

Appendices:

Appendix 1

The Common European Framework of Reference for Languages (CEFR)

Although, there are different classifications of language levels, the most widespread is provided by The Common European Framework of Reference for Languages (CEFR) that divides the levels into three categories, namely **basic user**, **independent user** and **proficient user**, each of which consists of two sub-categories. Basic user includes levels **A1** and **A2**, independent user **B1** and **B2** and proficient **C1** and **C2**.

The following part shortly introduces the six language levels as described in CEFR taken from Council of Europe Portal:

- A1** Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.
- A2** Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
- B1** Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

- B2** Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
- C1** Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expression. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
- C2** Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.

Teaching methods and approaches - overview

With English having become the lingua franca, the demand for it has increased and therefore the concept of language learning and teaching has dramatically changed over time. This part will briefly mention the historical development of the main teaching methods (for more see Harmer, 1988; Harmer, 1998; Richard and Rogers, 1986). Back in the nineteenth century foreign language learning was brought into school-curricula, which gave rise to the **Grammar-translation method** that focused on explanations of individual grammar points through translations from the students' first language to the target language and vice versa. At the end of the nineteenth century, the **Direct method** was formed in response to the restrictions of the Grammar-translation method. This method omitted translations, but held on to the importance of accuracy still realized on the sentence level. For users of the Direct method it is important to use exclusively the target language. At the beginning of the 20th century, in the 1920s and 1930s it was replaced by the **Audiolingual method** that was based on behaviourist theories and its stimulus-response-reinforcement model. It favours drills and its 'purpose was habit-formation through constant repetition of correct utterances, encouraged and supported by positive reinforcement' (Harmer, 2007, 64).

During the 1970s and 1980s four rather alternative methods, that are hardly ever used in mainstream teaching, appeared. They are namely **Community Language Learning**, **Suggestopedia**, **Total Physical Response** and **Silent way**. Community Language Learning brings to our attention that teachers are the facilitators of learning who help students with their expression. Suggestopedia discusses the importance of affect in language learning, while during a lesson that employs Total Physical Response students are required to move around the classroom and the Silent way lets students discover and create language as opposed to making them remember parts of lectures. In addition to their unorthodox nature, they are all student-centred (Harmer, 2007, 64-69).

So is the **Communicative Language Teaching (CLT)** whose main aim is developing one of the crucial competences – the communicative competence. People who acquired this competence use language for different purposes and are able to switch between registers in different settings with different participants and do not avoid communication due to their

limitations in the target language. CLT digressed from the earlier views on language teaching that emphasised the importance of grammatical competence acquired through mechanical habit formation, drills, memorizing, strict error avoidance and the deductive approach which provides students with explanations and practice as opposed to the inductive approach that promotes discovery learning (Richards, 2006, 4-23). CLT is based on the following assumptions: Firstly, effective 'learning is facilitated when learners are engaged in social interactions' (Richards, 2006, 22-23) that provide opportunities to negotiate meaning and to notice how language is used. Secondly, students must be exposed to relevant, purposeful, interesting and engaging content and must not be afraid of errors, which goes hand in hand with trial and inductive learning that is highlighted. Furthermore, CLT tends to focus attention on the learning process rather than on the final product which is always anchored within a given context. Last but not least, in the student-centred CLT classroom, students create their own paths towards the language due to their distinct motivations, interests and capabilities. Sensible teachers who see themselves as co-learners in these classes, notice individual differences and try to draw on them, which 'has led to an interest in action research and other forms of classroom investigation' (Richards, 2006, 22-26).

Nowadays, the tendency shifted towards the 'post-communicative era' and approaches including **task-based language teaching** (TBLT) as well as **content and language integrated learning** (CLIL). TBLT focuses on the authentic language use and on meaningful tasks (e.g. giving directions, visiting a doctor, making a phone call, etc.) using the target language. The focus here is on fluency (of the target language) rather than on accuracy. CLIL, on the other side, focuses on learning the content through foreign language (Didenko, Pichugova, 2016, 1-4).

Individual student characteristics

This part introduces the eleven participants of the action research. The first five students that are characterised in this section fall into the weaker group of students, whereas the rest belong to the stronger one. Students are characterised from the perspectives of their background, behaviour, preferences and performance with regard to the English language.

Student 1

This student is originally Ukrainian and he comes from a very strict family who demands great results and pushes him to a grammar school. However, his work ethic and his results in all subjects are average or below. He works in phases of being negligent of his duties and indifferent to his in-class performance on one side and trying hard with a lot of effort on the other after his parents put pressure on him. He is an easy-going boy who is well-liked among his classmates, often considered the ‘class clown’.

As for the English language he is below-average. He attempts to memorize rules and he tends to overuse them. He is also capable of learning vocabulary for an examination but he lacks confidence in his oral performance. Hardly ever does he understand spoken instructions and his listening skills are overall very poor. When provided with a dictionary, or another kind of support, typically translation of unknown vocabulary, he is able to produce a decent piece of writing and he can make sense of a written text. He definitely prefers to work in pairs or groups and he enjoys playing games and working with songs and videos.

Student 2

This student is originally Ukrainian as well and he is one of the three students that joined this class in the fourth grade. Together with the remaining two (who will be mentioned below), they have still been having problems to become integrated into the group, because they created an independent unit and do not allow anyone in. He inconspicuously teases and insults other students, but he shows a great degree of respect towards teachers and his parents. His performance across all subjects is very poor which goes hand in hand with his results.

Regarding English lessons, he is one of the weakest individuals in this group and, by extension, in the whole class. He mainly struggles with grammar, particularly tenses. He is unable to produce a satisfactory piece of writing and fails to understand almost any kind of spoken or written English. Furthermore, he lacks an adequate amount of vocabulary knowledge and thus he tries to avoid any kind of speech in the target language. He is more successful when provided with a Czech translation; English explanation does not help much. On a more positive note, he typically manages to meet his obligations such as homework. Even though he is not particularly fond of the English language, he likes to be successful and this feeling motivates him to go forward. He prefers to work in pairs or groups, since this way he gains more confidence; however, he tends to disturb others when collaborating with his friends.

Student 3

This student belongs to the group of the three students that joined this class in the fourth grade. He is generally a very quiet child who underperforms in every subject, Czech and English in particular. He apparently suffers from some learning disabilities, but since his former class teacher took the students' weaknesses into account without requiring a statement from the educational and psychological counselling centre, he does not possess any official documents.

During the English lessons he is usually inattentive and easily distracted and tries to avoid work. When necessary, he is able to memorize the subject matter, nevertheless the lack of comprehension is evident. Occasionally, he manages to learn a concrete fragment of language and apply it with success; however, he fails to interconnect the individual bits and pieces. He seems to struggle with all four language skills as well as language systems; however, writing tasks and vocabulary are definitely easier for him than the rest. In a pair work or groupwork he annoys his co-workers, but he feels more secure. Most of the time he requires translations into the Czech language as typically he is unable to put the desired meaning together.

Student 4

This student is the last from the already mentioned group of three that joined the class last year. She is a very lively, energetic and fearless child. She has a tendency to order her classmates around and her behaviour towards others is often fairly rude. Her results across the subjects are rather average particularly due to her careless home preparation and frequent lack of concentration.

Her results within the English lessons are altogether balanced. Her listening skills are at a good level, she understands instructions and often offers to translate them to her weaker classmates and she is able to express herself in both speaking and writing. When she struggles with reading it is mainly due to her poorer vocabulary. She is one of the few who are not afraid to answer any kind of question and she gets actively involved in the lessons. Nevertheless, she makes a lot of mistakes which I believe is caused by her need to do more things at the same time, thus she is always distracted by constantly playing with various objects or drawing pictures. She works much better when she is on her own since then she does not interrupt others by chatting with her group members.

Student 5

This student is extremely quiet and timid. Although she underperforms from time to time, she is able to force herself to work harder and improve quickly, possibly thanks to the supportive and stimulating family environment. Overall, she is very humble and dutiful. Since her classmate and best friend has fallen ill last year and is more absent than present, she has been even more reserved.

Regarding the English language, her results are average, but her work ethic is excellent. She always carries out all the assigned tasks, she never forgets to bring homework and she always prepares for tests. Her performance is stable as far as language skills and systems are concerned; however, as a shy person she does not feel confident speaking in front of others. She feels more secure working in pairs or groups. From time to time she has difficulties understanding spoken language including instructions, but she usually figures it out after a slower repetition or a proper demonstration.

Student 6

This student might easily be considered the weakest in the class. She is one of the students who originally started in the neighbouring class and was transferred at her parents' request. She is extremely weak in all subjects which is largely caused by her laziness and lack of responsibility.

In English her performance is catastrophic. Not only is she unable to understand the spoken language, but she is also incapable of reading in the target language with comprehension not to mention her results regarding speaking or writing. She does not respond well to any traditional

or unconventional methods, but she does not seem to even try. Irrespective of the number of times a certain subject matter is revised and practised, her understanding of it will be very little if any at all. She prefers pair work and groupwork to individual work, but she misuses it to chat with her friends and misbehave in general. Occasionally she decides to work harder; however, she only memorizes whole sections from a textbook or a workbook, which is not an ideal method in language learning.

Student 7

This student is one of the two that came last year from the parallel class. She is a shy and a very quiet girl who does not communicate much and hates to be the centre of attention. She belongs to the stronger students in this group and her performance in all subjects is quite balanced; however, from time to time she tends to be a little careless and inattentive. She gets easily distracted by her friend and frequent desk neighbour. They either chat together, send each other letters or draw pictures.

Regarding English, when she stays focused her results are very good. Her receptive skills surpass her productive skills, especially due to her shyness to speak in front of others. She definitely works better in a pair or in a group; however, she must be monitored carefully otherwise her pace of work decreases. Although she would definitely be capable of progressing faster, she does not seem to be bother with the slower pace of the lessons.

Student 8

This student is very dexterous and conscientious. She is very quiet and shy, but she excels in every subject. Unfortunately, her ill health prevents her from proper attendance since she spends most of the school year at home or in hospital.

Although she cannot attend school regularly, she manages to maintain her good grades. In English, for example, she is assigned with some homework and little projects that she brings when she is allowed to go back to school. Luckily, she is able to pick up new pieces of information in the target language very quickly, so she does not feel left behind. She is one of the advanced students and she manifests it in her balanced performance across all language areas. She hardly ever needs a Czech translation and if it happens, she does not hesitate to ask for clarification. She feels more confident working in pairs or smaller groups, yet she does well

on her own, too. Her only weakness is her often repeated absence and possibly her shyness that might stop her from producing the target language convincingly.

Student 9

This student is another one from the small group of stronger students. Her performance across subjects is above average with the exception of mathematics which she is not really fond of.

During English classes, she is very active, her hand is raised all the time in an attempt to answer questions her weaker classmates did not manage to. She is good at all four language skills, she has no problem with any of the language skills and moreover she is not afraid to improvise, therefore she is often capable of figuring out meanings she is not familiar with. She likes to explain vocabulary or grammar to her classmates and she loves to be assigned with writing literally anything on the blackboard. From time to time she seems to be bored, but the second she is given a new task, she becomes enthusiastic again. As far as pair work and groupwork are concerned, she performs better working on her own, otherwise she tends to disturb the lesson. Although her performance is very good, she does not feel the need to progress fast and is quite satisfied with her rather passive role.

Student 10

This student is one of a kind. She joined the class at the beginning of this school year after she had transferred from a different school due to personal reasons. She seems to have fit in quite well, although some students do not show much understanding of her behaviour.

This ten-year-old girl is possibly the most ambitious and motivated person I have ever come across. She has many hobbies and aspires to be the best at everything she does. According to a specialist, mentally she is about three years ahead of her peers and she indeed gives the impression of an adult person. She was also diagnosed with ADHD; however, her occasional manifestations of it feel rather pretended in order to draw attention to herself.

As for the English language, she was put into the weaker group, since in her previous school she was not attending a language class, thus it was assumed that her language level would not be very high. It turned out, though, she is one of the best in the group and that she could easily work in the stronger group. Right from the beginning she made sure that I knew she found the lessons too easy. At one point she even asked to be transferred to the other half since she wanted

to progress faster, so we started the preparation for her to catch up with the rest of the students, but eventually she decided to stay in my group.

It does not matter what activity I come up with, ninety percent of the time she expresses her dissatisfaction with the level of the task either orally or via a note she writes on a piece of paper, a mini whiteboard or her notebook.

Most of the time she does not care much for the joy of learning a foreign language, but she wants to move forward as much and as fast as possible. She gets bored during any revision or practice and she is not particularly fond of playing games. Every lesson she asks for a test or an examination and prefers it to be unannounced. She openly expresses her annoyance with her slower classmates and has a tendency to correct them. She welcomes homework and specifically asks for extra tasks in lessons.

Overall, her performance in the English language is great. She is good at all four language skills and her vocabulary and grammar knowledge are extensive. At times she struggles with proper pronunciation of some words or spelling. She is spontaneous and not afraid to improvise and ask for clarification. As I see it, she definitely prefers working alone or in groups with students she considers equal to herself in terms of their knowledge and abilities.

Student 11

This student was a big surprise for me and not in the most positive way, to be honest. Although I was informed about his condition, I could not imagine how severe it was until I taught the first lesson in this class. In compliance with a report from the School Counselling Centre, this student suffers from dysgraphia, ADHD, anxiety, lack of concentration and shows signs of autism. Apart from that he experiences frequent bursts of anger that significantly disrupt the lessons. He either yells at his classmates (whether he provokes the argument himself or not) or tries to explain why he cannot work and why he hates school. If his needs are not satisfied, he usually takes it amiss and hits things in his vicinity. His reactions must be handled gently with understanding since strict commands and bans are hardly ever effective in his case. He needs firm but gentle guidance with a broad range of activities that reflect his interests (possibly in computer games and superheroes). He works much better when he is under close supervision and for that reason, he would highly benefit from working with a teacher assistant who would devote his/her time exclusively to him.

In most subjects he is average or slightly above the average; however, he excels in English thanks to his favourite pastime – computer games that he plays on daily basis. He is the most fluent from the group and knows grammar and vocabulary that older students normally learn. He is brilliant at listening and speaking, but his reading and writing fall behind due to his learning disabilities.

Most of the time he tries to avoid work, because he finds it too easy, too boring or he is experiencing one of his anger bursts. As a teacher I must constantly make sure that he is on task, otherwise he immediately switches to do something he enjoys more. All in all, he is not fond of pair work or groupwork unless assigned with a ‘role’ he finds important or entertaining. Mostly he prefers to learn on his own and discuss his answers and ideas with the teacher. To win him over I often try to challenge him and make sure he wins over me, so that he stays motivated until the next time.

Colleague's observation sheet

Dear colleague, the purpose of this observation sheet is to discover how much the learners are engaged in my English lessons, so that I can make my teaching and their learning more effective.

I would appreciate if you could answer following questions with detailed comments.

- 1. Does the teacher manage to keep all learners busy throughout the lesson? If yes, how?**
- 2. How many learners seem to be engaged throughout the whole lesson?**
- 3. Does the teacher react to learners' individual needs** (e.g. Ss'slower/faster understanding, raising hands,...)?
- 4. Do any learners seem bored? How many?**
- 5. Does the teacher work with bored learners? How?**
- 6. What might be the reason for learners' boredom?**
- 7. Does the teacher acknowledge faster learners? If yes, how?**
- 8. How does the teacher work with the faster learners?**
- 9. Does the teacher provide faster learners with extra work?**
- 10. Does the teacher seem to involve learners according to their abilities?**

Jana, Magdaléna, Beáta

- 1. Do they actively participate in the lesson?**
- 2. Do they seem bored at any point of the lesson? If yes, when/during which activity?**

3. If they seem bored is it:

- a) at the beginning of the lesson during the revision part?
- b) during the reading practice?
- c) during the listening practice?
- d) during the writing practice?
- e) during the new grammar explanation?
- f) during games?
- g) when checking the answers?

4. When they finish before other learners do, do they get extra work? If yes, what kind of work?

5. How do they seem to feel about the extra work (if they get any)? How do they react to it? Describe what they do, how they (probably) feel, etc:

Thank you very much for helping me with my research.

Dotazník pro žáky

Milí žáci, účelem tohoto dotazníku je zjistit, co vás v hodině baví a co vás nebaví, které aktivity jsou pro vás složité, které naopak jednoduché, jestli si v hodině přijdete zapojení, či naopak. Zakroužkujte, prosím, nebo zodpovězte následující otázky.

1. Bavila tě dnešní hodina?

- a) bavilo mě všechno
- b) něco mě bavilo, něco mě nebavilo
- c) nebavilo mě nic

2. Které aktivity tě bavily? Oznámkuj je jako ve škole!

- a) práce s tabulkami 1 – 2 – 3 – 4 - 5
- b) práce s učebnicí 1 – 2 – 3 – 4 - 5
- c) opakování slovní zásoby 1 – 2 – 3 – 4 - 5
- d) hra 1 – 2 – 3 – 4 - 5

3. Byla pro tebe hodina celkově složitá? Proč?

- a) ANO
- b) NE

Pokud ano, proč? _____

4. Které aktivity pro tebe byly složité? A proč? Vyber a zdůvodni!

- a) opakování časů (věty podle papírků)
- b) opakování slovní zásoby (a loaf, a bar,...)
- c) cvičení v učebnici
- d) poslech v učebnici
- e) hra
- f) jiné: _____

5. Byla pro tebe některá aktivita snadná? A proč? Vyber a zdůvodni!

- a) opakování časů
- b) opakování slovní zásoby
- c) cvičení v učebnici
- d) poslech v učebnici
- e) hra
- f) jiné: _____

6. Připadal/a sis v hodině:

- a) hodně zapojený/á
- b) tak akorát zapojený/á
- c) občas nezapojený/á
- d) často nezapojený/á
- e) úplně nezapojený/á

7. Měl/a jsi pocit, že bys chtěl/a být v hodině zapojený/á více?

- a) ano
- b) ne
- c) jen někdy

8. Při které aktivitě jsi chtěl/a být zapojen/a více?

- a) při opakování časů s tabulkami
- b) při opakování slovní zásoby
- c) při práci s učebnicí
- d) při kontrole výsledků
- e) při hře

9. Nudil/a ses v hodině?

- a) ano
- b) ne
- c) trochu

10. Pokud ses nudila/a – při jaké aktivitě?

- a) při opakování starého učiva
- b) při práci s učebnicí
- c) při hře
- e) při vysvětlování nové látky
- f) při opakování slovní zásoby

11. Dopln větu:

V hodině mě nebavilo _____, PROTOŽE _____

12. Dopln větu:

V hodině mi chybělo _____, PROTOŽE _____

13. Dopln větu:

V hodině mě bavilo _____, PROTOŽE _____

14. Čím bys dnešní hodinu vylepšil/a?

15. Když zvládneš úkol rychleji než ostatní, dostáváš rád/a úkoly navíc?

a) Ano.

b) Ne.

16. Pokud úkol navíc nechceš, co po dokončení úkolu děláš (čím se zabavíš)?

17. Jakou známku bys mi dal/a za dnešní hodinu? A proč?

1 – 2 – 3 – 4 – 5

Proč? _____

18. Pracuješ raději sám/sama, ve dvojici nebo ve skupině? Proč?

19. Je dobré využívat v hodině kelímky, abyste ukázali, zda rozumíte nebo ne? Proč?

a) Ano, je to dobré.

Proč? _____

b) Ne, není to dobré.

Proč? _____

20. Baví tě při hodině nacvičovat a předvádět scénky? Proč?

a) Ano, baví.

Proč? _____

b) Ne, nebaví.

Proč? _____

21. Máš radši, když si můžeš vybrat sám/sama aktivitu, na které budeš pracovat nebo máš radši, když to za tebe vybere paní učitelka? Proč?

a) Rád/a si vybírám sama, protože

b) Mám rád/a, když vybere paní učitelka, protože

22. Dostáváš rád/a domácí úkol?

a) Ano, protože _____

b) Ne, protože _____

23. Bavilo by tě někdy část hodiny učit svoje spolužáky?

a) Ano, protože

b) Ne, protože _____

24. Pokud máš nějaké další připomínky k hodině (pozitivní i negativní), poděl se ☺

Děkuji za pomoc!

Appendix 6

LESSON PLAN

Class: 5.B

Level: A1

Number of learners: 10

Date: Jan 28, 2019

Time: 8:00 – 8:45

Overall aim: Learners can recognize countable and uncountable nouns in the field of food.

Time needed	Activity	Material and aids	What a teacher does (+ instructions)	What do learners do
2 min	T greets, presents the aim of the lesson, checks HW – Kristýna, Jura, Viki.	Ls' HW.	T greets, presents the aim and checks HW.	Ls listen, hand in their HW.
5 min	C and U nouns Ls get pictures of food and they have to find a classmate whose picture matches theirs to make pairs. T makes sure that it looks random, but a weaker S is paired up with a stronger S.	Cards with pictures of food	T distributes cards and monitors.	Ls mingle trying to find their partner.

8 min	<p>Matching</p> <p>Ls, in pairs, get a set of nouns (food) and their task is to decide whether they are C or U. Then they write the same on the blackboard.</p>	Set of nouns, piece of paper with two columns (C, U), blackboard, chalks	T distributes the material, monitors, checks.	Ls work in pairs dividing C and U to groups.
5 min	<p>Study focus</p> <p>T asks: ‘What does countable and uncountable mean?’</p> <p>Hopefully one of the Ls explains, T then summarizes.</p>	Blackboard, chalks, notes.	T asks a question and tries to elicit the answer.	Ls answer and listen.

3 min	Textbook 44/4b	Project 2 - textbook	T monitors, checks the answers, addresses Ls.	Ls work on the exercises and check them in pairs. Faster Ls help others.
3 min	45/5b	Project 2 – textbook, printed exercises	T monitors, checks the answers, addresses Ss.	Ls listen to the exercise, fill in the blanks and answer questions.
15 min	45/6 – listening – stronger Ls work with the exercise in the textbook (might get it photocopied as well), others work with an adjusted exercise. The outcome is the same. Ls listen to the recording at least twice. The outcome is the same for both groups.			

	T summarizes the lesson. In the remaining time T assigns homework.			
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Homework: Project 2 – workbook: 34/1,2

Problems anticipated / Contingencies:

- a) Ls with extra homework will not bring it.
- b) Ls will not be able to find their partners successfully and T will have to step in.
- c) Ls will not remember the issue of countability.
- d) Ls will find listening too difficult.
- e) Ls will protest against homework.
- f) Excessive lesson planning.

How the lesson went (you may use the other side of the paper):

I was pleasantly surprised that all the three learners who were supposed to bring their homework really brought it. Then, as I supposed, I had planned too many activities. Learners managed to get in the heterogenous groups; however, no learner was able to explain what countable and uncountable meant, therefore I had to do it. In order to manage to do the listening task, I decided to skip exercise 44/4b and proceeded to 45/5b and then the listening task.

Nevertheless, I managed to differentiate several tasks, which contributed to a smoother course of the lesson. At first, I created heterogenous pairs/groups, since we dealt with a relatively new topic and I wanted to make sure that all the weaker learners would not get lost. Then I focused on differentiating the listening task. I found the one in the textbook quite demanding for the weaker learners, and so I decided to create an easier version for them.

I believe the results were quite satisfying.

Jana

- She seemed to be quite positive.
- The subject matter was quite new to her; therefore, she was not bored.
- She raised her hand all the time and looked very satisfied when she was called on.

Magdaléna

- She seemed okay.
- She seemed involved.
- She did not look bored.
- She raised her hand from time to time.

Beáta

- Not present in the class.

Václav

- He seemed exceptionally okay as opposed to his usual behaviour.

Listening – adjusted exercise

Carl

For lunch I usually have a _____. I usually have _____ in my sandwich. I like beef and _____.

I have an _____, too. I drink _____.

Sally

For lunch I have a _____. I have tomatoes and _____ in my salad. I usually have an _____, too, or sometimes cheese. I drink _____ with my lunch.

Hiro

I always have _____ for lunch. I have _____ or chicken with my rice. I normally have _____, too. I drink _____.

Teacher's journal

1. How did the lesson go overall?

I was surprised how well the lesson went. Of course, there were some weaker moments; however, in general the learners did not seem bored, they seemed engaged, raised their hands, tried to answer all the time.

2. What parts of the lesson/activities went well?

I believe the listening activity went very well.

3. Why did they go well?

Firstly, it was well prepared, I worked on it in advanced. Secondly, I differentiated it - I tried to facilitate learning for the weaker learners, which resulted in stronger learners feeling more challenged and motivated.

4. What parts of the lesson/activities went wrong?

The part where learners where supposed to recall what they knew about countability. I underestimated it, because I expected the stronger learners to take the lead, but it turned out, it was such a new piece of information that they had not managed to absorb it.

5. Why did they go wrong?

The subject matter was still not hundred percent clear to everyone.

6. How many learners seemed to be engaged throughout the lesson?

I would say that all of them, with occasional moments when they did not pay attention.

7. Were there any bored learners? If so, what is the probable reason behind that?

The stronger learners do not like when they have to wait for others to answer.

8. Did I differentiate any tasks or did everyone follow the same plan?

I differentiated the listening task.

9. Did I hand out any extra tasks? Why?

Yes, to one of the stronger learners, because she was faster than others and demanded more work.

10. What could I improve about this lesson?

Next time, I have to realise that I do not need too many activities.

11. What did I learn from today's lesson for my future teaching practice?

Do not prepare too many exercises. Do not rely on learners' knowledge. Differentiate as much as possible.

12. What would I do in the same way?

Putting learners in pairs/groups. Listening.

13. What would I change?

The delay times.