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Dissertation abstract

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***THE BENEFIT OF USING THE AUDIOORAL METHOD
IN TEACHING CZECH TO ADULT FOREIGNERS
(LEVEL A0-A1 OF CEFR)***

Přínos využití audioorální metody ve výuce češtiny
pro dospělé cizince na úrovni A0–A1

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This dissertation explores the phenomenon of audio-oral foreign language learning and its integration into current adult learner education programs. We examine the effectiveness of audio-oral instruction without textual support and analyze its benefits for students in the areas of pronunciation, vocabulary, grammar comprehension, and motivation to speak. We also include a comparison with the traditional approach of working with a textbook from the very beginning.

The main aim of the research is to test assumptions about the effectiveness of the audio-oral approach and to identify potential gaps and risks. The thesis includes an inventory of the history of audio-oral teaching, a detailed discussion of the audio-lingual method and the structural-global audio-visual method, and then a description of the investigated *modern audiooral course* (mAOC) forming the introductory part of the Czech as a foreign language programme. We combine a quantitative analysis of the number of memorized lexical units with a qualitative analysis of expert opinions of lecturers and feedback obtained from students. Although it was not possible to obtain a comparison group, the paper uses the experience of lecturers and students from other courses as a reference point.

The results of the study confirm the usefulness of the newly introduced mAOC for teaching Czech as a foreign language. The combination of quantitative and qualitative research provides a thorough insight into the effectiveness of this approach. The results of the quantitative part suggest that students have an acceptable capacity for memorizing lexical material, while the qualitative analysis shows that both students and instructors perceive the anticipated benefits of mAOC as building linguistic selfconfidence, improving communication skills, and reducing anxiety about using a foreign language, as well as perceiving progress in pronunciation, vocabulary building, and the formation of grammatical precepts usable in subsequent instruction with the textbook.

The results of the quantitative part of the research suggest that the mAOC is particularly effective for students with weaker initial proficiency in Czech, as rapid initial progress contributes to their motivation. Conversely, students with knowledge of other Slavic languages may be less motivated and perceive the course as slow and insufficiently stimulating. These findings point to the need to individualize instruction according to the needs of particular groups of students, for example by creating supplementary or extension materials. Thorough methodological training of lecturers is also crucial to optimise teaching and maximise the benefits of this method. Overall, the benefits of mAOC outweigh any disadvantages.