Appendices

APP. A: CD Medium – Diploma Thesis in electronic format

APP. B: Model of the Observation Schedule

APP. C: Model of the Questionnaire

APP. D: Model of the Interview

APP. B:	Model of the observation schedule

date:	class:		number of students:	lesson:

techniques:	time of the lesson : 45 minutes	-	timing : every 5 minutes,						
using minimal responses		/							
Drills									
questionnaires									
reading aloud									/
performing dialogues			/				/		
using song and rhymes									
information gap activities								/	
jigsaw activities									
ask and answer	/								
Retellings									
role plays									
discussions			/	/		/	/		/
Games									

individually						✓		✓	
pair work			✓				✓		
group work									
whole class	✓	✓		✓					✓

Notes:

/	= type of the used technique

✓	= organisation of students' work

APP. C:	Model of the Questionnaire

Dear English Teachers,

I would like to ask you to play a part in my research which is devoted to techniques/ activities applied to developing students' speaking skills. I think nowadays it is important to improve students' speaking abilities due to the increasing language requirements in professional and personal life. The aim of this questionnaire is to find out how speaking skills can be improved and which of the techniques / activities are more effective to reach this goal. I believe that your opinions as teachers would be a great help for my investigation.

I would be really grateful for your involvement in this questionnaire by completing the connected sheets. You do not need to present your name. Anonymity and privacy are guaranteed.

The completion of the questionnaire will last maximum 15 minutes. It applies close and open questions, some rating scales and requests for your opinions. In questions which offer more answers, you should circle your chosen answer.

1, Put into the order according to their relevance: (1 - most relevant, 4 - least relevant)

listening	_____	speaking	_____

reading	_____	writing	_____

2, Which of the following organizations of students' work do you consider to be the most appropriate to improve speaking? (1 – most appropriate, 4 – least appropriate)

whole class	_____	group work	_____

pair work	_____	individually	_____

3, Try to assess the following speaking techniques / activities from the least important to the most important? (1 – most important, 14 – least important)

drills	__	using minimal responses	__	jigsaw activities	__
retelling	__	ask and answer	__	games	__
dialogues	__	discussions	__	questionnaires	__
role plays	__	using songs and rhymes	__	simulations	__
reading aloud	__	information gap activity	__		

4, Which technique / activity do you think is the most effective to develop speaking skills? Why?

_____

_____

_____

5, How important do you consider speaking activities to be related to real life situations?

a, not at all

b, very little

c, a little

d, quite a lot

e, a very great deal

6, Do you agree with the statement:"More practice in speaking can lead to better speaking skills"?

a, strongly agree

b, agree

c, neither agree nor disagree

d, disagree

e, strongly disagree

7, Do you think that teachers should devote more time to developing students' speaking skills?

a, yes   **b,** no   **c,** I do not know

8, What is your main aim with the students in teaching speaking?

a, to be able to interact with others

b, to be able to discuss and clarify various themes

c, to be able to lead a speech and give presentations in public

9, Speaking has many aspects. Which of the following aspects do you consider to be the most important?

a, accuracy   **d,** comprehension style and formality

b, fluency   **e,** pronunciation

c, vocabulary extent   **f,** confidence

10, How do you correct your students?

a, I correct all the mistakes immediately

b, I immediately correct just those mistakes which may cause communication problems

c, I do not correct students while they are speaking, but after they finish

d, I discuss the mistakes with the whole class after speaking

e, I prefer student-student correction after speaking

11, Do you think that your students are on the required level of speaking according to the standards of CEFR?

a, yes   **b,** no   **c,** I do not know

Thank you.

Bc. Lívia Plevová

APP.D: Model of the Interview

1. Which language skill do you consider as the most important? Why?

2. Do you think that the time devoted to speaking is sufficient?

3. What is the most frequent organization of your students?

4. How do you try to improve the speaking skills of your students?

5. Which speaking technique/techniques do you use most frequently and do you think that they are the most effective?

6. Which are the most common mistakes that your students make during speaking?

7. Do you correct all mistakes or just those ones which might cause communication problems?

8. Are your students willing to communicate or you have to force them?

9. What would you change or do to develop more the students' speaking skills?

10. What do you think are the main reasons that students have problems with speaking?

11. What are your main aims in teaching speaking skill?

12. Which one do you consider more important: accuracy or fluency, and why?