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**TIPY A RADY PRO EFEKTIVNÍ UČENÍ JAZYKA –
DOVEDNOST MLUVENÍ**

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Thesis

**LANGUAGE ADVISORY: TIPS AND ADVICE FOR
EFFECTIVE LANGUAGE LEARNING – SPEAKING
SKILLS**

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Tato stránka bude ve svázané práci Váš původní formulář *Zadání dipl. práce*
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Prohlašuji, že jsem práci vypracovala samostatně s použitím uvedené literatury a zdrojů informací.

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ABSTRACT

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The thesis deals with the topic of advice for effective language learning in terms of speaking skills. The first part focuses on the theoretical background of the topic. It provides information about learning in general, learning styles, strategies, and principles. Above all, the thesis focuses on language learning and teaching, specializing on speaking skills. The research proved that learners are more or less autonomous and might be considered good language learners, although there are several limitations that can be eliminated with learners' effort and their teachers' help.

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I. INTRODUCTION

Nowadays language learning is in the spotlight of more and more people around the world. It is important for learners to master their second language; therefore, it is necessary for them and their teachers to know about second language acquisition and how to attain it effectively. Although it could be interposed that it is not beneficial to have cognizance of one's learning process, experts in pedagogy would not concur with such claim. Thus, the thesis focuses on advice for effective English language learning in terms of developing speaking skills.

The topic of the thesis was chosen to acquire thorough knowledge of the problem along with a view of contemporary situation in secondary schools. The thesis tries to discover ways to improve one's learning in relation to language acquisition.

Focus on speaking skills was chosen as this type of skills seems to be the most important for the author of the thesis for the reason that many learners desire to acquire the language for the purpose of being able to speak and understand foreign people while travelling or working. This does not exclude the significance of other language skills.

Firstly, the thesis begins with the theoretical background, which deals with issues of learning in general, types of learning, learning strategies, learning styles, learning efficiency, learning to learn, framework educational programme for secondary schools, significant learning, environments in language learning, positive learning environment in relation to positive attitude to learning, principles in language learning, what makes a good language learner, self-guided learning in second language speaking practice, and use of strategies in language learning in terms of speaking skills. Actually, the chapter represents an introduction to the subject matter.

Secondly, the thesis presents research methodology that was used for the research, and what kinds of methods were chosen for the research and why. Moreover, it delineates research method that was chosen for the survey. It also specifies the background of the research, the research questions, and provides the description of the process of the research.

Thirdly, the thesis states results and commentaries resulting from the research. It compares replies of learners with those of their teachers. In the beginning, the results of four groups of the respondents are compared. Afterwards, all answers of the respondents are analyzed together.

Fourthly, implications of the research are described. The thesis focuses on pedagogical implications, limitations of the research, and suggestions for further research. The implication chapter is the last one, followed only by conclusion, and references.

II. THEORETICAL BACKGROUND

This chapter deals with learning issues of learning in general, types of learning, learning strategies, and learning styles. Moreover, it is consulting framework educational programme for secondary schools, significant learning, environments in language learning, principles in language learning, what makes a good language learner, self-guided learning in second language speaking practice, and use of strategies in language learning in terms of speaking skills. The chapter provides an introduction to the subject matter of learning in general.

Learning in General

To determine principles of effective language learning it is necessary to acquire some basic cognizance of psychology of learning. According to educational psychology, learning is a deliberate, purposeful, and systematic acquisition of knowledge, skills, and habits as well as forms of behaviour and personal qualities (Stránská, 2003, p. 2). Iaw (2011) states the following characteristics of learning:

Learning is a stable adjustment of behaviour continuing throughout life. It is pervasive, which means it reaches into all facets of human life. Moreover, learning affects the whole person, socially, emotionally, and intellectually. Learning is often a difference in the organization of behaviour that is also developmental: time is one of its dimensions. Furthermore, learning is reactive to incentives. In most cases positive incentives such as profits are more effective than negative incentives such as sanctions. Learning is always connected with aims. These aims can be expressed in terms of noticeable behaviour. Besides, interest and learning are positively related. In addition, learning depends on maturation and motivation. (p. 43)

The main function of learning is the adaptation to the environment in which the individual dwells (Vágnerová, 2005, p. 74). The result of learning is the experience, attribute of which is a change. Individuals acquire knowledge in diverse ways and obtain experience that is affected by many inner and outer incentives. Also memory is affected by the same elements. The relation between learning and memory is very close; however, these are not the same functions. Memory is the presupposition for learning since it would be impossible to learn without memorizing experiences. As Vágnerová (2005) states, the result of learning is stored in memory as well, no matter of its form (p. 74).

There are four types of factors influencing the process and results of learning. Firstly, factors related to the learning individual, which include the physical condition, the mental condition, productivity, the level of intellectual development (particularly level of development of cognition and memory), the level of development of skills, character qualities, characteristic peculiarities, motivation, and subjective relation to the curriculum. Secondly, factors connected with the situation in which learning takes place. These comprise daily routines of the learner, organization of work, the length of the learning process, activities preceding and following the process of learning, and individual or group learning. Thirdly, factors related to the syllabus, which are structure, arrangement, factuality, and diversity of the syllabus, extent of the curriculum, revision, and methods of learning. Fourthly, the last factors influencing the process and results of learning are those connected with the personality of the teacher. This means that the teacher should still have in mind what and how to teach, how to control and assess the results of learning process, and how to develop the personality by learning (Stránská, 2003, p. 3).

Types of Learning

According to Vágnerová (2005), there exist several types of learning. One of the simplest ways of learning is exercise in which the desired result is gained through repetition of the specific activity (p. 74). In other words this type of learning is similar to the mechanical fixation of particular incentives into memory. Nevertheless, the gained gets lost if there is no more repetition provided.

Another way of learning is conditioning. Conditioning can be delineated as a process causing a conditioned reaction which is dependent on the specific conditions. The two main subtypes of conditioning are instrumental conditioning and operant conditioning. On the one hand, instrumental conditioning is a way of learning on the basis of connection of two incentives, one of which gains a new meaning through this connection. On the other hand, operant conditioning is about the connection of a specific reaction with its consequences, or in other words with its effect. However, conditioning often does not have a long-term effect. The problem is that the conditioned reflex exists only as long as it is exercised.

The next type of learning is conceptual learning. Conceptual learning can be described as a process of forming and acquiring of concepts. According to recent findings,

people tend to learn and recollect concepts more effortlessly than they learn and recollect facts (Wiig, 1999, p.7). Moreover, the process of learning and usage of knowledge to work or to learn further, turn into being more efficient when people are able to learn concepts rather than tedious operations or facts.

Another type of learning is called problem solving. This kind of learning is considered to be the most difficult one. The individual obtains a new procedure or a new way of behaviour by solving a problem. Furthermore, s/he can use those in analogous cases.

The fifth type of learning is so-called verbal learning, which is the most widely spread one. This type of learning resides in words used as symbols of objects and phenomena. In this process new associations between words occur. It is similar to memorizing, but there is a crucial difference in understanding the content.

Finally, the last type of learning is social learning that can be also called socialization. Socialization denotes integration of the individual into society. In practice, this includes especially learning of social roles and the patterns of behaviour.

Learning Strategies

Learning strategies help learners in regulation of the learning process. According to O'Malley and Chamot (1990), three types of learning strategies have been identified (p. 96). These comprise metacognitive, cognitive and social/affective strategies. Firstly, metacognition can be delineated as thinking about one's thinking, in other words it refers to purposefully monitoring one's thinking. Secondly, cognitive strategies support metacognitive strategies in a way of organizing the information that needs to be learned. Finally, social/affective learning strategies include the social influences of learning. For instance, people can learn in interactions with another people or by solving a problem in a group.

Samida (2003) sees metacognitive strategies as those involved in planning of the learning in an efficient way (p. 3). In his point of view, metacognitive strategies consist of centring the learning, planning the learning, and evaluating the learning. Firstly, centring the learning aims to focus on the learner resulting in attention turned to certain activities and skills. Secondly, planning the learning helps learners in organization of information.

Thirdly, evaluating the learning is beneficial for assessment of progress or work with errors.

In Jordan's (2015) point of view, cognitive strategies can be described as the use of the mind for problem solving or task completion. Cognitive strategies contribute to creation of a structure for learning. This includes the support of the learners when they develop internal operations that enable them to complete complex tasks. Cognitive strategies increase the efficiency necessary for learners' access to completion of the tasks.

According to Samida (2003), social strategies are related to communication, which is everyday component of life (p. 5). These comprise asking questions, cooperation with others and empathizing with others. Obviously, asking questions is considered to be the most important one as it is used for understanding and also showing interest in what others say. Cooperation excludes competition, which results not only in increased confidence but also in higher self-esteem. Empathy is important in a way of understanding thoughts and points of view of others, which helps to build culture comprehension and respect between members of different cultures.

Learning Styles

Another significant term regarding learning is a learning style, which is the learner's way of rejoining to and using incentives in the context of learning. To be specific, it means that people tend to focus on various types of information, they tend to work on that information diversely, and they acquire understanding at different rates. It shows to be important to be aware of one's own learning style as it is then possible to improve learning. One of the learning style indicators is the VARK (Visual, Aural, Reading, Kinaesthetic). The VARK form models learner preferences for absorbing and communicating information in a learning context. What is interesting is that "the research suggests that one's preferred learning style can change with age and experience" (Wirth and Perkins, 2008, p. 21).

Learning Efficiency

In his essay (2011), Svoboda states that learning efficiency is generally understood as a proportion between the results of learning process and time expended. Moreover, learning process pursues itself as a subject to certain conditions. Among the most important conditions of learning efficiency belong conditions connected to the learner,

conditions related to the personality of the teacher, conditions connected to the curriculum, and conditions related to the process of learning.

It is essential to realize precepts contributing to the fast and efficient acquiring of knowledge and skills for initiation to efficient learning issues. According to Svoboda's essay (2011), there are thirteen precepts for learning efficiency. These include the following:

1. Work with mistakes
2. Do not digress from one field of study to another
3. Make breaks
4. Replenish energy (eat)
5. Repeat the subject matter
6. Do not smoke, do not drink neither coffee nor another kind of addictive substances
7. Exercise
8. Do not study if enervated
9. Treat yourself to dreaming
10. Categorize the subject matter
11. Relax
12. Ask questions
13. Every time learn for the same period of time. (p. 2)

The apposite choice of teaching methods represents a weighty prerequisite for the attainment of learning efficiency. Encouraging teaching methods are the ones currently most utilized in the educational process. These include firstly discussion methods, which are generally related to communication in a group of learners interested in the issue. Discussion methods can be delineated as forms of communication between the teacher and the learners in which the participants exchange their opinions on given topic: they argue for their statements on the basis of their knowledge, and they collectively find the solution for the issue.

Secondly, heuristic methods, which are delineated as ways of dealing with issues, belong to encouraging teaching methods. Complex problems represent a basis for all the encouraging methods. Moreover, by means of heuristic methods the learners adopt

important social and personality traits, which can be for instance individual and creative thinking, or reinforcement of self-regulative qualities.

The next type of encouraging teaching methods constitutes situational methods, which relate to a wider base of the issue, and real cases of life that represent specific and difficult phenomena causing the need to cope with them and requiring engaged effort and decision making. In other words such issues demand not only cognitive effort but also elaborated behaviour and controlling the problems by the learners in terms of practice.

Staging methods are another type of encouraging teaching methods, basis of which is social learning using model situations in which the participants of educational process are also partakes of the situations demonstrated. It is actually a simulation of a certain event in which a role play and a problem solution are combined either using performing or displaying real life situations or both.

Finally, didactic games also belong to encouraging teaching methods. These can be defined as an aggregate of self-realization activities of the individuals or groups which are bound by given rules, the aim being neither material concern nor avail. A game is viewed as a basic form of human activity, which can be characterized as a willingly chosen activity that does not aim to a concrete purpose but has a goal and value in itself.

Learning to Learn

According to Wirth's and Perkins's research (2008), "there have been calls for new kinds of learning from many different parts of society" (p. 2). There are certain misgivings on the part of teachers that many students do not attend their classes, do not complete assignments, and focus generally on grades rather than learning. Such situation can be caused either by insufficient interest in the learning process, or by insufficient awareness of the value of learning. As a result of professional organizations' surveys, which indicate that today's employers look for not only competent and skilled people but also socially skilled people with a desire and ability for lifelong learning, the main topic of curriculum should be to teach learners how to learn. Nowadays, there is a tendency to shift the focus of education from "teaching" to "learning". This also relates to teaching learners to be "intentional learners" which means "developing self-awareness about the reason for study, the learning process itself, and how education is used" (Wirth and Perkins, 2008, p. 4).

According to Wirth's and Perkin's essay (2008), critical thinking, which is the thinking that assesses itself, is a crucial type of thinking that should be developed in terms of developing awareness about the learning process. Critical thinking is described as follows:

Critical thinking is the intellectually disciplined process of actively and skilfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action. In its exemplary form, it is based on universal intellectual values that transcend subject matter divisions: clarity, accuracy, precision, consistency, relevance, sound evidence, good reasons, depth, breadth, and fairness. (p. 18)

In other words, critical thinking investigates the components of thought and is based on intellectual values that exceed the frame of reference of the thinker and the subject matter, objective, and results of thinking.

Framework Educational Programme for Secondary Schools

According to the framework educational programme, there is certain educational content that has to be reached in learning process. Firstly, the framework educational programme states the receptive language skills in a section related to a foreign language. These include that the learner understands key points and thoughts of authentic speech dealing with the actual topic, distinguishes individual speakers of the speech, understands key points and thoughts of a reading text, identifies structure of a text and distinguishes main and contiguous information, seeks and summarizes information taken from various texts and works with it, deduces meaning of unfamiliar words using known vocabulary and context, uses various types of dictionaries and informative literature, reads with comprehension literature in that foreign language, and understands storyline and sequence of events in a movie or a play (Balada et al., 2007, p. 16).

Secondly, the productive language skills are delineated in framework educational programme. To these pertain that the learner formulates his/her opinion comprehensibly, grammatically correctly, spontaneously and fluently, illegibly reproduces read or heard authentic text, presents a consistent spoken language on given topic, arranges a consistent text and presents his/her opinion, describes his/her environs and interests in detail,

structures logically and clearly both formal and informal written language, understands and transfers complicated information comprehensibly and grammatically correctly, uses rich vocabulary to develop argumentation and works with dictionaries when processing written language (Balada et al., 2007, p. 17).

Finally, the framework educational programme deals with the interactive language skills, which include that the learner explains his/her thoughts and opinions both orally and in written form, comments on different opinions adequately and grammatically correctly, reacts spontaneously and grammatically correctly in more difficult and less ordinary situations using suitable vocabulary and phraseology, communicates fluently and phonetically correctly in both abstract and concrete situations, and commences a dialog when encountering native speakers (Balada et al., 2007, p. 17).

In terms of schoolwork, the framework educational programme provides linguistic tools and functions. These include phonetics, spelling, grammar, and lexicology. Moreover, communicational function of a language and types of texts are specified in framework educational programme. These comprise attitudes, opinions, persuasions, emotions, moral attitudes and functions, shorter written language, longer written language, read or heard text, discrete spoken language, interaction, and information gained through media. Furthermore, framework educational programme occupies itself with thematic content and communicational situations. These include public area, working area, educational area, personal area, personality area, and social area. In addition, what framework educational programme focuses on are life and institutions of countries of language studied. These involve political and economical position in the world, brief characteristics of economy, society and culture, relations with The Czech Republic, literature, significant works and authors, science, technology, sport, art, significant personages, success, life and traditions, family, education, national avocations and uniqueness, language uniqueness, media and its impacts on individuals and society, topical and significant events, and authentic materials - press, radio, film (Balada et al., 2007, p. 17-19).

According to the framework educational programme, education in foreign language aims to attainment of level B2 on the basis of the Common European Framework of Reference for Languages. It means that the learner is able to express himself/herself clearly without reduction of what he/she aims to transmit. The learner possesses sufficient

expressional means to give comprehensible description, to express his/her opinions, to develop argumentation and use several types of complex sentences. Furthermore, the learner has rich vocabulary – although exchange of words occurs to a lesser extent but those do not cause problems in communication. The learner also controls grammar and only occasionally makes mistakes, lesser wants of sentence structure can occur but those are not frequent and can be corrected additionally. Finally, the learner is able to avoid serious mistakes in formulation; he/she expresses himself/herself self-confidently, comprehensibly and politely within formal and informal functional styles that correspond to given situation (Balada et al., 2007, p. 19).

In the framework educational programme, key competencies that are essential for personal development of a learner are given. Competency to learning, one of the six key competencies, is delineated in relation to a learner. It is crucial that the learner is able to plan and organize his/her learning and working procedure and uses them as a means of self-realization and personal development. Furthermore, the learner uses effectively several learning strategies to acquire and elaborate information; he/she searches for and develops new procedures connected to the learning process; and reflects the process of his/her own learning and thinking. Moreover, the learner approaches critically sources of information, which he/she subsequently processes and uses for his/her study and practice. Finally, the learner evaluates critically progress connected to achieving aims of his/her learning and work; he/she accepts acknowledgement, advice and critics from others; and draws on edification for further work out of his/her success and failure (Balada et al., 2007, p. 4).

Significant Learning

Wirth and Perkins (2008) hold the view that “If we are to know if ‘significant learning’ is taking place in the classroom, we must be capable of recognizing it when it occurs” (p. 10). Common definition of the word ‘learn’ in a dictionary is either acquiring knowledge or skill through education or experience, or gaining information, or memorizing something. These definitions might not seem complete as it is not very clear what it means to acquire knowledge or skill. Traditionally, the learning process was simply filling learners’ heads with information. This method is nothing uncommon even today despite the proven ineffectiveness of lecture-based teaching.

According to modern cognitive psychology, “learning is a constructive, not receptive, process” (Wirth and Perkins, 2008, p. 11). This idea explains that understanding is gained through experiences and interaction with the environment, and that the learner’s previous knowledge is an important element for construction of new understanding. Knowledge is organized and structured in networks of related concepts within the brain. This is the reason why new knowledge connects to a framework of existing knowledge (Wirth and Perkins, 2008, p. 11). In other words, learning involves building mental models that consist of new and existing information. Obviously, the responsibility for this new understanding is to be found on the learner’s side, not the teacher’s. Therefore, this makes the teacher a kind of instructor or guide instead of the authority that only passes the information without understanding.

Environments in Language Learning

A number of studies has been dealing with the question of the ideal linguistic environment. It seems to be significant for both the teachers and the language learners, and “has also become a matter of concern to the psycholinguists in the nature of primary linguistic data, or linguistic input necessary for language acquisition to occur” (Krashen, 1981, p. 40). According to these studies, two environments stand in contrast: formal environments and informal environments. Obviously, learners’ language proficiency not only increases in informal environment, but also when compared to learners who have spent the same amount of time in formal environments these reach the higher levels of proficiency.

As the studies suggest, the learning environments are also connected with learners’ motivation. It seems that informal environment supports learners’ inner motivation to learn the language more effectively than formal environment. Therefore, it is beneficial for the learners not only to study the language formally but also to travel abroad or to speak with foreigners. The reason is similar: informal environments offer the essential input for language acquisition and it is more intensive and “involves the learner directly in order to be effective” (Krashen, 1981, p. 47).

Principles in Language Learning

1. Automaticity

Automaticity can be delineated as the automatic use of language without thinking about every single unit of it. This automatic use can be achieved after certain amount of time, although younger learners are generally considered to cope with it rather sooner than older learners. Brown (2000) describes the principle of automaticity as effective language learning affecting a timely shift of the control of certain language forms into the automatic transformation of a rather unlimited amount of language forms. Overanalyzing language, thinking too much about the forms, and intentionally persisting in rules of language all tend to interfere this graduation to automaticity (p. 56).

For learning and teaching, the principle of automaticity means that it is appropriate not to overwhelm the learners by the rules of language. By all means, it is necessary to understand all the rules but the principle of automaticity says it is not beneficial to be centred only on the formal aspects of the language. Moreover, functional aspects of the language should be focused on, which means considering use of the language for purpose rather than exaggeratedly analyzing the language. Last but not least, learners should be aware of the fact that automaticity is not gained at once, on the contrary, patience is apposite.

2. Meaningful learning

Although some drilling in language learning is inevitable, meaningful learning is considered more efficient. Meaningful learning integrates new information into existing structures, which results in long term retention, in Brown's (2000) point of view (p. 57). Regarding meaningful learning, it is suitable to concentrate on learners' interests and goals and when something new occurs, it is worth trying to connect it to something already known. Avoiding using too much grammar explanation, abstract principles, drilling, or mechanical techniques is very beneficial in terms of meaningful learning.

3. The anticipation of reward

Human actions are inspired and lead by a sense of purpose or aim and the anticipation of reward is a powerful factor in guiding people's behaviour. Brown (2000) explains the anticipation of reward as human behaviour universally guided to act by the apprehension of some kind of reward that occurs as a result of the behaviour (p. 58). Such reward can appear in various forms, for example praising for success, appropriate grades,

or other public recognition. However, these needs can be also improper and so Brown (2000) suggests the following constructive classroom implications: provide an optimal degree of immediate verbal praise and encouragement as a form of short term reward to keep learners confident, encourage learners to reward each other with compliments and supportive action, in classes with very low motivation, short term reminders of progress may help learners to perceive their development, display enthusiasm and excitement yourself in the classroom, try to get learners to see the long term rewards in learning English by pointing out what they can do with English where they live and around the world, the prestige in being able to use English, and so on (p. 58).

4. Intrinsic motivation

The most forceful rewards are those that are intrinsically motivated. The behaviour resulting from needs or desires is self-rewarding; therefore no extrinsic reward is necessary (Brown, 2000, p. 59). Thus, the choice of tasks and techniques is important as learners enjoy challenging work with purpose that is close to them. Then, learners are intrinsically motivated and do not need any sort of reward.

5. Strategic investment

Language learning is considered learner-oriented today as opposed to the traditional point of view where the learning process was rather teacher-oriented. This fact relates to the more important role of a learner and so to the principle of strategic investment. This can be delineated as prosperous mastery of the second language being due to an extensive degree to a learner's own individual investment of time, attempt, and attention to the second language in the form of procedures for understanding and producing the language (Brown, 2000, p. 60). Furthermore, Brown (2000) also stresses out the importance of coping with variety of the styles and strategies that are brought to the learning process by learners, and the significance for attention to every individual in the classroom (p. 60).

6. Language ego

As human beings learn a second language, they also evolve a new mode of thinking, sensing, and acting – let us say a second identity. The new “language ego,” tangled with the second language, can constitute within the learner a sense of frailty, a defensiveness, and a promotion of inhibitions (Brown, 2000, p. 61). What follows are Brown's (2000) offers of some possibilities for providing support: overtly display a supportive attitude to learners, on a more mechanical, lesson-planning level, your choice of

techniques and sequences of techniques needs to be cognitively challenging but not overwhelming at an affective level, considering learners' language ego states will probably help teachers to determine who to call on, who to ask for volunteer information, when to correct a student's speech error, how much to explain, or who to place in which small groups or pairs, help learners to understand that the confusion of developing the second self in the second culture is a normal and natural process (p. 62).

7. Self-confidence

For learners, it is very important to believe in themselves. Brown (2000) views this principle as "learners' belief that they indeed are fully capable of accomplishing a task is at least partially a factor in their eventual success in attaining the task" (p. 62). He also suggests that the encouragement of learners is pertinent and sequencing techniques from easier to more difficult can help learners in gaining their self-confidence.

8. Risk-taking

Getting learners to take necessary risks in experimenting with language is important both receptively and productively. Outstanding language learners must be ready to become "gamblers" in the language game to endeavour to produce and to understand language that is beyond their outright confidence (Brown, 2000, p. 63). Following are some tips for reflecting the principle of risk-taking: conceive an atmosphere that inspires learners to try out language, afford equitable objections in the techniques – neither too easy nor too difficult, support your learners to comprehend what risk-taking is, answer to learners' risky pursuits positively, praising them for trying (Brown, 2000, p. 63,64).

9. The language-culture connection

Obviously, language and culture are related to each other. The principle of language-culture connection deals with the complex interdependence of language and culture. It may be stated as follows: when learning and teaching a language, it is also about a system of cultural habits, worth, and ways of thinking, sensing, and performance. Specially, in second language learning contexts, the progress with which learners adapt to a new culture influences their language acquisition progress in some beneficial ways (Brown, 2000, p. 64, 65).

In practice, it may include the following: debate cultural differences with learners, highlighting that no culture is better or worse than another, and that recognition of cultures is connected to language learning, incorporate among the techniques certain activities and

materials that demonstrate the connection between language and culture, show learners the cultural connotations, primarily the sociolinguistic aspects of language, cover techniques for material that may be culturally offensive, make accurate to learners what you may take for granted in your own culture, assist learners to be aware of acculturation and its phases, stress the importance of the second language as a forceful tool, be sensitive to any learners who seem to be discouraged, then do your best to help them (Brown, 2000, p. 64, 65).

10. The native language effect

It is observable that the learner's native language is a significant factor in the acquisition of the second language. Most of the learner's mistakes results from the learner's assumption that the target language conducts like the native language. This principle stresses the importance of the native language in the linguistic attempts of the second language learner as follows: the learners' native language expends a strong impact on the acquisition of the target language. While the native system trains both facilitating and interfering impacts on the production and understanding of the new language, the interfering impacts are likely to be the most pertinent (Brown, 2000, p. 66).

Brown (2000) also suggests some classroom resolutions stemming from the native language effect:

Regard learners' errors as important windows to their underlying system and provide appropriate feedback on them [...] Errors of native language interference may be repaired by acquainting the learner with the native language cause of the error, ideally, every successful learner will hold on to the facilitating effects of the native language and discard the interference, help your students to understand that not everything about their native language system will cause error, thinking directly in the target language usually helps to minimize interference errors, try to coax the students into thinking in the second language instead of resorting to translation as they comprehend and produce language, an occasional translation of a word or phrase can actually be helpful, especially for adults, but direct use of the second language will help to avoid the first language "crutch" syndrome. (p. 66)

11. Interlanguage

This principle delineates that second language learners need to go through a systematic developmental process as they develop to full competence in the target language. Outstanding interlanguage progress is partially a consequence of utilizing

feedback from others (Brown, 2000, p. 67). He also states that the following is worth attention: effort to determine learners' systematic interlanguage mistakes and other mistakes as systematic mistakes may probably have a logical explanation that the learner can become aware of, exercise patience for certain interlanguage forms that may occur regularly, do not let the learner feel stupid because of an interlanguage mistake, provide the feedback giving learners the message that errors are not bad but suitable indicators of the development of language, provide the feedback encouraging learners to speak, try to make learners to self-correct their mistakes, with kindness and empathy prepare the selection of which mistakes to treat (Brown, 2000, p. 68).

12. Communicative competence

According to Brown (2000), in its basic form, communicative competence consists of organizational competence, pragmatic competence, strategic competence, and psychomotor skills (p. 68). The cluster of studies on communicative competence implements what may be the most important linguistic principle of learning and teaching: put that communicative competence is the aim of a language classroom, direction needs to point toward all its parts – organizational, pragmatic, strategic and psychomotor. Communicative aims are best gained by giving due attention to language use and not just usage, to fluency and not just accuracy, to authentic language and contexts, and to learners' need to practice classroom learning in the real world (Brown, 2000, p. 69).

To apply this principle to the language classroom may be a challenge – therefore, Brown (2000) also provides the following rules that may emerge:

Remember that grammatical explanations or drills or exercises are only part of a lesson or curriculum; give grammar some attention, but do not neglect the other important components, [...] [As] some of the pragmatic (functional and sociolinguistic) aspects of language are very subtle and therefore very difficult, make sure your lessons aim to teach such subtlety, in your enthusiasm for teaching functional and sociolinguistic aspects of language, do not forget that the psychomotor skills (pronunciation) are an important component of both, [...] Make sure that your students have opportunities to gain some fluency in English without having to be constantly wary of little mistakes – they can work on errors some other time, try to keep every technique that you use as authentic as possible: use language that students will actually encounter in the real world and provide genuine, not rote,

techniques for the actual conveyance of information of interest, [...] Make sure you are preparing [students] to be independent learners and manipulators of language “out there”. (p. 70)

The principles described above are some of the most important ones for teaching practice. They can be beneficial in sense of major theoretical insights, which the techniques, lessons, and curricula can be based on.

Effective Learning

From what is known nowadays about learning, it is clear that the most effective learning takes place when learners are involved in active learning. According to Wirth and Perkins (2008), learners retain only 5% of information received from the teacher after twenty four hours. On the contrary, when active learning occurs, retention increases to 75-90% (p. 20). This study shows that active learning results in relevant progress in learner knowledge retention and understanding.

When considering effective learning, it is also important to take into account that learners tend to have different learning styles. As mentioned above, a learning style is a learner’s way of reacting to and using impulses in the context of learning (Wirth and Perkins, 2008, p. 21). Developed by N. Fleming in 1987, one indicator of learning styles is the VARK guide to learning style (Visual, Aural, Reading, Kinesthetic). Learners tend to prefer one of these styles but it does not necessarily mean that the preferred one is the only one. All of the styles are represented in learning, only one of them prevails. Interestingly, researches show that one’s preferred learning style can change with age and experiences. Once the learner is aware of his/her preferred learning style, he/she can easily find strategies for improving his/her learning. What is important when considering learning styles is the fact that no single learning style is superior to another.

According to Cohen (1996), second language learner strategies comprise both second language learning and second language use strategies (p. 2). As a matter of fact, they represent the steps or actions chosen by learners to improve the learning of a second language or the use of it. While language learning strategies have an explicit aim of helping learners in improving their knowledge of a language, language use strategies concentrate mainly on employing the language that learners already have in their current

language. In fact, the effectiveness of a strategy depends on the characteristics of the learner, the language structures, the context, or the interaction of all of these.

It must be noted that learning strategies do not occur by themselves, but they are rather connected to the learner's prevailing learning styles and other personality-related variables of the learner, such as age, gender, and ethnic differences (Cohen, 1996, p. 10). Therefore, there is a need to understand learning strategies in the context of learning styles, which can be proved by Brown's (2000) statement that "Successful second language learners are usually people who know how to manipulate style as well as strategy levels in their day-to-day encounters with the language" (p. 201).

Good Language Learner

As mentioned before, learners need to be aware of their own learning styles and it is also beneficial when they are not afraid to take risks. Moreover, learners should not be afraid of making mistakes as it is a natural part of learning process. In her essay (2005), Thompson states thirteen characteristics of a good language learner.

1. Good learners find their own way.
2. Good learners organize information about language.
3. Good learners are creative and experiment with language.
4. Good learners make their own opportunities, and find strategies for getting practice in using the language inside and outside the classroom.
5. Good learners learn to live with uncertainty and develop strategies for making sense of the target language without wanting to understand every word.
6. Good learners use mnemonics (rhymes, word associations, etc. to recall what has been learned).
7. Good learners make errors work.
8. Good learners use linguistic knowledge, including knowledge of their first language in mastering a second language.
9. Good learners let the context (extra-linguistic knowledge and knowledge of the world) help them in comprehension.
10. Good learners learn to make intelligent guesses.
11. Good learners learn chunks of language as wholes and formalized routines to help them perform 'beyond their competence'.

12. Good learners learn production techniques (e.g. techniques for keeping a conversation going).
13. Good learners learn different styles of speech and writing and learn to vary their language according to the formality of the situation. (p. 4)

Naturally, there are more theories about good language learners and their characteristics but the one mentioned above can be considered most extensive one. In addition, there are also those who think good language learners should possess a high intelligence, developed academic skills and what is more, good language learners should enjoy the learning process. Some add good language learners should be autonomous, which means they should be self-directed rather than depended on the teacher.

Numerous studies have been done on what makes a good language learner. According to a study by Nunan (1996), the main reason learners struggle with language learning is that they are not provided with opportunities to speak, which is also connected to automaticity of the language. Furthermore, this study shows that the most powerful factors influencing the learning process are motivation and willingness to take risks as well as having opportunities to use the language both inside and outside the classroom.

In Wenden's (1990) point of view, good language learners are characterized by the following features.

1. Good language learners find a style of learning that suits them.
2. Good language learners are actively involved in the language learning process.
3. Good language learners try to figure out how the language works.
4. Good language learners know that language is used to communicate.
5. Good language learners are like good detectives.
6. Good language learners learn to think in the language.
7. Good language learners realize that language learning is not easy.
8. Good language learners are also good culture learners aware of the very close relationship between language and culture.
9. Good language learners have a long term commitment to language learning.

They are realistic in realising that learning takes time and practice.

Obviously, some of the characteristics are identical to the one of Thompson. Although, this characterization is not as elaborated as the previous one, there are very important features that should be noticed and worked with while learning a language.

Thompson's essay (2005) deals with the topic of encouraging learners to participate actively in the learning process (p.19). She suggests the following ways that can help the learners: noting new information in an easy way, gaining memory procedures, implementing tasks that improve observing, making errors work for learners, strengthening peer cooperation in the form of peer correction, pair checking and other kinds of support, guidance strategies for each of the skills, strengthening positive self-talk.

Each of the ways to encourage learners to participate actively is necessary for making them good language learners. Those mentioned above are the crucial points in helping the language learners to gain self-confidence in language learning.

In addition, what needs to be kept in mind is that each learner represents individuality, and therefore, the class is not a homogeneous group of learners. To learn effectively and efficiently, it is necessary to make learners motivated, willing to take risks, being not afraid of making mistakes, and being aware of their own learning styles and strategies. With a little bit of luck, learners will also have fun along the way to become good language users.

Self-Guided Learning in Second Language Speaking Practice

As there are limited possibilities to speak individually in classes, it is necessary to practice speaking outside the classroom as well. However, according to Davis (2013), “motivations provided to encourage students to practice outside the classroom seem to be lacking” (p. 85). Therefore, it is of the utmost interest of teachers to provide motivation for students to take an interest in self-guided and autonomous learning possibilities.

Self-guided learning is often referred to as being a suitable strategy due to its unrestricted nature. In his study, King (2011) states that the learners are attuned to the importance of language practicing outside the classroom (p. 266). On the other hand, Davis (2013) also asserts self-guided learning as well as teacher-directed learning may cause negative effects if applied inaccurately (p. 88). Nevertheless, it is likely that most of the self-guided learners become active life-long learners.

According to Davis (2013), “by providing students with a set of guided instructions with process goals to use outside the classroom, instructors will be able to prepare their students as much as possible for the learning experiences they are likely to encounter” (p. 93). In practice, this means that learners may be given instructions to interview certain

amount of speakers outside the classroom but learners are still provided with concrete set of questions given by their teachers. In this way, speaking practice outside the classroom is guaranteed while some sort of scaffolding is still present. Thus, with scaffolding provided, self-guided learning outside the classroom becomes much more feasible. With further improvement of strategies for implementing a scaffolded learning environment, this guidance can work for learners as a cause of motivation to study outside the classroom while encountering pragmatic speaking learning experiences in the reality (Davis, 2013, p. 93).

In terms of self-study, it may be difficult to provide opportunities for the development of speaking skills for the reasons being the need of a communication partner and the disturbance by unavoidable noise caused by speaking. Furthermore, making learners aware of purpose, level of formality, appropriateness, and strategies for conversation may cause problems to attain in authentic speaking practice (Dofs, 2013, p. 308). However, speaking skills still seem to be focused on, in the point of view of language learners (see List of Tables, table 9a).

It is believed that learners grow into being more self-assured and promote a skill to self-regulate their performance, when they achieve control over their own learning. As a result, they may develop into skilled autonomous performers (Dofs, 2013, p. 311). What also may be beneficial for automaticity is speaking under spontaneous and uncertain conditions. Some suggestions for optimising the development of speaking skills are maximised language use, purposeful tasks, interactive activities, challenging level of language, and a supportive climate (Dofs, 2013, p. 311). Moreover, work with mistakes is absolutely necessary even when practicing fluency as some learners require a kind of feedback.

According to Dofs (2013), learners should be explained how to plan their self-study, how to set goals, how to choose tasks to focus on, and they should be encouraged to take control of their learning (p. 311). Last but not least, learners should be advised about suitable sources, most importantly sources that are reliable. All of these lead to learners' understanding of the importance of being more autonomous.

To provide learners with practice of life-like speaking situations, it is necessary to be aware of strategies for leading conversations and discussions by providing activities (Dofs, 2013, p. 317). These activities are considered effective with regard to improvement

of strategic conversation and discussion skills. They provide activities and illustrations on how to start a conversation, define something, disturb someone, evoke advice, improve a conversation, stop conversations, chatter, clarify something, etc. Furthermore, these activities are purposeful in that they give learners both knowledge and accuracy practice, which may be a kind of base for further interactions with tasks for fluency. When considering fluency practice, it is crucial to provide learners with opportunities to reproduce authentic interactions. These may be role plays, interviews, talks, stories, and discussions (Dofs, 2013, p. 318).

As learners' autonomy may be considered of great importance, following are a few factors developing the autonomy in language learning as viewed by Gökgöz (2008): "learners' cognitive and meta-cognitive strategies, relatively average motivation and positive attitudes towards learning a language, knowledge and self-esteem about language learning, voluntariness, flexible environment, teacher support, and peer support" (p. 17). Moreover, with the existence of mentioned factors provided, encouraging and developing of autonomy may be less difficult.

In Wenden's (1991) point of view, two learners' attitudes are necessary to embolden and sustain learner autonomy: their role in the learning process and their potential as learners (p. 53). These are represented by learners' willingness to take on responsibility and confidence in learners' ability as learners. The reasons are simple: firstly, autonomous learners are active in taking on the answerability for their learning as they consider themselves as a crucial part in the language learning process. Secondly, autonomous learners are self-assured as they believe in themselves and their ability to learn and regulate their learning (Wenden, 1991, p. 53).

Use of Strategies in Language Learning in Terms of Speaking Skills

There is an intimate relationship between autonomy and strategy use as "autonomous learners know the content and the strategy to learn it" (Gökgöz, 2008, p. 10). The relationship between learner autonomy and strategy use can be delineated as "by learning how to use communication strategies appropriately, learners will be more able to bridge the gap between pedagogic and non-pedagogic communicative situations" (Gökgöz, 2008, p. 35). Typically, there exists not only one definition of language learning strategy as many researchers deal with this topic. The result is a great number of viewpoints on the

definition of the conception, one of them being “specific actions taken by the learner to make learning easier, faster, more self-directed, more effective, and more transferable to new situations” by Oxford (Gökgöz, 2008, p. 27).

Learning strategies consist of metacognitive, cognitive and social/affective strategies as mentioned before. Nevertheless, those connected to language use are language performance and communication strategies. Performance strategies are those used for going through target language structures, while communication strategies are used for passing on the message in the target language when encountering a problem to express oneself (Gökgöz, 2008, p. 29). Such problems may be of various types but all of them lead speakers to employ different strategies to communicate an idea.

Number of strategies was identified when struggling with passing on the message. These include for example paraphrasing, conscious transfer, avoidance, message abandonment, message reduction, message replacement, circumlocution, use of all-purpose words, word- coinage, restructuring, literal translation, code switching, use of similar sounding words, mumbling, omission, self-rephrasing, self-repair, use of fillers, and repetitions (Gökgöz, 2008, p. 32). These strategies are suggested to be employed while speaking.

In spite of the lack of opportunities for practicing speaking outside the classroom, Ellis and Sinclair (1989) provide some ways of organising speaking practice. Firstly, learners are recommended to establish a regular time to exercise their speaking. Secondly, they are supposed to use a dictionary as an aid for pronunciation and stress. Thirdly, learners are recommended to find out some other speakers of English – it makes no difference whether they are native speakers or learners as well. Fourthly, learners should record themselves while speaking and analyze their performances afterwards. Last but not least learners are suggested to read aloud to practise pronunciation, rhythm and stress (p. 79).

According to several studies made on the topic of a direct union between the use of strategies and second language proficiency, “students with advanced language proficiency have reported higher levels of overall strategy use and frequent use of a greater number of categories of strategies” (Gökgöz, 2008, p. 32). According to another survey by Zhang (2007), the reason of the limited acquisition of the second language of learners may be the fact that learners do not use these strategies while communicating in the second language.

In other words, being aware of language learning strategies and using them practically may improve learners' autonomy in learning, which results in higher level of language proficiency.

The theoretical background aimed to provide information about psychology of learning, which is necessary for identifying principles of effective language learning. Furthermore, it focused on what makes a good language learner and discussed the role of self-guided learning in second language speaking practice as there are limited possibilities to speak individually in classes. Finally, the chapter dealt with use of strategies in language learning in terms of speaking skills because of the intimate relationship between autonomy and strategy use.

III. METHODS

This chapter focuses on the research methodology including thorough information on the background of the research, purpose of which is to find out detailed data on learner autonomy in speaking practice. Furthermore, it specifies the research questions and provides the description of the process of the research. Moreover, the chapter deals with method that was chosen for the research: what kind of method was chosen and why.

Research Tools

Method used for the research focuses on ascertainment of information as well as opinions and attitudes of respondents. Questionnaire, which was used as a tool for the research, is one of the means of the elicitation techniques (Pelikán, 2007, p. 96). Accessibility is one of the advantages of the method as some of its techniques, questionnaire included, are suitable for inquiring more respondents, which results in higher number of gained information. Some of the information even cannot be gathered by other means than questionnaire. Furthermore, information gained by questionnaire may be easily quantified.

On the other hand, one of the disadvantages is validity, which means that respondents do not necessarily have to answer the questions truly. To prevent such answers, questionnaires were fulfilled anonymously. Moreover, problems may occur when the form of questioning does not suit the respondents as some people may prefer spoken conversation rather than written communication.

Nevertheless, the technique of questionnaire was chosen because of its accessibility, which results in possibility to inquire more respondents. The important factor for choosing the method was also a chance to quantify information easily. Regarding disadvantages of chosen method, all of them were limited as much as possible, for example no intimate questions were asked, which may result in higher degree of validity.

Participants

Four groups of respondents were asked questions on learner autonomy in speaking practice – both learners and their teachers, all of whom attended secondary grammar schools. Respondents were dispensed questionnaires and asked to complete them according to their own experiences. Afterwards, collected data were appraised and

compared to the theoretical background. Also the answers of learners were compared to the ones of their teachers.

All in all, the survey was done with 57 respondents (53 learners and their four teachers). Learners were sixteen to nineteen years old; 36 of them were women and 17 men. All of the respondents reached upper intermediate to advanced levels of English; 25 respondents had been learning English for five to ten years, while 28 of them responded to be learning English for more than ten years. Learners' grades in English in the first term slightly differed: 30 of them were assessed grade one, 16 respondents were assessed grade two, 4 learners were assessed grade three, 2 learners were assessed grade four, and one learner was given grade five. Their teachers were women from 25 to 51 and more years of age. Their specializations along with English were Czech, German, and Civic, and they had been teaching for five to ten and more years.

Firstly, group one consisting of sixteen respondents (fifteen learners and their teacher) is going to be commented on. Learners were sixteen to seventeen years old; nine of them were women and six men. All of the respondents reached upper intermediate level of English; nine respondents had been learning English for five to ten years, while six of them responded to be learning English for more than ten years. Learners' grades in English in the first term slightly differed: five of them were assessed grade one, seven respondents were assessed grade two, two learners were assessed grade three, and one learner was given grade four. Teacher of these learners was a woman from 25 to 30 years of age. Her specialization was English and Czech and she had been teaching for five to ten years.

Secondly, group two consisted of fifteen respondents (fourteen learners and their teacher). Learners were seventeen to eighteen years old; there were eight women and six men. All of the respondents reached upper intermediate to advanced levels of English; four respondents stated they had been learning English for five to ten years, while ten of them responded to be learning English for more than ten years. Learners' grades in English in the first term slightly differed, although the outstanding assessment prevails in the class: ten of them were assessed grade one, three respondents were assessed grade two, and one learner was assessed grade three. Teacher of these learners was a woman from 31 to 40 years of age. Her specialization was English and German and she had been teaching for more than ten years.

Thirdly, group three consisted of fifteen respondents (fourteen learners and their teacher). Learners were sixteen to seventeen years old; nine of them were women and four men. All of the respondents reached upper intermediate to advanced levels of English; six respondents had been learning English for five to ten years, while seven of them responded to be learning English for more than ten years. Learners' grades in English in the first term slightly differed: six of them were assessed grade one, five respondents were assessed grade two, one learner was assessed grade three, and one learner was given grade four. Teacher of these learners was a woman more than 51 years of age. Her specialization was English and Czech and she had been teaching for more than ten years.

Fourthly, group four consisted of eleven respondents (ten learners and their teacher). Learners were seventeen to nineteen years old; all of them were women. All of the respondents reached upper intermediate to advanced levels of English; five respondents had been learning English for five to ten years, while five of them responded to be learning English for more than ten years. Learners' grades in English in the first term did not differ: eight of them were assessed grade one, one respondent was assessed grade two, and one learner was given grade five. Teacher of these learners was a woman from 41 to 50 years of age. Her specialization was English and Civic and she had been teaching for more than ten years.

Procedure

The research questions were designed on the basis of what makes an autonomous good language learner (see Appendix B). The questionnaire for learners consisted of fifteen questions, or rather statements, while the questionnaire for teachers was composed of ten statements similar to those for the learners. Respondents were asked about their beliefs on the necessity of the practice of speaking skills and what they do to improve their speaking outside the classroom. They were also to answer questions on their motivation, creativity, and what they concentrate on more in speaking: fluency or accuracy. Next, respondents were inquired about their strategies for information retention, use of production techniques to maintain conversation flow, use of gestures, and use of language rules. Finally, they were asked about their concerns over taking risks in language use.

The completion of the questionnaire was anonymous; the only personal information asked for was the respondents' age, gender, level of English, grade in English, how long

they have been learning/teaching English, and the teachers' specialization. Each of the statements of the questionnaire was provided with options supposed to be chosen by respondents. There were mainly five options: strongly agree, agree, disagree, strongly disagree, and other. In case of selecting the option 'other', respondents were asked to provide their own reply. Moreover, questionnaires given to the respondents were translated into Czech (see Appendix A).

In conclusion, questionnaires were given to respondents personally with one exception where there was no other choice but to send questionnaires via an e-mail. The distribution of the tools in person proves to be more efficient as respondents tend to submit all of the questionnaires when there is a researcher present in the classroom. What is more, respondents seem to be more interested in answering the questions than when they are only asked via an e-mail or any other impersonal way.

IV. RESULTS AND COMMENTARIES

This chapter presents the research findings and comments on them. It presents the results and highlights the most significant outcomes of the research. The chapter deals with what the results signify, if they confirmed expectations or not, and possible explanations. Finally, it summarizes the results and states the major findings.

Group 1

According to group one, a high percentage of the respondents think that it is necessary to practise constantly the development of speaking skills (in classroom as well as outside the classroom). In contrast, only 13 % of the learners think it is not necessary (see List of Tables, table 1a). In this case, learners' responses match responses of their teacher, who agrees with the statement. Therefore, the results seem to suggest learners' high interest in improving their speaking skills.

It shows that learners use many strategies to improve their speaking skills outside the classroom (see List of Tables, table 1a). Twenty per cent of the learners take part in online forums, where they can chat with foreigners in English. Eighty per cent of them travel and try to talk to local people and 40 % stay in contact with their foreign friend/s. Nobody uses the strategy of recording their speaking with subsequent analysis of the recording and nobody reads aloud. Furthermore, twenty per cent of the learners attend conversation lessons and repeat what they hear. Eighty seven per cent of the learners watch movies with subtitles and 13 % talk to their Czech friends in English. Learners are recommended to take part in online forums, travel and talk to local people, stay in contact with their foreign friend/s, attend conversation lessons, and watch movies with subtitles by their teacher. These results indicate that learners are autonomous in their learning and they try to improve their speaking skills, which may be caused by their belief that it is necessary to practise constantly the development of speaking skills.

On the contrary, the next result is not so clear as 47 % of the learners look for their own ways to improve their speaking skills; the rest of them do not do so (see List of Tables, table 1a). Their teacher was given the same question and her response is identical to those who stated not to look for their own ways. The result may indicate that learners only rely on their teachers in the development of their speaking skills, which makes them not as autonomous learners as they are supposed to be.

Moreover, being aware of the fact that speaking skills are important for them motivates 73 % of the respondents to bigger effort to develop their speaking skills (see List of Tables, table 1a). Again, in this case, learners' responses match those of their teacher. It can be considered a positive sign, as intrinsic motivation is the one that predominates the extrinsic one; therefore, it is more effective.

Most of the learners (60 %) think that they tend to focus on fluency rather than accuracy. Again, learners' answers are identical to their teacher's belief (see List of Tables, table 2a). The reason why respondents think so may be simple. Many language learners do not like situations when they struggle in looking for the right expressions or grammatical rules, which results in their effort to speak fluently rather than to draw attention to their paucity while hesitating during speaking.

More than a half of the learners think they are creative and experiment with language, to be precise 60 % of them. Also their teacher's answer indicates the same. Therefore, it is a good result as it is one of the qualities of good language learners.

When asked for the answer on whether learners try to find ways how to understand the language without understanding every single word, only 20 % of the respondents stated not to do so (see List of Tables, table 1a). Their teacher believes that learners try to find such ways. The result indicates that learners prefer understanding the message rather than the whole utterance word by word.

Most of the learners stated they use mnemonics to remember vocabulary - 73 % (see List of Tables, table 1a). Their teacher was not asked this question as it is presumable that teachers are not aware of such tendencies. However, the result confirms that learners are creative in language and they make efforts not to forget English vocabulary.

Regarding production techniques while communication, 60 % of the respondents try to use them, for example they ask additional questions. This result is in contrast to what their teacher believes. It is possible that learners try to do so but their teacher finds their effort insufficient, or learners simply overestimate their endeavour to develop the conversation.

Most of the respondents stated they do not use gestures while communicating – 80 % of them (see List of Tables, table 1a). As gestures create a natural part of communication, this result may indicate that learners are not immersed in conversation.

Gestures can be helpful in expressing attitudes, opinions, etc. and also increase the message.

When asked if learners correct themselves when they notice they made a mistake, most of the respondents replied positively – 60 % of them (see List of Tables, table 1a). In contrast, the rest of them do not care. Again, the result speaks in favour of learners' autonomy and proves they are good language learners.

Learners think they use expressions that comply with the rules they have learned – 80 % (see List of Tables, table 1a). What is interesting is that their teacher thinks the opposite. This may be connected to their focus on fluency rather than accuracy. Learners try to pass the message as quickly as possible, result of which is that they do not pay attention to accuracy of the message. Nevertheless, good language learners stick to the rules they have learned and use them frequently and correctly.

As for providing the listener with examples when he/she does not understand, 40 % of the learners do so (see List of Tables, table 1a). This belongs to the qualities of good language learners, too. Providing the listener with examples also suggests some intention to pass the clear message and shows that speakers are not afraid of using the language. It is interesting that learners replied they repeat what they want to express when they see that the listener does not understand – 67 % (see List of Tables, table 1a). This result proves that learners want to express themselves clearly and accurately, they want to be understood and they are not afraid of using the language.

Most of the learners think they take risks in language use even though they might make a mistake – 67 %. This is confirmed by their teacher who believes so. It is a good result supporting the expectation learners try to be autonomous in language learning and they meet the characteristics of good language learners.

Group 2

According to group two, all of the respondents think that it is necessary to practise constantly the development of speaking skills (in classroom as well as outside the classroom). In this case, the learners' responses match response of their teacher, who agrees with the statement. Therefore, the results seem to signify learners' high interest in improving their speaking skills.

It shows that learners use many strategies to improve their speaking skills outside the classroom (see List of Tables, table 3b). Twenty one per cent of the learners take part in online forums, where they can chat with foreigners in English. Nearly forty three per cent of them travel and try to talk to local people and 21 % stay in contact with their foreign friend/s. Nobody uses the strategy of recording their speaking with subsequent analysis of the recording. Furthermore, 7 % of the learners attend conversation lessons and read aloud. Fourteen per cent of the learners repeat what they hear, 100 % of the learners watch movies with subtitles, and 14 % talk to their Czech friends in English. One respondent stated she watches movies even with no subtitles. Learners are only recommended to take part in online forums by their teacher. These results indicate that learners are autonomous in their learning and they try to improve their speaking skills, which may be caused by their belief that it is necessary to practise constantly the development of speaking skills.

Furthermore, 57 % of the learners look for their own ways to improve their speaking skills; the rest of them do not do so (see List of Tables, table 3a). Learners mentioned they repeat known phrases, some of them teach younger learners, speak in front of the mirror, and listen to songs in English. On the contrary, their teacher was given the same question and her response is different from those who stated to look for their own ways. The result may indicate that learners not only rely on their teachers in the development of their speaking skills, but also try to find their own strategies, which makes them autonomous learners as they are supposed to be.

Moreover, being aware of the fact that speaking skills are important for them motivates 93 % of the respondents to bigger effort to develop their speaking skills (see List of Tables, table 3a). One person stated that he does not care. Again, in this case, learners' responses match those of their teacher. It can be considered a positive sign, as intrinsic motivation is the one that predominates the extrinsic one; therefore, learning process is more effective.

Most of the learners (71 %) think that they tend to focus on fluency rather than accuracy. Again, learners' answers are identical to their teacher's belief (see List of Tables, table 4a). The reason why respondents think so may be that language learners do not like situations when they struggle in looking for the right expressions or grammatical rules,

which results in their effort to speak fluently rather than to draw attention to their paucity while hesitating during speaking.

More than a half of the learners think they are creative and experiment with language, to be precise 57 % of them. In contrast, their teacher's answer completely differs. It may be the case when learners think something else than their teacher; they might overestimate themselves or the teacher underestimates her learners.

When asked whether learners try to find ways how to understand the language without understanding every single word, 100 % of the respondents stated to do so (see List of Tables, table 3a). Their teacher believes that learners try to find such ways. The result indicates that learners prefer understanding the message rather than the whole utterance word by word.

Some of the learners stated they use mnemonics to remember vocabulary – 36 % (see List of Tables, table 3a). The rest of them do not do so. Their teacher was not asked this question as it is presumable that teachers are not aware of such tendencies. However, the result disproves that learners are creative in language and they make efforts not to forget English vocabulary.

Regarding production techniques while communication, 43 % of the respondents try to use them, for example they ask additional questions. This result corresponds with what their teacher believes as she stated learners mostly do not use production techniques. It is possible that learners try to do so but their effort is insufficient.

Most of the respondents stated they use gestures while communicating – 57 % of them (see List of Tables, table 3a). As gestures create a natural part of communication, this result may indicate that learners are immersed in conversation. Gestures can be helpful in expressing attitudes, opinions, etc. and also improve the message.

When asked if learners correct themselves when they notice they made a mistake, most of the respondents replied positively – 86 % of them (see List of Tables, table 3a). In contrast, the rest of them do not care. Again, the result speaks in favour of learners' autonomy and proves they are good language learners.

Learners think they use expressions that comply with the rules they have learned – 86 % (see List of Tables, table 3a). Their teacher thinks the same in this case. This result

indicates they are good language learners as they stick to the rules they have learned and use them frequently and correctly.

As for providing the listener with examples when he/she does not understand, 93 % of the learners do so (see List of Tables, table 3a). This belongs to the qualities of good language learners, too. Providing the listener with examples also suggests some intention to pass the clear message and shows that speakers are not afraid of using the language. Learners also replied they repeat what they want to express when they see that the listener does not understand – 100 % (see Appendix, table 3a). This result proves that learners want to express themselves clearly and accurately, they want to be understood and they are not afraid of using the language.

Most of the learners think they take risks in language use even though they might make a mistake – 79 %. Only one learner stated that he cannot make a mistake. This is confirmed by their teacher who believes so. It is a good result supporting the expectation learners try to be autonomous in language learning and they meet the characteristics of good language learners.

Group 3

According to group three, a high percentage of the respondents think that it is necessary to practise constantly the development of speaking skills (in classroom as well as outside the classroom). In contrast, only 14 % of the learners think the opposite (see List of Tables, table 5a). In this case, learners' responses match response of their teacher, who agrees with the statement. Therefore, the results seem to signify learners' high interest in improving their speaking skills.

It shows that learners use many strategies to improve their speaking skills outside the classroom. Seven per cent of the learners take part in online forums, where they can chat with foreigners in English. Seventy nine per cent of them travel and try to talk to local people and 57 % stay in contact with their foreign friend/s. Nobody uses the strategy of recording their speaking with subsequent analysis of the recording. Furthermore, 7 % of the learners attend conversation lessons and read aloud. Twenty nine per cent of the learners repeat what they hear, seventy nine per cent of the learners watch movies with subtitles, and 29 % talk to their Czech friends in English. Learners are recommended to travel and talk to local people, stay in contact with their foreign friend/s, attend

conversation lessons, repeat what they hear, and talk to their Czech friends in English by their teacher. These results indicate that learners are autonomous in their learning and they try to improve their speaking skills, which may be caused by their belief that it is necessary to practise constantly the development of speaking skills.

Moreover, 57 % of the learners look for their own ways to improve their speaking skills; the rest of them do not do so (see List of Tables, table 5a). Their teacher was given the same question and her response is identical to those who stated not to look for their own ways. The result may indicate that learners not only rely on their teachers in development of their speaking skills, which makes them autonomous learners as they are supposed to be.

Furthermore, being aware of the fact that speaking skills are important for them motivates 79 % of the respondents to bigger effort to develop their speaking skills (see List of Tables, table 5a). Again, in this case, the learners' responses match those of their teacher. It can be considered a positive sign, as intrinsic motivation is the one that predominates the extrinsic one; therefore, learning process is more effective.

Most of the learners (71 %) think that they tend to focus on fluency rather than accuracy. Again, learners' answers are identical to their teacher's belief (see List of Tables, table 6a). The reason why respondents think so may be simple. Many language learners do not like situations when they struggle in looking for the right expressions or grammatical rules, which results in their effort to speak fluently rather than to draw attention to their paucity while hesitating during speaking.

Less than a half of the learners think they are creative and experiment with language, to be precise 36 % of them. Their teacher states it is very individual; some of the learners do so and some of them not. Therefore, this result is not very good as being creative in language use is one of the qualities of good language learners.

When asked whether learners try to find ways how to understand the language without understanding every single word, only 7 % of the respondents stated not to do so (see List of Tables, table 5a). Their teacher believes that learners try to find such ways. The result indicates that learners prefer understanding the message rather than the whole utterance word by word.

Most of the learners stated they use mnemonics to remember vocabulary – 57 % (see List of Tables, table 5a). Their teacher was not asked this question as it is presumably

that teachers are not aware of such tendencies. However, the result confirms that learners are creative in language use and they make efforts not to forget English vocabulary.

Regarding production techniques while communication, 64 % of the respondents try to use them, for example they ask additional questions. Again, their teacher thinks it is very individual as learners are supposed to do so but not always they use it. It is possible that learners try to use production techniques but their teacher finds their effort insufficient, or learners simply overestimate their endeavour to develop the conversation.

More than a half of the respondents stated they use gestures while communicating – 57 % of them (see List of Tables, table 5a). As gestures create a natural part of communication, this result may indicate that learners are rather immersed in conversation. Gestures can be helpful in expressing attitudes, opinions, etc. and also increase the comprehensibility of the message.

When asked if learners correct themselves when they notice they made a mistake, most of the respondents replied positively – 79 % of them (see List of Tables, table 5a). In contrast, the rest of them do not care. Again, the result speaks in favour of learners' autonomy and proves they are good language learners.

The learners think they use expressions that comply with the rules they have learned – 100 % of them (see List of Tables, table 5a). What is interesting is that their teacher thinks the same but states that learners need to be forced to do so. Nevertheless, good language learners stick to the rules they have learned and use them frequently and correctly.

As for providing the listener with examples when he/she does not understand, 50 % of the learners do so (see List of Tables, table 5a). This belongs to the qualities of good language learners, too. Providing the listener with examples also suggests certain intention to pass the clear message and shows that speakers are not afraid of using the language. It is interesting that learners replied they repeat what they want to express when they see that the listener does not understand – 71 % (see List of Tables, table 5a). This result proves that learners want to express themselves clearly and accurately, they want to be understood and they are not afraid of using the language.

Half of the learners think they take risks in language use even though they might make a mistake. This is confirmed by their teacher who believes so (see List of Tables,

table 6a). It is a good result supporting the expectation learners try to be autonomous in language learning and they meet the characteristics of good language learners.

Group 4

According to group four, a high percentage of the respondents thinks that it is necessary to practise constantly the development of speaking skills (in classroom as well as outside the classroom). In contrast, only 10 % of the learners think the opposite (see List of Tables, table 7a). In this case, the learners' responses match response of their teacher, who agrees with the statement. Therefore, the results seem to signify learners' high interest in improving their speaking skills.

It shows that learners use many strategies to improve their speaking skills outside the classroom. Ten per cent of the learners take part in online forums, where they can chat with foreigners in English. Fifty per cent of them travel and try to talk to local people and 50 % stay in contact with their foreign friend/s. Nobody uses the strategy of recording their speaking with subsequent analysis of the recording and nobody reads aloud. Furthermore, ten per cent of the learners attend conversation lessons and repeat what they hear. All of the learners watch movies with subtitles and 30 % talk to their Czech friends in English. Learners are recommended to take part in online forums, travel and talk to local people, stay in contact with their foreign friend/s, attend conversation lessons, and watch movies with subtitles by their teacher (see List of Tables, table 8b). These results indicate that learners are autonomous in their learning and they try to improve their speaking skills, which may be caused by their belief that it is necessary to practise constantly the development of speaking skills.

Furthermore, 70 % of the learners look for their own ways to improve their speaking skills; the rest of them do not do so (see List of Tables, table 7a). Their teacher was given the same question but her response is different. The result may indicate that learners not only rely on their teachers in development of their speaking skills, which makes them autonomous learners as they are supposed to be. On the other hand, the fact that their teacher has a different view of the situation may refute this presumption.

Moreover, being aware of the fact that speaking skills are important for them motivates 100 % of the respondents to bigger effort to develop their speaking skills (see List of Tables, table 7a). In this case, the learners' responses do not match those of their

teacher. She replied that it is individual but unfortunately, not many students do so. However, the result can be considered a positive sign, as intrinsic motivation is the one that predominates the extrinsic one; therefore, it is more effective.

Very few learners (20 %) think that they tend to focus on fluency rather than accuracy. Again, learners' answers are identical to their teacher's belief (see List of Tables, table 8a). This is a completely different result when compared to the previous three groups. It is good for learners to focus both on fluency and accuracy and this result shows that learners take care not only of their speed of speech but also of the correctness of what they are telling, which makes them good language learners.

More than a half of the learners think they are creative and experiment with language, to be precise 60 % of them (see List of Tables, table 7a). On the contrary, their teacher's answer indicates the opposite. It is a good quality to be creative in language use as it is one of the qualities of good language learners.

When asked whether learners try to find ways how to understand the language without understanding every single word, only 7 % of the respondents stated not to do so (see List of Tables, table 7a). Their teacher believes that learners try to find such ways. The result indicates that learners prefer understanding the message rather than the whole utterance word by word.

Half of the learners stated they use mnemonics to remember vocabulary - 50 % (see List of Tables, table 7a). Their teacher was not asked this question as it is presumable that teachers are not aware of such tendencies. However, the result confirms that some of the learners are creative in language and they make efforts not to forget English vocabulary.

Regarding production techniques while communication, 50 % of the respondents try to use them, for example they ask additional questions. This result is in contrast to what their teacher believes as she stated the opposite. It is possible that learners try to do so but their teacher finds their effort insufficient, or learners simply overestimate their endeavour to develop the conversation.

Most of the respondents stated they use gestures while communicating – 60 % of them (see List of Tables, table 7a). As gestures create a natural part of communication, this result may indicate that learners are rather immersed in conversation. Gestures can be helpful in expressing attitudes, opinions, etc. and also increase the comprehensibility of the message.

When asked if learners correct themselves when they notice they made a mistake, all of the respondents replied positively – 100 % of them (see List of Tables, table 7a). Again, the result speaks in favour of learners' autonomy and proves they are good language learners.

The learners think they use expressions that comply with the rules they have learned – 70 % (see List of Tables, table 7a). Their teacher has the same opinion. This proves they are rather good language learners as good language learners stick to the rules they have learned and use them frequently and correctly.

As for providing the listener with examples when he/she does not understand, 100 % of the learners do so (see List of Tables, table 7a). This belongs to the qualities of good language learners, too. Providing the listener with examples also suggests some intention to pass the clear message and shows that speakers are not afraid of using the language. Learners also replied they repeat what they want to express when they see that the listener does not understand – 100 % (see List of Tables, table 7a). This result proves that learners want to express themselves clearly and accurately, they want to be understood and they are not afraid of using the language.

Most of the learners think they take risks in language use even though they might make a mistake – 80 %. This is confirmed by their teacher who believes so. It is a good result supporting the expectation learners try to be autonomous in language learning and they meet the characteristics of good language learners.

All Groups

Learners. According to the results, a high percentage of the learners think that it is necessary to practise constantly the development of speaking skills (in classroom as well as outside the classroom). In contrast, only 8 % of the learners think it is not necessary (see List of Tables, table 9a). Therefore, the results seem to suggest learners' high interest in improving their speaking skills.

The research shows that learners use many strategies to improve their speaking skills outside the classroom. Fifteen per cent of the learners take part in online forums, where they can chat with foreigners in English. Sixty four per cent of them travel and try to talk to local people and 42 % stay in contact with their foreign friend/s. Nobody uses the strategy of recording their speaking with subsequent analysis of the recording.

Furthermore, 11 % of the learners attend conversation lessons, 4 % of the learners read aloud, and 19 % repeat what they hear. More than 90 % of the learners watch movies with subtitles and 21 % talk to their Czech friends in English. Some of the learners watch movies even with no subtitles and some listen to music in English.

Furthermore, 57 % of the learners look for their own ways to improve their speaking skills; the rest of them do not do so (see List of Tables, table 9a). The result may indicate that learners not only rely on their teachers in development of their speaking skills, which makes them as autonomous learners as they are supposed to be. Some of the learners stated they repeat known phrases, teach younger learners, speak in front of the mirror, and listen to songs in English.

Moreover, being aware of the fact that speaking skills are important for them motivates 85 % of the respondents to bigger effort to develop their speaking skills (see List of Tables, table 9a). This result can be considered a positive sign, as intrinsic motivation is the one that predominates the extrinsic one; therefore, it is more effective.

Most of the learners (59 %) think that they tend to focus on fluency rather than accuracy. The reason why respondents think so may be simple. Many language learners do not like situations when they struggle in looking for the right expressions or grammatical rules, which results in their effort to speak fluently rather than to draw attention to their paucity while hesitating during speaking.

More than a half of the learners think they are creative and experiment with language, to be precise 53 % of them. Therefore, it is a good result as it is one of the qualities of good language learners.

When asked whether learners try to find ways how to understand the language without understanding every single word, only 8 % of the respondents stated not to do so (see List of Tables, table 9a). The result indicates that learners prefer understanding the message rather than the whole utterance word by word.

Most of the learners stated they use mnemonics to remember vocabulary – 55 % (see List of Tables, table 9a). However, the result confirms that learners are creative in language and they make efforts not to forget English vocabulary.

Regarding production techniques while communication, 55 % of the respondents try to use them, for example they ask additional questions. It is possible that learners try to

use production techniques but their teachers find their effort insufficient, or learners simply overestimate their endeavour to develop the conversation.

More than a half of the respondents stated they do not use gestures while communicating – 53 % of them (see List of Tables, table 9a). As gestures create a natural part of communication, this result may indicate that learners are not immersed in conversation. Gestures can be helpful in expressing attitudes, opinions, etc. and also increase the comprehensibility of the message.

When asked if learners correct themselves when they notice they made a mistake, most of the respondents replied positively – 79 % of them (see List of Tables, table 9a). In contrast, the rest of them do not care. Again, the result speaks in favour of learners' autonomy and proves they are good language learners.

The learners think they use expressions that comply with the rules they have learned – 85 % (see List of Tables, table 9a). This may be connected to learners' focus on fluency rather than accuracy. Learners try to pass the message as quickly as possible, result of which is that they do not pay attention to accuracy of the message. Nevertheless, good language learners stick to the rules they have learned and use them frequently and correctly.

As for providing the listener with examples when he/she does not understand, 68 % of the learners do so (see List of Tables, table 9a). This belongs to the qualities of good language learners, too. Providing the listener with examples also suggests some intention to pass the clear message and shows that speakers are not afraid of using the language. Learners also replied they repeat what they want to express when they see that the listener does not understand – 83 % (see List of Tables, table 9a). This result proves that learners want to express themselves clearly and accurately, they want to be understood and they are not afraid of using the language.

Most of the learners think they take risks in language use even though they might make a mistake – 68 %. This is confirmed by their teachers who believe so. It is a good result supporting the expectation learners try to be autonomous in language learning and they meet the characteristics of good language learners.

Teachers. All four teachers suppose that their learners consider it necessary to practise constantly the development of speaking skills (in classroom as well as outside the classroom).

Learners are recommended to take part in online forums by three of the teachers, to travel and talk to local people by three of the teachers, to stay in contact with their foreign friend/s by three of the teachers, to attend conversation lessons by three of the teachers, to repeat what they hear by one of the teachers, to watch movies with subtitles by two of the teachers, and to talk to their Czech friends in English by one of the teachers (see List of Tables, table 10b). These results indicate that teachers try to help their students to be autonomous in their learning and they try to improve their speaking skills.

On the contrary, only one of the teachers believes that learners look for their own ways to improve their speaking skills; the rest of them do not do so (see List of Tables, table 10a). The result may indicate that learners only rely on their teachers in the development of their speaking skills, which makes them not as autonomous learners as they are supposed to be.

Moreover, being aware of the fact that speaking skills are important for them motivates learners to bigger effort to develop their speaking skills, according to the teachers (see List of Tables, table 10a). This result can be considered a positive sign, as intrinsic motivation is the one that predominates the extrinsic one; therefore, it is more effective.

Most of the teachers (three of four) think that learners tend to focus on fluency rather than accuracy. The reason why respondents think so may be simple. Many language learners do not like situations when they struggle in looking for the right expressions or grammatical rules, which results in their effort to speak fluently rather than to draw attention to their paucity while hesitating during speaking.

Twenty five per cent of teachers think learners are creative and experiment with language. It shows that teachers generally do not consider their learners creative in language use.

When asked whether learners try to find ways how to understand the language without understanding every single word, none of the teachers believes that their learners do so (see List of Tables, table 10a). The result indicates that learners prefer understanding the message rather than the whole utterance word by word.

Regarding production techniques while communicating, teachers do not think learners use them. It is possible that learners try to use production techniques but their

teachers find their effort insufficient, or learners simply overestimate their endeavour to develop a conversation.

A half of the teachers think learners use expressions that comply with the rules they have learned (see List of Tables, table 10a). Some teachers think learners need to be forced to do so. This may be connected to learners' focus on fluency rather than accuracy. Learners try to pass the message as quickly as possible, result of which is that they do not pay attention to accuracy of the message. Nevertheless, good language learners stick to the rules they have learned and use them frequently and correctly.

All of the teachers think learners take risks in language use even though they might make a mistake. It is a good result supporting the expectation learners try to be autonomous in language learning and they meet the characteristics of good language learners.

Comparison. Regarding the necessity to practise constantly the development of speaking skills (in classroom as well as outside the classroom), learners' responses match those of their teachers. The research also suggests that learners are autonomous in their learning, and they try to improve their speaking skills. The results may be caused by learners' beliefs that it is necessary to practise constantly the development of speaking skills. Moreover, learners seem not to look for their own ways to improve their speaking skills, which may indicate that learners only rely on their teachers in the development of their speaking skills, which makes them not as autonomous learners as they are supposed to be. Furthermore, being aware of the fact that speaking skills are important for them motivates most of the learners. Again, in this case, learners' responses match those of their teachers, although one of the teachers states that not many learners are aware of the fact. This result can be considered a positive sign, as intrinsic motivation is the one that predominates the extrinsic one; therefore, it is more effective. Regarding focus on fluency more than accuracy, again learners' answers match those of their teachers.

According to the research, both learners and their teachers think learners are creative in language use. The results connected to the production techniques are in contrast – learners and teachers think the opposite. Teachers responded that learners are supposed to do so but not always they do it. It is possible that learners try to use production techniques but their teachers find their effort insufficient, or learners simply overestimate their endeavour to develop the conversation. Both learners and their teachers agree that

learners use expressions that comply with the rules they have learned but it is interesting that some teachers think learners need to be forced to do so. Finally, learners think they take risks in language use even though they might make a mistake, which is confirmed by their teachers who believe so. It is a good result supporting the expectation learners try to be autonomous in language learning and they meet the characteristics of good language learners.

V. IMPLICATIONS

This chapter deals with applications and implications of the research, its strengths, weaknesses, and limitations. It briefly provides advice for learners and teachers based on the findings of the survey. The chapter explains why the research cannot be generalized too much. Finally, the chapter suggests how the study may be improved or expanded.

Pedagogical Implications

Although it could be mentioned that the results may be considered satisfying as they prove that learners are more or less autonomous, there is always something to improve. Firstly, from what has been found it may be deduced that learners should be inspired by teachers to look for their own ways to improve their speaking skills. According to the research, approximately a half of learners is used to do so; the rest of them only rely on their English classes. The results suggest that learners may need some help from their teachers in form of some sort of inspiration.

Secondly, learners should be aware of the terms fluency and accuracy and the importance of these terms. They should be informed about the significance of fluency and accuracy so that while speaking they would be able to concentrate on both. From what has been found it seems that learners consider fluency more significant than accuracy; therefore, they should be taught that these skills are equally important.

Thirdly, learners should be forced to use production techniques while speaking so that it becomes their habit. It belongs to the characteristics of good language learners that they are autonomous and not afraid of language use. They should be able to retain the conversation and show they are interested in what their partner says.

Fourthly, learners could be suggested more ways to improve their speaking skills by their teachers. The survey shows that teachers suggest not too many ways; therefore, learners might suspect speaking practice in class sufficient enough. They might be reminded that it is necessary to practise outside the classroom as well.

All in all, respondents might be considered good language learners, according to what has been found. There are several limitations that can be easily eliminated with learners' effort and their teachers' help. Nevertheless, learners manifested they are somewhat autonomous in speaking practice.

Limitation of the Research

Although the results gained throughout the research are clear and can be considered categorical, the survey cannot be generalized too much; the reason being that only a small percentage of all learners has been inquired. Four groups of learners and their teachers were asked to complete the questionnaire: together 57 respondents, which is enough to find relevant data to confirm or rebut hypothesis but, on the other hand, it is likely that different groups would answer the questions differently, depending on the learners' and teachers' age, experience, and level of English. Therefore, the data might be regarded rather limited.

Moreover, the research would be more effective if respondents were more willing to respond to the questions. It might be the most extensive weakness of the survey as it is difficult to find suitable and co-operative respondents. Furthermore, there is no way to verify the veracity of respondents' replies. While analyzing the data, it must have been relied on the verity of the respondents' answers.

Suggestions for Further Research

The study may be productively expanded on all language skills: listening, reading, and writing along with speaking. The characteristics of autonomous good language learners are not circumscribed only on speaking skills; however, this would require extended research questions as well as more respondents. Therefore, a considerably longer thesis would arise as it would be necessary to enlarge theoretical background as well. Thus, such work might be elaborated as a dissertation.

VI. CONCLUSION

The thesis provides insights into learning processes. It focuses on basic cognizance of psychology of learning from the pedagogical point of view. Furthermore, it deals with types of learning, learning strategies, and learning styles that are closely related. It also describes learning efficiency as a proportion between the results of learning process and time expanded. Moreover, the thesis provides an overview of framework educational programme for secondary schools as it is considered a basic document for secondary education. The thesis focuses on learning, which is seen as a rather constructive process nowadays. It deals with environments in language learning as a subject of pedagogical interest. Last but not least, the thesis describes significant principles in language learning such as automaticity, meaningful learning, intrinsic motivation, etc. Finally, the thesis provides description of good language learners and information on self-guided learning in second language speaking practice.

The methodology section focuses on the research methodology including information on the background and purpose of the research. Furthermore, it states the research questions and provides the description of the process of the research.

After general introduction to the methodology used, results and commentaries are presented. The chapter comments on the research and its findings – it focuses on what the results signify, if they show learners' autonomy in language learning, and possible explanations. Finally, implications are dealt with in the thesis. These include pedagogical implications, limitation of the research, and suggestions for further research.

Although it could be mentioned that the results may be considered satisfying as they prove that learners are more or less autonomous, there is always something to improve. Firstly, from what has been found it may be deduced that learners should be inspired by teachers to look for their own ways to improve their speaking skills. Secondly, learners should be aware of the terms fluency and accuracy and the importance of these terms. Thirdly, learners should be forced to use production techniques while speaking so that it becomes their habit. Fourthly, learners could be suggested more ways to improve their speaking skills by their teachers.

All in all, the respondents might be considered good language learners – according to what has been found. There are several limitations in learners' ways of learning that can

be easily eliminated with learners' effort and their teachers' help. Nevertheless, learners manifested they are somewhat autonomous in speaking practice.

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APPENDICES

Appendix A: Questionnaires in Czech

Dobrý den,
máte před sebou dotazník, o jehož vyplnění Vás chci požádat. Jedná se o výzkum pro mou diplomovou práci zaměřenou na schopnost mluvení. Výsledky budou zpracovány, shrnutu a použity výhradně pro diplomovou práci. Dotazník je anonymní, důležité informace jsou pouze věk, pohlaví, doba studia AJ, jazyková úroveň a známka z předmětu anglický jazyk v pololetí. Prosím Vás o vyplnění na základě Vašich vlastních zkušeností. Vyplnění Vám zabere přibližně 5 – 10 minut. Správnou odpověď vždy pouze zakroužkujte (nebo jinak zvýrazněte). Děkuji za Váš čas a spolupráci.

Tereza Pecková

Žákovská autonomie v rámci mluvení v angličtině – dotazník pro žáky

Věk žáka: 15 16 17 18 19

Pohlaví: Muž Žena

Jazyková úroveň: Začátečník Mírně pokročilý Středně pokročilý Pokročilý

Jak dlouho (kolik let) se učíte AJ? Méně než 5 5 – 10 Více než 10

Známka z AJ v pololetí: 1 2 3 4 5

1. Rozvoj dovednosti mluvit v angličtině je třeba neustále procvičovat (ve škole i mimo ni).

- a) Zcela souhlasím.
- b) Spiše souhlasím.
- c) Spiše nesouhlasím.
- d) Zcela nesouhlasím.
- e) Jiná odpověď. (Uveďte)

2. Pro zlepšení dovednosti mluvení mimo školu/třídu dělám: (i více odpovědi)

- a) Navštěvuj různá online fóra, kde se mohu spojit s rodilými mluvčími AJ nebo s cizinci, kteří se také učí AJ.
- b) Cestuji a snažím se mluvit s místními lidmi.
- c) Mám kamaráda/kamarády ze zahraničí, se kterými jsem v kontaktu.
- d) Nahrávám se při mluvení, následně se poslouchám a analyzuji své výstupy.
- e) Chodím na konverzaci (do kroužku).
- f) Čtu si nahlas.
- g) Opakuji to, co slyším.
- h) Sleduji filmy s titulkami.
- i) Bavím se s (českými) kamarády anglicky.
- j) Jiná odpověď. (Uveďte)

3. Snažím se najít své vlastní způsoby pro zlepšení své dovednosti mluvení.

- a) Zcela souhlasím.
- b) Spiše souhlasím.
- c) Spiše nesouhlasím.
- d) Zcela nesouhlasím.
- e) Jiná odpověď. (Uveďte)

(napište jaké v případě, že souhlasíte).

4. Vědomí toho, že schopnost mluvit v anglickém jazyce je důležitá, mě motivuje k větší snaze rozvíjet dovednost mluvení.

- a) Zcela souhlasím.
- b) Spiše souhlasím.

- c) Spíše nesouhlasím.
- d) Zcela nesouhlasím.
- e) Jiná odpověď. (Uveďte)

5. *Myslím si, že při mluvení v AJ ve škole se zaměřuji více na plynulost mluveného projevu než na přesnost/správnost.*

- a) Zcela souhlasím.
- b) Spíše souhlasím.
- c) Spíše nesouhlasím.
- d) Zcela nesouhlasím.
- e) Jiná odpověď. (Uveďte)

6. *Myslím si, že jsem kreativní a experimentuji s cizím jazykem.*

- a) Zcela souhlasím.
- b) Spíše souhlasím.
- c) Spíše nesouhlasím.
- d) Zcela nesouhlasím.
- e) Jiná odpověď. (Uveďte)

7. *Při komunikaci se snažím najít způsoby, jak rozumět jazyku bez porozumění každému slovu.*

- a) Zcela souhlasím.
- b) Spíše souhlasím.
- c) Spíše nesouhlasím.
- d) Zcela nesouhlasím.
- e) Jiná odpověď. (Uveďte)

8. *Používám/vymýšlím si mnemotechnické pomůcky/pomůcky pro zapamatování cizích slovíček (slovní konstrukce podporující zapamatování informace mozkem pomocí přidružení představ či jiných informací).*

- a) Zcela souhlasím.
- b) Spíše souhlasím.
- c) Spíše nesouhlasím.
- d) Zcela nesouhlasím.
- e) Jiná odpověď. (Uveďte)

9. *Ve škole i mimo ni používám techniky pro udržování/rozvíjení konverzace v AJ (např. kladu doplňující otázky, když mi kamarád/ka řekne, že včera byl/a venku, hned se ptám, kde, co dělal/a).*

- a) Zcela souhlasím.
- b) Spíše souhlasím.
- c) Spíše nesouhlasím.
- d) Zcela nesouhlasím.
- e) Jiná odpověď. (Uveďte)

10. *Používám gesta při komunikaci v AJ – ve škole i mimo ni.*

- a) Zcela souhlasím.
- b) Spíše souhlasím.
- c) Spíše nesouhlasím.
- d) Zcela nesouhlasím.
- e) Jiná odpověď. (Uveďte)

11. *Opravím se, když zpozoruju, že jsem při mluvení udělal/a chybu.*

- a) Zcela souhlasím.
- b) Spíše souhlasím.
- c) Spíše nesouhlasím.
- d) Zcela nesouhlasím.
- e) Jiná odpověď. (Uveďte)

12. *Používám výrazy, které vyhovují pravidlům, která jsem se naučil/a (např. pamatuji si, v jaké situaci se používá předpřítomný čas, a ten použiji, pokud je to potřeba).*

- a) Zcela souhlasím.

- b) Spíše souhlasím.
- c) Spíše nesouhlasím.
- d) Zcela nesouhlasím.
- e) Jiná odpověď. (Uveďte)

13. *Uvádím příklady, když vidím, že posluchač nerozumí tomu, co chci vyjádřit.*

- a) Zcela souhlasím.
- b) Spíše souhlasím.
- c) Spíše nesouhlasím.
- d) Zcela nesouhlasím.
- e) Jiná odpověď. (Uveďte)

14. *Opakuji to, co chci vyjádřit, když vidím, že posluchač nerozumí (např. snažím se myšlenku vyjádřit jinými slovy).*

- a) Zcela souhlasím.
- b) Spíše souhlasím.
- c) Spíše nesouhlasím.
- d) Zcela nesouhlasím.
- e) Jiná odpověď. (Uveďte)

15. *Riskuji v použití jazyka, i když vím, že mohu udělat chybu.*

- a) Zcela souhlasím.
- b) Spíše souhlasím.
- c) Spíše nesouhlasím.
- d) Zcela nesouhlasím.
- e) Jiná odpověď. (Uveďte)

Dobrý den,

máte před sebou dotazník, o jehož vyplnění Vás chci požádat. Jedná se o výzkum pro mou diplomovou práci zaměřenou na schopnost mluvení. Výsledky budou zpracovány, shrnutý a použity výhradně pro diplomovou práci. Dotazník je anonymní, důležité informace jsou pouze věk, pohlaví, doba vyučování AJ a aprobace. Prosím Vás o vyplnění na základě Vašich vlastních zkušeností. Vyplnění Vám zabere přibližně 5 – 10 minut. Správnou odpověď vždy pouze zakroužkujte (nebo jinak zvýrazněte). Děkuji za Váš čas a spolupráci.

Tereza Pecková

Žákovská autonomie v rámci mluvení v angličtině – dotazník pro učitele

Věk učitele: 25 – 30 31 – 40 41 – 50 51 a více

Pohlaví: Muž Žena

Aprobace:

Jak dlouho (kolik let) učíte AJ? Méně než 5 5 – 10 Více než 10

1. Předpokládám, že žáci si myslí, že rozvoj dovednosti mluvit v angličtině je třeba neustále procvičovat (ve škole i mimo ni).

- a) Zcela souhlasím.
- b) Spíše souhlasím.
- c) Spíše nesouhlasím.
- d) Zcela nesouhlasím.
- e) Jiná odpověď. (Uveďte)

2. Pro zlepšení dovednosti mluvení svých žáků mimo školu/třídu dělám:

- a) Doporučím navštěvovat různá online fóra, kde se mohou spojit s rodilými mluvčími AJ nebo s cizinci, kteří se také učí AJ.
- b) Doporučím žákům, aby cestovali a snažili se mluvit s místními lidmi.
- c) Doporučím žákům, aby si našli kamaráda/kamarády ze zahraničí, se kterými mohou být v kontaktu.
- d) Doporučím žákům, aby se nahrávali při mluvení, následně se poslouchali a analyzovali své výstupy.
- e) Doporučím žákům, aby chodili na konverzaci (do kroužku).
- f) Doporučím žákům, aby si četli nahlas.
- g) Doporučím žákům, aby opakovali to, co slyší.
- h) Doporučím žákům, aby sledovali filmy s titulkami.
- i) Doporučím žákům, aby se bavili s (českými) kamarády anglicky.
- j) Jiná odpověď. (Uveďte)

3. Mí žáci se snaží najít své vlastní způsoby pro zlepšení jejich dovednosti mluvení mimo školu/třídu.

- a) Zcela souhlasím.
- b) Spíše souhlasím.
- c) Spíše nesouhlasím.
- d) Zcela nesouhlasím.
- e) Jiná odpověď. (Uveďte)

(napište jaké v případě, že souhlasíte).

4. Myslím si, že vědomí toho, že schopnost mluvit v anglickém jazyce je důležitá, žáky motivuje k větší snaze rozvíjet dovednost mluvení.

- a) Zcela souhlasím.
- b) Spíše souhlasím.
- c) Spíše nesouhlasím.
- d) Zcela nesouhlasím.

e) Jiná odpověď. (Uveďte)

5. Myslím si, že žáci se při mluvení v AJ ve škole se zaměřují více na plynulosť mluveného projevu než na přesnost/správnost.

- a) Zcela souhlasím.
- b) Spíše souhlasím.
- c) Spíše nesouhlasím.
- d) Zcela nesouhlasím.
- e) Jiná odpověď. (Uveďte)

6. Myslím si, že mi žáci jsou kreativní a experimentují s cizím jazykem.

- a) Zcela souhlasím.
- b) Spíše souhlasím.
- c) Spíše nesouhlasím.
- d) Zcela nesouhlasím.
- e) Jiná odpověď. (Uveďte)

7. Při komunikaci se žáci snaží najít způsoby, jak rozumět jazyku bez porozumění každému slovu.

- a) Zcela souhlasím.
- b) Spíše souhlasím.
- c) Spíše nesouhlasím.
- d) Zcela nesouhlasím.
- e) Jiná odpověď. (Uveďte)

8. Ve škole používají žáci techniky pro udržování/rozvíjení konverzace v AJ (např. kladou doplňující otázky, když jim kamarád/ka řekne, že byl/a venku, hned se ptají, kde, co dělal/a).

- a) Zcela souhlasím.
- b) Spíše souhlasím.
- c) Spíše nesouhlasím.
- d) Zcela nesouhlasím.
- e) Jiná odpověď. (Uveďte)

9. Žáci používají výrazy, které vyhovují pravidlům, která se naučili (např. pamatují si, v jaké situaci se používá předpřítomný čas, a ten použijí, pokud je to potřeba).

- a) Zcela souhlasím.
- b) Spíše souhlasím.
- c) Spíše nesouhlasím.
- d) Zcela nesouhlasím.
- e) Jiná odpověď. (Uveďte)

10. Žáci riskují v použití jazyka, i když ví, že mohou udělat chybu.

- a) Zcela souhlasím.
- b) Spíše souhlasím.
- c) Spíše nesouhlasím.
- d) Zcela nesouhlasím.
- e) Jiná odpověď. (Uveďte)

Appendix B: Questionnaires in English

Dear respondent,

You can see a questionnaire in front of you, completion of which I would like to ask you.

Completion of the questionnaire is important for my research for graduate thesis aimed to concern speaking skills. Results will be processed, summarized and used only for academic purposes.

Completion of the questionnaire is anonymous; the only relevant facts are age, sex, period of your language study, level of English and your grade in English in the first term. I would like to ask you for completion according to your own experiences. It will take no more than 5 – 10 minutes.

Please, just mark the correct answer. Thank you for your time and cooperation.

Tereza Pecková

Questionnaire on Learner Autonomy in Speaking Practice – Questionnaire for Learners

Age: 15 16 17 18 19

Sex: Male Female

Level of English: Elementary Lower intermediate Upper intermediate Advanced

How long (how many years) have you been learning English?

Grade in English in the first term: 1 2 3 4 5

1. It is necessary to practise constantly the development of speaking skills (in classroom as well as outside the classroom).

- a) Strongly agree.
- b) Agree.
- c) Disagree.
- d) Strongly disagree.
- e) Other. (State)

2. To improve my speaking skills outside the classroom I do: (more options possible)

- a) I take part in several online forums, where I can chat with English native speakers or foreigners that also learn English.
- b) I travel and talk to local people.
- c) I stay in contact with my foreign friend/s.
- d) I take records of my speaking and I analyze the records afterwards.
- e) I attend conversation lessons (outside the school).
- f) I read aloud.
- g) I repeat what I hear.
- h) I watch movies with subtitles.
- i) I talk to my Czech friends in English.
- j) Other. (State)

3. I look for my own ways to improve my speaking skills.

- a) Strongly agree.
- b) Agree.
- c) Disagree.
- d) Strongly disagree.
- e) Other. (State)

(State which ones in case you agree.)

4. Being aware of the fact that speaking skills are important motivates me to bigger effort to develop my speaking skills.

- a) Strongly agree.
- b) Agree.
- c) Disagree.
- d) Strongly disagree.
- e) Other. (State)

5. I think that while speaking English at school, I concentrate on fluency more than accuracy.

- a) Strongly agree.
- b) Agree.
- c) Disagree.
- d) Strongly disagree.
- e) Other. (State)

6. I think I am creative and experiment with foreign language.

- a) Strongly agree.
- b) Agree.
- c) Disagree.
- d) Strongly disagree.
- e) Other. (State)

7. I try to find ways how to understand the language without understanding every word while communicating.

- a) Strongly agree.
- b) Agree.
- c) Disagree.
- d) Strongly disagree.
- e) Other. (State)

8. I use mnemonics to remember vocabulary (verbal constructions to remember effectively information by means of image association or other information).

- a) Strongly agree.
- b) Agree.
- c) Disagree.
- d) Strongly disagree.
- e) Other. (State)

9. I use production techniques to maintain conversation flow in English in classroom as well as outside the classroom (for example I ask additional questions).

- a) Strongly agree.
- b) Agree.
- c) Disagree.
- d) Strongly disagree.
- e) Other. (State)

10. I use gestures while communicating in English – in classroom as well as outside the classroom.

- a) Strongly agree.
- b) Agree.
- c) Disagree.
- d) Strongly disagree.
- e) Other. (State)

11. I correct myself when I notice I made a mistake while speaking.

- a) Strongly agree.
- b) Agree.
- c) Disagree.
- d) Strongly disagree.
- e) Other. (State)

12. I use expressions that comply with the rules I have learned (for example I use present perfect when appropriate).

- a) Strongly agree.
- b) Agree.
- c) Disagree.
- d) Strongly disagree.
- e) Other. (State)

13. I provide the listener with examples when I see he/she does not understand.

- a) Strongly agree.
- b) Agree.
- c) Disagree.
- d) Strongly disagree.
- e) Other. (State)

14. I repeat what I want to express when I see that the listener does not understand (for example I restate what I mean in other words).

- a) Strongly agree.
- b) Agree.
- c) Disagree.
- d) Strongly disagree.
- e) Other. (State)

15. I take risks in language use even though I might make a mistake.

- a) Strongly agree.
- b) Agree.
- c) Disagree.
- d) Strongly disagree.
- e) Other. (State)

Dear respondent,

You can see a questionnaire in front of you, completion of which I would like to ask you. Completion of the questionnaire is important for my research for graduate thesis aimed to concern speaking skills. Results will be processed, summarized and used only for academic purposes. Completion of the questionnaire is anonymous; the only relevant facts are age, sex, period of your language teaching, and your teaching specialization. I would like to ask you for completion according to your own experiences. It will take no more than 5 – 10 minutes. Please, just mark the correct answer. Thank you for your time and cooperation.

Tereza Pecková

Questionnaire on Learner Autonomy in Speaking Practice – Questionnaire for Teachers

Age: 25 – 30 31 – 40 41 – 50 51 and more

Sex: Male Female

Teaching specialization:

How long (how many years) have you been teaching English? Less than 5 5 -10 More than 10

1. I suppose learners think that it is necessary to practise constantly the development of speaking skills (in classroom as well as outside the classroom).

- a) Strongly agree.
- b) Agree.
- c) Disagree.
- d) Strongly disagree.
- e) Other. (State)

2. To improve my learners' speaking skills outside the classroom I do: (more options possible)

- a) I recommend them to take part in several online forums, where they can chat with English native speakers or foreigners that also learn English.
- b) I recommend them to travel and talk to local people.
- c) I recommend them to stay in contact with their foreign friend/s.
- d) I recommend them to take records of my speaking and I analyze the records afterwards.
- e) I recommend them to attend conversation lessons (outside the school).
- f) I recommend them to read aloud.
- g) I recommend them to repeat what they hear.
- h) I recommend them to watch movies with subtitles.
- i) I recommend them to talk to their Czech friends in English.
- j) Other. (State)

3. My pupils try to look for their own ways to improve their speaking skills.

- a) Strongly agree.
- b) Agree.
- c) Disagree.
- d) Strongly disagree.
- e) Other. (State)

(State which ones in case you agree.)

4. I suppose that being aware of the fact that speaking skills are important motivates learners to bigger effort to develop their speaking skills.

- a) Strongly agree.

- b) Agree.
- c) Disagree.
- d) Strongly disagree.
- e) Other. (State)

5. *I think that while speaking English at school, learners concentrate on fluency more than accuracy.*

- a) Strongly agree.
- b) Agree.
- c) Disagree.
- d) Strongly disagree.
- e) Other. (State)

6. *I think learners are creative and experiment with foreign language.*

- a) Strongly agree.
- b) Agree.
- c) Disagree.
- d) Strongly disagree.
- e) Other. (State)

7. *I think learners try to find ways how to understand the language without understanding every word while communicating.*

- a) Strongly agree.
- b) Agree.
- c) Disagree.
- d) Strongly disagree.
- e) Other. (State)

8. *Learners use production techniques to maintain conversation flow in English in classroom as well as outside the classroom (for example they ask additional questions).*

- a) Strongly agree.
- b) Agree.
- c) Disagree.
- d) Strongly disagree.
- e) Other. (State)

9. *Learners use expressions that comply with the rules they have learned (for example I use present perfect when appropriate).*

- a) Strongly agree.
- b) Agree.
- c) Disagree.
- d) Strongly disagree.
- e) Other. (State)

10. *Learners take risks in language use even though they might make a mistake.*

- a) Strongly agree.
- b) Agree.
- c) Disagree.
- d) Strongly disagree.
- e) Other. (State)

LIST OF TABLES

Table 1a

Learner Autonomy in Speaking Practice – Questionnaire for Learners – Group 1

	Statement	Subjects	SA (%)	A (%)	D (%)	SD (%)	Other (%)	
1.	It is necessary to practise constantly the development of speaking skills (in classroom as well as outside the classroom).	15	26,7	60,0	13,3	0	0	
3.	I look for my own ways to improve my speaking skills.	15	0	46,7	53,3	0	0	
4.	Being aware of the fact that speaking skills are important motivates me to bigger effort to develop my speaking skills.	15	0	73,3	26,7	0	0	
5.	I think that while speaking English at school, I concentrate on fluency more than accuracy.	15	0	60,0	40,0	0	0	
6.	I think I am creative and experiment with foreign language.	15	0	60,0	40,0	0	0	
7.	I try to find ways how to understand the language without understanding every word while communicating.	15	6,7	73,3	20,0	0	0	
8.	I use mnemonics to remember vocabulary.	15	20,0	53,3	26,7	0	0	
9.	I use production techniques to maintain conversation flow in English in classroom as well as outside the classroom.	15	0	60,0	40,0	0	0	
10.	I use gestures while communicating in English – in classroom as well as outside the	15	0	20,0	66,7	13,3	0	

	classroom.							
11.	I correct myself when I notice I made a mistake while speaking.	15	0	60,0	40,0	0	0	
12.	I use expressions that comply with the rules I have learned.	15	6,7	73,3	20,0	0	0	
13.	I provide the listener with examples when I see he/she does not understand.	15	0	40,0	60,0	0	0	
14.	I repeat what I want to express when I see that the listener does not understand (for example I restate what I mean in other words).	15	0	66,7	33,3	0	0	
15.	I take risks in language use even though I might make a mistake.	15	0	66,7	33,3	0	0	

Table 1b

	Statement	Subjects	a (%)	b (%)	c (%)	d (%)	e (%)	f (%)	g (%)	h (%)	i (%)	j (%)
2.	To improve my speaking skills outside the classroom I do:	15	20,0	80,0	40,0	0	20,0	0	20,0	86,7	13,3	0

Table 2a

Learner Autonomy in Speaking Practice – Questionnaire for Teachers – Group 1

	Statement	Subjects	SA (%)	A (%)	D (%)	SD (%)	Other (%)	
1.	I suppose learners think that it is necessary to practise constantly the development of speaking skills.	1	0	100	0	0	0	
3.	My pupils try to look for their own ways to improve their	1	0	0	100	0	0	

	speaking skills.							
4.	I suppose that being aware of the fact that speaking skills are important motivates learners to bigger effort to develop their speaking skills.	1	0	100	0	0	0	
5.	I think that while speaking English at school, learners concentrate on fluency more than accuracy.	1	0	100	0	0	0	
6.	I think learners are creative and experiment with foreign language.	1	0	100	0	0	0	
7.	I think learners try to find ways how to understand the language without understanding every word while communicating.	1	0	100	0	0	0	
8.	Learners use production techniques to maintain conversation flow in English in classroom as well as outside the classroom.	1	0	0	100	0	0	
9.	Learners use expressions that comply with the rules they have learned.	1	0	0	100	0	0	
10.	Learners take risks in language use even though they might make a mistake.	1	0	100	0	0	0	

Table 2b

	Statement	Subjects	a (%)	b (%)	c (%)	d (%)	e (%)	f (%)	g (%)	h (%)	i (%)	j (%)
2.	To improve my learners'	1	100	100	100	0	100	0	0	100	0	0

	speaking skills outside the classroom I do:										
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Table 3a

Learner Autonomy in Speaking Practice – Questionnaire for Learners – Group 2

	Statement	Subjects	SA (%)	A (%)	D (%)	SD (%)	Other (%)	
1.	It is necessary to practise constantly the development of speaking skills (in classroom as well as outside the classroom).	14	71,4	28,6	0	0	0	
3.	I look for my own ways to improve my speaking skills.	14	7,1	21,4	42,9	0	28,6	Repeating known phrases, teaching younger learners, speaking in front of the mirror, listening to songs in English.
4.	Being aware of the fact that speaking skills are important motivates me to bigger effort to develop my speaking skills.	14	35,7	57,1	0	0	7,1	Don't care.
5.	I think that while speaking English at school, I concentrate on fluency more than accuracy.	14	14,3	57,1	21,4	7,1	0	
6.	I think I am creative and experiment with foreign language.	14	28,6	28,6	35,7	7,1	0	
7.	I try to find ways how to understand the language without understanding every word while communicating.	14	50,0	50,0	0	0	0	
8.	I use mnemonics to remember vocabulary.	14	7,1	28,6	42,9	21,4	0	
9.	I use production techniques to maintain	14	14,3	28,6	42,9	14,3	0	

	conversation flow in English in classroom as well as outside the classroom.							
10.	I use gestures while communicating in English – in classroom as well as outside the classroom.	14	35,7	21,4	35,7	7,1	0	
11.	I correct myself when I notice I made a mistake while speaking.	14	35,7	50,0	14,3	0	0	
12.	I use expressions that comply with the rules I have learned.	14	14,3	71,4	7,1	7,1	0	
13.	I provide the listener with examples when I see he/she does not understand.	14	57,1	35,7	7,1	0	0	
14.	I repeat what I want to express when I see that the listener does not understand (for example I restate what I mean in other words).	14	50,0	50,0	0	0	0	
15.	I take risks in language use even though I might make a mistake.	14	14,3	64,3	14,3	0	7,1	Cannot make a mistake.

Table 3b

	Statement	Subjects	a (%)	b (%)	c (%)	d (%)	e (%)	f (%)	g (%)	h (%)	i (%)	j (%)
2.	To improve my speaking skills outside the classroom I do:	14	21,4	42,9	21,4	0	7,1	7,1	14,3	100	14,3	7,1 Films.

Table 4a

Learner Autonomy in Speaking Practice – Questionnaire for Teachers – Group 2

	Statement	Subjects	SA (%)	A (%)	D (%)	SD (%)	Other (%)	
1.	I suppose learners think that it is necessary to practise constantly the development of speaking skills.	1	0	100	0	0	0	
3.	My pupils try to look for their own ways to improve their speaking skills.	1	0	0	100	0	0	
4.	I suppose that being aware of the fact that speaking skills are important motivates learners to bigger effort to develop their speaking skills.	1	100	0	0	0	0	
5.	I think that while speaking English at school, learners concentrate on fluency more than accuracy.	1	100	0	0	0	0	
6.	I think learners are creative and experiment with foreign language.	1	0	0	100	0	0	
7.	I think learners try to find ways how to understand the language without understanding every word while communicating.	1	0	100	0	0	0	
8.	Learners use production techniques to maintain conversation flow in English in classroom as well as outside the classroom.	1	0	0	100	0	0	
9.	Learners use expressions that comply with the rules they have learned.	1	0	100	0	0	0	

10.	Learners take risks in language use even though they might make a mistake.	1	0	100	0	0	0		
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Table 4b

	Statement	Subjects	a (%)	b (%)	c (%)	d (%)	e (%)	f (%)	g (%)	h (%)	i (%)	j (%)
2.	To improve my learners' speaking skills outside the classroom I do:	1	100	0	0	0	0	0	0	0	0	0

Table 5a

Learner Autonomy in Speaking Practice – Questionnaire for Learners – Group 3

	Statement	Subjects	SA (%)	A (%)	D (%)	SD (%)	Other (%)	
1.	It is necessary to practise constantly the development of speaking skills (in classroom as well as outside the classroom).	14	14,3	71,4	14,3	0	0	
3.	I look for my own ways to improve my speaking skills.	14	7,1	50,0	42,9	0	0	
4.	Being aware of the fact that speaking skills are important motivates me to bigger effort to develop my speaking skills.	14	7,1	71,4	21,4	0	0	
5.	I think that while speaking English at school, I concentrate on fluency more than accuracy.	14	7,1	64,3	28,6	0	0	
6.	I think I am creative and experiment with	14	0	35,7	57,1	7,1	0	

	foreign language.							
7.	I try to find ways how to understand the language without understanding every word while communicating.	14	7,1	85,7	7,1	0	0	
8.	I use mnemonics to remember vocabulary.	14	7,1	50,0	42,9	0	0	
9.	I use production techniques to maintain conversation flow in English in classroom as well as outside the classroom.	14	0	64,3	35,7	0	0	
10.	I use gestures while communicating in English – in classroom as well as outside the classroom.	14	0	57,1	35,7	7,1	0	
11.	I correct myself when I notice I made a mistake while speaking.	14	0	78,6	21,4	0	0	
12.	I use expressions that comply with the rules I have learned.	14	14,3	85,7	0	0	0	
13.	I provide the listener with examples when I see he/she does not understand.	14	0	50,0	50,0	0	0	
14.	I repeat what I want to express when I see that the listener does not understand (for example I restate what I mean in other words).	14	0	71,4	28,6	0	0	
15.	I take risks in language use even though I might make a mistake.	14	0	50,0	50,0	0	0	

Table 5b

	Statement	Subjects	a (%)	b (%)	c (%)	d (%)	e (%)	f (%)	g (%)	h (%)	i (%)	j (%)
2.	To improve my speaking skills	14	7,1	78,6	57,1	0	7,1	7,1	28,6	78,6	28,6	3,8 Music.

	outside the classroom I do:										
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Table 6a

Learner Autonomy in Speaking Practice – Questionnaire for Teachers – Group 3

	Statement	Subjects	SA (%)	A (%)	D (%)	SD (%)	Other (%)	
1.	I suppose learners think that it is necessary to practise constantly the development of speaking skills.	1	0	100	0	0	0	
3.	My pupils try to look for their own ways to improve their speaking skills.	1	0	100	0	0	0	
4.	I suppose that being aware of the fact that speaking skills are important motivates learners to bigger effort to develop their speaking skills.	1	0	100	0	0	0	
5.	I think that while speaking English at school, learners concentrate on fluency more than accuracy.	1	100	0	0	0	0	
6.	I think learners are creative and experiment with foreign language.	1	0	0	0	0	100	Individual approach.
7.	I think learners try to find ways how to understand the language without understanding every word while communicating.	1	100	0	0	0	0	
8.	Learners use production techniques to maintain conversation flow in English in classroom as well as outside the classroom.	1	0	0	0	0	100	Learners are supposed to do so but not always they use it.

9.	Learners use expressions that comply with the rules they have learned.	1	0	0	0	0	100	Learners need to be forced to do so.
10.	Learners take risks in language use even though they might make a mistake.	1	100	0	0	0	0	

Table 6b

	Statement	Subjects	a (%)	b (%)	c (%)	d (%)	e (%)	f (%)	g (%)	h (%)	i (%)	j (%)
2.	To improve my learners' speaking skills outside the classroom I do:		0	100	100	0	100	0	100	0	100	0

Table 7a

Learner Autonomy in Speaking Practice – Questionnaire for Learners – Group 4

	Statement	Subjects	SA (%)	A (%)	D (%)	SD (%)	Other (%)	
1.	It is necessary to practise constantly the development of speaking skills (in classroom as well as outside the classroom).	10	90,0	10,0	0	0	0	
3.	I look for my own ways to improve my speaking skills.	10	20,0	50,0	20,0	10,0	0	
4.	Being aware of the fact that speaking skills are important motivates me to bigger effort to develop my speaking skills.	10	60,0	40,0	0	0	0	
5.	I think that while speaking English at	10	0	20,0	70,0	10,0	0	

	school, I concentrate on fluency more than accuracy.						
6.	I think I am creative and experiment with foreign language.	10	0	60,0	40,0	0	0
7.	I try to find ways how to understand the language without understanding every word while communicating.	10	60,0	40,0	7,6	0	0
8.	I use mnemonics to remember vocabulary.	10	10,0	40,0	50,0	0	0
9.	I use production techniques to maintain conversation flow in English in classroom as well as outside the classroom.	10	0	50,0	50,0	0	0
10.	I use gestures while communicating in English – in classroom as well as outside the classroom.	10	20,0	40,0	40,0	0	0
11.	I correct myself when I notice I made a mistake while speaking.	10	90,0	10,0	0	0	0
12.	I use expressions that comply with the rules I have learned.	10	20,0	50,0	30,0	0	0
13.	I provide the listener with examples when I see he/she does not understand.	10	30,0	70,0	0	0	0
14.	I repeat what I want to express when I see that the listener does not understand (for example I restate what I mean in other words).	10	70,0	30,0	0	0	0
15.	I take risks in language use even though I might make a mistake.	10	30,0	50,0	20,0	0	0

Table 7b

	Statement	Subjects	a (%)	b (%)	c (%)	d (%)	e (%)	f (%)	g (%)	h (%)	i (%)	j (%)
2.	To improve my speaking skills outside the classroom I do:	10	10,0	50,0	50,0	0	10,0	0	10,0	100	30,0	0

Table 8a

Learner Autonomy in Speaking Practice – Questionnaire for Teachers – Group 4

	Statement	Subjects	SA (%)	A (%)	D (%)	SD (%)	Other (%)	
1.	I suppose learners think that it is necessary to practise constantly the development of speaking skills.	1	0	100	0	0	0	
3.	My pupils try to look for their own ways to improve their speaking skills.	1	0	0	100	0	0	
4.	I suppose that being aware of the fact that speaking skills are important motivates learners to bigger effort to develop their speaking skills.	1	0	0	0	0	100	It is individual but unfortunately, few students think so.
5.	I think that while speaking English at school, learners concentrate on fluency more than accuracy.	1	0	0	100	0	0	
6.	I think learners are creative and experiment with foreign language.	1	0	0	100	0	0	
7.	I think learners try to find ways how to understand the language without understanding every word while	1	0	100	0	0	0	

	communicating.							
8.	Learners use production techniques to maintain conversation flow in English in classroom as well as outside the classroom.	1	0	0	100	0	0	
9.	Learners use expressions that comply with the rules they have learned.	1	0	100	0	0	0	
10.	Learners take risks in language use even though they might make a mistake.	1	0	100	0	0	0	

Table 8b

	Statement	Subjects	a (%)	b (%)	c (%)	d (%)	e (%)	f (%)	g (%)	h (%)	i (%)	j (%)
2.	To improve my learners' speaking skills outside the classroom I do:	1	100	100	100	0	100	0	0	100	0	0

Table 9a

Learner Autonomy in Speaking Practice – Questionnaire for Learners – In General

	Statement	Subjects	SA (%)	A (%)	D (%)	SD (%)	Other (%)	
1.	It is necessary to practise constantly the development of speaking skills (in classroom as well as outside the classroom).	53	47,2	45,3	7,5	0	0	
3.	I look for my own ways to improve my speaking skills.	53	7,6	41,5	41,5	1,9	7,6	Repeating known phrases, teaching younger learners, speaking in front of

								the mirror, listening to songs in English.
4.	Being aware of the fact that speaking skills are important motivates me to bigger effort to develop my speaking skills.	53	22,6	62,3	13,2	0	1,9	Don't care.
5.	I think that while speaking English at school, I concentrate on fluency more than accuracy.	53	5,7	52,8	37,7	3,8	0	
6.	I think I am creative and experiment with foreign language.	53	7,6	45,3	43,4	3,8	0	
7.	I try to find ways how to understand the language without understanding every word while communicating.	53	28,3	64,2	7,6	0	0	
8.	I use mnemonics to remember vocabulary.	53	11,3	43,4	39,6	5,7	0	
9.	I use production techniques to maintain conversation flow in English in classroom as well as outside the classroom.	53	3,8	50,9	41,5	3,8	0	
10.	I use gestures while communicating in English – in classroom as well as outside the classroom.	53	13,2	34,0	45,3	7,6	0	
11.	I correct myself when I notice I made a mistake while speaking.	53	26,4	52,8	20,8	0	0	
12.	I use expressions that comply with the rules I have learned.	53	13,2	71,7	13,2	1,9	0	
13.	I provide the listener with examples when I see he/she does not understand.	53	20,8	47,2	32,1	0	0	
14.	I repeat what I want to express when I see that the listener does not understand (for example I restate what I mean in other	53	26,4	56,6	17,0	0	0	

	words).							
15.	I take risks in language use even though I might make a mistake.	53	9,4	58,5	30,2	0	1,9	Cannot make a mistake.

Table 9b

	Statement	Subjects	a (%)	b (%)	c (%)	d (%)	e (%)	f (%)	g (%)	h (%)	i (%)	j (%)
2.	To improve my speaking skills outside the classroom I do:	53	15,1	64,2	41,5	0	11,3	3,8	18,9	90,6	20,8	3,8 Music, Films.

Table 10a

Learner Autonomy in Speaking Practice – Questionnaire for Teachers – In General

	Statement	Subjects	SA (%)	A (%)	D (%)	SD (%)	Other (%)	
1.	I suppose learners think that it is necessary to practise constantly the development of speaking skills.	4	0	100	0	0	0	
3.	My pupils try to look for their own ways to improve their speaking skills.	4	0	25,0	75,0	0	0	
4.	I suppose that being aware of the fact that speaking skills are important motivates learners to bigger effort to develop their speaking skills.	4	25,0	50,0	0	0	25,0	It is individual but unfortunately, few students think so.
5.	I think that while speaking English at school, learners concentrate on fluency more than	4	50,0	25,0	25,0	0	0	

	accuracy.							
6.	I think learners are creative and experiment with foreign language.	4	0	25,0	50,0	0	25,0	Individual approach.
7.	I think learners try to find ways how to understand the language without understanding every word while communicating.	4	25,0	75,0	0	0	0	
8.	Learners use production techniques to maintain conversation flow in English in classroom as well as outside the classroom.	4	0	0	75,0	0	25,0	Learners are supposed to do so but not always they use it.
9.	Learners use expressions that comply with the rules they have learned.	4	0	50,0	25,0	0	25,0	Learners need to be forced to do so.
10.	Learners take risks in language use even though they might make a mistake.	4	25,0	75,0	0	0	0	

Table 10b

	Statement	Subjects	a (%)	b (%)	c (%)	d (%)	e (%)	f (%)	g (%)	h (%)	i (%)	j (%)
2.	To improve my learners' speaking skills outside the classroom I do:	4	75,0	75,0	75,0	0	75,0	0	25,0	50,0	25,0	0

SHRNUTÍ

Diplomová práce se zabývá tipy a radami pro efektivní učení jazyka, konkrétně se zaměřením na oblast mluvení v angličtině. Pojednává o učení obecně, to znamená o psychologii učení z pedagogického hlediska. Popisuje typy učení, strategie učení a styly učení, které spolu úzce souvisí. Dále se práce soustředí na efektivitu v učení jako na poměr mezi výsledky procesu učení a vynaloženým časem. Práce nahlíží do rámcového vzdělávacího programu pro střední školy považovaného za základní dokument pro střední vzdělávání. Dále se diplomová práce zabývá učením, které je dnes chápáno spíše jako konstruktivní, nežli pouze přejímání hotových poznatků. Práce pojednává o prostředí pro jazykovou výuku, které je také v centru zájmu současných pedagogů. V neposlední řadě práce popisuje významné principy v jazykovém učení, jako jsou například automatičnost, smysluplné učení, vnitřní motivace, atd. Konečně práce stanovuje charakteristiku dobré se učících jazyků a informuje o samostatně vedeném procesu učení v kontextu dovednosti mluvení.

Metodologie je zaměřena na výzkum a zahrnuje informace o pozadí uskutečněného výzkumu, jehož cílem bylo získat data o autonomii žáků v kontextu dovednosti mluvení. Kapitola dále stanovuje otázky výzkumu a popisuje proces výzkumu.

Po obecném úvodu do problematiky použité metodologie se práce soustředí na výsledky a komentáře jednotlivých otázek v chronologickém pořadí. Autor zde komentuje výzkum a jeho výsledky. Specifikuje, co mohou tyto výsledky signalizovat, jestli potvrzdily předpoklady nebo ne, a možné vysvětlení jevů. Nakonec se práce zabývá důsledky získaných výsledků. Jsou zde zahrnuty pedagogické důsledky, možná omezení výzkumu a návrhy na další výzkum.