

CONTENTS

LIST OF ABBREVIATIONS	3
LIST OF FIGURES.....	3
LIST OF TABLES	3
LIST OF APPENDICES	3
FOREWORD	4
1 INTRODUCTION.....	5
1.1 Aims and objectives	5
1.2 Scope	5
1.3 Relevance to TEFL at Charles University.....	6
2 METHODOLOGY	7
3 HISTORICAL PERSPECTIVE	7
3.1 Linguistic Theses from the Postwar Period until the Present (1996) and Linguistic Diploma Theses between 1995-2003 (2004)	8
3.2 Description of the departments at CU and UQ.....	9
3.2.1 Charles University – Department of ELT Methodology.....	9
3.2.2 University of Queensland – “Department of ELT Methodology”	10
3.3 Basis for comparison	12
4 THE LIST OF CU TEFL THESES.....	13
4.1 Methodology	13
4.2 Chronological list of CU TEFL theses: 1946-2008	14
4.3 Annotations of TEFL theses at CU between 1946-2008: Methodology	17
4.4 Annotations of CU TEFL theses between 1946–2008.....	18
4.5 Prize of Vilém Mathesius: Best student diploma theses awarded by Foundation of Vilém Mathesius for development of Anglo-American studies in Prague	32
4.5.1 General information	32
4.5.2 The list of awarded students (and their theses) in the field of ELT Methodology between 2000-2008	33
5 THE LIST OF UQ TEFL THESES.....	34
5.1 Methodology	34
5.2 Chronological list of UQ TEFL theses: 1994-2009	35
6 THE QUANTITATIVE AND QUALITATIVE ANALYSIS OF THE BIBLIOGRAPHIC DATA – COMPARATIVE PART	37
6.1 The factors of the teaching process	37
6.2 Charles University: TEFL theses between 1946-1993.....	40
6.2.1 Aims/Objectives	40
6.2.2 Subject Matter	40
6.2.3 Teaching methods, approaches, techniques	41
6.2.4 Teaching materials	41
6.2.5 Teaching conditions	42
6.2.6 Learner	42
6.2.7 Teacher and pedagogical aspects	42
6.2.8 Summary of sections 6.2.1 – 6.2.7	43
6.3 Charles University: TEFL theses between 1994-2008.....	44
6.3.1 Aims/Objectives	44
6.3.2 Subject Matter	45
6.3.3 Teaching methods, approaches, techniques	45
6.3.4 Teaching materials	46
6.3.5 Teaching conditions	47

6.3.6	Learner	47
6.3.7	Teacher and pedagogical aspects	47
6.3.8	Summary of sections 6.3.1 – 6.3.7	48
6.5	University of Queensland: TEFL theses from 1994-2008	49
6.5.1	Aims/Objectives	49
6.5.2	Subject Matter	50
6.5.3	Teaching methods, approaches, techniques	51
6.5.4	Teaching materials	51
6.5.5	Teaching conditions	51
6.5.6	Learner	51
6.5.7	Teacher and pedagogical aspects	52
6.5.8	Summary of sections 6.5.1 – 6.5.7	52
6.6	UQ supervisors and the language of the TEFL diploma theses between 1994-2008	53
6.7	References in TEFL theses: CU versus UQ	53
6.8	Comparison of CU and UQ TEFL theses topics between 1994-2008	54
7	COMPARISON OF CZECH AND AUSTRALIAN MA THESES GUIDELINES: CU versus UQ	58
7.1	Flexibility	59
7.2	Structure	60
7.3	Academic integrity	61
7.4	Conformity	62
7.5	Thesis marking	63
7.6	Summary: Which points of CU guidelines could be improved on the basis of the comparison in sections 7.1-7.5	64
8	RECOMMENDATIONS FOR THE DEPARTMENT AT CU	65
9	CONCLUSION	68
10	RESUME	73
11	BIBLIOGRAPHY	Chyba! Záložka není definována. 86
11.1	Primary sources	Chyba! Záložka není definována. 86
11.1.1	Diploma theses	Chyba! Záložka není definována. 86
11.1.2	Books	Chyba! Záložka není definována. 86
11.1.3	Internet	Chyba! Záložka není definována. 87
11.2	Secondary sources	Chyba! Záložka není definována. 87
11.2.1	Articles in a book	Chyba! Záložka není definována. 87
11.2.2	Books	Chyba! Záložka není definována. 87
12	APPENDICES	Chyba! Záložka není definována. 89

LIST OF ABBREVIATIONS

CALL	Computer Assisted Language Learning
CBI	Content Based Instruction
CLIL	Content and Language Integrated Learning
CU	Charles University
ELT	English Language Teaching
ESL	English as a Second Language
FL	Foreign Language
FLT	Foreign Language Teaching
TEFL	Teaching English as a Foreign Language
UQ	University of Queensland - Australia
TESOL	Teaching English to Speakers of Other Languages

LIST OF FIGURES

Figure 1	The factors of the teaching process
Figure 2	CU theses 1946-1993
Figure 3	CU TEFL theses language trend over time
Figure 4	CU TEFL theses referencing style 1994-2008
Figure 5	UQ TEFL theses referencing style 1994-2008
Figure 6	CU TEFL theses 1994-2008 by topic
Figure 7	UQ TEFL theses 1994-2008 by topic

LIST OF TABLES

Table 1	CU theses between 1946-1993
Table 2	CU theses between 1994-2008
Table 3	UQ theses between 1994-2008

LIST OF APPENDICES

Appendix A	Guidelines for thesis writing: The University of Queensland, Australia
Appendix B	Guidelines for thesis writing: Charles University, Prague
Appendix C	Chronological list of CU TEFL theses
Appendix D	Chronological list of UQ TEFL theses
Appendix E	Numerical data for references at CU and UQ

FOREWORD

The study of English Language Teaching (ELT) Methodology at Charles University (CU) in Prague has a rich history dating back to 1946 when the first TEFL thesis is officially recorded. It cannot be excluded that teaching ESL at university level was not taught before the World War II, however, evidence for that is not readily and publicly available. As a mandated requirement of Master students at CU, there is a long-standing tradition for the procurement of an original research work in the form of a thesis in the student's final year of study. However, to ensure the continued international recognition of excellence within this field of study, it is necessary that CU is adapting to the changes within its field of expertise in step with other international institutions.

To achieve this, this study will therefore conduct a comparative study between the state funded Department of English Language and ELT Methodology at the European historical Charles University and the modern privately and state funded Australian University of Queensland. It should be noted that this work is to a certain degree an extension and elaboration of the previous works by Michaela Karpíšková in her thesis *The Linguistic Theses from the Postwar Period until the Present* (1996) and Lenka Slunečková *Linguistic Diploma Theses between 1995-2003* that is an appendix to M. Karpíšková's work (2004). For maximum benefit from the present thesis, the findings should also be considered in context with Karpíšková's and Slunečková's previous works.

To shed light upon the terminology related to ELT, one might encounter various terms, i.e. *pedagogy*, *methodology*, and *didactics*. Průcha (1997: 14) mentions that the Czech word "pedagogy" is of Latin origin; therefore it has its equivalents in other languages as well. However, the English term "pedagogy" has a different meaning, i.e. "educational science/sciences" (Průcha 1997: 24). Thus in the USA, Great Britain, Canada, and Australia, the term "educational science" is employed.

Hendrich et al. (1988: 19) discuss the terms "methodology" and "didactics". "Methodology" originates from a Greek word *methodos* meaning "the way to the target". The term is particularly employed to describe the activity procedure or it provides instructions how to conduct the activity.

As for "didactics", the term originates from a Greek word *didaktikós* meaning "familiar with teaching, capable of teaching". The issues of didactics were first systematically described by Comenius in his *Didactica magna*. At present, "didactics" is a part of "pedagogy" and it represents a discipline dealing with general theory of teaching and education. Thus, it is concerned with principles, aims, content, teaching

principles, organisation forms, teaching methods and techniques as well as means of teaching and education, taking into consideration learner's learning (Hendrich et al. 1988: 20).

1 INTRODUCTION

1.1 Aims and objectives

The primary focus of this study is to identify learning opportunities at the Department of English Language and ELT Methodology at the historical Charles University in Prague. This will be achieved by conducting a contrasting and comparative study with the modern and relatively new department of ELT Methodology/TESOL at the University of Queensland in Australia.

The secondary objective of the study is to further the ELT thesis writing culture at Charles University by cataloging and auditing past theses so that future students can more easily and efficiently identify new areas for research and take advantage of the foundations laid by previous students. As an incidental bonus, it is the intention of the author that by identifying strengths and weaknesses in Charles University ELT thesis culture, that the leading and long tradition of English linguistics (together with ELT Methodology) at CU can continue to enjoy a globally recognised high standard of education and research. The deliverables of this objective will be materialised in the form of an electronic abstract catalogue of Czech theses at CU for the use of future students.

1.2 Scope

This study will be restricted to consider only TEFL MA theses written between 1946-2008 at the Department of English Language and ELT Methodology at Charles University in Prague and TEFL theses written between 1994-2009 at the University of Queensland, Australia. However, for the intended comparison only TEFL theses from both universities from 1994-2008 will be considered, as this period appears to be the intersection.

The objectives of the study are to be achieved via a comparative analysis of both universities guidelines for writing a thesis and all topics that have been submitted.

Bibliographic data of Prague theses, such as its supervisor, a call number, author and language of the dissertation will also be processed for statistical comparison. Additionally, an annotation of each Prague TEFL thesis will be provided.

This study is marginally concerned with the number of the pages of the theses (see Appendix E) and number of references, but it is not concerned with the final mark of the theses. This study makes no assessment on the quality and style of authors' writing, errors or misprints, but is rather aimed at identifying broader historical trends of Charles University TEFL theses. This study is not concerned with PhD theses; it strictly focuses on MA TEFL theses only.

1.3 Relevance to TEFL at Charles University

Although the field of study is restricted as per definitions in section 1.2, the findings of this study are relevant to the theses writing culture at CU for two primary reasons.

Firstly, as within most organisations with an extended history of excellence a certain danger exists that a culture of complacency can occur if opportunities to adapt to a changing environment and international standards are not recognised. To avoid this, it is therefore essential to periodically catalogue and conduct an audit of the culture and research conducted in the field of ELT Methodology at CU, and to compare these findings with other academic institutions so that a high standard of excellence in education and research can be maintained into the future.

Secondly, the following study is relevant to the field of TEFL at Charles University as by cataloging the research theses of past students in an easily accessible format, future students are more likely to avoid academic redundancy by repeating the work of previous students. However, it can happen that two or more works on the same topic can reveal different findings or confirm identical results. Additionally, future students are more likely to build upon the work of previous students establishing a better foundation for multi-generational topical research. This naturally benefits the reputation of CU as more insightful and in depth academic works can be completed.

2 METHODOLOGY

To complete the aims and objectives outlined in section 1.1, the study will be divided into two phases.

In phase one, a review of the works conducted by Michaela Karpíšková and Lenka Slunečková will be given from their theses entitled, *The Linguistic Theses from the Postwar Period until the Present, 1996* and *Linguistic Diploma Theses between 1995-2003* (appendix to M. Karpíšková, 2004). These works are the backbone of the present study and provide a foundation for the present findings. The significance of these theses is best realised when considered in conjunction with Karpíšková's and Slunečková's own works. Chapter 3 will be dedicated to their significance.

Subsequent to the review of Karpíšková's and Slunečková's theses, their work will be extended by cataloging linguistic theses in the field of ELT methodology at CU between 1946-2008 in a uniform format. Abstracts of these theses will be chronologically ordered and included in this study and as a key deliverable of this work, will be made available in electronic format to future students. As it was not mandated that an abstract had to accompany submitted thesis at CU until 2000, a brief abstract will be constructed by the author of this study for inclusion in the final catalogue.

In addition to cataloging theses, data pertaining to subject, bibliographic data of CU TEFL theses, such as its supervisor, a call number, author, number of references, and language of the dissertation will also be processed for statistical comparison to identify changing trends over time. This will assist in identifying areas of strength or for improvement. Statistical comparison with the Australian UQ will also be conducted.

Phase two of this study will compare the theses writing guidelines released by CU and UQ for the writing of theses by ELT linguistic MA level students. These guidelines will be characterised into five categories, i.e. flexibility, structure, academic integrity, conformity, and thesis marking. For comparative purposes, each category will be rated as exemplary, functional or dysfunctional. The findings of this comparison will be used for drawing conclusions about the health of research of ELT at CU as well as for identification of learning opportunities for the future.

The reasons for selecting UQ as a point of comparison with CU will be outlined in chapter 3.

3 HISTORICAL PERSPECTIVE

In the present chapter, a summary and review of the aforementioned works by Michaela Karpíšková and Lenka Slunečková will be given. In addition to this, short history of the Department of ELT at CU and UQ will be provided in order to explain the benefits of comparing these two academic institutions.

3.1 Linguistic Theses from the Postwar Period until the Present (1996) and Linguistic Diploma Theses between 1995-2003 (2004)

In 1996 Michaela Karpíšková from CU released her thesis entitled *The Linguistic Theses from the Postwar Period until the Present, 1996*. The primary source of information for Karpíšková's thesis was a catalogue of linguistic MA theses from the Library of English and American studies at CU. The catalogue reflects the factual physical state of the fond of linguistic theses in the library. From the catalogue cards, the following information was sourced: the name of the author, the complete thesis title, the thesis call number, and the year of the thesis. Based on the data, the research continued and the following information was collected: the language of the thesis, the thesis discipline, key words deduced from the thesis, and the supervisor if mentioned.

Thus, Karpíšková sought to analyse the bibliographic information quantitatively and qualitatively, i.e. the individual diploma theses disciplines, their topics, time periods and their supervisors.

In her explanatory part, she created seven registers according to a different key, i.e. author register, discipline register, register of key-words, register according to the year of theses origin, register of theses call numbers, register of supervisors and register of theses names. Karpíšková's work is significant because it is the first organized and comprehensive work in the field of description of the history of English linguistics at CU. The total number of linguistic diploma theses reaches 486.

Slunečková's appendix to Karpíšková's diploma thesis completes the list of linguistic theses until 2003 in the same style as Karpíšková. However, Slunečková, who completed the appendix during her PhD studies, does not deal with the linguistic theses in such an extensive scope as Karpíšková. However, Slunečková's contribution has been used to source the TEFL theses names, their authors and supervisors, call numbers and years of origin for the present study.

As for correctness of the appendix compiled by Slunečková, no insufficiencies have been detected.

One might object that without extending upon Karpíšková's and Slunečková's catalogues of theses, the opportunity to take advantage of these is limited because there would not be a connection to the present. Therefore, the present study will be an extension and elaboration of Karpíšková's and Slunečková's works

in the sense that the names/topics of TEFL theses written at CU will be sourced from these two previous works and the data will be processed subsequently as was mentioned in section 1.1.

3.2 Description of the departments at CU and UQ

Regarding sections 3.2.1 and 3.2.2, these will source predominantly from the Internet websites of the universities and their departments, as the online information is considered the most up-to-date.

3.2.1 Charles University – Department of ELT Methodology

Charles University in Prague was founded in 1348 and is one of the world's oldest universities. Today it has 17 faculties (14 in Prague, 2 in Hradec Králové and 1 in Plzeň), 3 university institutes, 6 further centres for educational, scientific, research, development and other activities or for provision of information services, 5 university-wide special facilities and the Rectorate as the administrative centre of the whole university.

The university has more than 7,500 employees, 4,000 of these being academic and research staff. Over 51,000 students are studying at CU (which is roughly a sixth of all students in the Czech Republic), in more than 300 accredited degree programmes and 660 study disciplines. More than 18,000 are studying in bachelor's programmes, 25,000 in master's programmes and more than 7,000 in doctoral programmes. Over 6,000 students are from abroad. The status of Charles University can also be characterized by its income, which is roughly 8 billion Czech crowns per year. 45% of this amount comes from educational funding, 29% from competitive research grants, and 26% is its own income.¹

Charles University is one of the world's top universities, a fact that has been confirmed repeatedly by the international university rankings. According to Academic Ranking of World Universities (ARWU, 2010), which evaluates 2,000 universities, Charles University was placed in the top 300 out of the total of 17,000 universities and colleges.²

Charles University is therefore among the 2% of the best universities and the 100 top European universities. It is the only Czech institution of higher education to be placed in the published list of 500 universities.³

As for the Department of English Language and ELT Methodology,

The Department of English Language and ELT Methodology came into being as one of the two successional departments of the original Department of English and American Studies and is an heir to the more than a century-old tradition associated with the name of the founder of Czech English Studies and Czech English-oriented linguistics, **Vilém Mathesius** (1882-1845). Prague English linguistics is closely related to the activities of the **Prague Linguistic Circle**, initiated by Mathesius and associating a number of important local and foreign personalities including Roman Jakobson, Sergei Kacevskij, Nikolai Trubetzkoy, Jan Mukařovský, Bohuslav Havránek, Vladimír Skalička and many others. The essential theses and methods of the Prague Linguistic Circle, formulated in 1929 and outlining the “Praguian” approach to linguistic issues, and the people advocating them soon came to be called the Prague School. The Prague Linguistic School and its functional structuralism represent one of the three main streams of European structuralism in the first half of the 20th century. The Prague English Department could rightly boast of such great linguists and Circle members as

¹ <http://www.cuni.cz/UKENG-7.html>

² <http://www.arwu.org/Institution.jsp?param=Charles%20University%20in%20Prague>

³ <http://www.cuni.cz/UKENG-7.html>

Bohumil Trnka, Ivan Poldauf and Jiří Nosek. At present this tradition is carried on by **Libuše Dušková**⁴, author of the only comprehensive academic grammar of English ever published in this country (Mluvnické současné angličtiny na pozadí češtiny, Praha, Academia 1988). Prof. Dušková has also informed the current study and research programme of the Department and has prepared dozens of Czech specialists in English linguistics, including most of her present co-workers.⁵

As for ELT Methodology, in the 1970s the instructor was **Jiřina W. Dunovská** (Karpíšková 1996: 129). At present the tradition of the Prague School is carried on by **Jarmila Mothejzиковá**, author, co-author, reviewer and consultant of various English textbooks, monographies, seminars and media projects. Doc. Mothejzиковá is a lecturer of TEFL seminar for MA and PhD students at the Department; she supervises diploma as well as dissertation works in the field of TEFL.⁶

Overall, **teachers** at the Department have always been predominantly of Czech origin⁷ and the development of English and American Studies was always closely connected with the political climate and with the main cultural changes which took place in this country.

As for **testing** of students' knowledge or skills at CU, the CU Study and Examination Regulations (2006) state that students are examined orally as well as in writing. There are six types of testing, i.e. a) a colloquium, b) a credit, c) a paper, d) a classified credit, e) an examination and f) a combination of forms a) to e). An examination can be oral, written, practical or combined.

A credit is marked "pass" or "fail", an examination "excellent", "very good", "good" or "fail".⁸

3.2.2 University of Queensland – "Department of ELT Methodology"

The University of Queensland, also known as UQ, is a public university located in Brisbane, Australia.

Founded in 1909, it is the oldest university in Queensland and the fifth in the nation. Today it has 7 faculties, 8 university institutes, and 168 further centres for educational, scientific, research, development and other activities or for provision of information services.⁹

The university has more than 6,300 employees; 2,623 of these belong to academic and 3,677 to general staff. Over 43,731 students are studying at UQ; moreover, 10,465 students come from more than 134 countries in the world. There are over 370 degree programmes and 5,600 courses.¹⁰

The status of UQ can also be characterized by its income, which was \$1,160 million for 2008¹¹ (approximately 20 billion Czech crowns).

⁴ To see brief bibliographies of the significant Czech specialists mentioned, it is recommended to draw one's attention to Karpíšková's thesis (1996: Appendix).

⁵ <http://uajd.ff.cuni.cz/en/node/11>

⁶ <http://uajd.ff.cuni.cz/mothejzikova>

⁷ <http://uajd.ff.cuni.cz/konzultace>

⁸ www.cuni.cz/UK-2535-version1-02UK4zUZ.doc

⁹ <http://www.uq.edu.au/about/fast-facts>

¹⁰ <http://www.uq.edu.au/study/index.html?page=965>

¹¹ <http://www.uq.edu.au/about/fast-facts>

According to ARWU (2010), the University of Queensland was placed in the top 150 (101-150 to be more specific) out of the total of 17,000 universities and colleges.¹² Therefore, UQ is ranked number 2 in Oceania.¹³

As for the Department of English Language and ELT Methodology, at UQ there is not a completely equivalent workplace to CU. ELT Methodology is taught predominantly at the School of Education,

which is one of the most productive and high profile schools of education in Australia with a large number of students from Australia and overseas. The teaching of education at the University began in 1945. The Faculty of Education was established in December 1949 and grew to be one of the largest in the University. In 1997 the School of Education became part of the new Faculty of Social and Behavioural Sciences.¹⁴

According to Kong (1994), the discipline commenced to be taught at UQ in 1994. Apart from the School of Education, two other departments are engaged with TEFL marginally, i.e. the School of English, Media Studies and Art History and the School of Languages and Comparative Cultural Studies. Therefore merely the School of Education will be discussed further.

Regarding ELT methodology, preferably called TESOL at UQ¹⁵, at present the key person engaging with TESOL at UQ is **Prof. Richard Baldauf**.

Professor Dick Baldauf is an applied linguist who teaches in the area of TESOL. His research interests centre around language, culture and education, particularly in the Pacific basin, including language and language-in-education policy and planning as it relates to teaching English to speakers of other languages (TESOL), community languages education and generally to second language learning, maintenance and teaching. He is also interested in scientometrics - the way language effects publication, higher degree research supervision and in research methodology. In 2007 he was one of three recipients of the UQ Higher Degree Excellence in Supervision award. Prof. Baldauf commenced teaching at UQ in 2003.¹⁶

Overall, **teachers** at the School of Education have always been predominantly Australian or international.¹⁷ Therefore, the teachers are either native speakers of English or speakers of ESL.

As for **testing** of students' knowledge or skills at UQ,

more than one form of summative assessment must be used in a course (e.g. essay, oral presentation, written examination, multiple choice examination, journal article, laboratory report, literature review, practical performance). A thesis and other large forms of assessment (e.g. designs and inquiry based projects) are regarded as including multiple forms of assessment.¹⁸

¹² <http://www.arwu.org/Institution.jsp?param=Charles%20University%20in%20Prague>

¹³ http://www.webometrics.info/top100_continent.asp?cont=oceania&zoom_highlight=University+of+Queensland

¹⁴ <http://www.uq.edu.au/education/school>

¹⁵ www.ict.e.uq.edu.au

¹⁶ <http://www.uq.edu.au/uqresearchers/researcher/baldauf/rbj.html>

¹⁷ <http://www.uq.edu.au/education/academic-staff>

¹⁸ <http://www.uq.edu.au/hupp/index.html?page=25109&pid=25108>

The grading system follows:

High Distinction (7) – Distinction (6) – Credit (5) – Pass (4) – Fail (3, 2, 1).¹⁹

3.3 Basis for comparison

Based on sections 3.2.1 and 3.2.2., there are a number of contrasting features between CU and UQ. CU is publicly funded, while UQ is dually publicly and privately funded with fees costing up to \$8,400, i.e. approximately 147,000 CZK per semester.²⁰ However, the fees for undergraduate programmes depend on the degree, e.g. Bachelor of Law is more expensive than Bachelor of Arts. As for the funding gap, UQ's yearly revenue is roughly 2.5 times higher than CU.

Additionally, CU has been in existence for some 560 years longer than UQ. UQ although more than 500 years younger, is rated approximately 150 ranks above CU. UQ is based in a native English speaking country and caters for a large number of domestic and international students from the Asian region, whereas UQ teachers are of Australian or international origin as well. In contrast, CU teachers and students are predominantly of Czech origin and non-fee paying.

Naturally, these differences will result in some irreconcilable differences, some perhaps due to the funding gap between universities, and the others due to cultural differences.

Cultural differences involve relative homogeneity of teachers and students at CU, while UQ environment is considered heterogeneous and multicultural.

The discipline of ELT Methodology (TESOL) commenced to be taught at UQ in 1994, whereas the Department of English Language and ELT Methodology at CU commenced its tradition in the first half of the 20th century.

As for the testing and grading system, these also differ. There are no oral examinations at UQ (apart from oral presentations) while at CU students are still examined orally. The grading system at UQ is sevenfold (High Distinction to Fail), whereas CU operates with four grades (Excellent to Fail).

¹⁹ *ibid.*

²⁰ http://www.uq.edu.au/study/program.html?acad_prog=2042

However, as both universities are globally acknowledged for their high standard of excellence, the comparison particularly in terms of the modern and new UQ with the old and traditional CU is likely to expose a number of points of interest and opportunities for reflection.

For these reasons, these two universities have been selected for comparison to achieve the purposes of the present study. Certainly, it would be of benefit to include further institutions in this comparison, but due to understandable restrictions in time and resources, this was presently not possible.

4 THE LIST OF CU TEFL THESES

4.1 Methodology

The information for this section was collected as explained in chapter 3.1, i.e. the theses topics between 1946-2003 were sourced from Karpíšková's and Slunečková's works. The data after 2003 (until 2008) was collected from the CU Department website²¹, whereas only TEFL MA theses have been considered.

Section 4.2 contains seventy-nine names of CU TEFL theses together with the year of origin as the list is organised chronologically. However, if the year coincided, the call number was critical for ordering the theses. To see the complete list with theses supervisors and call numbers, it is recommended to draw one's attention to Appendix C.

²¹ <http://uajd.ff.cuni.cz/diplomky>

4.2 Chronological list of CU TEFL theses: 1946-2008

- 1946 Vocabulary in English textbooks
- 1952 Teaching English grammar in our schools
- 1965 English textbook overview from J.V. Sládek period till 1960 with focus on secondary school textbooks
- 1966 The function of illustration in English textbooks
- 1969 Language meaning and its interpretation via a picture
- 1970 Teaching English to children 14 years and under
- 1971 Teaching English articles to students whose first language contains no articles
- 1976 Linguistic and methodological principles of the compilation of the Audio-Oral programme for ELT: Pronunciation and intonation
- 1984 The analysis of teaching material for ELT at grammar schools
- 1984 Teaching English to hearing impaired students
- 1984 Effective methods in English language teaching
- 1985 The Level of Writing of Secondary Grammar School Pupils
- 1985 The Audio-Visual method in the new conception of primary ELT
- 1986 Methods of ELT
- 1987 Age categories of learners and ELT
- 1987 Theoretical and Practical Aspects of FLT
- 1987 ELT at Language Schools
- 1988 Activisation-motivating methods in ELT
- 1988 The New Conception of ELT at Secondary Schools
- 1988 The Function of the Text in English Language Teaching
- 1988 Development of ELT at Basic Schools in Czechoslovakia since 1945
- 1988 The New Conception of ELT at Secondary Schools

- 1989 FLT and J.A. Komenský
- 1990 Teacher's Personality and Motivation in Leisure Time FLT
- 1990 The Function of the Picture in ELT
- 1991 Psychological aspects in ELT
- 1991 Popular and rock music in ELT
- 1991 Humour as Effective Motivation in ELT
- 1991 The Methods of ELT
- 1991 Motivation in ELT
- 1991 Video in ELT
- 1991 Motivation for ELT at secondary schools
- 1991 Contemporary American methods in teaching ESL and Czechoslovak attitude to this field
- 1991 Testing oral performance in ELT
- 1991 Comenius's system of FLT and contemporary Anglo-Saxon FLT
- 1992 Contemporary conceptions in ELT in Czechoslovakia
- 1993 The Present Methods and Techniques of Teaching English to Pre-school Children in the Czech Republic and the Description of FLT System at Waldorf Schools
- 1993 The Development of Testing English after the World War II
- 1993 Psychological aspects of teaching adults English
- 1993 Principles of Compilation of Optimal English Textbooks for Secondary Schools
- 1993 ELT in Differentiated Classes and Problems related to Classification at the Second Degree of Basic School
- 1993 Interference in ELT
- 1993 Learner Motivation to ELT (Age Category of 14-17 Years)
- 1993 Testing from the learner's point of view
- 1993 Video in ELT at the Second Degree of Basic Schools
- 1993 Psychological Aspects of ELT to Adults

- 1993 A Pre-school Child as a Foreign Language Learner
- 1994 Interference in ELT
- 1994 ELT and pre-school children
- 1994 The status of ELT at second degree of basic schools
- 1994 The Factors of Foreign Language Teaching
- 1994 The game in ELT and children aged 5-9 years
- 1994 The issues of the English pronunciation and possibilities to correct it in secondary school pupils
- 1994 ELT in Czechoslovakia after 1918
- 1995 The analysis of the present methods in FLT
- 1995 Teaching reading comprehension
- 1995 Games as a valuable technique in English teaching
- 1995 Language aspects of remedial education of Czech and English aphatics
- 1996 The adult learner in the process of ELT/FLT
- 1996 Teaching writing at grammar schools
- 1997 Dramatization in ELT
- 1997 FLT at secondary schools during the period of the First Republic
- 1998 Dramatical activities as activation technique in ELT
- 1999 The issues of teaching listening and pronunciation in ELT of an older learner (the Audio-Lingual method)
- 2000 The Confrontation of the Communicative Method in ELT with the Grammar-Translation Method Used in the Czech Republic
- 2000 The alternative aspects of education and their application in ELT
- 2003 A Portrait of Louis George ALEXANDER. His contribution to the Theory and Practice of the FL Textbook.
- 2003 The methods of teaching the English temporal system at our secondary schools
- 2003 Student-Centered Teaching of Literature in English: the Application of the Reader-Response Model in the Czech Republic

- 2004 The Problem of Dyslexia and Dysortography in Teaching English as a Foreign Language
- 2005 Multimedia Device in Teaching English to Dyslexic Learners
- 2006 Techniques of Teaching General English Vocabulary at Secondary School Level
- 2006 CLIL in Theory and Practice
- 2007 Teacher in E-Learning
- 2007 Interdisciplinary Relations in Basic English Textbooks for Basic Schools
- 2007 Supplementary Reading in Grammar School TEFL. The Introduction of the Concept of Teaching Reading-Related Skills in the Czech Republic
- 2007 Self-Study Language Learning Software for Upper-Intermediate (B2) Adult Learners of English: Do existing products meet the requirements?
- 2007 The Role of Text in Grammar School ELT
- 2008 Cross-Subject Topics in the Grammar School TEFL

4.3 Annotations of TEFL theses at CU between 1946-2008: Methodology

To collect the data, theses were borrowed from the Library of the Department of English and American Studies at CU. Each work was scanned and if an abstract was included, the information contained in that section was sourced from there directly.

If an abstract was not included in a submitted thesis, as it was not always mandatory to include an abstract at CU, the summary, introduction, conclusion and/or resume were used to construct an abstract albeit without the original author's consent.

If the thesis was written in English, the name can be found underlined below the year and author in section 4.4. If the work was written in Czech or Slovak and the thesis name was listed in English within the work, it is listed next to the underlined name after a slash. If no English translation was provided in a non-English thesis, the Czech or Slovak name was translated into English by the author of the present study for inclusion in the list. In this case, it appears in italics on the first line of the annotation. The reason for the confusion concerning an English name of the thesis arises from the practice of theses between 1946-2000 that were

not required to include an abstract or provide an English translation of the subject. Moreover, Cirmonová (1993) reminds readers that due to historical events within the Czech Republic (or former Czechoslovakia), there were times when students were prevented from writing their thesis in English as a matter of public policy.

Reviewing the list contained within Karpíšková's thesis (1996), the following amendments have been made:

- thesis written by Daniel Bogušovský, LB 1368, 1993 is called *Teaching English to hearing impaired students* in Karpíšková's work. However, when the thesis was borrowed from the Library, it was discovered that its name is *Interference in ELT*.
- thesis written by Lenka Jandová, A-L 1415, 1995 is supervised by Doc. Mothejzíková in Karpíšková's work. However, the actual supervisor was Mary Hawker.
- the name of the author of the thesis called *Vocabulary in English textbooks* is Kozák, B. B. in Karpíšková's work. It has been discovered that his real name was Kozák, A. A.
- the supervisor of the thesis called *The analysis of teaching materials for ELT at grammar schools* by Iva Masopustová, LB 1100, 1984, is not anonymous, but it has been detected that the supervisor was Doc. Mothejzíková.

Although the variances between Karpíšková's extensive work and the reality might be considered minor, the present writer has intended to process correct data for the present study. Thus, catalogue 4.4 contains updated information.

4.4 Annotations of CU TEFL theses between 1946–2008

1946 Kozák, A. A.

Slovní zásoba v anglických učebnicích

Vocabulary in English textbooks. The thesis aims at describing methodological problems related to vocabulary extent, to the way vocabulary is taught and how learner's vocabulary is reinforced. This work examines these three issues from lexical material sourced from three commonly used textbooks used at Czech secondary schools during the 1940s. The work originates from practical experience, i.e. English language courses. The author notes and comments that the war period is difficult for theoretical studies.

1952 Zlámalová, Jiřina

Teaching English Grammar in our Schools

The work describes the function of grammar in language teaching, through teaching practices of English grammar at Czech schools of the third grade. Principles of English grammar are explained, and comparisons with the Czech language are drawn. Visual aids (i.e. paradigms, tables, diagrams, blackboard sketches etc.) follow together with method of teaching translation. The thesis references written work (dictation, homework, written test). Neither introduction nor conclusion are included in this work.

1965 Šťastná, Vlasta

Přehled učebnic anglického jazyka od dob J.V. Sládka do r. 1960 a jejich rozbor, se zvláštním zřetelem k učebnicím středoškolským

English textbook overview from J.V. Sládek period till 1960 with focus on secondary school textbooks. The thesis provides a chronological bibliographical overview of 173 English textbooks. The first one is called *Průpravná mluvnice anglického jazyka s příklady a výslovností* by J.V. Sládek from 1872. The last mentioned textbook is *Čech anglickým obchodním korespondentem* by D. Závada from 1960. Seven textbooks have been reviewed in detail. The work also discusses the beginnings of ELT in Czechoslovakia, ELT methods and their use in Czech textbooks of English and also objectives and conditions of FLT.

1966 Sotonová, Vlastimila

Funkce ilustrace v učebnicích angličtiny

The function of illustration in English textbooks. The main aim of this work is to establish the function of a textbook illustration with regard to a FLT poster. The thesis also emphasises cooperation of the textbook writer and the illustrator. One of the objectives of this thesis is to evaluate the possibility of functional use of illustration. Evaluation and conclusions from general FLT principles, taking into account methodological requirements and the influence of illustration from the point of view of aesthetics and psychology are also included. The work is based on an analysis of several textbooks and analytical results are included.

1969 Slavičková, Daniela

Jazykový význam a jeho interpretace obrazem

Language meaning and its interpretation via a picture. The thesis commences with the theory of ‘meaning’ in language and mediation of language meaning via a graphic picture. Mediation of language meaning via visual interpretation in certain language courses follows. The study concludes with experiential accounts from the author’s stay in England on which basis an example audio-visual lesson is outlined. Essential principles of a successful textbook drawing are provided in the conclusion. The author concludes that at all levels of language meaning can be visualised and transformed to pictures, which assists comprehension in exercises.

1970 Vacková, Eva

Vyučování angličtině dětí a mládeže do 14 let

Teaching English to children 14 years and under. Certain general principles of FLT have been summarised and selected English textbooks for children have been described in the thesis. The author has sourced material from Palmer’s first principle of “preparation period” that realises all the other FLT principles in brief. The choice of textbooks analysed in this work involved Czech, Hungarian and German textbooks of English for children.

1971 Flemrová, Klára

Výuka členů v angličtině se zřetelem ke studentům, v jejichž mateřštině kategorie členů neexistuje

Teaching English articles to students whose first language contains no articles. The main topic of the work relates to the practical aspect of language teaching. The author defines the subject matter, offers an overview of various opinions on the matter and identifies specific problems related to teaching articles at Czech schools. The thesis concludes that after examination of the theoretical thoughts and presuppositions related to teaching articles, it is possible to provide an outline of potential solutions to the problems occurring while teaching English articles.

1976 Osvald, Ladislav

Lingvistické a metodické základy sestavování audio-orálního programu pro výuku AJ: Výslovnost a intonace

Linguistic and methodological principles for the compilation of Audio-Oral programme for ELT: Pronunciation and intonation. This work deals with the problem of creating audio-oral, or audio-lingual programmes for teaching English pronunciation. It accounts for the contemporary state of teaching English pronunciation at Czech secondary schools compared with the standard requirements for good and effective communication with native speakers of English. A number of textbooks are compared to find out how the requirements both of the curricula and the communication purpose have been fulfilled. The work has demonstrated theoretically and proved practically that phonetics is to be taught; phonetics can be taught at secondary schools, and phonetics can be taught by means of Audio-Oral programmes.

1984 Masopustová, Iva

Analýza učebních pomůcek pro výuku angličtiny na gymnáziu

The analysis of teaching material for ELT at grammar schools. The thesis describes main features of the temporary conception of FLT at grammar schools, including communicative focus of teaching, cognitive approach and intensification of the teaching process. The ideal and real goals follow as well as the analysis material and its objectives. The analysis of teaching material (textbooks, supplementary textbooks, auditive aids, diafilms, individual aids and visuals) is presented in the last chapter.

1984 Böhmová, Jiřina

Vyučování angličtiny u žáků s vadami sluchu

Teaching English to hearing impaired students. The thesis establishes and formulates special pedagogical approaches suitable for ELT to hearing impaired students. The aim of the work is to further the development of learning impaired students in Czech curricula at grammar schools. It also describes special methods of teaching language (i.e. linguistic knowledge) of English: phonetic system, graphical system, grammar, and vocabulary. The work explores alternative methods of training English language skills of listening, speaking, reading and writing among the hearing impaired.

1984 Synáčková, Soňa

Effective Methods in English Language Teaching

This work concentrates on the Audio-Visual method, which assists the ability of prompt reactions in dialogues, listening and understanding. Audio-Visual devices are identified to as increasing student interest in a FL, including English. However, the author concludes that the Audio-Visual method does not assist in the development of good reading and writing skills. Moreover, the author supposes that mastery of the English language requires a different approach in textbooks.

1985 Dudková, Naděžda

Úroveň písemného projevu žáků v anglickém jazyce na gymnáziu/ The Level of Writing of Secondary Grammar School Pupils

The work evaluates the level of writing and identifies the mistakes, which most frequently occur in pupils' writing. The secondary objective of this research is to establish the source of writing errors to create more suitable learning exercises. It is concluded that writing skills at secondary grammar schools desire improvement as the new conception, which prefers the Communicative Method, is unsuitable. The author recommends not underestimating the importance of writing in secondary grammar school pupils.

1985 Vyškovská, Eliška

Audiovizuální metoda v nové koncepci primárního vyučování AJ

The Audio-Visual method in the new conception of primary ELT. The work contains several aspects of modern teaching methodology, particularly the Audio-Visual method in contrast to the more traditional methods (particularly the Grammar-Translation method). The author includes a list of audio-visual aids and their division into five categories according to the frequency of use. The author recommends teachers discretion as to which learning aids are applied to learning environments when using this method.

1986 Glogrová, Jindra

Metody výuky anglickému jazyku

Methods of ELT. The work deals with the methods of English language learning and describes a diverse range of teaching methods. The author identifies that broader and more flexible teaching methods are required for modern society as paradigm shifts in learning methods displace past methods. Recommendations specifically focus on the need for a more scientific approach. At the time of the work, thinking in language teaching methodology was tending towards eclecticism, i.e. combining desirable features from multiple sources, systems, or styles. Thus the dissertation aims to reflect their variability.

1987 Durčáková, Markéta

Věkové skupiny žáka a vyučování anglického jazyka

Age categories of learners and ELT. This diploma work analyses psychological characteristics of individuals in the process of teaching English. The age groups of pre-pubescent and pubescent are analysed and historical and methodical aspects of teaching English are described. The work explores modern approaches to teaching languages based on old and new teaching methods. Special attention is paid to the issues of motivation in the process of ELT. A detailed analysis of textbooks of English available in Czechoslovakia is also provided.

1987 Kudrnová, Alena

Teoretické a praktické aspekty vyučování cizím jazykům

Theoretical and practical aspects of FLT. This thesis deals with the sign nature of language, its social, historical and systemic character and its communicative function. The work focuses on the Direct Method that lays demands both on the teacher and his preparedness and perfect mastering of the FL, and on the learner's ability to be active, attentive and perceptive. The author *inter alia* concludes that application of this method is not suitable for slower and below-average learners.

1987 Korbová, Magdalena

Problematika vyučování anglickému jazyku na jazykových školách

ELT at language schools. This study analyses the conditions influencing teaching of English at language schools. The paper is based on the research work realised at two Czech language schools and on the basis of the author's own teaching experience. She shows what is necessary to improve so that language schools may not lag behind the other elements of socialist educational system. To achieve efficient changes in the language schools practice, it is recommended to introduce a whole system of innovations as a long-term process.

1988 Horová, Jitka

Aktivizačně-motivující metody ve výuce anglickému jazyku

Activisation-motivating methods in ELT. The thesis underlines the importance of motivation during the teaching process. It pays attention to the methods contributing to motivation and activation in ELT. A significant focus of the thesis deals with 'game' as a method that can be used from the beginner's stage to the advanced learner. Game is recommended as acceptable for

both young and older students including adults. Games are divided into eight classes according to their purpose, a survey of games is provided.

1988 *Hurtová, Irena*

Nová koncepce výuky anglického jazyka na středních školách

The new conception of ELT at secondary schools. This thesis provides the reader with knowledge of principles and methods used in a communicative approach to ELT. The possibility of application of principles and methods of communicative language teaching into the Czech system of education is discussed. Analysis of textbooks is used to illustrate that the textbooks are not fully acceptable as an essential teaching material in a teaching process aiming at developing communicative abilities of students. The work suggests that new textbooks or additional textbook material are required to be deemed sufficient for teaching.

1988 *Kotábová, Zuzana*

Funkce textu ve vyučování anglickému jazyku/ The Function of the Text in English Language Teaching

This dissertation evaluates the texts of the textbooks for the Czech Basic Schools with the extended language teaching. The texts of the textbooks are evaluated according to complex aim, which is formulated in the new syllabus. The research is carried out to establish the level of the skill mentioned above. Minor imperfections have been detected, therefore it is concluded that fully examined texts follow the purpose of the new syllabus and contribute to the fulfilment of the complex aim of learning process.

1988 *Svorníková, Jana*

Vývoj vyučování anglickému jazyku na základních školách v ČSR od r. 1945

Development of ELT at basic schools in Czechoslovakia since 1945. This thesis comments on FLT at basic schools (1961). The work describes the results of ELT at that time and mentions that they are not influenced only by the low quality of handbooks for teachers and textbooks, but also by other factors. Insufficient English lessons per week are cited. A link between ELT at basic and secondary schools had not been established. On the basis of the analysis and evaluation of ELT, the author is convinced that its quality does not reach the necessary level and is not in agreement with the requirements of the socialist society.

1988 *Zemanová, Jaroslava*

Nová koncepce výuky anglického jazyka na středních školách

The new conception of ELT at secondary schools. Current tendencies in ELT methodology are introduced for comparison. The realisation of the content of the new conception of ELT at secondary schools in textbooks and syllabuses represents the main portion of this work. Arrangement of textbooks and of the inclusion of individual skills and sub-skills are assessed. The conclusion evaluates the new concept of ELT on the basis of comparison with British methodologists. The author reveals insufficiencies in the realization of its content in textbooks and syllabuses.

1989 *Koslová, Monika*

Výuka jazykům a Jan Amos Komenský

FLT and J.A. Comenius. This thesis aims to provide the reader with a reminder of topical thoughts of J.A. Comenius in ELT before his forthcoming 400th birthday anniversary. The beginning of this thesis presents his outstanding personality as a man and scholar. Subsequently, the analysis of Comenius's work in the field of FLT follows as well as a more detailed analysis of his *Methodus linguarum novissima* and a summary of his didactic principles. The basic principles of communicative approach to ELT are outlined. Therefore, the thesis results in a comparison of the communicative approach and Comenius's principles.

1990 *Jandašová, Jitka*

Osobnost učitele a motivace v zájmové jazykové výuce

Teacher's personality and motivation in leisure time FLT. This work describes motivation as the most effective form of psychological regulation that can be used with other learning laws to influence FLT education. The thesis deals with factors that create a base for integrative motivation, i.e. general interest in the language, attitudes toward the teacher, and ability to strive toward goals. Demands on teachers of a FL are provided.

1990 *Křížková, Hana*

Funkce obrazu ve výuce anglickému jazyku

The function of the picture in ELT. This diploma work deals with function of pictures in the instruction of the English language. Its aim is to evaluate the role of pictures primarily by comparing various types of textbooks, to assess the possibility of using visual aids and to stress the importance of video as the most modern audio-visual aid. Visuals are identified as effective in teaching language skills. Static pictures, culture teaching, dynamic pictures are preferred (i.e. films, videos). The combination of pictures and words in the form of audio-visuals, such as the video, provides a valuable aid for language instruction.

1991 *Lišáková, Eva*

Psychologické aspekty ve výuce anglického jazyka

Psychological aspects in ELT. This thesis deals with certain psychological aspects of ELT. Foreign language acquisition is a complex process involving interaction of multiple factors. Teachers, learners, aims, and teaching aids are considered to be the basic functional factors of ELT. The mutual relations of the factors influence the effectiveness of teaching and learning processes, directly or indirectly. Changes in the political atmosphere at the time of writing, and the teacher's approach to ELT are listed as the most relevant factors in the outer and inner motivation of elementary and secondary school learners.

1991 *Mareček, Michal*

Populární a rocková hudba ve výuce anglického jazyka

Popular and rock music in ELT. The aim of this paper is to show how to best utilise the position of pop and rock music and to propose a technique using music as a basis. Study of academic literature has proved a lack of interest of experts in this matter. Mareček's investigation shows a great interest of pupils and teachers in this approach, but also comments on the lack of audio equipment at some schools. The technique can be considered as being marginally useful, in its complete form it is more appropriate for extra-curricular education and is ready to be tested in practice.

1991 *Miškuřová, Andrea*

Humor ako afektivna motivácia vo výuke anglického jazyka

Humour as effective motivation in ELT. The aim is to refer to some of the problems in ELT and suggest how to solve them. In most Czechoslovak schools of various types English lessons are handled in a serious and somber manner, which causes an insufficient motivation of learners. An analysis of several humorous techniques and teaching aids that cause affective motivation has been carried out. Texts, funny exercises, dramatisation, songs, games and contests represent verbal humour. Visual aids involve humorous pictures, funny exercises based on visual perception, video recordings etc. Each of the techniques and aids is described and completed by a suggestion how to use it in an English lesson.

1991 *Poláková, Michaela*

Metody ve výuce anglického jazyku/ The Methods of ELT

The most important FLT methods are summarised and described in the thesis. The work emphasises that teachers should not use one method during their teaching careers without considering different aims of individual classes, different age categories of the learners and differences in their proficiency. It also points out that the teacher should not ignore other methods as it is recommended to combine them. Moreover, teachers should concentrate on modern methods in particular.

1991 *Šmídová, Kamila*

Motivační prvky ve výuce anglického jazyka

Motivation in ELT. The author has compiled theoretical information from professional literature and carried out an analysis of the language teaching practice at elementary schools. She considers games an excellent way of teaching with certain restrictions. She has also presented a number of examples of games in her work. The author's opinion that hard work and enjoyment in language learning must go together has been proved.

1991 Šonková, Hana

Využití videa v jazykovém vyučování

Video in ELT. The author has decided to gather the most important materials about a language teaching aid - video. The work considers advantages and disadvantages of video, introduces certain teaching techniques and some video programmes. The strengths and weaknesses are further discussed in detail, i.e. video can present language more comprehensively and realistically than any other teaching medium. Contrastively, teacher must be prepared for the video lesson and familiar with video materials before they are used in class as the learners require help and guidance.

1991 Vacínová, Hana

Motivace pro výuku anglického jazyka na střední škole

Motivation for ELT at secondary schools. The thesis deals with analysis of the reasons why pupils perform or do not perform learning activities. The basic teaching elements (teacher, learner, aim, methods and teaching materials) and pedagogical background of ELT are mentioned in the first part of the thesis. The possibilities of motivating the pupils at schools are discussed further in a chapter dealing with Teacher – Pupil interaction, rewards and punishment and motivation of the students during the lesson. Motivation strategies, e.g. humour, music, tape recorder are mentioned in the third part of the work.

1991 Hadzimová, Zuzana

Súčasný americký metódy vyučovania angličtiny ako cudzieho jazyka a pohľad našej praxe na túto oblasť

Contemporary American methods in teaching ESL and Czechoslovak attitude to the field. The author elucidates some of the problems in the area of TEFL in the Czechoslovak educational system. The problems deal with approaches and methods frequently used, how these reflect upon Czechoslovak teachers, whether they can use certain aspects for their teaching and what are the possibilities to make teaching more effective. The thesis presents a review of methods, i.e. Grammar-Translation, Direct, Reading and Audio-Lingual Methods. The author's recommendations and ideas how to enrich and improve ELT are included as well.

1991 Půlpánová, Michaela

Testování ústního projevu ve výuce anglickému jazyku

Testing oral performance in ELT. The lack of literature on language testing is the main reason to research the topic. The thesis is written as a handbook for testing spoken English with the hope to be used by teachers in Czechoslovakia. Various testing techniques are described to give teachers ideas how to work with oral tests. The techniques can be used for testing as well as for practising in a classroom.

1991 Rybářová, Michaela

Komenského soustava cizojazyčného vzdělávání a současná anglosaská didaktika cizích jazyků

Comenius's system of FLT and contemporary Anglo-Saxon FLT. The main aim of the dissertation is to consider the life and thoughts of Jan Amos Comenius, the world's first great international educator. His central idea of the school structure is represented by the parallel course of the development of the human mind and of natural development. The work concludes that all Comenius's main principles are still the base of successful teaching – the principles of parallelism of things and words, gradation, permanent exercise and pupil's activity, the question of using mother tongue in FLT. Certainly, one of the best principles developed by Comenius – “objective approach” might be considered the peak of his system.

1992 Kulmová, Eva

Současné koncepce ve výuce anglického jazyka v Československu

Contemporary conceptions in ELT in Czechoslovakia. The thesis describes the most important trends in the history of FLT, i.e. the theory of language teaching all around the world and in our country, e.g. Comenius or the theory of Prague Linguistic Circle. The work notes that the most modern tendencies in FLT in our country can be dated since 1989 when the democratisation and humanisation of our education system started. However, ELT is poorly organised, therefore there is a vast number of language courses, schools or language publications. The conclusion points out that the tradition of Czech linguistics (Comenius, Prague Linguistic Circle) should become a source of inspiration for FLT conception for the future.

1993 Hladíková, Kateřina

Stávající metody a techniky výuky angličtiny dětí předškolního věku u nás a poznatky o cizojazyčném vyučování ve školách waldorfského typu/ The present methods and techniques of teaching English to pre-school children in the Czech Republic and the description of FLT system at Waldorf schools

The author points out the special advantages of teaching a second language at an early age and describes the ways and methods of teaching English to pre-school children in the Czech Republic in these days, and the ways of teaching English at Waldorf schools. On the basis of the author's experience in teaching English to pre-school children, and her visit of Waldorf school in Germany, she has created a workbook and formed a programme for teaching English to pre-school children.

1993 Pernicová, Hana

Vývoj testování anglického jazyka po druhé světové válce

The development of testing English after the World War II. Firstly, kinds of tests according to the purpose they had been designed for are under review. The author describes characteristic features of proficiency, achievement, diagnostic and placement tests. Afterwards, she is concerned with changes that have affected their content and form within past decades so that these tests could correspond to communicative teaching methods. Finally, she proposes the role of particular tests (e.g. CPE or TOEFL) in the process of diversification of the Czech educational system.

1993 Seidl, Jaroslav

Psychologické aspekty výuky angličtiny dospělých/ Psychological aspects of teaching adults English

The broad topic starts with a brief mention of the main aspects of adult language learning. Afterwards, the author examines the putative age factor in second language acquisition, which involves language development in diverse aspects of the maturation of the brain. The second part of the work is concerned with teaching conditions for adults. From the point of view of effective teaching, textbooks appear as another area covered in the thesis. "Highlight Intermediate" by Michael Vince is the only textbook that meets the main demands of a good textbook for adult students.

1993 Tomanová, Dana

Zásady pro tvorbu optimální učebnice angličtiny pro střední školy

Principles of compilation of optimal English textbooks for secondary schools. The thesis addresses the problems of secondary school textbooks of the English language for Czech schools. Its aim is to set the principles for compiling the best textbook for this teaching situation. However, it mentions that no ideal textbook exists and it is impossible to compile an ideal textbook, because every textbook must correspond to specific aims under the given conditions. The work also discusses that the textbooks are not the only cause for insufficient state of the Czech language teaching system. It emphasises coordinated compilation of the pertinent curriculum on all levels of the educational system.

1993 Tučková, Zdeňka

Výuka anglickému jazyku v diferencovaných třídách a s tím spojené problémy klasifikace na druhém stupni základní školy

ELT in differentiated classes and problems related to classification at the second degree of basic schools. The thesis discusses several possibilities of solving the problem of the different intellectual levels of pupils. One of the solutions is group

work that appeared in Czech schools in connection with the differentiation in the 1930s. Group work in language teaching may be beneficial particularly with gifted pupils, not with the poor ones. Differentiation is mentioned as another means of solving the problem. The work also describes the difficulties with marking the learners. Thus, the work recommends introducing partial quantitative differentiation, similar to the English Ability grouping, i.e. grouping in sets.

1993 *Bogušovský, Daniel*

Interference ve výuce anglického jazyka

Interference in ELT. The thesis describes interference in ELT; emphasising that ELT teachers should realise that errors and mistakes are inevitable in the process of learning. Modern linguistic theories consider mistakes a necessary part of learning. These errors have a positive impact upon the process of teaching and learning. A research in interference and mistakes in the grammatical plan is carried out, e.g. incorrect use of articles, nouns, adjectives, pronouns, adverbs etc. The conclusion states that the average level of language skills does not correspond with interference from Czech completely.

1993 *Cirmonová, Regina*

Motivace žáků k výuce anglického jazyka (věková kategorie 14-17 let)

Learner motivation to ELT (age category of 14-17 years). The dissertation emphasises that a new state orientation in politics and economics caused a great shift in many branches, namely in language education. New possibilities in travelling abroad and for exchanges with English speaking countries have increased the overall pupils' motivation for English as a lingua franca. This new approach has been taken as a field of major interest for this diploma work, which consists of theoretical background and a research. The first survey questionnaire searches for the factors which might influence pupil's motivation and the following questionnaire includes pragmatic questions.

1993 *Smolíková, Štěpánka*

Testování z hlediska psychiky žáka

Testing from the learner's point of view. The aim of the work is to find out how testing affects the psyche of the pupil. The author's research has concentrated on exam fever, its causes and control. She mentions that ELT in our country has not paid significant attention to this problem and discusses that exam fever is accompanied by numerous psychophysiological changes. It influences one's memory, attention, thinking and one's performance in general. The author recommends friendly atmosphere in which the pupils would feel safe and have a chance to show their knowledge without fear and self-underestimation.

1993 *Soukup, Václav*

Video ve výuce anglickému jazyku na druhém stupni základní školy

Video in ELT at the second degree of basic schools. The diploma thesis deals with the usage of audio-visual aids, particularly video, in teaching at primary schools. Its aim is to prove, on the basis of the author's research, that a tape-recorder and video are very efficient teaching aids and to demonstrate the higher efficiency of video by mutual comparison. Results of the survey provide evidence that teachers at primary schools use mostly tape-recorders (100% of participants of the survey) and video (73% of participants) for ELT. The improved efficiency of ELT by systemic use of the video has been confirmed.

1993 *Vavřínková, Alice*

Psychologické aspekty vyučování angličtině u dospělých

Psychological Aspects of ELT to Adults. The dissertation deals with psychological aspects of teaching English to adults. It is divided into two parts. The first, theoretical part is concerned with the relevant theory of teaching adults. The second part, dealing with practical matters, concentrates on the research of important psychological features that play a role in teaching English to adults. The results show that the presuppositions of adults for learning English are generally good and should not be underestimated.

1993 *Veverková, Hana*

A Pre-school Child as a Foreign Language Learner

The work concentrates on pre-school children as English learners, commencing from language aspects (e.g. acquisition of the mother tongue), continues with characteristics of a pre-school child, particularly focusing on fantasy. The third part deals with the pedagogical background for teaching English to Czech children aged 4-6. It is structured according to the dynamic scheme of ELT and accompanied with research findings and suggestions.

1994 Fialová, Andrea

Interference ve výuce anglického jazyka

Interference in ELT. The problem of interference is observed within three chapters. The first chapter examines the negative transfer in the field of grammar, vocabulary, spelling and phonology. The second part focuses on interference from the psychological point of view and the third chapter involves the process of minimising interference in the realm of phonology and phonetics. Finally, the findings are presented and particular techniques to avoid or reduce interference of the language are offered.

1994 Macková, Martina

Výuka anglického jazyka dětí předškolního věku

ELT and pre-school children. On the basis of the technical literature and the author's experience, the thesis characterises children presuppositions for FLT, it evaluates its strengths and weaknesses and describes its specific features. It focuses on two essential areas, i.e. on teacher's cooperation with family and on the teaching/learning material. Questionnaire results support the irreplaceability and importance of cooperation between teachers and parents. Simultaneously, the questionnaires show that a number of aspects in this field have to be improved.

1994 Mikuláštková, Jana

Stav výuky anglického jazyka na druhém stupni základních škol

The state of ELT at second degree of basic schools. The author has searched into the present state of ELT at the second grade of elementary schools in Prague. In 1991 a new, modified conception of FLT was introduced into Czech elementary and secondary schools. Its main goal is to reach communicative competence of the language. The second part of the thesis provides us with the list of factors influencing the whole teaching process and its outcomes. The final part presents the results of the author's research that shows that several things had improved in this field since 1989.

1994 Nováková, Dagmar

Faktory výuky cizího jazyka/ The Factors of Foreign Language Teaching

The first part of the thesis provides us with a theoretical background. All the mentioned theories form a basis for the practical research, which consists of two parts, a questionnaire for foreign language teachers and analysis of textbooks for TEFL. The factors of FLT involve all the knowledge a teacher should be aware of to be prepared to adjust according to each teaching situation. Thus the factors create the syllabus of the course for foreign language teachers, which is presented in the final section of the work.

1994 Valentinová, Petra

Použití hry ve výuce anglickému jazyku dětí věkové kategorie 5-9 let

The game in ELT and children aged 5-9 years. The aim of the thesis is to provide evidence that support the benefit of games as a totally appropriate instrument for ELT to children aged 5-9. The work characterises game from all important aspects and the author classifies it into the teaching process. Specific age and development features of a certain category have been mentioned. Particular features of a teacher using game in their teaching and lesson preparation have been pointed at. The author also includes examples of games for a lesson. Basic characteristics have been mentioned in order to assist the teachers to find their own approach to the small pupils.

1994 Kittnerová, Dana

Problematika anglické výslovnosti u středoškoláků a možnosti její korekce

The issues of the English pronunciation and possibilities to correct it in secondary school pupils. The author discovers the real situation in English pronunciation at secondary schools – she follows important criteria that could affect pronunciation. The work concentrates on the age, the influence of Critical Foreign Language Age and the beginning of foreign language learning. It has been found out when pronunciation starts to deteriorate and in what way it does. The influence of the teacher's personality and his/her attitude have been mentioned as well.

1994 Pospíšil, Aleš

Výuka anglického jazyka v Československu po roce 1918

ELT in Czechoslovakia after 1918. After the rise of the independent Czechoslovak State in 1918, schools underwent marked development. A network of common schools was completed, the number of secondary schools increased, and new universities came into existence. Nevertheless, the thesis does not aim at submitting a historical analysis of the last 75 years in the field of FLT. The author's intention is to find events and facts in the period that, in his opinion, have significantly influenced FLT, particularly ELT.

1995 Demartini, Lenka

Analýza současných metod v cizojazyčném vyučování

The analysis of the present methods in FLT. The thesis provides us with analysis of the methods of linguistic teaching, which have largely dominated in the last one hundred years throughout the world. These methods are divided into two groups: the first group contains methods supported by general linguistic and psycholinguistic theories. The other group contains methods prompted by personal psychological theories. The author emphasises Nepustil's method, as it appears to be an appropriate example of different learners' needs and social-cultural realities in the Czech Republic.

1995 Horáková, Michaela

Teaching reading comprehension

The purpose of the study is to evaluate the current situation in teaching reading as well as to present certain suggestions on how to improve it. The thesis examines the selection of reading texts, exercises focusing on different reading techniques, and the way of providing students with feedback. The theoretical part aims to delimitate the function of reading in verbal communication and differentiate between individual stages in the process of reading. The practical part deals with teaching reading at language schools.

1995 Jandová, Lenka

Games as a valuable technique in English teaching

The thesis focuses on the phenomenon of game and characterises its main features. The aim is to find and examine the advantages of games that can enrich English teaching, provide basic methodological advice for using games, and also pay attention to activities that are in some way related to games. The author is particularly interested in the capacity of games to connect language teaching with elements of personal and social education. Special attention is paid to children aged 11-14.

1995 Petržílková, Marta

Jazykové aspekty remediální výuky českých a anglických afatiků

Language aspects of remedial education of Czech and English aphatics. Firstly, the term "aphasia" is explained and information about speech therapy and the most frequently used diagnostic procedures follow. The third section compares the spontaneous communication of Czech and English speaking patients suffering from sensory aphasia. The last chapter deals with methodology of speech therapy and an attached list of the most effective remedial exercises is located there as well.

1996 Sochorová, Dagmar

The adult learner in the process of ELT/FLT

The aim of the work is to analyse factors affecting adult foreign language learners and consider the present-day situation in teaching and learning English in language courses for adults in the Czech Republic. To accomplish the aim, the author deals with the aspects in the following five chapters: the subject of English learning and teaching, linguistic approach to foreign language learning and teaching, psychological and pedagogical background of foreign language learning, and teaching and adult education.

1996 Svatošová, Helena

Výuka písemnému projevu v anglickém jazyce na gymnáziích

Teaching writing at grammar schools. Although the thesis focuses specifically on teaching writing, it does not neglect other speech skills. Teaching such skills is an axiomatic part of each teaching process where the aim is to achieve excellent practical and theoretical proficiency of a foreign language. The work is partly a theoretical paper, however, simultaneously, it is an attempt to analyse the situation of that time and propose methodology of teaching writing in English at grammar schools.

1997 *Křenová, Zdeňka*

Dramatizace ve výuce anglického jazyka

Dramatization in ELT. The work analyses the use of language games, drama and theatre in FLT. These three features are in reality three parts of one unit, which is discussed in depth in the theoretical part of the thesis. Dramatization in educational practice follows and it is divided according to specific periods of human life. The final chapter deals with (drama) games and exercises during an English lesson, drama and theatre in general and teacher's personality. A number of practical suggestions how to incorporate dramatization into one's lessons can be found in the appendix of the thesis.

1997 *Kysilková, Jitka*

Výuka cizím jazykům na středních školách v období první republiky

FLT at secondary schools during the period of the First Republic. The author attempts to describe and evaluate secondary schools at that time. Further, she analyses in detail the state of FLT, particularly English. In conclusion, she evaluates FLT in relation to the temporary state, as a new perspective of perceiving the current situation in comparison with the past has been offered.

1998 *Šilhánková, Helena*

Dramatické aktivity jako aktivizační technika ve výuce anglického jazyka

Dramatical activities as activation technique in ELT. The theoretical part of the work attempts to prove the rich potential of drama activities as a valuable technique for teaching English. A detailed description of different types and sub-types of drama techniques is offered and illustrated by concrete examples. In the practical part the author presents the results of her research conducted among the secondary school students and Czech teachers of ESL. Answers of a hundred students and tens teachers were gathered by means of questionnaires.

1999 *Pastrňáková, Kateřina*

Problematika nácviku poslechu a výslovnosti ve výuce AJ staršího žáka (audiolingvální metoda)

The issues of teaching listening and pronunciation in ELT of an older learner (the Audio-Lingual method). The aim of the diploma dissertation is to practically apply and examine the theoretical assumption that through specially adapted teaching techniques and procedures of the Audio-Lingual method, it is possible to lead successfully also adult students to the stage of comprehension and independent production of the second language. The author proves that "permanent beginners" can start learning English at any age and relatively soon achieve good results with the assistance of a suitable didactic method, in this case the Audio-Lingual method.

2000 *Masnicová, Petra*

The Confrontation of the Communicative Method in ELT with the Grammar-Translation Method Used in the Czech Republic

The aim of the thesis is to show why the Communicative Approach has not proved efficient and fully acceptable within the Czech Republic. The author proves that the successful concept of the Communicative Method refers to a way of teaching that suits learners and teachers within a certain social context. The work also examines how the static and outmoded, yet effective, Grammar-Translation embedded practice could be complemented and enlivened by some aspects of the Communicative Method in the Czech Republic.

2000 Špinarová, Martina

Alternativní aspekty edukace a jejich aplikace ve vyučování anglického jazyka

The alternative aspects of education and their application in ELT. The work discusses certain important alternative aspects of education and their application in TEFL. These aspects constitute alternative approaches to teaching and they are crucial features of a number of modern methods of teaching. To see the link between the alternative aspects and their practical application, the author chooses the most frequently used alternative methods and approaches, i.e. the Direct Method, Oral Approach, Situational Language Teaching, Audio-Lingual Method, Natural Approach, Communicative Language Teaching, Total Physical Response, Community Language Learning and Suggestopedia.

2003 Novotná, Veronika

A Portrait of Louis George ALEXANDER. His contribution to the Theory and Practice of the FL Textbook

The aim of the diploma thesis is to provide information about L.G. Alexander's life and to map his work in its totality. The author attempts to collect complete bibliographical data concerning Alexander's published works, and composes both alphabetical and chronological lists for easy reference. In the main part of the diploma thesis the majority of the Alexander's works are subjected to a detailed analysis in which one universal textbook evaluation scheme is applied. Conclusions are drawn for the theory and practice of the foreign language textbook.

2003 Voráčková, Lenka

Metodologie výuky anglickému temporálnímu systému na našich středních školách

The methods of teaching the English temporal system at our secondary schools. The topic of the thesis is the category of tense in English from the viewpoint of language instruction. The English temporal system is also examined from the methodological point of view and certain methods and approaches in language teaching are compared. The purpose of the research section is to examine the way in which the methodological elements are applied in the actual conduct of classes. It also aims at selecting the most frequent teaching materials, which are analysed in the last section of the thesis.

2003 Hezinová, Markéta

Student-Centered Teaching of Literature in English: the Application of the Reader-Response Model in the Czech Republic

The theoretical part of the thesis gives reasons for studying literature in the English language classes and places the teaching of literature within the major teaching methods and approaches. The work also presents state of literature teaching in the Czech Republic. The aim of the empirical section is to find out what changes the present state of teaching literature in English would have to go through in order to be able to adopt the main principles of the Reader-Response Model in the Czech environment.

2004 Bohuslavová, Kateřina

The Problem of Dyslexia and Dysortography in Teaching English as a Foreign Language

The thesis deals with the issue of FLT in general, and English in particular, to students with learning disabilities and thus provides a useful and informative work for those interested in the problem. The work presents theoretical information about dyslexia, reading and writing processes, and methods of teaching reading in order to provide a sound basis for further development of the topic and refute certain common myths associated with dyslexia. The pedagogical survey maps the degree of awareness of dyslexia and related issues among teachers at primary and secondary schools.

2005 Trmalová, Kateřina

Multimediální prostředky ve výuce angličtiny u dyslektiků/ Multimedia Device in Teaching English to Dyslexic Learners

The thesis is concerned with the possibilities of applying computer assisted language learning (hence CALL) strategies for teaching ESL to teaching dyslexic pupils. The work responds to two basic questions that have been asked. Firstly, whether it is possible to successfully apply the teaching methods used for teaching first language to dyslexics. Secondly, whether CALL presents an appropriate learning medium for dyslexic pupils.

2006 *Nohlová, Kateřina*

Techniques of Teaching General English Vocabulary at Secondary School Level

The theoretical part deals with the background of the process of learning in general. Further, the author presents the results of her research. A study on the situation of English lessons at two distinct Czech secondary schools is followed by a brief overview of a segment of Czech textbook market. The aim is to project the combination of some aspects of two methods, i.e. Self-directed Learning and the Lexical Approach, as one possible way of presenting the English vocabulary to the learners.

2006 *Gabl'asová, Dana*

CLIL in Theory and Practice

The aim of the thesis is twofold: First, it attempts, having reflected upon the aims of CLIL (Content and Language Integrated Learning) and other CBI-related methods (CBI stands for Content-Based Instruction), to engage in an empirical experiment which will explore a particular aspect that lies at the core of CLIL. A secondary purpose of the thesis is to point to the need of greater interdisciplinarity in the study of language learning so that results from various neighbouring disciplines can be brought together to allow for better-informed solutions to issues in language education.

2007 *Vančová, Silvie*

Teacher in E-learning

The aim of the paper is to examine and describe the role of the teacher in a specific and relatively new area of ELT – E-learning. The introductory part looks into the role of the teacher in the instructional process in general. Further, the analysis narrows down to educational theories and the roles they assign to teachers. The literature of the ESL teacher is analysed. The author also comments on the roles that modern methodology assigns to teachers. Three kinds of teaching materials are compared and contrasted in the research.

2007 *Kretová, Petra*

Interdisciplinary relations in basic English textbooks for basic schools

In the diploma work five basic textbooks of English for basic schools are subjected to a detailed analysis and to make the analysis complete, the findings obtained in the individual parts of the examination of the particular textbooks are compared to provide a contrastive summary. In the detailed evaluation, the interdisciplinary relations are sought, examined, grouped and measured, the expected result of which is to be both a quantitative and qualitative examination of these. The opening presupposition of the thesis is verified and its validity confirmed.

2007 *Borecká, Markéta*

Supplementary Reading in Grammar School TEFL. The Introduction of the Concept of Teaching Reading-Related Skills in the Czech Republic

The objective of the thesis is to advocate a more systematic approach to teaching supplementary reading in the English language. The author finds out whether it would be suitable to introduce to Czech grammar schools the concept of teaching various reading-related skills in successive steps with respect to student's needs, preferences and personal goals. It is also stated what changes in the present state of TEFL in the Czech Republic would need to be made in order to enable the implementation of the author's proposals to Czech grammar schools.

2007 *Keller, Maurice*

Self-Study Language Learning Software for Upper-Intermediate (B2) Adult Learners of English: Do existing products meet the requirements?

The thesis examines comprehensive self-study software packages for upper-intermediate learners of English, in the context of adult language learning and CALL. The aim is to provide a holistic perspective. To determine whether contemporary self-study software is likely to deliver on its producers' promises, a list of evaluation criteria is elaborated and used to evaluate the newest versions of four products that are available on the Czech software market. The work also proposes improvements with which learning software could be successfully used in self-study settings in the wider sense.

2007 *Lojdová, Zuzana*

Role textu ve výuce anglickému jazyku se zřetelem na gymnázia, ročník I-IV/ The Role of Text in Grammar School ELT

The aim of the study is to examine students' opinions and approaches to texts in the present-day textbooks of English. Special attention is paid to the contents of texts, length and language difficulty. The students' ideas of modern English textbook have been found out. The theoretical part offers a detailed insight into the subject matter whose components are textbook theory and the skill of reading. Texts, their types, functions and roles are viewed from pedagogy perspective as well as critical thinking in ELT. The processing of questionnaires is preceded by general information on planning and carrying out the research, i.e. the practical part. The appendices provide text samples that are suggested for practical usage.

2008 *Zenkerová, Nela*

Průřezová témata v gymnaziální výuce anglického jazyka/ Cross-Subject Topics in the Grammar School TEFL

The aim of the paper is to outline possible ways of cross-subject topics implementation into a grammar school curriculum for TEFL. In order to ascertain the extent to which a textbook used for TEFL can help the teacher implement cross-subject topics into his subject (i.e. English), a survey of the most frequently used textbooks at Prague grammar schools has been carried out. The most commonly used textbook was subsequently analysed in terms of possible opportunities for cross-subject topics implementation. The amount of preparation required by the teacher for lesson planning has also been taken into account. The final chapter of the paper contains practical examples of using the analysed textbook for the implementation of one of the cross-subject topics (Personal and Social Education) into TEFL.

4.5 Prize of Vilém Mathesius: Best student diploma theses awarded by Foundation of Vilém Mathesius for development of Anglo-American studies in Prague

4.5.1 General information

Section 4.5 has been translated into English from the Department website.²²

Nadační fond (Foundation) of Vilém Mathesius, originally Nadace, was established in 1992 in relation to a financial donation to the Department of English and American Studies by its former students. This duly registered foundation (company registration number: 45251789) located in Praha 1, nám. Jana Palacha 2, is named after the establisher of the Czechoslovak scientifically-oriented English studies and first full professor of this branch at Charles University, Vilém Mathesius (1882-1945). The purpose of this fund is to finance activities contributing to the development of English and American Studies that cannot be covered by the faculty budget.

²² <http://uajd.ff.cuni.cz/mathesius>

One of these activities is a prize giving to exemplary student diploma theses and has been awarded annually since 2000. The prize is awarded in the category of the English language (and ELT methodology), English literature and American literature. The award is not only symbolic (a diploma), but also financial, i.e. 2,000 CZK in each category and/or a non-monetary prize (a dictionary) that is regularly provided by the publishing house Oxford University Press. According to circumstances, the award does not have to be awarded in each category every year, contrariwise, in reasoned cases the prize can be divided among multiple students. The tradition of prize giving remains after division of the Department of English and American studies into two workplaces, **The Department of English Language and ELT Methodology** and **The Department of Anglophone Literatures and Cultures**. On the basis of increasing number of bachelor theses, the fund decided to introduce additional awards for best bachelor theses since 2010.

Looking at UQ, a prize giving to exemplary student diploma theses has not been identified. Hendrich et al. (1988: 52) mention that praise among others represents motivation. Overall, the use of positive reinforcement through competition is a good practice to encourage students to write high quality thesis.

4.5.2 The list of awarded students (and their theses) in the field of ELT Methodology between 2000-2008

2003 English Language: Veronika Novotná (A Portrait of Louis George Alexander. His Contribution to the Theory and Practice of the FL Textbook)

2005 English Language: Kateřina Trmalová (Multimedia Device in Teaching English to Dyslexic Learners)

2006 English Language: Dana Gabl'asová (CLIL in Theory and Practice)

2008 English Language: Nela Zenkerová (Cross-Subject Topics in the Grammar School TEFL)

Between 2000-2008, four TEFL theses were awarded Prize of Vilém Mathesius. Out of total number (i.e. 51) of awarded theses in the aforementioned period, 24 theses were awarded in the category of the English language (and ELT methodology) and 27 in the field of English or American literature. The four awarded TEFL theses represent approximately 17% of all awarded theses in the category of the English language.

5 THE LIST OF UQ TEFL THESES

5.1 Methodology

The information for this section was collected at the School of Education, UQ, personally during a study exchange in 2009. Fryer Library UQ²³ that contains all submitted theses was recommended for the current research. However, no TEFL thesis was located there. Thus, the author visited Prof. Richard Baldauf who stored fifteen TEFL theses at his office. These were borrowed and the needed data sourced from the works.

Moreover, Prof. Baldauf recommended contacting Dr. Noriko Iwashita, Dr. Michael Harrington and Dr. Rolland Sussex. From these lecturers, Dr. Sussex replied to the present writer's email and recommended

²³ <http://www.library.uq.edu.au/fryer/>

visiting the School of Languages and Comparative Cultural Studies at UQ. Eventually, all the TEFL theses cited in the present work have been found in a classroom at the School of Languages and Comparative Cultural Studies. Thus, all the needed information could be collected.

Thereby, the section 5.2 contains thirty-seven names of UQ TEFL theses together with the year of origin as the list is organised chronologically within the period of 1994-2009. Although the intended comparison considers works written between 1994-2008, five extra TEFL UQ theses from 2009 were included in the current list as well. Thus, the total number of the theses reaches thirty-seven, however, thirty-two theses will be considered in the comparison. To see the complete list with the names of the authors and theses supervisors, it is recommended to draw one's attention to Appendix D.

5.2 Chronological list of UQ TEFL theses: 1994-2009

- | | |
|------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1994 | Developing an effective English language self-access system for enhancing Malaysian EFL teacher training |
| 1995 | An investigation of ESL classroom verbal interaction: Ethnicity, gender and classroom contexts |
| 1995 | Reading theory as a catalyst for change in the teaching of ESL reading in the Indonesian context |
| 1996 | An Evaluation of Foundation English Coursebooks Implemented at Prince of Songkla University Hat Yai, Thailand: A View from the Teacher's Perspective |
| 1996 | Grammatical Consciousness Rising in the Communicative Language Classroom |
| 1997 | Culture in the TESOL environment: What are the issues? |
| 1997 | Integrating email and the World Wide Web into the ESL classroom: A rationale |
| 2003 | Investigating the Application of Language Learning Strategies of EFL Students at an Indonesian University |
| 2003 | Designing a language curriculum plan to raise students' intercultural awareness in English language teaching at the tertiary level in Vietnam |
| 2003 | A needs analysis of post-graduate TESOL students at The University of Queensland |
| 2004 | A Critical Cultural Approach to English Academic Paragraph Writing of EFL Vietnamese Students |
| 2004 | Teaching ESL in Queensland: A Lack of Curriculum |

- 2005 Topic Interest and Goal Orientation of Middle School EFL Students in Vietnam
- 2005 Attitudes of teachers and Students towards the use of the Internet for language teaching and learning in Vietnam National University, Hanoi
- 2005 Simulation Use in Adults ESL Courses: A Perspective from a Private Language Institute
- 2005 Shaping the Teaching Strategies of EFL Teachers at a Vietnamese University
- 2005 Error correction in the university level EFL writing classroom
- 2005 The Use of First Language (L1) in an English Classroom in Indonesia
- 2005 Cultural Variation in Framing: Australian and Singaporean Group Discussions
- 2006 The impact of target language exposure on vocabulary learning strategies
- 2006 Impact of learners' pre-existing knowledge of loanwords on learners' English usage
- 2006 Differences in the Metacognitive Awareness of Reading Strategies among Native and Non-native Readers
- 2006 Dilemmas in Marketing Language Schools in Japan: Hollowing Out Education?
- 2006 Philippine Secondary School Teachers' Attitudes toward Mother Tongue Instruction
- 2007 The Theoretical Study of Motivational Transfer and Entertainment Use in Self-study CALL
- 2007 The effect of language of task instruction on learners' L2 writing performance
- 2007 The Relationships among Japanese High School EFL Students' Metacognitive Strategy Use, Learning Conceptions and Learning Outcomes
- 2008 Morphological Awareness and its Relationship to Vocabulary Knowledge and Morphological Complexity among Omani EFL University Students
- 2008 Survey of students', teachers' and supervisors' attitudes toward EFL learning, CALL, and the design and the Use of Bedouin society-based software in EFL classes in secondary schools in nomadic areas in Saudi Arabia
- 2008 ESL teachers' use of corrective feedback and its effect on learners' uptake
- 2008 Teachers' Perceptions of Teaching Culture in EFL Classrooms: A Case Study of University Teachers in Vietnam
- 2008 Exploring the Role of Model Essays in IELTS Writing Test: A Feedback Tool
- 2009 Genre, language and pedagogy: A critical look at the interpretation of genre theory in linguistics and applied linguistics in its practice in TESOL

- 2009 Maximizing Educational Interaction between the English teachers and the Students in Indonesian Context
- 2009 Exploring EFL Students' Critical Thinking and Their Text Questioning Behaviours in a University in Vietnam
- 2009 The Influence of Indonesian Language Structure on Errors in University Students' English Sentences
- 2009 Discourse Markers in Spoken English: Comparative Study of Australian-English Native Speakers' and Vietnamese Learners' Discourse

6 THE QUANTITATIVE AND QUALITATIVE ANALYSIS OF THE BIBLIOGRAPHIC DATA – COMPARATIVE PART

6.1 The factors of the teaching process

In sections 6.2, 6.3 and 6.4, all 79 Prague diploma theses and 32 Australian theses will be classified according to one of seven factors (disciplines) sourcing from the dynamic scheme of the teaching process, i.e. **the factors of the teaching process** (Mothejzíkova, 1993).

Hendrich et al. (1988: 16) explain that in ELT theory, the factors can be simplified into learner, teacher and subject matter. Certainly, we deal with a more complex phenomenon. Thus, Figure 1 should assist in understanding the structure and mutual relations among the main factors of the teaching process. Its separate elements will be briefly discussed:

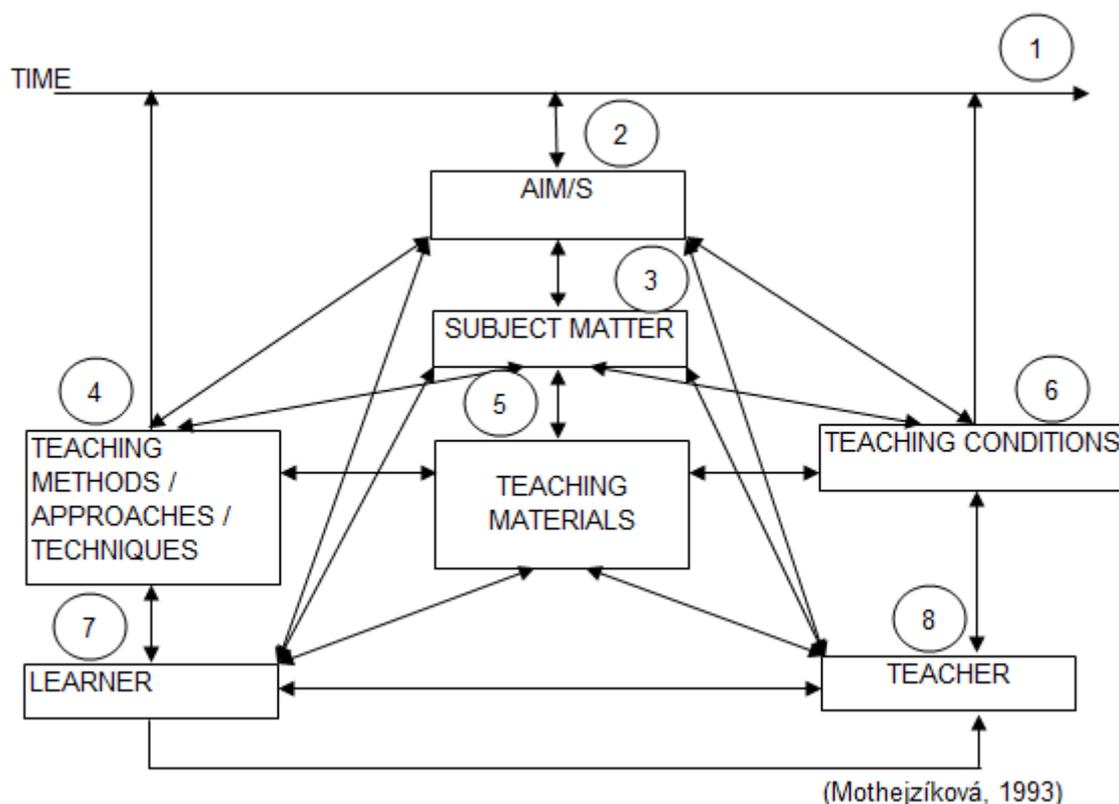


Figure 1 The factors of the teaching process

Time is a variable discipline. It also reflects “the system of the system in motion” (Vachek, 1964, Mothejzíkova, 1993).

Aim/ Objective includes its communicative/ practical (CEFR 2002), cognitive, educational, and instructional. All the other factors should target at achieving the aim.

Subject matter consists of not only language material of textbooks and teaching aids, but also of information and knowledge communicated by the teacher.

Teaching materials involve authentic, complementary, visual (audio-visual), and audio aids used in the teaching process.

Teaching conditions consist of outer and inner conditions. The outer conditions describe location, factual and time conditions. As for the local ones, we deal with the type of the school, its location, noise on the street etc. The factual conditions are concerned with quantity and quality of visual, audio and audio-visual aids etc. Time conditions reflect e.g. frequency of the FL lessons.

Regarding the inner teaching conditions, one should take into account the general level of education of the learner.

Certainly, the factors influence the efficiency of pedagogical work. Plans prepared for particular time period and class are unrepeatable; they are subject to pedagogical conditions. It is impossible to copy them mechanically or obtain them from the other teachers without any change (Hendrich et al. 1988: 429).

L e a r n e r is the individual involved in learning the FL. They feature various age, particular abilities, characteristics, knowledge, experience, needs, and interests. Their physical and mental health is considered in the teaching process as well.

T e a c h e r is the person featuring sufficient pedagogic talent and education, reliable theoretical and practical knowledge of the FL, linguistic and psycholinguistic knowledge, pertinent skills and experience etc. Teacher is responsible for achieving the aim (Hendrich et al. 1988: 17).

With regard to Figure 1, the categories have been modified for the intended comparison into categories 1-7 where the original number 1, i.e. *Time*, has not been involved in the classification. For time is included in the chronological list of the theses as a matter of fact. Therefore the scale commences with the Aims/Objectives labelled by 1; 2 stands for Subject matter, 3 for Teaching methods, approaches, techniques, 4 for Teaching materials, 5 for Teaching conditions, 6 for Learner, and the last category of Teacher and pedagogical aspects receives number 7.

The main factors whose names are mentioned first are further specified, e.g. in the field of the *Subject matter* (see section 6.2), two works focus on teaching grammar, one on interference, one on pronunciation and one on teaching writing. As for the number next to each discipline, it refers to a total number of works in the particular field.

Moreover, according to Karpíšková (1996), any type of classification is complex as one has to deal with vague cases that border with at least two possible classifications and could be included under more than one title. The crucial criterion appears to be the aspect prevailing in the thesis. An example of a Prague controversial TEFL thesis is illustrated by topic *The present methods and techniques of teaching English to pre-school children in the Czech Republic and the description of FLT system at Waldorf schools*. This work deals with Methods, approaches, techniques (category 3) as well as with pre-school children (i.e. category of Learner: 6). However, the aspect prevailing in the thesis appears to be category 3 and therefore the example has been classified there.

An example of an Australian controversial TEFL thesis is illustrated by topic *The effect of language of task instruction on learners' L2 writing performance*. This work deals with Aims/Objectives (category 1) as well as with teaching writing (i.e. category of Subject matter: 2). However, the aspect prevailing in the thesis appears to be Aims/Objectives. Thus, the example has been classified under category 1.

The classification of Czech and Australian TEFL theses according to Figure 1 follows in the three following sections, i.e. 6.2, 6.3 and 6.5.

6.2 Charles University: TEFL theses between 1946-1993

This section is not intended to be compared; it is a descriptive chapter that can be recommended for further research in the future. Certainly, it would be of benefit to involve this section in a comparison, e.g. comparison of TEFL theses topics at CU until and after 1993. However, due to understandable restrictions in time and scope, this was presently not possible.

6.2.1 Aims/Objectives

No TEFL CU thesis has been classified into Aims/Objectives.

6.2.2 Subject Matter

Five TEFL CU theses have been classified under the category of Subject matter. The topics follow:

5 topics: • The Level of Writing of Secondary School Pupils

- Linguistic and Methodological Principles of the Compilation of the Audio-Oral Programme for ELT: Pronunciation and Intonation
- Teaching English Grammar in our Schools
- Teaching English articles to students whose first language contains no articles
- Interference in ELT

Further, these can be sub-classified according to Mothejzíkóv (1988: 3). Subject matter involves language skills and sub-skills. Language skills are represented by teaching listening, speaking, reading, and writing; language sub-skills represent teaching the sound system, grammar, vocabulary, and spelling.

Thus, three theses illustrate sub-skills, i.e. grammar and pronunciation; one thesis deals with a skill, i.e. writing and one with interference.

Criterion	Number
Grammar (sub-skill)	2
Interference	1
Pronunciation (sub-skill)	1
Writing (skill)	1

6.2.3 Teaching methods, approaches, techniques

8 topics: • Effective Methods in ELT

- The Audio-Visual Method in the New Conception of Primary ELT
- The Methods of ELT
- Activating-motivating Methods in ELT
- Humour as Effective Motivation in ELT
- The Methods of ELT
- Contemporary American Methods in Teaching ESL and Czechoslovak Attitude to this Field
- The Present Methods and Techniques of Teaching English to Pre-school Children in the Czech Republic and the Description of FLT System at Waldorf schools

Further, these can be sub-classified into methods in general that are described in four theses. Motivation is discussed in two theses and one thesis deals with the Audio-Visual Method and one with Waldorf School.

Criterion	Number
Methods in general	4
Motivation	2
The Audio-Visual Method	1
Waldorf School	1

6.2.4 Teaching materials

10 topics: • The Analysis of Teaching Materials for ELT at Grammar Schools

- Language Meaning and its Interpretation via a Picture
- The Function of Illustration in English Textbooks
- Vocabulary in English Textbooks
- The Function of Text in ELT
- The Function of the Picture in ELT
- Popular and Rock Music in ELT
- Video in FLT
- Principles of Compiling the Optimal English Textbook for Secondary Schools
- Video in ELT at the Second Degree of Basic Schools

These can be sub-classified into five sub-categories. Three theses concentrate on picture or illustration, three on text or textbook. Two theses are devoted to video and one to music. One thesis analyses teaching material in general.

Criterion	Number
Picture/Illustration	3
Text/Textbook	3
Music	1
Video	2
Analysis	1

6.2.5 Teaching conditions

No TEFL CU thesis has been classified into Teaching conditions.

6.2.6 Learner

12 Topics: • Teaching English to Hearing Impaired Students

- Age Categories of Learners and ELT
- ELT at Language Schools
- Psychological Aspects in ELT
- Motivation in ELT
- Motivation for ELT at Secondary Schools
- A Pre-school Child as a Foreign Language Learner
- Psychological Aspects of ELT to Adults
- Learner Motivation to ELT (Age Category of 14-17 Years)
- Psychological Aspects of ELT and Adults
- Teaching English to Children 14 years and under
- Testing from the Learner's Point of View

As for sub-categorisation, five theses have been classified as other psychological aspects. Adult and secondary/grammar school learner is researched in two theses. One thesis each focuses on basic and pre-school learner. One thesis is concerned with special learner.

Criterion	Number
Special learner	1
Pre-school learner	1
Basic school learner	1
Secondary/ Grammar School learner	2
Adult learner	2
Other Psychological Aspects	5

6.2.7 Teacher and pedagogical aspects

12 topics: • Theoretical and Practical Aspects of FLT

- The New Conception of ELT at Secondary Schools

- The New Conception of ELT at Secondary Schools
- The Development of ELT at Basic Schools in Czechoslovakia since 1945
- FLT and J.A. Komenský (Comenius)
- Teacher's Personality and Motivation in Leisure Time FLT
- Testing Oral Performance in ELT
- Comenius's System of FLT and Contemporary Anglo-Saxon FLT
- The Contemporary Conception in ELT in Czechoslovakia
- The Development of Testing English after the World War II
- ELT in Differentiated Classes and Problems Related to Classification at the Second Degree of Basic Schools
- English Textbook Overview from J.V. Sládek Period till 1960 with Special Focus on Secondary School Textbooks

The theses are further sub-classified into four categories. Five theses represent historical overviews. Three theses each focus on conceptions and pedagogical aspects, one on teacher.

Criterion	Number
Historical overview	5
Conceptions	3
Pedagogical aspects	3
Teacher	1

6.2.8 Summary of sections 6.2.1 – 6.2.7

Table 1 summarises the findings that have been discussed in detail separately one by one.

1) Aims/Objectives	0
2) Subject matter	5
3) Teaching methods, approaches, techniques	8
4) Teaching materials	10
5) Teaching conditions	0
6) Learner	12
7) Teacher and pedagogical aspects	12
TOTAL	47

Table 1 CU theses between 1946-1993

For graphical illustration, Figure 2 has been also included in this section.

CU TEFL theses 1946 - 1993

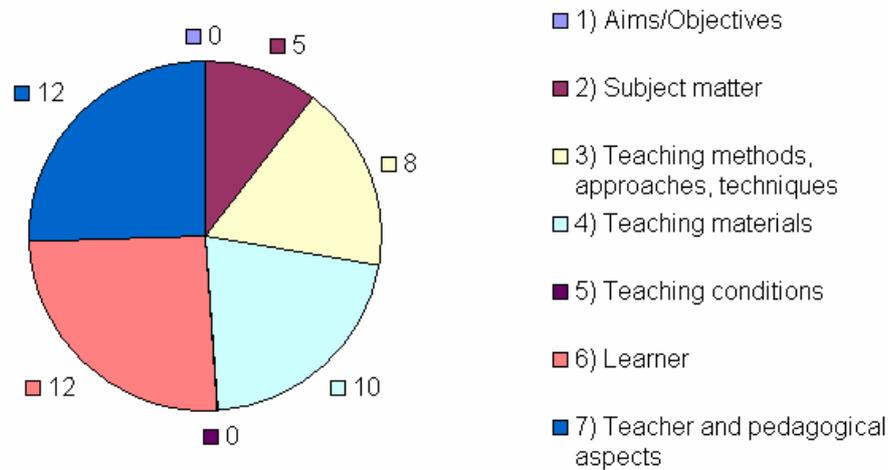


Figure 2 CU theses 1946-1993

The majority of the theses deal with Learner and Teacher and pedagogical aspects, each category encompasses twelve theses. Second position as for number of theses is occupied by Teaching materials that were described in ten theses. Eight theses are concerned with Teaching methods, approaches, techniques. Five theses focus on Subject matter. Aims/Objectives and Teaching conditions have not been researched yet. Overall, forty-seven TEFL theses were submitted at CU between 1946-1993.

6.3 Charles University: TEFL theses between 1994-2008

This section will be compared with section 6.5. The categories are not merely described; the present writer attempts to express her opinions on the particular matter and thus, provide recommendations concerning the TEFL research at the Department at CU.

6.3.1 Aims/Objectives

No TEFL CU thesis has been classified into Aims/Objectives. This category could be also identified as “white spots in ELT Methodology”. The idea originates in the past when “white places” denoted areas where human (i.e. white) beings had not entered yet, i.e. “hic sunt leones” from Latin.²⁴ The English equivalent is “here be dragons”, Czech “zde jsou lvi”. Overall, the field of Aims/Objectives has not been researched yet. Therefore, it might be a learning opportunity for the future.

²⁴ www.hicsuntleones.info/

6.3.2 Subject Matter

8 topics: •Interference in ELT

- The Issues of the English Pronunciation and the Possibilities to correct it in Secondary School Pupils
- Teaching Reading Comprehension
- Teaching Writing at Grammar Schools
- The Methods of teaching the English tense system at our Secondary Schools
- Student-Centered Teaching of Literature in English: the Application of the Reader-Response Model in the Czech Republic
- Techniques of Teaching General English Vocabulary at Secondary School Level
- Supplementary Reading in Grammar School TEFL. The Introduction of the Concept of Teaching Reading-Related Skills in the Czech Republic

These can be further sub-classified into six categories. As mentioned in section 6.2.2, Subject matter involves language skills and sub-skills. Thus, three theses illustrate sub-skills, i.e. grammar, vocabulary and pronunciation.

As for skills, three theses are devoted to teaching reading, one to teaching writing. One might ask why there is no thesis dealing with teaching speaking and listening. The reasons may be twofold, i.e. the skills of teaching speaking and listening are complex to such an extent that these have been described in PhD theses²⁵ that are not included in the scope of the present study. The other reason might be overlapping of CU TEFL theses concentrating on teaching methods, e.g. the Audio-Lingual Method substitutes teaching listening.

Criterion	Number
Reading (skill)	3
Writing (skill)	1
Grammar (sub-skill)	1
Vocabulary (sub-skill)	1
Pronunciation (sub-skill)	1
Interference	1

6.3.3 Teaching methods, approaches, techniques

9 topics: •The Game in ELT and Children Aged 5-9 Years

- The Analysis of the Present Methods in FLT
- Games as a Valuable Technique in English Teaching

²⁵ <http://uajd.ff.cuni.cz/phd>

- Dramatization in ELT
- Dramatical Activities as Activating Technique in ELT
- The Issues of Teaching Listening and Pronunciation in ELT of an Older Learner (the Audio-Lingual Method)
- Translation Method Used in the Czech Republic
- The Alternative Aspects of Education and their Application in ELT
- Self-Study Language Learning Software for Upper-Intermediate Adult Learners: Do existing products meet the requirements?

These can be further sub-classified into five categories. Two theses each deal with game and drama. One thesis is devoted to the Audio-Lingual Method, one to Translation Method. Three theses have been sub-classified into other, i.e. alternative aspects.

Referring to Mothejzíkova's (2009) didactic pluralism, there are number of various methods that could have been discussed as well, e.g. The Immersion Method, The Palmer Method or Open the Door Method etc.

Criterion	Number
Game	2
Drama	2
Audio-Lingual Method	1
Translation Method	1
Other	3

6.3.4 Teaching materials

3 topics: •CLIL in Theory and Practice

- Interdisciplinary Relations in Basic English Textbooks for Basic Schools
- The Role of Text in Grammar School ELT

These can be further sub-classified into two categories. Two theses describe text/textbook, one is engaged with CLIL. Mothejzíkova (1988: 3) and Hendrich (1988: 488) mention other teaching material as well, e.g. video or illustrations/pictures (i.e. audio-visual material). Video, music and pictures were discussed in TEFL theses between 1946-1993 (section 6.2.4).

Comparing this section to Mothejzíkova (1988: 287), none of the theses within the period of 1946-2008 describes authentic materials, such as maps, schemes, theatre tickets etc.

Criterion	Number
Text/Textbook	2
CLIL	1

6.3.5 Teaching conditions

No TEFL CU thesis has been classified into Teaching conditions. This section resembles chapter 6.3.1, it might be considered a “white spot of ELT Methodology” at CU.

6.3.6 Learner

5 topics: •ELT and Pre-School Children

- Language Aspects of Remedial Education of Czech and English Aphatics
- The Adult Learner in the Process of ELT/FLT
- The Problem of Dyslexia and Dysortography in TEFL
- Multimedia Device in Teaching English to Dyslexic Learners

These can be further sub-classified into three categories. Three theses focus on special learner, one on adult learner and one on pre-school learner. Basic and secondary school learners were described in TEFL theses between 1946-1993 (section 6.2.6). Thus, the cline commencing at children stage ceasing at adult stage has been completed. However, one might ask why pensioners (old age and senility) as English learners have been ignored. Langmeier and Krejčířová (2006: 204) together with Příhoda (1967) define old age around 60-65 years.

Contrariwise, Kulmová (1992: 88) mentions that the most effective age for learning foreign languages appears the first 24-25 years of life. That might explain the lack of interest in pensioners as learners of English.

Criterion	Number
Special learner	3
Adult learner	1
Pre-school learner	1

6.3.7 Teacher and pedagogical aspects

7 topics: •The Status of ELT at Second Degree of Basic Schools

- The Factors of FLT
- ELT in Czechoslovakia after 1918
- FLT at Secondary Schools during the Period of the First Republic

- A Portrait of Louis George ALEXANDER. His contribution to the Theory and Practice of the FL Textbook
- Teacher in E-Learning
- Cross-Subject Topics in the Grammar School TEFL

The theses are further sub-classified into three categories. Three theses are historical overviews. Three theses focus on pedagogical aspects, one on teacher.

Criterion	Number
Historical overview	3
Pedagogical aspects	3
Teacher	1

6.3.8 Summary of sections 6.3.1 – 6.3.7

Table 2 summarises the findings that have been discussed in detail separately one by one.

1) Aims/Objectives	0
2) Subject Matter	8
3) Teaching methods, approaches, techniques	9
4) Teaching materials	3
5) Teaching conditions	0
6) Learner	5
7) Teacher and pedagogical aspects	7
TOTAL	32

Table 2 CU theses between 1994-2008

The majority of the TEFL theses deal with Teaching methods, approaches, techniques; the category encompasses nine theses. Second position as for number of theses is occupied by Subject matter, described in eight theses. Seven theses are concerned with Teacher and pedagogical aspects. Five theses focus on Learner. Aims/Objectives and Teaching conditions have not been researched yet. Overall, thirty-two TEFL theses were submitted at CU between 1994-2008.

6.4 CU supervisors and the language of the TEFL diploma theses between 1946-2008

Commencing with anonymous **supervisors**, Karpíšková (1996: 49) mentions that in the 1940s, 1950s and 1960s, it was accustomed to mention almost no data in the diploma thesis, i.e. not even a year or a supervisor. However, it is certain that a diploma thesis supervisor at that time was Prof. PhDr. Trnka, DrSc. Works from the 1970s could be supervised only by Prof. PhDr. Poldauf or Doc. Nosek.

- Shaping the Teaching Strategies of EFL Teachers at a Vietnamese University
- A Critical Cultural Approach to English Academic Paragraph Writing of EFL Vietnamese Students
- The Effect of Language of Task Instruction on Learners' L2 Writing Performance
- The Impact of Target Language Exposure on Vocabulary Learning Strategies
- The Relationships among Japanese High School EFL Students' Metacognitive Strategy Use, Learning Conceptions and Learning Outcomes
- Investigating the Application of Language Learning Strategies of EFL Students at an Indonesian University

These can be further sub-classified into three categories. Educational and cultural aims are described in two theses each. Three theses focus on instructional objective.

Criterion	Number
Educational	2
Instructional	3
Educational-Cultural	2

6.5.2 Subject Matter

9 topics: •Differences in the Metacognitive Awareness of Reading Strategies among Native and Non-native Readers

- Impact of Learners' Pre-existing Knowledge of Loanwords on Learners' English Usage
- Reading Theory as a Catalyst for Change in the Teaching of ESL Reading in the Indonesian Context
- Error correction in the university level EFL writing Classroom
- Grammatical Consciousness Rising in the Communicative Language Classroom
- An Investigation of ESL Classroom Verbal Interaction: Ethnicity, Gender and Classroom contexts
- Culture in the TESOL environment: What are the issues?
- Exploring the Role of Model Essays in IELTS Writing Test: A Feedback Tool
- Morphological Awareness and its Relationship to Vocabulary Knowledge and Morphological Complexity among Omani EFL University Students

These can be further sub-classified into five categories. Teaching reading and writing is discussed in two theses each together with two theses dealing with teaching grammar and one focusing on vocabulary. Moreover, two theses concentrate on culture.

Criterion	Number
Reading (skill)	2
Writing (skill)	2
Grammar (sub-skill)	2
Culture	2
Vocabulary (sub-skill)	1

6.5.3 Teaching methods, approaches, techniques

No TEFL UQ thesis has been classified into Teaching methods, approaches, techniques.

6.5.4 Teaching materials

5 Topics: •Attitudes of Teachers and Students towards the Use of the Internet for Language Teaching and Learning in Vietnam National University, Hanoi

- Integrating Email and the World Wide Web into the ESL classroom: A rationale
- Survey of Students', Teachers' and Supervisors'attitudes toward EFL Learning, CALL, and the Design and the Use of Bedouin Society-based Software in EFL Classes in Secondary Schools in Nomadic Areas in Saudi Arabia
- An Evaluation of Foundation English Coursebooks Implemented at Prince of Songkla University Hat Yai, Thailand: A View from the Teacher's Perspective
- The Theoretical Study of Motivational Transfer and Entertainment Use in Self-study CALL

These can be further sub-classified into two categories. Four theses deal with CALL, one with textbook.

Criterion	Number
CALL	4
Textbook	1

6.5.5 Teaching conditions

No TEFL UQ thesis has been classified into Teaching conditions.

6.5.6 Learner

- 6 topics:
- Simulation Use in Adults ESL Courses: A Perspective from a Private Language Institute
 - Topic Interest and Goal Orientation of Middle School EFL Students in Vietnam
 - ESL Teachers' Use of Corrective Feedback and Its Effect on Learners' Uptake

- The Use of First Language (L1) in an English Classroom in Indonesia
- A Needs Analysis of Post-Graduate TESOL Students at The University of Queensland
- Cultural Variation in Framing: Australian and Singaporean Group Discussions

These can be further sub-classified into three categories. Other psychological aspects have been described in three theses, two focus on adult learner, one on secondary school learner.

Criterion	Number	
Other Psychological Aspects learner	3	Adult
Secondary School learner	2	
	1	

6.5.7 Teacher and pedagogical aspects

5 topics: • Teaching ESL in Queensland: A Lack of Curriculum

- Teachers' Perceptions of Teaching Culture in EFL Classrooms: A Case Study of University Teachers in Vietnam
- Designing a Language Curriculum Plan to Rise Students' Intercultural Awareness in ELT at the Tertiary Level in Vietnam
- Philippine Secondary School Teachers' Attitudes toward Mother Tongue Instruction
- Developing an Effective English Language Self-access System for Enhancing Malaysian EFL Teacher Training

These can be further sub-classified into two categories. Two theses are concerned with curriculum, three with teacher.

Criterion	Number
Curriculum	2
Teacher	3

6.5.8 Summary of sections 6.5.1 – 6.5.7

Table 3 summarises the findings that have been discussed in detail separately one by one.

1) Aims/Objectives	7
2) Subject Matter	9
3) Teaching methods, approaches, techniques	0
4) Teaching materials	5
5) Teaching conditions	0
6) Learner	6
7) Teacher and pedagogical aspects	5
TOTAL	32

Table 3 UQ theses between 1994-2008

The majority of the TEFL theses deal with Subject matter; the category encompasses nine theses. Second position as for number of theses is occupied by Aims/Objectives, described in seven theses. Six theses are concerned with Learner. Five theses focus on Teaching materials and Teacher and pedagogical aspects. Teaching methods, approaches, techniques and Teaching conditions have not been researched yet. Overall, thirty-two TEFL theses were submitted at UQ between 1994-2008.

6.6 UQ supervisors and the language of the TEFL diploma theses between 1994-2008

The biggest amount, i.e. 15 of UQ TEFL theses were supervised by Prof. Baldauf. 11 thesis supervisors could not be established. Three theses were supervised by Dr. Noriko Iwashita and Dr. Robert Kleinsasser. Two theses were supervised by Dr. Peter White and Dr. Michael Harrington. Dr. Rolland Sussex supervised one UQ TEFL thesis.

Naturally, all theses were written in English despite the origin of the majority of thesis authors.

Looking at the Appendix D, one can assume that a significant proportion of UQ students are not of native Australian origin according to their surnames. Secondly, their nationality is reflected in the thesis topic, e.g. Nguyen Xuan Quyet: *A critical cultural approach to English academic paragraph writing of EFL Vietnamese students*, i.e. Nguyen Xuan Quyet is presumably of Vietnamese origin. Such examples illustrate a similar situation to the CU environment where Czech students use ESL in the field of TEFL as well.

6.7 References in TEFL theses: CU versus UQ

For the comparative purpose of this study, the number of TEFL theses references at both universities have been counted and compared. Figure 4 illustrates the situation at CU, whereas Figure 5 at UQ. The raw data from which Figures 4 and 5 have been achieved is located in Appendix E.

Commencing with CU, the period 1946-1993 is characterised by average number of references between twenty and forty. After the split of Czechoslovakia, references are slightly increasing and in 2003, one thesis is referencing over a hundred of references. The increase might be caused by easier access to foreign literature and familiarity with the Internet. However, 2006 and 2007 still show that a successful TEFL thesis may contain less than twenty references. Overall, the trend could be rather classified as fluctuating than increasing.

Contrastively, Figure 5 illustrating the referencing trend at UQ shows the average number of references per thesis between sixty and eighty. In 2008, one thesis reaches 140 references.

The reason for such a numerical difference might lie in the style of thesis writing. While it is characteristic of CU that a practical research is conducted in a diploma thesis (see Appendix B), based on the author's experience and/or topic, this is not so at UQ (see Appendix A). Frequently, a diploma thesis at UQ is a synthesis of what has been researched about a particular topic. Therefore, one has to be referencing most ideas in the thesis and the number reaches a double.

CU TEFL References 1946 - 2008

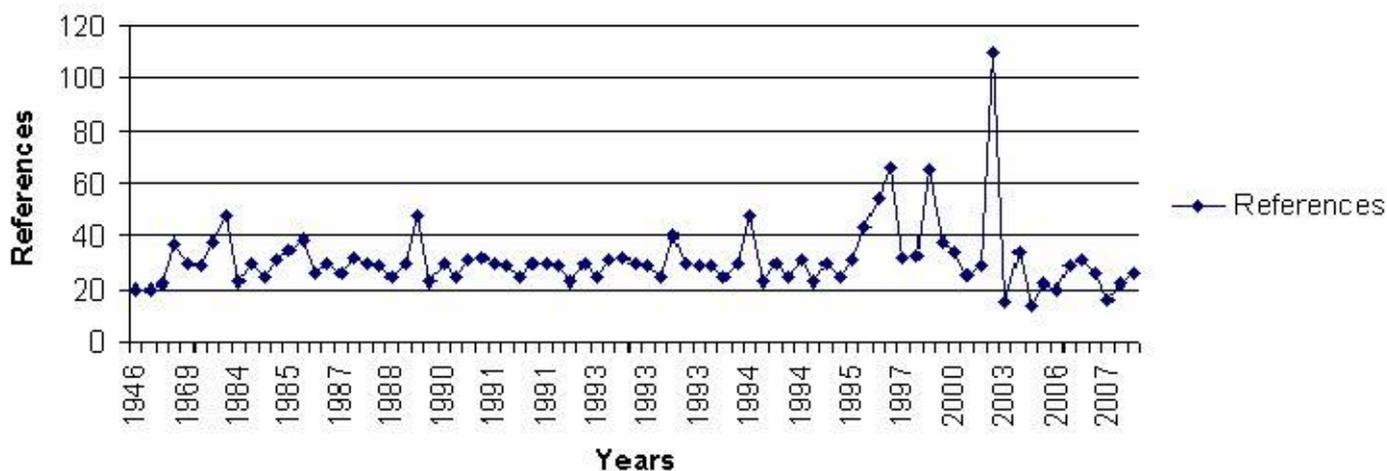


Figure 4 CU TEFL theses referencing style 1994-2008

UQ TEFL References 1994 - 2008

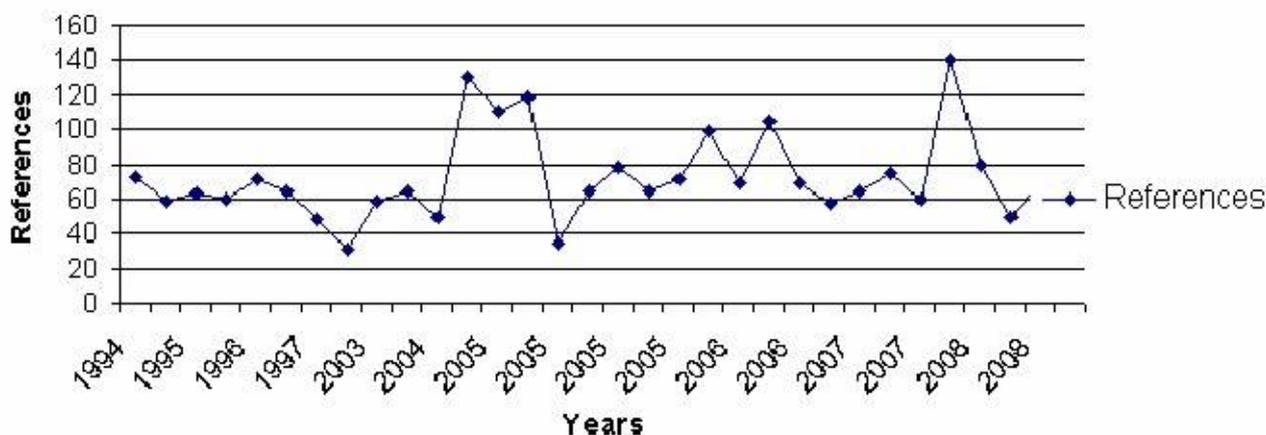


Figure 5 UQ TEFL theses referencing style 1994-2008

6.8 Comparison of CU and UQ TEFL theses topics between 1994-2008

This section will compare findings from chapters 6.3 and 6.5. Figures 2 and 3 located side-by-side should assist in understanding the differences between the two institutions. Both figures reflect the ratio of a particular topic in per cents. The categories will be discussed one by one.

Commencing from the category of Aims/Objectives, the difference is obvious. At CU, no TEFL thesis has been classified into this category, whereas at UQ, seven TEFL theses have been located into Aims/Objectives. One might question why there is a lack of interest in this category at CU. The reason might be the phenomenon discussed in 6.3.1, i.e. “white spots in ELT Methodology”. However, one should not omit PhD theses as these might discuss the category of Aims/Objectives. As the present study does not include PhD works into its scope, it would be controversial to draw any conclusion.

Regarding Subject matter, eight theses are concerned with teaching Subject matter at CU, nine theses at UQ. Thus, it is the category of majority of theses at UQ. Both institutions have dealt with teaching reading and writing, grammar, and vocabulary. Moreover, CU has also focused on teaching pronunciation and interference, whereas UQ on teaching Culture.

Nine theses describe Teaching methods, approaches, techniques at CU; no thesis has discussed them at UQ. This category occupies the most discussed TEFL area at CU. In terms of the category at CU, games, drama, the Audio-Lingual Method, the Translation Method, and other aspects have been researched.

Concerning Teaching materials, three CU theses focus on this category. At UQ, five theses deal with materials. Both institutions have been interested in textbook or text; moreover, CU in CLIL while UQ in CALL.

No TEFL thesis has been classified into Teaching conditions either at CU or at UQ. Presumably, the reason for that might lie in the theoretical features of the category (see section 6.1). As the teaching conditions are unrepeatable, a thesis devoted to this issue would be hardly beneficial for the overall ELT research. However, Teaching conditions appear in a number of theses as a matter of fact. E.g. CU thesis called *ELT and pre-school children* has been classified into Learner, however, it deals with a type of school as well, i.e. kindergartens.

Five CU theses and six UQ theses describe Learner. Both universities deal with adult learner. Moreover, CU focuses also on special learner (i.e. aphatics, dyslexic and dysortographic learners) and pre-school learner. UQ *inter alia* concentrates on secondary school learner and other psychological aspects.

Regarding Teacher and pedagogical aspects, seven CU theses are devoted to Teacher, five theses at UQ. Both institutions focus on teacher in general. Moreover, CU also concentrates on pedagogical aspects (e.g. cross-subject topics), three theses are historical overviews. At UQ, there is extra interest in curriculum.

Overall, thirty-two TEFL theses have been classified at each institution. Most theses at CU are devoted to Teaching methods, approaches, techniques (9 theses), whereas at UQ, most theses deal with Subject matter (9 theses). Zero has appeared in Aims/Objectives and Teaching conditions at CU, while in Teaching methods, approaches, techniques and also Teaching conditions at UQ.

At this stage of the present comparison, it is pertinent to ask whether CU could inspire and benefit from topic research being conducted at UQ in the area of ELT Methodology. As there is no sufficient literature readily and publicly available dealing with “comparative didactics” in general, the conclusions will be drawn on the basis of Figures 6 and 7, and collected information in sections 3.2.1 and 3.2.2.

Figures 6 and 7 show that both institutions deal with identical areas of ELT research. However, each university has different needs and interests and thus, numbers of TEFL theses submitted on the same topic differ. For instance, CU ELT research has been predominantly focusing on Teaching methods, approaches, techniques while UQ research has been concentrating on Subject matter. Such differences might be predictable as both countries contrast culturally, financially, and politically.

As long as we can find cultural, financial, and/or political gaps between UQ and CU, each institution should maintain their own ELT research. To see if CU could inspire from UQ MA theses guidelines, it is recommended to draw one’s attention to chapters 7 and 8.

CU TEFL theses 1994 - 2008

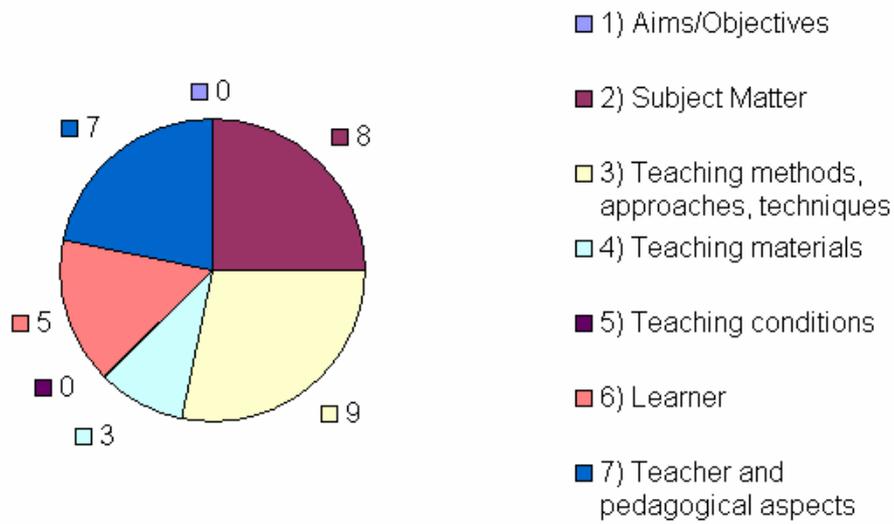


Figure 6 CU TEFL theses 1994-2008 by topic

UQ TEFL theses 1994 - 2008

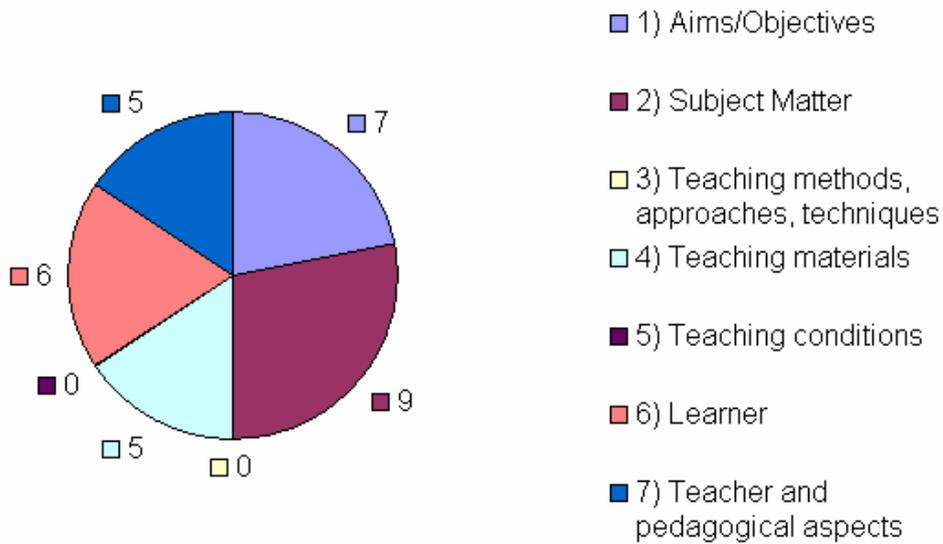


Figure 7 UQ TEFL theses 1994-2008 by topic

7 COMPARISON OF CZECH AND AUSTRALIAN MA THESES GUIDELINES: CU versus UQ

In this section, the MA theses guidelines from the Department of English Language and ELT Methodology at Charles University in the Czech Republic and the School of Education at University of Queensland in Australia will be discussed. These institutions were selected for comparison as per section 3.3.

Both guidelines were downloaded from the universities websites; moreover, Czech ones were translated into English for the purpose of the present study. The complete versions of both guidelines can be found in Appendices A and B.

The guidelines draw comparisons based on five different fields: **flexibility**, **structure**, **academic integrity**, **conformity**, and **thesis marking**. Although subjective to the author, each section will be rated as exemplary, functional or dysfunctional. Exemplary indicates that the guidelines provide a model, which other universities could learn from, functional indicates that the guideline is sufficient but could benefit from improvement, dysfunctional indicating that this feature of the guideline should be flagged for immediate restructure.

For the purposes of comparison, **flexibility** will refer to how dynamic the thesis writing procedure is to the student. It will be discussed if the student is restricted to a specific non flexible format or whether they have the option to choose their own topic and construct the thesis in their own individual style. Also contained in this section is a comparison of the advantages and disadvantages of a flexible and non flexible structural guideline together with the required consultation hours with a professor.

Regarding **structure**, the formal requirements will be compared, i.e. the length, the number of examples, the standard sections of the diploma thesis, formatting guidelines, and time frame for completion.

In regard to **academic integrity**, this refers to the safeguards and procedures in place to ensure that the content of the thesis is of an academic nature and that the information contained within is of a reliable nature to thesis readers. In essence, it is an assessment of the integrity of the thesis for the uninhibited use for academic purposes. This category also discusses measures employed to stop plagiarism. Moreover, it will be commented on the storage and cataloguing strategy of the submitted theses.

Concerning **conformity**, this will be the measure of the degree that guidelines control theses from different students and in different years conform to a common template. This paragraph partly overlaps with section 6.7 where all references have been counted and compared between CU and UQ to see whether the referencing style has developed at CU and how different it is from UQ.

With regard to **thesis marking**, the number of marks the student receives and the number of academic reviewers will be compared. A short comment will be made about the thesis defence style.

7.1 Flexibility

Commencing with CU, student chooses thesis topics from a list posted by the Department, or alternatively they can propose their own diploma thesis topic. Desired topics are then discussed with a supervisor. The supervisor elaborates guidelines of the dissertation together with the student. An eventual topic change is approved in well-founded cases only. A student must be capable of independent creative elaboration with mandatory consultation with their supervisor. These appointments should be on regular basis; however, it is not stated how frequently in the guidelines and no documentation is kept recording consultation events. This step, evaluated as *functional*, could be reconstructed in the sense that the student would have to see the supervisor as an obligation, e.g. once a fortnight.

Conversely, UQ students are not provided with a potential list of topics and are required to identify their own research area and have this approved with a potential supervisor within the School of Education. A detailed abstract of approximately 200 words on the topic to be researched must be submitted to the supervisor at a date negotiated by both parties. Throughout the semester, there is an obligation on the student to arrange regular meetings with the supervisor - usually once a fortnight. These mandatory meetings are documented. This provides the student with a non-flexible axis that they can have as a schedule, which ensures that the students work continuously and do not find themselves with an unreasonable amount of work, e.g. a month before the thesis submission.

Comparing the two systems, it should be noted that the system at CU provides more structure in thesis topic selection, providing a common list of potential research topics to allow thesis supervisors to direct research in areas they have marked as beneficial to the Department. However, while this is better for managing and completing research in desired areas, the students are also given the opportunity to explore entirely new concepts or provide creative topical questions that are not on the provided list. Therefore, it can be said that in terms of topic selection, the system at CU is better for managing research, but the system at UQ is better for identifying new fields of study and maintaining a fluid and modern research base. In regards to required

consultation hours, a mandated frequent consultation as per the UQ guidelines appears to be better model than at CU, as the student is more likely to take advantage of the experience of senior academics and produce higher quality research than a student who is unable to consult their supervisor as frequently.

In summary, although different, both guidelines provide a satisfactory approach toward these topic selection. However, in terms of flexibility, the system at CU whereby students meet with supervisors at their own discretion is likely to result in some students not consulting with their supervisor as often as they should, perhaps from fear of interrupting a busy schedule, whereas students at UQ can be confident that their supervisor has allocated time in advance for the purposes of consultation. UQ students are therefore at an environmental advantage in terms of consultation comfort. For this reason mandated consultation hours appear to be preferable. The author therefore rates both guidelines as functional in terms of flexibility, but ranks the UQ guideline higher for the aforementioned reasons.

7.2 Structure

CU provides the students with a detailed list of formal requirements of the title page (viz the Appendix) and the thesis body, i.e. the thesis must include contents, list of references, resume in Czech (if the thesis is written in English)/ English (if it is written in Czech) and appendices if needed. The thesis should be approximately 70 pages long (including a summary and resume), with at least 108, 000 characters and it should include approximately 200 examples of the researched phenomenon. The formatting guidelines are available as well as a template of the author's declaration.

The student is obliged to complete the thesis within two years since the topic has been selected.

The thesis length at UQ is given in words, i.e. between 11,000 – 13, 000 words. A template of the author's declaration and the requirements for the title page can be also found in the guidelines. As for the formal requirements of the thesis, these are listed in detail in the Appendix A under the heading called "Submission". Pages should be printed on both sides; margins are explicitly stated as well as the format of the paper.

As for the time frame for completion, the student is obliged to submit the thesis by the first week of the examination period of the semester or year during which the student was enrolled for that project.

Comparing the two systems, it can be noted that both guidelines provide the student with sufficient advice, i.e. how to design a title page, include a declaration, how to format the whole work and the thesis length is mentioned as well. The main difference lies in the length itself and the absence of a resume at UQ. As for

the length, converting both systems to pages, CU requires approximately 60 normopages of the text, whereas UQ requires 55 pages. However, it should be noted that the margins of the pages are also set up differently, which can be the reason for the five-page difference.

The resume in a foreign language is absent at UQ as it would be redundant since all Australian theses are written in English. Therefore, the function of a resume is fulfilled by a conclusion at UQ.

The time frame for completion also differs; CU students should complete the work within two years, whereas UQ students usually complete the thesis during one semester.

Overall, although there are differences between the two institutions, both guidelines provide an *exemplary* approach toward thesis structure, as it should not be forgotten that the guidelines are tailored to cultural conventions of the countries. The student receives sufficient amount of information for a successful formal thesis completion at both institutions.

7.3 Academic integrity

At both universities, plagiarism is forbidden and if a student selects this fraudulent thesis writing style, they have to face the consequences.

MA students of TEFL at CU cannot refer to any plagiarism policy, but the one at the associated Department of Anglophone Literatures and Cultures at CU, which appears to be the most accessible one.²⁶ However, it might have an effect that the Department of English Language and ELT Methodology has accepted a policy to trust their students as an outspoken fact, the plagiarism policy version is absent on the website.

Concerning theses cataloguing and storing, these are located at the Library of the English and American studies. After thesis submission, this receives a call number and is stored in the library storage room. Since the end of 2010, theses will be also available in an electronic format.²⁷

All UQ students are obliged to follow the plagiarism policy²⁸ that allows the examiners as well as the students to verify the origin of the thesis references in an application called “Turn it in”. This results in a strict intransigent referencing style at UQ. Candidates are required to provide an electronic version of the thesis in PDF format via eSpace to the UQ Library.²⁹

²⁶ uak.ff.cuni.cz/current-students.html

²⁷ <http://www.ff.cuni.cz/FF-8569.html>

²⁸ <http://www.uq.edu.au/hupp/?page=25128>

²⁹ <http://www.uq.edu.au/grad-school/final-thesis-lodgement>

Concerning theses cataloguing and storage, these are located at the Fryer Library³⁰ at St Lucia campus of UQ. However, the difficulties regarding location of TEFL theses have been discussed in section 5.1.

Comparing the two systems, none of them is without imperfection. Although CU theses are excellently stored and physically accessible, they have not been available in an electronic format at the time of writing the present thesis. Moreover, the students should be exposed to an easily accessible online plagiarism policy, preferably on the Department website, regarding thesis writing. While UQ provides the student with an excellent online plagiarism policy, the cataloguing has shown certain insufficiencies, i.e. when the present writer could not locate TEFL theses in the Fryer Library but at different places of UQ (discussed in detail in section 5.1).

In summary, the author ranks CU system as *exemplary-functional* as the cataloguing and storage is excellent, but the plagiarism policy is absent on the Department website. The same evaluation belongs to UQ as the plagiarism policy cannot be ignored, but the TEFL theses were not successfully located where they were supposed to be.

7.4 Conformity

The referencing style at CU emphasises its consistency, while the student is recommended to choose their own referencing style according to certain authoritative publications. The guidelines include advice how to reference books, articles in books, articles in journals and online publications. In-text referencing is explained as well.

UQ emphasizes the consistency of bibliographic citations as well and lists several style manuals different from CU publications. Although any more specific referencing is not mentioned, the student is provided with sufficient information.

Apart from different publications for citations, there are no other aspects to be compared at this stage. Certainly, both systems can be classified as *exemplary* and for comparison of numbers of references at CU and UQ, it is recommended to draw one's attention to section 6.7.

³⁰ www.library.uq.edu.au/fryer/

7.5 Thesis marking

Commencing with CU, the student receives two marks of their thesis, i.e. one from their supervisor and one from an opponent. The diploma thesis is marked as follows:

Excellent (1) – Very good (2) – Good (3) – Fail³¹

The final mark also depends on the student's performance during the thesis defence that can only be held a year after the thesis selection at earliest.³²

Looking at UQ, the student receives three marks of their thesis, i.e. from anonymous academics outside the UQ who mark the thesis from 7 (being the best) to 1 (being the worst), whereas the worst mark out of the three is not included in the final mark. The supervisor does not mark the diploma work. The marking scale follows:

High Distinction (7) – Distinction (6) – Credit (5) – Pass (4) – Fail (3, 2, 1)³³

Diploma thesis defence is not a part of the procedure as a matter of fact. Thus, the student does not have the option to present the thesis personally, which is considered honourable, or to explain additionally or in more depth the issues that are e.g. controversial in the work.

Looking at the differences, the CU marking scale provides four grades, whereas UQ one provides the student with seven. The thesis is evaluated by its supervisor and an opponent at CU, while it is evaluated by three independent academics outside UQ. Consequently, UQ students are not obliged to defend their submitted and graded thesis.

Thus, the marking scale at UQ is seen as *exemplary*, while the absence of oral thesis defence might be ranked as *functional*. The marking scale at CU could be classified as *functional* since the broader the scale, the more objective the feedback seems to be (CEFR, 2002: 185). However, the thesis defence at CU could be marked as *exemplary*, as it is beneficial for the student to defend their own work and show deep understanding of the matter.

³¹ <http://docs.moodle.org/cs/%C5%A0k%C3%A1ly>

³² <http://uajd.ff.cuni.cz/node/759>

³³ <http://www.uq.edu.au/study/?page=32314&pid=32317>

7.6 Summary: Which points of CU guidelines could be improved on the basis of the comparison in sections 7.1-7.5

Generally speaking, any of the points derived from the comparison of the two institutions have not been marked as *dysfunctional*. Therefore, the result supports the fact that the two universities have been ranked among top three hundred universities in the world (sections 3.2.1 and 3.2.2).

Consequently, the points that have not been marked *exemplary* at CU should be proposed for restructuring in order to achieve excellence and keep its ability to compete, particularly with world universities receiving richer funds, i.e. the ones that are not state funded. Therefore, the list of improvements based on the comparison in sections 7.1-7.5 follows in bullets:

- As for **flexibility**, mandatory thesis consultation schedule should be established at CU. These consultations should be also documented. The reasons for this would be an environmental advantage in terms of consultation comfort for the student and student's continuous, structured and consistent work on the thesis completion.

Another possibility how to provide students with sufficient feedback, but not involve their supervisor, could be a peer discussion, i.e. students who attempt to complete their theses in the same period could be assembled and "supervise" each other's thesis. Naturally, such a feedback could hardly reach professional level of consultation and utterly academic standard.

- Regarding **academic integrity**, an online version of plagiarism policy should be added on the Department website in order to remind the students that intentional plagiarism is likely to be treated as misconduct.³⁴ Moreover, MA thesis guidelines in English should be provided with students on the Department website as well. The present writer proposes using Appendix B if needed.

- Concerning **thesis marking**, a broader marking scale could be seen as a benefit for the students, as the evaluation would be more objective and functional. Certainly, such a change would not deal with the Department only, but with whole restructuring within the Ministry of Education. Therefore, such a change is not likely to come into existence, but is understood as a future vision and recommendation for Czech education.

³⁴ www.uq.edu.au/hupp/?page=25128

8 RECOMMENDATIONS FOR THE DEPARTMENT AT CU

This section is based on previous seven chapters and attempts to draw certain recommendations.

To ensure international recognition of excellence within TEFL field of study at the Department of English Language and ELT Methodology at CU, it is necessary that the Department is adapting to the changes within its field of expertise in step with other international institutions. To achieve this, a list of prospective recommendations follows:

- It is mentioned in section 4.5 that deals with Prize of Vilém Mathesius at CU that UQ does not award a prize for an exemplary MA thesis and CU should not follow this path. Contrastively, such a practice, i.e.

prize giving, is seen as motivating and beneficial. Thus, CU should continue in encouraging its students to submit a quality MA thesis.

- Although such a chapter has not occurred in this thesis, **alumni** will be briefly discussed in the current paragraph as the present writer draws from her exchange study stay experience at UQ. Comparing the universities' websites with regards to alumni, UQ provides the reader with a link to UQ alumni³⁵ where one might learn about their activities, cooperation with UQ or endowment to their *alma mater*.

Contrastively, the main pages of CU do not provide us with such a link. Therefore, it has not been proven whether CU remains in contact with its alumni, however, it presumably does. It might be recommended to CU to reinforce communication with its graduates in order to strengthen mutual cooperation. Moreover, broad community of CU friends and alumni could also support areas of teaching and learning and discovery through scholarships, bequests, endowments, professional chairs, and funding for research, cultural initiatives, technology and emerging needs. Thus, the Department of English Language and ELT Methodology could benefit from such practice as well.

- Concerning the **research** at the Department at CU, individual suggestions have been made throughout section 6.3. A summary of the recommendations follows:

The field of Aims/Objectives that has not been researched yet might be a learning opportunity for the future as well as prospective TEFL theses on teaching speaking and listening.

Looking at didactic pluralism, there are number of various methods that could have been discussed as well, e.g. The Immersion Method, The Palmer Method or Open the Door Method etc. Of course, it depends whether marginal methods are research worthy.

None of the theses within the period of 1946-2008 describes authentic materials, such as maps, schemes, theatre tickets etc.

No TEFL CU thesis has been classified into Teaching conditions. It might be considered a “white spot of ELT Methodology” at CU.

Last but not least, one might ask why pensioners (old age and senility) as English learners have been ignored in TEFL research at CU.

Naturally, today's issues require innovative global approaches to meet contemporary challenges and respond to urgent matters of global health, safety and the environment. Thus, strengthening the Department's position further to respond to the challenges of the 21st century will require ongoing and innovative partnerships. Therefore, it should be noted that one more faculty of CU, i.e. Faculty of

³⁵ <http://www.alumni.uq.edu.au>

Education³⁶, and one more Department, i.e. the Institute of Translation Studies³⁷, cannot be omitted from CU development in the field of TEFL as they might overlap. The other two workplaces might have researched the areas that the Department of English Language and ELT Methodology has not explored yet. However, such findings would be out of the scope of the present study yet still should be borne in mind.

- Regarding **oral examinations** that are not performed at UQ but at CU, these are recommended to be retained. Although Beneš et al. (1970: 212) mention that evaluation of oral examinations is considerably subjective, it is still necessary to test students' oral skills also at university level. It is considered a part of preparation for the State Final Examinations that are held orally at the Department of English Language and ELT Methodology.³⁸

- With regard to MA thesis guidelines, particularly **structure**, the following recommendation could be proposed on the basis of section 4.3. Although the Department of English Language and ELT Methodology states that since 2000 an abstract in a diploma thesis is obligatory, the point should be emphasised on the website. Moreover, to make the requirements clear, an abstract template would be advised to occur on the website for the students' disposal. Thus, all abstracts would exist in a uniform format that could be beneficial for the academic growth of CU.

- Concerning **theses cataloguing and storing**, CU works are located at the Library of the English and American studies. After thesis submission, this receives a call number and is stored in the library storage room. Since the end of 2010, theses are supposed to be available also in an electronic format. As opposed to UQ, such practice is beneficial as students are provided with easy access to previous works. Therefore, it is recommended to continue storing ELT theses at one place along with the electronic formats. If theses from before 2010 could be added to the electronic database, the thesis collection would be completed.

³⁶ <http://www.pedf.cuni.cz/index.php?lang=en>

³⁷ <http://utrl.ff.cuni.cz/UTRLFF-139.html>

³⁸ <http://uajd.ff.cuni.cz/mgr>

9 CONCLUSION

The present study called *Comparative Aspects of TEFL in Czech and Australian MA Theses: Charles University versus The University of Queensland* has attempted to identify learning opportunities at the Department of English Language and ELT Methodology at Charles University in Prague via a comparison with an Australian institution, The University of Queensland located in Brisbane. The secondary objective of the study was to further thesis writing culture at the Department at CU by cataloging and auditing past TEFL theses.

This study was restricted to consider only TEFL MA theses written between 1946-2008 at the Department of English Language and ELT Methodology at Charles University in Prague and TEFL theses written between 1994-2009 at the University of Queensland, Australia. However, for the intended comparison only TEFL theses from both universities from 1994-2008 were considered, as this period appeared to be the intersection of ELT Methodology at both institutions.

This study made no assessment on the quality and style of authors' writing, errors or misprints; it rather aimed at identifying broader historical trends of Charles University TEFL theses. This study was not concerned with PhD theses; it strictly focused on MA TEFL theses only.

The first half of the thesis provided a review of previous works conducted in the field of the history of English linguistics, with a special focus on ELT Methodology at CU. A review of the works conducted by Michaela Karpíšková and Lenka Slunečková was given from their theses entitled, *The Linguistic Theses from the Postwar Period until the Present, 1996* and *Linguistic Diploma Theses between 1995-2003* (appendix to M. Karpíšková, 2004). These works have been the backbone of the present study and provided a foundation for the present findings.

The primary source of information for Karpíšková's thesis was a catalogue of linguistic MA theses from the Library of English and American studies at CU. The catalogue reflects the factual physical state of the fond of linguistic theses in the library. From the catalogue cards, the following information was sourced: the name of the author, the complete thesis title, the thesis call number, and the year of the thesis. Based on the data, the research continued and the following information was collected: the language of the thesis, the thesis discipline, key words deduced from the thesis, and the supervisor if mentioned.

Thus, Karpíšková sought to analyse the bibliographic information quantitatively and qualitatively, i.e. the individual diploma theses disciplines, their topics, time periods and their supervisors.

In her explanatory part, she created seven registers according to a different key, i.e. author register, discipline register, register of key-words, register according to the year of theses origin, register of theses call numbers, register of supervisors and register of theses names. The total number of linguistic theses reached 486.

Slunečková's appendix to Karpíšková's diploma thesis has completed the list of linguistic theses until 2003 in the same style as Karpíšková. However, Slunečková, who completed the appendix during her PhD studies, did not deal with the linguistic theses in such an extensive scope as Karpíšková. However, Slunečková's contribution has been used to source the TEFL theses names, their authors and supervisors, call numbers and years of origin for the current study.

Short description of the Department of ELT at Charles University and The University of Queensland was provided in order to explain the benefits of comparing these two academic institutions. Naturally, there are a number of contrasting features between CU and UQ. CU is publicly funded, while UQ is dually publicly and privately funded. CU has been in existence for some 560 years longer than UQ. UQ although more than

500 years younger, is rated approximately 150 ranks above CU. UQ is based in a native English speaking country and caters for a large number of domestic and international students from the Asian region, whereas UQ teachers are of Australian or international origin as well. In contrast, CU teachers and students are predominantly of Czech origin and non-fee paying. Naturally, these differences resulted in some irreconcilable differences. Certain differences appeared perhaps due to the funding gap between universities, and other differences due to cultural variation that involves relative homogeneity of teachers and students at CU. Contrastively, UQ environment is considered heterogeneous and multicultural.

Additionally, the discipline of ELT Methodology (TESOL) commenced to be taught at UQ in 1994, whereas the Department of English Language and ELT Methodology at CU commenced its tradition in the first half of the 20th century. As for the testing and grading system, these also differ. There are no oral examinations at UQ (apart from oral presentations) while at CU students are still examined orally. The grading system at UQ is sevenfold (High Distinction to Fail), whereas CU operates with four grades (Excellent to Fail).

As already mentioned, CU theses topics between 1946-2003 were sourced from Karpíšková's and Slunečková's works. The data after 2003 (until 2008) was collected from the CU Department website.

The list contains seventy-nine names of CU TEFL theses together with the year of origin as the list is organised chronologically. However, if the year coincided, the call number was critical for ordering the theses. To see the complete list with theses supervisors and call numbers, it is recommended to draw one's attention to Appendix C. To collect data for CU theses annotations, theses were borrowed from the Library of the Department of English and American Studies at CU. Each work was scanned and if an abstract was included, the information contained in this section was sourced from there directly.

If an abstract was not included in a submitted thesis, as it was not always mandatory to include an abstract at CU, the summary, introduction, conclusion and/or resume had been used to construct an annotation.

A similar list was created for UQ TEFL theses submitted between 1994-2009 on the basis of the author's research at UQ that had been carried out in 2009-2010. Fryer Library UQ that contains all submitted theses had been recommended for the current research. However, no TEFL thesis was located there. Thus, the author visited a lecturer who stored fifteen TEFL theses at his office. These were borrowed and the needed data sourced from the works. Moreover, it was recommended contacting other academic staff at UQ. Another lecturer replied to the present writer's email and recommended visiting the School of Languages and Comparative Cultural Studies at UQ. Eventually, all the TEFL theses cited in the present work have been found in a classroom at the School of Languages and Comparative Cultural Studies. Thus, all the needed information could be collected.

Thereby the Australian list of TEFL theses contains thirty-seven names of UQ TEFL theses together with the year of origin as the list was organised chronologically within the period of 1994-2009. Although the intended comparison should have considered works written between 1994-2008, five extra TEFL UQ theses from 2009 were included in the current list as well. Thus, thirty-two theses were considered in the comparison. To see the complete list with the names of the authors and theses supervisors, it was recommended to draw one's attention to Appendix D. Czech and Australian lists resulted in a comparison of TEFL theses topics from both universities' overlapping period 1994-2008. This information was linked to establishment of areas of strength or improvement at CU.

In phase two of this study, MA theses writing guidelines released by CU and UQ were compared. These guidelines were characterised into five categories, i.e. flexibility, structure, academic integrity, conformity, and thesis marking. For comparative purposes, each category was ranked as exemplary, functional or dysfunctional. Exemplary indicated that the guidelines provide a model, which other universities could learn from, functional indicated that the guideline is sufficient but could benefit from improvement, dysfunctional indicating that this feature of the guideline should be flagged for immediate restructure. The comparison intended to draw conclusions about the health of research of ELT at CU and to identify learning opportunities for the future pursuant to the findings of this comparison.

Generally speaking, any of the points derived from the comparison of the two institutions have not been marked as *dysfunctional*. Therefore, the result supports the fact that the two universities have been ranked among top three hundred universities in the world. Consequently, the points that had not been marked *exemplary* at CU were proposed for restructuring in order to achieve excellence and keep its ability to compete, particularly with world universities receiving richer funds, i.e. the ones that are not state funded.

The recommendations drawing from the whole thesis have been summarised and given in bullets:

- The Department of English Language and ELT Methodology at CU should continue with Prize of Vilém Mathesius as it is seen as motivating and beneficial. It encourages its students to submit a quality MA thesis.
- It might be recommended to CU to reinforce communication with its graduates in order to strengthen mutual cooperation. Moreover, broad community of CU friends and alumni could also support areas of teaching and learning and discovery through scholarships, bequests, endowments, professional chairs, and funding for research, cultural initiatives, technology and emerging needs. Thus, the Department of English Language and ELT Methodology could benefit from such a practice.
- Concerning research at the Department at CU, Aims/Objectives might be a learning opportunity for the future as well as prospective TEFL theses on teaching speaking and listening.

There are number of various methods that could be discussed as well, e.g. The Immersion Method, The Palmer Method or Open the Door Method etc. Of course, it depends whether marginal methods are research worthy. None of the theses described authentic materials, such as maps, schemes, theatre tickets etc. as well as Teaching conditions. These might be considered a “white spot of ELT Methodology”. Last but not least, pensioners (old age and senility) as English learners have been ignored in TEFL research at CU hitherto. However, it can be possible that the Faculty of Education or the Institute of Translation Studies might have researched the areas that the Department of English Language and ELT Methodology has not explored yet. Such findings would be out of the scope of the present study yet still should be borne in mind.

- Oral examinations are recommended to be retained as the students practise and improve their oral performance.
- On the basis of the guidelines comparison, it is recommended to include an abstract in all theses. Moreover, an abstract template would be advised to occur on the website for the students’ disposal. Thus, all abstracts would exist in a uniform format that could be beneficial for the academic growth of CU. The next point deals with mandatory thesis consultation schedule that could be established at CU. These consultations should be also documented. The reasons for this would be an environmental advantage in terms of consultation comfort for the student and student’s continuous, structured and consistent work on the thesis completion.
- It is also recommended to continue storing ELT theses at one place along with the electronic formats. If theses from before 2010 could be added to the electronic database, the thesis collection would be completed.

The question whether the aforementioned recommendations are adopted to the system of the Department at CU is not within the scope of this diploma thesis. The study should presumably serve as a descriptive and suggestive work that could inspire future students to deal with comparative ELT Methodology in their prospective TEFL diploma theses. However, comparison in the field of TEFL is a complex and costing process. Nevertheless, comparative views should be supported and carried out as these enable us to find out the functional and dysfunctional.

It is so in the present comparative study – the Department at CU might be inspired by UQ, however, in certain aspects. Although it is out of the scope of the study, it is also a fact that UQ itself could benefit from the present comparison.

As long as there exist irreconcilable differences between CU and UQ (e.g. in funds), CU should not abandon its tradition, as CU research needs differ from the Australian ones.

10 RESUME

Tato diplomová práce s názvem *Komparativní aspekty didaktiky angličtiny v českých a australských diplomových pracích: Karlova univerzita versus The University of Queensland* si dala za cíl odhalit oblasti, které by na Ústavu anglického jazyka a didaktiky (UAJD) Filozofické fakulty Karlovy univerzity (UK) v Praze mohly být vylepšeny v oblasti didaktiky anglického jazyka (AJ). Výzkum byl uskutečněn formou srovnání s australskou institucí University of Queensland v Brisbane. Druhotným cílem práce bylo předložit návrhy k zefektivnění psaní diplomových prací v oblasti didaktiky AJ na UAJD. Proto byla témata obhájených diplomových prací z didaktiky AJ sepsána a následně byla připojena jejich krátká anotace, aby budoucí studenti mohli snadněji a účelněji nalézt nové oblasti bádání, případně těžit z poznatků, které byly sepsány předchozími studenty. Dle zkušebního řádu UK je každý student magisterského studia v posledním ročníku studia povinen předložit a obhájit diplomovou práci, aby mohl úspěšně zakončit studium.

Didaktika AJ, potažmo lingvistika AJ, na Karlově univerzitě v Praze má bohatou historii, která se datuje zpět do roku 1946, kdy byla oficiálně zaznamenána první didaktická diplomová práce. Nemůžeme vyloučit, že didaktika AJ nebyla vyučována již před druhou světovou válkou, avšak důkazy zatím nebyly doloženy.

Data pro komparaci byla načerpána z diplomových prací Michaely Karpíškové s názvem *Lingvistické diplomové práce z období po druhé světové válce do současnosti* (1996) a Lenky Slunečkové pojmenované *Lingvistické diplomové práce z let 1995-2003*, která představuje dodatek k práci M. Karpíškové z roku 2004.

Tato diplomová práce se zaměřila pouze na diplomové práce z let 1946-2008 na UAJD a 1994-2009 na UQ. Pro komparaci byly vzaty v úvahu jen práce z období 1994-2008 z obou univerzit, neboť se jedná o období, kdy byla didaktika AJ vyučována na obou pracovištích.

Byla porovnána nejen témata prací, ale také pokyny ke zpracování závěrečných prací. Bibliografické údaje pražských diplomových prací, jako je vedoucí práce, signatura, jméno autora, jazyk práce a počet odkazů (bibliografie), byly rovněž statisticky zpracovány.

Co se týče historického pohledu na diplomové práce z didaktiky AJ na UK, dvě zmíněné práce studentek Karpíškové a Slunečkové byly popsány z metodologického hlediska. Prvotním cílem M. Karpíškové bylo zkatologizovat lingvistické diplomové práce z let 1946-1996. Primárním zdrojem informací při vytváření soupisu lingvistických diplomových prací byl katalog v Knihovně Ústavu anglistiky a amerikanistiky,

protože ten v největší úplnosti odráží konkrétní fyzický stav fondu lingvistických prací v této knihovně. Z katalogizačních lístků byly získány tyto nejzákladnější informace: jméno autora, úplný název, signatura a rok vzniku práce. Z těchto údajů byly načerpány další informace: jazyk, ve kterém je práce psána, disciplína, které se práce týká, klíčové slovo/slova odvozené/á z názvu práce a vedoucí práce (pokud byl uveden). Celkový počet lingvistických diplomových prací dosáhl počtu 486.

Karpíšková ve své práci vytvořila sedm rejstříků podle různých měřítek: rejstřík autorů a názvů, rejstřík zaměření práce (disciplíny/roviny jazykového popisu), rejstřík klíčových slov, rejstřík podle roku vzniku, rejstřík signatur, rejstřík vedoucích a rejstřík názvů prací. Její diplomová práce je významná v tom, že se jedná o první systematickou a zevrubnou práci v oblasti popisu historie anglistiky na UK.

Dodatek Slunečkové k práci Karpíškové doplňuje seznam lingvistických prací stejným způsobem do roku 2003. Avšak Slunečková, která dokončila svůj dodatek během doktorského studia, se již nezabývá lingvistickými pracemi tak důkladně jako Karpíšková. I přesto byl příspěvek Slunečkové využit pro načerpání názvů prací, jejich autorů a vedoucích, signatur a roků vzniku.

V tomto ohledu je tedy stávající diplomová práce rozšířením a rozpracováním diplomových prací Karpíškové a Slunečkové.

Dále následuje stručná charakteristika pracovišť na UK a UQ za účelem objasnit, v čem je srovnání těchto dvou univerzit přínosné, tzn., zda by se UK mohla inspirovat tím, co se zdá být na UQ dokonalejší. Obě univerzity se od sebe ovšem liší v několika aspektech. UK je financována státem, zatímco UQ má dvojitý příjem od státu a studentů, přičemž poplatky za školné dosahují až 8 400 dolarů, což je přibližně 147 000 Kč za semestr. Samozřejmě, že záleží na studijním programu, např. právnické obory jsou nákladnější než filozofické. UK obdrží ročně přibližně 8 miliard Kč, zatímco UQ 20 miliard Kč, což je tedy 2,5krát více.

Dalším rozdílem je stáří obou univerzit. I přes to, že je UQ mladší o zhruba 560 let, pohybuje se ve světovém měřítku ARWU (Academic Ranking of World Universities) o 150 příček výše než UK (UQ na 150. místě, UK na 300. místě). UQ je situována v anglicky mluvící zemi a studuje na ní velké množství domácích i mezinárodních studentů především z asijské oblasti, přičemž učitelé jsou Australané či cizinci. Naopak studenti a učitelé na UK jsou převážně Češi a poplatky za studium nehradí.

Přirozeně tyto rozdíly vyústily ve vzájemně si odporující hlediska, některá možná kvůli finančním rozdílům, jiná kvůli kulturním. Posledně zmíněné zahrnují relativní homogenitu učitelů a studentů na UK, přičemž prostředí na UQ se jeví spíše heterogenním a multikulturním.

Dalším rozdílným faktem je, že didaktika AJ na UQ začala být vyučována v roce 1994, zatímco na UK zaznamenáváme první didaktickou diplomovou práci v roce 1946, kdy se tradice pražské lingvistiky již těšila mezinárodnímu uznání.

Co se týče systému zkoušení a hodnocení studentů, ten se rovněž liší. Na UQ se nekonají ústní zkoušky (pokud tedy opomineme ústní prezentace, které jsou týmové), zatímco na UK jsou studenti stále zkoušeni ústně. Systém hodnocení na UQ sestává ze sedmi stupňů (High Distinction (7) – Distinction (6) – Credit (5) – Pass (4) – Fail (3, 2, 1)), na UK ze čtyř stupňů (výborně – velmi dobře – dobře – neprospěl).

Jak již bylo zmíněno, témata diplomových prací do roku 2003 byla čerpána z prací Karpíškové a Slunečkové. Data po roce 2003 byla shromážděna z webu UAJD. Seznam obsahuje 79 prací z didaktiky AJ na UK s uvedením roku vzniku práce, neboť soupis je sestaven chronologicky. Pokud se rok práce shodoval, pořadí bylo určeno dle signatury. Úplný seznam prací i s jejich vedoucími a signaturami je možné najít v Dodatku C.

Anotace diplomových prací byly sepsány podle patřičných diplomových prací, které byly vypůjčeny z Knihovny Ústavu anglistiky a amerikanistiky na UK. Každá práce byla pečlivě prohlédnuta, a jestliže byl vložen abstrakt, informace o práci byly čerpány z abstraktu. V případě, že abstrakt nalezen nebyl, neboť nebylo vždy povinné ho uvádět, úvod, závěr a/nebo shrnutí byly použity k vytvoření anotace.

Jestliže byla diplomová práce psána anglicky, podtržený název je umístěn pod rokem a jménem autora. V případě, že byla práce psána česky nebo slovensky a název práce byl uveden v angličtině, je umístěn vedle podtrženého názvu za lomítkem. Jestliže se anglický název vůbec nevyskytoval, český nebo slovenský název byl přeložen do angličtiny autorkou této diplomové práce. V takové situaci je název psaný kurzívou umístěn na prvním řádku anotace. Důvod nesystematičnosti v jazyce názvů diplomových didaktických prací koření v tom, že diplomové práce v letech 1946-2000 nemusely obsahovat abstrakt či uvádět název v angličtině. Navíc v historii České republiky (popřípadě Československa) byly časy, kdy studentům nebylo dovoleno psát diplomové práce anglicky z politických důvodů.

Seznam diplomových prací z didaktiky na UQ byl sestaven během autorčina výměnného pobytu na UQ v roce 2009. Ačkoliv jí byla doporučena knihovna Fryer Library, ve které se měly diplomové práce z didaktiky AJ nacházet, přístup k žádné práci nebyl získán. Autorka této diplomové práce tedy navštívila svého tamějšího vyučujícího Prof. Richarda Baldaufa, který jí zapůjčil patnáct prací ze svého kabinetu, a

tak byly informace načerpány. Dále Prof. Baldauf doporučil kontaktovat Dr. Noriko Iwashitu, Dr. Michaela Harringtona a Dr. Rollanda Sussexe. Ze zmíněných odpověděl Dr. Sussex emailem, ve kterém poradil navštívit School of Languages and Comparative Cultural Studies na UQ. Posléze byly zbylé práce z didaktiky nalezeny v místnosti na uvedeném pracovišti a všechna data vyříděna.

Seznam australských diplomových prací tedy čítá 37 názvů diplomových prací s uvedením roku vzniku, neboť i tento soupis je sestaven chronologicky pro období 1994-2009. I když se komparace zaměřuje na období let 1994-2008, pět prací navíc z roku 2009 bylo rovněž zahrnuto. Přestože tedy seznam obsahuje 37 prací, komparace jich obsahuje 32. Úplný seznam prací s jejich autory a vedoucími je umístěn v Dodatku D.

V další části práce bylo všech 79 pražských a 32 australských diplomových prací klasifikováno podle sedmi faktorů (disciplín) vyučovacího procesu. Stává se, že tyto faktory jsou někdy zjednodušeny jen na žáka, učitele a učivo, ale nikoliv v této diplomové práci, která vychází ze schématu Doc. Mothejzíkovej, kde jsou dalšími faktory čas, cíl, vyučovací metoda, materiální didaktické prostředky a podmínky. Čas byl z klasifikace vyřazen, neboť se jedná o proměnný faktor, celé schéma je systém systému v pohybu a navíc čas hraje roli v chronologickém seřazení prací. Celé schéma bylo stručně vysvětleno.

Škála tedy začíná cíli, které jsou označeny číslem 1, číslo 2 zastupuje učivo, číslo 3 vyučovací metodu, číslo 4 materiální didaktické prostředky, číslo 5 podmínky, číslo 6 žáka a v neposlední řadě číslo 7 označuje učitele a pedagogické aspekty. Těchto sedm hlavních faktorů je dále specifikováno, např. v oblasti učiva se dvě pražské práce z období 1946-1993 zaměřily na výuku gramatiky, jedna na interferenci, jedna na výuku výslovnosti a jedna na výuku psaní v AJ. Číslo uvedené vedle každé disciplíny odkazuje na celkový počet prací v dané sféře.

Navíc je třeba zmínit, že jakýkoliv druh klasifikace je složitý, neboť se často potýkáme s nejasnými případy, které hraničí s nejméně dvěma možnými klasifikacemi a mohly by být zařazeny do více než jedné kategorie. Zásadním kritériem se jevil převažující aspekt diplomové práce. Příklad takové sporné práce na UK ilustruje téma *Stávající metody a techniky výuky AJ dětí předškolního věku u nás a poznatky o cizojazyčném vyučování ve školách waldorfského typu*. Tato práce pojednává o metodách a technikách (kategorie 3) stejně jako o předškolních dětech (kategorie žáka, tedy číslo 6). Převažujícím aspektem práce se však jeví kategorie 3, a tak byl tento příklad zařazen do skupiny 3.

Příklad sporné australské práce je ilustrován tématem *The effect of language of task instruction on learners' L2 writing performance*. Tato práce pojednává o cílech (kategorie 1) rovněž jako o výuce psaní (kategorie učiva, tedy číslo 2). Převažujícím aspektem práce se však zdá kategorie 1, kam byl tento případ zařazen.

Klasifikace českých a australských diplomových prací následuje ve třech fázích. První část popisuje a analyzuje diplomové práce na UK z let 1946-1993. Tato kapitola by mohla být námětem pro další výzkum v budoucnosti (např. srovnání témat diplomových prací z didaktiky před rokem 1993 a po něm), neboť ten nebyl ve stávající komparaci proveden. Samozřejmě by to byl přínos, avšak z časových a rámcových důvodů tak nebylo učiněno.

Většina prací ve výše zmíněném období pojednává o žáku a učiteli a pedagogických aspektech, každá kategorie zahrnuje dvanáct prací. Druhou pozici z hlediska počtu napsaných prací zaujímají materiální didaktické prostředky, které byly popsány v deseti pracích. Osm prací popisuje vyučovací metody, pět učivo. Cíle a podmínky nebyly v tomto období zkoumány. Celkem tedy bylo na UAJD obhájeno 47 diplomových prací z didaktiky AJ v letech 1946-1993.

Druhá fáze klasifikace zanalyzovala období 1994 až 2008 na UK. Výsledek byl srovnán s výsledkem v témže období na UQ. Kategorie už tedy nebyly jen popsány, nýbrž se autorka pokusila vyjádřit své názory na danou záležitost a navrhnout doporučení ohledně dalšího bádání v oblasti didaktiky AJ na UAJD.

Většina prací v tomto období pojednává o vyučovací metodě, celkem bylo napsáno devět prací. Druhou pozici zaujímá učivo popsané v osmi pracích. Sedm prací se zabývá učitelem a pedagogickými aspekty. Pět prací se zaměřuje na žáka, tři na materiální didaktické prostředky. Cíle a podmínky zatím nebyly v diplomových pracích popsány. Celkem tedy bylo v období 1994-2008 na UAJD obhájeno 32 diplomových prací.

Následuje krátké pojednání o vedoucích a jazyce diplomových prací na UAJD. Bylo zmíněno, že v 40., 50. a 60. letech 20. století nebylo zvykem uvádět v diplomové práci mnoho informací, dokonce ani rok vzniku či vedoucího práce. Je však jisté, že vedoucím prací v té době byl Prof. PhDr. Trnka, DrSc. Práce ze 70. let mohly být vedeny pouze Prof. PhDr. Poldaufem nebo Doc. Noskem. Dodatek C potvrzuje fakt, že Prof. Poldauf a Prof. Trnka vedli po jedné práci a šest prací z didaktiky AJ mělo vedoucího neznámého.

Většinu prací, tj. 70, vedla Doc. PhDr. Mothejzíková, CSc. od roku 1984 až do současnosti. Navzdory tomuto faktu byla jedna práce z roku 1995 vedena Mary Hawker. Dále pak je rok 1993 rokem, kdy bylo obhájeno nejvíce, tj. 11, diplomových prací z didaktiky AJ. Důvodem mohly být politické události v české historii a úpravy ve výuce cizích jazyků spojené s politickou změnou, tedy rozpadem Československa na Českou a Slovenskou republiku.

Ohledně jazyka práce, do roku 1993 bylo 42 prací napsáno česky, 2 slovensky a 3 anglicky. Po rozpadu Československa se počet prací psaných anglicky zvýšil na 13 spolu s 19 pracemi psanými česky. Do roku 2008 již nebyla napsána žádná práce slovensky. Nárůst anglického jazyka možná poukazuje na to, že český výzkum se stává přístupnějším čtenářům, kteří český jazyk neovládají.

Třetí fáze klasifikace zanalyzovala diplomové práce z didaktiky AJ na UQ. Bylo tedy možné zjistit, jakým směrem se udává didaktický výzkum na UQ a jak se liší od bádání na UAJD.

Většina, tj. 9, prací pojednává o učivu. Druhou pozici co do počtu zaujímají cíle popsané v sedmi pracích. Šest prací se zaměřuje na žáka, pět na materiální didaktické prostředky. Podmínkám ani vyučovací metodě nebyla věnována pozornost. Celkem bylo tedy v letech 1994-2008 na UQ napsáno 32 diplomových prací z didaktiky AJ.

Poté následuje krátké shrnutí jazyka a vedoucích diplomových prací na UQ. Nejvíce prací vedl Prof. Baldauf a samozřejmě, že všech 32 prací bylo napsáno v anglickém jazyce.

V další kapitole jsou srovnány počty odkazů v pracích na UAJD a UQ. Průměrný počet odkazů na UAJD se pohybuje mezi 20 až 40, zatímco průměrný počet referencí na UQ se pohybuje v rozmezí 60 až 80 odkazů uvedených v jedné práci. Důvod rozdílu může spočívat ve způsobu psaní prací, tj. na UAJD je charakteristické, že diplomanti uskutečňují praktickou část diplomové práce z didaktiky AJ pomocí dotazníků, a tak není třeba odkazovat na literaturu v takovém rozsahu jako v části teoretické.

Shrneme-li komparaci témat diplomových prací na UAJD a UQ, je možné říci, že obě instituce se zabývají stejnými oblastmi v didaktice AJ, avšak v jiném poměru, neboť každé pracoviště má jiné potřeby a zájmy. Např. výzkum na UAJD se převážně zaměřuje na vyučovací metody, zatímco bádání na UQ spíše na učivo. Obdobné rozdíly byly očekávány, neboť mezi oběma zeměmi existují kulturní, finanční a politické rozdíly. Dokud budou tyto rozdíly existovat, měla by si každá instituce uchovat svůj vlastní přístup k výzkumu.

Zda by bylo možné, aby se UAJD inspiroval UQ z hlediska pokynů pro zpracování závěrečné práce, bylo prodiskutováno v další kapitole, ve které byly srovnány pokyny pro zpracování závěrečné práce na UAJD a UQ. Zdrojem pokynů jsou webové stránky univerzit, přičemž české byly přeloženy do angličtiny autorkou této diplomové práce. Úplné znění pokynů je možné nalézt v Dodatcích A a B.

Pokyny pro zpracování závěrečné práce byly srovnány z pěti hledisek, tj. flexibility, struktury, akademické integrity, souladu s pokyny a hodnocení diplomové práce. Ačkoliv je klasifikace těchto hledisek subjektivní, každá část byla označena jako exemplární, funkční nebo dysfunkční. Exemplární naznačuje, že pokyny jsou

modelové, a tak by se ostatní univerzity jimi mohly inspirovat, funkční znamená, že pokyn je dostatečný, ale mohl by být zdokonalen, dysfunkční naznačuje, že tento rys pokynu by měl být okamžitě napraven.

Žádný z bodů pokynů ani na jedné univerzitě nebyl klasifikován jako dysfunkční, což podporuje fakt, že obě instituce byly zařazeny mezi tři sta nejlepších světových univerzit. Body, které nebyly na UK klasifikovány jako exemplární, byly navrženy k přeorganizování za účelem dosažení dokonalosti a uchování konkurenceschopnosti především s takovými univerzitami, které získávají vyšší příjmy než UK.

Obecně je možno doporučit zlepšení či zachování následujících bodů v pokynech pro zpracování závěrečné práce a v systému UAJD:

- UAJD by měl pokračovat v předávání cen Viléma Mathesia za nejlepší diplomové práce, neboť studenti jsou motivováni k co nejlepším výkonům.
- Mohlo by být uvažováno o zefektivnění spolupráce UK se svými absolventy, jelikož ti mohou přispět k rozvoji své *alma mater* a případně poskytnout finanční dary.
- Co se týče výzkumu v oblasti didaktiky AJ na UAJD, mohly by být zkoumány cíle, výuka mluvení a poslechu v AJ a v případě potřeby všechny zbylé druhy metod výuky AJ, které ještě nebyly popsány (např. The Immersion Method, The Palmer Method or Open the Door Method etc.). Dále nebyly zaznamenány diplomové práce pojednávající o autentickém materiálu a o podmínkách učení, může se proto jednat o tzv. "bílá místa v didaktice". Také nebyly zpracovány diplomové práce, které by mapovaly např. žáka AJ v důchodovém věku.

Je však možné, že o některých z těchto témat pojednávají doktorské práce na UAJD nebo diplomové práce na Ústavu translologie či na Pedagogické fakultě UK, což už nespadá do rozsahu této diplomové práce.

- Dále bylo doporučeno pokračovat v ústních zkouškách, neboť si student cvičí a zdokonaluje svůj ústní projev.
- Na základě porovnání pokynů pro zpracování diplomových prací na UK a UQ bylo doporučeno uvádět ve všech pracích abstrakt, který by navíc mohl být zpracován jednoduše. Dále by bylo považováno za přínos, kdyby konzultace k diplomové práci byly součástí rozvrhu studenta, který by se jich musel povinně pravidelně účastnit. Tím by jeho práce mohla být soustavnější a uspořádanější.
- Poslední bod vyzdvihuje uchovávání diplomových prací na UK a doporučuje v této činnosti pokračovat. Samozřejmě by ale všechny práce měly být k dispozici i v elektronickém formátu.

Tato diplomová práce byla zakončena konstatováním, že komparace v oblasti didaktiky AJ je složitý a nákladný proces. Nicméně by měla být podporována a uskutečňována, neboť umožňuje zjistit, co je funkční a co by mělo být změněno. Tak je to i v této komparaci: UAJD se může inspirovat UQ, avšak jen

v některých bodech. Rovněž platí, že by bylo možné určit, v čem by se UQ mohla učit od UK, to však nebylo cílem této práce.

Dokud budou mezi UK a UQ existovat vzájemně si odporující rozdíly, např. ve fondech, neměla by se UK odklánět od své tradice, neboť potřeby UK v oblasti bádání se zřetelně odlišují od australských.