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**TVORBA "TASK BASED ACTIVITIES" PRO
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Thesis

**DESIGNING TASK BASED ACTIVITIES FOR
SECONDARY SCHOOL STUDENTS**

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Prohlašuji, že jsem práci vypracovala samostatně s použitím uvedené literatury a zdrojů informací.

V Plzni dne 15. dubna 2014

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Michaela Streckerová

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ABSTRACT

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This thesis deals with designing task based activities for secondary school students. It provides essential information about task based teaching and learning, its types, features and application in teaching practice. The thesis also informs about advantages of task based activities and their implementation into teaching, in particular in relation to language skills. The research part of the thesis involves the research realized at a secondary school by means of observations. This research investigates various activities aimed in particular at practicing language skills used by two different English teachers and their overall approach to teaching. The results of the research considering the importance of students' preparation for the graduation exam are presented by means of graphs and commentaries. Detailed comparison of teaching methods of both teachers along with factors influencing the research itself is also presented. Finally, suggestions for further research are mentioned.

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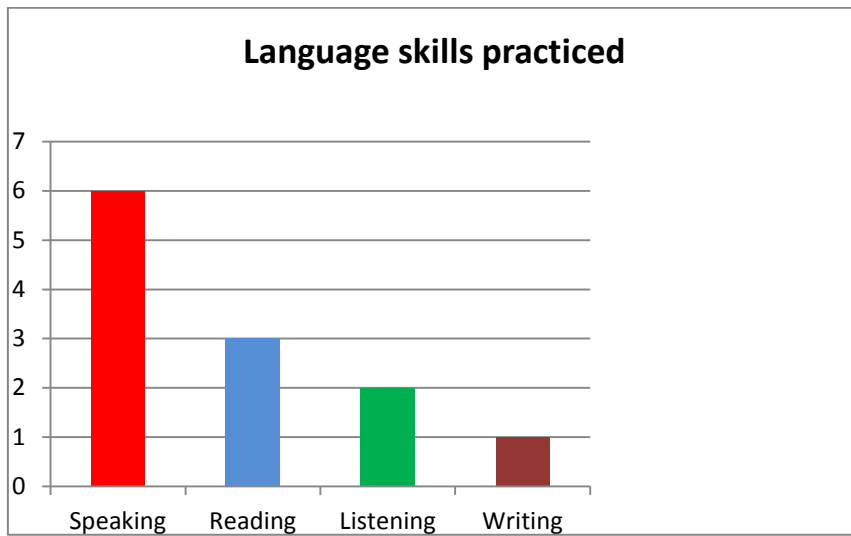
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| Author/s | Task type 1 | Task type 2 | Task type 3 |
|-------------------------------|--------------------|--------------------|-------------------------------|
| Nunan (1989) | real-world | pedagogic | |
| Ellis (2003) | unfocused | focused | |
| Brown (1991) | tight-loose | closed-open | procedural- interpretative |
| Duff (1986) | convergent | divergent | |
| Long (1989) | open | closed | |
| Pica, Kanagy & Falodun (1993) | one-way | two-way | |

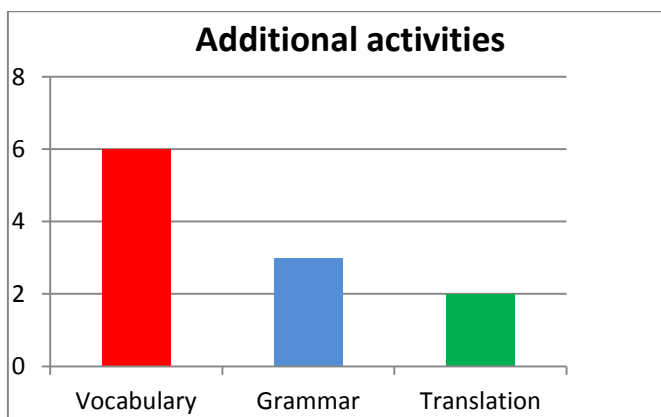
Table 2: *Overview of relevant information about each observed teacher*

| | Teacher A | Teacher B |
|------------------------|---------------------------------|---------------------------|
| Teacher qualification: | English, Czech, Social Sciences | English, Russian, History |
| Teaching career: | 33 years | 28 years |
| Age: | 53 | 50 |
| Class observed: | 1. A | 3. C |
| Number of students: | 16 | 14 |

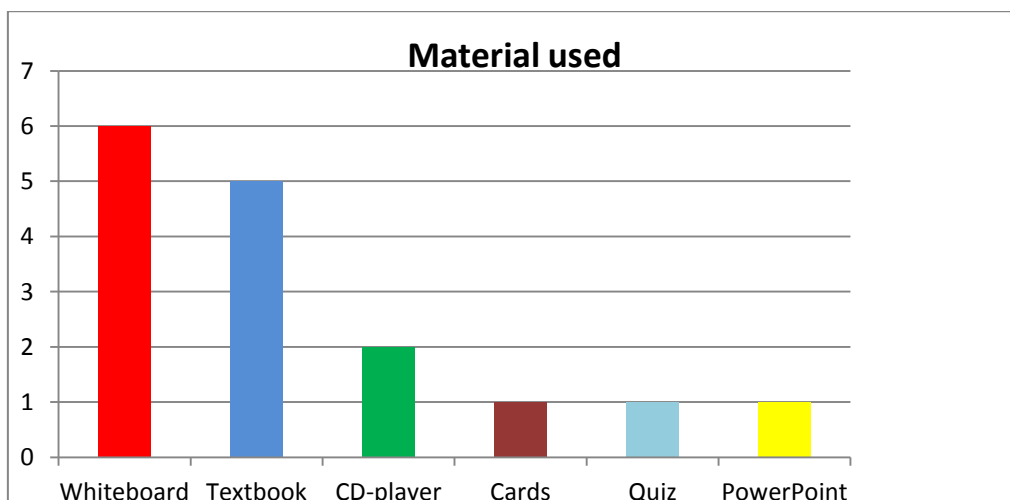
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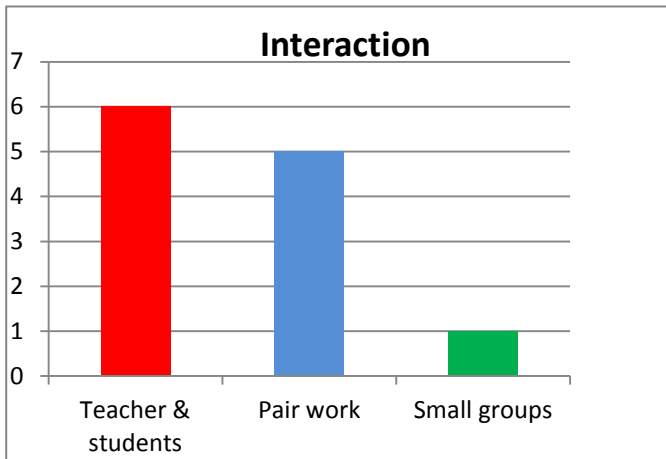
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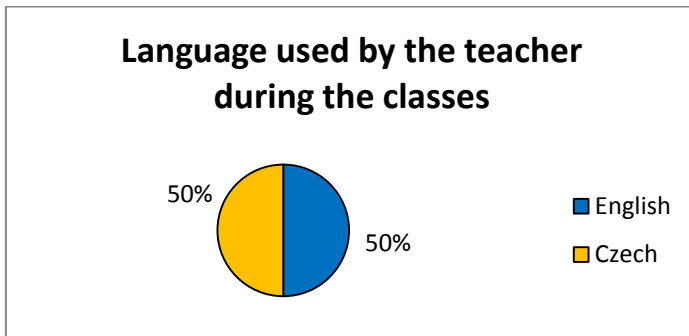
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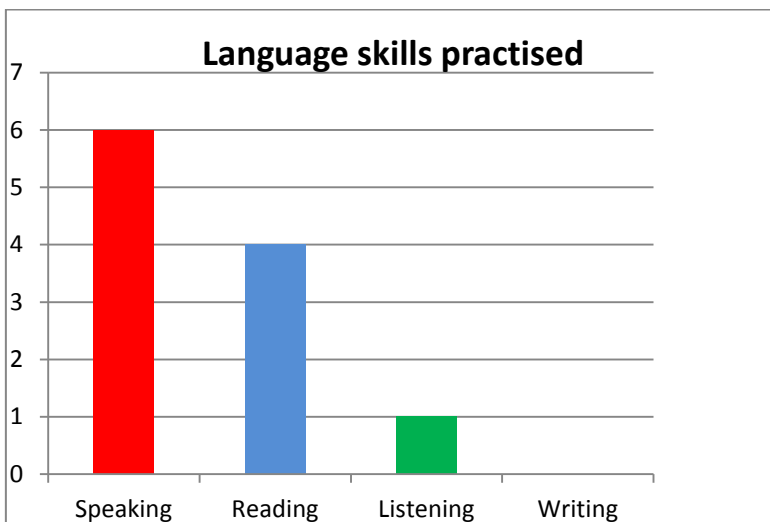
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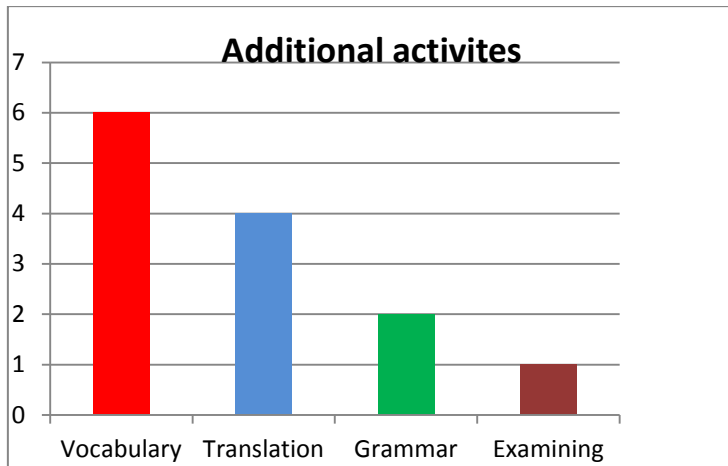
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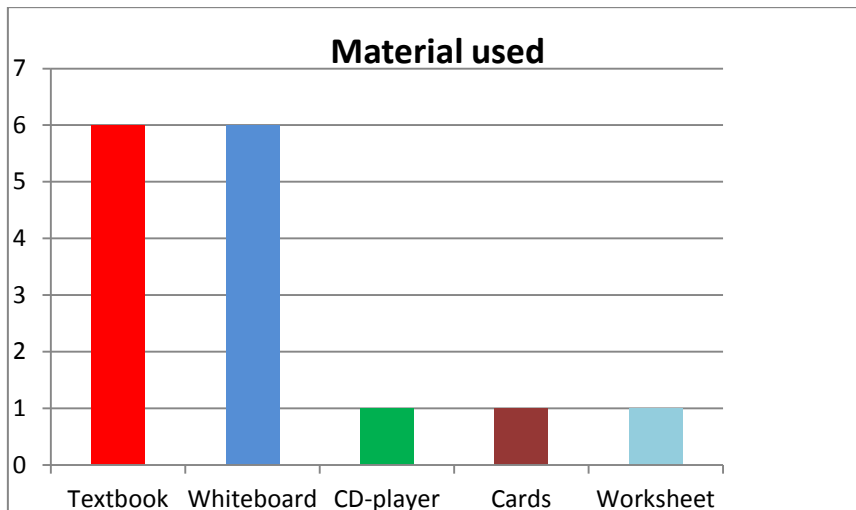
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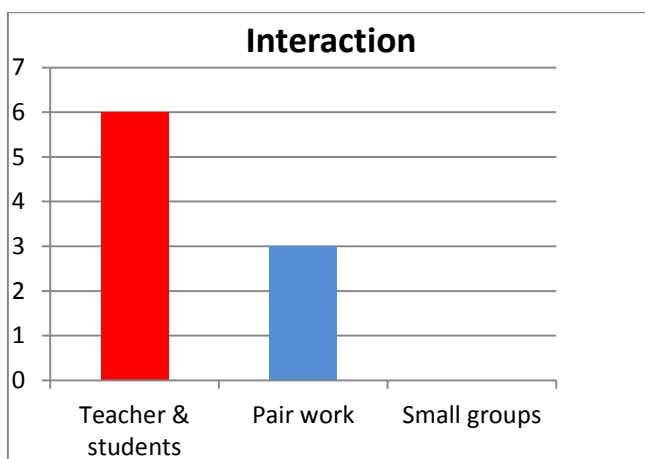
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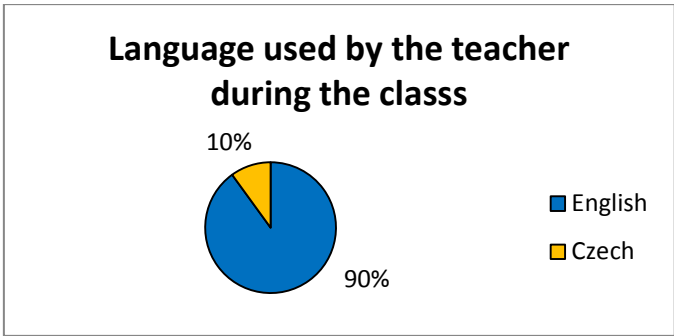
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I. INTRODUCTION

Designing task based activities for secondary school students presents a key element when realizing a successful English language teaching. According to this study, students learn in a more effective way when concentrating on a task completion. Regarding teachers, they should design meaningful tasks focusing on all four language skills in order to develop students' second language acquisition. The aim of this thesis is to increase the knowledge about task based language teaching and learning and to conduct a detailed study concerning their application in practice by means of observations.

In the theoretical background, the basic information about the task based language teaching and learning is introduced. Furthermore, the task based language framework including the pre-task, the task cycle and the language focus is introduced. Then, the term *task* with its six features is explained. A detailed division of different task types according to various authors is also presented. In addition, information gap activity as a type of task is briefly described. The second part of the chapter deals with implementing task based speaking, listening, reading and writing activities into the lessons. Further on, roles of learners and teachers in task based language learning are mentioned as well.

In the chapter Methods, the description of the research process along with methods used in the research is explained. The questions to be researched investigate which tasks are used in the classroom, whether these tasks are aimed at all four language skills and whether they are effectively used by English language teachers. In the chapter Results and Commentaries, the results of the research observing two teachers at a secondary school are presented by means of graphs and further explained in the text. These results take into consideration designing tasks along with implementing all four language skills into the lessons. The second part of the chapter informs about factors influencing the research and the choice of tasks. In addition, this section also compares teaching styles of both teachers together with application of various tasks in their lessons. Further on, the chapter Implications concentrates on limitations of the research and gives some suggestions for further research. In the last Conclusion chapter, the main ideas summarizing the major findings of the thesis are briefly presented.

II. THEORETICAL BACKGROUND

The aim of the theoretical chapter is to give basic information about task based language learning and teaching for secondary school students. Designing task based activities requires necessary information about task based learning framework in order to ensure fluent and successful lesson. It is also essential to define the term *task*, its features and types. Designing task based activities in relation to language skills is presented as well.

Task based language learning (TBLL)

Task based learning (TBL) is learning primarily based on tasks. Through TBL approach, also known as task based instruction (TBI), students learn more effectively when focusing on completing a task. This type of learning helps students to improve their performance in class when dealing with a task or solving a problem (Harmer, 2007, p. 71). According to Edwards and Willis (2005), task based language learning and teaching inform language teachers about new techniques of designing tasks, enrich their existing experience and encourage them to use more task based activities in their lessons. According to Curriculum Development Council (CDC) (1999), "the role of task-based language learning is to stimulate a natural desire in learners to improve their language competence by challenging them to complete meaningful tasks" (p. 41).

Task based language teaching (TBLT)

According to Nunan (2004), TBLT has become a key element of many educational institutions worldwide. In TBLT a teacher effectively uses tasks in a classroom in order to activate students' acquisition processes in second language learning (Edwards & Willis, 2005, p. 15). The main assumptions of TBLT mentioned by Edwards & Willis (2005) are summarized in a few points which are as follows: the focus of instruction is based on process; tasks and activities are sequenced according to their difficulty; they are based on communication and meaning, whereas learners learn language to a great extent by interaction; activities and are achieved either in a real world or with respect to a pedagogical aim in the classroom (as cited in Feez, 1998, p. 17).

As mentioned above, communication and meaning-focused language use is an essential concept in creating tasks in TBLT. On the other hand, focus on form and

grammar is also important with respect to effective communication and learning (Edwards & Willis, 2005, p. 16). In addition, Nunan (1998) points out that "there is a value in classroom tasks which require learners to focus on form [and that] grammar is an essential resource in using language communicatively" (p.13).

Experiential learning

Experiential learning is an essential basis for TBLT which gives the learner immediate learning and personal experience through an active involvement in tasks (Nunan, 2004, p. 12). Kolb (1984) defines experiential learning as "the process whereby knowledge is created through the transformation of experience" (p.38) which consists of four stages: "concrete experience, reflective observation, abstract conceptualization and active experimentation" (p.30). Kolb (1984) considers these stages as abilities needed for learners' effectiveness. In addition, Nunan (2004) introduced the term "learning by doing" (p.12) and emphasizes the importance of learners' engagement and reflection on tasks in intellectual growth. Nunan (2004) argued that the basic aim of experimental learning consists in learners' initiative, personal experiences and need of responsibility and self-direction for their own learning processes (as cited in Kohonen, 1992, p. 37). To sum up, learners involve themselves in experiences; observe these experiences; create concepts involving their observations which results into meaningful theories and at the end reflect on their new experiences (Kolb, 1984, p. 30).

Communicative language teaching (CLT)

According to Ellis (2003), TBLT establishes a strong version of CLT. While tasks help to create language curriculum, CLT is not realized only by tasks (Ellis, 2003, p. 30). CLT, also known as communicative approach, emphasizes involving of learners in meaning-focused communicative tasks (Harmer, 2007, p. 69). Concerning the essential factor of CLT, Nunan (1998) states that "we need to distinguish between knowing various grammatical rules and being able to use the rules effectively and appropriately when communicating" (p. 12). Harmer (2007) also mentions that popular activities in CLT are realized through sharing information, as for example simulation of a scene at the airport, writing a story together or role-play. Activities are designed for learners who have ambition to communicate, are focused on the content and use variety of language (Harmer,

2007, p. 69). As Harmer (2007) further explains, communicative activities simulate real communication, whereas the teacher does not affect to finish the activity and does not control the materials and language used. On the other hand, non-communicative activities use only one language item; they do not require communicative ambition, content, purpose, control over materials and teacher intervention (Harmer, 2007, p. 70).

Task based learning (TBL) framework

TBL framework is an educational framework which helps teachers to create a successful lesson step by step. According to Edwards & Willis (2005), the most common TBL framework was created by Jane Willis (1996) and has three basic stages: the pre-task, the task cycle which includes task, planning, report and finally, the language focus (p. 26).

In the pre-task stage, a teacher gives students necessary information about the topic and the task instructions and emphasizes important words and phrases (Harmer, 2007, p. 71). As Harmer (2007) adds, in the task stage students firstly do the task in pairs or groups and the teacher monitors them at the same time. Then, in the planning stage, students prepare their findings and presentation and can also give other student an outline, whereas the teacher helps students as language adviser (Edwards & Willis, 2005, p. 26). Concerning the report stage, students here present their results to the class and the teacher acts as chairperson and can give a short feedback too (Edwards & Willis, 2005, p. 26). According to Harmer (2007), the final language focus stage contains analysis where students discuss specific features from the task and asks questions, whereas the teacher conducts practice activities aimed at language features and the previous task. To sum up, in order to have a fluent and motivating lesson without complications, it is always better to create tasks according to the TBL framework.

Harmer (2007) gives an example of a task about a woman's phobia about spiders taking into account all stages of the TBL framework:

- Pre-task: The teacher explains the situation of the woman and asks students to brainstorm in pairs three main steps in order to cure the woman's phobia.
- Task: Students list appropriate ways to help the woman with her phobia.
- Planning: Pairs explain what they recommend to do step by step and their reasons.
- Report and reading: The pairs present in front of the class their suggestions, whereas the class listen and write down their ideas. The teacher lets the students

decide which three steps are similar to those written in a newspaper report and write them on the board. She gives the text to everybody and lets them read it properly. Then, she asks which pair has very similar steps.

- Language focus: In this phase, the teacher helps students with mistakes they made during the task. Finally, students are asked to read the article again and analyze it in relation to vocabulary, syntax, time expressions, etc. (as cited in Willis, 1996, pp. 161-164).

Defining a ‘task’

There are a number of definitions of the term *task* which differ from various authors' ideas. In this section, three definitions from Skehan (1998), Nunan (1989) and Ellis (2003) are presented. At the end of this part, a brief summary of these interpretations is given.

According to Skehan (1998), "A task is an activity in which: meaning is primary; there is some sort of relationship to the real world; task completion has some priority; and the assessment of task performance is in terms of task outcome" (p. 95). Skehan (1998) adds examples of task based activities, for instance solving a riddle or completing someone's family tree. On the contrary, he also mentions activities which are not considered as tasks such as question/answer activities with the teacher or completion of a transformation exercise (Skehan, 1998, p.95).

On the other hand, Nunan (1989) firstly analyzes definitions of different authors and then creates his own interpretation of a task which is as follows: "A communicative task is a piece of classroom work which involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention is principally focused on meaning rather than form" (p. 10). He mentions the importance of task completeness and its ability of standing alone as a communicative act (Nunan, 1989, p. 10).

Finally, Ellis (2003) does not give a broader definition of a task as the other authors do but he distinguishes briefly the terms *task* and *exercise*: "*Tasks* are activities that call for primarily meaning-focused language use. In contrast, *exercises* are activities that call for primarily form-focused language use" (p. 3). He stresses that the purpose of tasks has to be the same as exercises. The main difference is in the means of achievement of this purpose. The role of participants is also important. Participants act either as language users when doing a task or as learners when doing an exercise (Ellis, 2003, p. 3).

To sum up, according to Nunan (1989), Ellis (2003) and Skehan (1998), the term *task* is an activity involving classroom work, comprehension, production, manipulation, interaction, communicative outcome and language activities in the real world. In addition, all of these above mentioned authors apparently argue that a task is primarily focused on meaning rather than on form. Furthermore, while Skehan (1998) and Nunan (1989) emphasize the importance of task completeness, Ellis (2003) compares tasks to exercises and highlights the difference between meaning and form.

Features of a task

Ellis (2003) distinguishes between six criterial features of a task. First of all, a task is considered as a workplan for learner activity, which is based either on teaching materials or on impromptu activities. The intention of the plan can differ at the end of an activity. Secondly, a task is primarily focused on meaning and develops language proficiency through communicative tasks. In this case a task includes a gap which motivates learners to complete it while communicating. The content is clear but the actual language in a task is not mentioned. Thirdly, a task contains a real-world communication activity such as completing a form or dealing with misunderstandings (Ellis, 2003, pp. 9-10).

Fourthly, as Ellis (2003) mentions, a task involves all the language skills. The workplan includes reading, listening and understanding of a text as well as speaking and writing. In this respect, there is no difference between tasks and exercises. Fifthly, a task employs cognitive processes such as reasoning, selecting, ordering, classifying or evaluating information. In this task the choice of the linguistic forms is possible. Finally, a task also offers a clear communicative outcome for participants after completing a task (Ellis, 2003, pp. 9-10).

Language teaching activity

According to Ellis (2003), a task is a true task when fulfilling all the criterial features of a task mentioned above. An example of an appropriate activity is called *A dangerous moment*, which could be used for a secondary school students as well. Firstly, student A becomes clear instructions about the task *A dangerous moment*. He/she thinks about a situation when his/her life was in danger and describes what happened to his/her partner. The student A explains also his/her feelings when being in danger and afterwards.

Then, student B listens to student A when talking about a dangerous moment in his/her life and draws a picture of all events his/her partner mentions. After finishing the speech, student B shows the picture to student A and they can talk about it further (Ellis, 2003, p. 11). Ellis (2003) further explains that these two participants exactly know what to do according to the specific workplan. On the other hand, this activity lacks an input so student A has to prepare the content on his/her own. Furthermore, some sociolinguists argue that "people are more likely to talk spontaneously when they are recounting a traumatic experience" (Ellis, 2003, p. 10).

Task types

Task types vary in a number of ways. This section gives several opinions of distinguishing different task types considering various authors' definitions. In this part, six ideas from Nunan (1989), Ellis (2003), Brown (1991), Duff (1986), Long (1989) and Pica, Kanagy & Falodun (1993) are presented.

According to Nunan (1989), classroom tasks are divided into two broad categories: real-world tasks and pedagogic tasks. Real-world tasks require similar behaviour of learners as life requires outside the classroom, as for example listening to a weather forecast and estimating the temperature (Nunan, 1989, p.40). In contrast, Nunan (1989) explains that pedagogic tasks require totally different behaviour of learners in comparison with their natural behaviour outside the classroom. An example of such a pedagogic task could be listening to a text with answering questions and deciding on true or false statements. While real-world tasks need to be analyzed, pedagogic tasks are selected in relation to second language acquisition theory (Nunan, 1989, p.40). Nunan (1989) adds that pedagogic tasks are in a way connected with real-world tasks because involvement in pedagogic tasks provides learners with skills needed for real-world tasks in order to conclude difficult tasks in advance. To sum up, pedagogic activities could practice interaction skills, discourse, fluency as well as comprehension of grammar and phonology (Nunan, 1989, p.44).

On the other hand, Ellis (2003) compared two general types of tasks: unfocused and focused tasks. By unfocused tasks learners select from various forms but they are not created with a concrete form in mind (Ellis, 2003, p. 16). On the other hand, Ellis (2003) explains that by focused tasks learners are activated through a receptive and productive process such as a grammatical structure, whereas this process must fulfill all the criteria of

a task. Furthermore, focused tasks involve two aims: "one is to stimulate communicative language use (as with unfocused tasks), the other is to target the use of a particular, predetermined target feature" (Ellis, 2003, p. 16). Ellis (2003) finishes his theory of task types by defining two ways of designing a focused task. The first method involves creating a task only with a certain linguistic feature, also known as a grammatical task (Ellis, 2003, p. 17). Concerning the second method, the content of a task is created by language itself, whereas the topics are acquired from real life (Ellis, 2003, p. 17).

As stated in Skehan (1998), tasks are divided into three different dimensions according to Brown (1991): tight-loose, closed-open and procedural-interpretative tasks, whereas the second pole of the dimension characterizes the opposite. Firstly, tight tasks involve an exact set of questions or sub-tasks where the group participants cannot get lost. Secondly, closed tasks are characterized by answers which are drawn from a restricted set. An example of tight and closed tasks is responding to poetry. Thirdly, procedural tasks include getting things done and making decisions without any interpretation, as for instance preparation for a teaching practice assignment (as cited in Brown, 1991). Skehan (1998) finally commented on task performance which is measured in regard to fluency (repetition, prompts), repairs (asking for clarification), instructional input (explanation to another partner) and hypothesizing (as cited in Brown, 1991).

Skehan (1998) compared another two types of tasks according to Duff (1986): convergent and divergent tasks. An example of a convergent task is the desert island task, where students have to decide which items they would like to take to a desert island. By this type of task students are required to reach an agreement on a solution collectively. On the contrary, as an example of divergent task a discussion of advantages and disadvantages of television is mentioned. Students are asked here to express as many opinions as possible, negotiate with others and defend their position (as cited in Duff, 1986). As stated in Ellis (2003), Duff (1986) concluded that above mentioned convergent tasks produced more and shorter turns, questions, confirmation checks and overall comprehensible output. On the other hand, divergent tasks involved more words, better utterance complexity and more output (as cited in Duff, 1986). Ellis (2003) finally pointed out that convergent and divergent tasks should be considered as a sub-category of open tasks because they both include multiple solutions (as cited in Duff, 1986).

Furthermore, Edwards & Willis (2005) argued that tasks could be classified either by topic, by language skills or by open or closed outcome (as cited in Long, 1989). Ellis (2003) explained that open tasks do not involve predetermined solution and students are

free to choose this solution, as for example in opinion gap tasks including discussions, making choices or surveys (p. 89). On the other hand, by closed tasks students have to reach a single solution, for example information gap tasks which are considered as closed (Ellis, 2003, p. 89). Ellis (2003) argued that "closed tasks are more likely to promote negotiation work than open tasks because they make it less likely that learners will give up when faced with a challenge" (as cited in Long, 1989). As stated in Ellis (2003), by open tasks and free conversation students are dealing briefly with easy topics, can change these topics and do not have to provide feedback. In other words, open tasks do not require an effort to communicate (as cited in Long, 1989). In contrast, Ellis (2003) clarified that closed tasks require students to be more precise and persevering in order to reach better understanding which is good for second language learning (as cited in Long, 1989).

Finally, a study by Edwards & Willis (2005) found that interaction during tasks is important and therefore tasks are divided further into one-way or two-way information flow which leads to five specific types of tasks: information gaps, jigsaw tasks, problem-solving, decision-making and opinion exchange tasks (as cited in Pica, Kanagy & Falodun, 1993). Ellis (2003) defines one-way task as "an information-gap task where one person holds all the information to be communicated and the other participant(s) hold none" (p. 347), while two-way task is described "an information-gap task where the information to be exchanged is split between two or more participants" (p. 352). To resume, distinguishing task types is essential because it helps researchers to create the most effective learning plan (Edwards & Willis, 2005, p. 19). In order to understand all the task types mentioned above, a brief summary of these tasks is given in the table below:

Table 1: *Overview of task types*

| Author/s | Task type 1 | Task type 2 | Task type 3 |
|-------------------------------|--------------------|--------------------|-------------------------------|
| Nunan (1989) | real-world | pedagogic | |
| Ellis (2003) | unfocused | focused | |
| Brown (1991) | tight-loose | closed-open | procedural- interpretative |
| Duff (1986) | convergent | divergent | |
| Long (1989) | open | closed | |
| Pica, Kanagy & Falodun (1993) | one-way | two-way | |

Designing focused tasks

According to Ellis (2003), focused tasks require concentration on a specific linguistic feature and are divided into three major types: structure-based production tasks, comprehension tasks and consciousness-raising tasks (p.15).

As stated in Skehan (1998), structure-based production tasks are characterized by three structure-to-task relationships, namely naturalness, utility and essentialness (as cited in Loschky & Bley-Vroman, 1993). Ellis (2003) found that while task-naturalness involves natural rise of the target structure when performing the task, task-utility does not necessarily require the targeted structure although it is very useful (as cited in Loschky & Bley-Vroman, 1993). Skehan (1998) added that task-essentialness is the most difficult and demanding criterion when completing a task because a particular structure is needed here. Nevertheless, tasks should be designed in particular in order to meet this last criterion (as cited in Loschky & Bley-Vroman, 1993).

In comparison to structure-based production tasks, comprehension tasks draw more attention to a targeted feature because learners have to deal with them (Ellis, 2003, p. 157). Ellis (2003) stated that "comprehension tasks are based on the assumption that acquisition occurs as a result of input-processing" (p. 158). As stated in Ellis (2003), input-processing change the processing strategies and help learners to reach better form-meaning connection instead of relying on their own devices. In addition, it includes three basic components: form-meaning relationship, processing strategies and structure-input activities (as cited in VanPatten, 1996, p. 60). However, input-processing tasks sometimes require presentation stage as well as practice stage and therefore could be similar to production-based tasks (Ellis, 2003, p. 159). Apart from input-processing, comprehension tasks involve input enrichment too which includes designing tasks with the frequent and highlighted targeted feature (Ellis, 2003, p. 158). Ellis (2003) further explained that enriched input has many forms and consists of oral but mostly written texts, where the targeted structure is somehow highlighted, for example through underlying, capitalizing or boldfacing (p. 158).

Concerning consciousness-raising (C-R) tasks, Ellis (2003) found that they are designed to provide mainly explicit learning and establish knowledge of understanding rather than knowledge of noticing (p. 162). In other words, C-R tasks are very effective because learners use their own linguistic features in order to reach an outcome to the task while communicating (Ellis, 2003, p. 166). As stated in Ellis (2003), C-R tasks are characterized by four main aspects which are as follows: an isolation of a concrete

linguistic feature for focused attention; learners providing data or explicit rule and illustrating or describing the targeted feature; learners using intellectual effort in order to understand the targeted feature; learners verbalizing a rule which describes the grammatical structure (as cited in Ellis, 1991, p. 234). Nevertheless, Ellis (2003) finally emphasized that "consciousness-raising is not an alternative to communication activities, but a supplement" (as cited in Ellis, 1991, p. 241).

Information gap activity

Information gap activities are realized through communicative tasks where students explain and share their opinions, ideas, facts or instructions with other students (Scrivener, 2005, p. 152). According to Nunan (1989), "Information gap activity, which involves a transfer of given information from one person to another – generally calling for the decoding or encoding of information from or into language" (as cited in Prabhu, 1987, pp. 46-47). As mentioned above, the goal of this communicative activity is to implement learners in language use and help them to interact realistically which involves exchange of opinions as well (Scrivener, 2005, p. 152). Examples of such activities are pair work or completing a tabular representation which requires use of relevant information, correctness and completeness (Nunan, 1989, p. 66). In addition, Nunan's study (1989) provides that information gap task should include five following steps:

- Introduction: Learners get basic instructions about the problem they will solve.
- Vocabulary and idioms: The teacher introduces difficult words and phrases.
- Small group listening, discussion and note taking: The teacher divides student into three groups, gives them recording and set of questions. They listen to the recording and answer the questions.
- Small group problem solving: The teacher recombines the students in groups and give them blank information table with an outline plan of a house. The students fill in the information table together and create a plan of the house.
- Feedback: Students come back to their previous groups and compare their plans with the original plan of the house (p. 122).

To sum up, information gap activities are very useful because of the involvement of all students, their motivation and possible use of these activities in the real world, such as using the telephone (Scrivener, 2005, p. 152).

As stated in Nunan (1989), there are another two types of gap activities which are reasoning-gap activity and opinion-gap activity (as cited in Prabhu, 1987, pp. 46-47). Nunan (1989) explains that by reasoning-gap activity the new information is derived from given information through conveying information, reasoning, comprehending and deduction, such as creating a teacher's schedule by means of given class schedule (as cited in Prabhu, 1987, pp. 46-47). On the other hand, Nunan (1989) argued that opinion-gap activity is realized through recognizing and expressing an individual attitude, preferences or feelings in answer to a given situation using real information formulating ideas and opinions (as cited in Prabhu, 1987, pp. 46-47). An example of such opinion-gap activity is a completion of a story or participating in a discussion dealing with social matters where outcomes are not considered as right or wrong (as cited in Prabhu, 1987, pp. 46-47).

Jigsaw task

Ellis (2003) defines jigsaw task as "a task where the input material is divided between two or more participants such that they are required to exchange information to complete the task" (p. 344). In other words, jigsaw task is considered as a two-way information-gap task requiring sharing information which includes giving and receiving information of both students (Ellis, 2003, p. 215). Ellis (2003) further explains that interaction which is needed by jigsaw tasks involves all the participants who have to cooperate and finish the task with a closed outcome (p. 215).

To sum up, there is a slight difference between jigsaw task and information-gap task. As already mentioned, information-gap tasks require one-way interaction because only one participant is able to exchange the information he or she holds (Ellis, 2003, p. 216). Nevertheless, as stated in Ellis (2003), the participants can change roles from one task to another which results in the same situation as in a jigsaw task (as cited in Pica, Kanagy & Falodun, 1993). On the other hand, Ellis's (2003) study provides that tasks differing from information-gap and jigsaw tasks are problem-solving tasks, decision-making tasks and opinion-exchange tasks because it is up to the participants whether they want to take part in the interaction or not (as cited in Pica, Kanagy & Falodun, 1993).

Implementing tasks in TBLT

According to Willis (2008), while learners are doing tasks, they are focusing on meaning and expressing what they really wish to say or write in order to reach the goal of the task. In addition, Willis (2008) explained that task as an efficient activity should include the following criteria in the form of questions. "The more confidently you can answer yes to each of these questions, the more task-like the activity.

- Will the activity engage learners' interest?
- Is there a primary focus on meaning?
- Is there a goal or an outcome?
- Is success judged in terms of outcome?
- Is completion a priority?
- Does the activity relate to real world activities?" (as cited in Willis & Willis, 2007, pp. 12-14)

Besides, when designing effective task-based activities, the teacher should take into consideration all the language skills listed below and implement them into the lesson.

Task-based listening

During task-based listening activities students have to activate knowledge of a topic and context in order to create one's own interpretation of what they have heard. In addition, these activities require information about roles, number and relationship of listeners and speakers who construct meaning of the utterance and respond to each other (Curriculum Development Council (CDC), 1999, p. 59). On the other hand, teachers should include realistic listening tasks in order to make the lesson effective and meaningful for learners. Moreover, teachers also use various texts including formal and informal language, enhance learners' confidence and help them avoid bad habits such as omitting important words, not paying attention or dreaming while listening (CDC, 1999, pp. 59-60). According to CDC (1999), there are three stages occurring in a listening task:

- Pre-listening stage: This stage establishes a framework for listening including asking for learner's knowledge about the topic, guessing content from the title, commenting on a picture, reviewing vocabulary, etc. (p. 64).

- While-listening stage: In this stage learners take part in a listening activity while responding to the task. It includes ordering pictures, completing a timetable, constructing comprehensible notes, analyzing true/false statements, etc. (p. 64).
- Post-listening stage: This phase facilitates development of skills including writing a summary, reading a text related to the topic, practicing role play activities, etc. (65).

As stated in Nunan (1989), listening tasks are further classified in relation to learner's engagement in bottom-up or top-down processing (as cited in Richards, 1987a). According to Ellis (2003), bottom-up processing involves "understanding a text by analyzing the words and sentences in the text itself" (p.339). Nunan's (1989) study provides that bottom-up processes involve decoding words, sounds and lexical items, dividing the stream of speech into units and using phonological and grammatical signals to organize the input into these units (as cited in Richards, 1987a). On the other hand, Ellis (2003) defines top-down processing as "understanding a text by making use of one's existing knowledge and contextual information" (p. 352). Finally, Nunan (1989) explained that top-down processes involve attaching an interaction to a part of a certain event (complaining, storytelling or joking), attaching persons or places to sections, expecting outcomes and deducing the topic of a speech, the consecution between events and missing items (as cited in Richards, 1987a). To sum up, Nunan's (1989) study provides that successful listening includes using of meaningful words and phrases, relating the incoming information to a previous knowledge, identifying the aim of an utterance, interpreting intonation and rhythm and extracting important information from longer texts (p. 26).

Task-based speaking

Speaking is considered as the most important language skill because speech is used more often than writing in everyday life and it has a great importance in language development of learners' proficiency (CDC, 1999, p. 65). As stated in CDC (1999), learners have to obtain four speaking skills in order to use the spoken language effectively:

- Accuracy: Accuracy involves skill of using grammar, vocabulary and pronunciation (intonation, stress, rhythm) correctly to express various ideas.
- Fluency: Fluency refers to the skill of producing a normal speed of speech which prevents from difficulties in communication such as hesitations or false starts.

- Appropriateness: Appropriateness includes the skill of using formal or informal language in order to use it in an appropriate situation.
- Coherence: Coherent speech contains the skill of producing spoken utterances which are connected to each other, such as use of ellipsis, substitutions, pronouns or conjunctions (p. 66).

When participating in oral discussion, teachers should help learners to build their trust and confidence while speaking because they are often afraid of making mistakes (CDC, 1999, p. 66). Teachers also ensure that learners are able to communicate effectively with a proper pronunciation skill, while reminding them to speak English and monitoring their performance during a speaking task, such as walking around, listening to them but avoiding interruptions (CDC, 1999, p. 67). Moreover, teachers choose appropriate and purposeful tasks and provide feedback to learners in order to enhance their next speaking performance and help them to develop self-assessment skills (CDC, 1999, p. 68).

According to CDC (1999), during task-based activities learners are required to communicate orally and use the spoken language in order to reach a clear outcome, such as oral report, drawing, and list of priorities or written summary (p. 70). These activities are process- and also goal-oriented which includes expressing ideas and information in conversation, using accurate pronunciation and appropriate expressions for different intention and leading or taking part in discussion (CDC, 1999, pp. 70-71). These activities are for example information-gap, jigsaw, role playing, ranking, guessing, matching and problem-solving or discussions and debates (CDC, 1999, pp. 68-69). By role playing learners get specific information about a role (for example a person) on role cards and play short scenes with other learners using their own ideas. Role cards are created in order to lead in different points of view and disagreements which often results in a great discussion and different arguments (Scrivener, 2005, pp. 155-156).

As stated in CDC (1999), there are four steps when planning speaking activities:

- Awareness-raising: Learners are encouraged to raise their awareness of certain language expressions in oral interaction in order to speak more.
- Pre-communicative: This stage allows learners to practise repeatedly a particular skill in order to speak effectively, such as language structure or intonation pattern.
- Communicative: Learners practise their speaking skills without control of the vocabulary or structures while communicating.
- Feedback: In this final stage the teacher gives learners convenient feedback (p. 72).

To sum up, a study by Nunan (1989) found that successful oral communication helps to improve in particular the ability to articulate intelligibly and fluently, conversational listening skills, proficiency of intonation and stress, skills in taking turns and negotiation meaning and using relevant conversational pattern (p. 32).

Task-based reading

Reading is an active process of interpreting a message related to previous knowledge, predicting, choosing and evaluating information and applying this knowledge to new experience. In other words, reading activities enhance learners to become effective readers and to improve their knowledge of language by means of achieving new vocabulary and linguistic structures used in certain text (CDC, 1999, p. 73). As stated in CDC (1999), there are three important stages when planning task-based reading activities: pre-reading stage, while-reading stage and post-reading stage (pp. 74-81).

According to CDC (1999), in the pre-reading stage learners provide a purpose for reading, whereas teachers can help them to set this purpose. Then, learners get general information through the introduction of a text which involves the text type and its structure, topic and background. The aim of this introduction is to get learners interested in reading the text. Next, learners are asked to express the message of the text in relation to their previous experience by means of schemas which involves previewing, predicting, use of semantic maps and signpost questions (pp. 74-76).

As mentioned in CDC (1999), the while-reading stage involves breaking up the text in order to make the comprehension easier to readers and discuss shorter parts of the text. In addition, learners should analyze unknown lexical items and words before reading begins which is required for overall understanding of the text. Then, learners are practicing skimming and scanning skills which are related to the reading speed (pp. 77-78). Scrivener (2005) describes skimming as a "Fast reading for: key topics, main ideas, overall theme, basic structure, etc." (p. 185). Skimming task involves reading fast in order to get the gist of a text, whereas the teacher asks questions concerning the overall message of the text (Scrivener, 2005, p. 185). On the other hand, Scrivener (2005) defines scanning as a "Fast reading for: specific individual pieces of information (e.g. names, addresses, facts, prices, numbers, dates, etc.)" (p. 185). Scanning task also requires reading fast but searching for concrete information in a text, as for example seeking in a leaflet in order to find details

(Scrivener, 2005, p. 185). Finally, during the while-reading stage, learners should also identify general ideas as well as supporting ideas from the text (CDC, 1999, p. 80).

In the post-reading stage, teachers can use various tasks including evoking an individual response from the reader, creating the relation with other works in the same area, advising useful principles, commenting on chronological sequences and evolution of thoughts, identifying tendencies, arguments, ideas and characters, relating text content to the readers' experience, analyzing thoughts and arguments or establishing a title in order to assure readers' comprehension of a text (CDC, 1999, p. 81). Besides, teachers enhance to improve learners' reading skills through creating a positive reading atmosphere, not taking into consideration a time intended for reading or designing of challenging tasks (CDC, 1999, p. 82-83). To sum up, Nunan (1989) mentions that successful reading includes using linguistic knowledge in order to gain the meaning and also using various methods for various purposes such as skimming or scanning (p. 35). In addition, effective reading also involves associating text content to the background knowledge and identifying the functional aim of concrete sentences or sections of a text (Nunan, 1989, p. 35).

Task-based writing

To write fluently is regarded as one of the most difficult skills for all language users (Nunan, 1989, p. 37). As stated in Nunan (1989), "writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously" (as cited in Bell & Burnaby, 1984). Nunan (1989) adds that this involves control of the sentence content, structure, format, vocabulary, spelling and punctuation, whereas the writer must be able to organize information into cohesive and coherent text (as cited in Bell & Burnaby, 1984). Nevertheless, writing is an important skill because people communicate everyday also in writing, as for example through electronic communication. Furthermore, writing enhances learners in language learning by means of generating thoughts, organizing ideas, discovering meaning and using their own creativity and independent thinking (CDC, 1999, p. 84). The role of the teacher in developing learner's writing skills is to design and interpret appropriate tasks, encourage learners to be innovative in writing, give them enough time and motivate them to better results. Furthermore, teachers should be flexible and sensitive, create comfortable atmosphere and take into consideration different levels and needs of their learners (CDC, 1999, pp. 84-85).

There are many different ways of practicing writing skills; either focusing on the process of writing or on the product of writing (Harmer, 2007, p. 325). As stated in Harmer (2007), "When concentrating on the product, we are only interested in the aim of a task and in the end product" (pp. 325). Therefore, many educators prefer to focus on the process of writing going through a number of stages in order to practice various language skills (Harmer, 2007, p. 326). Furthermore, learners can discuss every single stage with teachers and concentrate on the producing of final version of their work (Harmer, 2007, p. 326). Nevertheless, activities connected with the process of writing may involve discussion, brainstorming and collecting ideas, research, language study, drafting, editing and also frequent interaction between teachers and learners and between the learners themselves (Harmer, 2007, p. 326). As Harmer (2007) further explains, set of these activities connected with the process of writing is considered to be one of the disadvantages of process writing because it is time consuming (p. 326).

According to CDC (1999), there are four main learning strategies used in writing: pre-writing, drafting, revising and editing stage (pp. 85-94). In the pre-writing stage learners begin with generating ideas which involves strategies such as brainstorming, freewriting, questioning, role-play, interview and reading with listening (CDC, 1999, pp. 85-86). Scrivener (2005) explains brainstorming as "a way to get the 'ideas creation engine' running" which means "opening your mind and letting ideas pour out" (p. 197). Brainstorming is realized in class by means of three steps: writing the topic on the board, asking students for their ideas connected with the topic and finally writing up these ideas on the board (Scrivener, 2005, p. 197). During the pre-writing stage learners also plan their ideas including recognizing purposes and audience in the writing context and creating outlines of their writing (CDC, 1999, pp. 86-88)

As mentioned in CDC (1999), in the drafting stage learners concentrate primarily on the content than on grammar, punctuation or spelling. Teachers prepare learners for the drafting stage and help them to develop their skills in creating beginning, ending and the content of the text. Learners consider the relation of the opening to the ending and examine examples of interesting openings, such as rhetorical question or an assertive statement. Moreover, teachers enhance learners in structuring a text which is realized by practicing suitable reading activities, writing full texts, paragraphing, creating summaries or using cohesive devices. Learners should also try to write as many types of texts as possible including personal, social, public, study or creative writing (pp. 88-90). As stated in Harmer (2007), creative writing is "a journey of self-discovery, and self-discovery

promotes effective learning" (as cited in Gaffield-Vile, 1998, p. 31). Creative writing involves imaginative tasks where learners use their own experiences and which encourages them to produce a greater piece of writing (Harmer, 2007, p. 328).

In the revising stage, learners are motivated to make necessary changes in their drafts per peer feedback which allows them to work interactively in pairs and comment on each other's drafts. Then, the teacher leads a discussion in small groups and comments on the drafts by providing positive support, asking questions and suggesting possible improvements (CDC, 1999, pp. 91-94).

The last editing stage deals with the final revision of grammar, punctuation, spelling and handwriting in order to enable learners to present their texts to the readers. Teachers can also explain to the learners certain grammatical points they have problems with (CDC, 1999, p. 94). To sum up, Nunan (1989) provides that a successful writing includes comprehending the mechanics of letter formation together with correct spelling and punctuation, using grammatical rules in order to transform the meaning, forming content through paragraph and the whole text to analyze given and new information, correcting and improving writer's initial achievement and choosing a suitable style for the audience (p. 37).

Role of the learner in task-based learning

According to CDC (1999), learners play the central and active role in learning while negotiating with other learners in the class and deciding on learning objectives. Learners are also involved in designing the content of the lesson and creating appropriate tasks because learning is considered as a cooperative effort between learners and teachers. They are fully involved in the learning process, whereas taking responsibility for their own learning, developing learning skills and independence and preparing for their successful lifelong language learning (p. 58). Nunan (1989) adds that the process of personal growth of learners, their social activity and creative thinking is also included in TBL (p. 80).

Role of the teacher in task-based learning

CDC (1999) provides some roles of teachers such as analyzing learners' needs, creating comfortable atmosphere for learning, coordinating activities and encouraging learners' self-confidence in order to use risk-taking language learning strategies. In

addition, teachers motivate and support learners, control learning activities, provide new materials in class, evaluate learners' work and give them advice. On the other hand, teachers should not dominate classroom interaction but only act as a facilitator and mentor. Finally, the role of the teacher is also to give learners useful feedback and enable them to upgrade their language level through new vocabulary or more complex syntax (pp. 58-59).

Advantages of TBL

As stated in Frost (2004), TBL establishes learners' freedom over language control and allows them to use a natural context evolved from their experiences with an appropriate language. Furthermore, the learners "will have a much more varied exposure to language with TBL" and "they will be exposed to a whole range of lexical phrases, collocations and patterns as well as language forms" (Frost, 2004). The language in TBL comes from the learners' needs which determine to a great extent the content of the lesson. Finally, TBL is a creative, enjoyable and motivating type of learning focused in particular on communication between learners (Frost, 2004). To sum up, designing and using task based activities in the classroom introduces a modern and effective approach in language learning and should be definitely included in English lessons.

This chapter provides basic information about task based language learning and teaching for secondary school students. Task based learning is learning primarily based on tasks whereas learners learn more effectively when focusing on completing a task. By task based teaching, teachers effectively use these tasks in order to activate learners' acquisition in second language learning. The term *task* is defined mainly as a classroom work focused on the meaning. In addition, several opinions of distinguishing task types are presented, such as open, closed, real-world, pedagogic, focused and unfocused tasks, etc. Concerning the task based framework, it helps teachers to create a successful lesson by means of various stages such as pre-task, task, planning, report and language focus. According to the theoretical background, the aim of the research part is to find out which tasks are used in the classroom and whether these tasks are designed in order to practice all four language skills. The research methodology is introduced in the following chapter and the findings of the research are described in results and commentaries.

III. METHODS

As shown in the theoretical background, tasks including practicing language skills such as speaking, reading, listening and writing should be used in every classroom. In other words, designing appropriate tasks for secondary school students should be an essential element in effective teaching. This chapter describes the research methodology including particular facts and tools used in the research itself. Observation sheets finding out which tasks the students are dealing with were used as the main research tool. All the observation sheets are to be found in the appendix. The questions to be researched are which tasks are used in the classroom at secondary school and whether these tasks are aimed at all four language skills and effectively used by English language teachers.

Research

This research is based on the theoretical background. It was aimed at designing tasks for secondary school students through series of observations in order to find out which tasks are being used in the classroom. The research took place at the SPŠE (Střední Průmyslová Škola Elektrotechnická) in Pilsen from 10th to 27th February 2014. The subjects of this research were two English teachers and their teaching methods involving tasks for students in two classes with a different language level. The total number of observation was twelve, whereas each class was observed six times within three weeks in February. The research consisted in gathering data and other information relating to the research itself. All the gathered data from every class were written down in order to examine them further in detail and find out important results.

Observation sheets

The best way to find out whether the tasks in the classroom are aimed at all four language skills and whether they are effectively being used by English language teachers was to observe each class and gather relevant data. For this purpose, appropriate observation sheets were chosen and created. These observation sheets are to be found in the appendix and are based on Jim Scrivener's (2005) staged lesson plan (pp. 122-123). Each observation sheet is divided into sections and contains basic information such as date,

lesson start time, length of the lesson, seating arrangement, main lessons aims, materials and classroom equipment used. Furthermore, important information such as stage, time, procedure, tasks, interaction and aims are also included in every observation sheet. The observation sheets involve procedures what the teachers do and tasks that the students do. Further detailed comments concerning the interaction in the class and what the students learn during the lesson are also included in each observation sheet. By all means, all commentaries differ to a great extent because each class was dealing with a different topic and students were at a different level of English. All relevant and additional information concerning teacher A and teacher B and the research itself is given in the table below:

Table 2: *Overview of relevant information about each observed teacher*

| | Teacher A | Teacher B |
|------------------------|---------------------------------|---------------------------|
| Teacher qualification: | English, Czech, Social Sciences | English, Russian, History |
| Teaching career: | 33 years | 28 years |
| Age: | 53 | 50 |
| Class observed: | 1. A | 3. C |
| Number of students: | 16 | 14 |

This research deals with teaching English language by means of various tasks appropriate for secondary school students considering the theoretical background. In this research, teachers and students of two classes at the SPŠE during three weeks in February were observed. Through observation sheets tasks being used in the classroom were observed. It was also studied whether these tasks were aimed at all four language skills and whether they were effectively used by English language teachers. The analysis itself is based on important theoretical findings based on various authors' ideas in particular about the task based teaching and its use in practice. The analysis is concerned at using various tasks in different lesson stages practicing language skills such as speaking, listening, reading and writing and their impact on students. Nevertheless, this research and its results were influenced by various factors. These factors determining the choice of tasks, learners' attitudes towards these tasks and the flow of the lesson are discussed in the next chapter. The results of this research are presented in the following chapter as well.

IV. RESULTS AND COMMENTARIES

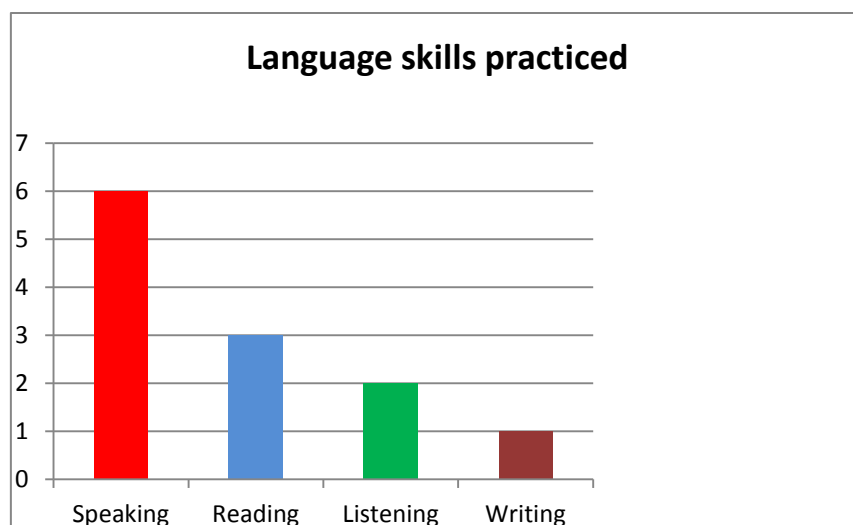
In this chapter, the results of the research are introduced. By means of observation it was realized which tasks were used in the classroom, whether these tasks were aimed at all four language skills and whether they were effectively used by English language teachers. In addition, comparison of teaching methods of both teachers is demonstrated in form of graphs and further explained in the text. Further on, the commentaries discussing factors influencing the choice of tasks along with the results of the research are presented. At the end of the chapter, a brief summary of major findings is given.

Results

In this research, six classes of Teacher A and six classes of Teacher B were observed. Then, all twelve observation sheets were analyzed. This section describes which language skills were practiced and which other activities were done. In addition, it presents also which materials were used and whether at least pair work or group work was used in the classroom. In addition, these results are depicted in supporting graphs.

Teacher A

During the first six observed classes, the teacher practiced all four language skills. The following graph shows on the vertical side the number of classes, which is six and the horizontal side shows four language skills and its frequency of use.



Graph 1: *Language skills practiced during the classes with Teacher A*

As visible in Graph 1, speaking as one of the main lesson aims was practiced in every class. Concerning reading, it was practiced in three classes out of six. Listening skills were trained in two lessons, whereas writing only in one class.

Speaking

Speaking was implemented in all the six classes and practiced in the form of asking and answering questions, reading aloud, describing pictures, presenting in front of the class. Conversation in pairs and small groups and a whole class discussion were also done in the lessons.

In majority of the tasks, the teacher asked the learners simple questions about certain topics and their task was to answer. These questions were for example: "Do you like online games?", "Which games do you play?", "Do you know Farmville?". On the other hand, the learners were asked to work in pairs as well and ask and answer questions with the partner, such as "Why do you think Farmville is so popular?", "Do you like sunbathing?", "Do you enjoy shopping/swimming?", etc. In addition, they talked about their partner's last holiday and favourite activities.

Then, the learners worked in pairs again and described a picture of a farmer and presented their descriptions in front of the class. Further on, another two learners spoke in front of the table about the 2014 Winter Olympics. The teacher implemented a whole class discussion as well about driving in the UK. The learners shared their opinions about various questions, such as: "Is World Car-free Day a good idea?", "Should there be a maximum driving age?", "Is the maximum speed limit in Britain too high or too low?", etc.

Finally, after the presentation about Pilsen, the teacher asked the learners to summarize main information about Pilsen and briefly answer the question: "What have you learned today?". Everybody contributed to the discussion.

During all these task-based speaking activities the learners became more fluent, accurate and confident when using the target language. The teacher used speaking tasks involving asking and answering questions, presenting in front of the class as well as a whole class discussion, discussion in small groups and conversation in pairs. All topics and tasks were chosen appropriately and the learners seemed to enjoy them. Speaking was the most popular activity in each class because it did not require much preparations and concentration.

Reading

Reading was practiced in three classes by means of reading various texts related to the topic. On one hand, the learners were practicing skimming in order to get the basic overall idea. On the other hand, the learners were also practicing scanning in order to look for specific information. While reading aloud, the learners were practicing reading skills along with speaking skills, namely pronunciation, intonation and word stress. In addition, the learners were practicing understanding and coherence of the text.

In the first reading task, the teacher implemented pre-reading stage and shared basic information about the online game Farmville and asked the learners to read a text "Who wants to be a farmer?". The learners got general information through the introduction of a text which involves the text type and its structure, topic and background. The aim of this introduction was to get the learners interested in reading the text. This task was followed by a translation activity.

In another task, the learners were asked to work in pairs, read questions in the quiz and discuss them, for example: "How old must you be to drive a car in the UK?" etc. The teacher helped the learners to analyze unknown words before reading which is required for overall understanding of the text. This task was followed by a whole class discussion.

The third task was concerned at reading a text about Costa Brava and the Lake District in the book. The teacher did not use the pre-reading stage but used the while-reading stage involving skimming and scanning. Firstly, the learners were asked to read the text quickly in order to get the general idea and an overall impression of the content rather than concentrating on absorbing all the details. After few minutes, the teacher asked the learners what the text was about. Secondly, the learners were asked to read the text again and search for concrete information in the text. This task was followed by a translation activity.

Listening

Listening was used in two classes out of six and was practiced through listening to two recorded texts. While listening, the learners were practicing reading skills as well. As we can see below, speaking, reading and listening activities are closely related.

The first task included pre-listening stage whereas the teacher gave the learners basic information about the online game Farmville. She asked for their knowledge about

the topic: "Do you like online games?", "Do you know Farmville?", etc. Then, the learners were asked to read the text "Who wants to be a farmer?". After reading the text, the learners listened to the recorded text twice. The post-listening stage involved guessing and matching highlighted nouns in the text with certain definitions.

In the second task, the teacher implemented the pre-listening stage and introduced the topic by commenting on a picture and reviewing the vocabulary. Then, the learners listened to a picture description and decided which of three photos were being described. The learners listened carefully and identified the picture according to the description. The teacher always played the recording twice which was definitely beneficial to those learners who do not understand well. In addition, the teacher referred to the phrases used in the text and pointed out three categories when describing a picture: summarizing, locating and speculating. Then, the teacher played the recording again and asked learners to tick phrases the speaker used to describe the picture. The post-listening stage included working in pairs and describing a picture of the farmer.

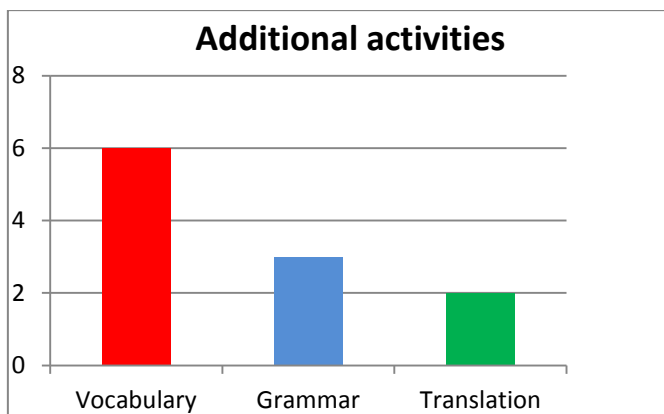
Writing

Writing was practiced in one class and only in a five minute task. This task was too short to consider it as a task-based writing activity with its related stages. Nevertheless, it was at least an attempt to involve piece of writing into the lesson.

During this activity, the learners were asked to answer the question: "What do you need for you ideal home?". Then, they were asked to write down at least five sentences concerning their ideal home. After five minutes, the teacher checked their answers only orally without looking at their written version. The learners certainly need some feedback from the teacher in order to improve their writing skills.

Additional information

In the following graph, an overview of additional activities in the classroom is presented. Along with practicing language skills, certain activities were not particularly aimed at speaking, listening and reading but at vocabulary, grammar and translation.



Graph 2: *Additional activities used during the classes with Teacher A*

As it is evident in Graph 2, vocabulary was practiced in all six classes. The emphasis was placed on introducing and practicing new vocabulary. The learners learnt specific vocabulary concerning the online game Farmville, driving in the UK, various adjectives, occupation, phrases connected with picture description and words connected with Pilsen.

In the first class, the learners learnt new vocabulary through translating six definitions of nouns concerning farming and guessed their meaning from the text. The teacher helped them to find the right expression. In the second class, the learners were asked to write down five adjectives describing the Czech Republic. In other class, the learners chose adjectives describing Pilsen. Then, in both classes, the learners compared their adjectives with their partner and found the most suitable one. They learnt a couple of new adjectives.

The learners worked in groups of three as well and learnt new vocabulary by means of playing a game. The learners in one group worked as real estate agents and sold houses to other learners who asked for appropriate house for them according to their occupation. The learners learnt new words from cards they got from the teacher involving job titles and types of houses. On the other hand, the learners also worked in pairs and guessed answers in the quiz about driving in the UK, whereas learnt new words connected with driving.

In the last class, vocabulary was taught by means of brainstorming. The teacher asked the learners to think about as much words connected with Pilsen as possible. The teacher wrote these words on the board using a spidergram. The learners really enjoyed this activity and everybody contributed with a couple of words.

Concerning grammar, it was implemented into three lessons. The learners were introduced a new grammatical point, demonstrative pronouns. Then, they reviewed the use

of indefinite and definite articles and wh-question headings. The teacher used the board twice when explaining the grammar.

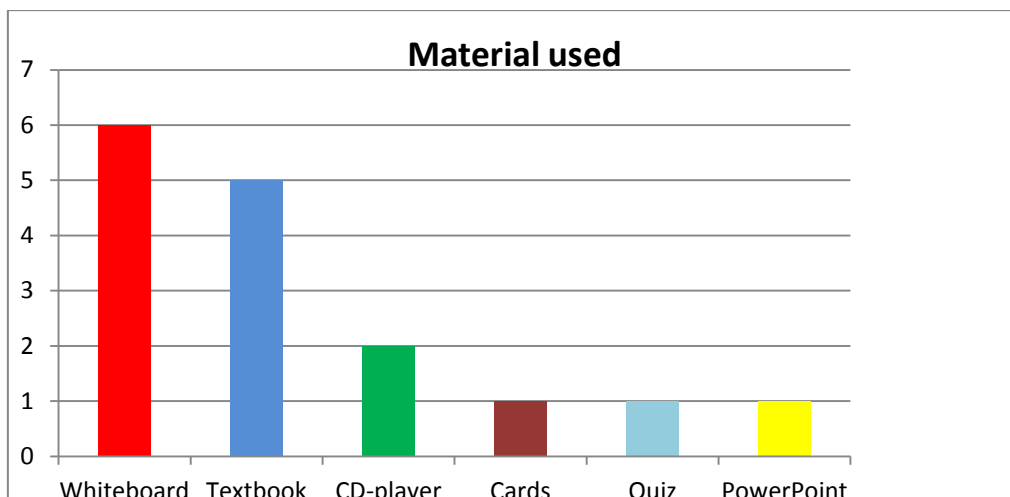
In the first class, a new grammar was introduced and then appropriately practiced. The teacher explained demonstrative pronouns along with their plural forms this/these, that/those. The learners were asked to read six sentences in the book which contained demonstratives and were connected to the text "Who wants to be a farmer?". Then, the learners tried to fill in six missing sentences into the text according to demonstratives or linked ideas in the text.

In the next class, the teacher reviewed the use of indefinite and definite articles on the board along with appropriate examples. It was clearly distinguished which articles are connected when we talk about something for the first time and when we talk about it again, etc. The learners were asked to open the workbook and fill in blank spaces in exercises and decide whether to use indefinite or definite article. At the end of this activity, the teacher gave the learners appropriate feedback by correcting their errors.

In the last class, the teacher wrote on the board the wh- question headings: where, what, when, why, who...with, etc. The learners were asked to work in pairs and ask their partner about their last holiday using wh- question headings along with questions. Then, the learners presented their discussion aloud whereas practiced speaking as well.

Translation was practiced twice. Firstly, the learners practiced reading a text about the online game Farmville which was followed by a translation activity. The learners translated each sentence with the teacher's help and then listen to the recorded text. All learners were involved in this activity. Secondly, the learners were asked to read quickly a text about the Costa Brava and the Lake District in the book. Then, they read the text again aloud and translated each sentence. One learner read a sentence and the other translated it. Again, all learners were involved in this activity and practiced reading along with translating. Nevertheless, these translation activities were time consuming because the texts were too long.

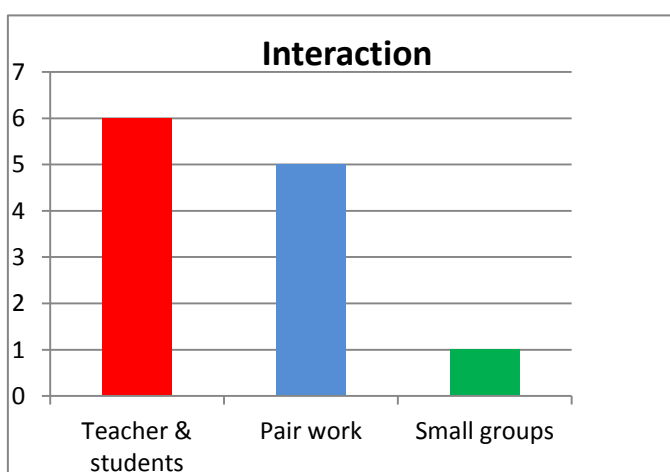
In the following overview, certain materials used in the classroom are presented. The vertical side shows again the number of classes, which is six and the horizontal side shows the frequency of various materials used in each class.



Graph 3: *Material used during the classes with Teacher A*

As we can see in Graph 3 above, the teacher enriched her classes by means of various materials. Most of the time, the whiteboard along with the textbook were used. The teacher also used a CD-player with recording twice for a reading and listening activity. Cards with houses and occupation were used in one speaking activity where the learners practiced vocabulary as well. In addition, the teacher gave the learners a quiz about driving in the UK where they practiced speaking and learnt new vocabulary. A PowerPoint presentation about Pilsen along with a laptop and a data projector was used once.

The following graph shows the interaction between the teacher and the learners. In addition, it shows the type of cooperation among the learners as well.

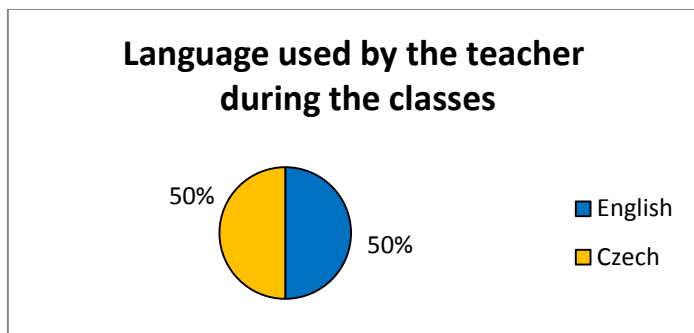


Graph 4: *Interaction during the classes with Teacher A*

As visible in Graph 4, most of the time the teacher had an interaction with her learners. On the other hand, pair work as well as work in small groups was implemented

into the lessons. The learners were asked in five classes to work in pairs and lead a discussion. Then, they cooperated once in groups of three when acting as real estate agents.

The Graph 5 below presents the proportion of languages used in the classes.



Graph 5: *Proportion of the language used by Teacher A during the classes*

As it is evident in Graph 5 and according to the observation, the teacher did not use English as the main language in her classes. The Czech language was used to the same extent as English was.

Commentary

According to the theory part and presented results, Teacher A did very well when implementing task-based activities into the lessons. The expectation whether these tasks were aimed at all four language skills was confirmed in the research. The teacher practiced with her learners all four language skills in an effective way.

During task-based speaking activities, the learners practiced skills in taking turns in discussion, expressing ideas in conversation, using accurate pronunciation and appropriate expressions. During speaking activities, the teacher built the learners' trust and confidence while speaking in order not to be afraid of making mistakes. The teacher also monitored the learners' performance, reminded them to speak English and gave them convenient feedback in order to develop their self-assessment skills.

Task-based reading activities enhanced the learners to become better readers and to improve their knowledge of language by means of achieving new vocabulary and linguistic structures used in the text. Besides, the teacher created a positive reading atmosphere, not taking into consideration a time intended for reading or designing of challenging tasks. The teacher also used activities such as skimming or scanning.

During task-based listening activities, the teacher included realistic listening tasks such as online games and picture description in order to make the lesson effective and meaningful for the learners. Moreover, the teacher also tried to avoid the learners' bad habits such as dreaming while listening or not paying attention by monitoring them during the task.

Concerning task-based writing activities, the teacher used only one activity aimed at writing whereas checked the learners' answers only orally without looking at their written version. The learners certainly need some feedback from the teacher in order to improve their writing skills. The teacher should have controlled the sentence content, structure, vocabulary, spelling and punctuation. Task-based writing strategies should include pre-writing, drafting, revising and editing stage or at least some of these stages. It is worth mentioning that writing is one of the most difficult skills and should be implemented more into the lessons. I would suggest for example creative writing which enable the learners to use their own experiences.

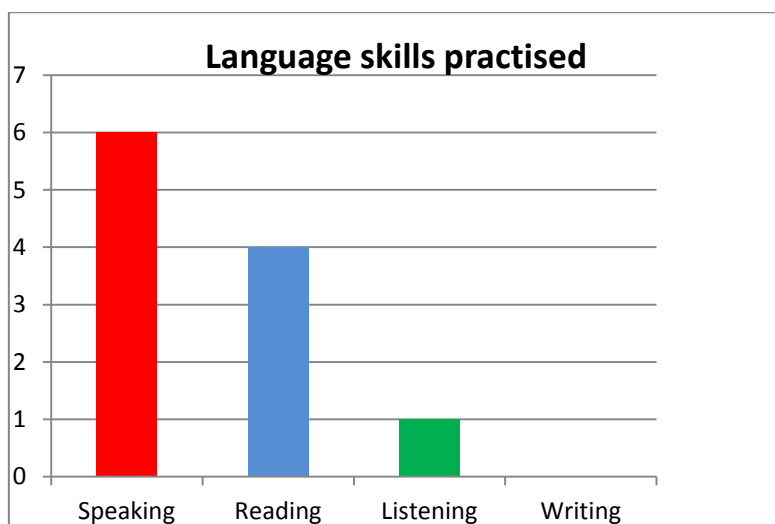
Vocabulary was practiced to a great extent in every lesson which was beneficial for all learners. The teacher also used brainstorming including written spidergram once. I consider brainstorming as a great activity and I would use it more often because it is not time consuming and the learners enjoy it. Nevertheless, it is not surprising that vocabulary was practiced in each class because in each task the learners came across new words which were explained or directly translated. The teacher also involved two translation activities in her lessons. Nevertheless, these translation activities were time consuming because the texts were too long. I would rather translate half of the text in the class and the rest of it submit as homework. Then, in the next lesson I would ensure the learners understood the meaning of the text by asking them additional questions. Although grammar was practiced only three times, it was practiced in an effective way. The teacher clearly explained the grammar along with useful examples and appropriate tasks.

The teacher was not afraid of using interactive teaching tools and enriched her classes by various materials, such as a PowerPoint presentation, a data projector, a laptop and a CD-player. In addition, the interaction among the learners was realized through pair work and work in small groups which definitely improved the learners' cooperation skills.

To sum up, the teacher did not use English as the main language in her classes. The Czech language was used to the same extent as English was. I would rather prefer to speak more English and in Czech only explain grammar. I consider it as a disadvantage for the learners because they need to hear the foreign language in order to improve themselves.

Teacher B

During the first six observed classes, the teacher practiced only three out of the four language skills. The following graph shows on the vertical side the number of classes, which is six and the horizontal side shows four language skills and its frequency of use.



Graph 6: *Language skills practiced in classes of Teacher B*

As visible in Graph 6, speaking as one of the main lesson aims was practiced in every class. Concerning reading, it was practiced in four classes out of six. Listening skills were trained only in one lesson, whereas writing was not practiced at all.

Speaking

Speaking was implemented in all the six classes and practiced in the form of asking and answering questions, reading aloud and preparing for an exam. Conversation in pairs and a whole class discussion were also done in the lessons.

In majority of the tasks, the teacher asked the learners simple questions about certain topics and their task was to answer. These questions were for example: "Do you live in a flat or in a house?", "Do you like movies/comedies?", "Which famous actor do you like?", etc. In addition, the learners were involved in a short discussion about houses and celebrities. The teacher asked them: "What do you know about Hollywood stars and Beverly Hills?" and all learners contributed to the discussion. On the other hand, the learners were asked to work in pairs as well and discuss advantages and disadvantages of living in the city and in the countryside. Then, they told their ideas to the teacher.

Then, the teacher gave the learners a list of ten questions and asked them to answer each question as quickly as possible. These questions were for example: "An interesting place you have been to recently", "A favourite pet", "An interesting person you have met", "A person you would like to visit in the future", etc. The learners had about five minutes to think about the answers and were advised not to answer with more than one or two words. Further on, the teacher asked the learners for their answers along with additional questions and led a discussion. Everybody was involved in this oral activity.

The teacher also dedicated one whole lesson for developing speaking skills and introducing and practicing new vocabulary. The lesson dealt with nature, geography and different sceneries. The learners were asked simple questions: "Which picture do you prefer? Why? What is your dream place?" and told the teacher about their dream place and favourite scenery. Then, the learners were asked to work in pairs and describe these pictures of different sceneries with suitable adjectives. Moreover, the learners were asked to work in pairs and think about answers of 8 questions in a quiz connected with geography, for example: "What is the capital of Thailand?", "Where is Lake Geneva?" etc . Then, the teacher checked their answers and contributed to the discussion with additional information about geography.

In addition, the teacher took into consideration the learners' graduation next year and did some useful tasks connected with the exam. The teacher gave the learners cards with different questions about housing and living in the Czech Republic which is going to be a part of their exam. Then, the teacher asked the learners to answer these questions with at least five sentences. The learners prepared their answers individually. The teacher monitored them, gave them suggestions and helped them to create better answers. After a while, the learners presented their ideas aloud and everybody was involved in speaking.

Finally, the teacher examined one learner orally whereas other learners were working individually on a task the teacher gave them. The learner was asked to present the homework from the last lesson which was a detailed description and comparison of two different pictures. The learner fluently spoke about two pictures: he describes and compares them.

During all these task-based speaking activities the learners became more fluent, accurate and confident when using the target language. The teacher preferred speaking tasks in most of her lessons involving asking and answering questions, a whole class discussion, conversation in pairs and examining. To sum up, the teacher placed a great emphasis on speaking activities during her lessons and the learners seemed to enjoy them.

Reading

Reading was practiced in four classes by means of reading various texts related to the topic. The learners were practicing skimming as well as scanning. While reading aloud, the learners were practicing reading skills along with speaking skills, namely pronunciation, intonation and word stress. In addition, the learners were practicing understanding and coherence of the text along with discussion about certain topics.

In the first reading task, the teacher implemented the pre-reading stage by means of brainstorming concerning the topic housing and living. The learners got general information through the introduction of a text which involves the text type and its structure, topic and background. Then, the teacher used the while-reading stage involving skimming and scanning. The learners were asked to read quickly two short texts about living in the city and in the countryside and fill in suitable prepositions. The learners read the text again but aloud whereas the teacher checked their pronunciation. This task was followed by a translation activity. The post-reading stage involved relating text content to the readers' experience, analyzing thoughts and arguments and discussion in pairs about advantages and disadvantages of living in the city and in the countryside.

In another task, the teacher included the pre-reading stage through asking the following questions: "Do you like movies/comedies?", "Which famous actor do you like?", etc. The learners got general information about the text whereas the aim of this introduction was to get the learners interested in reading the text. Next, the learners practiced scanning in order to look for specific information. They were asked to go through a text in the book about Brad Pitt's living, read seven paragraphs and choose the most suitable heading for each paragraph. Simultaneously, the teacher examined one learner orally. Then, the teacher asked the learners to read the text again but aloud and correct the headings. This was followed by a translation activity.

The teacher also dedicated the whole lesson about Canada for developing reading skills. The teacher began her lesson with the pre-reading stage by means of brainstorming concerning Canada. Then, the learners were asked to look at three texts about animals in Canada: Killer whales, Black and rare white bears and Canada geese. They were asked to go through ten questions connected with these texts whereas the teacher helped them with understanding. After that, the learners were asked to read these three texts aloud and translate each sentence. The teacher corrected their pronunciation and helped them with new vocabulary. In the while-reading stage, the learners worked in pairs and practiced

scanning. They tried to find answers in the text to the ten questions they have already discussed in the pre-reading stage. Finally, the teacher checked their answers.

The last task was concerned at reading a transcript of a recorded text about Beverly Hills in the book. The teacher used the pre-reading stage by asking questions about Beverly Hills and leading a short discussion about celebrities and their houses. After listening to the recorded text and doing one related exercise, the learners were asked to read the original transcript of this article aloud. This was followed by a translation activity.

Listening

Listening was used in one class out of six and was practiced through listening to one recorded text. Along with listening itself, the learners were practicing reading skills as well speaking skills through related tasks.

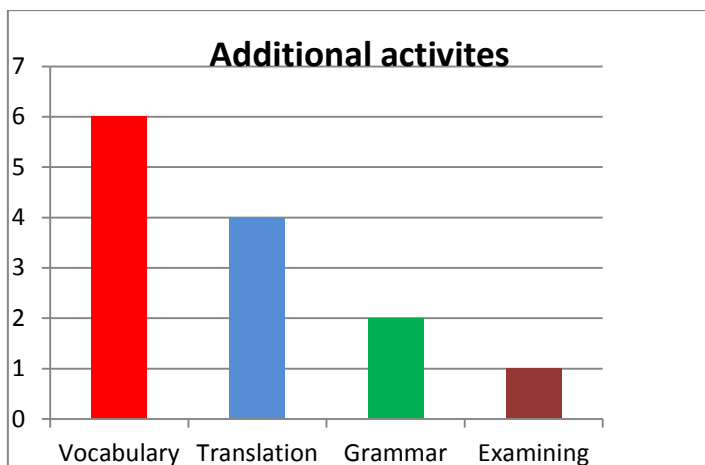
The listening task included pre-listening stage whereas the teacher asked the learners question related to the topic: "What do you know about Hollywood stars and Beverly Hills?" and led a short discussion. Then, the learners were asked to listen to a recorded text about Beverly Hills twice and decide whether five statements connected with this article are true or false. This true/false activity was aimed at comprehension of the text. Then, the learners were asked to read the original transcript of this article aloud and translate it directly. Hereby, the learners were able to correct their mistakes and see the text in a written version. All learners were involved in reading.

Writing

Writing as one of the most difficult skills was not practiced at all. The teacher did not implement any writing activity into her lessons and did not insist on writing down any sentences the learners had to make up. The learners created their sentences only orally.

Additional information

In the following graph, an overview of additional activities in the classroom is presented. Along with practicing language skills, some activities were not particularly aimed at speaking, listening or reading but at vocabulary, translation, grammar and examining.



Graph 7: *Additional activities used during the classes with Teacher B*

As it is evident in Graph 7, vocabulary was practiced in all six classes. The emphasis was placed on introducing and practicing new vocabulary. The learners learnt specific vocabulary concerning Canada and its animals, housing and living, geography, nature and related adjectives.

New vocabulary was taught by means of brainstorming in three classes. The teacher asked the learners to think about all possible words connected with housing and living, nature and geography and Canada. The teacher always wrote these words on the board using a spidergram. The learners really enjoyed these activities and everybody contributed with a couple of words.

The learners also learnt new vocabulary through jointing nouns with adjectives. The learners were asked to read a list of nouns (lake, mountains, etc.) and a list of adjectives (deep, high, etc.) and to connect them in a meaningful way (deep lake, high mountains, etc.). In addition, they created short sentences concerning geography as well. In the next class, the learners were asked to create a spidergram of the seasons and think about as many words connected with each season as possible. The teacher checked their answers and suggested other suitable words whereas the learners came across many new words.

In the last class, the task was aimed at reading but the learners practiced to a great extent vocabulary as well. The teacher asked the learners to look at three texts about animals in Canada: Killer whales, Black and rare white bears and Canada geese. They went through ten questions connected with these texts and translated them in order to answer them easily after the reading stage. Hereby, the learners learnt a lot of new words.

Translation was practiced in five classes. Firstly, the learners practiced reading aloud a text about housing and living which was followed by a translation activity. Secondly, the learners were asked to go through a text in the book about Brad Pitt's living and match appropriate headings to seven paragraphs. Finally, the learners translated each sentence whereas the teacher corrected their pronunciation.

In the next task, the learners were asked to listen to a recorded text about Beverly Hills and then read the original transcript of this article. This was followed by a translation activity. Another task was aimed at practicing the genuine article along with geographical names. After reviewing the grammar, the learners were asked to translate into English sentences with geographical names: "What language do they speak in Brazil?", "The capital city of Thailand is Bangkok", etc. Because of a low number of the learners in the class, everybody was involved in this translation activity.

Finally, the last class was in particular devoted to reading and translating. The learners were asked to read three texts about animals in Canada: Killer whales, Black and rare white bears and Canada geese and go through ten questions connected with these texts. This was again followed by a translation activity. Because of new vocabulary, the teacher helped the learners with translation and corrected their pronunciation. Despite practicing reading and translating along with gaining new vocabulary, these translation activities were time consuming because the texts were too long.

Practicing grammar was implemented into two lessons. The learners practiced the use of passive voice and reviewed the use of definite articles along with geographical names. The teacher used the board when reviewing the grammar.

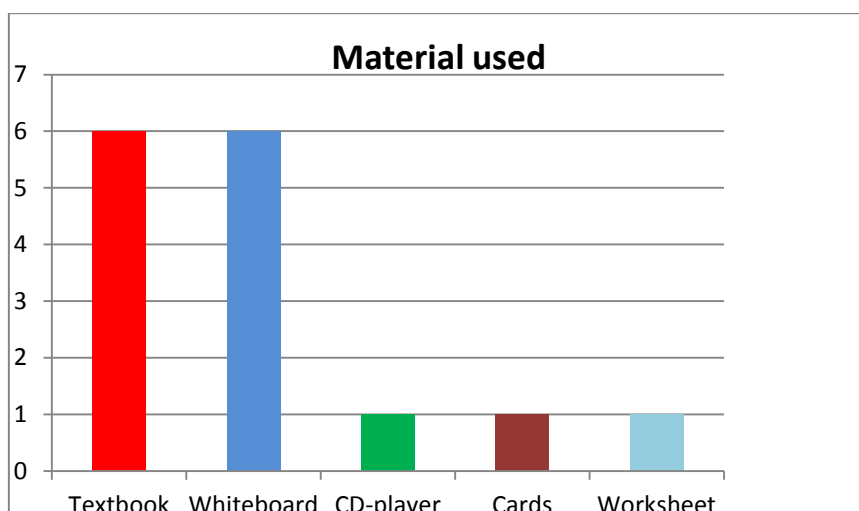
In the first class, the teacher practiced passive voice with her learners. The teacher reviewed basic rules of creating passive voice and gave the learners a worksheet with three exercises dealing with the passive voice. The learners were asked to put the verb into the most suitable passive form. Then, the teacher corrected their answers and asked them to create at least five sentences containing verbs in passive voice in order to practice their use.

In the second class, the teacher reviewed the use of definite articles with geographical names. The teacher wrote on the board a list of geographical names which are used with the genuine article (the United Kingdom, the Andes, the Czech Republic, etc.) and which are not used with an article (Madrid, New Zealand, Europe, Thailand, etc.) along with appropriate examples. Then, the learners practiced the use of the genuine article by means of translation. Each learner was asked to translate one sentence into English

containing geographical names: "What language do they speak in Brazil?", "The capital city of Thailand is Bangkok", etc.

The teacher also enriched one class by oral examination of one learner. While all learners were reading and working on an article about Brad Pitt's living individually, the teacher examined one learner orally. The learner was asked to present the homework from the last lesson which was a detailed description and comparison of two different pictures. The examination took about five minutes whereas the learner spoke quite fluently about two pictures and described them. The teacher helped the learner with a few expressions and corrected his errors. Finally, the learner got a grade 2.

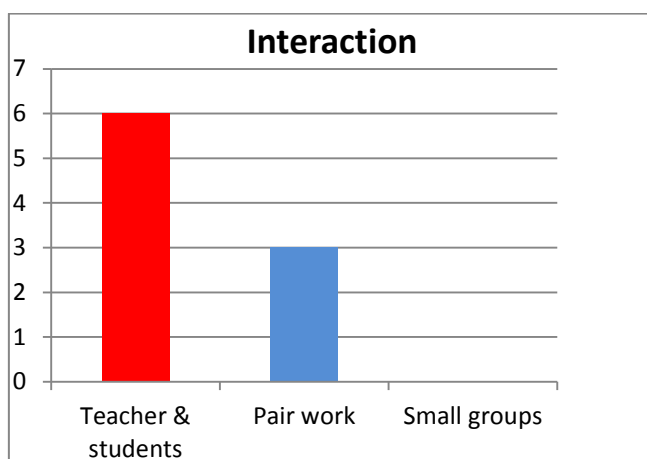
In the following overview, certain materials used in the classroom are presented. The vertical side shows again the number of classes, which is six and the horizontal side shows the frequency of various materials used in each class.



Graph 8: *Material used during the classes with Teacher B*

As we can see in Graph 8 above, the teacher used in her classes various teaching materials. In each class, the whiteboard along with the textbook were used. The teacher also used a CD-player with recording once for a reading and listening activity. Cards with questions about housing and living in the Czech Republic as a part of the learners' final exam were used in one speaking activity as well. In addition, the teacher gave the learners worksheets with exercises aimed at passive voice in order to practice grammar.

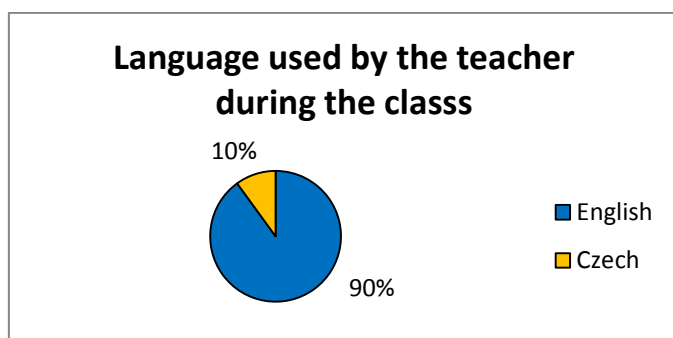
The following graph shows the interaction between the teacher and the learners. In addition, it shows the type of cooperation between the learners as well.



Graph 9: *Interaction during the classes with Teacher B*

As visible in Graph 9, most of the time the teacher had an interaction with her learners. On the other hand, pair work was implemented into three lessons. The learners were asked to describe pictures and lead a discussion in pairs. The teacher did not integrate work in small groups.

The Graph 10 below presents the proportion of languages used in the classes.



Graph 10: *Proportion of the language used by Teacher B during the classes*

As it is evident in Graph 10 and according to the observation, the teacher used English as the main language in her classes. The Czech language was used only by explaining grammar, new vocabulary and by submitting homework.

Commentary

According to the theoretical background and presented results, Teacher B did quite well when implementing task-based activities into the lessons. The expectation whether these tasks were aimed at all four language skills was only partially confirmed in the research. The teacher practiced with her learners only three out of four language skills. Writing activities were not practiced at all.

During task-based speaking activities, the learners practiced skills in taking turns in discussion, expressing ideas in conversation, using accurate pronunciation and preparing for an exam. The teacher placed a great emphasis on speaking and even devoted one whole lesson to speaking activities and introducing new vocabulary. I consider it as a good step because the learners need to practice for their final exam. The teacher built the learners' trust and confidence while speaking and reminded them to speak only English. She also gave them convenient feedback in order to develop their self-assessment skills.

Task-based reading activities enhanced the learners to become better readers and to improve their knowledge of language by means of understanding the coherence of the text and achieving new vocabulary. The teacher perfectly implemented the pre-reading stage, the while-reading stage and the post-reading stage into her lessons. In addition, the learners were practicing skimming as well as scanning. The teacher also created a positive reading atmosphere and devoted one whole lesson to practicing reading skills in three longer texts.

Although the teacher implemented only one listening activity into her lessons, she used all three stages which proper listening tasks should involve. The pre-listening stage established a framework for listening including asking for learner's knowledge about the topic whereas the while-listening stage was aimed at listening to the recorded text and responding to the task analyzing true/false statements. Concerning the post-reading stage, I would rather suggest a written summary of the text but the teacher used translation activity as she did in most of her lessons. Nevertheless, the teacher should definitely use more listening activities in order to practice for the learners' final exam.

Concerning task-based writing activities, the teacher did not implement any writing activity into her lessons and did not insist on writing down any sentences the learners had to make up. Task-based writing strategies should include pre-writing, drafting, revising and editing stage or at least some of these stages. Writing as one of the most difficult skills should be implemented into the lessons in order to prepare the learners for their final written exam. However, the teacher rather prioritized various speaking activities.

Vocabulary was practiced to a great extent in every lesson because in each task the learners came across new words. The teacher used brainstorming in three classes which I definitely consider as a great idea how to activate all learners in the class. In addition, the learners learnt a lot of new words by means of reading and translating various texts. Although translation is a useful activity, I think the learners were quite bored because they were translating articles which were pretty long. When reading and translating three texts about animals in Canada, the learners lost their enthusiasm in the middle of reading because these texts contained lot of new words and were not interesting for them. I would rather translate one text together with the learners in the class and the rest of it submit as homework. In addition, I would inform the learners about preparing a vocabulary test which could motivate them to pay more attention.

Practicing grammar was implemented into two lessons in an effective way. The teacher clearly and in detail reviewed the grammar along with useful examples and appropriate tasks. Finally, the teacher examined one learner orally whereas other learners were working individually on the task the teacher gave him. I appreciate the teacher submitted work for other learners while examining because the learners did not interrupt at all. In addition, the teacher reminded them that some works will be collected and checked. This was a great way how to draw attention of all learners.

Concerning the materials used, the teacher used in her classes only CD-player along with cards aimed at speaking and worksheets aimed at grammar. I would suggest using some interactive material such as a data projector, laptop, etc. On the other hand, the possibilities of using interactive materials in today's schools are limited and therefore the teachers cannot use any interactive tools they want. The interaction among the learners was realized only through pair work. I would implement into the lessons also work in groups in order to improve the learners' cooperation skills.

To sum up, the teacher placed a great emphasis on the English language. The teacher used English as the main language in her classes. In addition, the teacher has high proficiency skills and I consider it as a big advantage for the learners. The Czech language was used in particular when explaining grammar.

Comparison of Teacher A and Teacher B

Both teachers implemented various task-based activities into their lessons. Teacher A as well as Teacher B used speaking activities in all six lessons. Listening was practiced in two classes of Teacher A and in one class of Teacher B. Reading was involved in four lessons by Teacher B and in three lessons by Teacher A. While Teacher A used at least one short writing activity, Teacher B did not use any writing activity at all.

Introducing new vocabulary was used by both teachers in all six classes. Teacher A also practiced grammar in three classes and translation in two classes. On the other hand, Teacher B practiced translation in four classes and grammar in two classes. In addition, Teacher B examined one learner orally whereas Teacher A did not examine any learner.

Concerning materials used in the classes, Teacher A was more creative and used along with book, whiteboard, quiz and cards also interactive material such as a PowerPoint presentation, a data projector, a laptop or a CD-player. On the other hand, Teacher B used only CD-player, worksheets, cards, book and whiteboard.

Interaction between teachers and learners was used in all classes by both teachers. While work in small groups was included in one class by Teacher A, Teacher B did not include any work in groups. Teacher A asked learners to work in pairs in five classes whereas Teacher B used pair work in three classes.

The proportion of the language used by the teachers differed to a great extent. Regarding Teacher B, she spoke 90% of her lessons English and only 10% Czech. On the other hand, Teacher A spoke 50% English and 50% Czech.

Commentary

Both teachers did a great job when implementing task-based activities into their lessons. In my opinion, each lesson had its advantages and disadvantages. In other words, it is not easy to decide who did a better job, whether Teacher A or Teacher B. On one hand, Teacher B was great by creating speaking tasks and complex reading tasks along with translation activities. Teacher B even devoted the whole lesson to speaking and reading. On the other hand, Teacher A practiced more listening tasks and used at least one writing task whereas Teacher B did not use any writing activity at all.

More importantly, Teacher A did not use English in the lessons as Teacher B did. Teacher B spoke mainly English in a fluent and comprehensible way. Teacher A spoke

half of the class Czech and half of the class English and therefore the learners did not pay much attention to her. I think it is crucial to speak English to English language learners in order to support their second language acquisition. On the other hand, Teacher A used interactive teaching material such as a PowerPoint presentation or a laptop in her lessons. Teacher B did not implement any interactive material into her lessons.

Nevertheless, according to the theoretical background and presented results, Teacher A fulfilled the expectation of this research better than Teacher B because tasks done by Teacher A were aimed at all four language skills. From my point of view, Teacher B did a better job than Teacher A. In other words, although Teacher B did not implement tasks aimed at writing, her lessons were more creative and her performance was excellent. Teacher B spoke proficient English because of her many stays abroad and she was a bit more open to her learners. It was obvious that Teacher B prioritized speaking activities rather than listening or writing activities. Teacher B also prepared the learners for an exam by talking about housing and living which Teacher A did not. However, Teacher A has a plenty of time to practice for an exam because she is teaching the 1st Grade whereas Teacher B the 3rd Grade. Then, Teacher B examined on learner and did not allow other learners to hang around. To sum up, I preferred more classes with Teacher B because it was evident that she really enjoys teaching and her approach to the learners was friendlier than the approach of Teacher A.

It is not surprising that speaking is one of the most important skills to develop although writing could cause problem to the learners and therefore should not be underestimated. Therefore, the learners need to develop all four language skills because they will be examined at graduation. According to these findings and expectations, Teacher A more or less confirmed the presupposition because her tasks were aimed at all four language skills. On the contrary, I would not say these tasks were always used in an effective way but rather in a satisfactory way. It is worth mentioning that by more observations the results would be more accurate. We can see some trends in teaching by both teachers but we cannot consider it as a personal teaching style. Therefore, further research would be useful.

Factors influencing the research

When analyzing the results of this research, certain factors influencing the research and in particular the choice and impact of the tasks had to be taken into consideration.

According to the number of observations in the classrooms, the teachers apparently used different tasks with respect to these factors. Some of the factors will be further discussed in this section. These factors are following: the choice of the textbook, the start of the lesson, the seating arrangement, the approach of the teachers, the learners' age, behaviour and the level of English.

Concerning the choice of textbooks, each class worked with a different textbook. Whereas 1. A used Maturita Solutions, 3. C used Maturita Excellence. Whereas Maturita Solutions seems to be a great source for the teachers, Maturita Excellence is not that popular among them. I had an option to participate at a teachers' meeting discussing the pros and cons of the book Maturita Excellence. Most of the teachers complained about this textbook and did not want to work with it in the next school year. During the teaching practice, I was asked to work with Maturita Excellence as well and I have to agree this textbook does not have many advantages. Maturita Excellence totally lacks explanation of grammar followed by appropriate tasks. The teachers have to create their own tasks during the lesson and most of them find it time consuming. On the other hand, Maturita Solutions is a great textbook to work with because it contains lot of useful exercises along with grammar explanation. In addition, the learners keep a Maturita Solutions workbook at disposal as well.

The start of the lesson differed by each class. 1. A started each lesson at 12:15pm and 13:05pm, whereas 3. C started at 13:55pm and 9:55am. In the morning class the teachers used various tasks and the learners were active and communicative. These morning classes were the best classes. On the other hand, in each class after 12pm the learners were quite bored because they were tired and hardly able to cooperate or communicate. Therefore, the teachers did not use many tasks and spoke most of the time trying to activate the learners but this effort was not successful. It seems that after a lunch the learners need a rest because they cannot concentrate as they do in the morning. The teachers suggested at the teachers' meeting that language classes should be taught in the morning because of better achievements of the learners. However, this fact is not surprising and tasks should be partially designed with respect to the learners' condition.

Regarding the seating arrangement, both classes sat in an orderly rows seating arrangement. This type of arrangement does not allow communication face to face and does not create confidential atmosphere in the classroom. Therefore, tasks chosen for these lessons were not aimed at group work or a whole class discussion. I would rather prefer a circle or a horseshoe seating arrangement in order to provide better interaction among all

learners. These two seating arrangements could be used during the whole class dialogue where the learners can see each other and cooperate easily. On the other hand, shy learners may not find this method as profitable in case they do not prefer eye contact. Nevertheless, language classes at this secondary school were not so big to move chairs freely although a relatively low number of learners in the class allows different seating arrangement.

Factors such as the learners' age, behaviour and level of English influenced the flow of the lesson to a great extent. 1. A was a tough class to deal with because there were 16 boys at the age of 15 who did not pay attention at all and wanted to bother. They behaved to the teacher in a rude way and their attitudes definitely influenced the teachers' approach to them. On the other hand, in 3. C there were only 14 boys at the age of 18 who behaved calmer than the previous class and tried to cooperate with the teacher although they seemed tired in the afternoon classes. In addition, the level of English of the learners is crucial as well. While the learners in 1. A were at the pre-intermediate level, the learners at 3. C were at the intermediate level. Therefore, the learners' behaviour, age and the level of English are certainly important factors the teacher has to deal with when creating staged lesson plan and choosing appropriate tasks.

The approach of the teachers closely relates to the learners' behaviour and their level of English. Therefore, each lesson was led differently and with respect to the learners needs whereas both teachers had different approach to them. On one hand, Teacher A had problems with attention of the learners and did not spoke English most of the time. On the other hand, Teacher B spoke most of the time English but had to struggle with the tiredness of the learners. Thus, both teachers chose different tasks for each class according to their previous experience with their learners.

Summary

In this chapter, the results of the research are introduced by means of related graphs. The results are followed by commentaries explaining the findings about Teacher A and Teacher B. The expectation that tasks at secondary schools are aimed at all four language skills and effectively used by English language teachers was partially confirmed. According to the theoretical background and presented results, Teacher A fulfilled this expectation whereas Teacher B not. In addition, this chapter discusses also the factors which influenced the results of the research. In the following chapter, the implications along with limitations of the research and suggestions for further research are presented.

V. IMPLICATIONS

As it is evident from the results, the expectation that tasks at secondary schools are aimed at all four language skills and effectively used by English language teachers was only partially confirmed. Therefore, this chapter provides some advice for the teachers based on the results of this research. Then, limitations of the research along with suggestions for further and extended research are presented.

Pedagogical Implications

Concerning the results of this research and series of observations, the teachers could improve their lessons by creating more complex tasks. These tasks could be for example storytelling or creative writing where the learners could work on whatever story and practice their writing skills. In other words, the teachers could raise the learners' awareness of the process of writing involving various stages such as brainstorming, collecting ideas, research, language study, drafting, editing and also interaction and discussion among the teachers and the learners. The learners should be familiar with these steps in order to create a meaningful essay at the final exam. To sum up, the teachers could have more dynamic approach to teaching, practice task-based writing tasks and also involve the learners into active and engaged learning.

I would also suggest teachers to visit websites about task-based teaching created by Jane and Dave Willis (<http://www.willis-elt.co.uk/index.html>). These websites could help teachers as well as learners who already came across task-based teaching and learning to improve their knowledge and skills. As it is evident from the results, Teacher A and Teacher B did not place much emphasis on task-based writing activities. Therefore, the teachers can go through a link where they can find an inspiration when creating tasks (<http://www.willis-elt.co.uk/taskbased.html>). There are detailed free lesson plans to download, in particular three lessons based on written texts at the intermediate level.

Limitations of the research

It is evident that the research was limited to a certain extent by various factors. Factors influencing the choice of the tasks were already mentioned in the previous chapter. In addition, it is also possible that the teachers created their lessons in a different way as usual and considering the presence of the observer. For example, the teachers did not implement writing a test into their lessons although examining as a part of teaching method is required.

Moreover, this research concentrated mainly on the teachers and their methods of implementing task-based activities into their lessons. The research did not take into consideration the learners' ideas and which impact these tasks had on them. I would ask the learners whether they are satisfied with the tasks and discuss possible changes or improvements with them.

However, this research cannot be generalized for all teachers and all classes at the secondary school. The reason is that only two teachers along with their two classes were observed whereas each class was observed only six times. In order to collect and analyze more complex information, further research observing more classes and more teachers has to be realized. Then, the results would be more precise.

Further research

Concerning further research in this area, I would suggest expanding and improving this research by means of more observations. There are certain trends in teaching by both teachers but through more observations the results would be more accurate and complex. It is not competent to consider these trends from a couple of observed classes as a unique personal teaching style of either Teacher A or Teacher B without collecting more data. Therefore, further research would be beneficial.

On the other hand, this research was aimed at teachers but could be also realized in a different way. The learners could be implemented into series of observations as well. Doing research among the learners would bring a different point of view of task-based learning. The research could be aimed at the impact of various task-based activities on the learners. Furthermore, it could examine which type of tasks the learners prefer and which seem to them boring. To sum up, carrying out a research aimed at the learners would be a great idea appreciated in particular by their teachers.

This chapter covers the implications of the research by giving the teacher some advice concerning their teaching methods. Factors, such as a small number of classes to observe or not taking into consideration the learners' ideas, which limited the research, are also mentioned. Further on, some suggestions for further research dealing with task-based learning and teaching are presented. In the following conclusion chapter, the summary of the main ideas and the major findings of this thesis are presented.

VI. CONCLUSION

This thesis deals with task based teaching and learning for secondary school students. As described in the theoretical background, task based activities should include practicing speaking, reading, listening as well as writing skills. Teachers at secondary schools have to take into consideration all four language skills when designing appropriate task based activities for their lessons. In addition, the reason why teachers should practice language skills along with useful tasks with their students is that the students need a proper preparation for the graduation exam.

The research was realized at the secondary school in Pilsen through series of observations in two different classes led by two different teachers. Regarding the researched questions, they examined which tasks were used in the classroom and whether these tasks were aimed at all four language skills and effectively used by English language teachers. The expectation was only partially fulfilled because one teacher did not practice writing skills in the classes. In addition, the results of both teachers were different because they had a different approach to teaching and used different tasks. Concerning the collected data and the researched questions, there were also some factors influencing the designing of task based activities which the teachers had to deal with. Nevertheless, the teachers should have had an option to influence for example the start of the lesson or the choice of the textbook in order to create more successful lesson and to have a better feedback from students. For example, appropriate teaching material along with teaching language classes in the morning could help students in developing second language acquisition.

It was found out that both teachers involved in each class various task based speaking activities. On the other hand, on task based writing activities including certain stages mentioned in the theory was not placed an emphasis at all. An important fact of this research is that both teachers used the English language in their classes with a different frequency of use. While one teacher spoke English only half of the lesson, the other teacher spoke almost the whole lesson English.

Nevertheless, the results would be more accurate when realizing more observations in different classes. Some trends in teaching by both teachers are obvious from this research but further research would be useful. Moreover, the research could be aimed at students themselves and examine the impact of various task based activities on them. English language teachers could use these findings to improve their application of task based teaching methods in classes by designing more complex tasks for their students.

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APPENDICES

Appendix 1: Teacher A – 6 observation sheets

| | | | | |
|---|--|---|--------------------|--|
| Date/Lesson start time | 10. 2. 2014 / 12:15 | | | |
| Length of lesson and seating arrangement | 45 minutes / Orderly rows seating arrangement | | | |
| Main lesson aims | Topic: Who wants to be a farmer? Developing speaking skills. Developing listening and reading skills: skimming/scanning. Practicing new vocabulary. Introducing a new grammatical point: demonstrative pronouns. | | | |
| Materials and classroom equipment used | Maturita Solutions - Pre-Intermediate Student's Book (p. 28-29), whiteboard, CD-player with recording. | | | |
| Stage Time | Procedure | Tasks | Interaction | Aims |
| 1 5 mins | Ask students to answer these questions: "Do you like online games?", "Which games do you play?","Do you know Farmville?" | Students listen to the teacher and answer questions. | T & Sts | Learners will get practice using the target language. |
| 2 15 mins | Give students basic information about an online game Farmville. Ask them to read and translate a text about Farmville "Who wants to be a farmer?" Then play a recording with this text. | Students read the text aloud, translate each sentence with teacher's help and then listen to the text from the recording. | T & Sts | Learners will learn a new vocabulary, practice listening and pronunciation. They will be able to translate a text. |
| 3 10 mins | Introduce a new grammar: demonstrative pronouns and their plural forms: this/these, that/those. Ask students to read six sentences in the book, which contain demonstratives and belong to the previous text "Who wants to be a farmer?" | Students read and try to fill in six missing sentences into the text according to demonstratives or linked ideas in the text. | T & Sts | Learners will understand the coherence of the text. They will be able to use demonstrative pronouns in the text. |
| 4 8 mins | Ask students to read and translate six definitions of nouns concerning farming and guess their meaning from the text. | Students guess and match the highlighted nouns in the text with the definitions. | T & Sts | Learners will learn a new vocabulary. |
| 5 7 mins | Ask students to work in pairs, ask and answer questions: "Why do you think Farmville is so popular?" etc. Monitor them and write down general errors. | Students work in pairs, ask and answer the questions. They explain their answers. | Pairs | Learners will become more confident when using the target language. |

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|---|---|--|--------------------|---|
| Date/Lesson start time | 12. 2. 2014 / 13:05 | | | |
| Length of lesson and seating arrangement | 45 minutes / Orderly rows seating arrangement | | | |
| Main lesson aims | Topic: Picture description. Developing speaking skills: fluency/accuracy practice. Developing listening skills. Introducing and practicing new vocabulary. | | | |
| Materials and classroom equipment used | Maturita Solutions - Pre-Intermediate Student's Book (p. 29-30), whiteboard, CD-player with recording. | | | |
| Stage Time | Procedure | Tasks | Interaction | Aims |
| 1 5 mins | Ask students to write down five adjectives describing Czech Republic. Then check their answers. | Students write down appropriate adjectives, compare them with their partner and find the most suitable one. | Pairs | Learners will learn a new vocabulary from each other. |
| 2 5 mins | Ask students to read adjectives in the book (empty, scary, sunny, relaxing etc.) and match them with related pictures. | Students work in pairs and match appropriate adjectives with three pictures. They check their answers in pairs. | Pairs | Learners will be able to match adjectives with pictures and practice lexis for the stage 3. |
| 3 5 mins | Ask students to listen to a recording and decide which of the three photos is being described. Check the answers. | Students listen carefully and identify the picture according to the description. | T & Sts | Learners will be familiar with a description of a picture. |
| 4 10 mins | Refer students to the phrases used in the text and point out three categories: summarizing, locating and speculating. Play the recording again and ask students to tick phrases speaker used to describe the picture. | Students write down useful phrases connected with picture description. They listen to the recording again and tick specific phrases they hear. | T & Sts | Learners will learn useful phrases to describe a picture. |
| 5 10 mins | Ask students to work in pairs and describe a picture of the farmer. Monitor and help them and write down general errors. | Students take turn to describe the picture of the farmer on previous page in the book. | Pairs | Learners will be able to describe pictures with suitable phrases. |
| 6 10 mins | Ask students to speak in pairs in front of the class and present their descriptions. If necessary, correct their errors at the end of the presentation. | Students present their picture descriptions with appropriate phrases in front of the class. | T & Sts | Learners will become more confident when using the target language. |

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|---|--|--|--------------------|---|
| Date/Lesson start time | 17. 2. 2014 / 12:15 | | | |
| Length of lesson and seating arrangement | 45 minutes / Orderly rows seating arrangement | | | |
| Main lesson aims | Topic: Housing. Developing speaking skills: fluency/accuracy practice. Introducing and practicing new vocabulary. Developing writing skills. | | | |
| Materials and classroom equipment used | Cards with houses and occupation, whiteboard. | | | |
| Stage Time | Procedure | Tasks | Interaction | Aims |
| 1 10 mins | Ask two students to present their homework from previous lesson – to talk about interesting findings about the 2014 Olympic Winter Games in Sochi. | Both students speak five minutes in front of the class and present basic information about the 2014 Winter Olympics. | T & Sts | Learners will become more confident when using the target language. |
| 2 15 mins | Ask students to work in small groups of three. Students in one group work as real estate agents. They sell houses to other students who ask them for an appropriate house according to their occupation. All students move in the class in order to cooperate effectively. | Real estate agents get cards with houses and other students get cards with their occupation. Real estate agents offer houses appropriate to their occupation. They cooperate and try to find the best house. | Small groups | Learners learn how to cooperate and learn a new vocabulary. |
| 3 7 mins | Ask one student to present results of selling their houses to students. The student writes on the board which houses were sold and which not. | One student playing the real estate agent presents results concerning selling their houses to students. | T & Sts | Learners will get practice using the target language. |
| 4 5 mins | Ask students to answer the question "What do you need for you ideal home?" They write down at least five sentences. | Students think about their ideal home and write down their answers. | T & Sts | Learners practice writing. |
| 5 8 mins | Ask students to read their sentences and correct their errors. Discuss their ideas about an ideal home. | Students read their sentences aloud and discuss them with the teacher. | T & Sts | Learners will become more confident when using the target language. |

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|---|---|--|--------------------|---|
| Date/Lesson start time | 19. 2. 2014 / 13:05 | | | |
| Length of lesson and seating arrangement | 45 minutes / Orderly rows seating arrangement | | | |
| Main lesson aims | Topic: Articles. Driving in the UK. Developing speaking skills: fluency/accuracy practice. Revising of indefinite and definite articles. | | | |
| Materials and classroom equipment used | Maturita Solutions - Pre-Intermediate Workbook (p. 25), whiteboard, Driving in the UK quiz. | | | |
| Stage Time | Procedure | Tasks | Interaction | Aims |
| 1 10 mins | Revision of grammar - write on the board basic rules of using indefinite and definite articles: when we talk about something for the first time/when we talk about it again etc. Give a few appropriate examples. | Students write down notes and examples. They already know how to use indefinite or definite articles. They can ask additional questions if they still do not understand. | T & Sts | Learners will be able to use indefinite and definite articles in sentences. |
| 2 15 mins | Ask students to open the workbook and fill in blank spaces in exercises dealing with definite and indefinite articles. At the end of this activity, give them correct answers. | Students fill in four exercises in the workbook and decide whether to use indefinite or definite article. Then, they check answers with the teacher. | T & Sts | Learners will learn and practice articles. |
| 3 10 mins | Ask students to work in pairs. Give each pair quiz about driving in the UK. Ask students to think about the answers of 12 questions in the quiz with a multiple choice. | Students work in pairs and guess the answers in the quiz, for example: "How old must you be to drive a car in the UK?" etc. They discuss the answers. | Pairs | Learners practice cooperation and learn a new vocabulary. |
| 4 5 mins | Ask students to share their answers/suggestions and tell them right answers. Discuss the answers with them. | Students tell the teacher their answers and correct them. They are really interested in this quiz. | T & Sts | Learners will get practice using the target language. |
| 5 5 mins | Ask students to discuss following questions, which are mentioned in the quiz as well: "Is World Car-free Day a good idea?", "Should there be a maximum driving age?", "Is the maximum speed limit in Britain too high or too low?" etc. | Discussion questions: Students talk about their opinions and argue about their ideas with the teacher and other students. | T & Sts | Learners will get practice using the target language. |

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|---|--|--|--------------------|--|
| Date/Lesson start time | 24. 2. 2014 / 12:15 | | | |
| Length of lesson and seating arrangement | 45 minutes / Orderly rows seating arrangement | | | |
| Main lesson aims | Topic: A holiday blog. Developing speaking skills: fluency/accuracy practice. Developing reading skills: skimming/scanning. | | | |
| Materials and classroom equipment used | Maturita Solutions - Pre-Intermediate Student's Book (p. 31), whiteboard. | | | |
| Stage Time | Procedure | Tasks | Interaction | Aims |
| 1 10 mins | Write on the board the wh-question headings: where, what, when, why, who...with, etc. Ask students to work in pairs and ask their partner about their last holiday. | Students work in pairs and ask their partner about their last holiday using wh-question headings. | Pairs | Learners practice cooperation and are able to create sentences using wh- questions headings. |
| 2 10 mins | Get feedback from all students in the class and let them decide who had the best holiday. | Students talk about their partner's last holiday and then choose the most interesting one. | T & Sts | Learners will get practice using the target language. |
| 3 10 mins | Ask students to work in pairs and do an exercise in the book including discussion about holiday activities. Students ask their partner: "Do you like sunbathing?", "Do you enjoy shopping/swimming?", etc. | Students work in pairs and look at various holiday activities in the book. They ask their partner about their favourite activities. They talk about their own experiences. | Pairs | Learners practice cooperation and using the target language. |
| 4 5 mins | Ask students to look at a text about the Costa Brava and the Lake District in the book and read it quickly. Ask them to get the main idea of the text. After few minutes, ask students what is the text about. | Students read quickly the text to get an overall impression of the content rather than concentrating on absorbing all the details. They tell the teacher what is the text about. | T & Sts | Learners practice skimming in order to get the basic overall idea. |
| 5 10 mins | Ask students to read the text again. Involve all students in the class. Ask them to read the text aloud and translate each sentence. Help them with new vocabulary. | One student reads a sentence and the other translates it. All students are involved in this activity and practice reading and translating. | T & Sts | Learners practice scanning in order to look for specific information. |

| | | | | |
|---|--|--|--------------------|---|
| Date/Lesson start time | 26. 2. 2014 / 13:05 | | | |
| Length of lesson and seating arrangement | 45 minutes / Orderly rows seating arrangement | | | |
| Main lesson aims | Topic: Pilsen. Developing speaking skills: fluency/accuracy practice. Introducing and practicing new vocabulary. Developing reading skills: skimming/scanning. | | | |
| Materials and classroom equipment used | Laptop, Data projector, Power Point Presentation, whiteboard. | | | |
| Stage Time | Procedure | Tasks | Interaction | Aims |
| 1 5mins | Ask students to work in pairs and write down five adjectives describing Pilsen. Then check their answers and choose the most suitable adjective. | Students write down appropriate adjectives, compare them with their partner and find the most suitable one. | Pairs | Learners will learn a new vocabulary from each other. |
| 2 5 mins | Brainstorming: Ask students to think about as much words connected with Pilsen as possible. Write these words on the board using a spidergram. | All students in the class are involved in this activity. They tell the teacher various words connected with Pilsen. | T & Sts | Learners will learn a new vocabulary. |
| 3 30 mins | Use laptop, data projector and play Power Point Presentation about Pilsen including basic information about geography, history, sights, culture, nature, interesting people, sport, traffic, schools, shopping, etc. Discuss with students each slide and give them additional information about Pilsen. They can add more information if they want. | Students pay attention and watch the Power Point Presentation about Pilsen. They write down important information and learn new words. They contribute to the discussion and ask the teacher for additional information. | T & Sts | Learners learn basic information about Pilsen. They will be able to talk about Pilsen in the next lesson. |
| 4 5 mins | "What have you learned today?" Ask students to summarize main information about Pilsen. Help them with new vocabulary and write on the board their ideas. | Students tell the teacher what they have remembered and summarize at least basic information about Pilsen. | T & Sts | Learners will get practice using the target language. |

Appendix 2: Teacher B – 6 observation sheets

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|---|--|---|--------------------|---|
| Date/Lesson start time | 10. 2. 2014 / 13:55 | | | |
| Length of lesson and seating arrangement | 45 minutes / Orderly rows seating arrangement | | | |
| Main lesson aims | Topic: Housing. Developing speaking skills: fluency/accuracy practice. Introducing and practicing new vocabulary. Developing reading skills. | | | |
| Materials and classroom equipment used | Maturita Excellence (p. 44), whiteboard. | | | |
| Stage Time | Procedure | Tasks | Interaction | Aims |
| 1 5mins | Ask students about a type of their housing: whether they live in a flat or in a house. | All students tell the teacher about the type of their housing and in which city do they live. | T & Sts | Learners will get practice using the target language. |
| 2 5 mins | Brainstorming: Ask students to think about as much words connected with housing as possible. Write these words on the board using a spidergram. | All students in the class are involved in this activity. They tell the teacher various words connected with housing. | T & Sts | Learners will learn a new vocabulary. |
| 3 10 mins | Ask students to read quickly two short texts and fill in blank spaces with appropriate prepositions. Then check their answers. | Students read quickly two texts about living in the city and in the countryside and fill in suitable prepositions. | T & Sts | Learners will be able to use suitable prepositions in the text. |
| 4 10 mins | Ask students to read these texts again but aloud and translate each sentence with them. Correct their pronunciation. | One student reads a sentence and the other translates it. All students are involved in reading. | T & Sts | Learners practice pronunciation and translating of a text. |
| 5 10 mins | Ask students to discuss in pairs advantages and disadvantages of living in the city and in the countryside. Then check their answers. | Students discuss in pairs pros and cons of living in the city and in the countryside. They tell their ideas to the teacher. | Pairs | Learners will get practice using the target language. |
| 6 5 mins | Ask student to write down requirements for homework: Choose two pictures and describe them in detail. Then compare these pictures. Finally, prepare one question connected with housing. | Students write down all the steps they will need for completing their homework for next lesson. | T & Sts | Students will be able to prepare homework aimed at describing pictures. |

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|---|---|---|--------------------|---|
| Date/Lesson start time | 13. 2. 2014 / 9:55 | | | |
| Length of lesson and seating arrangement | 45 minutes / Orderly rows seating arrangement | | | |
| Main lesson aims | Topic: Living of famous people. Developing speaking skills: fluency/accuracy practice. Revising of passive voice. Introducing and practicing new vocabulary. Developing reading skills. | | | |
| Materials and classroom equipment used | Maturita Excellence (p. 46), worksheet with passive voice, whiteboard. | | | |
| Stage Time | Procedure | Tasks | Interaction | Aims |
| 1 5 mins | Ask students following questions: "Do you like movies/comedies?", "Which famous actor do you like?" etc. | Students answer the questions. All of them are involved in speaking. | T & Sts | Learners will get practice using the target language. |
| 2 15 mins | Ask students to go through a text in the book about Brad Pitt's living. Ask them to read 7 paragraphs and choose the most suitable heading for each paragraph. | Students work individually and read carefully the text about Brad Pitt's living. They select the best heading for each paragraph. | T & Sts | Learners practice reading and learn a new vocabulary. |
| | Examine one student orally. Ask him to present homework from last lesson: detailed description and comparison of two different pictures. | The student fluently speaks about two pictures: he describes and compares them. | T & St | The learner will get practice using the target language. |
| 3 10 mins | Ask students to read the text again but aloud and translate each sentence with them. Correct their pronunciation. Talk about the headings. | One student reads a sentence and the other translates it. They correct the headings with the teacher. | T & Sts | Learners practice reading and pronunciation. They will be able to translate a text. |
| 4 10 mins | Give student worksheet with passive voice. Ask students to fill in blank spaces with correct passive form of a verb. Then correct their answers. | Students get worksheet with passive voice and fill in correct passive forms of verbs. | T & Sts | Learners will learn and practice passive voice. |
| 5 5 mins | Ask students to create at least five sentences containing verbs in passive voice. Correct their sentences. | Each student creates five sentences with passive voice. | T & Sts | Learners will be able to create sentences with passive voice. |

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|---|---|---|--------------------|--|
| Date/Lesson start time | 17. 2. 2014 / 13:55 | | | |
| Length of lesson and seating arrangement | 45 minutes / Orderly rows seating arrangement | | | |
| Main lesson aims | Topic: Beverly Hills. Developing speaking skills: fluency/accuracy practice. Developing listening skills: looking for specific information. Practicing new vocabulary. Developing reading skills. | | | |
| Materials and classroom equipment used | Maturita Excellence (p. 47, 173), CD-player with recording, whiteboard, cards with questions. | | | |
| Stage Time | Procedure | Tasks | Interaction | Aims |
| 1 10 mins | Talk about houses and celebrities. Ask students simple questions: "What do you know about Hollywood stars and Beverly Hills?" etc. Lead short discussion. | Students pay attention, answer the questions and contribute to the discussion. | T & Sts | Learners will get practice using the target language. |
| 2 10 mins | Ask students to listen to a recording about Beverly Hills and decide whether the five statements connected with this article are true or false. Play the recording twice. Then check their answers. | Students listen to the recording twice and decide whether the statements are true or false. | T & Sts | Learners practice their listening skills and comprehension of a text. |
| 3 10 mins | Ask students to read the original transcript of this article aloud and translate it. Involve all students in reading. Help them with translation. | One student reads a sentence and the other translates it. | T & Sts | Learners practice reading and pronunciation. They will be able to translate a text |
| 4 5 mins | Preparation for an exam: Give students cards with different questions about housing/living. Ask them to answer the questions with at least 5 sentences. Monitor them and help them. | Students prepare answers to their questions individually. | T & Sts | Learners will be able to talk about housing/living. |
| 5 10 mins | Check the students' answers. Give them suggestions and help them to create better answers. Tell them the topic housing/living is going to be a part of their exam. | Students answer their questions and correct errors. Each student is involved in speaking. | T & Sts | Learners will become more confident when using the target language. |

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|---|---|--|--------------------|---|
| Date/Lesson start time | 20. 2. 2014 / 9:55 | | | |
| Length of lesson and seating arrangement | 45 minutes / Orderly rows seating arrangement | | | |
| Main lesson aims | Topic: Nature. Developing speaking skills: fluency/accuracy practice. Introducing and practicing new vocabulary. | | | |
| Materials and classroom equipment used | Maturita Excellence (p. 49), whiteboard. | | | |
| Stage Time | Procedure | Tasks | Interaction | Aims |
| 1 5mins | Brainstorming: Ask students to think about as much words connected with nature as possible. Write these words on the board using a spidergram. | All students in the class are involved in this activity. They tell the teacher various words connected with nature. | T & Sts | Learners will learn a new vocabulary. |
| 2 5 mins | Ask students to look at pictures in the book with different sceneries. Ask them simple questions: "Which picture do you prefer? Why? What is your dream place?" | Students tell the teacher about their dream place and favourite scenery. | T & Sts | Learners will become more confident when using the target language. |
| 3 10 mins | Ask students to work in pairs and describe pictures of different sceneries with suitable adjectives. Ask them to take it in turns to describe and guess the pictures. Then check their descriptions. | One student describes a picture and the other guess which picture it is and vice versa. They check their descriptions with the teacher. | Pairs | Learners will get practice using the target language and be able to describe a picture. |
| 4 15 mins | Ask students to work in pairs and think about answers of 8 questions in a quiz connected with geography. Let them work together and then check and discuss their answers. Contribute to the discussion with additional information about geography. | Students work in pairs and guess the answers in the quiz, for example: "What is the capital of Thailand?", "Where is Lake Geneva?" etc. They discuss and correct the answers with the teacher. | Pairs | Learners practice cooperation and learn a new vocabulary. |
| 5 10 mins | Ask students to make a spidergram of the seasons. Ask them to think about as many words connected with each season as possible. Then check their answers and suggest other suitable words. | Students create a spidergram and think about words connected with spring, summer, autumn and winter. They share their ideas with the whole class. | T & Sts | Learners will learn a new vocabulary. |

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|---|--|---|--------------------|--|
| Date/Lesson start time | 24. 2. 2014 / 13:55 | | | |
| Length of lesson and seating arrangement | 45 minutes / Orderly rows seating arrangement | | | |
| Main lesson aims | Topic: Articles with geographical names. Developing speaking skills: fluency/accuracy practice. Revising of articles. Introducing and practicing new vocabulary. | | | |
| Materials and classroom equipment used | Maturita Excellence (p. 49), whiteboard. | | | |
| Stage Time | Procedure | Tasks | Interaction | Aims |
| 1 10 mins | Ask students to read a list of nouns (lake, mountains, etc.) and a list of adjectives (deep, high, etc.). Ask them to connect them (deep lake, high mountains, etc.) and to create short sentences. | Students connect nouns with suitable adjectives in the book and create short sentences concerning geography. | T & Sts | Learners will get practice using the target language and learn a new vocabulary. |
| 2 10 mins | Write on the board a list of geographical names which are used with an article (the United Kingdom, the Andes, the Czech Republic, etc.) and which are not used with an article (Madrid, New Zealand, Europe, Thailand, etc.). | Students write down the list of geographical names and ask the teacher for other geographical names. Articles with geographical names | T & Sts | Learners will learn and practice articles with geographical names. |
| 3 10 mins | Ask students to translate into English sentences connected with geography: "What language do they speak in Brazil?", "The capital city of Thailand is Bangkok", etc. | Each student translates one sentence into English connected with geographical names. | T & Sts | Students practice using articles with geographical names. |
| 4 5 mins | Give students a list of 10 questions and ask them to answer each question as quickly as possible: "An interesting place you have been to recently", "A favourite pet", "An interesting person you have met", etc. | Students are asked to answer the questions individually. They are advised not to answer with more than one or two words. | T & Sts | Students practice quick reacting using the target language. |
| 5 10 mins | Ask students for their answers and lead a discussion. Ask them for additional information concerning their answers. | Students answer their questions and discuss. Everybody is involved in this oral activity. | T & Sts | Learners will get practice using the target language. |

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| Date/Lesson start time | 27. 2. 2014 / 9:55 | | | |
| Length of lesson and seating arrangement | 45 minutes / Orderly rows seating arrangement | | | |
| Main lesson aims | Topic: Animals unique to Canada. Developing speaking skills: fluency/accuracy practice. Developing reading skills: skimming/scanning. Introducing and practicing new vocabulary. | | | |
| Materials and classroom equipment used | Maturita Excellence (p. 50-51), whiteboard. | | | |
| Stage Time | Procedure | Tasks | Interaction | Aims |
| 1 10 mins | Brainstorming: Ask students to think about as much words connected with Canada as possible. Write these words on the board using a spidergram. | All students in the class are involved in this activity. They tell the teacher various words connected with Canada. | T & Sts | Learners will learn a new vocabulary. |
| 2 5 mins | Pre-reading stage: Ask students to look at three texts about animals in Canada: Killer whales, Black and rare white bears, Canada geese. Go through 10 questions connected with these texts. | Students read questions connected with these texts and translate them with the teacher in order to answer them easily after the reading stage. | T & Sts | Learners will learn a new vocabulary. |
| 3 15 mins | Ask students to read these three texts aloud and translate each sentence with them. Correct their pronunciation. Help them with new vocabulary. | One student reads a sentence and the other translates it. All students are involved in reading. | T & Sts | Learners practice reading and pronunciation. They will be able to translate a text. |
| 4 10 mins | Ask students to work in pairs and answer 10 questions you have already discussed in the pre-reading stage. Then check their answers. | Students work in pairs and try to answer all the questions about animals in Canada. | Pairs | Learners practice scanning in order to look for specific information. |
| 5 5 mins | Ask students to answer 6 questions at the end of the article: "Which of the animals has the longest average span?", "Which of the animals produces their young the most often?" etc. Then check their answers. | Students already know what the text is about and answer the questions. They decide whether the answer is killer whales, Canada geese or black and rare white bears. | T & Sts | Learners practice scanning in order to get specific information in the text. |

SHRNUTÍ

Tato diplomová práce se zabývá tvorbou "task based" aktivit pro studenty středních škol. Zkoumá hlavní fakta o výuce a studiu jazyků formou "task based", její typy, vlastnosti a použití ve výuce. Dále práce informuje o výhodách těchto aktivit a jejich zahrnutí do výuky, především ve vztahu k jazykovým dovednostem. Praktická část zahrnuje výzkum uskutečněný na střední škole prostřednictvím pozorování. Tento výzkum zkoumá různé aktivity zaměřené především na procvičování jazykových dovedností využívané dvěma učiteli anglického jazyka a jejich celkový přístup k výuce. Výsledky výzkumu, zohledňující význam přípravy studentů na maturitní zkoušku, jsou prezentovány prostřednictvím grafů a komentářů. Dále následuje podrobné srovnání způsobu výuky obou učitelů spolu s faktory ovlivňujícími samotný výzkum. V závěru práce jsou zmíněny návrhy pro další výzkum.