

THE APPLICATION OF COMMUNICATIVE LANGUAGE TEACHING: A PARTICULAR CASE IN A POLISH PRIMARY SCHOOL

Sandra PAULISTA & GÓMEZ

4th Year. Treball Final de Grau

Professor: Àngel Raluy

Grau en Mestre d'Educació Primària (T1)

Faculty of Education, Translation and Human Sciences - University of Vic

Vic, May 2014

Table of contents

1. Acknowledgements.....	3
2. Abstract	4
3. Introduction.....	5
4. Theoretical Framework	5
4.1 Communicative Language Teaching.....	5
4.1.1 Background	5
4.1.2 What is Communicative Language Teaching?	8
4.2 The Polish Education System and the treatment of EFL in Primary Education..	
.....	13
4.2.1 The Polish Education System	13
4.2.2 English as a foreign language in the Polish Education System	15
5. The Study	17
5.1 Presentation of TAK school	17
5.2 TAK School EFL Project	19
5.3 Method	20
5.3.1 Participants.....	20
5.3.2 Research instruments.....	21
5.4 Data analysis	26
6. Conclusions	39
7. References	40
8. Annexes	42
8.1 Annex 1	42
8.2 Annex 2	43
8.3 Annex 3	46
8.4 Annex 4: Teachers' questionnaires.....	49

1. Acknowledgements

I would like to thank Barbara Sniegur, Anna Walkowiak, Aleksandra Krocak, Marcela Pluskwa and Barbara Jarosiewicz because without their collaboration this study could not have been possible. I would like to specially extend my gratitude to Barbara Jarosiewicz and to Àngel Raluy for their advice and comments. Last but not least, I would also like to express my gratitude to family and friends for their support.

2. Abstract

The goal of this study is to examine if Communicative Language Teaching is used by teachers when implementing English as a foreign language lessons in a Polish Primary school. This qualitative research analyses five major sets of information related to foreign language teaching which characterises CLT approach, and they are focused on teachers' knowledge and beliefs of CLT approach; the use of the language; the aspects of the English language which are taught; the activities' features; and the process of teaching. For that purpose, a questionnaire was given to each English teacher and some classroom observations were carried out to collect data, analyse it and draw a final conclusion. Results of the investigation show that English teachers fairly support CLT approach and that they apply its main typical features quite often while implementing lessons.

Keywords: Communicative Language Teaching, ELF teachers, application, Polish Primary school.

Resum: L'objectiu d'aquest estudi és examinar si l'Ensenyament Comunicatiu de la Llengua és usat per les mestres quan duen a terme classes d'anglès com a llengua estrangera en una escola de primària polonesa, amb un context educatiu especial. Aquesta recerca qualitativa analitza cinc conjunts principals d'informació relacionats amb l'ensenyament de la llengua estrangera que caracteritzen l'enfocament de l'Ensenyament Comunicatiu de la Llengua i que estan centrats en: el coneixement i les creences dels mestres sobre l'enfocament de l'Ensenyament Comunicatiu de la Llengua; l'ús de la llengua; els aspectes de la llengua anglesa que s'ensenyen; les característiques de les activitats; i el procés d'ensenyament. Per aquest objectiu, s'ha proporcionat un qüestionari a cada mestra d'anglès i s'han portat a terme algunes observacions d'aula per tal de recollir dades, analitzar-les i extreure'n unes conclusions. Els resultats de la investigació mostren que les mestres d'anglès donen bastant suport a l'enfocament de l'Ensenyament Comunicatiu de la Llengua, així com apliquen força sovint els seus trets característics quan porten a terme les classes.

Paraules claus: Ensenyament Comunicatiu de la Llengua, mestres d'anglès com a llengua estrangera, aplicació, escola de primària polonesa.

3. Introduction

The interest in foreign language teaching and learning has expanded around the world as a result of Globalization which is underpinned by the Digital era and migratory movements. There are many different reasons that explain this phenomenon, and among those we could point out the entrance to a broader labour market, the access to information, the increased commercial exchange between countries, or the establishment of relationships between cultures and societies.

In addition, a wide range of theories have emerged related to foreign language teaching and learning and diverse methods and approaches have been defined. They certainly differ from each other in terms of how to teach and learn a target language, and the use of one approach or another by foreign language teachers is a matter of controversy. Anyhow, one can corroborate that teachers tend to favour the use of an eclectic methodology.

Nevertheless, important attention has been paid on the way to teach a foreign language for real and meaningful communication. Hence, diverse communicative approaches have emerged, even if the core of all of them seems to be the Communicative Language Teaching approach. This study endeavours to explore whether CLT principles are applied by Polish teachers of English as a foreign language in a particular school called TAK. The present paper is divided into three main parts, namely a theoretical framework based on an outline of CLT theory and the Polish Education System; a description of the school background and the method used to collect and analyse data; the research study itself and finally the conclusions that have been reached.

4. Theoretical Framework

4.1 Communicative Language Teaching

4.1.1 Background

By the end of the sixties, some British linguists questioned the traditional language teaching approaches which had been implemented up to then. These new approaches gave importance to grammatical competence as the basis of second language teaching but they also started to introduce the importance of language communication in contrast to the Grammar Translation dominance. Two of the most popular traditional approaches that were applied were called Audiolingualism and Structural-Situational

Approach, and even if they were organized on the core of grammatical form of language, they dealt with phonology, morphology, syntactic patterns and lexical terms too.

In addition to that, some European countries became more interdependent and there was also a need to teach the main languages of the European Common Market. Hence, the Council of Europe which was an institution in charge of Education focused its interest on carrying out international conferences, publishing books about language teaching and promoting the formation of the International Association of Applied Linguistics. In the same way, new methods of language teaching were required to be developed.

What's more, Noam Chomsky, an American linguist, stated that traditional theories did not take into account the functional and communicative potential of language. He helped to develop new approaches to second language teaching underpinned by the functional aspect of language, rather than the form patterns of it. Nevertheless, Chomsky only focused his research on the interpretation of sentences when referring to linguistic competence and he defined the sentence-level grammatical competence as the principle to acquire a language. Unlike his position, other experts argued that language teaching involved much more than sentence-level interpretation and some sociolinguists introduced the notion of communicative competence as the goal of these new approaches.

Within this framework, in 1971, a group of theorists began to research the possibility of developing language courses that regarded the needs of European language learners and Wilkins (cited in Richards&Rodgers, 2001:154), wrote a document where it was proposed a communicative definition of language teaching. He set forth an analysis of the communicative meanings that a language learner needs to understand and express, rather than an analysis of the description of language through traditional methods, which lie in grammar and vocabulary. His document was reviewed in 1976, when it was published a new book titled *Notional Syllabus* and it supposed a relevant impact on the development of communicative language teaching.

However, not only Wilkins' studies influenced the design of communicative language syllabus and textbooks in Europe, but also the writings of other applied linguists such as Widdowson, Candlin, Christopher Brumfit, Keith Johnson (cited in Richards&Rodgers, 2001:154) , among others, were taken heed of. As specialists' contributions are considerable, it has been selected only some of them to draw an

overview of the main characteristics of Communicative approaches in language teaching. Hence, Halliday proposed a theory according to Communicative Language Teaching principles and it was focused on the functions of language. He defined seven basic functions that are developed when children learn their native language and they are mentioned below:

1. The instrumental function: using language to get things.
2. The regulatory function: using language to control the behaviour of others.
3. The international function: using languages to create interaction with others.
4. The personal function: using language to express personal feelings and meanings.
5. The heuristic function: using language to learn and to discover.
6. The imaginative function: using language to create a world of imagination.
7. The representational function: using language to communicate information.

(cited in Richards and Rodgers, 2003: 160)

Another theorist named Henry Widdowson (cited in Richards&Rodgers, 2001:160) published a book entitled *Teaching Language as Communication* that was based on the ability to use the language for different purposes. In this sense, Canale and Swain (1980) described the communicative competence through four dimensions which gathered importance in the Communicative Language Teaching approach. These areas were defined as follows:

- *Grammatical competence*: it consists in the ability to use grammar rules and lexicon to produce and understand a message.
- *Sociolinguistic competence*: it refers to the ability to use language depending on the social context, which involves time, place and social relationship.
- *Discourse competence*: it means the ability to connect a number of ideas together appropriately in order to interpret and to exchange messages.
- *Strategic competence*: it lies in the ability for learners to use strategies in communication when there is a lack of vocabulary and structures. The objective while using these strategies is to understand meanings and to be understood.

Having said that, communicative competence should be the core of language teaching and communicative approaches should be designed on the basis of communicative functions. Putting it in other words, not only grammar should be taken into account but also language in use should be considered, as Richards (2006: 9) stated:

“while grammatical competence was needed to produce grammatically correct sentences, attention shifted to the knowledge and skills needed to use grammar and other aspects of language appropriately for different communicative purposes, such as making requests, giving advice, making suggestions, describing wishes and needs, and so on”.

Even if the movement began as a largely British innovation and different theories related to Communicative approaches were proposed, the scope of Communicative Language Teaching approach gained more value than other proposals and it was expanded since the mid-1970s. Nowadays, it remains as a current approach which appeals both applied linguists and teaching professionals. Although it has been revised since the nineties, Communicative Language Teaching maintains its aims, which have been defined by Richards and Rodgers (2003:155) as: “to make communicative competence the goal of language teaching and to develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication”.

Lastly, having provided a short background in which the Communicative Language Teaching appeared, a specific description of the Communicative Language teaching approach needs to be pointed out. Thus, the next section starts defining the approach and the following sections highlight the role of teachers and learners and the approach implementation through activities.

4.1.2 What is Communicative Language Teaching?

The Communicative Language Teaching started from a theory of language as communication proposed by Hymes (1972) who stated that the goal of language teaching was to develop as he referred to *communicative competence*. He defined the theory of communicative competence as the language knowledge a speaker needs to have in order to be communicatively competent in a speech community. That means that a person who acquires communicative competence acquires both knowledge and ability for language use.

To sum up, the approach appeared during the 1970s and its main principles at that time were the following:

- Make real communication the focus of language learning.
- Provide opportunities for learners to experiment and try out what they know.

- Be tolerant of learners' errors as they indicate that the learner is building up her/his communicative competence.
- Provide opportunities for learners to develop both accuracy and fluency
- Link the different skills such as speaking, reading and listening together since they usually occur so in the real world.
- Let students induce or discover grammar rules.

(Richards, 2006: 13)

In that sense, CLT considered a range of principles which encompassed the goals of language teaching, the way learners learn a language, the kinds of classroom activities that best facilitate learning, and the role of teachers and learners in the classroom. Therefore, all these key elements are defined below to better understand how the approach consists of.

- **The goals of language teaching**

To begin with, the goals of language teaching according to CLT are focused on the teaching of communicative competence, instead of the teaching of the grammatical competence. As having mentioned before, the grammatical competence refers to knowledge of the grammar rules, which involves parts of speech, tenses, clauses, sentence patterns and so on. Even though learners could master the rules to create correct sentences, they could still not be proficient to use the language for meaningful communication. It is for that reason that the core of language teaching according to CLT is focused on the communicative competence, and the term takes into consideration the following aspects of language knowledge:

- Knowing how to use language for a range of different purposes and functions.
- Knowing how to vary our use of language according to the setting and the participants.
- Knowing how to produce and understand different types of texts.
- Knowing how to maintain communication despite having limitations in one's language knowledge.

(Richards, 2006, 3)

- **The learners' process of language learning**

The way learners learn a language was seen as a mechanical learning process until the mid-70s because language learning was centred on the proficiency of grammatical competence. Hence, the main objective for the students to achieve was the production of correct sentences without making mistakes and the teacher controlled the classroom. By contrast, with the emergence of CLT, the process of language learning has been viewed from a different perspective which involves using the language to communicate messages. That is, learners should interact between them through the target language; they should negotiate meanings in order to avoid misunderstandings; they should use language strategies when a lacking of language occurs; and so on.

- **The type of classroom activities**

With reference to the type of classroom activities that can be implemented using a CLT approach, different ways should be acknowledged to develop activities which reflect the principles of a communicative methodology. Thus, activities should entail fluent, meaningful, authentic and communicative practice as well as they should emphasise in pair or group work. In this way, learners can acquire communicative competence in a target language. Needless to say, these activities will be specified in 4.1.3 section.

- **The role of teachers and learners**

The role of teachers and learners in the classroom was changed as a result of the CLT approach introduction. Instruction has become learner-centred rather than teacher-centred. Hence, the teacher assumes two main roles both facilitator and monitor of the learning process, and that means that they may promote the communication process between all the students in the classroom, and between them and a range of activities and texts. Moreover, the teacher is also considered as another member within the learning-teaching group, so this person is not only seen as an organizer of resources but also as a resource herself/himself. In this sense, some of the tasks which involved the teacher with regard to these roles are: planning the activities taken into account learners' language needs; guiding the development of the activities; and giving feedback by rephrasing and confirming the information while implementing the activities.

Nevertheless, Critics have argued that non-native teachers could not be comfortable playing these roles. CLT implies to focus the sessions on fluency and comprehension

and this procedure could cause anxiety among teachers who have not been trained in CLT. Bal (cited in Coskun:2011), a linguist researcher, investigated five different Turkish Public Schools with twenty English teachers and he found that even if teachers were conscious of CLT in terms of theoretical features and they liked the approach, they did not in fact use its characteristics in their classrooms. What's more, Karavas-Doukas (cited in Coskun: 2011) observed fourteen Greek English language teachers and he also contrasted the teachers' positive attitude towards CLT with the insignificant application of its principles in their classrooms.

On the other hand, the role of the learner is defined as a negotiator. Thus, the students are expected to interact with their classmates instead of interacting with the teacher because it is a learner-centred approach. So, students participate in classroom activities which entail cooperative rather than individualistic learning and they are also responsible for the process of learning a language.

To finish this section, CLT has been implemented since the 1990s within these general principles described above but it has continued to evolve since then. New trends in CLT have occurred in consequence of its application and some traits of this communicative approach have been shifted because new understandings of the process of language teaching and learning have been developed. Thus, Jacobs and Farrell (cited in Richards: 2006) proposed eight changes in reference to CLT which are mentioned below:

1. Learner autonomy: Let students the opportunity to be responsible for their learning in terms of both the content and the process.
2. The social nature of learning: Language learning is a social activity that lies in interaction with others.
3. Curricular integration: The target language is not seen as a regular subject that is taught in isolation. It should be integrated to other subjects in the Core Curriculum.
4. Focus on meaning: The core of language teaching and learning is focused on developing meaningful activities and contexts.
5. Diversity: As learners have different ways of learning, an emphasis is laid to learning strategies in order for the student to use them.
6. Thinking skills: Critical and creative thinking should be developed by the means of language use.
7. Alternative assessment: New options of assessment should replace traditional multiple-choice and test, such as self-assessment.

8. Teachers as co-learners: the teacher acts the role of a facilitator which means that s/he constantly experiments different alternatives.

4.1.3 Implementation of Activities

A wide range of activities can be implemented on the basis of CLT principles, so that learners achieve a level of communicative competence that enables them to maintain a conversation within a target language community. Hence, these activities should have some features in common which should include a meaningful and a communicative practice, fluency development and the kind of learners' grouping.

To begin with, a meaningful and a communicative practice consist of carrying out tasks that even if language is controlled by the teacher, it enables learners to make meaningful choices. For instance, in order to practice adjectives which are used to describe people, the teacher might start showing some flashcards which contain pictures of different people, and s/he can describe them while pronouncing adjectives such as *long, short, blond, brown, curly, straight* and so on. Then, a student might be required to do the same but choosing a classmate and the other pupils might guess who is described. The practice is meaningful because one student describes a real person and the other learners might respond regarding the student's explanation. Not only does the task become meaningful but it is also considered communicative because language is used within a real communicative context, where real information is given and it is not predictable.

In addition to that, the development of fluency is another feature of CLT activities that has to be taken into account in language classrooms. According to Richards (2006: 14), fluency is described as: "natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his/her communicative competence". On the other hand, accuracy emphasizes creating grammatically correct sentences that can be produced out of context and without meaningful communication. Depending on how an activity is carried out, it can be focused on fluency, on accuracy or on both abilities. For example, an activity which consists of acting the role of a waiter and a customer in a restaurant can be focus on fluency if key information is provided to students and they have to improvise a dialogue using these clues. In contrast, the activity can be based on accuracy if the entire dialogue is given to students and they have to rehearse correct sentences while acting the role of the characters. However, it is recommended to use a

balance of fluency and accuracy activities in order for learners to acquire language proficient because understandable communication implies both abilities.

Finally, most of the activities which are designed under the premise of this approach involve in pair and group work, as it can be seen in the above examples. It is believed that learners can benefit from this type of grouping activities, so that they can learn when listening to other students of the group; they are able to produce more output than they would utter in teacher-centred instruction; they can be engaged in speech because they feel more comfortable speaking to their peers; and they can develop fluency. Nevertheless, some linguists have questioned this type of activities as they have claimed that with learners of different proficiency language level, some of them may obtain more benefits from these tasks than others. Moreover, other critics have argued that these classroom tasks are not enough to acquire a target language because they are implemented only within a monolingual community. Hence, students should be immersed in target communities and consequently, they would gain communicative competence in real-world situations. Magnan supported this view:

“Within that wider community, we would need to create a learning environment in which the classroom was less rigidly defined so that students could reach into the target communities and contribute actively to meaningful exchanges there. Once this multifaceted environment for learning was established, it would appear natural to reconceive learning activities in terms of real-world tasks where construction of meaning and identity could occur”. (Magnan, 2007: 251)

Once the bases of CLT have been outlined, it will be outlined some of the most important features of the educational system where this research has been carried out. Special attention will be paid to the treatment of English as a foreign language.

4.2 The Polish Education System and the treatment of EFL in Primary Education

4.2.1 The Polish Education System

- Education Body

The Education System in Poland is under the responsibility of the ministry of National Education which is also in charge of the national education policy. In addition, the responsibility for the administration of public pre-primary and primary schools as well as lower secondary schools has been bestowed upon local authorities, although the Ministry of National Education co-operates with them.

The structure of the Education System in Poland consists in the following stages:

- ✓ Pre-school (from 3 to 6 years old) that is not compulsory.
- ✓ Primary Education which is divided in two stages: the first stage (grades 1 to 3 – from 6/7 to 9 years old) and the second stage (grades 4 to 6 – from 10 to 12 years old).
- ✓ High School (Gimnazjum) which is also compulsory (grades 1 to 3 - from 13 to 15 years old).
- ✓ Secondary School (grades 1 to 3 – from 16 to 18/19 years old) which is focused on post-compulsory studies.
- ✓ Tertiary Education which is not compulsory and it is based on College and University studies.

The typology of schools in Poland is divided into three kinds of educational institutions according to the source of funding that is received from the Ministry of National Education. These kinds of schools are defined below:

- ✓ Public schools are totally financed by the Polish Government.
- ✓ The school education legislation allows non-public schools that can be also co-financed by the local governments.
- ✓ There are also other non-public schools which are totally led by the school institution and do not receive funds from the Government.

- **The Curriculum**

The new core Curriculum was approved by the Minister of National Education on the 23rd of December of 2008. It is a document which defines the learning outcomes according to knowledge and skills that should be acquired by each pupil at the end of each educational stage. It has to be respected by each school, but it enables the teachers to decide whether they follow it or they develop their own curricula which should be approved by the school head.

- **The Primary Education structure**

Primary Education is structured in a six year period, and it is compulsory for all the pupils. Children are required to enter primary education when they are 7 years old or they will reach this age during the school year. Moreover, it is asked one year of compulsory pre-school preparation for 6-year-old children who will engage in grade 1 of primary school in the following school year.

Primary education is divided into the following two stages:

- ✓ First stage of education includes grade 1 to 3 (from 6/7 to 9/10 years old pupils) and it is named Early School Education. The first stage provides a transition from pre-primary education to school education. Hence, the aim of this educational period is assisting pupils in their intellectual, emotional, social and physical and development. Teaching is provided by an ordinary teacher and the number of teaching hours per week depends on the grade. In accordance with the regulation of the Minister of National Education, there is a minimum number of compulsory classes which has been defined and it includes: integrated teaching, modern foreign language, music education, art education, computer education and Physical education. Some of these lessons could also be taught by a specialist teacher.

- ✓ The second stage of education includes grade 4 to 6 (from 10/11 to 12/13 years old pupils). This educational period is arranged by subjects and the minimum number of teaching hours increases at each stage. Regarding the new Core Curriculum of 2008, the following subjects are compulsory at this stage: Polish language, History and civic, Modern foreign language, Mathematics, Natural science, Music, Art, Technology, Computer classes and Physical education.

4.2.2 English as a foreign language in the Polish Education System

Within this educational framework and considering the entry of Poland in the European Union the first of May of 2004, foreign languages teaching and learning became one of the centres of attention in the Polish educational system. It is known by the Polish EURYDICE Unit (2012: 103) that “there are no legal regulations listing the languages which may be taught at either”, but at least two foreign languages were offered by the schools out of a list of six which included: English, Spanish, French, Germany, Russian and Italian. According to the Polish EURYDICE Unit (2012), English, German and Russian are the most common foreign languages taught and almost the 90% of students learn English as a second language. On the other hand, the latest Ministry of Education regulation established an increase in the teaching hours of foreign languages, which means that this subject starts to have a significant weight in Primary education.

As seen, English is the main foreign language taught in Polish Primary schools nowadays. It can be considered either a compulsory or an elective subject, and the organization of both options is regulated by the Ministry of National Education, which is

also responsible for the allocation of teaching hours available. That is, English can be taught at the first stage of Primary Education, grades from I to III, and the minimum hours of English teaching are up to 190. This amount rises up to 290 at the second stage of Primary Education, grades from I to III. Nevertheless, the regulation of second language teaching enables to increase the number of English lessons depending on the needs of each school, but the length of each class may not exceeded forty-five minutes.

Considering the Core Curriculum, the level of English that comprises the first two stages of primary education is called ISCED₁ and its equivalence with the level established by the Common European Framework of Reference (CEFR) for languages is the A1 level, although this link is a weak estimation when taking into account the learners' age. Anyhow, as learners may have different levels of English, it is recommended by the Core Curriculum to group them in accordance to their proficiency and a test could be done in order to better allocate students. Whether pupils are distributed by their level or they are not, the amount of learners per English class cannot exceed twenty-four.

In addition, the objectives of foreign language teaching and learning proposed by the CEFR are focused mainly on the ability to communicate successfully in the second language, not only in speech but also in writing. As for these aims, the Polish Core Curriculum has suffered qualitative changes as accuracy was viewed as a priority by many foreign language teachers until then, and they centred their teaching on achieving high levels of accuracy mastery. Hence, the perspective of foreign language education in Poland has been shifted and nowadays it is focused on acquiring communicative competence by working on the four skills. Moreover, the Core Curriculum provides some requirements to reach these objectives, which entail cooperative work, the use of different sources of information and the development of language awareness, amongst others.

With reference to English teachers, it is required specific qualifications to enter the education labour market and there are different paths to become a foreign language teacher. These options were laid down by the Ministry of National Education in 2009 and they are listed below:

1. A Master's or Bachelor's degree in a foreign language or applied linguistics department, with pedagogical preparation, i.e. courses that pre-service teachers take in such areas as instructional methods, learning theories, pedagogy and psychology, including teaching practice.

2. A Master's degree in any department in the country where the language is spoken, with pedagogical preparation.
3. A foreign language teacher training college graduate (Bachelor's degree equivalent).
4. A Master's degree in any department, holding one of the internationally recognized foreign language certificates specified in the annex to the Regulation, at an appropriate level or a national language exam certificate at level II.

(EURYDICE Unit, 2012: 120)

Furthermore, it is also required an amount of training hours in order to obtain a degree in English teaching. Likewise, active language teachers are suggested to take part of a range of teaching training programs which can be developed by both public and private institutions. As language teaching is seen as a long-life process, these professionals need to improve their career through ongoing training.

5. The Study

5.1 Presentation of TAK school

TAK School is a Polish educational institution situated in Opole, which is the capital of the Silesia region, and the city is located in the south-west of Poland. The school was founded in 1990 and it is a Community school. This means, it is neither a Public school nor a Private school, although a fee is required from the parents. The school follows the National Curriculum, even though it introduced some alternatives which have stayed in the teaching program ever since. These alternatives and innovations are related to languages and they are explained in the next section

Pre-primary Education, Primary Education and Secondary Education are implemented at school and the pupils are distributed in one of the two buildings depending on the grade they are studying. Hence, Pre-Primary Education and the first stage of Primary education (from grade 1 to 3) are located in one of the buildings and the second stage of Primary education (from grade 4 to 6) and High school (from grade 1 to 3) are located in the other building.

The structure of the school is quite typical and it is organized as follows:

- ✓ On the top of the hierarchy structure there is the headmaster and she has the support of a deputy.
- ✓ The next level is formed by all the teachers who work also as a Teacher's Council. They meet regularly on Tuesdays and they discuss different issues such as grades, programs, innovations, year events and so on and so forth,

foreign languages and art related subjects (music, art, PE, etc). These teams are created usually during meetings to discuss and plan various tasks, evaluate the year or plan the year. These teams work usually twice a year; at the beginning and at the end of the school year, but additional meetings could take place if necessary.

- ✓ Each group of subject teachers and class teachers as well, works separately. Hence, they have a group of English teachers and they chose their head every year. Each group of subject teachers works together and they meet to plan year events for their particular subject. For instance, an English Language Competition, Spelling Contest, You Can Sing, etc are some of the events which are carried out during the school year. However, some events come unplanned like the English poetry competition.

In terms of teachers' staff, there are 40 teachers at school and they are subject teachers. Some of them can implement two subjects and there are others who do integrated subjects, but only in Primary School. Besides, there are Chemistry or Physics specialists who only teach in High School, whereas there are other teachers who carry out lessons in Primary Education and High School.

There are less than 200 pupils in the school and they come from Opole and its surroundings. Most of the families have a high standard of living and there is a zero percentage of immigration in the school. Nonetheless, it is a standard in almost all the schools because Poland is a homogeneous country and the 95% of its population are Polish. As the number of children is low, the average per class does not exceed 20 pupils.

The school calendar and the school holidays are defined by the Ministry of National Education. Notwithstanding, the school is responsible for its schedule allocation and it is as follows: lessons start at 8.15 a.m and finish at 14.35 p.m, from Monday to Friday. The pupils take a 10 minutes break between classes and they have two breaks that last 15 minutes each one (the first one is at 10.50 a.m and the second one is at 12.45 p.m).

Within this school scenario, the next part gives an overview of the TAK School English as Foreign Language project which differs from the EFL projects applied in Public schools. The standpoint of this educational centre concerning EFL teaching-learning is needed to be described as it underpins the research and it enables to better understand the goals of foreign language teaching at school.

5.2 TAK School EFL Project

The EFL area is one of the most important departments in TAK School and this is the main aspect which makes the difference between this educational centre and the Public schools in the Silesia region, as EFL teaching and learning is one of the principles of the school Project. Thus, when the parents apply for the school, they know that special attention is paid to language learning. Likewise, an interview is carried out to those learners who want to enter high school in order to know if their level of English is the one which is required to follow the lessons.

What's more, this language area is composed by five specialized teachers who have been employed in accordance to their experience, their academic record and their teaching skills. That is, the selection of the EFL staff is based on checking their curriculum vitae, taking a personal interview and implementing at least one lesson in the school in order to demonstrate their teaching abilities. The majority of the English teachers in the school have already completed an English Philology degree and they have also pedagogical knowledge. Hence, their language proficiency is remarkable. Moreover, English teachers are allowed a lot of freedom and choice as for textbooks they want to use, programs they can prepare themselves, and additional events in which they are interested to collaborate. They have also participated in a number of Comenius Projects which involved completing projects with international partners and which included video conferencing, Skype exchanges and so on and so forth.

With reference to the organization of the English lessons, classes of each educational level are divided into two or more subgroups depending on the amount of pupils per class but each subgroup does not exceeded almost ten children. Thus, the average of learners in the English lessons is lower than one can find in a Public school.

In addition to that, the number of English lessons which are carried out in the school consists of four sessions per week and each session lasts forty-five minutes. Moreover, during the lessons a variety of methodologies, resources and sources are used but the textbook is the principal resource which guides the teaching and learning process.

Lastly, the success of the EFL project lies in the aspects explained above and it can be seen throughout the pupils' results. The application of this language project enables the children to acquire a high English level in terms of both perceptive and productive abilities and this language qualities provide the learners with more studies opportunities in the future.

5.3 Method

5.3.1 Participants

As for the participants, a total of five English teachers participated in the current study. Table 1 presents a summary of the participants profile and, as shown in the grid, the group of participants are all female between the ages of 25 and 45. All of them are from Poland, which means that English is not their native language and their University studies consist of English Philology. Three of these participants are more experienced teachers who have been working between 10 and 24 years, and the other two participants, Anna and Marcela, have less experience because they are the youngest English teachers of the group.

Table 1: Summary of participants

Name	Country	University studies	Years of English Teaching experience	Relevant English courses
Barbara Jarosiewicz	Poland	English Philology	24	Post graduate Diploma "computers in ELF", P.H.D in progress
Aleksandra Kroczak	Poland	English Philology	13	
Marcela Pluskwa	Poland	English Philology	5	Macmillan trainings, PASE and others
Barbara Sniegur	Poland	English Philology	10	
Anna Walkowiak	Poland	English Philology	4	

With reference to the amount of English lessons that are implemented during a week, table 2 summarizes this information and it also shows the grades that each participant teaches. Barbara Sniegur is the teacher who implements more lessons of English in Primary Education. In total, she carries out 20 lessons per week to four groups from grade 1 (which is divided into two subgroups) to grade 3.

On the other hand, three teachers, Marcela, Aleksandra and Barbara Jarosiewicz, develop lessons to three grades of Primary Education. The first one carries out lessons to grades from 4 to 6 and she teaches two subgroups of grade 6, which represents 16 lessons of English per week. Aleksandra develops lessons to grades from 3 to 5 and the totally amount of lessons that she implements per week is up to 12. The third teacher who teaches three different grades is Barbara Jarosiewicz. She carries out lessons to 2, 3 and 6 graders but the last grade is divided into two subgroups (6a and 6b), and in totally she develops 16 lessons per week. Needless to say, these teachers do lessons at High School and because of this, they carry out less lessons in Primary school (see Annex 1).

The last teacher, Anna, only carries out lessons to the first grade of Primary Education. She teaches two subgroups of this grade, which means that she implements a totally amount of 8 lessons per week. However, she is also a Spanish teacher and she develops Spanish lessons at the school.

TABLE 2		
Name	Grades	Amount of lessons per week
Barbara Sniegur	1 (subgroups 'a' and 'b'), 2, 3 and 4	20 lessons
Barbara Jarosiewicz	2, 3 and 6 (subgroups 'a' and 'b')	16 lessons
Marcela Pluskwa	4,5 and 6 (subgroups 'a' and 'b')	16 lessons
Aleksandra Krocak	3,4 and 5	12 lessons
Anna Walkowiak	1 (subgroups 'a' and 'b')	8 lessons

In addition to that, the participation of these members in the present study was both direct and indirect. That is, they contributed directly by filling a questionnaire, whereas they participated indirectly by being observed while carrying out lessons. Therefore, the research instruments that were used to collect data about these participants are illustrated in the next section.

5.3.2 Research instruments

Since the goal of this qualitative research is to check whether CLT approach for teaching English as a foreign language is applied in a Polish Primary school, some data needed to be both collected and analyzed. Thus, two qualitative instruments were designed for the study and they are explained below.

- Questionnaire

A questionnaire was given to each English teacher and it was designed taken into account some of the CLT features which have been described in the first section of this paper. The aim of this qualitative instrument was to check the knowledge that English teachers have in accordance to this language teaching approach, as well as the perception and beliefs of their methods of English teaching.

The measurement of the items that were studied in the questionnaire is based on different types of scales, depending on the block of information it referred. Hence, one type of scale that was used to collect data consisted of *I agree* or *I disagree* responses and another kind of items were evaluated with the use of a scale which included the following options: *always* that means the item/situation happens very frequently; *almost always* that means the situation happen very frequently but not every time; *usually* which means that it normally happens; *almost never* that means it hardly ever happens; and *never* which it does not happen on any occasion. The last block of information studied was assessed by using *yes*, *no* or *sometimes* (it means the item happens often) answers.

The questionnaire was organized in seven major sets of information. The first block of information was focused on collecting information about the participants and it has already been mentioned in the above section. The rest of blocks consisted of two open-ended questions; a grid with nine statements; a part related to the use of language; a section of the aspects of English language teaching; a block of information about activities characteristics; and finally a section connected with the process of teaching (see annex 2). To better comprehend the organization of this research instrument, these blocks are described as follows:

The first section of the questionnaire was based on two open-ended questions where two definitions were asked according to *communicative competence* and *Communicative Language Teaching*. The information obtained throughout those questions enabled to check the teachers' opinion concerning both concepts and to realize subsequently whether the application of this approach in class is done explicitly or implicitly.

The next section presented nine statements which were extracted from a book written by Richards (2006). Most of these statements underpin the principles of CLT approach and there were used in the questionnaire in order to know teachers' beliefs about them. In that way, depending on the answers given by teachers, they would support or refuse the main principles of CLT and they could make use of these ideas while implementing English lessons.

With reference to the use of the language, three questions were considered in order to be aware of the language that teachers use while developing English classes. According to CLT approach, the goal of language teaching is focused on the teaching of communicative competence and this aim could not be achieved without the use of

the foreign language. Thus, this section enabled not only to figure out what teachers think about the application of both the foreign and the native language, but also to contrast the information with classroom observations.

One of the main principles of CLT approach underlines the process of teaching towards those aspects of the language which are concerned with communicative competence rather than grammar competence. Hence, the next block of information was based on checking in which parts of the language is focused the process of teaching. That is, the answers showed if teachers centred their teaching on the form of the language and its rules or, by contrast, if they focused on the function of the language. In relation with these two different perspectives, fluency and accuracy have an important role and, as the approach defends to teach more fluency than accuracy, these two aspects were also taken into account in that section. Furthermore, the teaching of both the form and the function of the language is carried out throughout listening, speaking, reading and writing. CLT states that the four skills should be linked while language teaching and this aspect was also included in that section of the questionnaire.

As it has been discussed when describing the approach, a set of activities can be implemented according to CLT and depending on the features of the tasks and the way they are carried out, they can become either CLT activities or not. Thus, in the next to last part of the questionnaire teachers needed to answer if they implemented activities which entailed some traits, such as real communication, authentic and meaningful practice, and pair and group work. Their responses could help to realize if activities are underpinned by CLT traits.

Finally, the last set of information according to this instrument was focused on the process of foreign language teaching. It provided information related to teachers' perception of their teaching procedure and it involved the following items: the type of instruction, the main objective of the language process of teaching, the correction of errors, and the consideration of the process rather than the product. In addition, according to teachers' conception of the process of teaching English, it could be observed whether it was based on either a more traditional perspective or a more communicative point of view.

- Classroom observation

The classroom observation was done during two weeks and every English teacher was present while carrying out lessons to different grades of Primary Education. The total

amount of observations done came to thirty-four and even if the representative sample of this research is limited, every group was observed twice. In that way, it enabled to contrast the data of each group twice in order to avoid a misuse of the data. Putting it in other words, it could happen that the teacher would not be inspired while carrying out the lesson one of the times that was observed, so by checking the group twice the information collected could be confirmed. Notwithstanding, two grades were observed only one time because they were writing a test in one of the classes and that day's sample should not be representative.

Furthermore, all the English teachers were asked previously if they could be observed when carrying out the lessons and they were notified that the purpose of those data collection would be used for a research study. However, none of the participants knew the content of these observations in order not to influence their lessons as they could develop activities that were not in their previous planning.

The aim of the classroom observation was to see how the teachers develop the lessons and to collect data that would enable to analyze the information of the classroom observation and compare it with the one obtained with the questionnaires. In addition, it would also help to verify if the process of English teaching in TAK School is supported by the CLT theory.

This qualitative instrument was designed under the same premises than the questionnaire which was underpinned by the CLT principles. Hence, it contained almost the same blocks of information as the questionnaire and it included the following parts: the use of the language, aspects of the English language that are taught, activities, type of activities and the process of teaching (see Annex 3). As can be seen, a new section related to types of teaching activities was added, and the data items of the last block of the observation, which consisted of the process of teaching, were shifted in order to get better the information.

As for the measurement of the items that were observed, the same type of scales as in the questionnaire was used. Anyhow, a new scale was designed to evaluate the last part of classroom observation and it involved the next options: *always* that means the item/situation happens very frequently; *sometimes* which it means the item happens often; and *never* that means the situation don't happen on any occasion.

Needless to say, as the instrument used for the classroom observations is based on the perception of the person who is observing, some considerations should be taken

into account to clarify the meaning of the aspects studied. In this way, not only the selection throughout different options for each item examined would be better understood but also the results which were obtained using that research instrument would be comprehended. The considerations are described as follows:

To begin with, the first block of the observation was about the use of language and there were five options (always, almost always, usually, almost never or never) to answer each of the three questions. However, these responses were not enough so that it was difficult to demonstrate the amount of native and second language which was applied by the teacher while developing the lesson. Therefore, it was also considered a percentage to show the use of English and it was defined under the following intervals: from 1 to 50% if the teacher spoke more than a half of the lesson in Polish; 50% if the proportion of English to Polish was similar while implementing the activities; from 50% to 100% if the teacher spoke more than a half of the lesson in English.

Secondly, according to the aspects of the English language that are taught, the first item that should be clarified is the one which refers to *the opportunities provided for the learners to develop fluency and/or accuracy*. Whenever communicative interactions occurred between the teacher and learners or between learners, and these situations engaged them to produce an English output, it was understood as opportunities to develop fluency. Likewise, if these communicative situations involved the use of grammar patterns, then opportunities to develop accuracy also appeared.

As for the block of activities, the concept of *real communication* should be detailed because it could have different interpretations depending on the person who observes it. According to the observer interpretation, real communication entails real contexts and real information when carrying out the activities. For instance, a task where learners are asked to describe a classmate or an activity where pupils are requested to describe their houses involves real communication, because real information is given and perceived and this type of situations can be found in learners' lives. Another term that should be cleared up is *authentic and meaningful practice* which is comprehended as the kind of practice that facilitates significant learning. In other words, knowledge that learners might acquire through this kind of practice might be useful for their own lives.

5.4 Data analysis

Once the participants and the research instruments have been described, the collection of data was carried out during two weeks and its results are analyzed in the following section. In this sense, some graphs have been designed to better illustrate the data results by using the same categories which were selected to evaluate the items that have been studied. Moreover, these figures make feasible not only the representation of results but also the contrast of the information provided by both questionnaires and classroom observations.

The analysis of data is similarly organized into the parts in which the questionnaire and the classroom observation were structured but, in that case, each section includes the data of both instruments. Hence, the division of this analysis is as follows: teachers' knowledge and beliefs about communicative competence and communicative language teaching, the use of the language, aspects of the English language teaching, features of the activities, and the main traits of the process of teaching English.

- **Teachers' knowledge and beliefs about communicative competence and Communicative Language Teaching**

Literature concerning communicative competence and Communicative Language Teaching approach demonstrates that it is quite difficult to define both concepts because different factors can be considered when talking about these terms. However, the definitions that were done by the majority of participants (one of the teachers did not complete that part) confirm their knowledge about these two terms and they seem to share similar ideas.

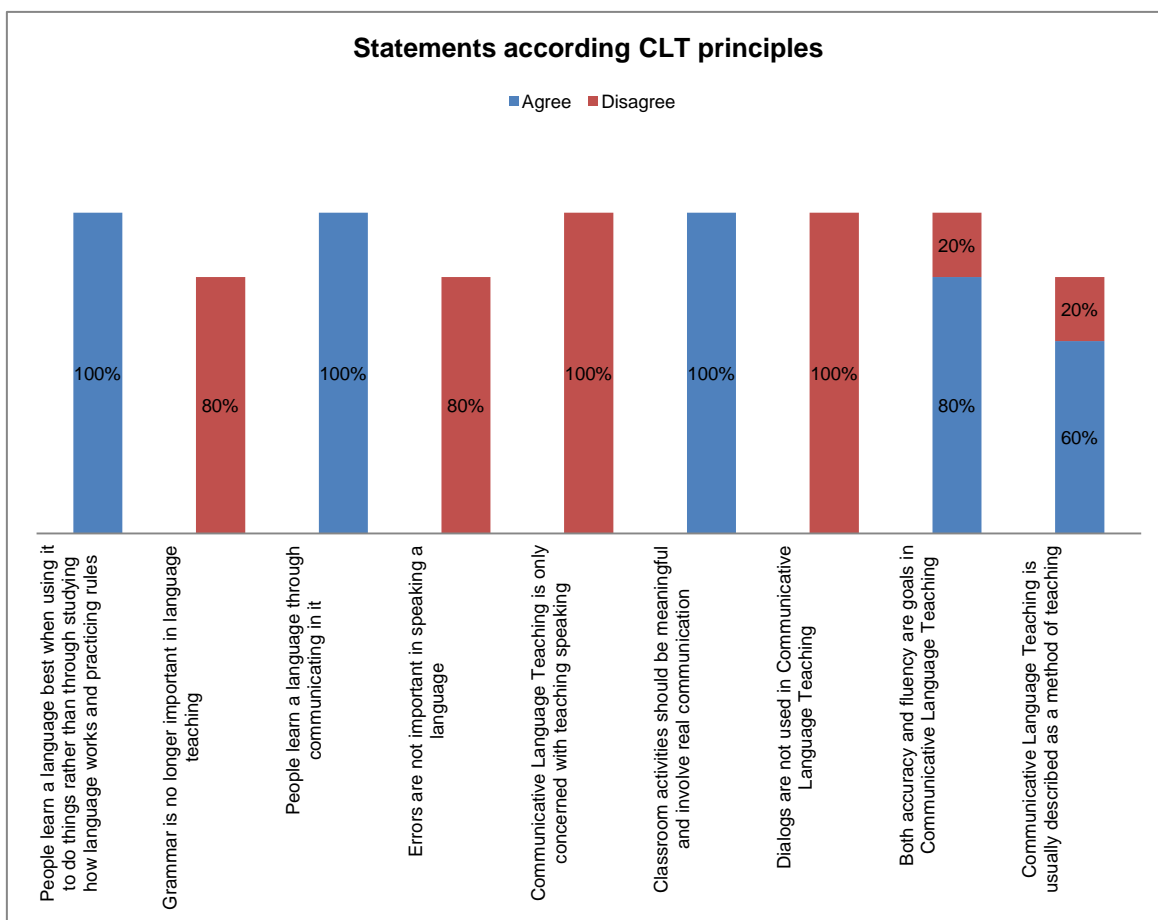
Referring to communicative competence, most of the English teachers used the expression *the ability to use the language* to describe communicative competence and some of them also pointed out the importance of taking into account the context, the situation and the purpose in order to use the language appropriately. In addition, nearly all the participants agreed that the knowledge of the language system needed to be contemplated when defining communicative competence and that idea coincides with some applied linguists' standpoint.

As for Communicative Language Teaching, teachers' definitions vary a little between each other as different factors were taken into consideration when defining this term. Nonetheless, all the terms used are typical features of this communicative approach.

That is, one of the teachers who is an applied linguist gave a complete description about CLT which entailed aspects such as the development of the ability to communicate, knowledge of grammar and vocabulary, language strategies and social background. On the other hand, two other participants based their interpretations on the involvement in real and meaningful communication and the fourth teacher made reference to the study of the function of the language rather than the mastery of the form of the language. Anyhow, all the explanations given by the teachers had a characteristic in common which consisted of focusing the description on the learner and on the process of learning. Having said that, the exactly definitions can be found in annex 4 which shows the questionnaires that were completed by the participants.

In addition to that, some principles have been established as the basis of this communicative approach and the main ones are gathered in figure 1, where teachers' beliefs are presented in accordance to them. The results show that teachers' beliefs fairly coincide with CLT criteria as all of them agreed that people learn a language best when using it for a specific purpose, rather than through studying only the structure of the language. Similarly, they stated that people learn a language through communicating in it, although this learning process does not only imply teaching speaking. All the participants also believed that classroom activities should be meaningful and should involve real communication. By contrast, most of the teachers disagreed with three CLT statements which indicated that grammar is hardly important in language teaching, dialogues are not applied in CLT as well as errors are not significant in speaking a language.

Figure 1 Questionnaire results



- The Use of the Language

According to the use of the language, 40 percent of the participants thought that they always use English while implementing the lessons and 60 percent of them believed that they almost always speak in English while developing classes, as figure 2 illustrates. Even if the classroom observations indicated a similar trend concerning the amount of both target and native language usage (71% of the lessons were always carried out in English), it was registered 4 cases where one of the teachers almost always directed the classes in Polish. Likewise, it was accounted that 4 lessons were developed using nearly an equal proportion of English than Polish. Different reasons could be contemplated in order to explain those unusual contexts and they could be underlined by the age of the pupils (they are the youngest ones), the inadequate and difficult learners' behaviour and the teacher's capacity to control the situation.

Furthermore, figure 3 shows a correlation between the language used by teachers during the lessons and the language pupils were allowed to use. It was noticed during the observations that if the teacher spoke more Polish than English, pupils were not

engaged to use the target language and they responded in Polish almost all the time, and vice versa. However, it should be clarified that not only the language used by teachers influenced the use of foreign language by children but also the age of learners intervened in the choice of the language. Thus, youngest pupils were allowed to speak in Polish because they are less proficient and the way they interact with the teacher is using their native language. This tendency was noticed when observing but it was also pointed out by participants when answering the questionnaire (see annex 4).

Figure 2 Questionnaire results

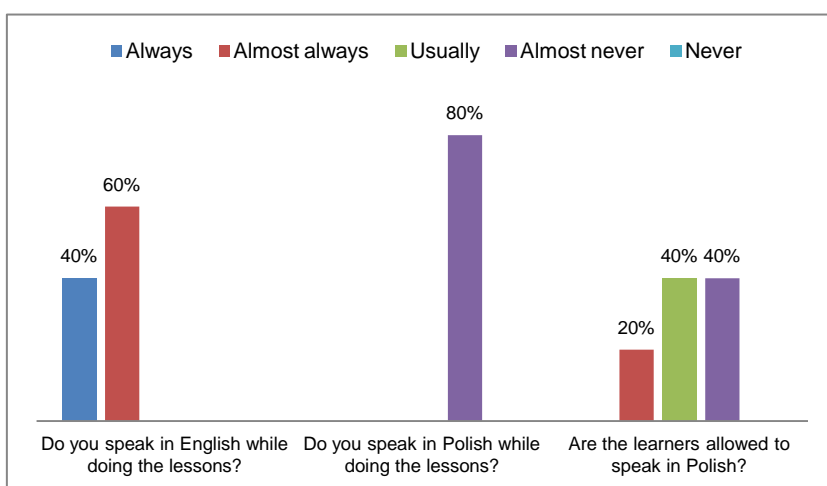
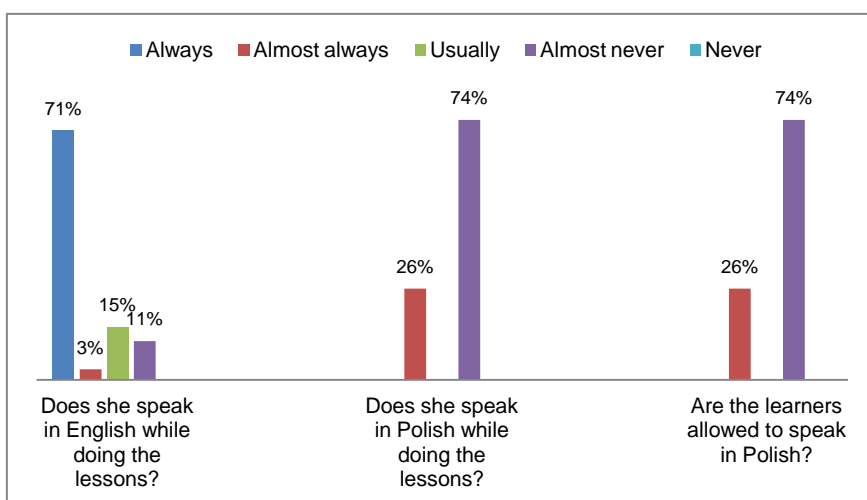


Figure 3 Classroom observation results

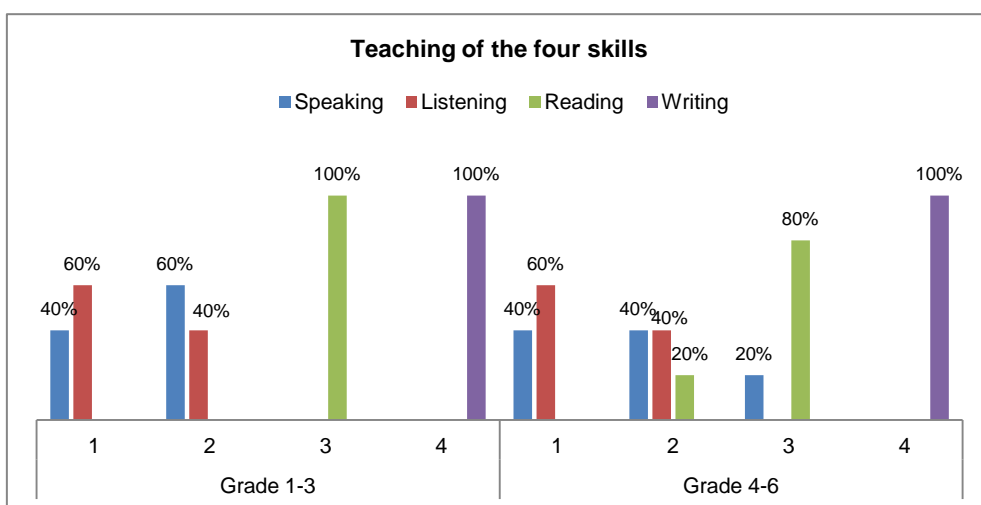


- Aspects of the English language teaching

As for the aspects of the English language teaching, it can be said that the process which is used for the participants to teach English is analogous to the way children normally acquire their native language. All the participants declared that the two main

skills which are taught at both stages of Primary Education are listening and speaking, and they focus afterwards on reading and writing. Thus, their teaching preferences are based on the application of oral abilities first and the implementation of written abilities after, as it is shown in figure 4. However, the 60 percent of the teachers considered listening the first skill taught, whereas the rest of participants put an emphasis on speaking according to the first stage of primary school. A little variation occurred when referring to the second stage of primary school, as one of the teachers took into account first reading and then speaking.

Figure 4 Questionnaire results



In addition to that, similar evidence was perceived when carrying out classroom observations but it might be clarified the method that was used to obtain the results of table 3. When implementing a class more than one skill was worked, so all the activities were registered and marked according to the skill that was taught and learned during the lesson. Once classroom observations finished, it was added the quantity of times the four skills were

Skill	Teaching order
Speaking	1
Listening	2
Reading	3
Writing	4

used in each observation and that procedure allowed ordering them depending on the total amount accounted. Hence, speaking was the skill that was taught more times while developing the lessons, followed by listening which occupied the second position in the scale and the ranking continued with reading and writing. Nevertheless, it was a

complicated task to collect data because there were some activities which involved more than one skill.

To carry on with the aspects of the English language which are taught, figures 5 and 6 illustrate the teachers' perspective and the data collected through classroom observation. The majority of teachers stated that they link the four skills while carrying out English lessons, although their opinion varies depending on the category which was selected. In the same way, the percentages drawn in figure 6 highlights that the four skills were also joined in most of the lessons observed, as one class always consisted in more than one activity and each task often entailed more than one skill. However, few situations were seen where the connection between skills hardly occurred, because the teacher based her teaching on following the textbook and developing the tasks in isolation. .

According to the CLT theory, language teaching is mainly focused on the function of the language rather than on the form of the language, even though the structure is also considered but to a lesser extent. Therefore, it can be said that the same orientation is followed by teachers as 80 percent of them affirmed that their language teaching is almost always based on the function of the language, whereas 20 percent of the participants stated that they always focus their language teaching on that aspect of the language. Moreover, as fluency is a characteristic trait of the function of the language, 60 percent of the participants claimed that opportunities for learners to develop fluency were always provided, a percentage of 20 percent declared that fluency opportunities were almost always facilitated and the other 20 percent indicated that they usually do it.

Besides, that approach was also perceived when doing classroom observations, even if the percentages are lower than the ones obtained from the questionnaires. Thus, 15 percent of the lessons observed were always focused on the function of the language because teachers tried to engage pupils in learning the language to enhance communicative competence by using real and meaningful contexts. Moreover, a percentage of 56 percent of the lessons were almost always centred on the language function and the rest of the classes balanced both the function and the form of the language teaching. As a consequence, the majority of lessons almost always provided opportunities for pupils to develop fluency through activities where oral skills were practice within meaningful situations, such as asking learners to describe their houses in order to practice lexicon concerning the parts of a house.

On the other hand, both charts also indicate that the structure of the language is taken into account when carry out the lessons but the proportion differs between the participants. That is, one of the participants stated that she almost always bases her teaching on the form of the language and other two teachers postulated that they usually focused their classes on the learning of the form. Unlike that, the last two participants argued that almost never or never focused their language teaching on the language structure. Furthermore, as accuracy is a typical feature of grammar patterns, it was a teaching aspect considered by English teachers as well as it was perceived when carrying out classroom observations. Albeit, the way this part of the language is taught consists in letting learners to figure out the rules and it avoid mastering the grammar rules, as it is highlighted in figures below.

Figure 5 Questionnaire results

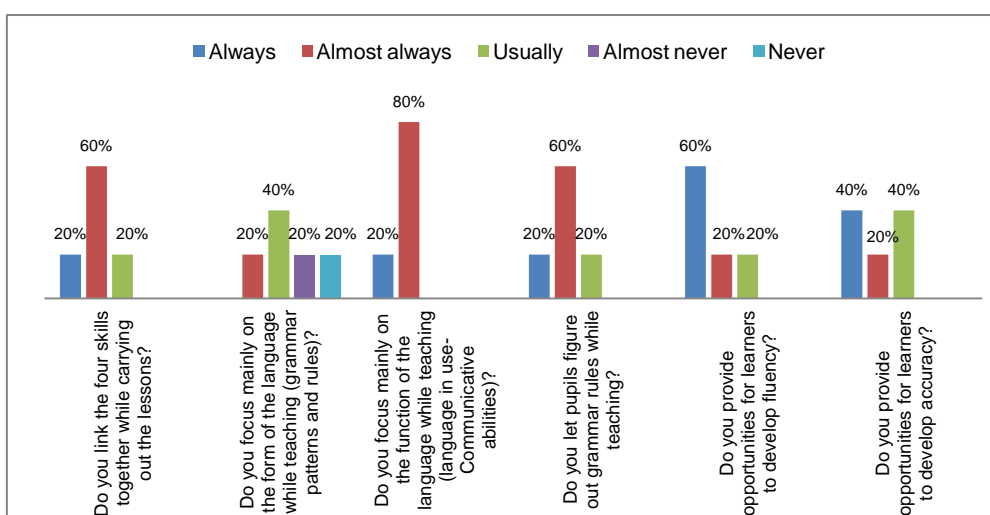
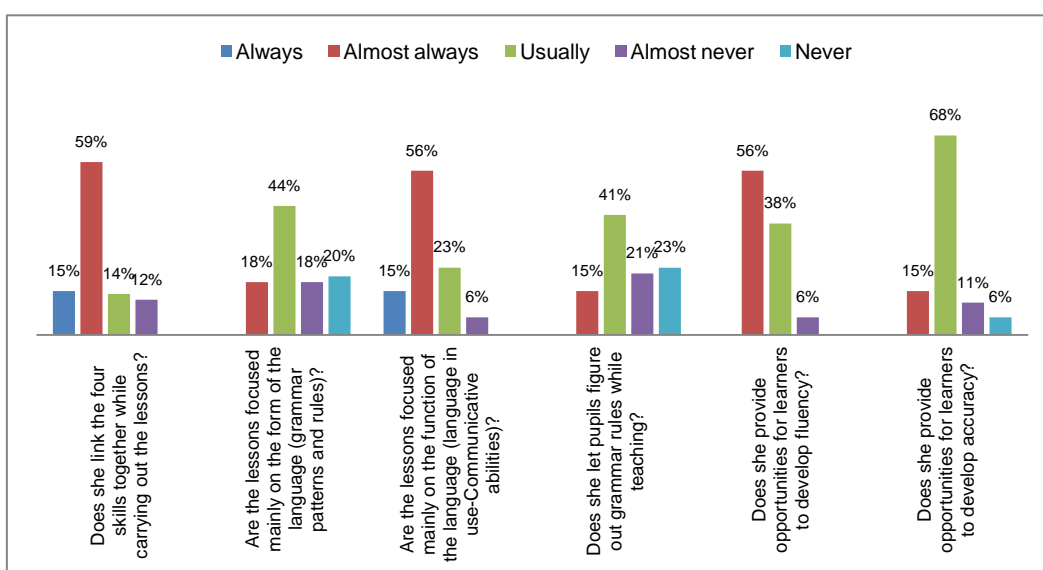


Figure 6 Classroom observation results



- **Features of the activities**

As seen in the CLT theory, a wide set of activities can be implemented in classrooms and the main requirements an activity should contain in order to be recognized as a CLT task are indicated in the following charts. There was a different perception between teachers' beliefs and observer's opinion when selecting categories for each item. That is, whereas teachers chose the three first categories to give their opinion about the characteristics of activities they implement, the evaluation of classroom observation also contemplated other options. Hence, two teachers agreed that the tasks which they carry out always involve real communication (40%) and another participant assessed that she almost always implements activities which contain this feature. Besides, one participant told that she usually applies activities that involve real communication and there was another who said that she tries to do her best. In opposition to that, even if the activities which were observed had that trait, there was an 18 percent of the classroom activities observed which almost never imply real communication and the justification of this statement have a connection with some results given above. Putting it in other words, with those teachers who hardly spoke in English while developing some of the lessons and who follow the textbook; real communication was not seen in the tasks. Similar trend appear when evaluating authentic and meaningful practice of classroom activities.

With reference to other two features considered in this section, equal categories were selected to assess whether the activities were mechanical or not, but different value was given between teachers and the observer. Even if the tasks implemented in every lesson were almost always or usually mechanical, the average of that type of activities was higher when observing them. In addition to that, figure 7 shows that teachers considered that activities almost always (60%) or usually (40%) entail pair and group work, although 44 percent of the tasks observed during two weeks almost never involved pair and group work and that situation fairly occurred when observing the oldest graders.

Figure 7 Questionnaire results

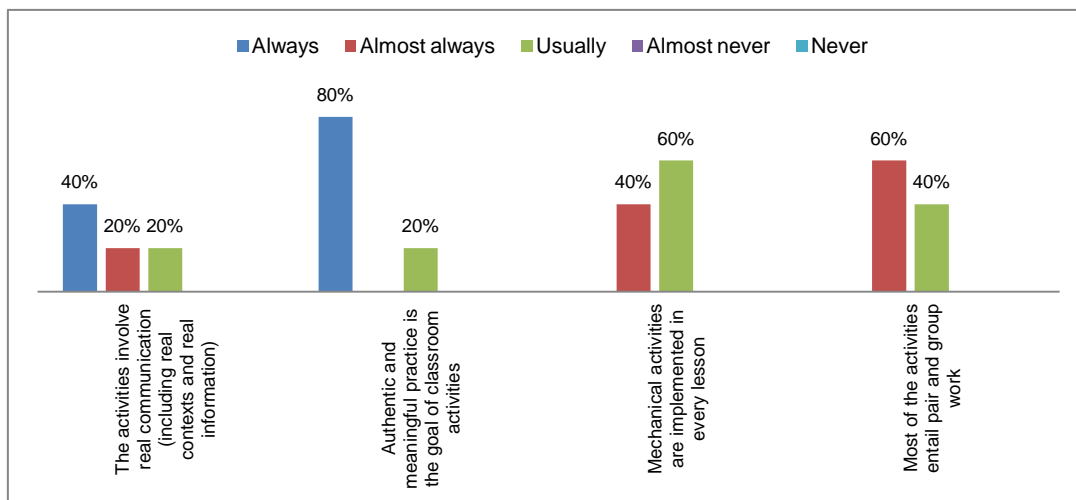
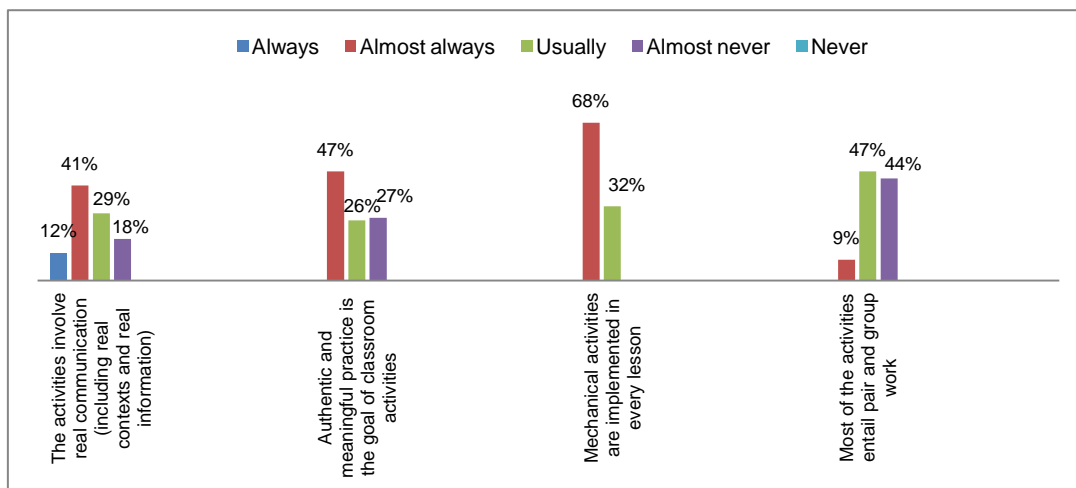


Figure 8 Classroom observation results



To conclude with the analysis of activities, another aspect that was considered only in classroom observations dealt with the kind of teaching activities that were developed by teachers. It was decided not to include this aspect in the questionnaire because it was known in advance that most of the teachers would agree that they use an array of activities while developing lessons. Table 4 illustrates a ranking which was obtained by using the same procedure that was employed when grading the four skills. That is, it was marked the quantity of activity types that were implemented during a lesson and it was summed the total amount of activities after having observed all the classes. Likewise, the four skills scale, sometimes it was difficult to decide the type of activity which was developed, because a game could be also considered a cooperative activity. Nonetheless, the table shows that the main type of teaching activities implemented in class consisted in textbook activities, even though it was combined with other kinds of teaching activities such as games, cooperative activities and TRP

activities, amongst others. For instance, one of the lessons observed to first graders was based on practicing numbers from 10 to 20. During the class, activities from the book (colouring drawings) as well as TRP activities and a song were implemented, and most of them involved real communication, authentic and meaningful practice, and last but not least pair and group work.

TABLE 4: Type of teaching activities	
The textbook tasks	1
Games	2
Cooperative activities	3
TPR activities	4
Dialogues and debates	5
Songs	6
The Silent Way activities	7

- The process of teaching English

The last part checked in the present study was the process of teaching English and the first part of this block consisted in examining whether the main objective of the teaching process was to acquire the language or to learn it and, consequently, if the type of instruction was teacher-centred, learner-centred or a combination of both teaching perspectives. Proponents of Communicative approaches and specifically those who defend CLT postulate that the main aim of the language teaching process is for learners to acquire the language rather than to learn it by mastering grammar rules. Additionally, there should be a shift in the way of instruction and it should be focused on learners instead of centred on teachers.

Having said that, figures 9 and 10 demonstrate that teachers' opinion as well as perception in classroom observations coincides with the idea exposed above as four of the five teachers thought that the main aim of the teaching process is for pupils to acquire the target language and 81 percent of the observations also confirmed this

conception. Furthermore, none of the participants asserted that the type of instruction used is teacher-centred as two of them stated that the process of English teaching is learner-centred and the rest of participants confirm that it is a combination of both kinds of instruction. Similar results were got in classroom observations, although it was registered a 26 percent of lessons which were teacher-centred but the average between learner-centred lessons and combined instruction was higher than front-teacher instruction.

Figure 9

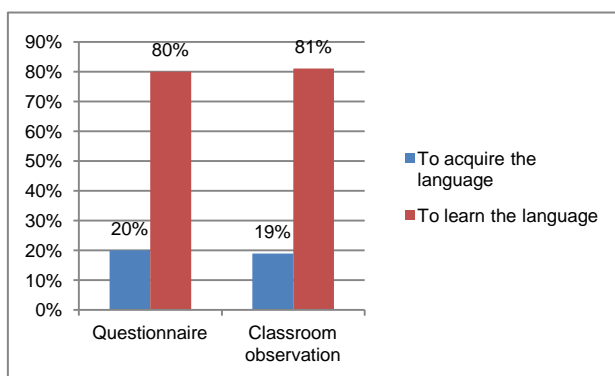
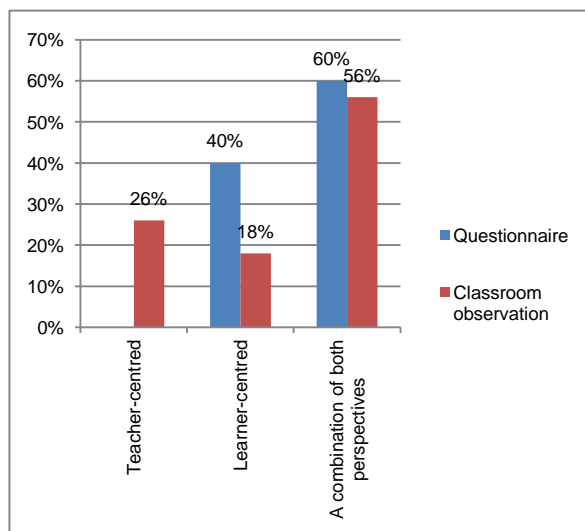


Figure 10



With reference to the second part of this block of information, a range of features were investigated in order to realize if the teaching approach supports the CLT principles too. Needless to say, some items were only studied in classroom observation but all of them are linked with the first idea asked to the participants. That is, the first statement of the questionnaire that should be responded allowed supervising if the main aim of the teaching process was for learners to achieve communicative competence. Moreover, it was believed convenient to take into account other factors which underpin the enhancement of communicative competence and they include the following ideas: considering the teacher as the main source of comprehensible input; creating interesting, friendly and motivating classroom atmosphere; implementing a rich mix of classroom activities; facilitating communication between the teacher and learners as well as among pupils; and giving feedback by rephrasing and confirming the information.

Once clarified that, figure 11 indicates that the main objective of English teaching is for learners to gain communicative competence with a percentage of 80 and only one of the participants affirmed that it is sometimes the main aim. Consequently, as figure 12

shows, in most of the lessons teachers were the main source of comprehensible input; they created almost always interesting, friendly and motivated classroom; they quiet often implemented a rich variety of classroom activities; they nearly always facilitated communication between them and learners; and they usually gave feedback by rephrasing and confirming the information. Anyhow, it was less evident in terms of facilitating communication between pupils but it should be justified by mentioning that it is hard job to engage children in communication between them because of their lower English proficiency, although interaction between the oldest learners occurred easier if it was facilitated.

On the other hand, teachers confirmed that the process of teaching English was basically more focused on the learning process rather than on the product, even though percentages vary from 60 percent of the ones who always based her language teaching on the process of learning to 40 percent of the participants who sometimes take it into account. The same categories were selected to assess that statement but the percentage of classrooms observations where the learning process was sometimes considered raised up to 82 and the reason for that result fall to the type of activities which were implemented. As the textbook is one of the main resources used to carry out the lessons and most of the tasks contained in the books consist in completing short exercises, the learning process is often based on the product rather than on the process.

In addition, one of the characteristics of CLT principles maintains that learners should not be always corrected when making errors during the process of teaching and learning process and figures 11 and 12 illustrates this tendency. Three participants confirmed that the correction of learners' errors is sometimes done, whereas one of them declared to correct always the errors and the last one denied the statement. In the same way, observation results indicates that in 94 percent of the lessons errors were sometimes corrected and the main sort of errors corrected were lied in pronunciation and some patterns of grammar, such as the use of the correct form of the verb according to the pronoun it refers to.

As for opportunities that teachers provide pupils to experiment and try out what they know, there was no doubt that all the participants agreed that they always offer opportunities for learners to use and practice their knowledge. Likewise, it was accounted a percentage of 65 of the lessons where those opportunities always occurred and a percentage of 35 of the classes where chances for pupils to experiment and try out their knowledge happened sometimes. For instance, in one of the lessons

observed with fifth graders, a new topic dealing with camping should be introduced and the way the teacher used to start with it was asking pupils to explain her if they had had camping experiences and if they knew vocabulary related to the topic. In that way, she let the learners to experiment and make use of their previous knowledge.

Finally, the last feature of the process of teaching English is associated with the social competence and results shown cause controversy. While four teachers claimed that the main objective of the teaching process is always for students to develop social and critical thinking abilities, classroom observations state that the development of social competence was just sometimes seen. However, it should be clarified that participants could have an unlike perception of social and critical thinking and it should also be said that by observing two lessons per grade it was not sufficient to figure out if social competence is the main objective of English teaching process.

Figure 11 Questionnaire results

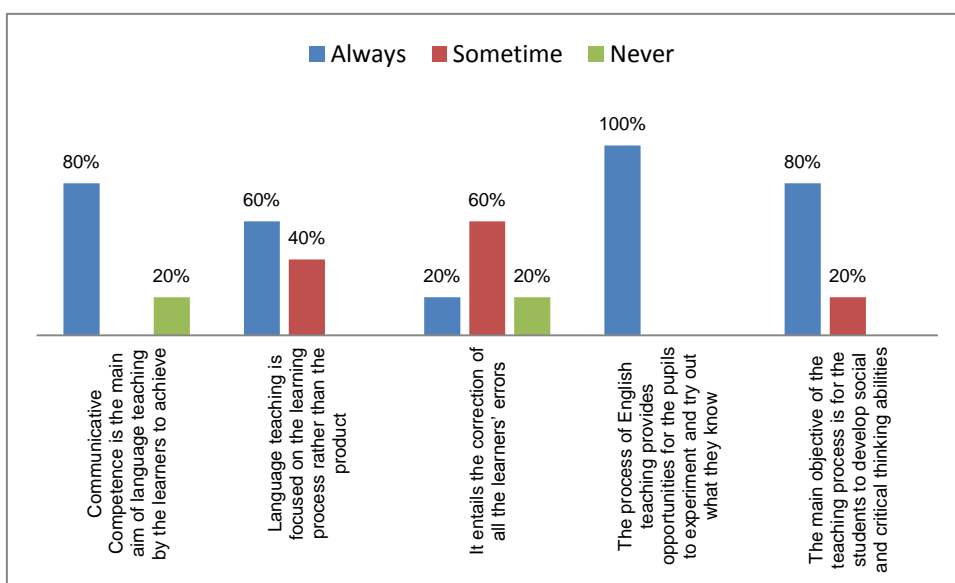
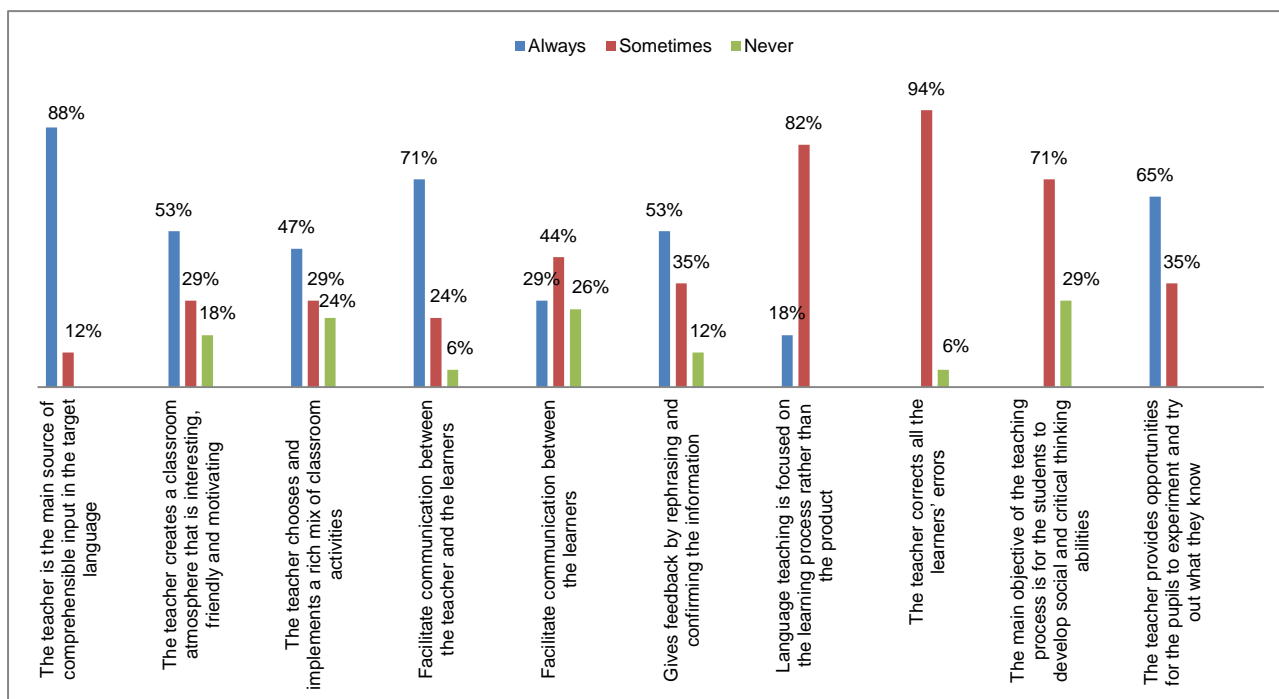


Figure 12 Classroom observation results



6. Conclusions

The results of this study reveal the application of CLT by Polish teachers of English as a foreign language teaching in TAK School in Opole. Indeed, the majority of teachers seemed to favour this approach in the questionnaires and classroom observations confirmed that lessons were implemented with the CLT approach in mind. Nonetheless, various considerations about CLT should be taken into account.

CLT is an approach which emerged in the mid-1970s and considerable literature has been written about it over the past years. Moreover, research shows diverse perspectives between its proponents that have been shifted and that have been reviewed over time. Thus, a wide array of features could be found to define CLT depending on the applied linguist who studies it, even though most of these traits are under the umbrella of CLT principles. Considering that the present study could not distinguish all that diverge points of view because of its small scope, few general aspects were selected taking into account its remarkability from the theoretical point of view. Focussing on the research study itself, data collection was qualitative and, consequently, a margin of error could be contemplated because the interpretation of categories to evaluate the items could differ between teachers and between them and the observer. Hence, it should be advisable to reach a consensus on the meaning of

the different choices with all the participants and it should help to avoid misunderstandings and mismatches in results.

To sum it up, as the sample size is small and the studied aspects are extensive in nature, these results could not be generalized. Many variables such as the English level of learners, the pupil's age, the role of teachers, and materials used to implement the lessons were not controlled when applying the research. A final suggestion for future studies would be not only to take into account all the above considerations, but also to extend the sample of classroom observations and to use other qualitative instruments to collect data, such as interviews and classroom video records.

Finally, TAK School is a particular educational institution because the main aim of its educational system is focused on foreign languages learning. As seen, English has more weight on the curriculum than in a regular Public school and the English teaching staff exceeds the average of a state run school. Hence, it should be concluded that the application of this type of communicative approach can be feasible due to not only the exceptional professional attitude of English teachers but also the attention which is paid to foreign languages learning.

7. References

- Richards, J.C. and Rodgers, T.S. (2001) *Approaches and Methods in Language Teaching*. New York: Cambridge University Press.
- Richards, J.C. (2006) *Communicative Language Teaching Today*. New York: Cambridge University Press. Available from: http://upbo.org/servlet/file/store7/item5633160/version1/PB_Richards-Communicative-Language.pdf [e-book accessed 14.4.2014]
- Savignon, S.J. (1987) 'Communicative language teaching'. *Theory into practice*, 26 (4), pp 235-242. [online] Available from: *Teacher Reference Center* (AN: 5200164) [Accessed 16.2.2014].
- Kraemer, A. (2006) 'Teachers' Use of English in Communicative German Language Classrooms: A Qualitative Analysis Foreign Language'. *Michigan State University Annals*, 59 (3) p.435. [online] Available from: <http://lms.ctl.cyut.edu.tw/sysdata/user/70/9722607/blog/doc/9c3e0886f19a7673/attach/1833.pdf> [Accessed 10.4.2014].
- Magnan, S.S. (2007) 'Reconsidering Communicative Language Teaching for National Goals'. *Modern Language Journal*, 91 (2) pp.249-252. [online] Available from: *Teacher Reference Center* (AN: 25335324) [Accessed 16.2.2014].

- Coskun, A. (2011). 'Investigation of the Application of Communicative Language Teaching in the English Language Classroom: A Case Study on Teachers' Attitudes in Turkey'. [online] Available from: <http://files.eric.ed.gov/fulltext/ED513910.pdf> [Accessed 16.2.2014].
- Criado, R. & Sánchez, A. (2009) 'English Language Teaching in Spain: Do Textbooks Comply with the Official Methodological Regulations? A Sample Analysis'. IJES, 9 (1), pp.1-28 [online] Available from: [file:///C:/Users/Usuario/Downloads/Dialnet-EnglishLanguageTeachingInSpain-3103507%20\(1\).pdf](file:///C:/Users/Usuario/Downloads/Dialnet-EnglishLanguageTeachingInSpain-3103507%20(1).pdf) [Accessed 14.4.2014]
- Wong, C.Y. (2012) 'A Case Study of College Level Second Language Teachers' Perceptions and Implementations of Communicative Language Teaching. 36 (2) [online] Available from: ERIC (EJ988206) [Accessed 14.4.2014].
- Canale, M., & Swain, M. (1980). 'Theoretical bases of communicative approaches to second language teaching and testing'. 1 (1) pp.1-47. [online] Available from: <http://ibatefl.com/wp-content/uploads/2012/08/CLT-Canale-Swain.pdf> [Accessed 9.4.2014].
- Savignon, S.J. & Wang, C. (2003) 'Communicative language teaching in EFL contexts: Learner attitudes and perceptions'. *IRAL, International Review of Applied Linguistics in Language Teaching*. ProQuest Education Journals, 41 (3) p. 223. [online] Available from: Teacher Reference Center (AN: 10760243) [Accessed 16.2.2014]
- William L., Tarvin and Ali Yahya Al-Arishi (1991) 'Rethinking Communicative Language Teaching: Reflection and the EFL Classroom' *TESOL Quarterly*, 25 (1) pp.9-27 [online] Available from: <http://www.jstor.org/stable/3587026>.
- Smoczyńska, A [et al] (2012). *The system of Education in Poland*. Warsaw: Foundation for the Development of the Education System (FRSE). National Agency for the Lifelong Learning Programme. Polish EURYDICE Unit. [online] Available from: <http://www.eurydice.org.pl/sites/eurydice.org.pl/files/system2012.pdf> [Accessed 22.5.2013].

8. Annexes

8.1 Annex 1

TABLE 1: Teachers' schedule																									
Teacher's name	Ola					Marcela					Basia					Ania					Basia				
Day Lesson	Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri
1	3	3	4	3	1g**	-	-	4	-	1g**	3	3	4	3	2	1a*	-	-	-	-	3	3	2	3	2
2	4	4	3	4	1g**	4	4	-	4	1g**	4	4	3	4	2	1b*	1a*	1b*	-	1a*	2	-	3	-	2
3	2g**	1g**	2g**	1g**	3g**	6a*	1g**	6a*	1g**	6a*	1a*	1a*	1b*	1a*	1a*	-	-	-	1a*	-	6a*	-	6a*	-	-
4	2g**	5	2g**	1g**	3g**	-	5	-	1g**	6a*	1b*	-	2	1b*	1b*	-	-	-	-	1b*	2g**	-	2g**	-	6a*
5	2g**	3g***	3g**	5	5	-	-	6b*	5	5	2	-	-	-	-	-	-	-	1b**	-	2g**	-	6b*	-	6a*
6	-	-	3g**	3g**	2g**	6b*	-	6b*	-	6b*	-	-	-	-	-	-	-	-	-	-	6b*	-	6b*	-	2g**
7	5	-	3g**	3g**	3g**	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	6b*	-	-	-	-

* The grade is divided into two subgroups, 'a' and 'b', and the same teacher teaches both subgroups
 ** Letter 'g' indicates that it is a Higher school grade

8.2 Annex 2

QUESTIONNAIRE

Participant profile

Name: _____

Country: _____

Studies: _____

Years of foreign language study: _____

Years English Teaching experience: _____

Relevant English Courses: _____

Could you give me a definition of Communicative Competence?

Could you give me a definition of Communicative Language Teaching?

1. People learn a language best when using it to do things rather than through studying how language works and practicing rules.

I agree

I disagree

2. Grammar is no longer important in language teaching.

I agree

I disagree

3. People learn a language through communicating in it.

I agree

I disagree

4. Errors are not important in speaking a language.

I agree

I disagree

5. Communicative Language Teaching is only concerned with teaching speaking.

I agree

I disagree

6. Classroom activities should be meaningful and involve real communication.

I agree

I disagree

7. Dialogs are not used in Communicative Language Teaching.

I agree

I disagree

8. Both accuracy and fluency are goals in Communicative Language Teaching.

I agree

I disagree

9. Communicative Language Teaching is usually described as a method of teaching.

I agree

I disagree

(Richards: 2006, 2)

The Use of the Language

1. Do you speak in English while doing the lessons?
 Always Almost always Usually Almost never Never
2. Do you speak in Polish while doing the lessons?
 Always Almost always Usually Almost never Never
3. Are the learners allowed to speak in Polish?
 Always Almost always Usually Almost never Never

Aspects of English language teaching

1. Which of the main skills are taught in Primary Education? (Number them from 1 to 4, where 1 is the main skill taught).

Skill	Grade 1-3	Grade 4-6
Speaking		
Listening		
Reading		
Writing		

2. Do you link the four skills together while carrying out the lessons?
 Always Almost always Usually Almost never Never
3. Do you focus mainly on the form of the language while teaching (grammar patterns and rules)?
 Always Almost always Usually Almost never Never
4. Do you focus mainly on the function of the language while teaching (language in use-Communicative abilities)?
 Always Almost always Usually Almost never Never
5. Do you let pupils figure out grammar rules while teaching?
 Always Almost always Usually Almost never Never
6. Do you provide opportunities for learners to develop fluency?
 Always Almost always Usually Almost never Never
1. Do you provide opportunities for learners to develop accuracy?
 Always Almost always Usually Almost never Never

Activities

- The activities involve real communication (including real contexts and real information)
 Always Almost always Usually Almost never Never
- Authentic and meaningful practice is the goal of classroom activities

Always Almost always Usually Almost never Never

- Mechanical activities are implemented in every lesson

Always Almost always Usually Almost never Never

- Most of the activities entail pair and group work

Always Almost always Usually Almost never Never

The process of teaching

- The main objective of the English teaching process is:

To acquire the language To learn the language

- The process of English teaching is:

Teacher-centred Learner-centred A combination of both perspectives

- Communicative Competence is the main aim of language teaching by the learners to achieve:

Yes No

- Language teaching is focused on the learning process rather than the product

Yes No Sometimes

- It entails the correction of all the learners' errors

Yes No Sometimes

- The process of English teaching provides opportunities for the pupils to experiment and try out what they know

Yes No Sometimes

- The main objective of the teaching process is for the students to develop social and critical thinking abilities

Yes No Sometimes

Richards, Jack C (2006). *Communicative Language Teaching Today*. New York: Cambridge University

8.3 Annex 3

OBSERVATION

Teacher's name:	
Learners' Year:	Date:

The Use of the Language

	Always	Almost always	Usually	Almost never	Never	Percentage
Does she speak in English while doing the lessons?						
Does she speak in Polish while doing the lessons?						
Are the learners allowed to speak in Polish?						

	Yes	No	Filed notes (Related comments)
Does she speak in English while doing the lessons?			
Does she speak in Polish while doing the lessons?			
Are the learners allowed to speak in Polish?			

Aspects of the English language that are taught

7. Which of the main skills are taught in Primary Education? (Number them from 1 to 4, where 1 is the main skill taught).

Activities Skill										
Speaking										
Listening										
Reading										
Writing										

	Always	Almost always	Usually	Almost never	Never	Filed notes (Related comments)
Does she link the four skills together while carrying out the lessons?						
Are the lessons focused mainly on the form of the language (grammar patterns and rules)?						
Are the lessons focused mainly on the function of the language (language in use-Communicative abilities)?						
Does she let pupils figure out grammar rules while teaching?						
Does she provide opportunities for learners to develop fluency?						
Does she provide opportunities for learners to develop accuracy?						

Activities

	Always	Almost always	Usually	Almost never	Never	Filed notes (Related comments)
The activities involve real communication (including real contexts and real information)						
Authentic and meaningful practice is the goal of classroom activities						
Mechanical activities are implemented in every lesson						
Most of the activities entail pair and group work						

Type of teaching activities

	Yes	No	Filed notes (Related comments)
The textbook tasks			
TPR activities			
The Silent Way activities			
Direct Method activities			

Cooperative activities			
Games			
Songs			
Dialogues and debates			

The process of teaching

- The main objective of the English teaching process is:

To acquire the language

To learn the language

- The process of English teaching is:

Teacher-centred

Learner-centred

A combination of both perspectives

	Always	Never	Sometimes	Filed notes (Related comments)
The teacher is the main source of comprehensible input in the target language				
The teacher creates a classroom atmosphere that is interesting, friendly and motivating				
The teacher chooses and implements a rich mix of classroom activities				
Facilitate communication between the teacher and the learners				
Facilitate communication between the learners				
Gives feedback by rephrasing and confirming the information				
Language teaching is focused on the learning process rather than the product				
The teacher corrects all the learners' errors				
The main objective of the teaching process is for the students to develop social and critical thinking abilities				
The teacher provides opportunities for the pupils to experiment and try out what they know				

8.4 Annex 4: Teachers' questionnaires

QUESTIONNAIRE

Participant profile	
Name:	<u>BARBARA JAROSZEWICZ</u>
Country:	<u>POLAND</u>
Studies:	<u>UNIVERSITY STUDIES</u>
Years of foreign language study:	<u>LONG/MANY</u>
Years English Teaching experience:	<u>24</u>
Relevant English Courses:	<u>POST GRADUATE DIPLOMA "COMPUTERS IN ELT"</u> <u>PH.D. IN PROGRESS</u>

Could you give me a definition of Communicative Competence?

→ There are lots!
CC involves the ability to use the language for communication
and it involves the knowledge of the language system, ability to
react in various situations (formal, informal etc), ability to create
discourse stretches (spoken + written) and being able to act
in communicative breakdown situations.

Could you give me a definition of Communicative Language Teaching?

CLT aims at developing the ability to communicate
- gives the learners knowledge of grammar, vocabulary,
strategies to react in situations when communication
breaks down as well as enough cultural/social background
to be able to function in an English speaking environment.

What do you think about the statements below?

1. People learn a language best when using it to do things rather than through studying how language works and practicing rules.	I agree <input checked="" type="checkbox"/>	I disagree <input type="checkbox"/>
2. Grammar is no longer important in language teaching.	I agree <input type="checkbox"/>	I disagree <input type="checkbox"/>
3. People learn a language through communicating in it.	I agree <input checked="" type="checkbox"/>	I disagree <input type="checkbox"/> <i>It depends on the</i>
4. Errors are not important in speaking a language.	I agree <input type="checkbox"/>	I disagree <input type="checkbox"/> <i>It depends on the aim of the task</i>
5. Communicative Language Teaching is only concerned with teaching speaking.	I agree <input type="checkbox"/>	I disagree <input checked="" type="checkbox"/>
6. Classroom activities should be meaningful and involve real communication.	I agree <input checked="" type="checkbox"/>	I disagree <input type="checkbox"/>
7. Dialogs are not used in Communicative Language Teaching.	I agree <input type="checkbox"/>	I disagree <input checked="" type="checkbox"/>
8. Both accuracy and fluency are goals in Communicative Language Teaching.	I agree <input checked="" type="checkbox"/>	I disagree <input type="checkbox"/>
9. Communicative Language Teaching is usually described as a method of teaching.	I agree <input type="checkbox"/>	I disagree <input type="checkbox"/>

(Richards: 2006, 2)

The Use of the Language

1. Do you speak in English while doing the lessons?

Always Almost always Usually Almost never Never

2. Do you speak in Polish while doing the lessons?

Always Almost always Usually Almost never Never

It actually depends on the group, their level and their ability to acquire the language. With weak groups, sometimes I need to use Polish.

3. Are the learners allowed to speak in Polish?

Always Almost always Usually Almost never Never

↳ Again, it depends. They often ask if they can use Polish!

Aspects of English language teaching

1. Which of the main skills are taught in Primary Education? (Number them from 1 to 4, where 1 is the main skill taught).

Skill	Grade 1-3	Grade 4-6
Speaking	actually, all skills?	2
Listening	1	1
Reading	3	3
Writing	4	4

2. Do you link the four skills together while carrying out the lessons?

Always Almost always Usually Almost never Never

3. Do you focus mainly on the form of the language while teaching (grammar patterns and rules)?

Always Almost always Usually Almost never Never

4. Do you focus mainly on the function of the language while teaching (language in use-Communicative abilities)?

Always Almost always Usually Almost never Never

5. Do you let pupils figure out grammar rules while teaching?

Always Almost always Usually Almost never Never

6. Do you provide opportunities for learners to develop fluency?

Always Almost always Usually Almost never Never

1. Do you provide opportunities for learners to develop accuracy? **OFTEN**

Always Almost always Usually Almost never Never

Activities

• The activities involve real communication (including real contexts and real information) **I try my best**

Always Almost always Usually Almost never Never

- Authentic and meaningful practice is the goal of classroom activities:

Always Almost always Usually Almost never Never

- Mechanical activities are implemented in every lesson *OFTEN*

Always Almost always Usually Almost never Never

- Most of the activities entail pair and group work *I wouldn't say most. A lot of activities*

Always Almost always Usually Almost never Never

The process of teaching

- The main objective of the English teaching process is:

To acquire the language To learn the language

- The process of English teaching is:

Teacher-centred Learner-centred A combination of both perspectives *ideally but it's not done in younger classes*

- Communicative Competence is the main aim of language teaching by the learners to achieve:

Yes *in theory* No

- Language teaching is focused on the learning process rather than the product

Yes No Sometimes

- It entails the correction of all the learners' errors

Yes No Sometimes

- The process of English teaching provides opportunities for the pupils to experiment and try out what they know

Yes No Sometimes

- The main objective of the teaching process is for the students to develop social and critical thinking abilities

Yes No Sometimes

- ➔ Richards, Jack C (2006). *Communicative Language Teaching Today*. New York: Cambridge University Press.

QUESTIONNAIRE

Participant profile	
Name:	MARCELA PLUSKWA
Country:	POLAND
Studies:	ENGLISH STUDIES
Years of foreign language study:	20
Years English Teaching experience:	5
Relevant English Courses:	Macmillan trainings, PASE, other

Could you give me a definition of Communicative Competence?

*lg = language

It's a mixture of different "ingredients", factors, such as an ability to use lg, the knowledge of lg's structure and using it in an appropriate context.

Could you give me a definition of Communicative Language Teaching?

Using a variety of tools in the classroom so that the st^s start using the lg, don't know the theory only. They communicate, there's interaction.

What do you think about the statements below?

1. People learn a language best when using it to do things rather than through studying how language works and practicing rules.	I agree	<input checked="" type="checkbox"/>	I disagree	<input type="checkbox"/>
2. Grammar is no longer important in language teaching.	I agree	<input type="checkbox"/>	I disagree	<input checked="" type="checkbox"/>
3. People learn a language through communicating in it.	I agree	<input checked="" type="checkbox"/>	I disagree	<input type="checkbox"/>
4. Errors are not important in speaking a language.	I agree	<input type="checkbox"/>	I disagree	<input checked="" type="checkbox"/>
5. Communicative Language Teaching is only concerned with teaching speaking.	I agree	<input type="checkbox"/>	I disagree	<input checked="" type="checkbox"/>
6. Classroom activities should be meaningful and involve real communication.	I agree	<input checked="" type="checkbox"/>	I disagree	<input type="checkbox"/>
7. Dialogs are not used in Communicative Language Teaching.	I agree	<input type="checkbox"/>	I disagree	<input checked="" type="checkbox"/>
8. Both accuracy and fluency are goals in Communicative Language Teaching.	I agree	<input checked="" type="checkbox"/>	I disagree	<input type="checkbox"/>
9. Communicative Language Teaching is usually described as a method of teaching.	I agree	<input checked="" type="checkbox"/>	I disagree	<input type="checkbox"/>

(Richards, 2006, 2)

The Use of the Language

1. Do you speak in English while doing the lessons?
- Always Almost always Usually Almost never Never
2. Do you speak in Polish while doing the lessons?
- Always Almost always Usually Almost never Never

3. Are the learners allowed to speak in Polish?

Always Almost always Usually Almost never Never

Aspects of English language teaching

1. Which of the main skills are taught in Primary Education? (Number them from 1 to 4, where 1 is the main skill taught).

Skill	Grade 1-3	Grade 4-6
Speaking	2	3
Listening	1	1
Reading	3	2
Writing	4	4

2. Do you link the four skills together while carrying out the lessons?

Always Almost always Usually Almost never Never

3. Do you focus mainly on the form of the language while teaching (grammar patterns and rules)?

Always Almost always Usually Almost never Never

4. Do you focus mainly on the function of the language while teaching (language in use-Communicative abilities)?

Always Almost always Usually Almost never Never

5. Do you let pupils figure out grammar rules while teaching?

Always Almost always Usually Almost never Never

6. Do you provide opportunities for learners to develop fluency?

Always Almost always Usually Almost never Never

7. Do you provide opportunities for learners to develop accuracy?

Always Almost always Usually Almost never Never

Activities

• The activities involve real communication (including real contexts and real information)

Always Almost always Usually Almost never Never

- Authentic and meaningful practice is the goal of classroom activities

Always Almost always Usually Almost never Never

- Mechanical activities are implemented in every lesson

Always Almost always Usually Almost never Never

- Most of the activities entail pair and group work

Always Almost always Usually Almost never Never

The process of teaching

- The main objective of the English teaching process is:

To acquire the language To learn the language

- The process of English teaching is:

Teacher-centred Learner-centred A combination of both perspectives

- Communicative Competence is the main aim of language teaching by the learners to achieve:

Yes No

- Language teaching is focused on the learning process rather than the product

Yes No Sometimes

- It entails the correction of all the learners' errors

Yes No Sometimes

- The process of English teaching provides opportunities for the pupils to experiment and try out what they know

Yes No Sometimes

- The main objective of the teaching process is for the students to develop social and critical thinking abilities

Yes No Sometimes

➔ Richards, Jack C (2006). *Communicative Language Teaching Today*. New York: Cambridge University Press.

QUESTIONNAIRE

Participant profile

Name: ALEXANDRA KOCIAK

Country: POLAND

Studies: ENGLISH PHILSOBY

Years of foreign language study: 5

Years English Teaching experience: 13

Relevant English Courses: _____

Could you give me a definition of Communicative Competence?

The term refers to a language user's grammatical knowledge and social knowledge about how to use it appropriately.

Could you give me a definition of Communicative Language Teaching?

It makes use of real-life situations. Students motivation to learn comes from their desire to communicate in meaningful ways about meaningful topics.

What do you think about the statements below?

1. People learn a language best when using it to do things rather than through studying how language works and practicing rules.	I agree	<input checked="" type="checkbox"/>	I disagree	<input type="checkbox"/>
2. Grammar is no longer important in language teaching.	I agree	<input type="checkbox"/>	I disagree	<input checked="" type="checkbox"/>
3. People learn a language through communicating in it.	I agree	<input checked="" type="checkbox"/>	I disagree	<input type="checkbox"/>
4. Errors are not important in speaking a language.	I agree	<input type="checkbox"/>	I disagree	<input checked="" type="checkbox"/>
5. Communicative Language Teaching is only concerned with teaching speaking.	I agree	<input type="checkbox"/>	I disagree	<input checked="" type="checkbox"/>
6. Classroom activities should be meaningful and involve real communication.	I agree	<input checked="" type="checkbox"/>	I disagree	<input type="checkbox"/>
7. Dialogs are not used in Communicative Language Teaching.	I agree	<input type="checkbox"/>	I disagree	<input checked="" type="checkbox"/>
8. Both accuracy and fluency are goals in Communicative Language Teaching.	I agree	<input checked="" type="checkbox"/>	I disagree	<input type="checkbox"/>
9. Communicative Language Teaching is usually described as a method of teaching.	I agree	<input checked="" type="checkbox"/>	I disagree	<input type="checkbox"/>

(Richards: 2006, 2)

The Use of the Language

1. Do you speak in English while doing the lessons?

Always Almost always Usually Almost never Never

2. Do you speak in Polish while doing the lessons?

Always Almost always Usually Almost never Never

*Sometimes - it depends on the class level.
If sth is not clear, I try to explain it in Polish.*

3. Are the learners allowed to speak in Polish?

Always Almost always Usually Almost never Never

Sometimes if it is needed.

Aspects of English language teaching

1. Which of the main skills are taught in Primary Education? (Number them from 1 to 4, where 1 is the main skill taught).

Skill	Grade 1-3	Grade 4-6
Speaking	2	2
Listening	1	1
Reading	3	3
Writing	4	4

2. Do you link the four skills together while carrying out the lessons?

Always Almost always Usually Almost never Never

3. Do you focus mainly on the form of the language while teaching (grammar patterns and rules)?

Always Almost always Usually Almost never Never

4. Do you focus mainly on the function of the language while teaching (language in use-Communicative abilities)?

Always Almost always Usually Almost never Never

5. Do you let pupils figure out grammar rules while teaching?

Always Almost always Usually Almost never Never

6. Do you provide opportunities for learners to develop fluency?

Always Almost always Usually Almost never Never

7. Do you provide opportunities for learners to develop accuracy?

Always Almost always Usually Almost never Never

Activities

* The activities involve real communication (including real contexts and real information)

Always Almost always Usually Almost never Never

- Authentic and meaningful practice is the goal of classroom activities

Always Almost always Usually Almost never Never

- Mechanical activities are implemented in every lesson

Always Almost always Usually Almost never Never

- Most of the activities entail pair and group work

Always Almost always Usually Almost never Never

The process of teaching

- The main objective of the English teaching process is:

To acquire the language To learn the language

- The process of English teaching is:

Teacher-centred Learner-centred A combination of both perspectives

- Communicative Competence is the main aim of language teaching by the learners to achieve:

Yes No

- Language teaching is focused on the learning process rather than the product

Yes No Sometimes

- It entails the correction of all the learners' errors

Yes No Sometimes

- The process of English teaching provides opportunities for the pupils to experiment and try out what they know

Yes No Sometimes

- The main objective of the teaching process is for the students to develop social and critical thinking abilities

Yes No Sometimes

- Richards, Jack C (2006). *Communicative Language Teaching Today*. New York: Cambridge University Press.

QUESTIONNAIRE

Participant profile

Name: ANNA WALKOWIAK

Country: POLAND

Studies: ENGLISH FILOLOGY, OPOLE UNIVERSITY

Years of foreign language study: 20 YEARS

Years English Teaching experience: 4 YEARS

Relevant English Courses: _____

Could you give me a definition of Communicative Competence?

Could you give me a definition of Communicative Language Teaching?

What do you think about the statements below?

1. People learn a language best when using it to do things rather than through studying how language works and practicing rules.	I agree	<input checked="" type="checkbox"/>	I disagree	<input type="checkbox"/>
2. Grammar is no longer important in language teaching.	I agree	<input type="checkbox"/>	I disagree	<input checked="" type="checkbox"/>
3. People learn a language through communicating in it.	I agree	<input checked="" type="checkbox"/>	I disagree	<input type="checkbox"/>
4. Errors are not important in speaking a language.	I agree	<input type="checkbox"/>	I disagree	<input checked="" type="checkbox"/>
5. Communicative Language Teaching is only concerned with teaching speaking.	I agree	<input type="checkbox"/>	I disagree	<input checked="" type="checkbox"/>
6. Classroom activities should be meaningful and involve real communication.	I agree	<input checked="" type="checkbox"/>	I disagree	<input type="checkbox"/>
7. Dialogs are not used in Communicative Language Teaching.	I agree	<input checked="" type="checkbox"/>	I disagree	<input checked="" type="checkbox"/>
8. Both accuracy and fluency are goals in Communicative Language Teaching.	I agree	<input type="checkbox"/>	I disagree	<input checked="" type="checkbox"/>
9. Communicative Language Teaching is usually described as a method of teaching.	I agree	<input checked="" type="checkbox"/>	I disagree	<input type="checkbox"/>

(Richards, 2006, 2)

The Use of the Language

1. Do you speak in English while doing the lessons?
Always Almost always Usually Almost never Never

2. Do you speak in Polish while doing the lessons?
Always Almost always Usually Almost never Never

if I have to!

3. Are the learners allowed to speak in Polish?

Always Almost always Usually Almost never Never

Aspects of English language teaching

1. Which of the main skills are taught in Primary Education? (Number them from 1 to 4, where 1 is the main skill taught).

Skill	Grade 1-3	Grade 4-6
Speaking	1	1
Listening	2	2
Reading	3	3
Writing	4	4

2. Do you link the four skills together while carrying out the lessons?

Always Almost always Usually Almost never Never

3. Do you focus mainly on the form of the language while teaching (grammar patterns and rules)?

Always Almost always Usually Almost never Never

4. Do you focus mainly on the function of the language while teaching (language in use-Communicative abilities)?

Always Almost always Usually Almost never Never

5. Do you let pupils figure out grammar rules while teaching?

Always Almost always Usually Almost never Never

6. Do you provide opportunities for learners to develop fluency?

Always Almost always Usually Almost never Never

1. Do you provide opportunities for learners to develop accuracy?

Always Almost always Usually Almost never Never

Activities

• The activities involve real communication (including real contexts and real information)

Always Almost always Usually Almost never Never

- Authentic and meaningful practice is the goal of classroom activities

Always Almost always Usually Almost never Never

- Mechanical activities are implemented in every lesson

Always Almost always Usually Almost never Never

- Most of the activities entail pair and group work

Always Almost always Usually Almost never Never

The process of teaching

- The main objective of the English teaching process is:

To acquire the language To learn the language

- The process of English teaching is:

Teacher-centred Learner-centred A combination of both perspectives

- Communicative Competence is the main aim of language teaching by the learners to achieve:

Yes No

- Language teaching is focused on the learning process rather than the product

Yes No Sometimes

- It entails the correction of all the learners' errors

Yes No Sometimes

- The process of English teaching provides opportunities for the pupils to experiment and try out what they know

Yes No Sometimes

- The main objective of the teaching process is for the students to develop social and critical thinking abilities

Yes No Sometimes

- Richards, Jack C (2006). *Communicative Language Teaching Today*. New York: Cambridge University Press.

QUESTIONNAIRE

Participant profile	
Name:	<u>BARBARA ŚNIEGUR</u>
Country:	<u>POLAND</u>
Studies:	<u>University of Opole, English department,</u>
Years of foreign language study:	<u>11 (of school) ^{NK 70 in Opole} + 9 = 20 years</u>
Years English Teaching experience:	<u>10</u>
Relevant English Courses:	<u>-</u>
<u> </u>	

Could you give me a definition of Communicative Competence?

It's a way to communicate with others
successfully. Grammar language is used correctly
by learners to accomplish communication goals.

Could you give me a definition of Communicative Language Teaching?

It's an approach which involves students
in real communication (meaningful communication)
Teacher is more focused on learner's needs.

What do you think about the statements below?

1. People learn a language best when using it to do things rather than through studying how language works and practicing rules.	I agree	<input checked="" type="checkbox"/>	I disagree	<input type="checkbox"/>
2. Grammar is no longer important in language teaching.	I agree	<input type="checkbox"/>	I disagree	<input checked="" type="checkbox"/>
3. People learn a language through communicating in it.	I agree	<input checked="" type="checkbox"/>	I disagree	<input type="checkbox"/>
4. Errors are not important in speaking a language.	I agree	<input type="checkbox"/>	I disagree	<input checked="" type="checkbox"/>
5. Communicative Language Teaching is only concerned with teaching speaking.	I agree	<input type="checkbox"/>	I disagree	<input checked="" type="checkbox"/>
6. Classroom activities should be meaningful and involve real communication.	I agree	<input checked="" type="checkbox"/>	I disagree	<input type="checkbox"/>
7. Dialogs are not used in Communicative Language Teaching.	I agree	<input type="checkbox"/>	I disagree	<input checked="" type="checkbox"/>
8. Both accuracy and fluency are goals in Communicative Language Teaching.	I agree	<input checked="" type="checkbox"/>	I disagree	<input type="checkbox"/>
9. Communicative Language Teaching is usually described as a method of teaching.	I agree	<input type="checkbox"/>	I disagree	<input checked="" type="checkbox"/>

(Richards: 2000, 2)

The Use of the Language

1. Do you speak in English while doing the lessons?
- Always Almost always Usually Almost never Never
2. Do you speak in Polish while doing the lessons?
- Always Almost always Usually Almost never Never

3. Are the learners allowed to speak in Polish?

Always Almost always Usually Almost never Never

it depends on the grade (1-3) (4-6)

Aspects of English language teaching

1. Which of the main skills are taught in Primary Education? (Number them from 1 to 4, where 1 is the main skill taught).

sometimes usually
↓
Almost never

Skill	Grade 1-3	Grade 4-6
Speaking	1	1
Listening	2	2
Reading	3	3
Writing	4	4

2. Do you link the four skills together while carrying out the lessons?

Always Almost always Usually Almost never Never

3. Do you focus mainly on the form of the language while teaching (grammar patterns and rules)?

Always Almost always Usually Almost never Never

4. Do you focus mainly on the function of the language while teaching (language in use-Communicative abilities)?

Always Almost always Usually Almost never Never

5. Do you let pupils figure out grammar rules while teaching?

Always Almost always Usually Almost never Never

6. Do you provide opportunities for learners to develop fluency?

Always Almost always Usually Almost never Never

1. Do you provide opportunities for learners to develop accuracy?

Always Almost always Usually Almost never Never

Activities

• The activities involve real communication (including real contexts and real information)

Always Almost always Usually Almost never Never

- Authentic and meaningful practice is the goal of classroom activities
Always Almost always Usually Almost never Never
- Mechanical activities are implemented in every lesson
Always Almost always Usually Almost never Never
- Most of the activities entail pair and group work
Always Almost always Usually Almost never Never

The process of teaching

- The main objective of the English teaching process is:
To acquire the language To learn the language
- The process of English teaching is:
Teacher-centred Learner-centred A combination of both perspectives
- Communicative Competence is the main aim of language teaching by the learners to achieve:
Yes No
- Language teaching is focused on the learning process rather than the product
Yes No Sometimes
- It entails the correction of all the learners' errors
Yes No Sometimes
- The process of English teaching provides opportunities for the pupils to experiment and try out what they know
Yes No Sometimes
- The main objective of the teaching process is for the students to develop social and critical thinking abilities
Yes No Sometimes

➔ Richards, Jack C (2006). *Communicative Language Teaching Today*. New York: Cambridge University Press.