states that *“CLIL describes an evolving approach to teaching and learning where subjects are taught and studied through the medium of a non-native language”* (p.2).

Pokrivčáková at al. (2008) provides a very complex and comprehensive definition which says that *“The concept of CLIL covers all forms of teaching academic, artistic, technical and vocational subjects through the teaching of a language which is not mother tongue for most pupils, i.e. the teaching of subject content (e. g. mathematics) is integrated with the teaching of a foreign (working) language”* (p.7). She later put a stress on the correct understanding of the fact that we deal with teaching *through* foreign language and not *in* foreign language, what means that during teaching the subject, teacher's aim is also a development of learner's language skills, not only teaching in foreign language without sufficient foreign language preparation.

Considering all the definitions above as well the main purpose of my work aiming for English teaching as a second language, it can be simply said that CLIL method means dual-focused bilingual teaching of other subject through English where the content of other subject is a constituent of it. It is not language learning, it is not subject learning, it is a fusion of both.

Schools at Slovakia are rarely supporting teachers to use the CLIL method for teaching. Teachers are not able to apply this methodology by themselves; they need to be supported by school. There is a project in Slovakia called *Didactic Effectiveness CLIL Method in the First Stage of Primary Schools in Teaching Languages* (Menzlová, Farkašová, Pokrivčáková, 2008) supported by National Institute for Education in Slovakia whose main aim is verification of CLIL implementation at primary schools for learners from the first year of study. Thanks to projects like this, there is a high prospect of implementing the innovative teaching methods into current conditions.

5.2 Aims of the CLIL method

If we want to say the aims of CLIL method very generally, it can be claimed that method has 2 basic aims: To teach the subject and to teach the use of foreign language both together. To be more specific, Pokrivčáková at al., (2008) named the four basic aims of CLIL at primary school:

- “Developing of language competences in working language in meaningful educational and social situations from the babyhood
- Support of interdisciplinarity and complex children’s thinking
- Elaborating a positive learner’s attitude towards another languages and culture from the beginning of education
- Preparation of children for the current as well as additional study and lifelong learning in foreign language” (p.31).

5.3 Types of CLIL method

Division of types of CLIL method is provided by Pokrivčáková at al. (2010) as follows:

- **Immersion CLIL program** – foreign language stands a role only as secondary and developing language. It is preparation for additive program.
- **Additive program** of foreign language teaching through CLIL – is bilingual teaching where foreign language is used more frequently but mother tongue still remains dominant.
- **Subtractive program** of foreign language teaching through CLIL – predominant using of foreign language and putting the national cultural values aside.

I will focus merely on immersion CLIL program for very young learners as this program is realised mainly at primary schools where children still need to explore their language skills to higher level. English language is used less frequently

5.4 CLIL and young learners

Ability to speak English language from very early children's year became one of main demands in Europe Union, parent's requirements and also an inseparable need for our children in this multicultural world. Many of school at Slovakia begins with teaching foreign languages from the first class and sometimes we can find also the English education included in nursery school.

Luprichová (2010) states that goal of using CLIL method at an early age should provide to young learners an adequate practising of „*curriculum what would improve the quality of teaching and memorizing the curriculum content*“ (p.28). She later mentioned that implementing CLIL method into other subjects can improve later communication skills in a foreign language at graduates.

CLIL can be applied in primary education gradually or full during the whole year on several school subjects. Pokrivčáková at al. (2010) introduced seven attributes of successful CLIL program at primary school:

- Emphasis on communication
- Basic of teaching through CLIL is active reception
- Pay attention more on stimulation of fluency in communication rather than accuracy in foreign language. Accuracy is important only in case of pronunciation of children. They have very good ability to learn the correct

pronunciation especially during early age therefore teachers should not overlook any mistakes in articulation.

- Teacher encourages creativity of children by preferring open tasks
- Activities are variously oriented so that every learner with different learning style can benefit from the lesson
- Extra attention is put on kinetic activities, for example total physical response.
- Lesson is connected with the real life as much as possible and teacher does not forget on the fact he/she does not prepare them for next day at school, but rather for real life.

Total Physical Response (TPR) is a language learning method based on the coordination of action and speech. It helps to learn oral proficiency especially at a beginning level. According to Luprichová (2010), this method is used by teachers who believe in the importance of having their learners enjoy the experience in learning to communicate in a foreign language. She states that “*TPR was developed in order to reduce the stress people feel when studying foreign languages and thereby encourage students to persist in their beyond a beginning level of proficiency*” (p.25).

5.5 Advantages of teaching with CLIL method

- Fast progress in acquiring English language – nowadays everybody wants to be able to speak foreign language as quickly as possible because of various reasons. With CLIL method, learners are learning two subjects at ones (e.g. biology and English language)
- “*Primary attention of pupils is focused on the content of communication, not on the foreign language with which they want to communicate*” (Pokrivčáková at al., 2008, p.11) – the same author also provides a good explanation saying that when learners state they don’t like Slovak language (as a subject at school) they don’t mean that Slovak language is terrible and they don’t want to speak with it. Their statement means they don’t like the content of the specific subject, not the language alone. So when English is used for teaching for example geography, acquisition of English language is natural and learners do not realize how naturally and obviously they

acquire also foreign language. When English language becomes an “assistant” for communication, learners will throw their fear and accept it as communicative medium.

- Improvement of communication skills because of speaking and thinking in another language
- Learners develop their fluency in English
- Effective time utilization - CLIL method utilizes the teaching time more effectively because learners are not learning only content of specific subject as during the traditional learning, but impose also their second language skills at the same time
- According to Marsh (2002) “*CLIL may strengthen learners’ ability to process input, which prepares them for higher-level thinking skills, and enhances cognitive development.*” (p.36).
- CLIL prepares learners for life in an internationalised society, develops intercultural communication skills
- Good preparation for language oriented conditions that will be required in learner’s real life after their study because acquired skills and knowledge in English language

5.5.1 Purpose of activities using CLIL method at primary school

Content Language Integrated Learning can be integrated into many subjects at primary schools: Mathematics, natural science, geography, visual arts, physical education, music, etc. As a result of ESF and KEGA projects aimed to effective implementation of CLIL method was publicized a set of methodical materials. These publications are designated for Slovak teachers at primary school teaching from first to fourth grade (available online on <http://www.klis.pf.ukf.sk/sk/publikacie>), for teaching natural science, informatics and mathematics.

Lesson plan for teaching natural science through CLIL method that can be found in *Metodické materiály pre vyučovanie žiakov 1. Stupňa ZŠ prostredníctvom metodiky CLIL* for the 1st year of teaching natural science, of which authors are Adamíková and Balková, described in detail in appendix B – Lesson plan for children at primary school using CLIL method

5.6 Possible risks when using CLIL method

There is not much to talk about when talking about disadvantages/risks of using CLIL method. But as this method is still at the very beginning, I want to point out on the following possible issues:

First one is not enough preparation of schools to start with integration of CLIL method. There are still several projects to be finished dealing with this method and it will take some time when CLIL will become widely used.

Secondly, language teachers may not have appropriate knowledge on the subjects while subject teachers sometimes have only minimal knowledge of foreign languages.

The provision of materials for teachers can be very difficult at the beginning and teachers will need more time and support from school to be able to adopt with new process.

6 Callan Method

6.1 What is Callan method

Callan method has become very popular during recent years because it is very simple, interesting, enjoyable and especially fast learning. Learners learn to speak and think directly in the English language without any translating and with only a little grammar being taught. This method will appreciate children preferring auditory typology of educational style.

This direct method of teaching was originally created by Mr Robin Callan during his working in Italy in 1960's and it was meant to learners who don't have English as their first language (Callan Method Organisation, 2011). The same organization also states that during Callan's time in Italy, *"it was proven that the Callan Method taught English to the level of the Cambridge First Certificate in one quarter of the time taken by a normal student used traditional methods. Today, the Callan Method is taught in approximately 267 schools in 26 countries"* (para.6).

"The Method is a rigorously structured programme of instruction, divided into twelve stages" (Callan Method Organisation, 2011, para.2). There are seven books which are divided into mentioned twelve stages and Callan Method Organisation with residence in London provides these books to Slovak schools teaching with mentioned method (Royalschool, 2011). As this method is mainly teaching speaking in English language, there are also reading exercises and dictate during the lessons. The percentage of dealing with reading and dictation is much lower because learners converse with teacher almost whole lesson.

6.2 Who is Callan method suitable for?

Mgr. Martin Ždímal (2010) claimed on the Royal school's web page that *"the Callan method is focused on the intensive interaction between a teacher and a learner."* (para.4). The same article also states that the Callan method teaches language in a natural way, in other words, similarly to the way we learned our mother-tongue during our childhood.

This method is therefore very appropriate for young learners because language is learned by natural cognition of language structure. This is reached by teaching the correct structure of building up sentences. *"The Callan Method is suitable for students of any age"*

from seven to seventy. It can obtain excellent results with both small children and elderly people” (Callan, 1960, p. 163). He also mentioned in his teacher’s handbook that many children from the ages of 7 to 10 have reached the level of the Cambridge Preliminary with the Callan Method, whilst some have even reached that of the First Certificate (Callan, 1960, p. 237). Anglicka skola (2010) also explains why teaching with Callan method is suitable especially for young learners: Children acquire language by reception and listening, not by asking „why? “. „Learning English is ... as learning playing the piano but without notes, rather by imitating of teacher, absorbing the language from teacher“ (para.1).

6.3 Main aims of Callan method

The main aim of teaching with Callan method is to learn learner communicate in English language naturally, promptly and without any hesitance. It is important to say that all this is achieved in very short time because of the high speed of speaking and comprehension.

To be proactive in learning process – another important aim reached by involving learners actively during the whole time of lesson by asking them a range of questions. Callan method arise from the rule that when learning English, it is more sufficient to speak more quick even though we do a lot of mistakes, rather than speaking faultlessly but very slowly (Callan, 1960). In spite of the fact that learners are forced to speak so quickly, the process of acquisition of attainments is very solid and insures that lesson is being repeated as many times as each learner needs to understand each chapter.

6.4 Principles of Callan method

Callanovametoda.net (2009) states and describes the main four principles of Callan method:

- **Tempo and Speed** – We may say that Callan method is method teaching with the fastest tempo of teacher’s speech. Its aim is not to let learners to have a time to think in their mother tongue. This high speed of talking is reached by posing questions again and again, which are usually the same or very similar. Teacher pose

these questions until learners are able to answer quickly and fluently (Callanovametoda.net, 2009).

- **Not a silent moment** – There is not a second of silence during the teaching but a constant interaction between teacher and learner. Teacher constantly asks questions and urges learners to answer (Callanovametoda.net, 2009). In addition, teacher answers together with learner (not instead of him) what is a help for learner because this is the way to pull the answers from him.
- **Repetition** – is inseparable component of Callan method. Every lesson needs to be revised several times in order to let all the learners time to remember given curriculum, even if the questions are said very quickly. It is important to repeat curriculum more times, otherwise learner may have troubles to understand the appropriate meaning of content (Callanovametoda.net, 2009).
- **Correction of mispronunciation** – Correction of wrong pronunciation is very important mainly in the moment when the mistake was done by learner. At the beginning, it is recommended to correct even each learner's answer by imitating his mispronunciation and subsequent correction of pronunciation, so that he is aware of it and avoid the same mistake in the future.

6.5 Advantages comparing the Callan method with traditional method of teaching English

Traditional teaching method provides only a little change for learner to speak during a lesson. Majority part of lesson is presented only by teacher who talks, explains or writes on the table and learners make notes. According to Callan (1960), learner acquire a new language only during 15 seconds of each minute during the lesson (what is only about 25%) and learner is not concentrated the rest of the time, watching on the clock or thinking what he will do in the evening. With Callan method, learners speak all the time because they are forced to answer teacher's questions again and again.

Learners learning with traditional method spent a lot of time of the lessons but without any evident effect. They are often hardly able even to formulate a single sentence. Callan method maximise the time directed for speaking. *“During the lesson, teacher speaks with speed about 200 to 240 words per minute ... so conversation flow is much*

quicker than during the common dialogue when we use about 150 to 180 words per minute” (Callan, 1960, p. 12).

6.5.1 Advantages for teachers teaching with Callan method

One of the reasons why teaching with Callan method is worth to try, is its feature being easy to operate. According to Callan method student’s handbook (1960), teaching is like acting. It means that teachers do not need to prepare any scripts because they just need to put material over to their audience. It also states that only five days are necessary to have a teacher train with the Callan Method, and teacher will become proficient within four weeks’ practice. *“Because the Callan Method is scripted and carefully programmed, the teacher needs no natural ability, qualifications or teaching experience to operate it.”* (Callan, 1960, p. 143).

Another benefit mentioned by Callan (1960) says that this method achieve the same result in each class and with each teacher due to exact projecting.

6.5.2 Advantages for learners

First advantage that has made Callan method so famous is its speed of learning. *“English four times quicker!”* – This is the motto known even for everybody who ever heard about this method of teaching. Quick tempo of teaching does not allow learners to think in their own mother tongue but it creates very good conditions for thinking in English.

Another advantage is that learners have many teachers who change many times during a learning period. Sometimes they may have even 7 different teachers per month. Of course many learners do not seem to be happy with this frequent alternation because they are used to have only one teacher the whole year. But learners may only benefit from these changes because they can get accustomed with various accents, personalities and voices.

Callan Method can predict the number of hours that learner will need to attend in order to complete each State of the Method. *“For example, the average student taking 80 hours for the Cambridge Preliminary and 160 for the First Certificate will reach the end of each Stage in the following number of hours:*

Stage:	1	2	3	4	5	6	7	8	9	10	11	12
Hours:	10	20	30	40	55	70	85	100	115	130	145	160

This means that if, for example, the student has not reached the end of Stage Two after 20 hours, he should ask his school why not.” (Callan, 1960, p.107). It is also generally known for all learners that they have a written guarantee that they will pass the certificate and if not, they will be provided with free lessons by school until they successfully pass the exam.

According to Callan (1960) in the Callan Method Student’s book, the percentage of successful result is 95%. Learners in most schools teaching with this method can be proud on the mentioned perfect results in Cambridge exam compared to international average which is around 70%. Attachment with result for dictation of a boy of 6 years old provides illustration for one of the good results after a year and half learning by Callan method (see Appendix C).

6.6 Possible risks of teaching with Callan method

No teaching method of learning English language is ideal therefore also Callan method has some possible risks of ineffectuality. One of them is lack of grammar teaching. Of course, this method teaches also English grammar but it concentrates mainly on conversation. On the other hand, when considering only very young learners, they are not able to concentrate on a long and complicated explanation of grammar so the risk is much minor for these children.

Another possible risk results from a need of constant attention of children as the lesson might became too monotonous for them. Teacher must therefore be very carefully when teaching so young learners and manage lesson accordingly. This can be sometimes more difficult as the lessons with Callan method are rigorously structured and teacher must be natural leader with personality which is accepted by young learners.

Conclusion

The aim of the theses was to introduce alternative teaching of English language as foreign language at primary schools with its teaching methods, to provide theoretical characteristic of already existing alternative forms of teaching and point out on possible risks of alternative teaching.

We found the importance of considering individuality of young learners and therefore we described two typologies: KEMSAK and VARK. KEMSAK typology deals mainly with development of emotionality, sociability and intellect. It is important to help learners to have emotional balance, and six non-cognitive functions described in Zelina's system effectively elaborate personality intelligence of learners. This system includes cognitive development, emotionalisation, motivation, socialisation, axiolization of a personality and creative development. VARK typology is divided according to sensory preferences and introduced four characteristics of individual types: Visual, aural/auditory, read/write and kinaesthetic.

Later we were dealing with problems in traditional teaching system where we pointed out on the points that are missing in today's education, concretely opportunity for learners to communicate during the English lesson or express their own feelings. We also emphasize the importance of quality in education and need of innovative educational methods which can bring a value to the future of our children.

Next chapter was introduction to general overview of alternative methods of teaching English and last three chapters were written to introduce and theoretically describe three selected methods: Drama method, CLIL (Content language integrated learning) method and Callan method.

Drama method was introduced as method which can effectively develop emotionalisation and socialisation. It is also one of method suitable mainly for kinaesthetic type of learners what is very valuable comparing the traditional used methods aiming mainly on memorization of vocabulary, texts or grammar. Exceptionality of using drama was introduced by well-known adage "What I hear I forget, what I see I remember, what I do, I understand" and also by statement that people can remember 90% of what they reach by themselves on basis of own practice, dealing with some activity. We found out that teaching through drama can draw learner's attention psychologically and intellectually and their action will release using their fantasy. We introduced the basic functions of drama

method, general aims and types of drama activities. We also mentioned several advantage of using drama method in education from which I would stress that learning English language is very enjoyable for children. Of course, we needed to analyse also some possible risks of using drama method but the advantages exceeded much more.

As a next method selected in my theses was innovative Content Language Integrated Learning (CLIL) – great idea of David Marsch for dual-focused educational context in which an additional language, thus not usually the first language of the learners involved, is used as a medium in the teaching and learning of non-language content. We learned about the aims of this method from which I would point out on elaborating a positive learner’s attitude towards another languages and culture from the beginning of education. Types of CLIL method were shortly introduced and we learned that Immersion CLIL program is the one which can be applied at primary schools for young learners. A lot of advantage was defined, like effective time utilization or good preparation of learners for life in an internationalised society or development of intercultural communication skills. Another topic shortly described the purpose of activities using CLIL method and we again point out on possible risks using CLIL method. As it requires skilled teachers in language and other subject, language teachers may not have appropriate knowledge on the subjects while subject teachers sometimes have only minimal knowledge of foreign languages.

Last topic was aimed to find out more theoretical back-round about well know Callan method. People are usually aware only about the motto of this method - “English four times quicker!”. We searched for deeper characteristics and principles of it and found out that the Callan method is focused on the intensive interaction between a teacher and a learner, suitable for students of any age from seven to seventy. It can obtain excellent results with both small children and elderly people. We also find out that main aim of teaching with Callan method is to learn learner communicate in English language naturally, promptly and without any hesitance. Principles of Callan method were described in detail, from which we stress that there is not supposed to have any silent moment at all. As a result, there is an advantage of Callan method that conversation flow is much quicker than during the common dialogue and learner acquire ability to speak very fluently and promptly.

Summary

Cieľom tejto práce bolo predstaviť alternatívne vyučovanie anglického jazyka ako cudzieho jazyka na základných školách, spolu s metódami vyučovania. Zároveň poskytuje teoretickú charakteristiku už existujúcich alternatívnych foriem vyučovania a upozorňuje na jeho možné riziká.

Zistili sme aké dôležité je brať do úvahy individualitu každého mladého študenta a preto sme si predstavili dve typológie: KEMSAK a VARK. Typológia nazvaná skratkou KEMSAK sa zaoberá najmä emocionálnym, sociálnym a intelektuálnym rozvojom. Je dôležité dopomôcť študentom k emocionálnej rovnováhe a práve preto sme opísali šesť nonkognitívnych (mimopoznávacích) funkcií osobností v systéme od Zelinu, ktoré efektívne rozvíjajú osobnostnú inteligenciu študentov. Spomínaný systém zahŕňa kognitivizáciu, emocionalizáciu, motiváciu, socializáciu, axiologizáciu a kreativizáciu. Mnoho študentov na efektívne učenie uprednostňujú rôzne zmyslové orgány pri učení. Klasifikácia učebných štýlov podľa zmyslových preferencií označovaná akronymom VARK charakterizuje štyri základné typy: vizuálno-neverbálny (zrakovo-obrazový), auditívny (aurálny, sluchový), vizuálno-verbálny (zrakovo slovný) a kinestetický (pohybový) učebný štýl.

Neskôr sme sa zaoberali súčasnými problémami súčasného tradičného spôsobu vyučovania, kde sme zdôraznili čo v dnešnej dobe vo vyučovaní chýba, konkrétne najmä príležitosť pre študentov na aktívnu komunikáciu počas hodín angličtiny, alebo prenechanie priestoru na vyjadrenie ich vlastných pocitov. Taktiež sme zdôraznili dôležitosť kvality vo vyučovaní a potrebu inovatívnych výučbových metód, ktoré by priniesli hodnotu do budúcnosti našich detí.

Ďalšia kapitola bola venovaná všeobecnému predstaveniu alternatívnych metód výučby anglického jazyka a posledné tri kapitoly teoreticky popísali tri vybrané metódy výučby: Metódu dramatizácie, metódu obsahovo a jazykovo integrovaného vyučovania (CLIL) a Callanovu metódu.

Metóda dramatizácie bola predstavená ako metóda, ktorá môže efektívne rozvíjať emocionalizáciu a socializáciu. Je to taktiež metóda vhodná najmä pre študentov, ktorý uprednostňujú kinestetický učebný štýl, ktorý je veľmi prínosný keď berieme do úvahy, že tradičné metódy výučby sa zameriavajú väčšinou len na memorizovanie slovnej zásoby, textov a na gramatiku. Výnimočnosť dramatizácie bolo predstavené aj veľmi dobre

známym príslovým „Čo počujem to zabudnem, čo uvidím to si zapamätám, čo spravím tomu porozumiem“ alebo taktiež výrokom, že ľudia sú schopní zamapať si až 90% z toho, k čomu sa sami dopracovali na základe ich vlastných skúseností, zaoberajúc sa určitou aktivitou. Dospeli sme k záveru, že dramatizácia púta pozornosť študenta po psychologickej and intelektuálnej stránke a vďaka fantácii sa ich konanie uvoľní a zrelaxuje. Predstavili sme si základné funkcie dramatizácie, jej všeobecné ciele a typy aktivít na dramatizáciu. Tiež sme spomenuli niekoľko výhod používania dramatizácie vo vyučovaní, z ktorých by som vyzdvihla, že angličtina je týmto spôsobom veľmi zábavná pre deti. Samozrejme sme analyzovali aj možné riziká pri používaní tejto metódy, ale výhody jednoznačne prevyšujú možné riziká.

Ďalšou vybranou metódou v tejto práci bola inovatívna metóda obsahovo a jazykovo integrovaného vyučovania (CLIL) – výborný nápad Davida Marscha pre dvojako orientovaný obsah vyučovania, v ktorom sa ďalší jazyk stáva médion vo vyučovaní a učení mimojazykoného obsahu. Dozvedeli sme sa o cieľoch tejto metódy, spomedzi ktorých by som poukázala na rozvíjanie pozitívneho postoja študenta k iným cudzím jazykom a kultúre od začiatku výučby. V skratke sme predstavili typy CLIL metódy, kde sme sa dozvedeli, že takzvaný „Immersion CLIL program“ je ten, ktorý môže byť aplikovaný na základných školách pre mladých študentov. Bolo definovaných veľa výhod, ako napríklad efektívne využitie časového harmonogramu a výborná príprava študentov na život v dnešnej medzinárodnej spoločnosti alebo rozvoj interkultúrnych komunikačných zručností. Ďalšia téma krátko popísala zmysel aktivít pomocou CLIL metódy a znovu sme poukázali na možné riziká používania tejto metódy. Keďže si vyžaduje veľmi skúsených učiteľov, či už jazykovo ale zároveň aj v druhom vyučovacom predmete, tým pádom učiteľlajazykov nemajú vždy dostatočné znalosti ďalšieho predmetu a naopak.

Posledá téma bola venovaná získaniu väčšieho teoretického predľadu o známej Callanovej metóde. Ľudia väčšinou dobre poznajú iba známe motto tejto metódy – „Angličtina štyrikrát rýchlejšie“. My sme sa však hlbšie zaoberali jej konkrétnymi charakteristikami a princípmi a zistili sme, že Callanova metóda sa zameriava na intenzívnu interakciu medzi učiteľom a študentom, je vhodná pre študentov širokej vekovej kategórie od siedmich rokov. Môže dosiahnuť vynikajúce výsledky či už s malými deťmi alebo starsími ľuďmi. Taktiež sme zistili, že hlavným cieľom vyučovania touto metódou je naučiť žiaka komunikovať v anglickom jazyku prirodzene, pohotovo a bez zaváhania. Detailne sme opísali princípy, z ktorých by som vyzdvihla, že na

hodinách nie je ani moment ticha a komunikácia je rýchla a plynulá. Ako výsledok vyplývajúci z tohto princípu je výhoda spočívajúca v tom, že konverzačný tok je oveľa rýchlejší než počas bežného dialógu a študent získava schopnosť hovoriť veľmi plynule a pohotovo.

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APPENDICES

Appendix A: LESSON PLANS FOR TEACHING DRAMA AT PRIMARY SCHOOL

Appendix B: LESSON PLAN FOR CHILDREN AT PRIMARY SCHOOL USING CLIL METHOD

Appendix C: SAMPLE OF RESULT FOR DICTATION OF A BOY OF 6 YEARS OLD AFTER A YEAR AND A HALF LEARNING BY CALLAN METHOD

Appendix D: CD disk – Bachelor Theses in an electronic form

APPENDIX A:

LESSON PLANS FOR TEACHING DRAMA AT PRIMARY SCHOOL

Activity 1: Introduce yourself and know each other

Age group – from 6 years

Duration – 15 minutes

Minimal language requirement – little language required or elementary

Procedure – This activity may be applied when new teacher comes to learn English or existing teacher who may just pretend his new role. It is also suitable when teacher has a first lesson with students who see each other for the first time. Children sit down into a semicircle and ask first student to say his name together with one characteristic of his personality, hobbies or whatever can represent him: I am Laura and I like singing. Next student repeats what first student said and introduces himself: This is Laura and she likes singing. I am Peter and I am the tallest boy in this class. Next student repeats both classmates' introduction and says something about himself. It is harder and harder for each following student thus when child has a difficulties to continue with introducing, other children are allowed to help him and say it loudly. This is repeating until teacher's turn. Teacher's aim is to do the same as everybody did and of course not to forget to introduce himself.

Aim of the activity – memory stimulation by using repetition of words, reinforce of social relationship among students and teacher, learn to value yourself and respect other sights.

Activity 2: Creature in dramatization

Age group – from 7 years

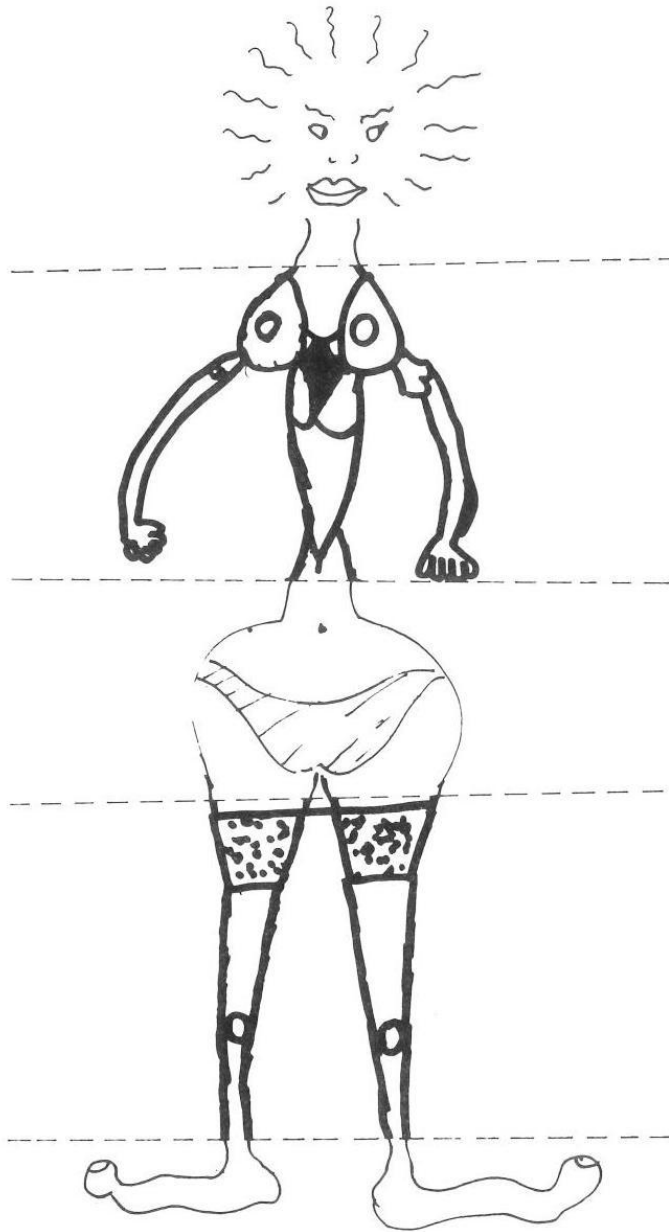
Duration – 35 minutes

Minimal language requirement – elementary

Procedure – Divide students into groups with the same number of members. It is recommended to have a groups consisting from three to five students. We will now consider one group with five students. Each student has a paper where everybody draws a head only on the top of the paper. Head may be human, animal or non-realistic). Each

paper then needs to be folded so the head is not visible. Students will then pass the paper to the next classmate who draws the top half of the creature. Do the same with the trunk, legs and lower limbs. At the end students open the papers and as a result they see five creatures (see below example of a creature drawn by a group). As we can exactly pretend a reaction of students after they open a paper, let them to have a minute for laughing. Group is then asked to characterize each creature and give a name to it. After everybody knows the characteristics, they are asked to play a drama with creatures and involve them into imaginary story (Alan Maley and Alan Duff, 1982).

Aim of the activity – development of visual imagination, consolidation of a created unit topic via oral practice



Example of a creature drawn by a group

(Alan Maley and Alan Duff, 1982, p.165).

Activity 3: Guess what are the masks doing

Age group – from 9 years

Duration – 35 minutes

Minimal language requirement – elementary

Procedure – Before teacher will start this activity, he must have prepared masks for students. Their preparation may be done on the previous lesson as well. Students are divided into group of six and they are provided with prepared masks, one per each student. Each group prepares mimed story on selected theme. Themes can be specified by teacher or let for student's imagination. When everybody is ready with preparation of story, one group put on the masks and take it in turns to act out their mime. Other groups' task is to guess what theme the first group mime and provide some comments or criticism. (Alan Maley and Alan Duff, 1982).

Aim of the activity – Mask is very effective theatrical device convenient particularly for improvement of conversation. It is advantage especially for shyer students who can hide behind the mask. Dramatization can be incredibly free and relaxed, it improves children's imagination.

Activity 4: Play with rhyme

Age group – from 9 years

Duration – 30 minutes

Minimal language requirement – elementary

Procedure – Students sit in a circle and teacher says for instance “I am thinking of a word that rhymes with boat”. Anyone who has in mind the possible rhyme raises his hand. But he cannot say it loudly! Instead, he needs to pantomime his guess and others in circle try to find out what he is showing. When one of the children says a right guess, a new round can begin (Buchanan, n.d.).

Buchanan (n.d.) named the most wide scope sounds which rhyme: “*“oat”--boat, coat, goat, float, note, wrote, gloat, moat, tote, etc.--and “air”--bear, wear, stare, stair, chair, where, aware, mare, dare, care, fair, fare, glare, hair, lair, pair, pear, rare, square, tear, etc.*” (para.6). He also suggests another variation of this activity for very young learners

who have difficulty with the concept of rhyme because their vocabulary is not adequate enough – “I am thinking of a word that begins with ‘A’” (para.7).

Aim of the activity – repetition of English words, memory stimulation, self-expression development

Activity 5: Creative group story

Age group – from 10 years

Duration – 35 minutes

Minimal language requirement – elementary

Procedure – Children are divided into groups of three and each group will get one sheet of paper. Teacher tells each group to think about a story and write down only the beginning of it. It may contain several words or sentences. Content and characters of the story is not specified so children can use their own fantasy as they wish. After they finish it, each group pass the paper to the following group. Their task now is to read what other group wrote and think about how the story will continue. Each group will write next episode and when finish, pass it to next group. This will go on until each of group receives a paper with their own created beginning of story. Children will then read loudly the stories on their papers. Teacher will notice them that each student will read some part of the story so that everybody has a change to present it equally.

Aim of the activity – development of writing skills, imagination, fluency, chance for students to be creative and also exercised in critical thinking, stimulation of ideas for story-telling

APPENDIX B:

LESSON PLAN FOR CHILDREN AT PRIMARY SCHOOL USING CLIL METHOD

- THEME – Animals
- SUBJECT – Natural science
- DURATION – 30 minutes
- AGE GROUP – from 6 years
- MINIMAL LANGUAGE REQUIREMENT - elementary
- OBJECTIVES:
 - Contentual – students learn to know particular animals and class them into the groups according to place they usually live.
 - Linguistic – Students go through the vocabulary about the names of animals according to picture that teacher brought to the lesson. They learn new prepositional conjugations: *in water, underground, on land*; and also strengthen the phrases like: *Where do animals live? These animals live... What is it? It is...*
- MATERIALS – pictures of animals, animal bingo, working list for each student
- PROCEDURE
 1. Revision of vocabulary through the use of pictures. Students or teacher will scissor up the copy of paper with animal and teacher (or student) asks: *What is it?*
Students answer: *It is...*
 2. Teacher orally introduces four phrases: *in water, on land, underground, in air* and points out on pictures in working sheet.
 3. Students separate the cards with animal pictures into the categories according to its living territory
 4. Summary – Teacher asks students: *Where does a bear live?* (while showing the picture of animal). Firstly, he/she answers alone. *A bear lives on*

land. Later, students answer and if they know, they can ask questions each other (Adamíková and Balková, n.d.).

APPENDIX C:

SAMPLE OF RESULT FOR DICTATION OF A BOY OF 6 YEARS OLD AFTER A YEAR AND A HALF LEARNING BY CALLAN METHOD

Stanzione ho studiato l'Inglese
per un anno e mezzo ho 6 anni (years)

VIA TRENTO 59

When the train reached London, the young man left his carriage and stopped for a moment and glanced through the diary to find the name of the hotel where he was booked to stay. Flipping gathered the necessary information; he signalled for a taxi, jumped in, and was taken through a ^{MAZE} maze of streets to a small hotel, some what of the beaten track. He had never been to the city before and was thrilled with novelty of visiting it. After being shown to his room, he changed his clothes and set out on a joy journey of exploration. Growing tired he decided to return but he could not

remember the name of his hotel, nor even the ^{street} street it was in, and he could not consult his diary because it had left it in the hotel. He walked around miserably until he was almost in ^{DESPAIR} despair. Then he looked up and saw the hotel facing him -

STANZIONE: 5 Mistakes. After about 240 hours (a year and a half) with the Callan Method. Another truly phenomenal result. The student was a little boy of 6 years old (6 anni) and the dictation is at the level of the Cambridge First Certificate. At the age of 8, the little boy reached the level of the much higher Cambridge Proficiency. Children "pick up" a language quickly if they live in the country where the language is spoken, but learn very slowly in their own country.

(Callan Method Student's handbook, 1960, p.341)