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NA DRUHÉM STUPNI ZÁKLADNÍ ŠKOLY**

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Thesis

**LANGUAGE FUNCTIONS THROUGH
STORYTELLING AT UPPER PRIMARY SCHOOL**

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ABSTRACT

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Language functions through storytelling at upper primary school

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This graduate thesis deals with presenting of language functions through storytelling under guided-discovery leading at upper primary school. The aim of this work is to confirm or disprove the hypothesis which is: *Storytelling under guided-discovery leading is an effective and for students attractive way of presenting language functions.* To achieve this aim a survey which consisted of two experiments and two questionnaires was carried out. The results of the research are presented in detail in this work. Based on these results the major finding of this survey is confirmation of the hypotheses and claiming that storytelling under guided-discovery leading can be considered as effective way of presenting language functions, and it was proven to be attractive educational tool for students

TABLE OF CONTENTS

ABSTRACT	I
TABLE OF CONTENTS	II
1. INTRODUCTION	1
2. THEORETICAL BACKGROUND	2
2.1. Teaching English in Czech Republic	2
2.2. Language functions	5
2.2.1. Types of language functions	6
2.2.2. Teaching language functions.....	9
2.3. Storytelling	11
2.3.1. Different ways of context setting	14
3. METHODS.....	16
3.1. Location of the research	16
3.2. ‘Harry Potter experiment’	16
3.3. Questionnaire 1	17
3.4. Subjects and location of ‘Harry Potter experiment’ and questionnaire 1.....	18
3.5. ‘Story from cafeteria experiment’	18
3.6. Questionnaire 2	19
3.7. Subjects and location of ‘Story from cafeteria experiment’ and questionnaire 2	20
4. RESULTS AND COMMENTARIES	21
4.1. ‘Harry Potter experiment’	21
4.1.1. ‘Harry Potter experiment’ nine graders group one.....	21
4.1.2. ‘Harry Potter experiment’ nine graders group two	26
4.1.3. ‘Harry Potter experiment’ eight graders.....	30
4.1.4. Summary of main results of ‘Harry Potter experiment’	33
4.2. Questionnaire 1	34
4.2.1. Questionnaire 1 nine graders group one.....	35

4.2.2.	Questionnaire 1 nine graders group two	38
4.2.3.	Questionnaire 1 eight graders.....	41
4.2.4.	Summary of main results of questionnaire 1	43
4.3.	‘Story from cafeteria experiment’	44
4.3.1.	‘Story from cafeteria experiment’ nine graders group three	45
4.3.2.	‘Story from cafeteria experiment’ nine graders group four	47
4.3.3.	Summary of main results of ‘Story from cafeteria experiment’	49
4.4.	Questionnaire 2	50
4.4.1.	Questionnaire 2 nine graders group three	50
4.4.2.	Questionnaire 2 nine graders group four.....	53
4.4.3.	Summary of main results of questionnaire 2.....	55
5.	IMPLICATIONS	57
5.1.	Pedagogical Implications	57
5.2.	Limitations of the research.....	57
5.3.	Suggestions for Further Research.....	58
6.	CONCLUSION	59
	REFERENCES.....	60
	APPENDIXES	61
	SHRNUTÍ.....	73

1. INTRODUCTION

I chose this topic of diploma thesis because I like stories and I think they are important source of information and important source of language knowledge in both mother and foreign language. The fact that I decided to combine storytelling with language functions was caused by pure curiosity because I thought it could be interesting phenomenon to survey.

This graduate thesis is therefore written with an aim to confirm or disprove a hypothesis which is: *Storytelling under guided-discovery leading is an effective and for students attractive way of presenting language functions.* To achieve this aim this thesis includes following structure.

At first, the chapter Theoretical Background is presented. This chapter describes and explains individual terms of the hypothesis and sets general theoretical background for following parts of the thesis. Next chapter of this thesis is called Methods and it includes description of individual research tools, explanation of their importance and individual procedures they would follow. Results of previously described research tools are then presented in subsequent chapter called Results and Commentaries. The findings are described, depicted in graphs and tables, interpreted and commented in this chapter. Moreover, this part of the thesis also includes the major finding of this thesis. Finally, the whole thesis is summarised in chapter Conclusion. The last part of the thesis are Appendixes which include examples of blank worksheets and questionnaire used to collect data for the research.

2. THEORETICAL BACKGROUND

This part of the thesis introduces general theoretical background for the practical part of the thesis which was made to confirm or to disprove the hypothesis which says: *Storytelling under guided-discovery leading is an effective and for students attractive way of presenting language functions.* Therefore subchapters dealing with following topics are presented. Teaching English in the Czech Republic explains why English is taught in Czech schools; it describes expected level of proficiency that students are supposed to reach at primary school; and points out significant documents influencing language teaching in Czech schooling environment. Further in this chapter language functions are introduced. Their importance, general meaning and furthermore their division and concrete examples are listed. Because this diploma work researches teaching of language functions, there is subchapter called Teaching Language Functions included which describes several procedures how language functions can be introduced to students. This section is then oriented mostly on guided-discovery way of presenting new language structures because this way of teaching was used in an experiment which will be described later. The last subchapter in theoretical background chapter is called Storytelling and it introduces why stories are considered to be attractive and useful tool in language lessons and different ways how to set a context while using a story to present language functions.

2.1. Teaching English in Czech Republic

Teaching foreign languages is in the Czech Republic designated by several official documents. These documents are both international and local. The international document influencing the schooling in the Czech Republic is the Common European Framework of Reference for Languages. The documents that are valid only in the Czech Republic are Rámcový vzdělávací program pro základní vzdělávání (Framework Education Programme for Elementary Education), Národní program rozvoje vzdělání v České republice, so called Bílá kniha (National Programme for the Development of Education in the Czech Republic, so called White Paper) and Národní plán výuky cizích jazyků (National Plan of Foreign Languages Education).

The most general document which describes the education in the Czech Republic is the National Programme for the Development of Education in the Czech Republic (White Paper). In this document the plans and aims of Ministry of Education, Youth and Sports of

the Czech Republic (MŠMT) are described. As regards language teaching it is stated in the White Paper that: “The teaching of two foreign languages will be guaranteed at all levels of schooling, one of which will be English” (Kotásek et al., 2001, p. 83).

Furthermore, the National Plan of Foreign Languages Education explains the reasons why the foreign languages are taught at schools. It claimed that with the aim to make Czech education as intercultural and diverse as possible several other languages will be given as optional (e.g. German, Russian, etc.) for students, however, English will be highlighted as the most important one (www.msmt.cz).

The importance of teaching foreign languages generally and English namely, is introduced also in a key document called Framework Education Programme for Elementary Education (hereafter FEPEE). This document defines concrete goals of elementary education, it specifies the key competencies, contents of individual subjects etc. (Národní ústav pro vzdělávání). The language part of FEPEE was based on an international Common European Framework of Reference for Languages and it stated that the obligatory Foreign Language teaching starts in the third grade of the primary school. It is reasoned in the FEPEE by saying that knowledge of foreign language contributes to development of pupils’ communicative skills and “it increases the individual’s mobility both in his/her personal life and in his/her further study and future career path” (2013, p. 18).

According to the FEPEE: “The educational content of the educational field Foreign Language has a weekly time allotment of 3 teaching hours and is compulsory for the third–ninth forms“ (2013, p. 108). There is a possibility for students, their parent and their or their legal guardians to choose another language than English nevertheless as stated in the novelty of FEPEE valid from school year 2013/2014 the school must offer English as Second Foreign Language to pupils who did not select English as their Foreign Language” (2013, p. 108).

Common European Framework of Reference for Languages (CEFR) is another document influencing the Czech educational system. It is important because the FEPEE was designed to fit the levels of proficiency CEFR defined. These levels are A1 and A2, B1 and B2, C1 and C2. This thesis deals with teaching students at upper primary school, therefore it must be mentioned that: “Education in the field Foreign Language is aimed at attaining the Level A2” (FEPEE, 2013, p. 18). The FEPEE explains that when leaving upper primary school, students should reach this level of proficiency:

Level A2: Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

Not only the FEPEE expects students to graduate from primary school with above mentioned knowledge of foreign language, further it is expected that students will be able to manage key competences. As defined in FEPEE “Key competencies are a set of knowledge, skills, abilities, attitudes and values which are important for the personnel development of an individual and for the individual’s participation in society” (2013, p. 11). There are six of them: learning competency, problem-solving competency, communication competency, social and personal competency, civic competency, professional competency. More or less all the competencies can and according to FEPEE should be developed in English teaching.

Language functions are not namely mentioned in any of these documents influencing education of English on Czech primary schools. However, they are not completely left out either. The description of A2 level, includes many functional expressions which are rather exemplified by their depictions (e.g. can understand and use familiar everyday expressions, can understand sentences and frequently used expressions related to areas of most immediate relevance, etc.). Moreover, language functions definitely help to acquiring of key competencies. As stated before, because their function is to enable effective communication language functions mainly help to develop the communicative competency. In addition, there are many functional expressions used in professional area and thus learning of language functions has significant influence on developing of professional competency.

It follows that second language learning is becoming more and more important subject in Czech educational system. Languages are given a plenty of space in the Czech curricula and English is being mentioned as the most important and recommended one. The importance is highlighted by directly expected knowledge of English students are supposed to manage at the end of the upper primary education. These levels of proficiency include several topics and abilities, languages functions representing one of them. Therefore language functions, their importance and division will be described in more detail in following part of the thesis.

2.2. Language functions

As follows from the previous section of this graduate thesis students of foreign languages are studying the language to learn how to use it and how to communicate in it. Therefore they study grammar, pronunciation, vocabulary, spelling etc. but still their usage of language might seem unnatural without language functions. According to Blundell, Higgens and Middlemiss (1993) “language functions are the purposes for which people speak or write” (p. v). Language functions are important and natural part of language and they can be as well defined as certain phrases, expressions and clusters of lexemes that are used in certain situations and they fit the context of the communication. They are natural for native speakers; nevertheless, they must be learnt by language learners.

The most extended study of language function was made by Roman Jakobson in 1960. Jakobson divided language functions in relationship to traditional model of communication and based on this model he described these types of language functions: emotive, referential, poetic, phatic, metalingual and conative (Jakobson, 1960, p.350-360).

Jakobson’s study of language functions was further modified by Blundell, Higgens and Middlemiss (1993). They divided language functions to suit English language teaching. The authors described that the language functions are present in all languages but they pointed up that “different languages express these functions in different ways” (Blundell, et al., 1993, p. v). However, they stated that there are some neutral expressions which can be used in all languages in the same situation. The best example of such neutral expression is the phrase ‘Thank you’ which can be translated differently but it means always the same thing. Furthermore, the neutral expressions as ‘Thank you’ can be used in all communicative situations e.g. among friends, when talking to foreign people, etc. Aside from these neutral expressions, there are phrases and expressions which can be used only in certain situations. Blundell, et al (1993) gave greeting people as an example. They claimed that even in speaker’s native language he/she would not greet his/her employer the same way as his/her friends. Blundell, et al (1993) stated: “It is the same in English. We are more likely to say a formal ‘Good morning’ to an employer, but an informal ‘Hallo’ to a friend.” (p. v). To summarize, Blundell, et al (1993) introduced language functions as important part of an English language learning process. They highlighted that it is important for language learners to recognize the situation and accordingly to it use formal, informal or neutral expression. Based on this, learner’s speech will sound natural and native-like.

Language functions and their importance in English language teaching were as well maintained by Harmer who explained that major part of communication consist of fixed phrases or lexical chunks (2007, p. 345). Functional exchanges are made usually of such fixed phrases and they follow a set pattern. This enables to speaker to choose one of them in a case when he/she is inviting someone somewhere; e.g. Would you like to go to (cinema)?, How about coming to (the cinema)?, I was wondering if you might like to go to (cinema)?, etc. Harmer explains: “When teaching speaking, we need to make students aware of fixed phrases, functional sequences and adjacency pairs. We can do this by teaching functional exchanges” (Harmer, 2007, p. 345). Not only are language functions significant in verbal communication. Harmer continues by clarifying: “Thus, when we attempt to achieve a communicative purpose (such as getting someone to agree to an invitation), we have to choose which of these language forms to use. Which form, given our situation, is the most appropriate? The same is true, of course, in our choice of language in letters, emails and text messages” (p. 28).

To summarize, language functions are important aspects of communication. They help the conversation to be effective and fluent. Therefore communicators should always take in consideration what degree of formality they are using in which situation when talking/writing about certain topic with certain people. The appropriate usage of language would be safe for both communicators and there will not arise any embarrassing moments for speakers. Harmer confirms that: “Speakers of English – especially where it is a second language – will have to be able to speak in range of different genres and situations, and they will have to be able to speak in range of conversational and conversational repair strategies. They will need to be able to survive in typical functional exchanges, too” (2007, p. 343).

2.2.1. Types of language functions

In this diploma thesis the division of language functions by Blundell, et al. (1993) is used because Blundell, et al. divided the functions with the aim to teach them. As follows from the introduction to language functions section the authors highlighted firstly the context in which certain expressions are used, so they sorted three main categories of language (formal, neutral and informal) and they proceeded by distinguishing of 4 types of functional areas. Each type can be further divided. The four main types of function areas are called: about information, attitudes and actions, social formulas, making

communication work and finding out about the language (Blundell, Higgins and Middlemiss, 1993, p. xvii). Finally, the authors divided each functional area in language functions. In their publication they presented every function in all situational variants so the reader can clearly distinguish the difference between individual degrees of formality. Each functional area and language functions belonging to it will be described in more detail in the following text.

Type one: about information, attitudes and actions

This type is further divided in three language functions which are: Informational, Attitudinal and Active. This division is based on a process that leads to an action thus: “Before you can have an *attitude* towards something (a feeling, an opinion, a judgement), you need *information* to base your *attitude* on. Similarly, before you can establish a course of *action* you need to have formed an *attitude*” (Blundell, et al., 1993, p. xviii).

Informational function: asking for information (I wonder if you could tell me...?), asking if someone knows about something (did you know...?), saying you know about something (someone has told me about...), saying you don't know (I am afraid I have no idea...), reminding (I must remind you...), asking about remembering (do you remember...?), saying you remember (I remember quite clearly...), saying you have forgotten (I've completely forgotten...), etc.

Attitudinal function: asking if someone is sure about something (are you sure about...?), saying you are sure (there can't be any doubt ...), saying what you think is possible (it's my expectation ...), saying you are not sure (I can't say for certain), asking how someone feels before something happens (are you all right?), saying you are curious (I wish I knew more about... and others.

Active function: offering to do something for someone (what can I do to help...), accepting an offer to help (that's very kind of you), refusing an offer to help (no, that's all right really), saying you intend to do something (I've decided...), saying you do not intend to do something (I have no intention of...), saying you are able to do something (I am capable of...), suggesting (what about..., let's ...).

Type two: social formulas

In this functional area the expressions named as social formula are grouped. These fixed phrases and expressions are produced to confirm a social relationship as well as they usually fit in what society expects to hear. Blundell et al. described following examples. (1993, p. xvii)

Social formulas: starting conversation with a stranger (I hope you don't mind me asking, but...), introducing yourself (may I introduce myself), introducing someone (have you met...), answering an introduction (nice/good to meet you), attracting someone's attention (Excuse me, but...), greeting someone (hi, hello, good morning), asking how someone is (are you well, how is life), saying how you are (very well/all right, thank you), saying sorry (please, except my apologies), accepting an apology (that's quite all right), saying good bye (see you!), etc.

Type three: making communication work

According to Blundell et al. (1993) function with a purpose of helping communication belongs in this group (p. xvii). It makes the conversation possible. Rather than discuss actual feelings, ideas, etc. this expressions keep the conversation fluent. The speaker expresses that he/she understood the message, or on the other hand did not, he/she needs an example to understand, wants to change a topic,...

Making communication work: asking someone to say something again (I am sorry, I did not catch...), checking that you have understood (so am I right in saying...), checking that someone understood you (does that seem to make sense?), saying something again (I was pointing out...), saying something in another way (what I men is...), giving an example (let me take an example:...), showing you are listening (I see) and others.

Type four: finding out about the language

In this section all expresses regarding language and its use are collected. They are useful for students and teachers to talk about the language and its structure. This functional expressions help learners to ask questions about language. Blundell et al. described following categories:

Asking questions about language: finding out about pronunciation (how do you pronounce this expression?), finding out about spelling (I am not sure if I have spelled this word correctly, can you please check it for me?), finding out about correctness (is it correct

to say...), finding out about the meaning (what is the opposite of polite?), finding out about appropriateness (what should I say if I want to...), etc. (1993, p. xvii)

2.2.2. Teaching language functions

According to Hadfield J. & Hadfield Ch. there are three stages of teaching not only functional expressions but other language structures as well (2008, p. 11). There are several other ways of dividing stages of language teaching but for the purpose of this thesis Hadfield's & Hadfield's division is used because it is simple and easily understandable. These three stages are called input, understanding and practice. Hadfield J. & Hadfield Ch. explained that "A teacher's job is to provide this input, help learners understand it, and to give them practice in using it" (2008, p. 11). Each of these stages can be further divided in smaller steps.

In the stage of input learners are presented some examples of the language they are going to deal with. Usually this part of the learning process is designed attractively for learners so they are motivated and their curiosity and interest are stimulated. Hadfield J. & Hadfield Ch. suggested: "A teacher should choose examples of the language that are appropriate for the learners" and they further claimed that it is important to consider what language structures students might already know and which are new (2008, p. 11). Lindsay C. & Knight P. added that sources of input can be friends, teachers, newspapers, films... Therefore they distinguished formal (classroom activities) and informal (something heard or read outside the classroom) input (2006, p. 11).

Understanding is the second stage of language learning process. In this stage teacher can help students to find out the meaning themselves, demonstrate the meaning with miming or pictures or just explain the language. Scrivener summarized the stage of input and understanding under one name and thus presentation and he maintained that this is the point when a teacher wants the learners "really to focus on some piece of grammar, to see it, think about it and understand it, to become much clearer in its form, meaning and use". He continues by highlighting that there is a significant difference between a lecture and the situation when the learners discover the rules or meaning for themselves. (2005, p. 265). In the moment when students can understand the meaning and they know the correct form they are ready to start the last stage which is called practice.

Hadfield J. & Hadfield Ch. claimed “teachers need to give learners practice using new language so that they become confident and develop the ability to speak or write in a way that people can understand” (2008, p. 11). There exist several ways the practice stage can be taught, however, as they are not important for the purpose of this thesis they will be only listed here. The ways how to practice the language as introduced by Hadfield J. & Hadfield Ch. are: drill, controlled practice, production or free practice, information gap activity and consolidation (2008, p. 13-15).

Input and understanding of language functions

This diploma thesis deals with presenting and understanding of language functions. Therefore these stages of language teaching will be described here in greater detail. As stated before input and understanding are the first two stages of language learning. Scrivener explained that there are three ways of presenting new language structure to students.

He described self-directed discovery which is based on idea that students will discover how to use the language themselves, e.g. “you write some sentences (all using the past perfect) on the board, but with the words mixed up, then hand the board pen to the students and leave the room” (Scrivener, 2005, p. 266). Even Scrivener claimed that this category: “is the least commonly found in the classroom” (2005, p. 266).

Secondly Scrivener presented explanation. He stated that at some point it is very useful to explain things clearly to students, e.g. “you lecture about conditional sentences” (Scrivener, 2005, p. 266). However he stated that large amount of explaining might be boring or confusing for students. Scriveners advice is therefore “Keep it short” (2005, p. 267).

The last described category how to present new language to students is according to Scrivener guided-discovery (2007, p. 268). This is a compromise between giving exhaustive explanations and self-directed discovery technique. As Scrivener explained it is an attractive alternative which allows to learners to make their own explanation and discoveries. It awakes students’ interest and it also functions as motivation. With asking questions and using other techniques, teacher helps students to focus on the key points so the long explanations can be dismissed and learners are more active in the process of language learning (Scrivener, 2007, p. 268). Scrivener described the role of a teacher in guided-discovery in following points: “a) select appropriate tasks; b) offer appropriate instruction, help, feedback, explanation...; c) manage and structure the lesson so that all

learners are involved and engaged, and draw the maximum from the activity” (2007, p. 268). The most important thing is as Scrivener explained to ask ‘good questions’ and so encourage the students to distinguish and think about language structure. He also maintained that although guider-discovery might seem simple is it demanding on both the teacher and the learners. Scrivener claimed: “Guided-discovery requires imagination and flexibility” (Scrivener, 2005, p. 268).

Guided-discovery is based on asking questions. Scrivener named this guidance as ‘Socratic questioning’ and he presented many examples how teacher can ask whether the learners have understood the input. He stated that teacher has the possibility to ask questions that focus on the meaning, context and form. Teacher can further ask learners to analyse sentences from texts, to reflect on language they have used, to analyse errors or to hypothesise rules and many more (2005, p. 268). Concretely Scrivener suggested these questions: Questions about form such as: What word goes in this place?, How do you spell that?, etc.; Questions about functions: Do they know each other?, Is this formal or informal?, Is this polite? etc.; Problems and puzzles: Put these words in the right order., Fill in the spaces., etc.; Reflecting on use: Why did you use that tense?, What was the answer?, etc.; Hypothesising rules such as: Is there a rule?, Why is that incorrect?, and others; Sentence analysis questions: Mark all the prepositions, How many auxiliary verbs are there? etc.; Discussion about language: Which sentence do you prefer?, What’s difficult for you here?, etc. and the last category: Context and situations: This is Paul. Where does he work?, Tell me what he does every year. What’s Jenny doing tonight? (2005, p. 270-271). This list of possible question that Scrivener recommended for guided-discovery presentation was used to design practical part of this graduate thesis.

In this part of the thesis the guided-discovery way of teaching language functions was introduced. Nevertheless, it is important for students to learn the functions in certain context. Therefore storytelling as one of the possible ways of context setting will be described in following subchapter.

2.3. Storytelling

Stories are natural and important part of human lives and as Andrew Wright maintained: stories are important for our minds “as much as we need food for our bodies” (1995, p. 3). Stories and storytelling take place in everyday life of all people nevertheless it is generally acknowledged that storytelling is fascinating and important learning tool

mostly for children. It is valuable source of information even in their native language. Stories help children to develop their fantasy, their communicative skills, to understand their world and share it with others. Wright further stated: “Stories, which relay so much on words, offer a major and constant source of language experience for children. Stories are motivating, rich in language experience, and inexpensive!” (1995, p. 3).

According to Wright there are several reasons why to use stories in language lessons. He presented following reasons: motivation, meaning, fluency, language awareness, stimulus for speaking and writing, communication and general curriculum. Meaning is important in stories because children like to find meaning in what they are doing, so they think they listened to a story with a purpose.

Wright’s next reason why to use stories in lessons is called fluency and it could be further divided in listening and reading fluency and speaking and writing fluency. Listening and reading fluency is important mainly because it teaches children how to understand to a stretch of speech/text in a foreign language in which new words might appear. Wright mentioned that: “The ability to do this can only be built on by practice” (1995, p. 4). At this point there are two significant things on which listening and reading fluency is based and thus “a positive attitude to not understanding everything” and “the skills of searching for meaning, predicting, and guessing” (Wright, 1995, p. 4). Students are able to do both steps in their native language and they need to be encouraged to find out how to do this when studying a foreign language. Speaking and writing fluency “is based on a positive attitude to ‘having a go’ with the language one knows and not being afraid of making mistakes” (Wright, 1995, p. 4). This is demanding on both students and teacher. Teacher must be focused mostly on the message of the students’ speech and do not correct all the mistakes students might make. Karant highlighted the importance of fluency in productive skills by claiming that: “intermediate and advanced students are often proficient at filling in the blanks of grammar-book exercises without being able to produce accurate sentences in free writing or in conversation” (1994, p. iii).

Wright’s next argument for storytelling in classes is called language awareness (1995, p. 5). He explained that students do not have to actively participate in storytelling but they are still absorbing the language. Students are introduced to new language constructions and they do not have to use them productively. It helps them to create a reservoir of language and “when the time comes to move the language items into their productive control, it is no great problem because the language is not new to them” (1995, p. 5).

Another reason for storytelling with children is called stimulus for speaking and writing. This point is connected with the fluency point mentioned above. The experience with listening/reading a story encourages students to produce their own language in speaking or writing. Wright clarified: “It is natural to express our likes and dislikes and to exchange ideas and associations related to stories we hear or read” (1995, p. 5). However, majority of students is often too afraid or shy to comment on something and storytelling helps them with this issue.

Communication is the fifth reason Wright presented and he defended it by claiming that it is useless to learn a foreign language if students do not know how to communicate. The ability to listen to others and to produce such speech to which others will be willing to listen is not natural, however it could be acquired by reading/listening to stories and by responding to them through speaking, writing, painting, drama etc. (Wright, 1995, p. 5).

The last point introduced by Wright as a reason, why to use stories in language lessons, is its relation to general curriculum. Not only stories help students to develop their knowledge of the language. They further help learners to extend their world knowledge (Wright, 1995, p. 5). Choice of the story could make a useful curricular link between isolated subjects. In Czech schooling environment this is a very significant fact because as explained above FEPEE, the most significant document influencing Czech curricula, expects students to manage several competencies. Stories can be a great source of inspiration for students when developing these competencies.

To the usefulness of stories commented also Scrivener who stated: “many teachers use stories as an interesting route into grammar lessons, but bear in mind that stories have a great deal of value in their own right” (2005, p. 337). He explained very similar points of importance of storytelling as Wright and, moreover, Scrivener described basic steps how to proceed when telling a story in a language lesson. Firstly, the teacher should be prepared and in the mood to tell a story. Scrivener suggested to remember the smells, the colours, the key events and to make some basic notes, nevertheless, he recommended not writing the whole story down. Secondly, the teacher is supposed to lead the class in the mood to listen to the story so the students should receive some basic instructions as “I am going to tell you a story. Listen and see if you enjoy it” (Scrivener, 2005, p. 337). This step should loosen the stress in a class. Thirdly, the story itself is told. It is highly recommended by Scrivener not to read it. Narrated story is as Scrivener mentioned more immediate and involving. (2005, p. 337). Fourthly, the discussion should follow. There is a possibility that students will want to talk about the plot, to share their opinions or similar experiences. And

the last point mentioned by Scrivener is to leave the story behind and to proceed to some other activity. This last point may be different when the story is told as an input to new language structures (2005, p. 337).

There are several resources for stories. Scrivener gave as an example: “small incidents in your own life (maybe slightly dramatized); fairy tales and legends, especially rare or local ones; ghost and mystery stories; single incidents longer biographies and novels; versions of stories you read in the newspaper or magazine, etc.” (2005, p. 337). Wright also suggested that we may use the television shows and theatre as a source of a story, too (1995, p. 3).

To summarize, stories in language lessons are very attractive tool how to gain students attention, how to present new language structures or just how to improve and loosen the climax in a class. There are some basic steps teachers should follow to make their storytelling as much interesting and effective as possible, and there are also many resources of stories. However, every story has different context and there are several ways of introducing the context to children. Therefore context-setting will be discussed in the next part of this thesis.

2.3.1. Different ways of context setting

From the previous section follows that there are various types of techniques how to use a story in a language lesson. Anyhow, each story takes place and is narrated in different context, which certainly helps students to understand the whole situation. Therefore to make it easier for students to perceive the situation and also to make it more attractive for them, there are several ways of introducing the context of the story to students. Scrivener listed several examples from which some will be presented and described further in the thesis.

Flashcards – Scrivener explained that “*Flashcards* is ELT jargon for pictures (or diagrams, words, etc.) that you can show to students, typically something you can hold up when standing in front of the whole class” (2005, p. 333). Flashcards and pictures have a significant place in English language teaching and they can be used in different ways (to teach vocabulary, to present a topic of the lesson, to explain some grammatical rules, etc.). When teaching functional expressions the situational context is very important so pictures can be used to introduce certain context of a story. On the other hand, pictures might be used as a motivator and by guessing what is on the picture learners will get involved in the

story and their attention will arise. Such images can be easily taken from any magazine or internet.

Picture stories – Picture stories are very specific type of context setting for storytelling. They represent a direct link between flashcards and storytelling itself. As Scrivener depicts: “traditionally they have been used as a starting point for writing exercises, but they are also very useful for focusing on specific language points or as a material for speaking and listening activities” (2005, p. 334). That follows that there is a wide range of ways how to use them. Their major advantage for storytelling is that they present a lead which is easy to follow which would certainly make it easier for students to tell a story when the context is set so they can focus on the language.

Songs and music – although songs and song singing is usually regarded as time filling activity in a class they may be used as a source of many meaningful activities too (Scrivener, 2005, p. 338). Scrivener claimed: “many coursebooks nowadays include songs that specifically focus on grammatical or functional items; these may have been selected because of their content or specially written and recorded for students” (2005, p. 338). Using original English songs as a source of a story has several advantages: they motivate students, they are source of authentic speech and they might be very useful source of language functions.

TV, DVD and video – Scrivener directly named video as a good source of language functions and grammar and he explains that “it’s not too hard to extract 30 to 60 minutes’ work out of a three-minute recording” (2005, p. 351). As mentioned before video, TV shows and recordings are great source of stories as well. However he suggested these steps teachers should follow when using a video in their lessons: keep it short, exploit the material, switch the TV off when the students don’t need to look at it, if possible find your place before the lesson, etc. (2005, p. 352).

To summarize, to make it easier to teach language functions through storytelling there must be a context in a story. There exist different ways of presenting context in a story. These methods are using pictures, picture stories, songs and music and TV, DVD or video. This chapter covered the theory of the topic of this thesis, explored specialized literature; and moreover, general information about individual parts of the hypothesis were described and introduced in wider context. In the practical part of this thesis context setting through pictures and short movie were used. The comparison of these two different strategies will be described in the following part of the thesis.

3 METHODS

As stated in the previous chapter of this diploma thesis the aim of this work is to confirm or disprove the hypothesis which is *Storytelling under guided-discovery leading is an effective and for students attractive way of presenting language functions*. In this chapter research tools designed and carried out to collect needed data for such survey are presented. As research tools experiment and questionnaire for students were used.

3.1. Location of the research

Both experiment and questionnaire were designed for students at the upper primary school. The research was carried out at 16th Primary and Nursery School in Pilsen. This school is specific because it is situated in the centre of the city and its functional area covers parts of the city where families with lower social status live. It is usual that there are students with specific needs and learning difficulties integrated in classes. Very often there are some students from foreign countries, mostly from Ukraine, Slovak Republic or Vietnam in classes, too. These factors have been taken in consideration while designing both experiment and questionnaire.

To make this research as valuable and exhaustive as possible, there were two experiments made. The first one called ‘Harry Potter experiment’ was introduced to three groups of students and the second one called ‘Story from cafeteria experiment’ was introduced to two groups of students. Each experiment was then followed by a questionnaire. Both experiments are based on storytelling under guided-discovery leading with an aim to present new language functions to students and to find out whether this way of presenting language function is effective and for students attractive.

3.2. ‘Harry Potter experiment’

‘Harry Potter experiment’ was based on a story which is generally known and quite popular among young people, thus Harry Potter. As follows from above stated facts in this experiment a piece of the story which includes language functions was extracted and presented to students. To motivate them and to make the context of the story clearer a part of filmed version of Harry Potter story was used. This video was cut out of the movie and the complete stoppage was 3 minutes long then. However, this video was sufficient to present language function which is according to Blundell et al. called asking for

information, concretely, asking for directions ((1993 p. xvii). The video contained two examples of this language function, specifically ‘Excuse me, sir, can you tell me where I might find platform nine and three quarters?’ and ‘Excuse me, could you tell me how to get (on the platform)?’. This part of the lesson was focused on presentation of this language function and to research whether it was affective subsequent steps followed.

To survey whether the students discovered the meaning and usage of this function for themselves each received a worksheet (see Appendix 1) which included questions inspired by Scrivener’s list of guided-discovery questions (see page 11). In summary all students saw the shortened video three times. Before every watching the learners were asked to read a set of questions they were supposed to answer after watching. These questions were designed to gradually shift students’ attention from a general meaning of the story (Where does the story take place? Who is the main character) to the concrete language function (What does he need?), its meaning and use (Students were asked to underline particular lines how does he – meaning Harry Potter – ask for what does he need in transcribed part of the movie. Then students were asked to explain what the underlined phrases mean and when would they use such phrases). Furthermore the worksheet contained questions on students’ age, gender, class, school and date when the experiment took place. However, learners were not asked to fill in their name so the worksheet was anonymous. The questions were in Czech language to make it understandable for all students as some of them as mentioned above had particular learning difficulties and questions in English might discourage them from filling it in. Nevertheless the video was in English and without subtitles.

3.3. Questionnaire 1

The following questionnaire (further called questionnaire 1) was designed to research the attractiveness of storytelling, usage of Harry Potter movie and guided-discovery leading. The questionnaire 1 (see Appendix 2) was again in Czech language from the same reason aforementioned and it contained five opened questions. The questions were: Do you think this lesson was different than other lessons. If yes, in what way? Would you like to have such lesson more often? Would you suggest any changes? How did you like the story (mark as in school)? Do you think a usage of the story in lesson was beneficial? The questionnaire 1 was given to students in last five minutes of the lesson

so they were able to evaluate the procedure. Once again the questionnaire did not include question on students' name.

3.4. Subjects and location of 'Harry Potter experiment' and questionnaire 1

As already mentioned above, 'Harry Potter experiment' and questionnaire 1 were introduced to three groups of students. Two of these groups were nine graders (further referred to as nine graders group one and nine graders group two) and one was eight graders. Altogether the research was presented to forty-six respondents. Both groups of nine graders were supposed to be on A2 level of proficiency. The students have studied English from their third grade that means they have studied English for seven years. The eight graders were supposed to be nearly on A2 level of proficiency. They as well have studied English from their third grade and that means that they have studied English for six years. The respondents were in age from thirteen to sixteen years and there were female and male students together in the classes.

The survey took place in special classroom equipped by computers and interactive white board. The facility of the class was ideal for video watching because blinds on windows were drawn and the sound system in the class was satisfying. On the other hand the seating arrangement in the class was organized in fixed rows with computers on tables. These were quite distracting facts influencing the experiment. The 'Harry Potter experiment' and questionnaire 1 were presented to students on 20. 3. 2013 in three educational hours which take forty-five minutes. Detailed lesson plan for these lessons can be found in Appendix 3.

3.5. 'Story from cafeteria experiment'

The second experiment was called 'Story from cafeteria' and it was based on real story from my life. This story depicted an incident from cafeteria when some man spilled his coffee on my clothes. The idea of using a real story was inspired by Scrivener who claimed that small incidents in teacher's life (maybe slightly dramatized) are ideal source of stories (2005, p. 337). The fact that the story really happened motivates students and usage of the language is then taught in very natural way because learners are familiar with the context in which language structures are used. The context for this story was set by several pictures. There were pictures of people and objects that played certain role in the story. Students were asked to guess who or what is on the picture (me, my sister, a man, a

cell phone, coffee). This led to their active participation in storytelling and it wakened their interest in the tale.

The story contained two language functions which were classified by Blundell, et al. as social formulas. Concretely saying sorry and accepting an apology (1993 p. xvii). Each language function was presented in story in two examples. Function saying sorry appeared in the story in variations: ‘Oh, I am so sorry I was on a phone and I did not pay attention’ and ‘Please except my apology I really did not mean to’. Function accepting apology appeared in the story in variations: ‘That’s all right, nothing happened’ and ‘Don’t worry about it’. A transcript of the story can be found in Appendix 4. Students heard the story just once but while telling the story I expressed several things by miming or pointing at pictures representing people and objects in the story. Moreover I asked them questions to check if they understand the story correctly. After storytelling students were asked to retell what happened just in short sentences so they all became very familiar with the content.

The following activity was already focused on language functions. Students were supposed to attach flashcards with pieces of direct speech under pictures of characters from the story on the white board with magnets. At this moment each student received a worksheet (see Appendix 5). At first students were asked to fill in the head of the worksheet which included questions on students’ personal data as their age, gender, class, school they are attending and in addition date when the experiment took place. Following questions were then focused on meaning and usage of language functions and they were again based on Scrivener’s list of suggested questions for guided-discovery. Questions in worksheet were: What do the sentences said by a man in the story mean? When would you use them? What do the sentences said by me (meaning the narrator) in the story mean? When would you use them? Again questions were asked in Czech language and the worksheets were anonymous.

3.6. Questionnaire 2

‘Story from cafeteria’ was followed by a questionnaire as well. The questionnaire 2 was made of five opened questions. As in previous case questionnaire 2 was in Czech. The aim of questionnaire 2 was to research whether ‘Story from cafeteria’ was attractive for students. Questions included in questionnaire were the same as in the questionnaire 1, namely: Do you think this lesson was different than other lessons. If yes, in what way?

Would you like to have such lesson more often? Would you suggest any changes? How did you like the story (mark as in school)? Do you think a usage of the story in lesson was beneficial? The questionnaire was filled in by students in last five minutes of the lesson in which the ‘story from cafeteria’ experiment was presented. As in previous case, questionnaire 2 was anonymous too.

3.7. Subjects and location of ‘Story from cafeteria experiment’ and questionnaire 2

Already aforesaid was that ‘Story from cafeteria’ experiment and questionnaire 2 were introduced to two groups of learners. It were two groups of nine graders, as in previous example they will be further referred to as nine graders group three and nine graders group four. Altogether the survey was introduced to twenty-eight learners. As in previous experiment and questionnaire the students in the ninth grade were supposed to be on A2 level. They have studied English language for seven years.

The research took place in regular classroom but students were seated in a circle or in front of the white board. In this organization all students could clearly hear the whole story and see the pictures attached on the board. Moreover students had very little things to be distracted with. The ‘Story from cafeteria’ experiment and following questionnaire 2 were presented to students on 23. 3. 2013 in two educational hours which were both forty five minutes long. The complete lesson plan can be seen in Appendix 6.

In this chapter the research tools were introduced and described, namely ‘Harry Potter experiment’, questionnaire 1, ‘Story from cafeteria experiment’ and questionnaire 2. These research tools were presented to students of 16th primary school in Pilsen, specifically to five groups of students. The survey was made to confirm or disprove the hypothesis of this work which says: *Storytelling under guided-discovery leading is an effective and for students attractive way of presenting language functions.*

In the subsequent part of the thesis results of above described research are introduced together with commentaries on the results.

4. RESULTS AND COMMENTARIES

In this chapter results of the research which was described in detail in previous chapter are presented. The results of the ‘Harry Potter experiment’, questionnaire 1, ‘Story from cafeteria experiment’ and questionnaire 2 will be described, presented in tables and graphs which will be interpreted and commented on in following text. The collected data will be interpreted and summarized with an aim to confirm or disprove the hypothesis: *Storytelling under guided-discovery leading is an effective and for students attractive way of presenting language functions.*

4.1. ‘Harry Potter experiment’

The ‘Harry Potter experiment’ was introduced to these three groups: nine graders group one, nine graders group two and eight graders. They were watching a piece of Harry Potter movie which contained two examples of language function called asking for information. Between individual watching students were asked several questions which were supposed to lead them to discover the meaning and usage of language function. However, there were also question of personal data of the respondents.

4.1.1. ‘Harry Potter experiment’ nine graders group one

The worksheet was filled in by thirteen students. The research was carried out on 20. 3. 2013 as all students filled it in the head of the worksheet. They all also confirmed that they are attending 16th Primary and Nursery school in ninth grade. However the age and gender ratio of the students was different. Figure 1 and Table 1 depicts the number of female and male students plus their age.

Figure 1: 'Harry Potter experiment' 1

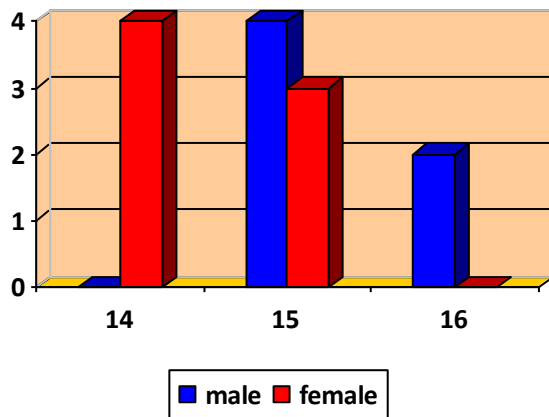


Table 1: 'Harry Potter experiment' 1

	14	15	16
Male	0	4	2
female	4	3	0

As pictured in Figure 1 and Table 1 the 'Harry Potter worksheet' was filled in by six male and seven female students, four fourteen year old female students but no male ones. There were four fifteen year old female and three male students in this age. Finally, there were only two sixteen year old male students and no sixteen year old female ones. This indicates that nine graders group one were heterogeneous group of students with age difference from fourteen to sixteen years.

To comment on the results it follows that the group was very diverse. At their age the age difference could be quite significant. This fact did not exactly influence the result of the 'Harry Potter experiment' however this composition of the class influenced the progress of this experiment. The situation was very similar in other groups too, therefore the commentary on the fact that the group was heterogeneous will not be mentioned again in this thesis, although it was taken in consideration when analysing the results (Author's note).

Question 1 - The first task for the students in the worksheet was to watch the three minutes long video and to focus on two basic questions, concretely: 'Where does the story take place?' and 'Who is the main character?' All thirteen students answered these questions correctly and said that the story took place at the railway station and the main character is Harry Potter. Some of the students were more specific and they claimed that the story took place on the platform. Two of them even specified that it was platform nine and three quarters.

These results suggest that all students were able to understand the context of the story. The fact that they added the concrete name of the platform indicates that they

already knew the story. This could be considered a positive fact because then the learners were able to focus more on the language and less on the plot of the story.

Question 2 – Before second watching of the story students were asked these two questions: ‘With whom does he speak?’ and ‘What does he need?’. When assured that all students understand the question the second watching proceeded. After watching some students were confused by question ‘What does he need?’ and therefore I explained that it means the same as ‘What is he asking for?’. After this, all students were able to fill in the question 2. However, one student answered just one of these two questions.

Concretely the question ‘With whom does he speak’ was not filled in one worksheet. From twelve reminding respondents, who answered the question, seven gave a complete answer (named or listed all three people), three students answered that he speaks with three people which is also correct answer and two students mentioned just one of the three people Harry Potter was talking to in the extracted piece of the movie. The results are depicted in Table 2 below.

Table 2: 'Harry Potter experiment' – worksheet – question 2 (With whom does he speak?)

did not answer the question	answered the question	from the 12 respondents that answered the question:
1	12	7 listed all three people Harry Potter talked with
		3 answered just ‘three people’
		2 named just one of the three people

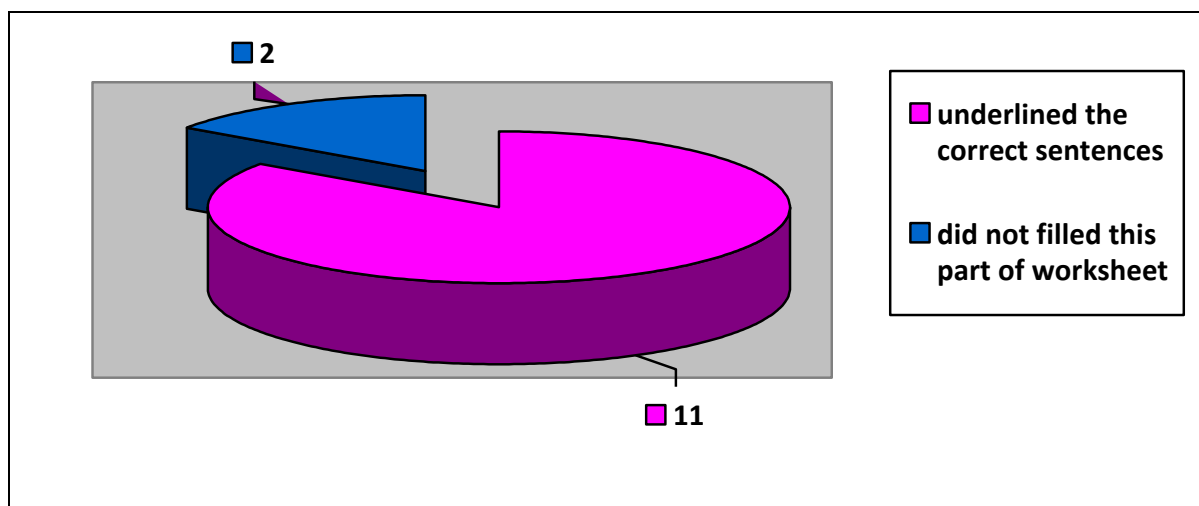
The question ‘What does he need?’ was important because it asked on the meaning of the language function students were going to learn. From the context of the story they all were able to answer correctly and claimed that he needs to find a way on the platform. Again some students gave more detailed answer than the others, e.g. “He is looking for the platform nine and three quarters”, “He wants to know where the platform is” etc.

Question number two was included in the worksheet to bridge question 1 asking for the general placing and main character of the story and questions asking directly on language structures. It helped students to gradually shift their attention from the story as a

whole to the concrete meaning of dialogues in it. The results clearly indicate that students were able to follow a guided-discovery leading introduced by questions in the worksheet.

Question 3 – This question asked students to underline the pieces of dialogues where Harry Potter asks for directions. At this moment all students knew that he asks the way on the platform and they saw the story already twice. Therefore they were able to go through the transcribed text of the story without watching the video. Nevertheless only eleven students were able to underline the correct sentences which were: “Excuse me, sir, can you tell me where I might find platform nine and three quarters?” and “Excuse me, could you tell me, how to get...?” (the end of the sentence was added by the asked person which added “onto the platform”). Two students who did not fill this part of the worksheet did not underline wrong sentences they just left the rest of the worksheet blank. One of them was the student who answered only one sub-question in question 2. Results of question 3 are in detail pictured in Figure 2.

Figure 2: 'Harry Potter experiment' – question 3



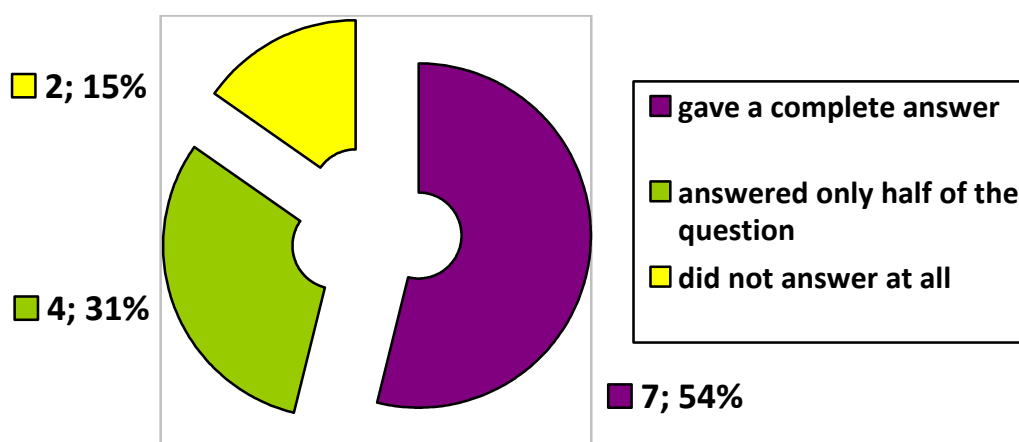
The results of this item in the worksheet suggest that all the students who were focused were able to underline the correct sentences. The couple of students who did not fill this part of the worksheet probably lost their interest in a story and therefore skipped this part. This opinion is based on the fact that they did not answered incorrectly, they did not respond at all.

Question 4 – The last question in the worksheet was included to check whether students were able to deduce the meaning of before underlined phrases and their possible usage. The questions were: “What do the underlined phrases mean?” and “When would you use them?”. This question answered students immediately after the third watching

during which they have underlined language functions. Expected outcome of these questions was confirmation that students comprehended the meaning of phrases as “could you please tell me how to get..?” etc. They were expected to claim that such questions mean asking for directions or for help and they are used in situations when someone needs to find way somewhere. However the translation of these sentences was also considered as correct answer because it showed that learners knew what the sentences mean in Czech even thou they did not stated general name for this type of questions.

The results of this question are presented in following graph:

Figure 3: ‘Harry Potter experiment’ - question 4



As follows from above introduced graph the correct answer was stated by seven students who claimed that “Harry is asking for directions to the platform nine and three quarters.”, “He is asking for directions”, “He is asking for advice” etc. These seven students also answered that they would use such sentences in situations in which they would need some help, advice or they would need to find a way somewhere. This indicates that 54% of respondents were able to deduce the meaning and usage of this language function. Four students answered only half of question 4. Concretely, they all answered that Harry Potter needs to find a way (specifically: “He asks the way”). That means that 31% of respondents were able to understand the meaning of the language function however they did not answered in which situation they would use them. Two students (15%) did not fill in this part of the worksheet at all. These were the same students who did not filled in even the previous questions.

It could be said that these result reveals that presentation of language function though storytelling was quite successful in this group. 54% of all students were able to understand meaning and usage of the language function which was the aim of the presentation. Further, 31% of the class were able to understand the meaning of the function

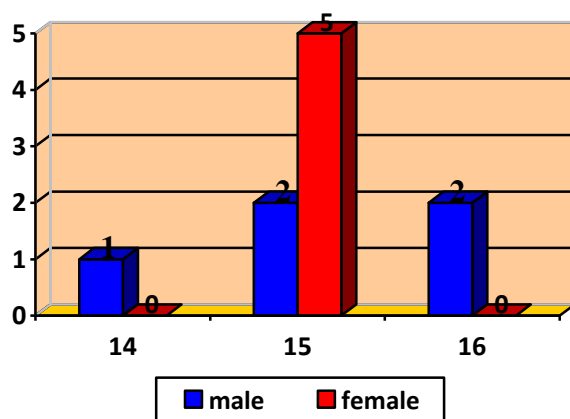
but they did not mention when they would use them, however this result is still considered as positive. Therefore it could be argued that for 85% of the class storytelling under guided-discovery leading was an effective way of presentation of language function.

4.1.2. 'Harry Potter experiment' nine graders group two

The worksheet was filled in by ten students. In the head of the worksheet students completed the day when the survey took place and thus 20. 3. 2013. They all also confirmed that they are attending 16th Primary and Nursery school in ninth grade. However the age and gender ratio of the students is different. Figure 4 and Table 3 depicts the number of female and male students and their age.

Table 3: 'Harry Potter experiment' 2

Figure 4: 'Harry Potter experiment' 2



	14	15	16
male	1	2	2
female	0	5	0

As pictured in Figure 4 and Table 3 the 'Harry Potter worksheet' was filled in by five male and five female students. There was one fourteen year old male student but no female one of this age. There were five fifteen year old female learners and two male ones in this group. Finally there were only two sixteen year old male students and no sixteen year old female ones. This indicates that nine graders group two were heterogeneous group of students too with age difference from fourteen to sixteen years.

Question 1 - 'Where does the story take place?' and 'Who is the main character?' Altogether all students answered this question correctly. After the first watching they all discovered that the main character is Harry Potter and that the story takes place at railway station. Two learners were more specific and claimed that the story takes place on platform nine and three quarters. One student even stated that the railways station is in London.

The students were all able to understand the context of the story. Again some of them already knew the story which is indicated by the fact that they added the concrete name of the platform and even of the city there the story is narrated. As aforesaid this is considered a positive fact.

Question 2 – ‘With whom does he speak?’ and ‘What does he need?’ were questions which students were supposed to answer after second watching. All ten students were able to answer the complete question correctly.

Specifically to the question ‘With whom does he speak’ students gave different types of answers. The majority (eight students) named all three people and some of them even answered in English what was not compulsory. One student answered that Harry Potter speaks with three people. This answer is also correct. Finally one student wrote: “with woman” which was the only one incomplete answer. The answers on these questions are depicted in Table 4 below.

Table 4: 'Harry Potter experiment' – worksheet – question 2 (With whom does he speak?)

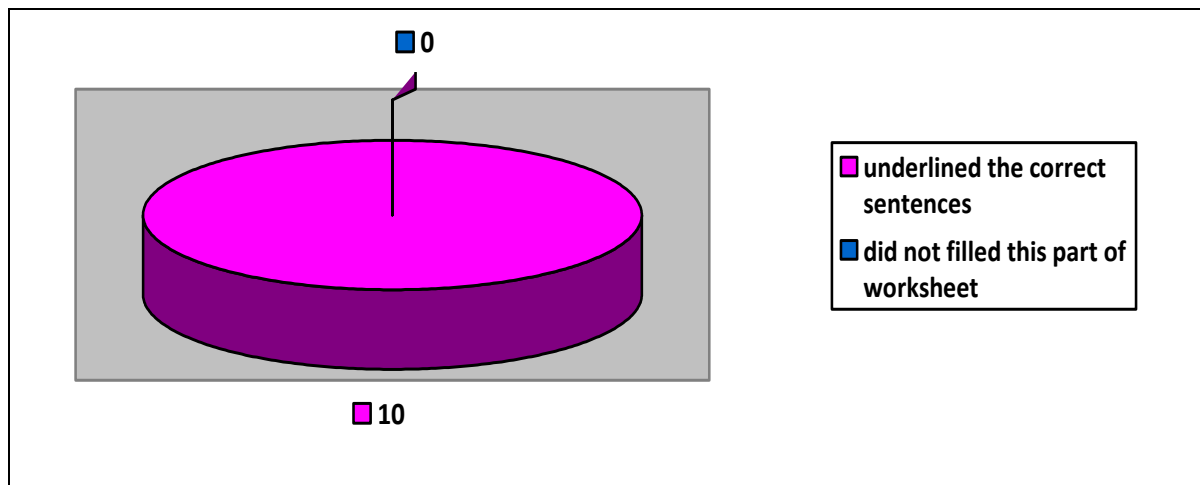
did not answer the question	answered the question	from the 10 respondents that answered the question:
0	10	8 listed all three people Harry Potter talked with
		1 answered just ‘three people’
		1 named just one of the three people

The second sub-question was ‘What does he need?’. In group nine graders two all learners were able to answer this question correctly and stated that he needs to find a way on the platform. In this group majority of students gave more complete answer and they wrote e.g. “He is looking for platform nine and three quarters”, “He want to get on platform nine and three quarters and he wants to know how to do that”.

The results clearly show that all students were able to follow a guided-discovery leading introduced by questions in the worksheet. The fact that almost all (nine students) added the name of the platform is quite interesting. It follows that they knew the story and they wanted to give as complete answer as possible.

Question 3 – “Underline in text how he gets the information” asked students to focus concretely on pieces of dialogues in which Harry Potter asks for directions. Students were supposed to underline these phrases: “Excuse me, sir, can you tell me where I might find platform nine and three quarters?” and “Excuse me, could you tell me, how to get...?” In this group all students filled this part of the worksheet and underlined the correct sentences. Results of question 3 are in detail pictured in Figure 5.

Figure 5: 'Harry Potter experiment' – question 3

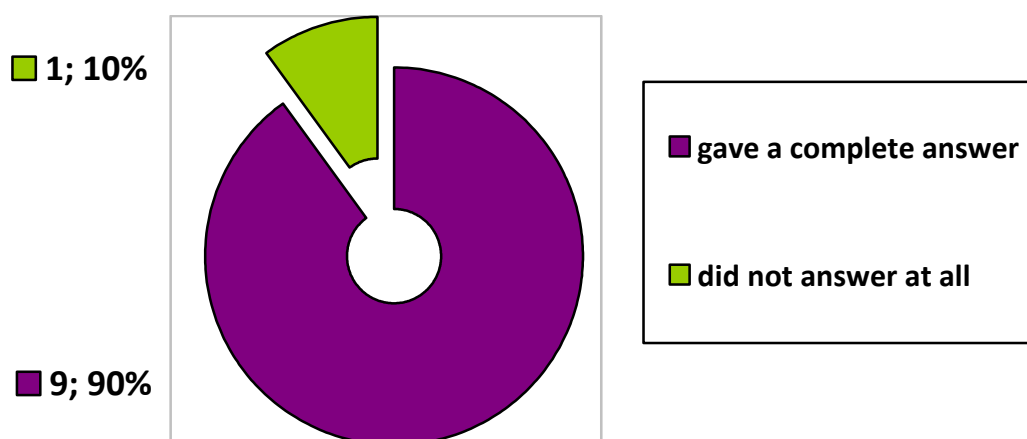


The results of this item in the worksheet indicate that all the students were focused and underlined the correct sentences. This indicates that all students were able to shift their attention from the general plot of the story to concrete language structure.

Question 4 – “What do the underlined phrases mean?” and “When would you use them?” were questions students answered after third watching of the video when they knew that Harry Potter is asking for directions and he uses two phrases how to get this information. As stated before expected outcome of these questions was confirmation that students understand the meaning of phrases as “could you please tell me how to get..?” etc..

The results of this question are presented in following graph:

Figure 6: 'Harry Potter experiment' - question 4



From Figure 6 presented above follows that 9 students were able to answer this question correctly. One student gave no answer. From the 9 students who answered both sub-questions the majority wrote a general answer to question “What do the underlined phrases mean?”. Their answers were e.g.: “He wants to get on the platform nine and three quarters”, “He asks for the way”, “Can you tell me how to get somewhere”... Two students translated the sentences. To the question “When would you use them?” seven learners answered that they would use them when looking for some place, in case they would be lost or they would need to ask for directions. One student answered that he would use them at the railway station which is not completely correct answer. One student did not fill in this question at all. However one student answered “I would use them when asking foreign people for directions”.

To comment on the fact that one student specifically wrote ‘foreign people’ it could be said that it is very positive phenomenon. That means that he was able to deduce not only a meaning and usage of this language function, furthermore, he discovered also the level of formality of it. As defined by Blundell et al. such phrases are considered as formal language (1993, p. v). The formality of these phrases was explained to all students in following part of the lesson.

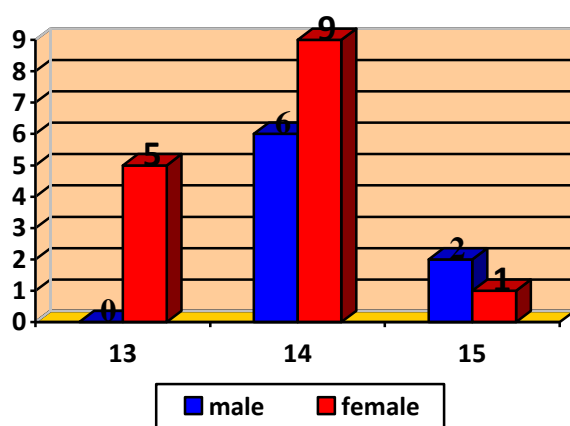
Nevertheless the results clearly indicate that majority of the class was able to deduce the meaning and usage of language function asking for information presented through storytelling. 90% of the group filled correctly the key question. Only one student (10%) in the group was not able to answer this question. But by all means this suggests the fact that for this group storytelling under guided-discovery leading was very effective way of presenting language functions.

4.1.3. 'Harry Potter experiment' eight graders

The 'Harry Potter worksheet' was fulfilled by twenty-three students. Students completed the head of the worksheet and stated that the survey took place. It was 20. 3. 2013. Further they confirmed that they are attending 16th Primary and Nursery school and they were in eighth grade. However there were students of different age and genre in the class which is depicted in Figure 7 and Table 5 below.

Table 5: 'Harry Potter experiment' 3

Figure 7: 'Harry Potter experiment' 3



	13	14	15
male	0	6	2
female	5	9	1

Figure 5 and Table 5 depicted that 'Harry Potter worksheet' was filled in by eight male and fifteen female students. It was fulfilled by five females in the age of thirteen and there were no thirteen years old male students in the class. There were nine fourteen year old female and six male students. Finally the worksheet was filled in by two male learners in the age of fifteen and one female in this age. Above presented graph and table suggest that the group was diverse both as regards age and gender. The age ratio of eight graders was from thirteen to fifteen years.

Question 1 – Question 'Where does the story take place?' and 'Who is the main character?' were filled in by all students. All students answered the question correctly and similarly as in previous cases some answers were more complete than others. Fifteen students stated correctly and simply that the story takes place at the railway station and the main character is Harry Potter. Ten students not only mentioned the station they also added that the station is in London and one claimed that it is in England. One student also stated that the location of the story in platform nine and three quarters.

These results suggest that all eight graders were able to understand the context of the story. The fact that they tried to respond as completely as possible is typical for their

more enthusiastic approach to school and also to the fact that they were quite happy to watch Harry Potter movie.

Question 2 – Question 2 included sub-questions ‘With whom does he speak?’ and ‘What does he need?’. All students managed to fill in this part of the worksheet.

Concretely the question ‘With whom does he speak’ was responded in different ways by students. Fifteen learners fulfilled the question completely and they named or listed all three people Harry Potter speaks with in the story. One student wrote just “He speaks with three people”. Reminding seven learners stated that he speaks with one or two people e.g. “He speaks with a woman and Hagrid”, “He speaks with a woman”... These answers are always correct however they are considered as incomplete. The answers on this question are depicted in Table 6 below.

Table 6: 'Harry Potter experiment' – worksheet – question 2 (With whom does he speak?)

did not answer the question	answered the question	from the 23 respondents that answered the question:
0	23	15 listed all three people Harry Potter talked with
		1 answered just ‘three people’
		7 named just one or two of the three people

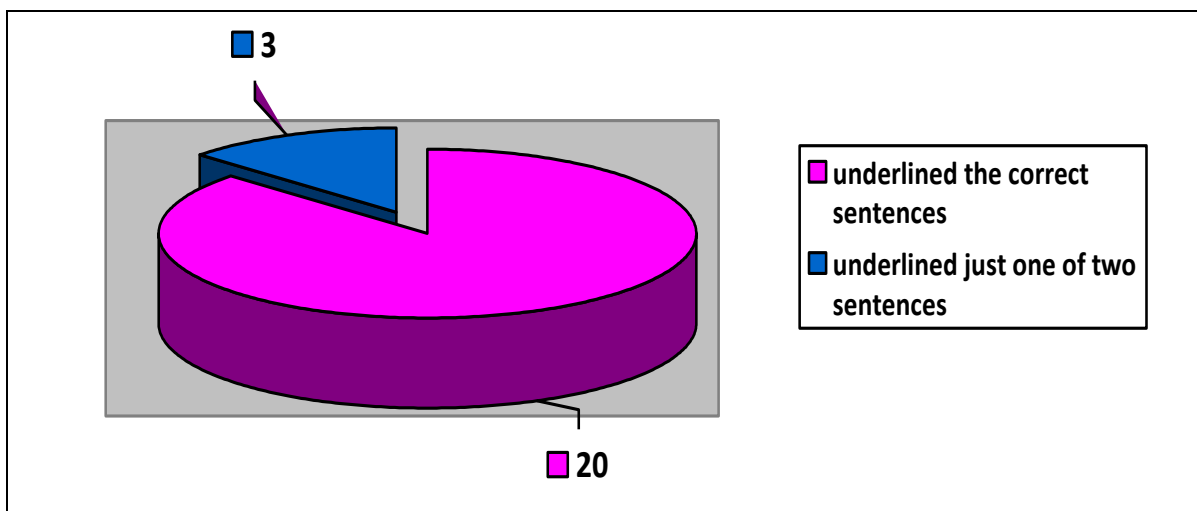
The second sub-question ‘What does he need?’ was also answered by all students. They were all able to deduce that he needs to get on the platform and this is the information he is asking for. Some students wrote simply “He needs to get on the platform” or “He is looking for the platform” (8 students), fourteen students add more information to their answer as “He is looking for platform nine and three quarters”, “He wants to find platform nine and three quarters and the woman will help him” or “He needs to know how to get on the platform nine and three quarters”. One student answered that “He needs to get in Hogwarts” which is also correct answer; however it is not mentioned in the story directly.

As indicated by the results of question 2 all students were able to follow a guided-discovery leading introduced by questions in the worksheet. Majority of the class even tried to give as complete answer as possible. On the other hand, the fact that the first sub-

question was fulfilled incompletely in seven worksheets indicates that some students probably lost their focus on the story during second watching.

Question 3 – It asked students to “Underline in text how he gets the information”. In this group almost all students filled this part of the worksheet and underlined the correct sentences. Three students underlined just one of two phrases. Results of question 3 are in detail pictured in Figure 8.

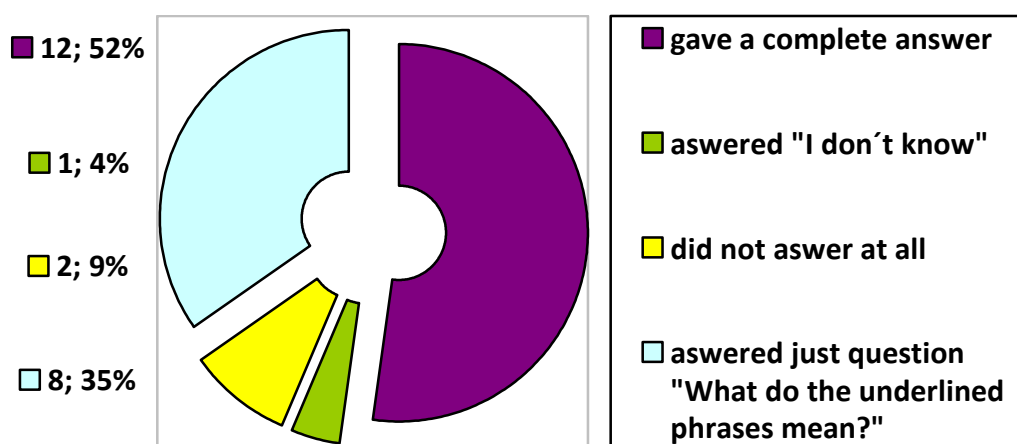
Figure 8: 'Harry Potter experiment' – question 3



The results of this item in the worksheet suggested that all the students were able to find at least one of the two target sentences. This shows that majority of the class was able to shift its attention from the general plot of the story to concrete language structure. The fact that some students answered incorrectly could be caused by several factors. Firstly there was many learners in the group, they talked and distracted each other. Secondly, in comparison to nine graders (who almost all filled this part of the worksheet correctly) eight graders can be still slower in their cognitive procedures and it is possible that the task was too difficult for them.

Question 4 – Included questions “What do the underlined phrases mean?” and “When would you use them?”. The results of this question are presented in following graph:

Figure 9: 'Harry Potter experiment' - question 4



As follows from figure 9 only half (12 students, 52%) of the group was able follow guided-discovery leading and understand the meaning and use of the language function called asking for information presented through storytelling. These students answered correctly both sub-questions in question number 4. Secondly, eight students (35% of the class) proved that they were able to deduce the meaning of the language function and they responded to question, by saying “asking for directions” or by translating the phrases. One student (4%) claimed that she does not know answer to the question 4 at all. And two students (9%) did not fill in this part of worksheet.

Based on the results presented above it could be said that storytelling was only partially effective way of presentation of language functions in the group eight graders. Only 52% of the class understood the usage of the function. The meaning of the function was comprehended by 85% of the group. And there were students who did not understand its meaning and usage at all.

4.1.4. Summary of main results of ‘Harry Potter experiment’

To summarize main results of individual groups which participated in ‘Harry Potter experiment’ the results depicted in Figures 3, 6 and 9 were used. These graphs described how many students in each group were able to understand the meaning and usage of the language function called asking for information which was presented through storytelling under guided discovery leading. The final summary is then presented in following Figure number 10:

Figure 10: Summary of main results of 'Harry Potter experiment'

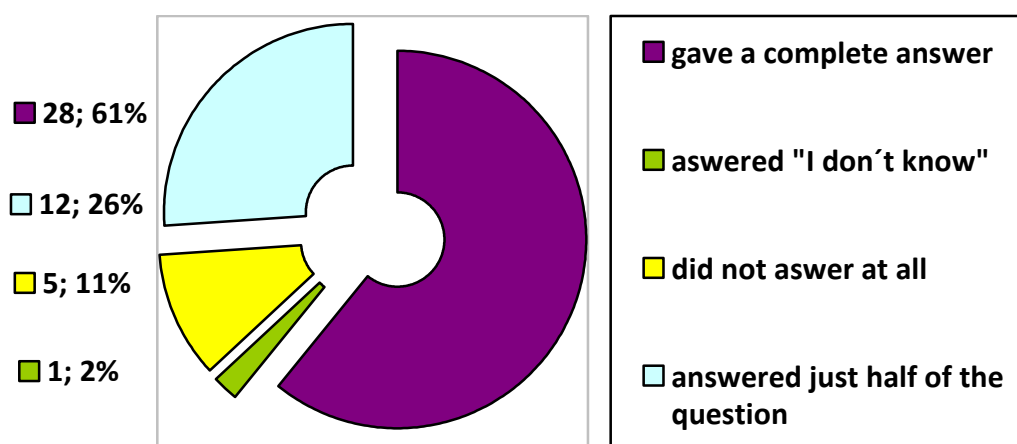


Figure 10 suggests that from all 46 respondents more than half of students, that is 28 students (61%), was able to deduce both the meaning and usage of the language function. Twelve students (26%) understood at least either meaning or usage of the language function. One student (2%) answered that she does not know what the phrases with language function mean and also she did not know when she would use them. Altogether five students (11%) did not fill this part of the worksheet at all.

To comment on these results, it could be said that the majority of the respondents understood the presentation of language function based on storytelling. Altogether 87% of students filled in at least partially the question aimed on the comprehension of the presentation. Therefore it could be claimed that storytelling (with context of the story set with video) under guided-discovery leading is an effective way of presenting language functions.

4.2. Questionnaire 1

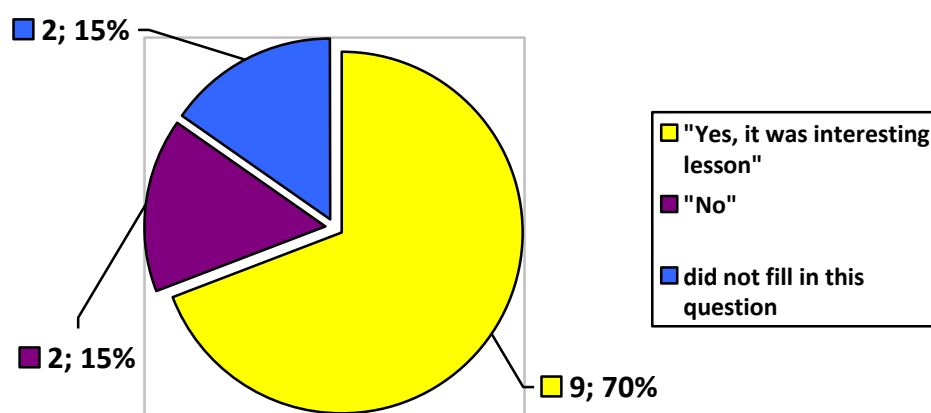
The Questionnaire 1 was carried out at the end of each lesson in which 'Harry Potter experiment' took place. It was presented to three groups of students. Identically as in 'Harry Potter experiment' these groups will be referred to as nine graders group one, nine graders group two and eight graders and altogether they included forty-six students. The questionnaire was designed to research whether 'Harry Potter experiment' was an attractive way of presenting language functions for students.

4.2.1. Questionnaire 1 nine graders group one

There were thirteen students in the heterogeneous group in age from fourteen to sixteen years.

Question a) “Do you consider this lesson different than other English lessons? If yes, in what way?” – these questions were asked to discover whether students realized that they were working under guided-discovery leading, that means, they actively participated in the language learning process, they had to think about the language structure and not just listen. Students answered with following results. Nine students stated that the lesson was different, however their reasoning why the lesson was different did not respond to the aim with what the question was asked. Most often they claimed that the lesson was different “because it was interesting”, “because we watched a video” or “because it was fun”. Two students answered “no” that means that according to them the lesson was not different from other English lessons and two students did not filled the question at all. The results are in greater detail depicted in following Figure.

Figure 11: Questionnaire 1 - question a)



The results of questions a) suggest that students are not use to decide how they are learning. It could be said, based on the above presented graph, that they were not able to discover the difference between English lesson using classical explanation and lesson based on guided-discovery. The two students who did not fill this question in the questionnaire are the ones who already left the rest of the ‘Harry Potter worksheet’ blank.

Question b) asked question “Would you like to have such lesson more often?”. Seven students answered that they would like to have such lesson more often. One wrote that “rather not”. Two students responded negatively and claimed that they would not want to have similar lesson more often. One stated that he does not know and two students did

not fulfil this question of the questionnaire. The results are clearly depicted by following Table 7:

Table 7: Questionnaire 1 - question b)

question:	Would you like to have such lesson more often?				
answers:	“Yes”	“Rather no”	“No”	“I don’t know”	did not answer
number of students	7 (54%)	1 (8%)	2 (15%)	1 (8%)	2 (15%)

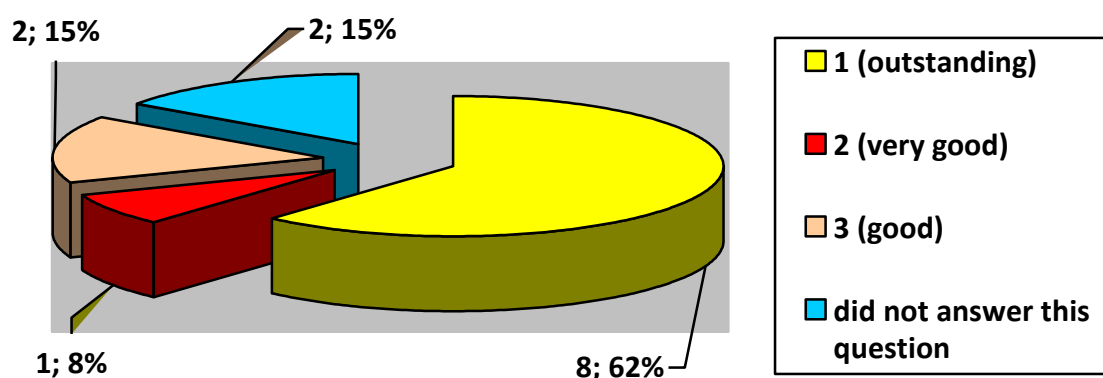
Table 7 reveals that only seven students (54%) would like to have similar lesson as was ‘Harry Potter experiment’ more often. Altogether three students would (rather) not have such lesson more often that makes it 23% of the group. Therefore it could be said that this lesson was not completely attractive for students.

Question c) was “Would you suggest any changes?” This question was included for students which were not satisfied with the lesson. Although results of question b) indicate that there should be some suggestions from unsatisfied students majority of the class answered “no”. Concretely ten students would not suggest any change in the lesson (even the unsatisfied students). One student suggested that it would be helpful to use subtitles when watching the video in ‘Harry Potter experiment’ and two students left this part of the questionnaire blank.

To comment on this phenomenon it could be said that students in the age of adolescence are very likely to criticise things, nevertheless they are not sure how to make them better either. This interpretation of results is based on the fact that at least four students in thirteen member group were not completely satisfied with the experiment but on the other hand they did not provide any proposal for change.

Question d) included question “How did you like the story? (Mark as in school)”. This question researched whether the students had liked Harry Potter story as a teaching material. From altogether thirteen students eight evaluated the story with mark one (outstanding), one with mark two (very good), two with mark three (good) and two students did not answer the question. The results are further pictured in following Figure 12.

Figure 12: Questionnaire 1 - question d)



The results suggest that for majority of the group (8 students – 62%) Harry Potter was quite popular and students liked the story. For another three students the story was either very good or good which is not bad result either. Therefore Harry Potter story can be considered as a positive choice of story because learners liked it.

The last question in the questionnaire 1 was e) “Do you consider the usage of storytelling in English lesson beneficial? If yes, why?”. Students answered this question in following way: six students stated that usage of storytelling in the lesson was beneficial and they reasoned their statements by subsequential statements: “We have learnt something new.”, “We have learnt something what we will actually use in the future”, “It is easier to remember things when we have something to connect it with”, “We have learnt how to ask for something” etc. One student answered just yes and did not give any reasoning for her answer. Four students answered “no” that means they thought that storytelling in English lesson was not beneficial and two respondents did not answer. The results are depicted in following table:

Table 8: Questionnaire 1 - question e)

answers	“yes + reasoning”	“yes”	“no”	did not answered
number of respondents	7 (50%)	1 (7%)	4 (29%)	2 (14%)

It follows from previous Table 8 that only 57% of the group considered storytelling as an effective tool of presentation of new language structure. Almost one third (29%) of the class did not think that application of the Harry Potter story in English lesson was effective. In the contrary with results of ‘Harry Potter experiment’ nine graders group one

which revealed that the tool was quite effective (See page 25) because 85% of the group was able to understand either the meaning or the usage of language or both function presented under guided-discovery leading. This contrast indicates that students feeling about what is effective could be quite different from what is being proved as effective educational tool.

4.2.2. Questionnaire 1 nine graders group two

Questionnaire 1 was further filled in by group nine graders two. It was heterogeneous group of ten students in age from fourteen to sixteen years.

Question a) “Do you consider this lesson different than other English lessons? If yes, in what way?” was answered by all ten students. Eight of them stated that the lesson was different and they reasoned their answers by following statements: “it was an interesting lesson”, “we watched a video”, “it was fun and it was easier for me to work”, etc. One student stated that the lesson was different “because we were in another classroom” and one student claimed that the lesson was not different than other lessons.

Figure 13: Questionnaire 2 - question a)

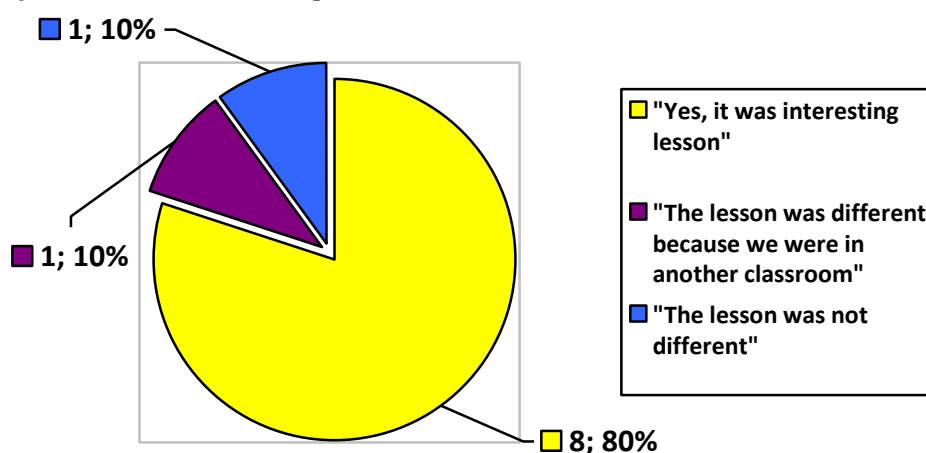


Figure 13 depicts that majority of the class considered the lesson different than other English lessons. However, the answers did not respond to the aim with which was this question asked, concretely, whether students realized that they are working under guided-discovery leading.

Question b) included question: “Would you like to have such lesson more often?”. This question was also answered by all students in the group. From ten students nine answered “yes” that mean that nine students would like to have similar lesson more often. One student responded “rather not”. The results are depicted below:

Table 9: Questionnaire 1 - question b)

question:	Would you like to have such lesson more often?	
answers:	“Yes”	“Rather no”
number of students	9 (90%)	1 (10%)

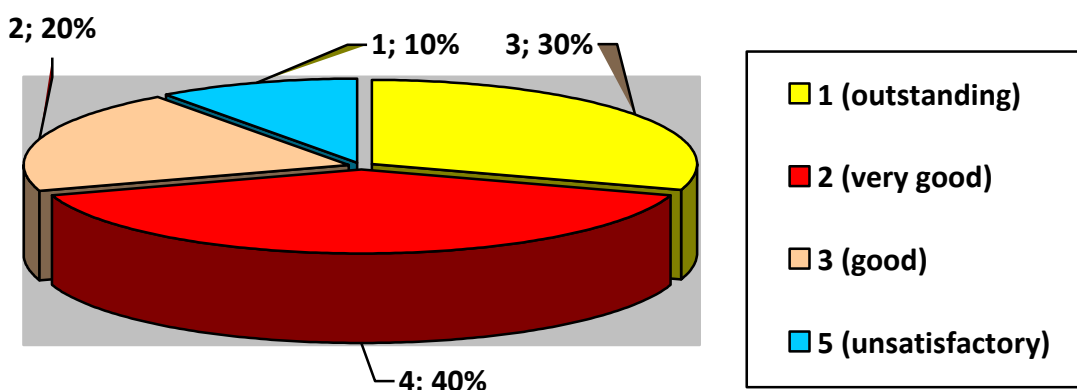
Results of question b) clearly indicates that for 90% of the class ‘Harry Potter experiment’ was an attractive lesson and students would like to have similar lesson more often.

Question c) was “Would you suggest any changes?”. This was the place for unsatisfied students to express their possible suggestion. As follows from previous question, there was only one student who was not satisfied with the ‘Harry Potter’ lesson. Nevertheless this student with another five peers answered “no”. Another student answered that he would like to watch more videos in English lessons. One student did not fill this question in and two students answered that they would like to play computer games since they are in computer equipped classroom.

To comment on the results of question c) it could be said that majority of the group (7 students) liked the lesson as it was. One would even like to have more videos in the lessons. However the fact that two students mentioned computers means that PCs in the classroom are distracting objects when students are not allowed to work on them. The fact that the research took place in PC classroom had a negative impact on the results.

Question d) asked students to mark the story as in school. Three students answered that they would mark it with number 1 (outstanding). Four students gave mark 2 (very good) to Harry Potter story. Two students evaluated the story with mark 3 (good). And one student wrote number 5 (unsatisfactory). The results are more clearly visible from graph 14 below.

Figure 14: questionnaire 1 - question d)



To summarize, it follows from question d) that 90% of the class liked the story. Only one student did not like it. Interesting was questionnaire filled in by fourteen years old male student who at first evaluated the story with mark 2, then he crossed it and wrote mark 3 to a story. In brackets he explained that TV is not good for eyes.

Question e) was the last question and it interrogated whether students consider the usage of storytelling in English lesson beneficial and if yes, why? Seven students responded that it was beneficial and they explained why by following reasons: “We have learnt some new vocabulary”, “because we watched authentic speech”, “we have learnt from real situation”, “we watched the film we already know in Czech language so it was interesting to hear it in original” etc. Two students responded that it was not beneficial and one answered that she does not know. Answers are in detail depicted in following table.

Table 10: Questionnaire 1 - question e)

answers	“yes + reasoning”	“I do not know”	“no”
number of respondents	7 (70%)	1 (10%)	2 (20%)

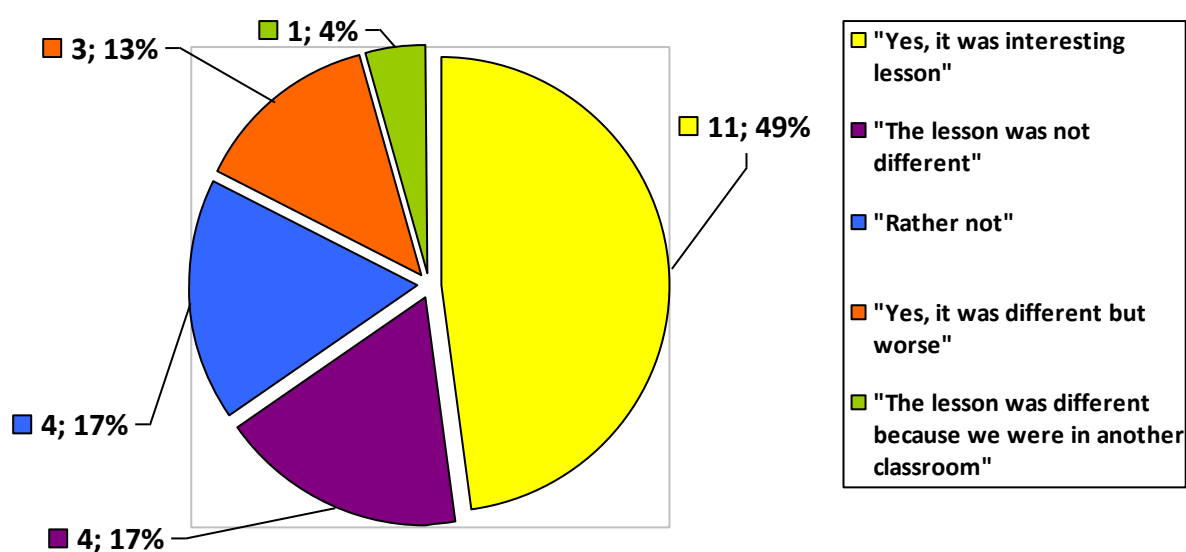
The results of question e) indicate that majority of students in the group (70%) thought that usage of the story in a lesson is beneficial. This result corresponds with the fact that 90% of the group nine graders two was able to discover the meaning and usage of language function which was presented by storytelling under guided discovery leading (see results of ‘Harry Potter experiment’ on the page 29).

4.2.3. Questionnaire 1 eight graders

There were twenty-three students in the class which included both male and female learners in age ratio from thirteen to fifteen years.

Question a) asked students whether they considered the ‘Harry Potter experiment’ lesson different than other English lessons and if yes, why. All twenty-three students answered this question. However their answers were very diverse. Only eleven students responded that the lesson was different in positive way. (“we watched the video”, “the lesson was interesting”, “it was different that normal lessons” etc.). Four students responded “rather not”. According to another four students the lesson was not different at all. Three students responded that this lesson was different but worse than other English lessons and one learner stated that the lesson was different because “we were in PC classroom”. The results are pictured in following graph:

Figure 15: Questionnaire 1: question a)



As follows from Figure 15 the opinion on the lesson were very different. Again as in group nine graders two the fact that the research took place in the computer equipped classroom influenced the results of this research.

Question b) interrogated the attractiveness of the lesson and it included question: “Would you like to have such lesson more often?”. Eleven students answered “yes”. Three students responded “rather yes”. One student claimed “rather not”. Seven students wrote “no” and one student stated “I don’t know”. The results are summarized in chart below

Table 11: Questionnaire 1 - question b)

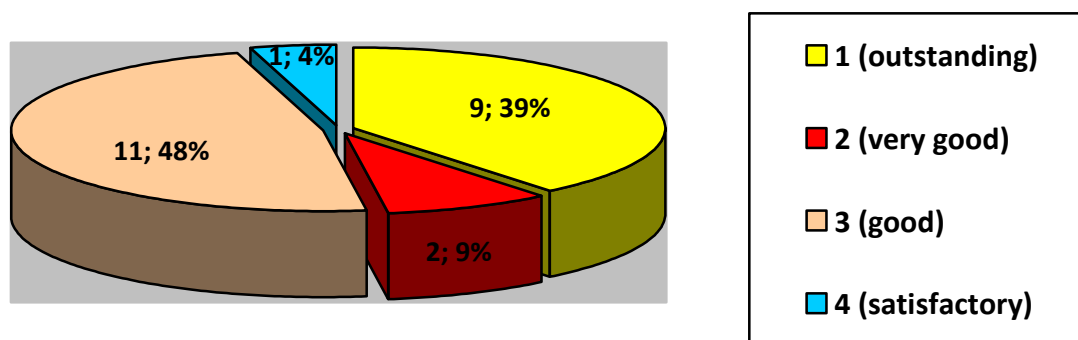
question:	Would you like to have such lesson more often?				
answers:	“Yes”	“Rather yes”	“Rather no”	“No”	“I don’t know”
number of students	11 (49%)	3 (13%)	1 (4%)	7 (30%)	1 (4%)

The results clearly depicted that the opinions in the class were very diverse once again. 61% of the class stated that they would like to have similar lesson more often. 34% of the class on the other hand did not think such lesson was attractive enough for them. These results indicated that it is quite difficult to find a teaching tool for a large group of students which would be attractive for all students.

Question c) as aforesaid this question was added in the questionnaire mainly for unsatisfied learners. However it gave space also for other students to comment on the lesson. In this group fourteen students would not suggest any changes. Four students answered “yes” nevertheless they did not claim what changes they would like to do. One student responded that it would be good to watch the whole film and in Czech language. Remaining four students suggested that they would like to play games on computers.

As already stated the computers and the fact that they were not allowed to use them caused that students were unhappy. This phenomenon influenced their whole approach to the experiment and questionnaire.

Question d) asked “How did you like the story? (Mark as in school)”. From altogether twenty-three students only nine marked the story as outstanding (mark 1). Mark 2 (very good) was written in two questionnaires. Majority of the class, eleven students, evaluated the story with mark 3 (good) and one student gave it mark 4 (satisfactory). For more detail see Figure 16 below: *Figure 16: Questionnaire 1 - question d)*



To summarize 86% of the group liked the story. Only one student did not like it. Interesting was one response which marked the story with number three and explained that it is because the student already saw the movie.

The last question in the questionnaire 1 was e) “Do you consider the usage of storytelling in English lesson beneficial? If yes, why?”. Nine students claimed “yes” and they also stated reasons for their answer as: “We have learnt useful sentences”, “We have learnt new phrases”, “We heard English which is really used”, “We have learnt how to asked the way”, etc. Two students answered just “yes” but they did not state the reason for their response. Another two students answered also “yes” however the reason they stated was “we did not have to write much”. Two students claimed that they do not know whether the usage of the story in English lesson was beneficial or not and eight students claimed that it was not beneficial at all.

Table 12: Questionnaire 1 - question e)

answers	“yes + reasoning”	“yes”	“no”	“I don’t know”	“Yes, we did not have to write much”
number of respondents	9 (38%)	2 (9%)	8 (35%)	2 (9%)	2 (9%)

As follows from Table 12 only 42% of the group considered storytelling as beneficial tool in English lessons. Nevertheless, the results of ‘Harry Potter experiment’ revealed that 85% of the class comprehended at least the meaning of the language function. However the whole progress of the lesson with eight graders was rather difficult and therefore I would say, that for eight graders the storytelling under guided-discovery leading was not effective neither for students attractive way of presentation of language functions

4.2.4. Summary of main results of questionnaire 1

To summarize main results of individual groups which filled in the questionnaire 1 the results depicted in Tables 8, 10 and 12 were used. These tables described how many students in each group would like to have similar lesson as ‘Harry Potter experiment’ more often. The results are summarised in following table 13:

Table 13: Questionnaire 1 – summary of main results

question:	Would you like to have such lesson more often?					
answers:	“Yes”	“Rather yes”	“Rather no”	“No”	“I don’t know”	did not answer
number of students	27 (59%)	3 (7%)	2 (4%)	10 (22%)	2 (4%)	2 (4%)

Altogether from all forty-six students who took part in the research 30 (66%) would like to have lesson such as ‘Harry Potter experiment’ more often. In total 12 students (26%) would not like to have similar lesson more often. Two students (4%) do not know whether the lesson was attractive for them and two students (4%) did not answer this question.

The summary of main results suggests that ‘Harry Potter experiment’ was attractive for slightly more than a half of all students. Still, it could be claimed that storytelling under guided-discovery leading is quite attractive way of presentation of language functions.

4.3. ‘Story from cafeteria experiment’

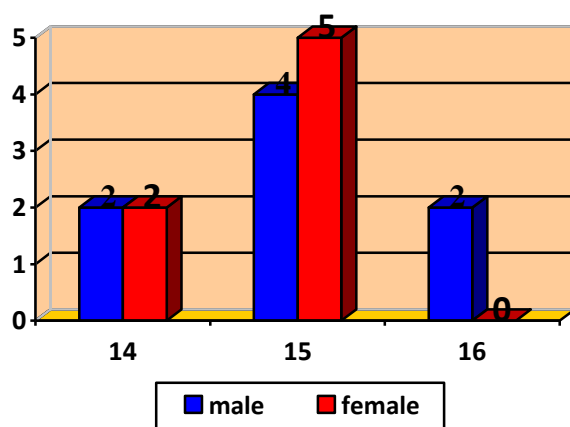
The ‘Story from cafeteria experiment’ was introduced to two groups of students called nine graders group three, nine graders group four. As stated before both groups of nine graders were on level A2. They were listening to a story that really happened and it included two examples of language function called saying sorry and two examples of language function called accepting apology. The context of the story was set by several pictures and to help students with understanding I mimed several actions from the story. After listening to the story students retold it in their own world and were asked to attach pieces of direct speech under pictures of people playing certain roles in the tale. These pieces of dialogues included language functions and under guided-discovery students were supposed to discover the meaning and usage of these language functions. To record how students proceeded each was given a worksheet which they filled in directly after attaching the language functions on the white board. However, the worksheet included question on personal data of the respondents too.

4.3.1. 'Story from cafeteria experiment' nine graders group three

The worksheet was filled in by fifteen students. The survey was carried out on 23. 3. 2013 as all students filled it in the head of the worksheet. They all also confirmed that they are attending 16th Primary and Nursery school in ninth grade. However the age and gender ratio of the students was different. Figure 16 and Table 14 depict the number of female and male students plus their age.

Table 14: 'Story from cafeteria experiment'1

Figure 16: 'Story from cafeteria experiment' 1



	14	15	16
male	2	4	2
female	2	5	0

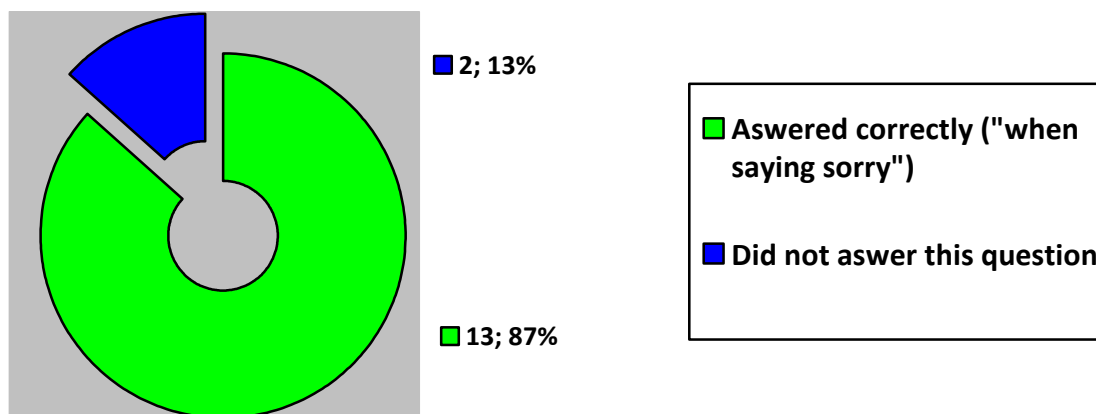
As follows from Figure 16 and Table 14 there were fifteen students in the group. There were two male and two female students in the age of fourteen. In the group were four fifteen year old male students and five female students of this age and finally there were two sixteen year old male students and no female one.

As in previous groups this group of nine graders was very diverse. Nevertheless, small amount of students and the seating in a circle made it easy to cooperate within the group.

Question 1 – “What do the sentences said by a man in the story mean? When would you use them?” was answered by all students in the group. These questions were asked to check if the students correctly understood the meaning and the usage of the language function called saying sorry. All fifteen students answered correctly the question interrogating the meaning of the function and stated that the sentences mean: “apologising”, “saying you are sorry”, “saying you are sorry for what you have done”, “sorry”, “excuse me”, etc. The question asking for the usage of the language function was responded by thirteen students. Two students filled in just the meaning of the function. The remaining thirteen students all understood the usage of the function correctly and they

claimed: “I would use these sentences if I did something unintentionally to someone”, “If I would like to say I am sorry”, “I would use them when apologizing”, “I would use them if I for example stepped on someone’s foot or something similar”, etc. The detailed results of question “When would you use them?” are introduced in following graph:

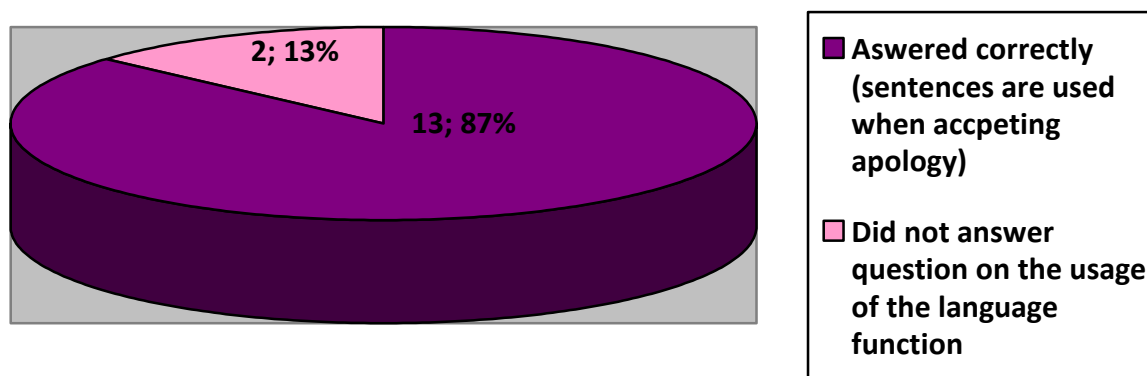
Figure 17: 'Story from cafeteria experiment' - question 1



To summarize results of question 1 of the ‘Story from cafeteria’ worksheet it could be said that it was very successful. 100% of students correctly responded the question asking for the meaning of the language function. The sub-question asking for the usage of the language function was correctly answered by 87% of the group, which is also considered as very good result.

Question 2 – “What do the sentences said by me in the story mean? When would you use them?” asked again on the meaning and usage of the language function. In this case it was accepting apology. All fifteen students responded correctly the first question and stated that sentences mean that I was not angry. Students claimed: “You said that nothing happened”, “The sentences mean that everything is ok, you are not angry”, “It is a calm response to apology”, “They mean that you are cool and not upset”, etc. The second sub-question asking when students would use such sentences was responded again by thirteen students. Two answered just part of the question. The thirteen students claimed all correct answers and they wrote e.g.: “I would use them if I were cool and not angry when something happened to me”, “I would use them if someone apologized to me and I was not angry”, “I would use them if I wanted to say that nothing happened”, etc. The results are pictured in following graph:

Figure 17: 'Story from cafeteria experiment' - question 2



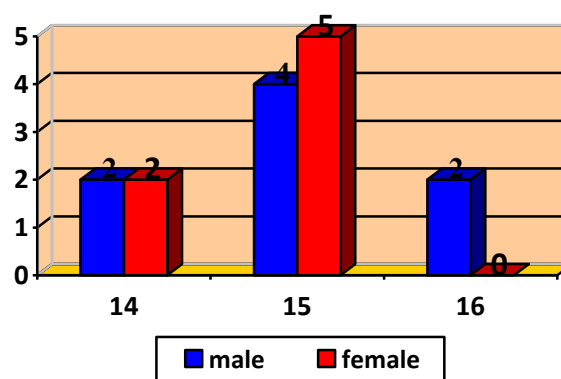
To summarize question 2 it could be stated that students successfully discovered the meaning of the language function called accepting apology because 100% of the group filled in correct answer in the worksheet. The usage of the function was discovered correctly by 87% of the group who also filled in correct answer in the worksheet.

4.3.2. 'Story from cafeteria experiment' nine graders group four

As in previous worksheet students have to fill in the head of the worksheet first. There were thirteen students in this group, all from 16th Primary and Nursery school in Pilsen in ninth grade. The age and gender differences are depicted in following graph and chart.

Figure 18: 'Story from cafeteria experiment' 4

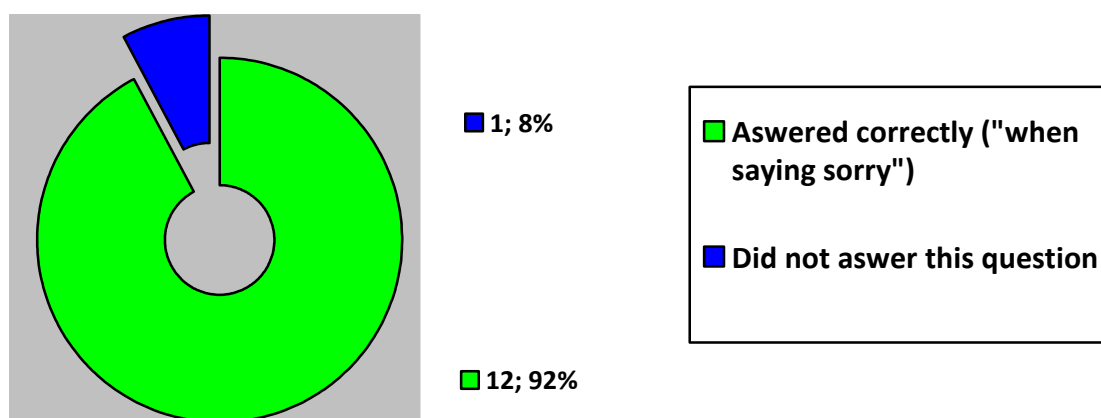
	14	15	16
male	1	4	2
female	2	4	0



As pictured above there was male student and two female students in the age of fourteen. In the age of fifteen there were four male and four female students and there were only two sixteen years old male students in the group.

Question 1 included question “What do the sentences said by a man in the story mean? When would you use them?”. The first sub-question asking for meaning was answered by all students and they all responded correctly by saying that: “The man says that he is sorry”, “That he was not paying attention and that he is sorry”, “The sentences mean that someone is sorry for an accident”, “The man is sorry that he spilled coffee on you”, etc. The second sub-question was responded by twelve students. One answered just the first one. The remaining twelve students responded all correctly by writing that: “When saying sorry”, “I would use them if I wanted to apologize”, “When I did something to somebody”, “If I wanted like to say sorry”. The results of the second sub-question are depicted in Figure 18.

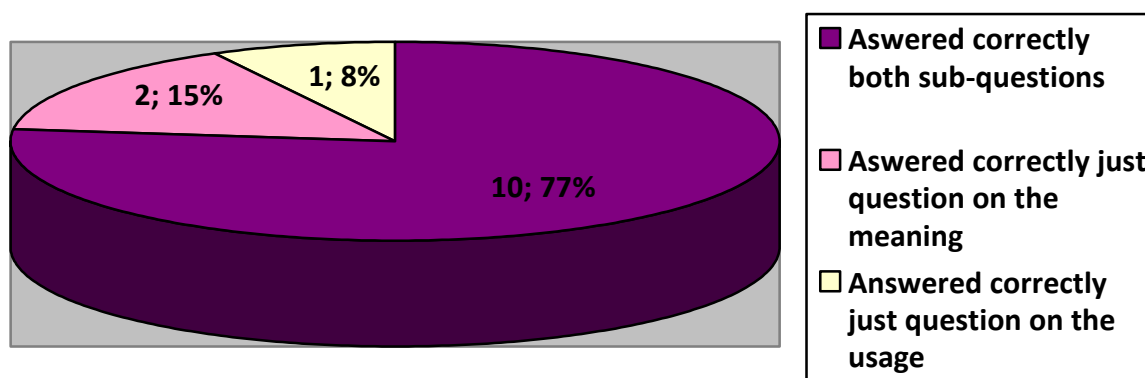
Figure 19: 'Story from cafeteria experiment' - question 1



To comment on results of question 1 the group nine graders four were very successful and 100% of them were able to discover the meaning of the language function called saying sorry. 92% of the group was moreover able to find out the usage of this function.

Question 2 asked students “What do the sentences said by me in the story mean? When would you use them?”. The meaning of the function was discovered and correctly described by twelve students who stated: “They mean that nothing happened”, “They mean that you were not angry”, ”That everything is ok”, “That you were cool”, etc. One student answered just the question asking on the usage of the function. This second sub-question was in total answered by eleven students who claimed: “I would use them if I were not angry if something happened to me”, “I would use them when somebody unintentionally did to me”, “I would use them if something happened to me and I would like to express that I am ok” etc. The results of this question are clearly depicted in following Figure 20.

Figure 20: 'Story from cafeteria experiment' - question 2

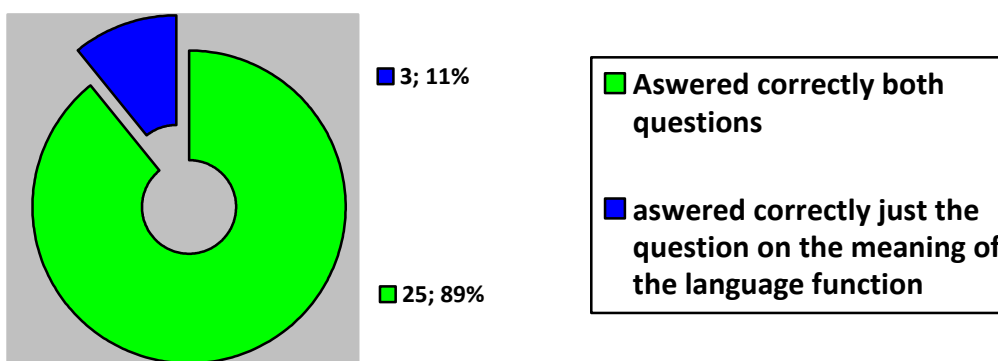


To comment on results of question 2 it is clearly visible from above introduced graph that all students were able to fill in at least one of the questions. The fact that 77% of the group discovered both the meaning and the usage is excellent.

4.3.3. Summary of main results of 'Story from cafeteria experiment'

To summarize the results of question 1 in both groups which was focused on the meaning and usage of the language functions called saying sorry the following graph is presented.

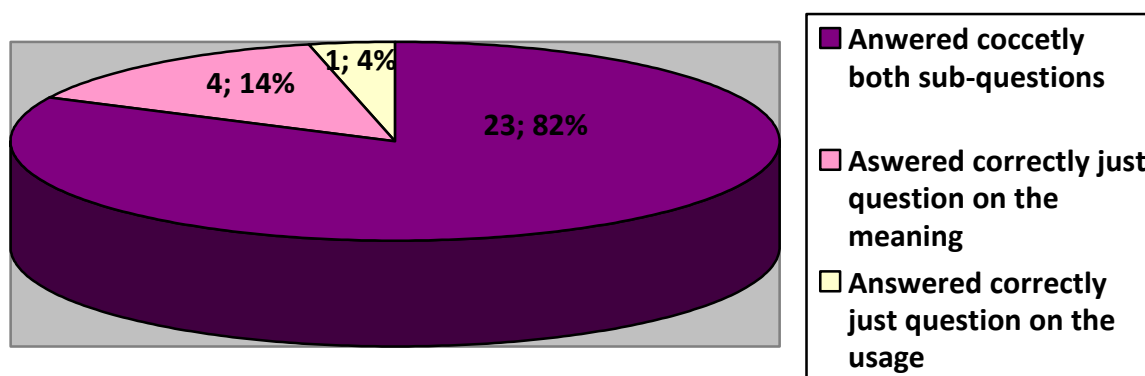
Figure 21: Summary of main results of 'Story from cafeteria' 1



To comment on the final results of Question 1 from 'Story from cafeteria worksheets' it is definitely following from the results that the experiment was effective. 89% of all students that took part in the survey comprehended both the meaning and the usage of the language function. Reminding 11% of the students discovered at least the meaning of sentences expressing apology.

To summarize the results of the question 2 of the 'Story from cafeteria' worksheet the graph number 22 is introduced.

Figure 22: 'Story from cafeteria experiment' - question 2



To summarize data depicted by Figure 22. From altogether twenty-eight students who participated in 'Story from cafeteria experiment' twenty-three students (82%) were able to comprehend both the meaning and the usage of the language function accepting apology. In total 27 students were able to discover the meaning correctly which makes 96% of the students. And the usage was correctly comprehended by 24 students (86%).

It follows from results presented and described above that storytelling (when the story was really told to students, with context set by pictures) under guided-discovery leading was very effective way of presenting language function to groups nine graders three and nine graders four.

4.4. Questionnaire 2

The Questionnaire 2 was carried out at the end of each lesson in which 'Story from cafeteria' took place. It was presented to two groups of students. Identically as in 'Story from cafeteria experiment' these groups will be referred to as nine graders group three and nine graders group four and altogether they include twenty-eight students. The questionnaire was designed to research whether 'Story from cafeteria experiment' was attractive way of presenting language functions for students.

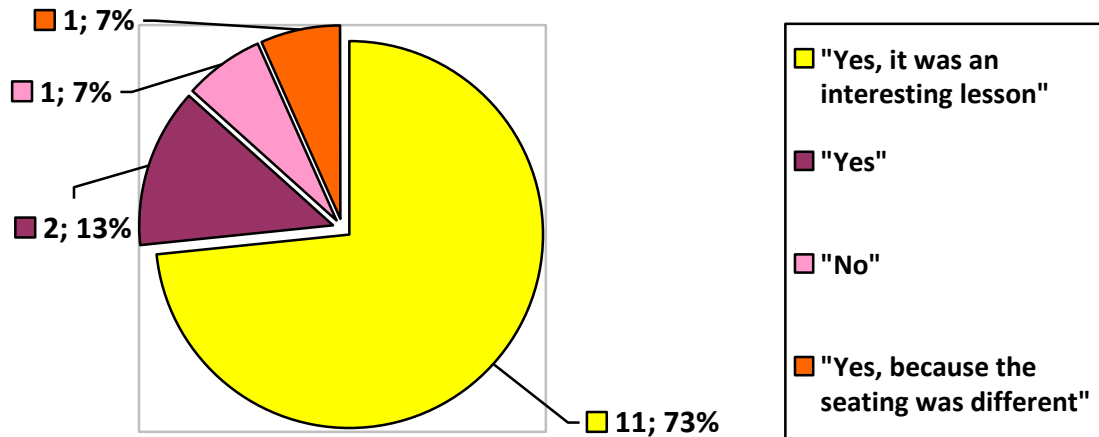
4.4.1. Questionnaire 2 nine graders group three

Nine graders group three were heterogeneous group which included fifteen students in the age from fourteen to sixteen years.

Question a) "Do you consider this lesson different than other English lessons? If yes, in what way?" Eleven students answered "Yes" and they also claimed some reasons for their answers as "It was more interesting lesson than we usually have", "We had more

space for conversation”, “It was very interesting lesson”... Two students responded that the lesson was different but they did not attach any reasoning. One student stated that the lesson “Was different because of the seating” and one student claimed that the lesson was not different. The results are in detail pictured in Figure 23 below:

Figure 22: Questionnaire 2 - question a)



The students did not mention the fact that they were working under guided-discovery leading at all. Nevertheless the majority of their responses indicated that they were enjoying the lesson which is also a positive fact.

Question b) “Would you like to have similar lesson more often?”. Fourteen learners answered “Yes” and only one student responded “No”. Table 15 below depicted the results:

Table 16: Questionnaire 2 - question b)

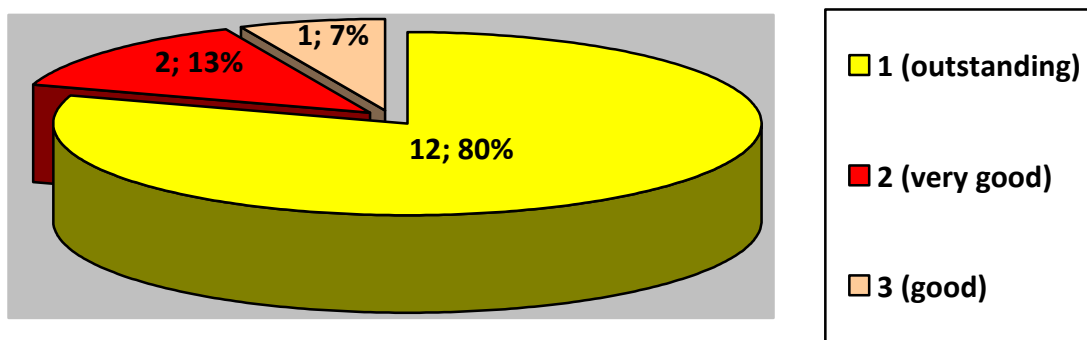
question:	Would you like to have such lesson more often?	
answers:	“Yes”	“No”
number of students	14 (93%)	1 (7%)

As depicted by Table 16 for fourteen students was ‘Story from cafeteria experiment’ attractive lesson and they would like to have similar lesson more often. For one student the lesson was not attractive and he would not want to absolve such lesson more often.

Question c) “Would you suggest any changes?” was answered by all students negatively and thus “no”. This indicates that students were satisfied by the lesson as it was..

Question d) included question “How did you like the story? (Mark as in school)”. Twelve students evaluated the story with mark 1 (outstanding), one even with little star suggesting that she really liked the story a lot. Two students gave it mark 2 (very good) and one student wrote mark 3 (good) to a story. For more detail see Figure 23 below.

Figure 23: Questionnaire 2 - question d)



To summarize, the results suggest that students liked the story a lot. The fact that they did not mark the story with bad marks corresponds with the atmosphere in the class which was during whole experiment very loose and comfortable.

Question e) “Do you consider the usage of storytelling in English lesson beneficial? If yes, why?” Eleven students claimed “Yes” and provided a reasoning to their answer such as “We have learnt something new”, “We have learnt something useful”, “We have learn some new vocabulary”, “We will know how to react if something happens”, etc. One student answered just “Yes” without further reasoning. One student responded “A little bit”. Another student did not write any answer to this question and one student answered “no”. Table 17 depicts the results.

Table 37: Questionnaire 2 - question e)

answers	“yes + reasoning”	“yes”	“no”	“A little bit”	Did not answer
number of respondents	11 (72%)	1 (7%)	1 (7%)	1 (7%)	1 (7%)

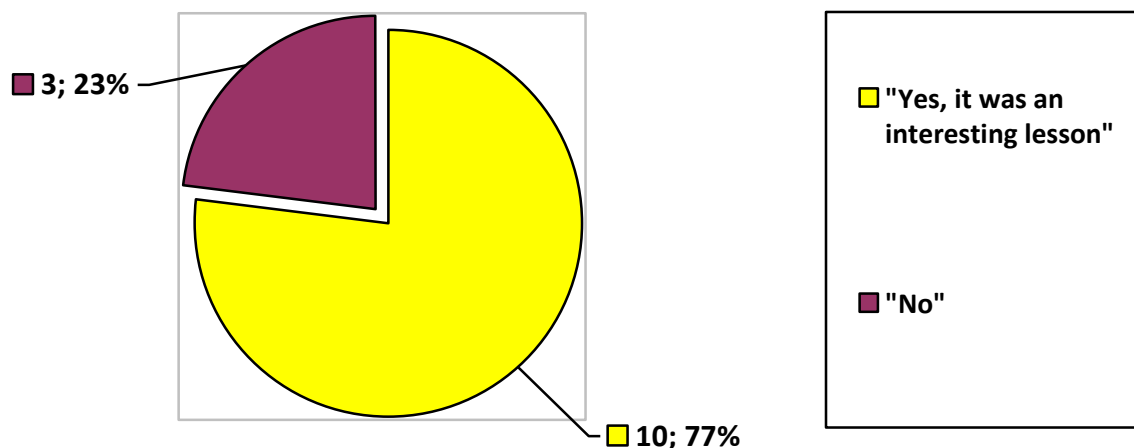
As follows from Table 17 twelve students (79%) considered this lesson as beneficial. Again this result is in contrary with the result of ‘Story from cafeteria’ worksheet which revealed that almost 100% students learnt new language function, its usage and meaning.

4.4.2. Questionnaire 2 nine graders group four

Questionnaire 2 was filled in by thirteen students in age from fourteen to sixteen years in heterogeneous group of nine grades.

Question a) “Do you consider this lesson different than other English lessons? If yes, in what way?”. From altogether thirteen students ten claimed that the lesson was different and they explained: “It was more interesting lesson than we usually have”, “The lesson was fun”, “We have learnt something new and really useful”, “We had chance to really talk in English”, etc. Three students answered that the lesson was according to their opinion not different than other ones. The results are in detail depicted in Figure 24 below.

Figure 24: Questionnaire 2 - question a)



Question b) “Would you like to have similar lesson more often?” was answered by all thirteen students with response “Yes” as pictured in Table 18 below:

Table 18: Questionnaire 2 - question b)

question:	Would you like to have such lesson more often?	
answers:	“Yes”	“No”
number of students	13 (100%)	0 (0%)

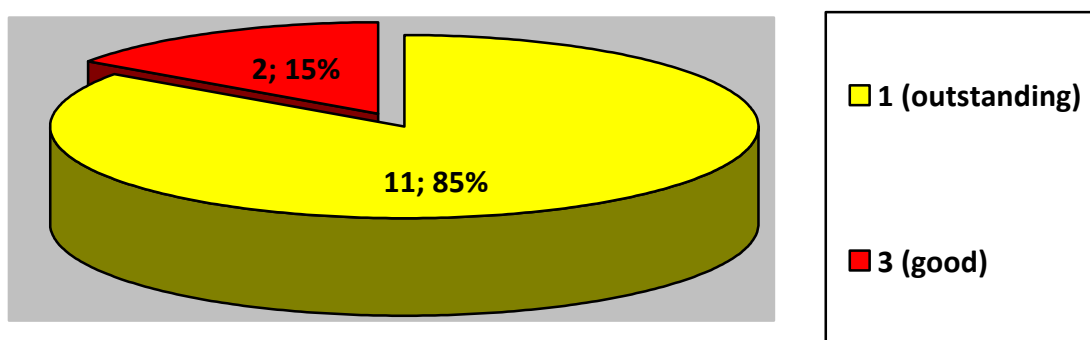
The fact that all students stated the same answer is very interesting, nevertheless it indicates that all students liked the story and they considered ‘Story from cafeteria’ an attractive educational tool.

Question c) “Would you suggest any changes?” was answered by twelve students identically “no”. Two learners even added that the lesson was perfect as it was. One student suggested one change and concretely: “We could go to the computer classroom and play games”.

The phenomenon of computer classroom was caused by the ‘Harry Potter experiment’ that took place there three days before ‘Story from cafeteria experiment’. Students were used to go in the PC classroom with their regular English teacher once in fourteen days and they played games to exercise English. When I was doing my teaching practice at the school I took the class in the computer classroom just once and concretely to do the ‘Harry Potter experiment’ therefore they were probably missing the ‘free lesson’ on computers.

Question d) was “How did you like the story? (Mark as in school)”. Eleven students suggested mark 1 to the story (outstanding). Two female students even added stars to their ones. Two students evaluated the story with mark 3 (good). Results of question d) are in detail depicted in following Figure.

Figure 25: Questionnaire 2 - question d)



The results indicate that students really liked the story and they enjoyed the whole lesson. The fact that they were almost unified in their evaluation is very positive. It is usually very difficult to find a story which would be suitable for all students.

Question e) was the last question in the questionnaire 2 and it included questions: “Do you consider the usage of storytelling in English lesson beneficial? If yes, why?”. Eight students responded that it was beneficial and added a reason to their answer such as:

“It was very practical. We have learnt something what we actually might have to use.”. “We have learnt something new and useful”, “Now we know how to say we are sorry”, “We talked in English a lot”, etc. One student stated just “yes” but did not attach any reasoning for his answer. Two students claimed that they do not know and two stated that it was not beneficial. Table 19 below reveals the results.

Table 19: Questionnaire 2 - question e)

answers	“yes + reasoning”	“yes”	“no”	“I do not know”
number of respondents	8 (62%)	1 (8%)	2 (15%)	2 (15%)

In the contrary with previous results that clearly indicated that the ‘Story from cafeteria’ was quite attractive for students results of question e) revealed that only 70% of students considered it a beneficial tool. However again in comparison to the results of ‘story from cafeteria’ worksheet which was filled in correctly by more than 80% of the group this result only reveals the fact that students are learning something even when they do not think they are.

4.4.3. Summary of main results of questionnaire 2

To summarise results of Questionnaire 2 of group nine graders three and nine graders four Tables 16 and 18 were used. These tables depicted results of question “would you like to have similar lesson more often?” which was asked to discover whether ‘Story from cafeteria experiment’ was an attractive tool for students. The final results are pictured in Table 20 below

Table 20: Questionnaire 2- Summary of main results

question:	Would you like to have such lesson more often?	
answers:	“Yes”	“No”
number of students	27 (96%)	1 (4%)

Altogether from 28 students 27 claimed that they would like to have similar lesson more often. This number of students represents 96% of all respondents. One student

responded that he would not like to have such lesson more often and it represents 4% of both tested groups.

To summarize, because 96% of all students who took part in ‘Story from cafeteria experiment’ and filled in questionnaire 2 responded that they would like to have similar lesson as was ‘Story from cafeteria’ more often it could be said that storytelling under guided discovery leading was very attractive way of presentation of language function.

To summarize the whole chapter, this part of the diploma thesis introduced the results of research tools. The results were described, presented in graphs, interpreted and commented and they were presented in relation to the hypothesis of this diploma work (*Storytelling under guided-discovery leading is effective and for students attractive way of presentation of language functions*). Based on these summaries the major finding of this thesis is confirmation of the hypothesis. Majority of students was able to discover the meaning and the usage of functions presented through storytelling and they stated that they would like to have similar lessons more often which indicate that this procedure was effective and attractive for them.

In the following chapter several things will be described. Firstly, how this result is important for students and learners. Secondly, some problems discovered when doing the research and its limitations and thirdly, several suggestions for further research.

5. IMPLICATIONS

The previous chapter introduced the major finding of this diploma thesis concretely confirmation of the statement that Storytelling under guided-discovery leading is effective and for students attractive way of presenting language functions. This chapter will discuss this finding, it's possible influence on teachers and learners, and its pedagogical implications. Further limitations of the survey will be presented and the chapter will end with suggestions for further research.

5.1. Pedagogical Implications

The results of the research are quite significant for both teachers and learners. The fact that the hypothesis was confirmed means that usage of storytelling for presenting language functions is important piece of information for teachers. The results revealed that majority of students were able to comprehend the meaning and usage from a context of the story which could be set by several means. The effectiveness of this procedure is then measurable by questions which could be either oral or written.

On the other hand, the fact that students evaluated the storytelling as attractive is significant for both teachers and learners. Teachers could use this tool when they want to use something students would appreciate in lessons. Interesting fact is that even though both 'Harry Potter experiment' and 'Story from cafeteria experiment' were both evaluated as interesting by learners. 'Story from cafeteria experiment' received slightly better assessment than 'Harry Potter experiment'. This fact suggests that told story is for students even more attractive than story which context was set by video.

To summarize, it could be stated that the most important finding for both educators and learners is that storytelling under guided-discovery leading as a tool for presenting language functions was effective and for students interesting.

5.2. Limitations of the research

Although there was stated a clear result of the research and possible implications of this result it could be said that this claiming cannot be considered as general one. The survey as it was taken and presented had several limitations which will be described in following text.

Firstly, the results cannot be generalized too much because the research was presented only to rather small amount of respondents. To explore and describe whether storytelling is attractive and effective in general, much more respondents would be needed.

Secondly, all the respondents were from the same environment. The students who participated in the survey were from the same school. And as aforementioned the 16th Primary and Nursery school in Pilsen is specific by its location and its functional area. The students were not very advanced in their language knowledge.

Thirdly, the fact that ‘Harry Potter experiment’ took place in computer equipped classroom influenced strongly the whole research. This influence was already mentioned in previous chapter, however, it must be highlighted that students were distracted by PCs situated on tables in front of them. Learners were not allowed to use computers as they were used to and it caused unhappiness in the groups.

To summarize, the research presented in this diploma thesis had several limitations. The major ones were mentioned in this subchapter. There were probably some other weaknesses of this survey, nevertheless, they were not too relevant to the results.

5.3. Suggestions for Further Research

Surveying of the topic of language functions through storytelling under guided-discovery leading was very interesting and the first suggestion for further research would be to explore this topic more deeply. It would be beneficial to include more respondents from different regions and with diverse knowledge of English language in the research to discover whether it is attractive and effective teaching tool for different kinds of students.

The second suggestions would be to explore effectiveness and attractiveness of individual ways of setting context in stories (e.g. by video, pictures, pictures stories, songs, etc.). Already from above introduced research follows that told story was more attractive for students than story presented by video. Deeper research and comparison of these individual methods would be interesting.

Thirdly it could be fascinating to survey how students of different age react on the presented topic, e.g. students on lower primary school or adult learners.

To conclude, there are several ways how my research could be extended and the topic of language functions, storytelling and guided-discovery widened.

6. CONCLUSION

The aim of this diploma thesis was to confirm or disprove the hypothesis which was: *Storytelling under guided-discovery leading is an effective and for students attractive way of presenting language functions*. To accomplish this aim the thesis followed subsequent structure.

At the beginning the theoretical background for the thesis was set. The hypothesis was formulated and individual terms of the hypothesis were described and presented in detail. Further the methods were introduced, concretely, two types of experiment and two types of questionnaire. Their importance and detailed procedure was described and explained. Finally, the survey which was based on the methods was carried out on 16th Primary and Nursery school. Altogether seventy-four respondents from ninth and eighth grades at upper primary school took part in the research. The results of the research were depicted in the last part of this thesis. They were described, interpreted and pictured in graphs and tables and finally the major finding was presented.

The major outcome of this diploma work is confirmation of the hypothesis and claiming that storytelling under guided-discovery leading is an effective and for students attractive way of presenting language functions.

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APPENDIXES

Appendix 1 – Harry Potter worksheet

1. Kde se děj odehrává? Kdo je hlavní postava?

2. S kým mluví? Co potřebuje?

3. Podtrhněte v textu jakým způsobem informaci získává:

Hagrid: “What are you looking at?” “Blimey! Is that a time, sorry Harry, I’m gonna have to leave you. Dumbledore will be wanting his ehmm..., well, he’ll be wanting to see me. Now, your train leaves in ten minutes. Here’s your ticket. Stick to it Harry, it is really important! Stick to your ticket!”

Harry: “Platform nine and three quarters? But Hagrid, there must be a mistake! This is platform nine and three quarters. There is not such a thing, is there?”

Harry: “Excuse me! Excuse me! Excuse me, sir, can you tell me where I might find platform nine and three quarters?”

Conductor: “Nine and three quarters? Do you think you’re being funny, do you?”

Woman: “This is same every year, packed with muggles, of course! Come on!”

Harry: “Muggles?”

Woman: “Platform nine and three quarters this way. All right, Percy, you first. Fred, you next!”

George: “He’s not Fred! I am!”

Fred: “Honestly woman, you call yourself a mother!”

Woman: “Oh, Sorry George.”

Fred: “I am only joking, I am Fred.”

Harry: “Excuse me, could..., could you tell me, how to get eh...?”

Woman: “How to get onto the platform? Yes, not to worry, dear, it’s Ron’s first time at Hogwarts as well. Now, what you have to do is walk straight through the wall between platforms nine and ten. Best do it with a bit of a run if you are nervous.”

Ginny: “Good luck!”

4. Co podtržené fráze znamenají? Kdy byste je použili?

1. Where does the story take place? Who is the main character?

2. With whom does he speak? What does he need?

3. Underline in text how is he getting the information:

Hagrid: “What are you looking at?” “Blimey! Is that a time, sorry Harry, I’m gonna have to leave you. Dumbledore will be wanting his ehmm.., well, he’ll be wanting to see me. Now, your train leaves in ten minutes. Here’s your ticket. Stick to it Harry, it is really important! Stick to your ticket!”

Harry: “Platform nine and three quarters? But Hagrid, there must be a mistake! This is platform nine and three quarters. There is not such a thing, is there?”

Harry: “Excuse me! Excuse me! Excuse me, sir, can you tell me where I might find platform nine and three quarters?”

Conductor: “Nine and three quarters? Do you think you’re being funny, do you?”

Woman: “This is same every year, packed with muggles, of course! Come on!”

Harry: “Muggles?”

Woman: “Platform nine and three quarters this way. All right, Percy, you first. Fred, you next!”

George: “He’s not Fred! I am!”

Fred: “Honestly woman, you call yourself a mother!”

Woman: “Oh, Sorry George.”

Fred: “I am only joking, I am Fred.”

Harry: “Excuse me, could..., could you tell me, how to get eh...?”

Woman: “How to get onto the platform? Yes, not to worry, dear, it’s Ron’s first time at Hogwarts as well. Now, what you have to do is walk straight through the wall between platforms nine and ten. Best do it with a bit of a run if you are nervous.”

Ginny: “Good luck!”

4. What do the underlined phrases mean? When would you use them?

Apendix 2 – Questionnaire 1

a) Připadala vám tato hodina jiná než ostatní? Pokud ano, čím byla jiná?

b) Chtěli byste takovouto hodinu častěji?

c) Navrhli byste nějakou změnu?

d) Jak se vám příběh libil? (oznámkuj jako ve škole)

e) Bylo podle vás použití příběhu ve výuce přínosné? Pokud ano, čím?

a) Do you consider this lesson different than other English lesson? If yes, in what way?

b) Would you like to have such lesson more often?

c) Would you suggest any changes?

d) How did you the story? (Mark as in school)

e) Do you consider usage of the story in English lesson beneficial? If yes in what way?

Appendix 3 – Lesson plan – ‘Harry Potter experiment’

Harry Potter experiment

Class: 9th, 8th

Duration: 25 minutes

Objectives: At the end of the initial part of the lesson – presentation – students will understand the meaning and usage of language function asking for information

Evidence: Learners will fill in a worksheet and questionnaire

Language skills: Listening (students listened to a video in English, they focused on general meaning of the story, on particular language structures it’s use and meaning)

Language systems: Functions – Asking for information

Specific target language:

- Excuse me, sir, can you tell me where I might find platform nine and three quarters?
- Excuse me, could you tell me, how to get (on the platform)?

Topic/Context: Asking for information – asking for directions

Sources of material: Harry Potter movie – extracted piece of the film

Assumed knowledge: it was supposed students knew the vocabulary (platform, conductor,..)

Anticipated problems: The story was in original, without subtitles, some smaller problems with understanding

Procedure:

Duration	Activity
5 min	1. Reading the first question in worksheet, first watching and answering the question
5 min	2. Reading second question, second watching and answering the question
5 min	3. Reading third task, third watching and underlining the sentences
5 min	4. Answering the fourth question
5 min	5. At the end of the lesson students were asked to fill in the questionnaire

Story from cafeteria

Today I will tell you a story about what happened to me yesterday:

Yesterday, when I came from my work I met my sister. Her name is Anička and she is a bit younger than me. Together we went in Croscaffee and we were talking about our days when a man was passing by. But he did not pay attention and talked to his phone so what do you think what happened?

Exactly! His coffee moved on a tray and it spilled at me! It was on all my clothes and everywhere and the man said: “Oh, I am sorry I was on a phone and I did not pay attention!”. *So what do you think? Was I angry?* Well, yes, I was not angry and I said: “That’s all right, nothing happened“. *But what do you think about my sister? Was she also cool?* Right, she was angry, she said the man should really apologize and that it is his fault. She said: “That’s terrible, you should really apologize!” So the man said: “Please, accept my apology! I really did not mean to do that.” And he was very sad. So I ended the scene by saying: “Don’t worry about that” and I went home.

Appendix 5 – Worksheet Story from cafeteria

1. Co vyjadřují věty, které v příběhu řekl muž? V jakém případě byste podobné věty použili?

 2. Co vyjadřují věty, které jsem v příběhu použila já? V jakém případě byste podobné věty použili?
 - a) Připadala vám tato hodina jiná než ostatní? Pokud ano, čím byla jiná?
 - b) Chtěli byste takovouto hodinu častěji?
 - c) Navrhli byste nějakou změnu?
 - d) Jak se vám příběh líbil? (oznámkuj jako ve škole)
 - e) Bylo podle vás použití příběhu ve výuce přínosné? Pokud ano, čím?
-

Age____ Gender_____ Class_____ School_____

Date_____

1. What do the sentences said by the man mean? When would you use them?

2. What do the sentences said by me mean? When would you use them?
 - a) Do you consider this lesson different than other English lesson? If yes, in what way?

b) Would you like to have such lesson more often?

c) Would you suggest any changes?

d) How did you the story? (Mark as in school)

e) Do you consider usage of the story in English lesson beneficial? If yes in what way?

Harry Potter experiment

Class: 9th

Duration: 25 minutes

Objectives: At the end of the initial part of the lesson – presentation – students will understand the meaning and usage of language functions saying sorry and accepting apology

Evidence: Learners will fill in a worksheet and questionnaire

Language skills: Listening (students listened to a story in English, they focused on general meaning of the story, on particular language structures it's use and meaning)

Language systems: Functions – Saying sorry, accepting apology

Specific target language:

- Oh, I am sorry I was on a phone and I did not pay attention!
- Please, accept my apology. I really did not mean to!
- That's all right, nothing happened.
- Don't worry about it

Topic/Context: Saying sorry – accepting apology

Sources of material: Real story

Assumed knowledge: it was supposed students knew the vocabulary (coffee, cell phone,..)

Anticipated problems: Students might be distracted by new situation

Procedure:

Duration	Activity
3 min	1. Students are guesing who or what is on the picture (my sister, cell phone, a man, coffee...)
5 min	2. The story was told
5 min	3. Students retold the story in their own words
3 min	4. Students attached printed pieces of dialogues on the white board
5 min	5. Students filled in the worksheet
5 min	6. At the end of the lesson students were asked to fill in the questionnaire

SHRNUTÍ

Tato diplomová práce se zabývá prezentací jazykových funkcí prostřednictvím příběhů pod “guided-discovery” vedením na druhém stupni základní školy. Cílem této práce je potvrzení nebo vyvrácení hypotézy, která zní: Využití příběhů pod “guided-discovery” vedením, jsou efektivním a pro žáky atraktivním způsobem prezentování jazykových funkcí. K naplnění tohoto cíle byl proveden výzkum, který se skládá ze dvou experimentů a dvou dotazníků. Výsledky výzkumu jsou detailně zaznamenány v této práci. Na základě výsledků je pak stanoven hlavní výsledek této práce, konkrétně potvrzení hypotézy a prohlášení, že využití příběhů pod “guided-discovery” vedením může být považováno za efektivní způsob prezentace jazykových funkcí a bylo ověřeno, že se jedná o atraktivní vyučovací nástroj pro žáky.