UNIVERZITA PALACKÉHO V OLOMOUCI

PEDAGOGICKÁ FAKULTA

Ústav cizích jazyků

Diplomová práce

Bc. Pavla Oslzlová

The motivational potential of games in English language teaching

Olomouc 2019　　　　　　vedoucí práce: Mgr. Josef Nevařil, Ph.D.

Prohlašuji, že jsem závěrečnou práci vypracovala samostatně a použila jen uvedených pramenů a literatury.

V Olomouci 23.4.2019

....
vlastnoruční podpis

TABLE OF CONTENTS

Introduction

Teaching English is a worldwide trend in recent years. Even the very young learners start to learn English at the very young age which makes teaching a foreign language more challenging for a teacher. For this reason, a teacher has to come up with ideas how to teach young learners in a way which would attract these learners. Incorporating games into English lessons seem to be an excellent idea, as didactic games connect the amusement of the learners towards the games and its educational aspect.

Moreover, didactic games can be seen as a powerful tool for a teacher, as playing games promotes developing of diverse types of learner's skills, such as communicative skills, problem solving, co-operating, concentrating and determining to reach the best score.

This thesis connects the theoretical issues of using games together with their practical usage in English lessons. The aim of this thesis is to figure out the motivational potential of games in foreign language teaching.

The theoretical part starts with the explanation of the importance of English knowledge which is taken into consideration nowadays, following by the current situation in teaching English at Czech schools.

The second chapter of the theoretical part deals with the issue of personal individualities, as a teacher should know differences among learners in order to find a solution for a learner to successfully learn a language. The chapter deals with differences in age of a learner, as a teacher should know how to work with very young learners, young learners and adolescents and which types of game-like activities are appropriate for them.

The third chapter highlights not only a motivation in general but also types of motivation and characteristics of a motivated learner and a motivating teacher. This chapter depicts motivation, as it is one of the most significant features in the learning process.

The last chapter of theoretical part concentrates on games, their definitions and types according to diverse aspects. Moreover, it is rather important to mention the fact that games do not involve only advantages but also disadvantages. Both sides of this issue are discussed in this chapter.

The practical part of this thesis is focused on the detailed description of games which were used during the second teaching practice. This part includes altogether 7 games which are described in detail.

Further, this part presents results of students' questionnaires, focusing on learners' relationship with games in the foreign language classroom and main reasons why they enjoyed game-like activities in the lessons. Then, the popularity of games which were used during the teaching practice is analysed, focusing on the most popular game and the least popular game and learners' reasons for this classification. Lastly, the practical part presents results on the issue of motivational potential of games in English lesson.

Theoretical part

1 Teaching English at Czech schools

The teaching of English has become a worldwide trend in recent years. Even very young learners come to contact with English. According to Grant (1990), there are two reasons explaining why English teaching became a significant issue lately. The first reason was the introduction of ELT teaching in many European countries and the second one is obvious – it is a phenomenon. (Grant, 1990)

What is more, the knowledge of English is considered to be an integral part of primary education.

1.1 The importance of English language

Before teaching English at primary schools is discussed, the importance of foreign language acquisition needs to be highlighted.

Let us have a closer look at the main reasons why people should learn English as a foreign language:[1]

- o   English is one of the most widely spoken languages in the world,
- o   English provides opportunities for better career or business,
- o   English enables to study at prestigious universities,
- o   English is the language of the world literature,
- o   English knowledge broadens horizons in numerous spheres in life,
- o   English learning is beneficial for the brain and memory.[1]

---

[1]10 reasons to learn English. *Busuu* [online]. 2019 [cit. 2019-02-26]. Dostupné z:
https://www.busuu.com/en/a/y/reasons-to-learn-english

1.2 English in everyday life

As mentioned above, the importance of learning a foreign language is beneficial. Nevertheless, while it is true that the knowledge of English language is useful, the question is, if the knowledge of foreign languages is rather a necessity or an advantage.

Jaklová (2004, p. 146) deals with this question. Her research has shown that there exist several situations when the knowledge of a foreign language is rather a necessity. (Jaklová, 2004, p. 146)

The majority of the respondents put emphasis on the necessity of foreign language knowledge in everyday life situations. What is more, 65% of students mentioned studying at schools, as well as speaking to foreign people in foreign countries. On the contrary, many respondents said that the knowledge of foreign language is rather an advantage in situations like the choice of the future profession or just a part-time job. In fact, one of the fundamental requirements of future employers in the 21st century is to speak at least one foreign language. (Jaklová, 2004, p. 146)

1.3 English at primary schools

Learning a foreign language has turned to be an obligation nowadays, as people are living in a globalized world. As a result, pupils start to learn a second language at primary schools in the Czech Republic. Moreover, compulsory foreign language learning is obligatory at primary schools at the age of 7. (Martinec, 2009)

The Czech Ministry of Education orders indirectly that pupils should start with learning English.[2]

However, there is a wide range of languages, pupils can choose from. For instance, German, Russian, French, Spanish etc. Still, the greatest demand is for English. (Martinec, 2009) On the whole, nearly half a million pupils have decided to follow the global trend and to choose English. Correspondingly, 90% of pupils in the EU learn English.[3]

---

[2] [3] České základní školy a výuka jazyků. Studium jazyků v ČR. *Jazyky.com: magazín o jazykovém vzdělávání, studiu, překladech, tlumočení a práci v zahraničí* [online]. 2019, 2. 6. 2009 [cit. 2019-02-26]. Dostupné z: https://www.jazyky.com/ceske-zakladni-skoly-a-vyuka-jazyku/

On the contrary, German is losing its popularity and takes the second place and Russian the third place. The fact is, that pupils often choose less frequent languages, such as Italian, French, and Spanish as an optional subject.[4]

The following section will more closely examine the learners' choice of first foreign language at primary school in the Czech Republic. In the Fig.1 below, there is demonstrated the position of English language among other foreign languages.[5]
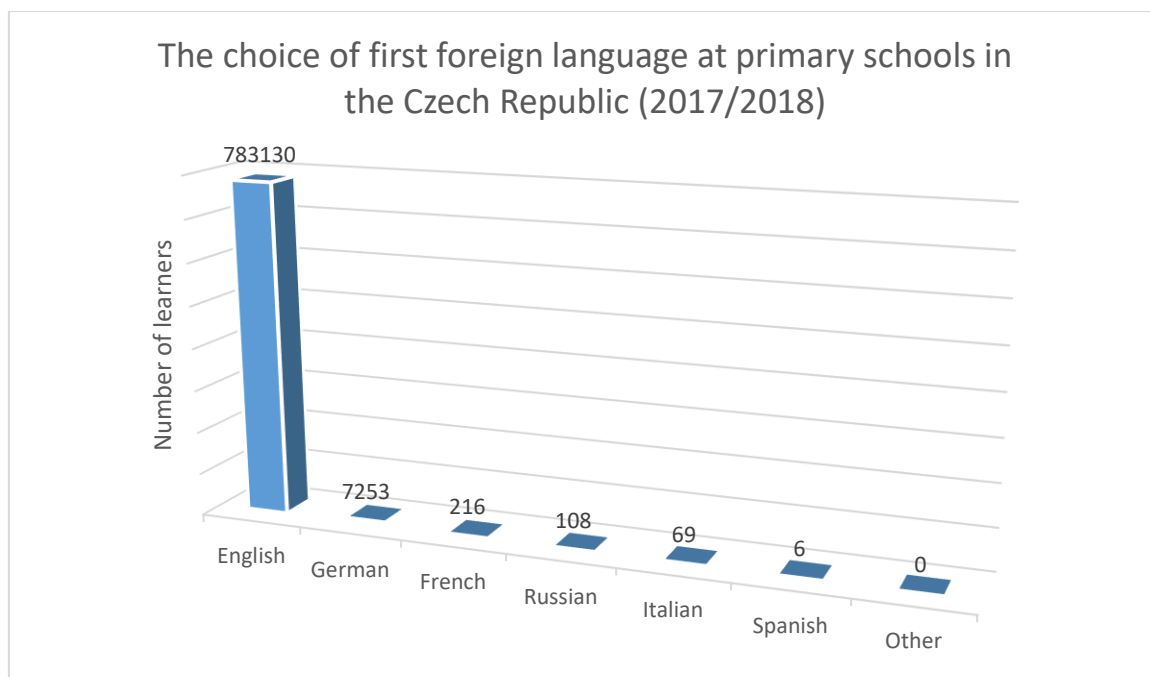
Figure 1: The choice of first foreign language at primary schools in the Czech Republic (2017/2018)

As Fig.1 shows, the interest in English, as the first foreign language taught at primary schools, is enormous. According to these results, it can be said, English is a leader among the other languages. English is the first foreign language for an incredible number of 783 130 learners from a total of 790 782 learners. The second place takes German with its 7 253 learners, the third place is for French with 216 learners, then Russian with 108 learners, Italian with 69 learners and the very last one is Spanish with 6 learners. There are no other languages which were chosen as a first foreign language during the school year of 2017/2018.[6]

---

[4] České základní školy a výuka jazyků. Studium jazyků v ČR. *Jazyky.com: magazín o jazykovém vzdělávání, studiu, překladech, tlumočení a práci v zahraničí* [online]. 2019, 2. 6. 2009 [cit. 2019-02-26]. Dostupné z: https://www.jazyky.com/ceske-zakladni-skoly-a-vyuka-jazyku/

[5] [6] Statistická ročenka školství - 2017/2018 - výkonové ukazatele. MŠMT ČR [online]. 2018 [cit. 2019-03-11]. Dostupné z: http://toiler.uiv.cz/rocenka/rocenka.asp

1.4 English at grammar schools

Learners continue with learning English at grammar schools and other types of middle schools. During the school year 2017/2018 a total number of 97,8% learners learned English at grammar schools and middle schools. The second place took German with 41,2% learners. The knowledge of English language is one of the basic assumptions for studying at grammar schools, as the entrance exams at grammar schools may be obligatory for the learners. [7]

Then, the English language learning continues during the studies at grammar schools and finally, learners finish their studies at grammar schools with maturita exams. One of the parts of the maturita exam can be exam of English language. [8]

In 2019, learners have the opportunity to choose between maturita of foreign language or mathematics, meanwhile the exam of Czech language is obligatory for the learners. Learners can choose among 5 foreign languages altogether – English, German, French, Spanish and Russian. The maturita exam consists of a didactic test which focuses on reading and listening skills, then writing and speaking skills are examined. [9]

1.5 Problems with English teachers

Teaching English to pupils at primary schools does not involve only a good knowledge of the English language. In fact, teachers should have to manage a various number of abilities and skills, such as communicative skills, social skills, knowledge of methodology of foreign language teaching, and mainly, have a qualification. Nevertheless, primary schools in the Czech Republic are facing an extensive problem nowadays. Literary, there is very often nobody who would teach English at primary schools, as the problem of decrease of qualified English teachers, as well as English native speakers, is real.[10]

---

[7] [8] ZATLOUKAL, Tomáš. *Kvalita a efektivita vzdělávání a vzdělávací soustavy ve školním roce 2017/2018: Výroční zpráva České školní inspekce* [online]. Praha, 2018 [cit. 2019-04-14]. ISBN 978-80-88087-20-5. Dostupné z: https://www.csicr.cz/Csicr/media/Prilohy/Obr%C3%A1zky%20ke%20%C4%8Dl%C3%A1nk%C5%AFm/2018/Vyrocni-zprava-CSI-2017-2018_final-verze.pdf

[9] Cizí jazyk. *Oficiální stránky maturitní zkoušky: Oficiální portál nové maturitní zkoušky* [online]. Cermat, 2010 [cit. 2019-04-14]. Dostupné z: https://www.novamaturita.cz/cizi-jazyk-1404033644.html

[10] FRAŇKOVÁ, Ruth. Czech schools face lack of qualified English teachers. *Radio Prague* [online]. 2019, 07.01.2010 [cit. 2019-03-02]. Dostupné z: https://www.radio.cz/en/section/curraffrs/czech-schools-face-lack-of-qualified-english-teachers

As far as the problem itself is considered, it should be explained, what is the crux od the problem.

According to Fraňková (2010, online), the major problem is, that *"Every year, dozens of qualified English teachers graduate from pedagogical faculties all over the country, but very few of them choose to become teachers. As a result, Czech schools are forced to employ people who do not have appropriate qualifications."*

As Jílková, the regional coordinator of the Association of English Teachers, stated in the article by Štefflová (2012, online), the importance of qualified English teachers is mainly significant in teaching English to very young learners. She is convinced, that these teachers should have the highest level of English because very young learners acquire intonation and melody of the language very soon. This suggests that teachers without qualification would be inappropriate for teaching these essential parts of the language. (Štefflová, 2012, online)

In conclusion, the main goal of this chapter is to emphasize the significance of English language, as this knowledge is essential at Czech primary schools and grammar schools. This section also discusses in which cases is the knowledge of English rather a necessity or an advantage. It also considers the fact, that English is the first foreign language taught at primary school in the Czech Republic as Figure 1 compares the position of English with other foreign languages. Then, the knowledge of English language is highlighted as a necessity for the learners at grammar schools. Lastly, the chapter comments on problems with English teachers at Czech primary schools and gives a reason, why these problems occur in the Czech Republic.

2 Personal individualities in the foreign language classroom

This chapter focuses on different personal individualities in foreign language learning, especially how to work with learner's individualities. It gives some basic ideas about how a teacher should increase the effectiveness in the learning process and what should a teacher focus on during a lesson. Moreover, this chapter deals with teaching English to very young learners, young learners, as well as adolescents and provides their general characteristic and lastly, proposes some ideas on how to work with them in an English lesson.

2.1 Personal individualities in foreign language learning

There are many definitions of the term *individuality*, some of them are rather difficult to understand, as they are focused more on philosophy, but I would mention probably the most appropriate for the field of study.

Merriam-Webster Learner's Dictionary defines the term individuality as follows:

(Individuality) is *"the quality that makes one person or thing different from all others"*.[11]

Another definition comes from Your Dictionary:

"Individuality is defined as the unique characteristics and traits that make someone or something one of a kind."[12]

As mentioned in Chapter 1, teaching of foreign languages, especially English, has become a worldwide phenomenon. As the continuously increasing interest of English grows, it grows also a search for different approaches to foreign language teaching. Nowadays, a variety of modern trends occur from every corner of the world. These recent trends include numerous approaches, methods, and materials for foreign language teaching. However, the occurrence of these innovations is rather extensive, which means teachers could not involve everything in a

---

[11] Individuality - Definition for English-Language Learners. *Merriam-Webster Learner's Dictionary: An Encyclopaedia Britannica Company* [online]. 2019 [cit. 2019-03-02]. Dostupné z: http://www.learnersdictionary.com/definition/individuality

[12] Individuality dictionary definition. *Your Dictionary* [online]. 2019 [cit. 2019-03-21]. Dostupné z: https://www.yourdictionary.com/individuality

lesson. For this reason, teachers should be critical to these innovations and think about their effectiveness in a lesson. (Lojová, 2005, p.5)

As Lojová (2005, p.5) highlights, the fact is, that the efficiency of a lesson does not increase with the increase of using different approaches, methods and materials for the foreign language teaching. (Lojová, 2005, p.5)

Moreover, Langran and Purcell (1994, p.11) add that teachers should take into account each approach, method and activity, as they cannot be suitable for all groups of learners. The fact is that each group is slightly different, and the same thing cannot work with different learners. Therefore, it is essential for the teacher to know the class very well, their personalities, needs and goals in order to adapt the teaching aids. It is also very significant for the teacher to be able to adapt to unexpected changes which can occur during the lesson. (Langran and Purcell, 1994, p.11)

Scientific knowledge shows that the main concentration should not be on a process of teaching but on a process of learning and the learner itself. Moreover, teachers should focus not only on the learner's experience but also on the behaviour and individuality, while it is true that each learner is different in a personality. Everything that learner learns in a foreign language is based on what is happening in the learner's brain. The mechanisms of human brain are significant in the process of learning. (Lojová, 2005, p.5)

Lojová (2005, p.5) agrees with experts, who claim it is crucial for future teachers to develop not only communicative skills but also to learn how major mechanisms work in a human brain. To these mechanisms belong for instance the human evolution and learner's individuality. In addition, these factors are significant in learning foreign languages. (Lojová, 2005, p.6)

2.2 Differences in foreign language classroom

The learning of a foreign language is a lifelong process. What is more, this process is unbelievably complicated, and its success is dependent on various factors. It is generally known that there are differences among learners in the process of foreign language learning. To these differences belong, for instance, learning pace and final level of the language. It is interesting, how quickly are some learners able to acquire a foreign language with perfect results, whereas

the others have major problems to acquire even the basic skills. It is very surprising when it is taken into the account that everybody started to learn their mother tongue at the same level in the very beginning of their lives and later, some people have problems with acquiring another language. There are individualities among pupils at schools, too. Some pupils seem to be motivated in learning foreign languages, they are having fun, they participate actively in a lesson and they broaden their communicative competences. On the other hand, there are bored pupils, annoyed by the language and stressed out. (Lojová, 2005, p.9)

To clarify this issue, it is rather important to think about the reason, why there are such differences among people, to explain what the differences are, and to find a solution how can we successfully learn a language.

The answer to these questions is not so complicated to understand. The differences derive from various determining factors and there are lots of them. To these determining factors belong, for instance, intrapsychic conditions, linguistic influences, environment influences – primarily language, educational and sociocultural environment. There exists a combination of these influences in each learner and so it creates conditions for foreign language learning. If the combination is appropriately mixed, then the conditions for foreign language learning are effective. This theory support empiric experiences and scientific researches. (Lojová, 2005, p.9)

Meenakshi K. and Zafar S. (2012, p.639) add other factors - biological and conditioned factors, which create together individual differences and they mingle between each other and play a crucial role in foreign language learning. These factors are – age, sex, aptitude, motivation, learning styles, learning strategies and personality. (Meenakshi and Zafar, 2012, p.639)

While it is true that each learner is an individuality and unique as a person, other types of individualities should be considered, for instance each learner comes from a different type of family, culture and traditions. (Sims, 2013, p.9)

Nevertheless, there is another question which is quite complicated to answer. What are the learner's individualities which participate in the success rate in foreign language learning? We would like to know exactly which individualities play a crucial role in the learning process. We take into account that there are many factors to consider. For instance, there are mental processes, conditions, and features. The expert's opinions differ thus there is no clear answer. (Lojová, 2005, p.33)

2.3 Psychological aspects

It is also important to mention the existence of humanistic psychology that significantly helped in the way of teaching different learner individualities. According to editors of Encyclopaedia Britannica (2019, online) humanistic psychology is *"a movement in psychology supporting the belief that humans, as individuals, are unique beings and should be recognized and treated as such by psychologists and psychiatrists."* (Encyclopaedia Britannica, 2019, online)[13]

It is essential to highlight that this approach comes from the half of the 20th century when humanistic psychology was founded. The founder of this approach was Carl Rogers. The common feature of humanistic psychology is an approach focused on the learner, as the learner is right in the centre of the learning process. Everything, what is done at school, has to focus on the learner, as well as it must be beneficial for the learner. To fulfill this approach, teachers should choose teaching aids, content, methods and forms in such a way, that would be focused on learner and learner's needs. (Lojová 2005, p.29)

2.4 How to cope with learner's individualities

Lojová (2005, p.36) confesses that cognition and respect of learner's individualities could seem unreal quite often. This can happen if there are too many pupils in the class, traditional approaches dominate during the learner's process or if there are inappropriate conditions for the lesson. Considering these aspects, an adaptation of the lesson to different pupils' characters could appear frightening. Still, each teacher admits that each pupil is a unique individuality and when pupils learn in appropriate the learning conditions, the learning process itself is more effective. (Lojová, 2005, p.36)

Sims (2013, p.9) states that *"every student is different. The traditional classroom treats every student the same, which is not necessarily the best thing to do."* (Sims, 2013, p.9)

For this reason, the author gives a few tips, how to cope with learners' individualities in the lesson in order to increase the effectiveness of the teaching process. (Lojová, 2005, p.36)

---

[13] Humanistic psychology: Definition, Characteristics, Examples and Facts. *Britannica.com* [online]. 2019 [cit. 2019-03-22]. Dostupné z: https://www.britannica.com/science/humanistic-psychology

Teacher should:

- o know and respect learners' individualities,
- o know and respect group needs,
- o observe learner's behaviour, reactions, verbal and nonverbal communication in order to respond to it sensitively,
- o realize that the class consists of different learner types,
- o respect individualities of learners with special needs. (Lojová, 2005, p.37)

That means, when a teacher knows learners' needs, interests, and opinions, which are quite similar in the class, then the teacher can apply this knowledge in the lesson and increase the effectiveness of the lesson. (Lojová, 2005, p.37)

Teacher should observe learners' concentration during the lesson to adapt activities which were prepared for the lesson. In cases, when learners seem to be too tired and bored from a previous lesson or a test, teacher should adapt to this situation and change prepared activity. Logically, if learners are tired, they will not be able to pay attention to new grammar. That means teacher should be flexible as much as possible. For instance, when the atmosphere of the lesson is tense, teacher should be able to lighten up the atmosphere by using appropriate activity to make learners feel relaxed and motivated. At the moment, when learners would seem happy and relaxed, teacher can continue with prepared lesson and activities. The last example is slightly different as learners are full of emotions, happiness, enthusiasm, and opinions after watching a film or an event. It is essential for teacher to take advantage of this situation and use the learners' activity, for instance, in a discussion. Then, teacher can continue in the lesson plan. (Lojová, 2005, p.37)

Considering different learner types, teacher should be able to explain the topic of the lesson in many ways in different forms, so each learner type could choose the most sufficient way to learn the topic effectively. (Lojová, 2005, p.37)

Teacher should pay extra attention to these learners and choose special methods very sensitively in order to fulfill the requirements of education. (Lojová, 2005, p.37)

2.5 What should teachers focus on

The role of the teacher is, therefore, to identify these conditions, individualities of each learner and to create the appropriate learning environment, where the foreign language would be taught effectively, and this environment would support the foreign language learning. (Lojová, 2005, p.10)

Lojová, (2005, p.10) and Langran and Purcell (1994, p.11) suggest that a teacher should get know to the learners, not only their learning goals and expectations but also their interests, needs, and feelings. This knowledge would help him/her with the syllabus, time management, choice of coursebook and workbook, methods, materials, and activities. (Lojová, 2005, p.10, Langran and Purcell, 1994, p.11)

2.6 Teaching English to children with different age

Each child is entirely different. Although children can be at the same age, they can develop differently, and foreign language acquisition may not be at the same level.

It is not simple to determine what children should be able to do at the age of five, seven or ten. This suggests that it is not obvious what very young learner of a foreign language should know at the age of seven. The only thing, which is obvious, is the characteristic of individual age groups and their abilities. (Scott and Ytreberg, 1991, p.1)

Scott and Ytreberg (1991, p.1,) decided to divide different age groups of learners into two groups. The first group covers young learners between the ages of five and seven years old, whereas, the second group focuses on young learners between the ages of eight and ten years old. The reason for the division is explained by the authors. The first group (five – seven years old) consist of learners at the stage of beginners, or so-called "level one". (Scott and Ytreberg, 1991, p.1)

On the other hand, the second group (8 – 10 years old) could be beginners as well, but primarily there are learners who have come across the language earlier. (Scott and Ytreberg, 1991, p.1)

These young learners' characteristics could help teachers to know and to understand them in general, how to work with different age levels, to know their behaviour and to give us a clue how to teach them foreign languages. (Scott and Ytreberg, 1991, p.1)

2.6.1 Five to seven year olds

Arntsen (online) mentions that *"These learners can be a real pleasure to teach because they do not feel stressed by their studies and approach everything with youthful innocence."* [14]

General characteristics of very young learners

To clarify the terminology, Shin (2006, online) provides a definition by Slatterly and Willis (2001) where children under seven years old are defined as "Very Young Learners". (Shin, 2006, online)

Children between the ages of five and seven years old already know there exist some rules in the world, and people must follow them. Children may still not understand these rules, but they understand, that rules mean safety. They understand diverse situations quickly and very well, but they do not understand the dialogue, which is used during a speech. A conversation between adults it too difficult for them. These very young learners need to gain their own experience through using senses through hands, eyes and ears. They understand sentences in a logical order, in a way, how it was said. (Scott and Ytreberg, 1991, p.1)

For instance, "1 Turn off the light and then 2 put your book away."

To add to this topic, children have difficulties in the recognition of reality or fiction. Moreover, they have a very short attention and concentration span. They love activities and group work. Children do not know, what they would like to learn, therefore it is up to the teacher. Generally, a common feature of young learners is their positivity, enthusiasm towards the learning. Teachers should take advantage of this potential by praising during the lesson. The main goal is to keep young learners motivated and built a positive attitude toward learning. In the case of failure, teacher should not reproach it, in order to not affect their future learning negatively. (Scott and Ytreberg, 1991, p.3)

---

[14] ARNTSEN, Tara. How To Teach Young Learners: One Step At A Time. *Busy Teacher* [online]. [cit. 2019-03-02]. Dostupné z: https://busyteacher.org/4261-how-to-teach-young-learners-one-step-at-a-time.html

2.6.2 Eight to ten year olds

General characteristics of young learners

The definition of the term young learner is provided by Slatterly and Willis (2001) where children between seven and twelve years old are defined as "Young Learners". (Shin, 2006, online)

Scott and Ytreberg (1991, p.4) highlight the difference between children at the age of eight and ten. Eight years old children remain children but on the other hand, ten years old children are described as mature children. Mature children are somewhere between childhood and adulthood. This boundary between these two different worlds is so-called a magic boundary which is slightly different for each child. Generally, this boundary is considered to be around seven or eight years old. (Scott and Ytreberg, 1991, p.4)

Nevertheless, many changes take place. For instance, these children have their own perspective of life, they understand rules very well. It is not complicated for them to distinguish, what is a reality and what is a fiction. They ask questions and behave actively in a conversation, unlike very young learners. They have the ability to decide, what they want to learn and say, what they like and dislike. The common feature is also their willingness to work together in groups and the ability to learn something new from the others. (Scott and Ytreberg, 1991, p.4)

There is a major change with young learners, so-called *"the concrete operational stage of cognitive development, a critical turning point as it marks the beginning of logical or operational thinking, when the child starts working things out 'in the head'. They are able to start seeing from different points of view not only their own lives. Some organised, logical thoughts are now evident, although, they still need the concrete reality."* (Meneguetti, online)

Ideas on how to work with Very Young Learners and Young Learners

Shin (2006, online) gives some general ideas on how to work with VYL and YL effectively. These ideas can be used at different proficiency levels in English.

It is recommended to follow these general tips:

- to add a variety of materials in activities, such as brightly coloured visual aids, pictures, toys, puppets, maps, calendars and other subjects,

- o to add a lot of movement during a lesson,
- o to add numbers of songs, games, storytelling activities, rhymes,
- o to change activities in a lesson,
- o to teach in themes,
- o to establish classroom routines in English,
- o to encourage the learners' participation in a lesson. (Shin, 2006, online)

Scott and Ytreberg (1991, p. 7) add to this topic the importance of the assessment. It is recommended to assess learners sensitively, to choose appropriate words very wisely, to point out to learners' progress in order to keep learners motivated in foreign language learning. (Scott and Ytreberg, 1991, p. 7)

2.6.3 Ten to nineteen year olds

General characteristics of adolescents

According to Csikszentmihalyi (2019, online), adolescence is *"a transitional phase of growth and development between childhood and adulthood."* He refers to the World Health Organization (WHO) which defines an adolescent as a person between ages of 10 and 19. (Csikszentmihalyi, 2019, online)

This is the time when many changes occur in young people's life. It is a direct link between childhood and adulthood. As the very first change can be depicted the physical change, as the body of adolescents rapidly changes what incorporates the growth of muscles, bones, brain development, but also sexual and hormonal maturity. Other significant change is the process of socialization which differs greatly from the childhood. Adolescents start to socialize rather with their peers than with their families what can be difficult for parents. The reason for this is to gain their independence. It is also important to mention that cognitive processes change rapidly, as adolescents begin to understand the abstract things as a result of abstract thinking development. Last significant change involves emotional changes which play a crucial role in the adolescent's life. The behaviour of adolescents changes rapidly as they may behave aggressively or have some discipline problems. Moreover, they can become moody and annoyed. Adolescents are very curious with experiments which can involve forbidden substances, such as alcohol or cigarettes. (Lesiak, 2015, p.252)

For these reasons, a teacher should be careful during the English lesson. The teacher should take all these aspects into account in order to understand adolescent in the English classroom. (Lesiak, 2015, p.252)

Ideas on how to work with adolescents

Harville (2019, online) states, teaching English to adolescents can be a '*set of unique challenges*', as the teaching itself is not so simple. Unlike children and adults, a teacher has to put more effort on the motivation of adolescents. He highlights the most essential ideas to the teaching English to adolescents. (Harville, 2019, online)

Below, there is a list of these ideas:

- o build safe learning environment,
- o learn their interests,
- o use multimedia,
- o stick to a routine,
- o use a group work,
- o get a feedback from the learners. (Harville, 2019, online)

These are the most useful ideas for a teacher. Firstly, it is important for the adolescents to feel comfortable and secure during the English lesson. Building safe learning environment supports their feelings and encourage their learning at the same time. If the teacher knows their interests, he / she has the opportunity to create a lesson plan based on their interests. Other idea, using multimedia can help to motivate learners as adults are interested in multimedia such as incorporating videos, music and other. To continue, routine is very important for adolescents, as they have a feeling that they know what to expect in the class in order to avoid shyness and unexpected embarrassments. Using group work encourages social interactions and learners can be motivated to the learning as they would work with their friends. Lastly, get a feedback is a powerful tool for a teacher, as he / she can improve future English lessons, incorporate things that were attractive for the learners and avoid inappropriate methods. Moreover, when a teacher is interested in learners' feelings and thoughts, it is the best way how to show them teacher's respect and become familiar to them. (Harville, 2019, online)

To summarize, Chapter 2 has discussed the reasons, why personal individualities in foreign language classroom should be taken into account in the learning process. The chapter defines the term individuality, mentions the fact that there are many differences among learners in the

process of foreign language learning, speculates about these differences and their reasons and, also provides few tips, how teachers should cope with learners' individualities in the lesson. Lastly, the chapter covers the issue of teaching English to children with different age, their general characteristics of diverse age levels and, moreover, suggests general ideas on how to work with these learners.

3 Motivation in foreign language learning

This chapter is dedicated to motivation which is, without doubt, one of the most significant in issue in the learning process. Firstly, it defines what motivation is in general and provides different motivation types which are tightly connected with learning. Simultaneously, it focuses on the characteristics of the motivated learner and provides some thoughts on being an excellent motivating teacher.

3.1 What is motivation

Motivation is a term which is used quite often in the learning process. The following section will more closely consider diverse definitions of this term.

Thornbury (2006) defines the term *motivation* as follows:

"*Motivation is what drives learners to achieve a goal, and is a key factor determining success or failure in language learning. The learner's goal may be a short-term one, such as successfully performing a classroom task, or a long-term one, such as achieving native-like proficiency in the language.*" (Thornbury, 2006)

Harmer, (2001, p.3) maintains that "*motivation is some kind of internal drive that encourages somebody to pursue a course of action. If we perceive a goal (that is, something we wish to achieve) and if that goal is sufficiently attractive, we will be strongly motivated to do whatever is necessary to reach that goal.*" (Harmer, 2001, p.3)

Similarly, Ur (2009, p.274) states, that it is rather difficult to define the term on its own. Ur concentrates on the term of the "*motivated*" learner, which is easier to define and, also more useful in the context of the learning process. Therefore, Ur (2009, p. 274) explains, "*a motivated learner is one who is willing or even eager to invest effort in learning activities and to progress. Learner motivation makes teaching and learning immeasurably easier and more pleasant, as well as more productive*" hence the importance is of the topic of teachers." (Ur, 2009, p. 274)

On the contrary, Dörnyei (2001, p.1) clarifies, that there is not such a thing as motivation. To clarify the meaning of the term, motivation is an abstract and hypothetical concept that we use in order to explain how somebody thinks and behaves as they do. Moreover,

the term motivation is illustrated as the umbrella term for numbers of meanings. Dörnyei points out why people use the term motivation as it is so vague. According to him, *"it is simply because it is a very convenient way of referring to what is a rather complex issue."* (Dörnyei, 2001, p.1)

Dörnyei (2001, p.1) clarifies his hypothesis in two simple examples:

- o It is very simple to say, that some student is motivated in learning. The term *motivated* means – active, excited and enthusiastic learner, who learns with energy and intensity and who has good reasons for learning. Hence, the term motivated is used as an umbrella term for all attributives, which would be unbelievably lengthy to name them individually. (2001, Dörnyei, p.1)

- o On the contrary, it is used to describe the opposite type of learner as an *unmotivated* learner. Again, Dörnyei (2001, p.2) explains, that it could be rather difficult to name a list of all attributives, which mean unmotivated. (Dörnyei, 2001, p.2)

3.2 Motivation types

It is distinguished between two types of motivation – *intrinsic* and *extrinsic* motivation. *Intrinsic* motivation means to engage in the learning activity on its own, and *extrinsic* motivation is a motivation which is derived from external factors. (Ur, 2009, p. 276)

Ur (2009, p.276) explains that intrinsic motivation is connected with 'cognitive drive' which means "*the urge to learn for its own sake*", which is mostly typical for young learners and it leads to getting worse with age. These two types of motivation are the most essential ones for teachers. (Ur, 2009, p. 276)

Harmer (2001, p.51) discussed the difference between intrinsic and extrinsic motivation. He agrees that intrinsic motivation comes from an individual-self, that means that learner is motivated by the enjoyment of the learning process. According to most researchers and methodologists, it is the intrinsic motivation, that is significant for the success of encouragement. On the other hand, extrinsic motivation is caused by many outside factors which encourage learners to the learning process. (Harmer, 2001, p.51)

Ryan and Deci (2000, online) refer to Skinner (1953) who claim that all behaviour acts are motivated by rewards. Considering intrinsic motivation, the reward is an activity itself. (Ryan and Deci, 2000, online)

As Ur (2009, p. 276) highlights, both of these types are significant and play an important part in the learning process. (Ur, 2009, p. 276)

Another division of motivation proposes Harmer. (2001, p. 3) Harmer distinguishes two types of goals – *short-term goals* and *long-term goals*:

o *Short-term goals* are typical for future actions, such as the desire to be successful in a test from a unit or to finish an exercise with a good result.

o On the other hand, *long-term goals*, as the term suggests, are typical for future goals. For instance, to learn a foreign language in order to bet a better job or to be able to communicate to target language community using a target foreign language. (Harmer, 2001, p.3)

3.3 Intrinsic and extrinsic motivation

The following section will explore them more in detail and will also highlight the importance of these two types of motivation and concentrate on its influence on future learning.

3.3.1 Intrinsic motivation

While it is true that intrinsic motivation is inner motivation which comes from each individuality and learner desires to learn something for its own sake, there must exist something, which makes us feel motivated. In order to engage learner's attention, the learning should be not only meaningful so it gives a reason to learner to learn something, but also learner should be interested in the target language background, for instance, its cultural, political and ethnic associations, which learner finds interesting or not. Teacher should be aware of these associations and should broaden learner's horizons, as for giving attractive and interesting information about the target language in order to make the language itself more interesting. This type of motivation is so-called *global motivation* which is significant primary at the

beginnings of foreign language learning. Focusing on teaching a foreign language at schools, it is essential to choose curious tasks and activities to support intrinsic motivation. Learners would be rather more engaged in tasks which would be attractive than in boring ones. Therefore, teacher should focus on interesting tasks and work with them in a lesson to receive an immediate and noticeable pay-off of learner motivation. (Ur, 2009, p.280)

Ur (2009, p.281) gives eight examples of how to increase intrinsic motivation and interest in foreign language learning. During a lesson, teacher should incorporate tasks and activities below.

1. Clear goals

   It is significantly important for learners to know the goals of a task. In fact, knowing these goals, learners will know that tasks are meaningful for them.

2. Varied topics and tasks

   During a selection of topics and tasks teacher should bear in mind to pick the most interesting and attractive ones. There should be a wide range of topics and tasks as everyone is different and may enjoy diverse types of topics and tasks. Similarly, varied topics and task will avoid their repetition.

3. Visuals

   Using eye-catching materials will capture learner's attention and be more enjoyable.

4. Games

   Game-like activities have the advantage of creating tension and challenge, what makes learner feel engaged in a task, as well as learner will learn something new without even noticing that.

5. Entertainment

   As generally known, entertainment causes enjoyment, which leads to motivation. Entertainment can be in many forms, such as stories, jokes, songs, but also videos, movies and documentary films. Thanks to them, learner will learn something new about language background and this will increase their motivation.

6. Play-acting

   Play-acting arouses learner's imagination and, also a possibility for the learner to use the target language in every-day situations. Moreover, learners will have a chance to know each other and their personalities.

7. Information gap

This is a highly attractive type of activity for learners. The common feature is that learners work in pairs or in groups. Learner's task is to find out some information from a partner who has this information. For example, learner should find out, what is in the partner's picture and other way round. This type of activity evokes human curiosity which is nicely applicable in foreign language learning.

8. Personalization

It is known, that people like talking about their point of view, experiences and ideas in general. Learners will feel motivated by using a foreign language when talking about their feelings. (Ur, 2009, p.281)

3.3.2 Extrinsic motivation

As it was explained in the second chapter, 'extrinsic' motivation is derived from some external factors, which is obviously different, then if learner would learn on its own sake or interest of the topic. Some researchers have shown, that teacher affects extrinsic motivation, as the character of the teacher is considered to be an authority, such as parents. This suggests that learner wants to please this authority with his/her own success. (Ur, 2009, p.277)

According to Mulvahill, (2018, online) extrinsic motivation has many disadvantages. The most significant one is that extrinsic motivation produces only short-term effects which are not effective for the learning process. Moreover, it forces learners to compare with others and increases the importance of other people's opinions. (Mulvahill, 2018, online)

What is more, there are many pieces of evidence which show that extrinsic motivation is directly affected by teacher action. Below are the most relevant ones for teachers. (Ur, 2009, p.277)

o **Success and its rewards**

It is definitely the most principal feature of extrinsic motivation. It is obvious, that learners who have experienced success in the past task, will be more willing to participate in tasks in the future, as they will have a feeling of their own success and self-confidence.

As Ur (2009, p.278) highlights, the term 'success' does not mean just to 'have the answers right' but the term itself covers many aspects, such as the willingness to participate in

the learning process, effort and diligence and language progress. Therefore, teacher should take these aspects into account and they should be considered as success itself. (Ur, 2009, p.278)

For this reason, one of the most significant teacher's functions is to pay close attention to learners and their own awareness of their success. It is likely to happen that learner gets a great assessment of his/her work but there could be a feeling that learner does not progress in learning and having a nice assessment is a natural thing. Hence, it is crucial to promote learner's awareness of the progress and their success in learning. (Ur, 2009, p.278)

Nevertheless, Thornbury (2006, p.19) argues *that "Teachers' attitudes to their learners can also contribute to the success or failure of the learning process. For example, teachers who have been told that their students are 'high achievers' (even if they are not) tend to get the kind of results associated with high achievement."* (Thornbury, 2006, p.19)

o **Failure and its penalties**

Failure is another essential part of the learning process, as failure and success are tightly connected and basically cannot exist without each other.

Let us have a closer look at the term 'failure'. It is not "something to be avoided" but it consists of rather more complex aspects. What is meant by the term 'failure' is an unsatisfactory process, learner's unwillingness and reluctance to do anything in learning. In fact, if success was simply to reach, there would be no chance to experience failure. (Ur, 2009, p.278)

Dörnyei (2001, p.90) highlights the fact that learners should be able to learn from mistakes, as to avoid them in the future. (Dörnyei, 2001, p.90)

As well as with success, the main teacher's role is to make learners aware of when they are failing during learning. It is unbelievably hard, especially for teachers, to inform learners sensitively when they are making mistakes, in order not to demotivate them. In some cases, teachers rather choose not to focus on every mistake and not to turn their attention to them, so learners feel confident in using a foreign language and are highly motivated to learn. (Ur, 2009 p.278)

3.4 Characteristics of the motivated learner

Ur (2009, p.275) refers to Naiman et al. (1978) who claim that a majority of successful learners are not those, who have no difficulties with learning at all, but these learners dispose of certain characteristics which are associated with motivation. (Ur, 2009, p.275)

Ur (2009, p.275) consider these characteristics as they are typical for the motivated learner:

- As the very first characteristic is introduced positive task orientation, so-called positive approach to learning in general. These learners enjoy tasks, are encouraged to do tasks on their own and believe in their success in learning.
- That suggests that these learners believe in their skills and abilities together with their self-confidence. As generally known, learners who are confident are more successful and takes challenges more often than learner with a lack of confidence.
- Motivated learners are more willing to reach certain established objectives. It is essential for them to achieve these goals which make them pleasure, but also, more significantly, it builds their confidence.
- Another feature is high aspirations, which means they are ambitious with a necessity to establish goals, as well as they have high proficiency and top grades. Typical is hard-work for them, to be a better learner as possible with great results.
- They overcome learning difficulties easily, while it is important not to discourage themselves with the first failure but to concentrate more on the learning progress. (Ur, 2009, p.275)

Finally, the most significant aspect is to realize that 'There is no shame in not knowing'.

3.5 Motivating teacher

This chapter will be dedicated to various approaches on how a teacher should motivate foreign language learners.

Ur (2009, p.276) refers to Girard (1977) who wrote in an article that one of the most significant teacher's roles is to motivate learner in learning. There exist 'learner-centered' approach, which states, that major teacher role is more likely to supply learners with materials and to create appropriate classroom atmosphere for a lesson and motivation in general.

According to this approach, there is nothing more than a learner, who is responsible for his/her own learning and motivation. Despite this approach, Ur (2009, p.277) is concerned that a majority of teachers are persuaded that it is a teacher's responsibility to motivate learners and this responsibility is crucial in learning. (Ur, 2009, p.277)

According to Dörnyei (2001, p.31), another motivational aspect is the appropriate teacher behaviour. Dörnyei intends if the teacher's behaviour contributes to learner's motivation. (Dörneyi, 2001, p.31)

For this reason, Dörnyei conducted research with Kata Csizér in 1998 among Hungarian teachers of English. Altogether 200 participants involved in this research. These participants were from various contexts (from primary school instructors teaching beginners to university lecturers teaching English majors) and then they evaluated the results. The results supported the hypothesis, that teacher's behaviour is a highly important motivational tool. Similar research was conducted in Britain among secondary school learners of German, which led to the same conclusion. (Dörneyi, 2001, p.31)

The following section will more closely consider if it is the teacher's behaviour which motivates learners.

Dörnyei (2001, p.32) agrees with this idea. The greatest motivator is an enthusiastic teacher. According to American psychologist Mihaly Csikszentmihalyi, (1997) these teachers are the beloved ones and great motivators in the same way. (Dörneyi, 2001, p.32)

"They are the 'nutcases' whose involvement in their areas of expertise is so excessive that it is bordering on being crazy. Students might make fun of this dedication but deep inside, argues Csikszentmihalyi, they admire that passion. Such a commitment towards the subject matter then becomes 'infectious', instilling in students a similar willingness to pursue knowledge."   (Csikszentmihalyi, 1997)

Csikszentmihalyi, (1997) claims, that young learners can sense whether the teacher enjoys his/her subject, or not. If teaching is not the desired job for a teacher and teacher is forced to do it, learners will recognize it, for sure. Learner's attitude towards learning will be negative, likewise, learners will have a feeling that mastering a subject is rather pointless. (Csikszentmihalyi, 1997)

Dörnyei (2001, p.36) adds that another characteristic of a motivating teacher is a positive relationship with learners. This relationship between teacher and students should not be just on

the academical level but on a personal level. It is relevant to switch from „care for the students' learning" to „care for the students as real people". This means the teacher should show them empathy as a real person with feelings. However, it is not so easy for a teacher to develop an appropriate relationship with learners in order to maintain the teacher's professionalism. But the fact still remains that the most significant role of motivating teacher is to accept learner's personality as well as the ability to listen to the learner and personal contact during a learning process. (Dörnyei, 2001, p.36)

This hypothesis of having personal contact with mainly young learners supports Attachment theory which highlights the importance of positive behaviour between teacher and learner. This theory likens the relationship between teacher and learner to the behaviour between mother and child. The positive relationship encourages child or learner to feel safe, to their search for knowledge and desire to explore on their own sake, which are basically principles of intrinsic motivation. Therefore, it is proved that positive teacher-learner behaviour creates an ideal classroom climate full of motivation. (Wigfield, Wentzel, 2009)

In addition, there are many motivating aspects of learners. Harmer (2001, p. 52) adds that it is an appropriate use of a method which is significant in motivating learners. There is no wonder that a method can increase the effectiveness of the learning process and learner's motivation. Numbers of methods can be used in a lesson, for instance, various activities, which can promote learner's activity in a language. (Harmer, 2001, p. 52)

The following section will more closely consider at game-like activities which the next chapter will be dedicated.

Chapter 3 was designed to determine the effect of motivation in foreign language learning. It provides the definition of the term motivation from many points of view, distinguishes a variety of motivation types and discusses their importance for the learner, highlights the terms success and failure, which are tightly connected with the issue of motivation. What is more, the chapter involves the characteristics of the motivated learner and motivating teacher.

4 Games in English language learning

This chapter provides definitions of a game, in general, but also explains the term of educational or didactic games. Then, it focuses on different types of games according to such aspects as techniques used in a game, language skills, class organisation and individual learning styles. Moreover, the question of why games should be used in foreign language lessons is answered and lastly, its potential drawbacks are commented on.

4.1 What is a game

To start with, the most significant term, a *game*, should be explained. Although there is a variety of definitions describing what a game is, there are no doubts that the first thing which can come across one's mind is that a game is a fun activity which most people enjoy.

Oxford dictionaries and Collins dictionary define a game with these words:

1. *"An activity that one engages in for amusement or fun."*[15]

2. *"A game is an activity or sport usually involving skill,* knowledge*, or chance, in which you follow fixed rules and* try *to win against an* opponent *or to* solve *a* puzzle*."*[16]

As the general term game was explained, the focus should now turn to the term educational, or didactic games.

Sugar S. and Sugar K.K. (2002, p.4) mention other definition of a game, describing games as *"an amicable way for an educator to present material and assess material learned, in a way that appeals to all her students. Games also help you maximize each student's learning potential. Games help everyone win."* (Sugar S. and Sugar K.K., 2002, p.4)

Another definition comes from Keesee (2012, online) "*An educational game is a game designed to teach humans about a specific subject and to teach them a skill. (…) Games are interactive play that teaches us goals, rules, adaptation, problem solving, interaction, all*

---

[15] Game | Definition of game in English by Oxford Dictionaries. *Oxford Dictionaries* [online]. 2019 [cit. 2019-03-25]. Dostupné z: https://en.oxforddictionaries.com/definition/game

[16] Game definition and meaning. *Collins English Dictionary* [online]. 2019 [cit. 2019-03-25]. Dostupné z: https://www.collinsdictionary.com/dictionary/english/game

represented as a story. They give us the fundamental needs of learning by providing - enjoyment, passionate involvement, structure, motivation, ego gratification, adrenaline, creativity, social interaction and emotion." [17] (Keese, 2012, online)

To summarise, the term game is understood and used as a friendly way for a teacher to present material and assess material learned, in a more enjoyable way to his / her learners. Moreover, a game can represent a tool for maximizing learner's learning potential.

4.2 Types of games

As there exists no unified classification of games in English language teaching, the individual types vary depending on the authors. The division of games that is mentioned here may be the most relevant for the teachers, since the teacher already knows the aim of the activity while selecting it. This subchapter focuses on the classification of games according to the authors Hadfield, Scott and Ytreberg, Wright, Sugar S. and Sugar K.K.

4.2.1 According to various game styles and techniques

Hadfield (1998, p. 4) mentions that classifying games into categories can be difficult, as categories often overlap. Hadfield proposes three ways of classifying language games. (Hadfield, 1998, p.4)

The first one is the division of games into competitive games and cooperative games. The goal of competitive games is for the players or teams to be the first to finish the task, on the other hand, cooperative games focus on the cooperation between players or teams. (Hadfield, 1998, p.4)

The second classification of games is into linguistic games and communicative games. Linguistic games concentrate mainly on a linguistic accuracy, which is, for instance, producing a correct structure or remembering the correct word. Conversely, communicative games do not

---

[17] KEESEE, Gayla S., ed. Teaching and Learning Resources. *Educational Games* [online]. 2012 [cit. 2019-03-25]. Dostupné z: http://teachinglearningresources.pbworks.com/w/page/35130965/Educational%20Games

focus on linguistic accuracy but communicative skills, such as filling in a chart, finding two matching objects or even drawing a route on a map. (Hadfield, 1998, p.4)

The third classification is according to the techniques used in a game. Techniques include, for instance, information gap tasks, guessing games, search games, matching games etc. (Hadfield, 1998, p.4)

4.2.2 According to language skills

Scott and Ytreberg (1991) divide games and activities according to single language skills, namely as listening, speaking, reading and writing games. (Scott and Ytreberg, 1991)

Lee (1995, online) supports the idea that games provide practice in various language skills and using a game a learner has the great opportunity to practice them in an effective way. (Lee, 1995 online)[18]

a) Listening games and activities

Listening games and activities belong to the most significant and beneficial language skills in the process of language learning, similarly as in the first language acquisition. It is the very first skill, which a child learns during the first years of life, long before the acquisition of reading. For this reason, listening games should be covered in lessons, mainly with very young children. The main reason for using listening games is to develop their listening competencies and the ability to understand the speech, as the speaker is producing a language and it is very important for learners to understand the whole speech during the speech. (Scott and Ytreberg, 1991, p.22)

b) Speaking games and activities

Speaking is probably the most desired language skill for teachers. Basically, a teacher wants pupils to be able to express their opinions, feelings and reactions, to communicate with the others, but also to perceive a language as something that is attractive and creative. The toughest issue for a teacher is to find some balance between using a language when it is expected

---

[18] LEE, Su Kim. Creative games for the Language Class. *Self-imporvement: English As A Second Or Foreign Language* [online]. 2019, 1995 [cit. 2019-03-25]. Dostupné z: https://www.scribd.com/document/99650330/Vol-33-No-1-LEE-SU-KIM

(for instance a teacher's question, or a task) and the situations, when language is used as pupils desire to say something on their own. Hence, it is crucial for a teacher to encourage learners to their willingness to talk on their own. (Scott and Ytreberg, 1991, p.34)

c) Reading activities

Reading is the second language skill, which even the very young learners acquire at an early age. In general, reading is a great way how to extend our language skills and how to increase our language level. (Scott and Ytreberg, 1991, p.49)

d) Writing activities

Writing is not considered to be a single language skill. The fact is, that during a speech we can use a variety of body language, tone, eye contact or even intonation. Developing writing skills takes a long time unless pupils adapt the sense of writing in a foreign language and constructing a sentence in a different way, as they are used to. To support writing skills, many activities should help learners with dealing with difficulties of writing in a foreign language. (Scott and Ytreberg, 1991, p.68)

4.2.3 According to a class organisation

Wright (p. 5, 1983) distinguishes four types of games according to class organization - *class, individual, pair and group work*. From all of these types, pair and group work are considered to be the most effective types of games in cases when oral skills, so-called speaking, is the most significant language skill. Taking into consideration class work, when a learner says a single sentence or a maximum of two sentences during the whole lesson, or even a week, class work is not suitable for developing and practicing oral skills. At the same time, the greatest mistake is the issue when a learner is not speaking at all. Of course, learners are afraid of making mistakes in a foreign language. During a pair or group work, learners work together, that means they are forced to cooperate. The fact, that a learner is not alone in a pair or in a work, it encourages them to speak with more confidence, as they would speak alone. (Wright, 1983, p.5)

4.2.4 According to individual learning styles

Sugar S. and Sugar K.K. (2002, p.4) refer to Michael Grinder, who in the book *Righting the Education Conveyor Belt*, divides learners into three main types -*visual, auditory and kinesthetic* learning style. These styles determine, which human sense dominates in the learning process. Sugar S. and Sugar K.K. (2002, p.4) highlight the approach, teachers should take these learning styles into account and, also should focus on their usage in a lesson. Each lesson and activity should be created in a way, it would cover all learning styles and each learner could choose his/her suitable activity. (Sugar S. and Sugar K.K., 2002, p.4)

o **Visual learners** – this learning type is distinctive in a way, that visual learners learn the most effectively using a visual material, such as reading assignments, pictures, charts, videos, worksheets and other visual aids. These materials provide a visual experience, which activates learner's memory. (Sugar S. and Sugar K.K., 2002, p.4)

Miller (2013, online) refers to digital games, as they take advantage of visuals. Their major aim is to create some problems which the players want to solve and using these visuals help to give clues to the solutions. Moreover, players must use visual-spatial skills to complete the game. (Miller, 2013, online)

o **Auditory learners** – learners memorize through their hearing, which means, activities connected with music, such as songs, reading aloud, different sounds, class discussions, oral stories, oral directions, questions and response should be covered in a lesson plan. (Sugar S. and Sugar K.K., 2002, p.4)

o **Kinesthetic learners** – for these learners, touching and interaction are essential to memorize the learning. [19]

Kinesthetic learners are based on tactile experiences, which means, they enjoy working with working sheets, enjoy using pens, pencils and rubbers. These learners love competitions, when they compete with each other, as it increases adrenalin and energy. (Sugar S. and Sugar K.K., 2002, p.5)

---

[19] Toys and Games for Different Learning Styles. *Learning Resources* [online]. 2019 [cit. 2019-03-29]. Dostupné z: https://www.learningresources.com/category/special+needs/learning+styles.do

4.3 Why use games in foreign language lessons

"Games are meant to bring fun into the classroom, but with the focus on learning…
'fun with a purpose'".
(Sugar S. and Sugar K.M., 2002)

It is important to have a closer look at the main statements why it is beneficial to incorporate games to language learning. As Sugar S. and Sugar K.M (2002) state, the most significant argument for using games in foreign language learning is its obvious motivation for the learners and positive interaction with the topic. During a game, learners feel free to communicate with each other and also, games can create a relaxing atmosphere in the lesson. (Sugar S. and Sugar K.M, 2002)

The common feature of games is the ability to help learners to acquire concrete grammar patterns and other language features, as games provide the revision of using language forms. (Wright, 1984)

Simultaneously, playing games in foreign language learning provide the acquisition and usage of speaking competences, learners become aware of the appropriateness of speaking in a foreign language with other learners. Moreover, crucial skills are developed, such as cooperation during a pair work or a group work, following instructions, but also cultivating cognitive skills, for instance, problem solving and critical thinking which is essential for learners, as a modern society put a great emphasis on these skills. (Sugar S. and Sugar K.M., 2002)

Polívková (1963) adds-that games cover not only entertainment during a lesson, but they involve basic competences, such as logical thinking, nice behaviour and self-reliance. (Polívková, 1963)

On the whole, games encourage learners to actively participate in the learning process, hence playing games creates a natural situation for real communication, as in real life. (Polívková, 1963)

Wright (1984) highlights the importance of the learners' interest in foreign language learning. As generally known, learner's interest in a language is principal in gaining motivation. Nevertheless, games promote the interest in a language and also they encourage

learners in their work. Games help teachers to create an intense and meaningful practice of a language. Therefore, learners use their knowledge of a language and, simultaneously, it gives learner's feeling that their learning is useful and meaningful. Wright (1984, p.1) highlights the importance of meaningfulness.

"If they (learners) are amused, angered, challenged, intrigued or surprised the content is clearly meaningful to them. Thus, the meaning of the language they listen to, read, speak and write will be more vividly experienced and, therefore, better remembered." (Wright, 1984, p.1)

One of the major benefits-is the fact-that learners have the opportunity to practise all the language skills – speaking, listening, reading and writing at all language levels. Games can be used at all stages of a lesson, which means during a presentation of a new topic, repetition and further. Thanks to the games, all types of communicative skills can be revised, for instance explaining, agreeing, criticising or requesting. (Wright, 1984)

Games are suitable for, literary, everyone at all age groups. As generally known, very young learners and young learners enjoy playing games, but that applies to adults as well. (Wright, 1984)

Moreover, Polívková (1963) adds that games proved to be successful and effective in the work with adults, as playing games help to overcome barriers in foreign language speaking and they bring other adults close together, at the same time. This socialization creates a group of learners from different spheres of professions, as for example in a language course. (Polívková, 1963)

Somebody can claim, there is no time for playing games in the lessons. As Polívková (1963) states, games must be a part of the lesson, as their purpose is revising the language and its structures. For this reason, teachers should consider which types of games are most suitable for the revision, if the revision is focused mainly on grammar or on communicative skills. (Polívková, 1963)

Sugar S. and Sugar K.K (2002) add other benefits of using games in a lesson, which are immediate feedback of learner's input, what is essential for a teacher and also, during a game, learners practise their multitasking skills, as they do a variety of operations at the same time. For instance, learners speak among each other, meanwhile, they are writing down their notes,

thinking about the topic and sometimes, playing with the objects in a game. (Sugar S. and Sugar K.K., 2002)

Dörnyei (2001) mentions other advantages of using games in foreign language learning. According to him, playing games stimulate learner's imagination and fantasy. As generally known, very young learners and young learners have a liking for using their fantasy, they enjoy coming up with something new, and original, as creating a story and its characters or making a funny scene with other learners on their own. Simultaneously, games are a great source of humour which is one of the main benefits of the games. The common feature of humour is that it lightens the atmosphere and make learners feel calmer at the same time. It is evident, that working in a relaxed atmosphere is much more effective than working in a stressful environment. (Dörnyei, 2001)

Cremin (2009, p.1) highlights the importance of creativity. It is crucial for teachers to put an emphasis on the creativity in English lessons, as her opinions are that creativity has great potential for teaching and learning, mainly with the children. Creativity encourages learners to be more active and involved in a lesson, it supports not only their enthusiasm and curiosity but also increases the effectivity of the learning process and teaches the learners how to evaluate their work critically. (Cremin, 2009, p.1)

Miller (2008, p.66) focused on the relationship between games and curriculum. He claims that games give some link to the curriculum, as they help in the learning process.

"They (games) are used to drill facts, connect ideas, or help students synthesize discrete knowledge." (Miller, 2008, p.66)

4.4 Drawbacks of using games in lessons

As far as the numerous advantages of using games in foreign language lessons are considered, it can be said that they outweigh the potential drawbacks. It is no wonder that games are considered an effective educational tool. Nevertheless, the next section focuses on the few disadvantages teachers can experience using them in lessons.

Sochorová (2011, online) mentions that the preparation of a didactic game is very time-consuming for a teacher. Moreover, it also requires for the teacher to fully think about it in advance, what are the goals of a game, which materials should be prepared, for how many

learners is the game created, if learners will play it individually, or in pairs, or even in groups. (Sochorová, 2011, online)

Coffey (2009, online) adds that the usage of games can put a lot of pressure on teachers. For instance, teachers have to consider whether the content of the game is appropriate for the learners, to their age level and their knowledge. Talking about digital games, learners nowadays have often more knowledge, as they have grown up more digitally proficient, than their teacher, who is from an older generation that learners. This fact can cause troubles, which would be another pressure on a teacher. (Coffey, 2009, online)

Griffiths (2002, online) points out that the cost and technical issues can occur if teachers use digital-based games. Games and technology, in general, are developing extremely quickly and are constantly being upgraded, there is no chance for a teacher, or even a school, to buy new educational technologies. (Griffiths, 2002, online)

Coffey (2009, online) highlights the idea that *"games may be more distracting than a typical learning tool and that the goals of the games do not necessarily always align with the learning goals of the classroom. There is an idea that students are not actually learning anything, they are only wasting their time and playing games rather than becoming educated."* (Coffey, 2009, online)

Not only the educational effect is considered, but also according to previous research of Wang, Shang and Briody (2011, p.131), educational games has also a negative effect on the learner's feelings. They mention, that *"using games in English learning is not productive due to the generation of anxiety which makes children nervous and even depressed, attitude than can derive from losing games or being blamed by peers for their performance."* (Wang, Shang and Briody, 2011, p.131)

Wang, Shang and Briody (2011, p.131) states that one of the drawbacks of using games is their competitiveness, which may be one of the major reasons why learners feel anxious in language learning, as learners are afraid of being blamed by their team members. There is evidence that peer pressure is rather demotivating. (Wang, Shang and Briody, 2011, p.131)

The very last drawback of using games is probably the fact that everyone has to be involved while playing a game. There can be learners who do not want to be incorporated in a game for some reasons. These learners will be discouraged by the pressure of playing the game and this fact would affect the whole atmosphere in the classroom but also other learners. Another issue

which was not mentioned, but it is still significant, is the behaviour of learners during a game. Some learners will talk all the time during a game, will not be able to concentrate on the game and then it can affect the rest of the lesson.

To summarize, Chapter 4 is dedicated to using games in foreign language lessons. The chapter gives definitions of a game and educational, or didactic games, and, also provides a classification of games according to various aspects. Lastly, the advantages of using games in the foreign language classroom are demonstrated as well as their disadvantages. While it is true that some drawbacks of using games in lessons appeared in the chapter, the number of advantages exceeds. This suggests that incorporating games into the learning process is beneficial.

.

Practical part

5 Research on using games in the foreign language classroom

This research was conducted during my second teaching practice at Slovanské gymnázium in Olomouc in Autumn 2018. Slovanské gymnázium is not only one of the oldest grammar schools in Olomouc but also one of the largest and most prestigious institutions in the region.

The English language teaching there is therefore on a very high level, as with the proficiency of methodology and qualified English teachers. English lessons are taught not only in core classrooms but also in specialized language laboratories which are specially designed for foreign language teaching. The language laboratories provide teachers and students with fully functional didactic technology, for instance interconnected headphones, interactive white boards etc.

Similarly, modern didactic technology occurs also in core classes where many English lessons are taught. These classes are not so specialized for foreign language teaching, but their equipment can be usually compared to the specialized ones. On the whole, PC, data projector, interactive board are used on a daily basis during lessons. Teachers mostly work with i-Tools which makes lessons more enjoyable.

Surprisingly, my mentor incorporated many game-like activities in foreign language lessons, as she has a positive attitude towards using games in English lessons. Although I was not teaching learners at the age of primary school, my research was encouraged by the idea of how the learners in the age of fifteen would cooperate during the games and what effect it would have on them.

5.1 Students' questionnaire 1

This chapter presents results of a questionnaire (see Appendices: Figure 1) focusing on the learners' opinions on games in the foreign language classroom. The aim of the research was to identify which relationship foreign language learners have towards playing games in English lessons and to draw the main reasons why they enjoy game-like activities in the lesson.

The questionnaire was introduced to learners from every group which I taught during the second teaching practice. It was introduced at the very beginning of the teaching practice before the games were played in the lessons.

As mentioned above, this research was conducted at Slovanské gymnázium to the learners of classes 1.A (age 15) and 5.A8 (age 15), as these were the only two classes I was teaching during my practice. Altogether, the number of 28 learners filled in the questionnaire.

Firstly, the learners' opinion on playing games in English lessons was considered, followed by the question on the frequency of playing games in English lessons with the English teacher (see below).

1. Do you like playing games in English lesson?

2. Do you often play games with your English teacher?

The result was rather unexpected. The answers were 100% positive, as all the learners enjoy playing games and also agree that games are played often in English lessons. When asked, the teacher herself admitted she uses games very often in foreign language lessons in order to create a relaxed atmosphere for the learners, revise vocabulary or games through games, expand their communicative abilities and encourage their motivation to English lesson.

The learners were also asked to state the main reasons why they enjoy games during the English lesson. According to them, game-like activities in the lesson:

- o are very funny and interesting,
- o provide diversification in the lesson,
- o contribute to a relaxed atmosphere,
- o make learners learn something new from the game,
- o bring learners together with other learners,
- o make learners learn something new about their classmates,
- o make learners use English in a more natural way,

44

o provide a revision in a more enjoyable way than using a textbook or workbook,

o develop learner's fantasy,

o make an English lesson more attractive and enjoyable.

What is clear from the answers is that using games in English lessons is very attractive and interesting for the learners, as they help them develop communicative skills in a natural way and also create a relaxed atmosphere during an English lesson. What is more, this research shows the occurrence of game-like activities in lessons. These results encouraged my further research on the motivational potential of games in English lessons.

The following chapters focus on games which were used during the second teaching practice. Each game considers the major issues in detail, such as its teaching aims, management, rules, the before-the-game and after-the-game process, learners' opinion on the game, as well as the teacher's opinion. Moreover, possible improvements to the game are mentioned.

6 The games

The aim of this chapter is to introduce altogether seven games which were used during the second teaching practice at Slovanské gymnázium. Each game analysis provides a game characteristic, where a detailed description of each game, including reasons for choosing this type of the game, its teaching aims, time management with the appropriate level for this activity, necessary materials for the game and its rules are described in detail.

Each chapter, describing one particular game, is divided into six parts where the game characteristics, before-the-game process, during-the-game process, the learners' and the teacher's opinions on the game and possible modifications are be discussed.

6.1 Guess the word

The first game which was used during the second teaching practice is called Guess the word. This game was introduced to both classes of 1.A and 5.A8 in order to practice new vocabulary from unit two. Learners used textbooks and workbooks Insight Pre-Intermediate, so the main goal was to practice the new vocabulary in a more enjoyable way than just filling in exercises in their workbooks.

The reason for choosing this game was not just the revision of new vocabulary from a particular unit in their textbook, but also to develop learners' communicative skills and to create a stress-free environment in the lesson. Moreover, learners had a chance to put their textbook and workbooks away for a while in order to have a rest from monotonous activity.

- **Game description**

As the name of the game suggests, the main goal of this game is to guess the word which is describing by the other learner. Learners are divided into a group of four learners. Each learner receives a card with a written word on it. This word is chosen from unit two from a textbook, so these words should be familiar to the learners. Then, after reading this word from a card, a learner describes this word to the others in a group. The task for the other learners is to guess the described word. Once, the word is solved, it is time for the next learner in a group to describe his/her word to the whole group. The game ends, when all the words in a group are solved.

The guessed words were:

ART GALLERY	HOPE
CLIFF	PRISON
DANGEROUS	UNPOPULAR
FASCINATING	TONGUE

- **Teaching aims**

As mentioned above, the goal of this game is mainly to revise new vocabulary in a more pleasure way than completing exercises from a workbook. It also develops learners' communicative skills, as their task is to describe the word from a card and to create meaningful sentences in order to the ability guess the word by the other learners in a group. Learners apply grammar rules while describing, reacts to questions and answers them. The learner also develops the ability to describe a word in a different way, using other words. The learner is able to work according to the teacher's instructions. Moreover, learner participates actively in a lesson and cooperates with other learners. This game creates a relaxed atmosphere in a lesson and encourages a stress-free environment during the learning process.

- **Time management**

It is advisable to start a lesson with this activity, as the main principle of a game is communication, so it provides a great opportunity for the learners to warm up right at the beginning of the lesson. On the whole, this game takes approximately 10 minutes.

- **Materials**

This game needs cards with written words on them (see Appendixes: Figure 5). Creating these cards takes a very short time, as it can be done right before the lesson. No other materials are required.

- **Game rules**
  o Learners work in groups of four.
  o Each learner receives a card with a written word on it.

- Each learner describes the word to the other learners.
- The other learners must find out the word, which was described and say it to the group.
- Once the word is solved, the turn is on the next learner.
- The game ends when all the words in a group are solved.

Before the game

The preparation for this game is easy. The only thing to think about is which vocabulary is needed to be revised by this game. For this reason, the teacher should think about it, concerning words, which would be too easy for learners, would be inappropriate for this game. Similarly, complicated words would be better to avoid, as the game itself would take a long time and then it could become boring for the learners. This game should be quick, but also a little bit of challenging, so the selection of the words must be wise.

Then, the number of learners must be taken into account, as for the division of learners into groups. For each member of a group a card with a word must be available. The advisable number of learners in each group is four, as the game would be quick.

During the game

It is essential to monitor the learners during the game, while there can be some complication with the words given, for instance, the fact that the learner could be not sure about the meaning of the word. In these cases, it is significant to help those students, for instance to the learner a clue about the meaning or, if it does not help at all, to say the meaning directly. Nevertheless, during the second teaching practice, nothing like this happened, as it was a revision of vocabulary. The teacher must consider also the dissimilar pace of the game, so again, monitoring and encouraging learners to be faster in an activity should be considered.

Learners' opinion on the game

It seemed that learners enjoyed this game, as it was encouraging for them to guess the described word. Learners were working very well, and this proved also the atmosphere in the lesson, which was quite competitive, and learners concentrated hard on the game. This game was successful due to the fact that learners wanted to play this game again in the next lessons.

Teacher's opinion on the game

The teacher was delighted with the game, mainly with the fact, how new vocabulary can be revised in a lesson with a more enjoyable way. The teacher suggested that this game can be repeated, again in the future lessons, as it seemed it was an effective way to bring together the application of new vocabulary and communicative skills in a foreign language lesson.

Possible modifications

As mentioned above, a number of learners in a group can be modified according to the total number of learners in the lesson.

Similarly, the words in the cards can be modified, to easier ones or more challenging ones.

6.2 Create a story

Create a story is the second game which was played during the second teaching practice. This game was played by the learners of 1.A and 5.A8. The main goal is practicing grammar rules and its usage during a natural conversation, without even noticing it.

This game was chosen due to the fact, that it focuses on practicing grammar, closely Past Simple and Past Continuous, which were taught in the previous lessons. Moreover, this activity concentrates not only on grammar practice but also this activity itself brings joy and funny moments to the classroom.

- **Game description**

As mentioned above, the main goal is to practice grammar, such as Past Simple and Past Continuous could be considered. Learners are divided into groups of four learners. The task for all groups remains the same. Each group must think of two stories in the past, using Past Simple and Past Continuous. One of the stories must be based on truth, whereas the second one must be totally made up by the learners. The true story should relate to someone from a group. On the whole, each group think of two stories. Then, each group narrate these stories to the rest of the class and, the main principle, is to discover, which story is real, and which one is fictional.

Opinions on the reality and fictionality of the stories should be explained. After all the guesses, the group should tell the answers to the rest of the class. Every group takes round unless all the groups have told their stories.

- **Teaching aims**

One of the most significant teaching aims is, without no doubts, practicing past tenses – Past Simple and Past Continuous, their grammar rules and usage without even knowing about this revision. This activity is therefore constructed to revise grammar in a more natural and pleasure way than filling in exercises with the correct tenses and their forms. Moreover, as the communicative skills are practiced, during this activity, learner revises and applies effectively his/her vocabulary, pronunciation and creating meaningful sentences into the meaningful piece of oral work. Also, the willingness to work according to the teacher's instructions should be considered. The learner is during a game actively involved in a lesson what contributes to an effective way of learning, together with developing their creativity. Other beneficial skills are encouraged, such as obvious co-operation with other learners during the process of creating stories in a group. These crucial social skills involve also listening to the others, the ability to agree or disagree with other learners, willingness to a compromise in cases of disagreement, presenting stories to the whole class, explaining which story was true, interaction with others and many others.

- **Time management**

The preparation for this game is not necessary at all, as only the instructions to the class are important. The only one thing, which time management considers, is to think about the total number of the learners in the class and their division into the groups. Nevertheless, it is essential to have a relevant number of learners in each group, as the size of the group should be neither large nor tiny. Therefore, the ideal number of learners is three or four for a group in order for each learner to have an opportunity to be actively involved in the activity.

Moreover, it depends on how many groups will occur in the class. According to them, a teacher should modify the time for the preparation of the stories. The stage of preparation should not last too long, as the game is fluent and learners would not become bored. The ideal time for preparation is between five and ten minutes. It also depends, how fast or slow, in the opposite case, the learners are. Then, the presentation stage depends on the total number of groups in the class.

This game can be incorporated either at the beginning of the lesson or at the end of the lesson. At the beginning, this activity would gain as a warm-up activity with the major goal to prepare the learners to the lesson and to encourage them in speaking in English.

On the contrast, if the game occurs at the end of the lesson, it would be the final activity in the lesson, which would be effective and absolutely not a waste of time.

Personally, I think this game would better work in the beginning of the lesson, as there would be more time for these stories and the teacher would not be in a hurry, what would be more appropriate.

- **Materials**

There is no need to create materials for this activity, as this game requires no materials at all. This is the next reason, why this game is suitable even for busy teachers.

- **Game rules**
  - Learners work in groups of three of four.
  - Each group should think of two stories.
  - One story should be true, the other one should be fictional.
  - Each group tells these two stories to the rest of the class.
  - The rest of the class must guess, which story is real, and which one is not.
  - The game ends, when all the groups have told their stories and the truth about these stories is told.

Before the game

As this game requires no preparation, it is very easy to start with it. The teacher should consider only the division of learners into the groups and time management, especially the preparation stage.

During the game

Monitoring the learners is probably the most significant role of the teacher. The teacher should observe the learners' pace during the creating of the stories. In cases, when learners are too slow with the stories, a teacher should encourage them to work harder. The teacher should end the preparation stage when it is evident that learners are becoming tired and bored. This

would be the most crucial point to encourage learners to start presenting their stories to the whole class.

During the game, the atmosphere was full of creativity, as learners desire to think of the most interesting and funny stories.

Learners' opinion on the game

Without no doubt, learners loved this game. Learners worked very well during this game, they were willing to the co-operation with other learners in the group. They were able to create many interesting stories, as the whole class was interested in stories from another groups. It was a surprise when each learner listened to the stories of other groups extremely carefully and then indicating the true story. It seemed learners enjoy the game pretty much, as they were asking to play one more round of the game or even play it later, in the next lessons.

Teacher's opinion on the game

It was evident, that teacher also enjoyed this game. The teacher was pleasured by the fact, how learners co-operate with others, creating stories and how effectively was the grammar of past tenses revised.

Possible modifications

There could be possible modifications which involve, for instance, the different grammar structures which can be applied to the game. Not only past tenses but also other tenses, structures, phrases and others could be incorporated into this creative game.

6.3 Taboo Game

The taboo game is another activity with the focus on communicative skills. This game was taken from Svozílek (2011, online) and introduced to the class of 1.A during the second teaching practice. The main goal of this activity is to develop speaking skills, as the major emphasis is placed on the description of well-known words, using different words as usual.

The reason why this game was chosen and incorporated into the English lesson was its beneficial potential in practicing vocabulary and speaking in the same way. Moreover, again, this activity is a more enjoyable way of practicing a foreign language and its structure and vocabulary than practicing it in a common way, using workbooks and completing exercises.

- **Game description**

As mentioned above, the Taboo game is a game based on developing communicative skills. This is a type of a game which is very beneficial for the learners, as they are trying to describe a given word using other types of words than it would be used in natural communication. This skill belongs to the essential ones, as it is important for learners to explain something completely different, in other words. To clarify the nature of the game, game description is depicted. To start with, learners are divided into pairs or groups of three, as the total number of learners in the class enables. Then, each pair or group receives a card with a written word on it. This word is written on the top of the card. This is the word which is described by the learner to the other learner in pair or learners in a group. This is not so easy as it may seem, as there are other words written on a card. These words, mostly four to five, are the taboo words. Taboo words are the words, which are not used during the description of the core word on the top. Generally, a learner describes the top words and, at the same time, tries to avoid other words.

Below, there are three examples of the described words, together with the taboo words.

Example 1:

Described word: EYE

Taboo words: FACE, HEAD, LOOK, SEE, BODY

Example 2:

Described word: APPLE

Taboo words: EAT, RED, FRUIT, TREE, VEGETABLE

Example 3:

Described word: BIRD

Taboo words: FLY, ANIMAL, SKY, WING, CREATURE

- **Teaching aims**

This game encourages the developing of learner's communicative skills, such as the right pronunciation of the words, sentence creating and describing well-known words in a different way than a learner is used to. This game is excellent for practicing vocabulary which is necessary from time to time. To add, this ability, to describe a word in such a diverse manner affects the learner's brain and stimulate the learner to use a foreign language in a natural conversation, focusing more on the definition and the explanation of the word, then on its grammatical structure and other patters. Moreover, the learner reacts on the other learner's questions and answers then, is willing to work according to the teacher's instructions and further, social skills are involved and promoted by playing the game. The learner is able to co-operate with other learner and the teacher is patient in explaining and describing the word, whereas the other learners in the group are listening patiently, guessing the described word, their listening skills are encouraged and developed. Both sides of the learners are actively involved during the lesson, as their active participance is obvious from the nature of the game.

- **Time management**

Time management of this game changes, as learners could have a diverse level of English and their working pace may differ. Ideally, this activity takes somewhere between five and ten minutes, if the learners work in groups of three. If the learners work in pairs, the time for this activity is smaller.

The taboo game can be incorporated either at the beginning of the lesson nor at the end of the lesson. At the beginning, it would function as a warm-up activity, which encourages learners to the speaking in English, thinking in English during the word description and it also promotes the revision of vocabulary.

At the end of the lesson, it would be a final activity which will calm the learners down from the lesson and make them practice vocabulary in a different way.

- **Materials**

There is just one material needed for this game, the cards with written words on it (see Appendices: Figure 6). Nevertheless, the preparation of these cards takes a very short time, as the creation of the cards is simple and quick. This preparation should be done even right before the English lesson.

- **Game rules**
    o Learners work in pairs or groups of three learners.
    o Each learner receives a card with a written word on the top of the card.
    o In the card, there are other words written, so-called taboo words.
    o The learner' task is to describe the core word on the top to the other learner.
    o While describing the word, the learner should avoid using taboo words.
    o When the word is guessed, it is the other learner's turn.
    o The game ends when all the words from the card are guessed in the group.

Before the game

The preparation of this game is the only necessary thing before the game. As for the preparation, the teacher must create the cards with a core word and taboo words. These words should be distinguished, for instance, the core word should be written with larger letters than the taboo words and also, the core word should be highlighted for a better orientation. If these features are not considered, then a learner would be confused as what word written on a card should be described by the learner and which words the learner should avoid. Therefore, a simple suggestion would be that a core word is written using a different colour on the top of the card, whereas the taboo words are written by a pen with a smaller size. Moreover, it is essential to divide these words graphically, for instance with a line. This design was used during the teaching practice and the effect was, that there was no learner, who was confused by these words, so the game was played smoothly without any questions or confusion. What is more, these cards are created quickly, and basic writing utensils are needed.

During the game

The most essential step is monitoring. The teacher's role is a monitor, what is significant during the game, as to monitor learners and their success during the describing and guessing,

but also their game pace. The learner's game pace should be taken into account, in order to encourage learners to be faster in the game or, on the other hand, to end the game at the right time, so learners would not get bored from the game.

The atmosphere was positive and challenging, as the learners wanted to be quick in guessing the word and, moreover, to be the first group who finished this activity. It seemed that the learners enjoyed this activity as everybody was involved in a game and there was no interruptions or class misbehaviour during the game. This activity was challenging for the learners, as it is not simple to describe well-known words without using some significant and relevant words.

Learners' opinion on the game

Learners enjoyed this activity so much, that this game was played once again in the next lessons, using other words. Nobody was confused by the rules of the game, so this game was smoothly flowing.

Teacher's opinion on the game

The teacher was satisfied with this game, as for its feature of vocabulary revision and developing communicative skills.

Possible modifications

There are certainly some possible modifications for this game, such as the class organization. For instance, this game can be played not only in pairs of groups of learners but also in two teams. The basic idea is that all learners are divided into two teams.

The division of learners can be according to the preference of the teacher or even the learners can divide themselves as they like. The most significant aspect is that these two teams have the same amount of learners on both sides. Then, these two teams can compete with each other, in order to get the best score for the team.

Hence, the procedure would be following: the two teams stand in a row next to each other. Firstly, one member of the first team receives a card with a written core word and taboo words from a teacher. This member describes this word to both teams. The team, who says the correct answer, wins and gets a point. Then, it is the turn of the member from the second team. At the same time, the procedure remains the same. Team members change every single play, in

order to get a chance to everybody to describe a core word. The game ends when all the cards have been guessed by the teams and the team, who received a greater score, wins.

To add to possible modifications, also a kind of core words can change, according to the vocabulary which is about to be revised, or a topic discussed in the lesson. Verbs can be also covered in the game, as this modification would be more challenging.

6.4 Desert Island

The game with an attractive title, Desert Island, is another communicative activity which incorporates learner's imagination and creativity. This game is slightly changed from the original game which present Adkin and Fowler (2019, online). The original version involves extensive procedure which would take more time for playing. This modified version contains just one point from the whole procedure, nevertheless, the game remains its communicative function, teaching aims and is certainly enjoyable not only for learners but also for a teacher, too.

This game was introduced to both classes of 1.A and 5.A8 during the second teaching practice.

The reason for this game was its communicative purpose, together with the features of amusement, relaxation and creativity.

- **Game description**

As mentioned above, this activity is concentrated on the communicative skills and creative thinking, as this connection is very effective in foreign language learning. To clarify the procedure of the game, a short description of a game is illustrated.

To start with, learners are divided into groups of four learners. The number of learners in the group may change, according to the teacher. Each groups' task is the same, to create their own imaginary island. At the beginning of the game, this island is desert, as there is no existence on the island. Learners' task is therefore to create their own island and to think of a characteristic of the island. This characteristic involves basic information about the island, other information, such as about the people living on the island, their religion, nature on the island and lastly, basic rules which characterize the island. These information are written on a paper of size A4, added with a picture of this island. When the island is created, its rules are invented, together with a

drawn picture, it is time for the presentation of the island. Lastly, each group presents their created island to the rest of the class. When all the islands are presented, the class then vote for the best island, explaining the reason why they admire this island.

- **Teaching aims**

One of the most significant teaching aims is, without no doubts, its communicative function. The goal of the game is to create an imaginary island and its characteristic. This suggests that learners have to communicate with each other in order to create all these aspects. During speaking, learners practice their range of vocabulary, but also they have a chance to learn new vocabulary, as dictionaries are provided for searching for unknown words. Using dictionaries for searching of new vocabulary promotes learner's ability to work with dictionaries in the foreign language classroom, moreover, using this new word immediately in the game contributes to the better memorization of this word, as the new word is used in the island characteristic. Communicative skills among the learners are encouraged, not only in the English language but also in a mother tongue. Learners practice their speaking skills and listening skills, at the same time.

Not only communication is a principal aspect of this game. Co-operation during the creation of imaginary island is supported, as learners have to co-operate with others, giving their opinions, agreeing and disagreeing but lastly, they have to find a final solution for a characteristic, which suggests only a compromise among the learners. In order to create just one island in the group, learner's opinions may differ. However, a compromise is the solution.

Another aspect is the development of learner's creativity, as creativity is important to develop learner's brain and their fantasy.

As the final presentation of the island is suggested, presentation skills are developed. Learners learn how to present a 'project' to the rest of the class, how to describe the island. It follows that learners become aware of their ability to present something, to talk in front of the other people and, hopefully, become used to the presentation and losing their shyness, later on.

The last step of the game is the evaluation of the other learners' island. This is with no doubts, another teaching aim. Evaluation and self-evaluation are essential during the learning process. Each learner should have known the value of their work and, at the same time, to appreciate the works of the rest of the class.

- **Time management**

This game requires a great amount of time, as it is a creative game and it takes a long time unless groups create an island, write its characteristics, draw the picture of the island, present it to the rest of the class and final evaluation. The suggestion is to incorporate this game to the end of the lesson, and even better, on Friday. Learners will be relaxed and would not feel under the pressure. Concerning the second teaching practice, this game was introduced on Friday. In fact, it was the best choice from all the days of the week, as learners were tired of learning something new, for instance, grammar, and it seemed, this activity is creating a relaxed atmosphere, together with developing speaking skills and social skills.

- **Materials**

This game does not require a great number of materials, as only papers of the size A4 are used in this game. Learners need writing tools which are basically the learners' equipment for each lesson.

- **Game rules**
  - Learners are divided into groups.
  - The number of learners in the groups depends on the teacher.
  - The task of each group is to create an imaginary island.
  - Learners have to write some basic characteristic of the island, including basic information about the island, information about people, religion, nature and basic rules which characterize this island.
  - Learners draw a picture of this island on the paper.
  - Learners present their island in front of the class.
  - The rest of the class evaluate this island.
  - The game ends, when the class has evaluated all the islands.

Before the game

The game Desert Island does not require long preparations. The teacher must only consider the procedure of the game and which aspects will belong to the island's characteristic.

During the game

During the game, learners did not need any help with the activity, as learners were interested in this game and motivated to create the best desert island. Learners were co-operating among each other, even some groups divided the roles while creating the island. One learner created basic information, the other's task was to design the picture of the island and the last one took the role of a presenter to the whole class. During monitoring, it seemed that nobody was bored from this activity, as everybody was actively involved, and learners seemed happy to design their own island and to be creative in the English lesson.

Learners' opinion on the game

Everybody loved this game. It was quite difficult to stop the game, as everybody wanted to design the island in every detail. During the presentation of the imaginary island to the rest of the class, learners felt proud to their island and therefore were not shy during the presentation. They actively answered other learners' questions to the island, explaining the diverse aspect of the island and its characteristic.

Teacher's opinion on the game

This game was noticeably successful also to the teacher. According to the teacher, everything was created in detail and the time management seemed appropriate, too.

Possible modifications

As mentioned previously, this game was modified a little bit from the original version of a game. If there would be more time in the lesson, or even better the whole lesson would be dedicated to this game, an original, longer version, could be involved in the lesson.

Another possible modification is the fact that learners can design not only desert island theme but also another topic. This game can be modified to many versions, depending on the teacher's taste and learners' interest.

6.5 Game Describing and drawing

This game is another type of a communicative activity which involves learners to actively participate in the lesson and focuses on the meaningful usage of the foreign language. Meanwhile, this game involves painting which is based on the other learner's instructions. For this reason, this activity can be considered as the TPR activity, as the total physical response is obviously covered in the game.

The game was introduced during my second teaching practice, also at Slovanské gymnázium, in the classes of 1.A and 5.A8.

The reason for choosing this activity was the lack of creative skills during the ordinary English lesson, together with developing speaking skills and pair work.

- **Game description**

As the name suggests, the major focus of the game Describing and Drawing is on the detailed description and based on this, the drawing is created. This game is designed for a pair work, where the first learner receives a picture and the learner's task is to describe this picture to the second learner. It is essential to provide a detailed description of the picture, so the other learner can draw this picture, even without seeing the picture. The game ends, when the picture is drawn, then comes the most interesting part of the game, as the second learner, who was drawing the picture, sees the original picture. These are very funny moments, as the pictures may differ and this is also an evaluation, how successful and accurate was the description and how it was copied. The most beneficial thing is, that it is not the teacher, who evaluates the work, but the learners themselves.

- **Teaching aims**

This game focuses mainly on communication between two learners working on the same task. For this reason, the main stress is laid on the communicative skills, detailed on the skill of picture description. A picture description is a significant component of the knowledge of the English language. Considering picture description, phrases like "There is / There are… in the picture" are practiced, together with instructions incorporating object placing. Moreover, the range of vocabulary is practiced, such as the description of a person, its appearance, expression and clothing. The understandable description of the picture is necessary but also learners ask

questions and provide answers during the game. On the whole, the practical use of English is highlighted.

The second learner, who is drawing a picture, practice his / her listening skills but also asking questions concerning the picture and understands the description. The learner follows the instructions and on the basis of these instructions creates a picture.

Both of the learners co-operate with each other, their task is the same. There is a benefit working on the same task, such as both learners are actively involved in the activity and they are responsible for the outcome.

Another teaching aim is the self-evaluation, as learners see the original picture and evaluate, how successful their co-operation was.

- **Time management**

This game takes approximately 5-10 minutes, therefore it is beneficial to incorporate this activity to the beginning of the lesson, as a warm-up activity. After this game, learners will be able to focus on the lesson and will work hard, as the game provides a challenge.

- **Materials**

As for the materials used for a game, the only one material is needed, which is a picture of some people, objects and place, what will introduce the original picture for a description. (see Appendices: Figure 7)

- **Game rules**
  o Learners are divided into pairs.
  o Each pair receives a picture displaying some people, objects, animals and place.
  o Each learner in a pair has a diverse function.
  o The first learner's task is to provide a description of a picture, in detail.
  o The second learner's task is to draw a picture according to the description.
  o When the description is finished, the original picture is shown.
  o Then, both of the learners compare the drawn picture with the original one.
  o Lastly, learners assess if they were successful or not.
  o The game ends.

Before the game

This activity requires not so difficult preparations. There is only one preparation for this game, which is finding the right picture for a game. This picture should be interesting, in order to attract learner's attention and to encourage their inner motivation for a game.

During the game

The teacher's role is a monitor, as the teacher should monitor learners during the game, their progress in the activity and to discover if this activity is enjoyed by the learners.

Learners' opinion on the game

According to the learners' facial expressions, learners enjoy this activity, especially girls, for its creativity.

Teacher's opinion on the game

The teacher has no negative comments to the game, at all. The teacher agreed that learners were ready to work in the lesson after this activity.

6.6   Game Introduce Yourself

Introduce Yourself was presented to classes 1.A and 5.A8 during the second teaching practice. As is suggested by the name of the game, this game is suitable for new classes, where learners still do not know each other and using this game will provide they will get some information about the others in order to get to know each other.

The reason for choosing this game was for its ice-breaking aspect. So, this game was introduced during the first lesson in the classes of 1.A and 5.A8 in order to get to know them right at the beginning of teaching practice.

- **Game description**

    The game Introduce Yourself is an ice-breaking activity. Its main focus is on the aspect of making contact with the other learners in the class, as well as getting some information about their personalities, families, favourite things to do, free-time activities and many other.

    To clarify the procedure of the game, the succeeding description is provided. To start with, there is a circle of the chairs and learners sit on these chairs. The reason for this organization of chairs is its benefit for learners to have an opportunity to see the other students and the fact, that everybody is visible during the activity. When the learners sit on the chairs, a piece of paper is put to the middle of the circle. This piece of paper lists some topics, which the learners should talk about. There is a list of categories on the paper, such as Me, My family, My town, Sport, Hobbies, Music, Animals, Travelling, School and Other. The task is the same for everybody. Each learner must choose one topic, which he or she will be talking about. The minimum is three sentences for a learner. These topics are wisely chosen due to the fact that talking about these topics makes feel the learners to knowing each other better. The game ends when all the learners have talked about the topic and everybody was involved in the activity. After this activity, learners can know some other learners and make contact with him or her. Other activities will certainly have a better atmosphere, as the learners know each other a little bit. And also, ice-breaking activities are beneficial also for the teacher, as the learners are introduced to the teacher.

- **Teaching aims**

    Probably the most significant feature is the ice-breaking aspect. It is essential for the teacher to get to know his / her learners in order to the appropriate communication with them, as well as for the learners to know the other learners and even the teacher. Moreover, communicative skills are developed, as the learners create sentences about themselves on their own, without sentence preparation. This activity involves learners to think about creating sentences directly in English, rather than translating sentences from Czech. For this reason, this game encourages natural communication in the foreign language. Choosing a suitable topic for the learner promotes learner for choosing the appropriate topic for them, so the learners talk about some issue due to their willingness. No learner is forced to talk about some issue that would be unpleasant for the learner. To add to teaching aims, this game should also eliminate the fear of talking in front of the other, unknown people.

- **Time management**

As the time management is considered, the teacher should think about the appropriate time for this activity and also, how many time the game will be played.

The best option is to incorporate this activity right at the beginning of the lesson, as a warm-up activity. The learners will be full of energy at the beginning and they will start thinking in English.

Incorporating this activity at the end of the lesson would be surely inappropriate, as the learner would be tired from the lesson and would not be willing to talk about themselves.

- **Materials**

Considering materials for this game, a piece of paper is required. This piece of paper has written various topics on it, such as Me, My family, My town, Sport, Hobbies, Music, Animals, Travelling, School and Other. This material should be created visibly and interestingly in order to catch learner's attention and motivate the learner for a game.

- **Game rules**
  - Learners create a circle form their chairs.
  - Learners sit on these chairs to the circle.
  - There is a piece of paper in the circle.
  - On the piece of paper, there are some topics written on it.
  - These topics include areas, such as Me, My family, My town, Sport, Hobbies, Music, Animals, Travelling, School and Other.
  - Each learner must choose one of these topics and talk about it.
  - The minimum of the sentences is three sentences.
  - Learner talk one by one.
  - The game ends, when all the learners have talked about the topic from a list.

Before the game

Only the preparation is needed before the game. This preparation includes the creating of a piece of paper with written topics on it. This piece of the paper should be created to be visible for all the students and its design should be interesting in order to catch learner's attention.

During the game

During the game, the learners are actively involved in the lesson, as one learner is speaking and the others are listening carefully to him / her. If learners are interested in the topic more, they can ask questions. It is advisable for the teacher to participate in the game, as providing an example of the activity and moreover, to act friendlier to the other learners. The participance of the teacher would be beneficial, as learners would be encouraged to this activity.

Learners' opinion on the game

Most of the learners really enjoyed this game, commenting as it was a great chance for them to get to know their new classmates and even, the teacher. Some learners were shy during this game, what is easy to understand.

Teacher's opinion on the game

The teacher was satisfied with this activity, as the ice-breaking method was appropriate for the beginning of the teaching practice.

Possible modifications

This game could be played not only with the new learners but also with the learners who know each other very well. In these cases, obvious modifications would be suitable. For instance, learners can talk not about themselves, but about the other learners in order to see, how they know each other. Or, some grammar can be practised, as on the list there would be written some grammatical tenses and the task would be to create the sentence using the definite tense. In order to make this activity more challenging, there would be no option for choosing the tenses, as learners will have to think about the following tense as it was with his / her neighbour in the circle.

6.7 Game E.T.

This was the very last game which was introduced during my teaching practice at Slovanské gymnázium. Game E.T. was taken from Renshaw (online, p.10) and it was played with learners of classes 1.A and 5.A8. The aim of this game is to develop communicative skills, so this game can be characterized as active and lively.

The reason for choosing this game was its communicative potential, as learners are forced to speak all the time during this activity. Moreover, speaking skills are promoted, such as describing an object or explaining the purpose of the object.

- **Game description**

As mentioned above, this game is featured to be active and lively for the learners, as the learners are involved all the time during this game. Learners are divided into groups of three or four learners, according to the total number of learners in the class. Each group works individually. The learners have different roles in a group, as one learner plays E.T. character and the other learners represent human beings, living on the planet Earth. This suggests that the roles of the learners are totally diverse.

There is a story about E.T. which should be mentioned right before the start of the game. This story tells that there is an E.T who landed on the planet Earth and wants to communicate with human beings, living on Earth. As everything is new for him, E.T. asks questions, asking about the objects in the classroom and their purpose. The task of human beings is to answer these questions, in the best way they can. The learners can take turns in answering questions, or if it is necessary, they can help each other. Nevertheless, this E.T. is very curious, so he continues asking questions. There is no official end of this game, as E.T. can ask anything, so it is up to the teacher when the teacher considers the end of the game.

- **Teaching aims**

One of the most significant teaching aims is developing communicative skills. E.T. practices the question formation, using interrogative pronouns and demonstrative pronouns. On the other hand, other learners practice describing of an object with its definition and explaining its purpose.

Speaking about the game which is active and lively, not only communicative skills are involved and trained during this game. Considering the organization of the learners, the learners

work in groups which means they are developing their social skills, such as co-operative among each other, asking questions and answering them using the English language in order to communicate with other learners, using the language most effectively, in a natural way.

- **Time management**

The fact, that this game has no official end, gives the teacher the role of the organizer. The optimal time for this game is approximately ten minutes and this game should be incorporated at the beginning of the lesson, as a warm-up activity. The teacher ends this game in a moment which he / she finds the most appropriate, as the communication among the learners were practiced effectively.

- **Materials**

The benefit of this game is that no materials are required for this game. Only the story at the beginning should be explained, as it would explain the game more closely and surely it will encourage the learners for this game. Then, an oral example of the game should be provided to the learners.

- **Game rules**
  - Learners are divided into groups of three or four learners in a group.
  - Learners choose a role of E.T. and human beings in the group.
  - The role of E.T. is to ask questions about objects occurring in the classroom.
  - The role of human beings is to answer these questions, providing explanations.
  - Then, E.T. continues asking more questions.
  - The game ends when the teachers says so.

Before the game

No preparations are required for this game. For this reason, this activity can be incorporated anytime in the lesson.

During the game

During the game, the teacher monitors the learners and can help learners in some cases.

Learners' opinion on the game

It seemed that the learners enjoy this game. But there were some cases when the learners tended to be too loud during the activity, as everybody was speaking at the same time.

Teacher's opinion on the game

The teacher mentioned no negative comments towards the game, as the learners were enjoying the game. It seemed that learners liked this game so much that they wanted to play it once more in the future lessons.

Possible modifications

To prevent the class from the noise, the learners can be divided into two large groups with just one E.T. standing in front of the classroom. These groups can compete between each other, in which groups' answer was better to the question. There is a certain number of rounds in the game. The better answer receives points for the group, and the group with more points wins the game.

7 Research on the popularity of games during the teaching practice

As the first research (see subchapter 5.1) aimed at using games in foreign language classroom and focused mainly on the relationship of foreign language learners towards playing games in English lessons, together with the question if the English teacher incorporates games into English lesson, the following research (see subchapter 7.2) was conducted in order to analyze if games, which were played during the teaching practice at Slovanské gymnázium, were popular to the learners.

The aim of this part of the research is to discover which game was the most popular among the learners and the least popular, at the same time.

The total number of 28 learners participated in playing games during the teaching practice and then after the final game was introduced in the English lesson, these learners filled in the questionnaire (see Appendices: Figure 2), answering questions below.

The learners have answered altogether four questions. These questions were open, as the learner has written answers on his / her own, according to the experiences from the lessons.

These questions were:

1. Which game did you like the most?

2. Why did you like this game?

3. Which game did you dislike?

4. Why did you dislike this game?

The following section will analyze the answers to these questions more in detail and it will also provide a general overview on the popularity of games used in English lessons.

7.1 Students' questionnaire 2

When all games were introduced to the learners at Slovanské gymnázium and these learners actively involved in playing those games during the English lessons, then they had an opportunity to decide which game was the most popular, enjoying and attractive for them, and which one was the least popular, as it was not attractive or boring for them.

The total amount of games which were incorporated to the English lessons was 7.

Below, there is a list of these games:

1. Game Guess the word

2. Game Create a story

3. Game Taboo words

4. Game Desert island

5. Game Describing and Drawing

6. Game Introduce yourself

7. Game E.T.

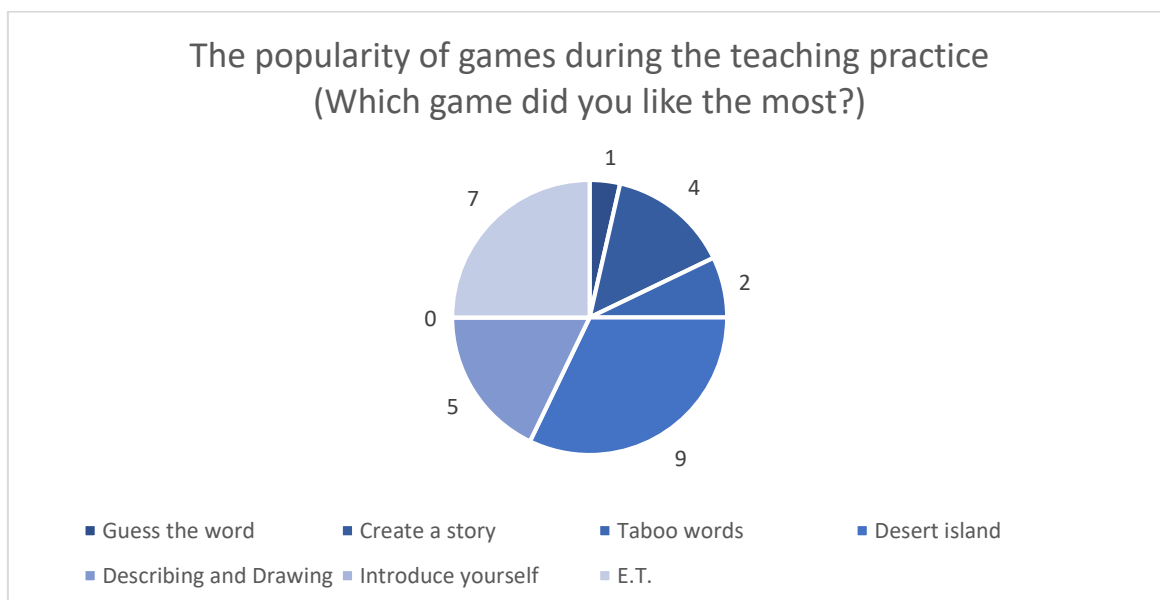In the Fig.2, the popularity of games is demonstrated.

Figure 2: The popularity of games during the teaching practice

(Which game did you like the most?)

As Fig.2 shows, the popularity of games in the English lesson is dissimilar. What is evident from the chart, is the fact, that there is no single game that is the most popular by all the learners.

According to these results, the game Desert island is the most popular game, as it takes the first place with 9 learners. The second game is E.T. with its 7 learners. The third place takes game Describing and drawing with 5 learners, followed by the game Create a story with 4 learners. The fifth place is for the game Taboo words with 2 learners, and the game Guess the word in on the sixth position with just 1 learner. The only one game which was not the most popular to learners was Introduce yourself, as no learner has chosen it as the top game.

Considering these results, the most popular game for the learners was the game Desert island.

The second question covered the reasons why the learners liked this game the most.

As the reasons for the popularity of this game were rather similar, some learners' opinions are provided.

There are some reasons explaining why this game won learners' attention:

The Game Desert island:

- o is funny
- o is creative, as the learners involve their creativity
- o makes learners co-operate with each other, as they work in groups
- o learners can compare their work with the others

In conclusion, the most attractive game for the learners is the game Desert Island. As for the reasons, this game has its potential in its active involvement of the learners, incorporating their creativity, communicative skills, social skills and the enjoyable atmosphere in the classroom.

The third question (see Appendices: Figure 3) concentrated on the least favourite game during the teaching practice. In the Fig.3 below, the popularity of games is demonstrated.
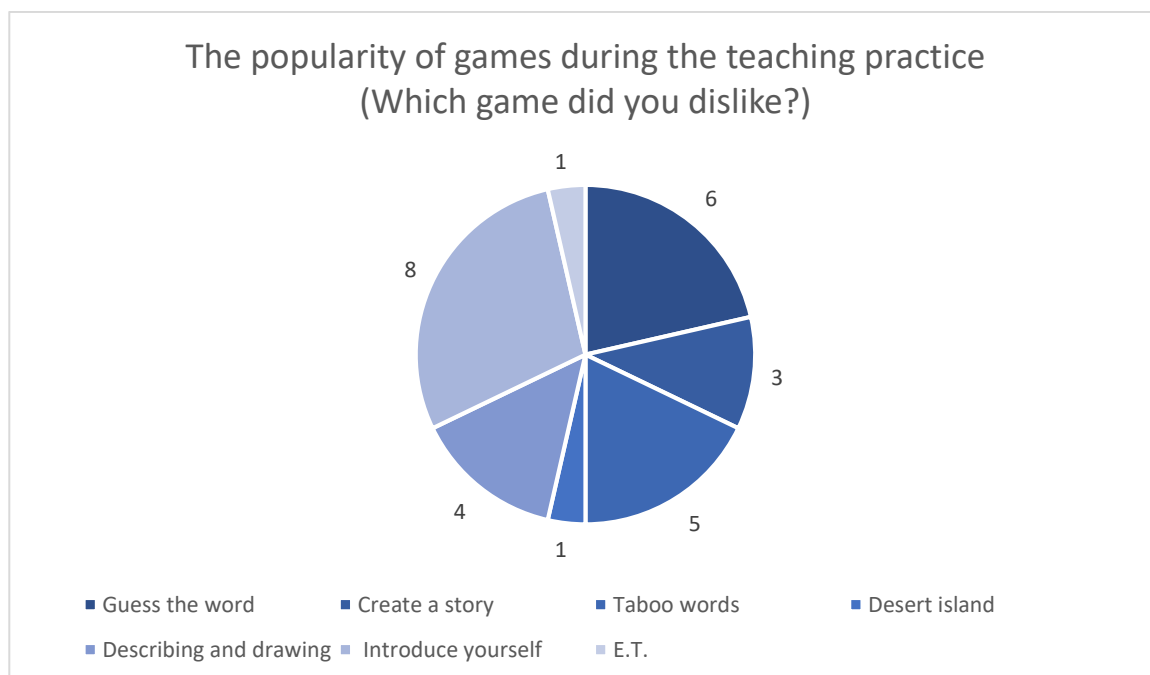

Fig.3: The popularity of games during the teaching practice

(Which game did you dislike?)

As Fig.3 shows, the first place takes the game Introduce yourself with 8 learners, the second place is for the game Guess the word with 6 learners and on the third place is the game Taboo words with 5 learners. These are the most unpopular games for the learners. The fourth place takes the game Describing and drawing with 4 learners. On the sixth position is the game Create a story with 3 learners and the last position is divided into the games Desert island and E.T., both games include 1 learner.

It is evident, that the most unpopular game for the learners is the game Introduce yourself, whereas the popular game remains Desert island and E.T.

According to the learners, there are some reasons why the game Introduce yourself is not attractive to the learners.

The main reasons were:

- o learners felt shy during the game
- o this game was not so funny
- o only speaking in English was involved in an activity

To sum up, the aim of this questionnaire was to discover, which game introduced during the teaching practice to the learners at Slovanské gymnázium was the most attractive for the learners but also the least attractive.

The results have shown that the most popular game was Desert island, whereas the least popular game was Introduce yourself.

Moreover, the learners provided also reasons for this classification. The main reasons for the attractivity of Desert island were its creativity, group work and communicating among other learners. To add, this game was also quite challenging for the learners, as every group wanted to have the best island.

The reasons stated why the most unpopular game was Introduce yourself was the fact, that learners felt shy during this game, as the learners worked alone, not in groups. Considering also the nature of the activity, as the learners have to talk about themselves, was the other reason why this game did not have such a success.

8 Research on the motivational potential of games in English lessons

The aim of this part of the research was to discover whether using games in English lessons motivate learners to further activities in the lesson and also it focuses on the learners' feelings after game-like activities in the foreign language lesson.

8.1 Students' questionnaire 3

The questionnaire (see Appendices: Figure 4) was introduced to the learners at Slovanské gymnázium, where classes of 1.A and 5.A8 participated in answering questions from the questionnaire. Altogether, the number of 28 learners were involved in this research.

The learners answered these 2 questions:

1. Did you feel motivated after the games?

2. How did you feel after the games?

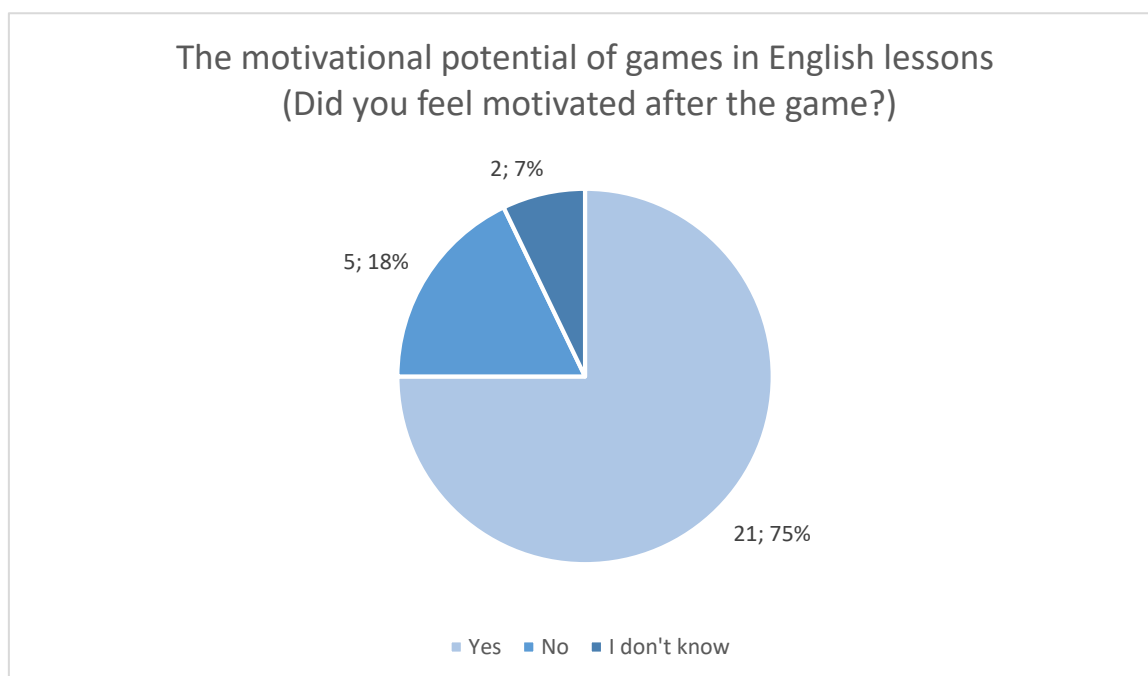In the Fig.4 below, the first question is answered.

Fig.4: The motivational potential of games in English lessons

(Did you feel motivated after the game?)

As is clear from this chart, the motivational potential of incorporating games to the English lesson is obvious, as the number of 21 learners has answered positively to this question. According to these answers, altogether 75 % of learners felt motivated after the playing games. The negative answer has provided 5 learners, what makes 18 % for the negative motivational potential of games. Lastly, 2 learners were not sure about the answer, as their motivation was neutral.

Nevertheless, what is clear from the answer is that incorporating games in the English lessons has a great motivational potential for the learners.

The second question from the questionnaire concentrated on the learners' feelings after playing games in English lessons.

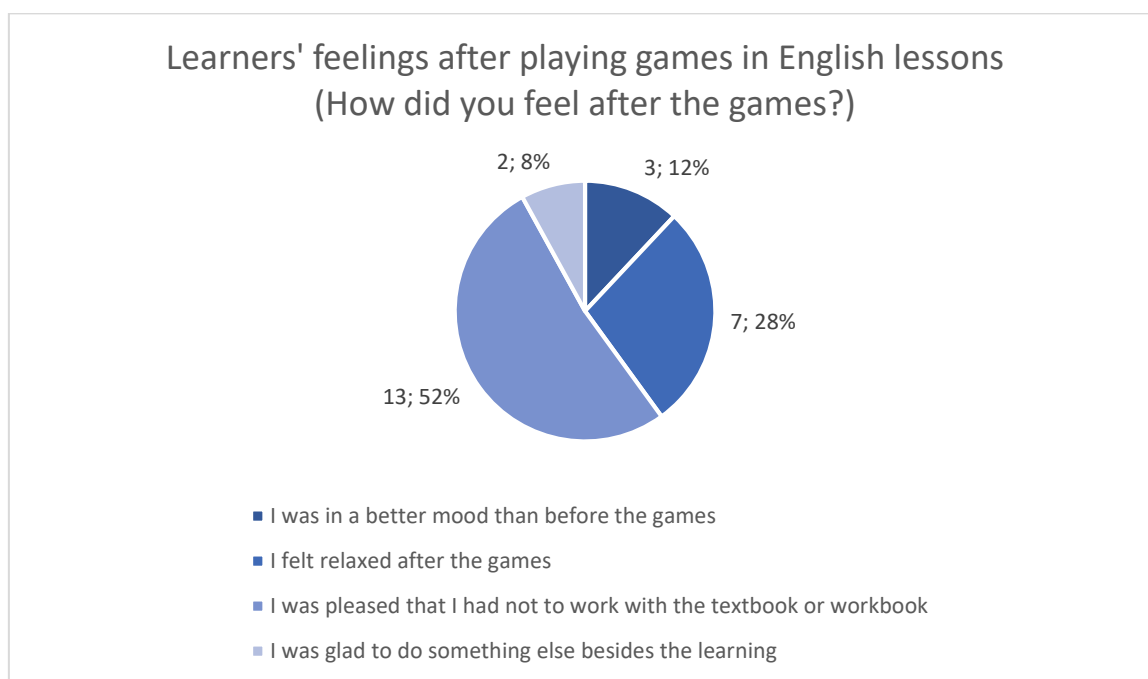In the Fig.5 below, results from the questionnaire are presented.

Learners' feelings after playing games in English lessons
(How did you feel after the games?)

2; 8%   3; 12%

7; 28%

13; 52%

- I was in a better mood than before the games
- I felt relaxed after the games
- I was pleased that I had not to work with the textbook or workbook
- I was glad to do something else besides the learning

Fig.5: Learners' feelings after playing games in English lessons
(How did you feel after the games?)

To comment on the results of the questionnaire, the total number of 28 respondents described their feelings after playing games in English lessons. Firstly, the number of 13 learners stated that playing games provide diversification of the activities in the lesson what makes 52% of all the respondents. The fact is, that learners are used to work with the textbooks and workbooks nearly all the lesson, so incorporating game-like activities was a

pleasant change for them. The second place is for the relaxed atmosphere after the games, that was mentioned by 7 learners what makes 28% of respondents. A number of 3 learners (12%) highlighted the fact that these learners were in a better mood than before the game and lastly, only 2 respondents answered they were 'glad to do something else besides the learning.'

The results support the fact that each learner has a different feeling after the games. Nevertheless, all these feelings have a motivational character for the learners, as a minimal of respondents mentioned their belief they have had not to learn while playing games.

Conclusion

The main goal of this theses was to describe the theoretical aspects of games in English language learning and to discover whether using games English lessons contributes to learners' motivation in foreign language learning.

At the very beginning of the research on motivational potential of games, and before the playing games in English lessons, the learners of classes 1.A and 5.A8 at Slovanské gymnázium stated the fact that they enjoy playing games in English lessons. Further, they presented reasons for this statement. The main reasons why they enjoy games in the English lessons were the nature of the games itself, as games are considered to be funny and interesting for the learners, moreover they provide diversification in the lesson, make learners learn something new from the game and also about their classmates, develop learners' phantasy and provides a revision in a more enjoyable way than the learners are used to. To sum up their reasons, incorporating games into English lessons make an English lesson more attractive and enjoyable for the learners. Personally, I think this approach should be the most desired to the teachers, as a teacher should bare in mind that English lessons are design to the learners and the most significant factor is to create the lesson which is attractive for the learners.

According to the results of learners' questionnaires in the theoretical part, it seems that games are an ideal tool for teaching English.

The research presented results drawing on the motivational potential of games in English language learning. The results showed that games have a great motivational potential, as the learners felt motivated after playing games in English lessons. For this reason, the statement that games should be incorporating in foreign language learning is positive, as for the reasons the learners have stated in the questionnaires. The reasons for integrating games into lessons are as they provide a diversification of activities in the lesson, learners do not have to work all the lesson only with textbooks and workbooks which means that engaging games into lessons is a pleasant change for the learners. Moreover, games create a relaxed atmosphere in the classroom and learners feel relaxed and motivated after the games.

Incorporating games to the English language learning has a diverse effect on each learner but the general idea that games have a positive effect on each learner is true. It is also very important to realize that each learner is different, has a diverse personality, learning

strategies and these, together with the age of the learner should be taken into account when creating games for the English lesson.

Bibliography
PRINTED SOURCES

1) CREMIN, Teresa. *Teaching English Creatively: Learning to Teach in the Primary School Series*. Routledge, 2009. ISBN 0-203-86750-5.

2) DÖRNYEI, Zoltán. *Motivational Strategies in the Language Classroom*. Cambridge University Press, 2001. ISBN 978-0-511-50056-5.

3) HADFIELD, Jill. *Elementary vocabulary games: a collection of vocabulary games and activities for elementary students of English*. Harlow: Longman, 1998. ISBN 05-823-1270-1.

4) HARMER, Jeremy. *The practice of English language teaching*. 3rd ed. Harlow: Longman, 2001. ISBN 05-824-0385-5.

5) JAKLOVÁ, Helena, ed. *Motivace a multilingvismus ve výuce cizích jazyků: Sborník vědeckých prací Univerzity Pardubice, Fakulta humanitních studií*. Suplement 10, serie C. Pardubice, 2004. ISBN 80-7194-658-3. ISSN 1213-3486.

6) LANGRAN, J.; PURCELL, S. *Language Games and Activities*. Netword 2. Teaching Languages To Adults. London: Center for Information on Language Teaching and Research, 1994.

7) LESIAK, Karolina. *Teaching English to adolescents: Wold Scientific News*. Poland, 2015. ISBN 2392-2192.

8) LOJOVÁ, Gabriela. *Individuálne osobitosti pri učení sa cudzích jazykov I: niektoré psychologické aspekty učenia sa a vyučovania cudzích jazykov*. Bratislava: Vydavateľstvo UK, 2005. ISBN 80-223-2069-2.

9) MARTINEC, Lubomír. *Co se změnilo v českém školství*. Praha: Ústav pro informace ve vzdělávání, 2009. ISBN 978-80-211-0590-4.

10) MILLER, Christopher, ed. *Games: Purpose and Potential in Education*. Springer, 2008. ISBN 978-0-387-09774-9.

11) MEENAKSHI, K. a Shahila ZAFAR. *Individual Learner Differences and Second Language Acquisition: A Review*. 2012. ISSN 1798-4769.

12) POLÍVKOVÁ, Dorota. *Hry pro jazykové vyučování*. 1963. ISBN 14-003-63.

13) SIMS, Eric. *The Modern Language Classroom: Individuality, Technology, and Context: All Graduate Plan B and other Reports*. 2013.

14) SCOTT, Wendy A. a Lisbeth H. YTREBERG. *Teaching English to children*. Harlow: Longman, 1991. Longman keys to language teaching. ISBN 05-827-4606-X.

15) SUGAR, Steve a Kim Kostoroski SUGAR. *Primary games: experiential learning activities for teaching children K-8*. San Francisco, CA: Jossey-Bass, c2002. ISBN 07-879-6081-0.

16) THORNBURY, Scott. *An A-Z of ELT: a dictionary of terms and concepts used in English language teaching*. Oxford: Macmillan, 2006. Macmillan books for teachers. ISBN 14-050-7063-3.

17) UR, Penny. *A course in language teaching: practice and theory*. 3rd ed. Harlow: Cambridge University Press, 2009. ISBN 978-0-521-44994-6.

18) WANG, Y.; SHANG H.; BRIODY P. *Investigating the Impact of Using Games in Teaching Children English.* International Journal of Lear ning & Development. 2011, p. 127-141. ISSN 2164-4063.

19) WIGFIELD, Allan, WENTZEL, Kathryn R., ed. *Handbook of Motivation at School*. New York, UK: Routledge, 2009. ISBN 0-203-87949-X.

20) WRIGHT, Andrew, David BETTERIDGE a Michael BUCKBY. *Games for Language Learning*. 1983. ISBN 0-521-27737-X.

ONLINE SOURCES

1) 10 reasons to learn English. *Busuu* [online]. 2019 [cit. 2019-02-26]. Dostupné z: https://www.busuu.com/en/a/y/reasons-to-learn-english

2) ADKIN, Jo a Jeff FOWLER. Desert island: Teaching English. *BBC: British Council* [online]. London [cit. 2019-04-10]. Dostupné z: https://www.teachingenglish.org.uk/article/desert-island

3) ARNTSEN, Tara. How To Teach Young Learners: One Step At A Time. *Busy Teacher* [online]. [cit. 2019-03-02]. Dostupné z: https://busyteacher.org/4261-how-to-teach-young-learners-one-step-at-a-time.html

4) České základní školy a výuka jazyků. Studium jazyků v ČR. *Jazyky.com: magazín o jazykovém vzdělávání, studiu, překladech, tlumočení a práci v zahraničí* [online]. 2019, 2. 6. 2009 [cit. 2019-02-26]. Dostupné z: https://www.jazyky.com/ceske-zakladni-skoly-a-vyuka-jazyku/

5) Cizí jazyk. *Oficiální stránky maturitní zkoušky: Oficiální portál nové maturitní zkoušky* [online]. Cermat, 2010 [cit. 2019-04-14]. Dostupné z: https://www.novamaturita.cz/cizi-jazyk-1404033644.html

6) COFFEY, Heather a GRIFFITHS. Drawbacks. *Game Involvement in Learning* [online]. [cit. 2019-03-29]. Dostupné z: http://gameinvolvementinlearning.blogspot.com/p/drawbacks.html

7) CSIKSZENTMIHALYI, Mihalyi. Adolescence: Definition, Characteristics and Stages. Britannica.com: Encyclopedia Britannica [online]. 2019, 22.2.2019 [cit. 2019-04-14]. Dostupné z: https://www.britannica.com/science/adolescence

8) FRAŇKOVÁ, Ruth. Czech schools face lack of qualified English teachers. *Radio Prague* [online]. 2019, 07.01.2010 [cit. 2019-03-02]. Dostupné z: https://www.radio.cz/en/section/curraffrs/czech-schools-face-lack-of-qualified-english-teachers

9) Game definition and meaning. *Collins English Dictionary* [online]. 2019 [cit. 2019-03-25]. Dostupné z: https://www.collinsdictionary.com/dictionary/english/game

10) Game | Definition of game in English by Oxford Dictionaries. *Oxford Dictionaries* [online]. 2019 [cit. 2019-03-25]. Dostupné z: https://en.oxforddictionaries.com/definition/game

11) HARVILLE, Brandon. *Teaching ESL for Teens? 4 Ways to Ensure That Your Lessons Don't Fall Flat. FluentU: English Educator Blog* [online]. 2019 [cit. 2019-04-14]. Dostupné z: https://www.fluentu.com/blog/educator-english/esl-for-teens/

12) Humanistic psychology: Definition, Characteristics, Examples and Facts. *Britannica.com* [online]. 2019 [cit. 2019-03-22]. Dostupné z: https://www.britannica.com/science/humanistic-psychology

13) Individuality - Definition for English-Language Learners. *Merriam-Webster Learner's Dictionary: An Encyclopaedia Britannica Company* [online]. 2019 [cit. 2019-03-02]. Dostupné z: http://www.learnersdictionary.com/definition/individuality

14) Individuality dictionary definition. *Your Dictionary* [online]. 2019 [cit. 2019-03-21]. Dostupné z: https://www.yourdictionary.com/individuality

15) KEESEE, Gayla S., ed. Teaching and Learning Resources. *Educational Games* [online]. 2012 [cit. 2019-03-25]. Dostupné z: http://teachinglearningresources.pbworks.com/w/page/35130965/Educational%20Games

16) LEE, Su Kim. Creative games for the Language Class. *Self-imporvement: English As A Second Or Foreign Language* [online]. 2019, 1995 [cit. 2019-03-25]. Dostupné z: https://www.scribd.com/document/99650330/Vol-33-No-1-LEE-SU-KIM

17) MENEGUETTI, Beatriz. Characteristics of Young Learners according to the area of development and the implication in teaching them. *RichmondShare Blog: High quality content and interaction in the ELT world* [online]. 2019 [cit. 2019-03-21]. Dostupné z: https://www.richmondshare.com.br/characteristics-of-young-learners-according-to-the-area-of-development-and-the-implication-in-teaching-them/

18) MILLER, Andrew. Games Support Multiple Learning Styles: Game-based Learning. *Edutopia: George Lucas Educational Foundation* [online]. 2019, 4.2.2013 [cit. 2019-03-25]. Dostupné z: https://www.edutopia.org/blog/games-support-multiple-learning-styles-andrew-miller

19) MULVAHILL, Elizabeth. Understanding Intristic vs. Extrinsic Motivation in the Classroom: What's the magic formula?. *WeAreTeachers.com* [online]. 2019, 3.6.2018 [cit. 2019-03-22]. Dostupné z: https://www.weareteachers.com/understanding-intrinsic-vs-extrinsic-motivation-in-the-classroom/

20) Picture Description Lesson Plan. *Tim's Free English Lesson Plans* [online]. 3.2.2014 [cit. 2019-04-17]. Dostupné z: https://freeenglishlessonplans.com/2014/02/03/picture-description-lesson-plan/

21) RENSHAW, Jason D. *Grammar Games & Activities: Games and Activities for Promoting Grammar Practice and Speaking in EFL/ESL Young Learner Classrooms* [online]. [cit. 2019-04-10]. Dostupné z: https://eclass.gunet.gr/modules/document/file.php/TELEGU181/%CE%A7%CE%A1%CE%9

7%CE%A3%CE%99%CE%9C%CE%91%20%CE%92%CE%99%CE%92%CE%9B%CE%
99%CE%91%20%CE%9C%CE%95%20%CE%95%CE%9A%CE%A0%CE%91%CE%99%
CE%94%CE%95%CE%A5%CE%A4%CE%99%CE%9A%CE%9F%20%CE%A5%CE%9B
%CE%99%CE%9A%CE%9F%20%CE%9D%CE%AD%CE%BF/GRAMMAR%20GAMES
%20KIT.pdf

22) RYAN, Richard M. a Edward L. DECI. *Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions* [online]. 2000 [cit. 2019-03-28].

23) SHIN, Joan Kang. Ten helpful ideas for teaching English to young learners. *Research Gate* [online]. 2019, 2006 [cit. 2019-03-02]. Dostupné z: https://www.researchgate.net/publication/285295236_Ten_helpful_ideas_for_teaching_Englis h_to_young_learners

24) SOCHOROVÁ, Libuše. Didaktická hra a její význam ve vyučování. *Metodický portál RVP: Unikátní prostor pro učitele, sdílení zkušeností a spolupráci* [online]. 26. 10. 2011 [cit. 2019-03-29]. Dostupné z: https://clanky.rvp.cz/clanek/o/z/13271/didakticka-hra-a-jeji-vyznam-ve-vyucovani.html/

25) SVOZÍLEK, Roman. Taboo game 2. *Help for English: Angličtina na internetu zdarma!* [online]. 2019, 18.03.2011 [cit. 2019-04-10]. Dostupné z: https://www.helpforenglish.cz/article/2011031702-taboo-game-2

26) Statistická ročenka školství - 2017/2018 - výkonové ukazatele. *MŠMT ČR* [online]. 2018 [cit. 2019-03-11]. Dostupné z: http://toiler.uiv.cz/rocenka/rocenka.asp

27) ŠTEFFLOVÁ, Jaroslava. Angličitna po dvaceti letech. *Učitelské noviny* [online]. 2019, 2012 [cit. 2019-03-02]. Dostupné z: http://www.ucitelskenoviny.cz/?archiv&clanek=6900

28) ZATLOUKAL, Tomáš. *Kvalita a efektivita vzdělávání a vzdělávací soustavy ve školním roce 2017/2018: Výroční zpráva České školní inspekce* [online]. Praha, 2018 [cit. 2019-04-14]. ISBN 978-80-88087-20-5. Dostupné z: https://www.csicr.cz/Csicr/media/Prilohy/Obr%C3%A1zky%20ke%20%C4%8Dl%C3%A1n k%C5%AFm/2018/Vyrocni-zprava-CSI-2017-2018_final-verze.pdf

Appendices

Charts

A list of charts used in the Diploma theses:

Chart 1 – The choice of first foreign language at primary schools in the Czech Republic (2017/2018)

Chart 2 – The popularity of games during the teaching practice (which game did you like the most?)

Chart 3 - The popularity of games during the teaching practice (which game did you dislike the most?)

Chart 4 – The motivational potential of games in English lessons (Did you feel motivated after the game?)

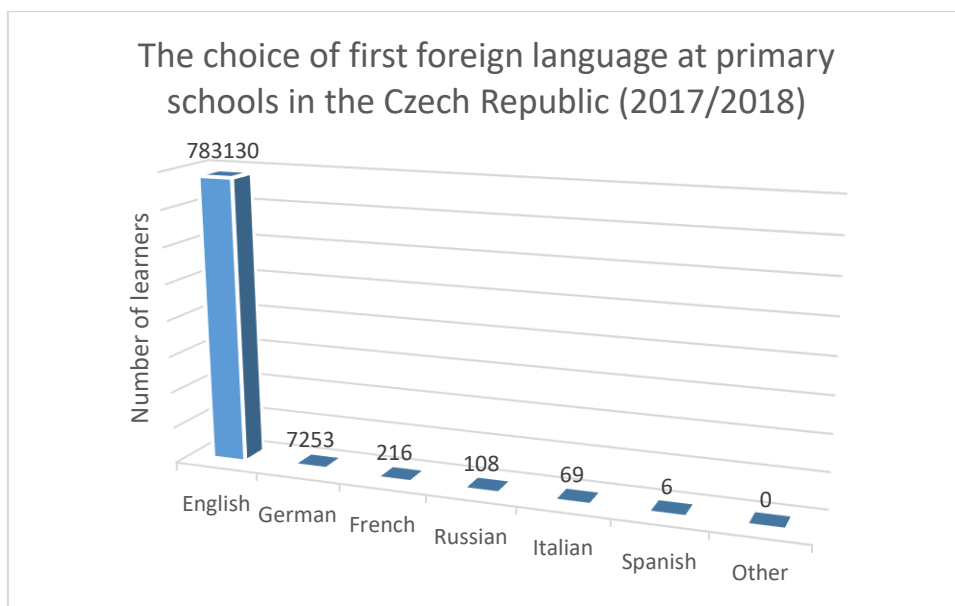Chart 5 – Learners' feelings after playing games in English lessons

Chart 1

The choice of first foreign language at primary schools in the Czech Republic (2017/2018)

Number of learners

English 783130, German 7253, French 216, Russian 108, Italian 69, Spanish 6, Other 0

Chart 2

The popularity of games during the teaching practice (Which game did you like the most?)

1 4 7 2 0 5 9

- Guess the word
- Create a story
- Taboo words
- Desert island
- Describing and Drawing
- Introduce yourself
- E.T.

Chart 3

The popularity of games during the teaching practice (Which game did you dislike?)

1 6 8 3 4 1 5

- Guess the word
- Create a story
- Taboo words
- Desert island
- Describing and drawing
- Introduce yourself
- E.T.

Chart 4

The motivational potential of games in English lessons
(Did you feel motivated after the game?)

2; 7%

5; 18%

21; 75%

■ Yes ■ No ■ I don't know

Chart 5

Learners' feelings after playing games in English lessons (How did you feel after the games?)

2; 8%   3; 12%

7; 28%

13; 52%

■ I was in a better mood than before the games

■ I felt relaxed after the games

■ I was pleased that I had not to work with the textbook or workbook

■ I was glad to do something else besides the learning
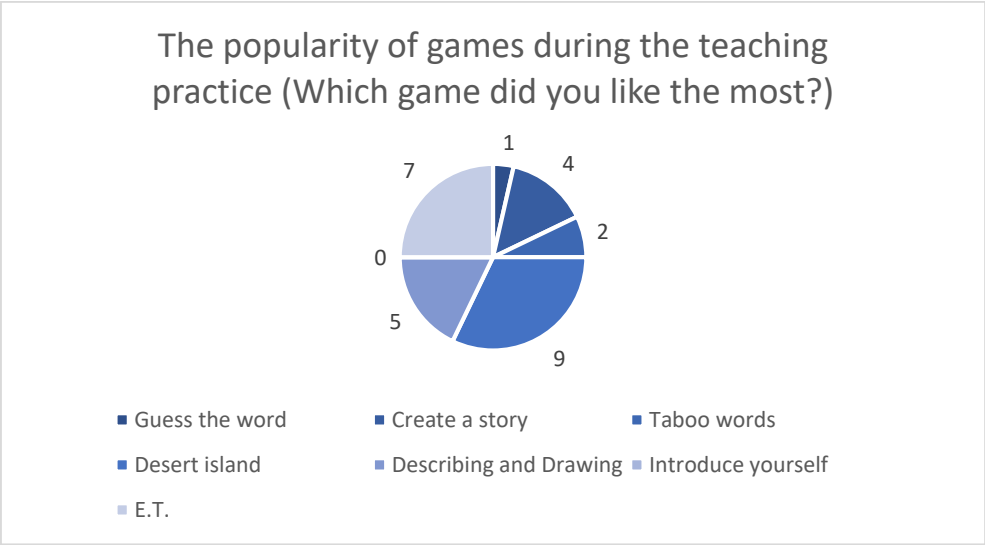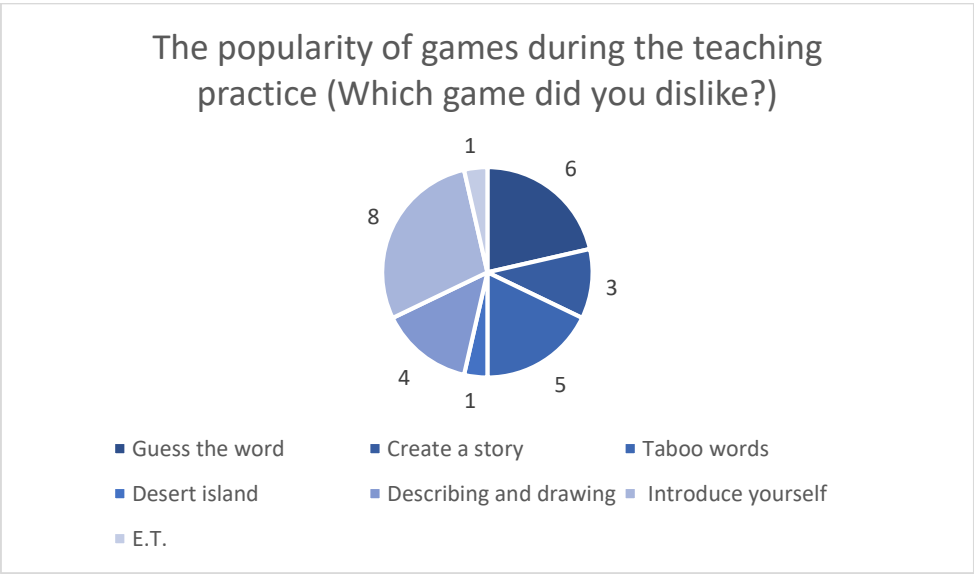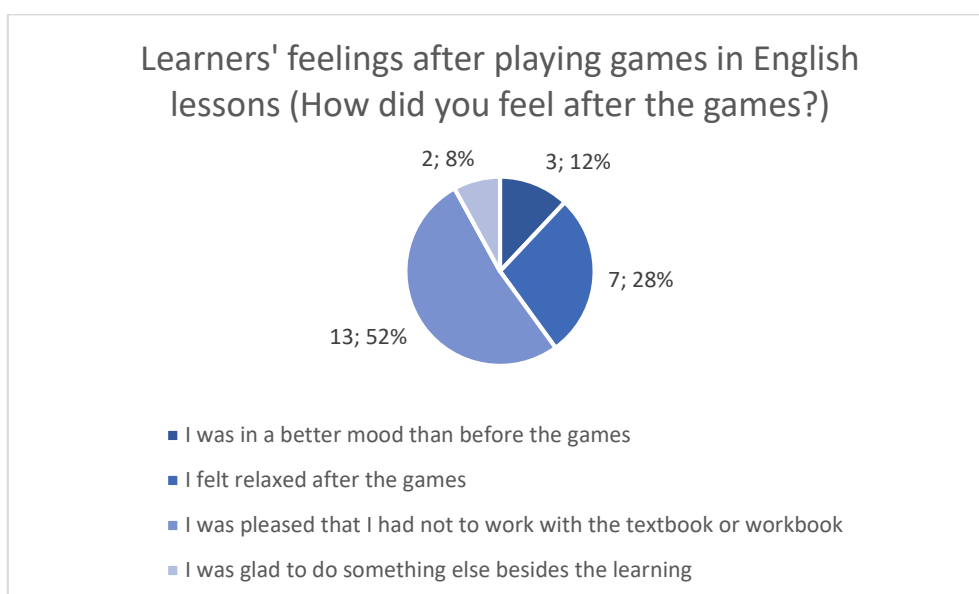
Figures

A list of questionnaires used in the Diploma thesis:

Figure 1 - Students' questionnaire 1

Figure 2 - Students' questionnaire 2

Figure 3 - Students' questionnaire 3

Figure 4 - Students' questionnaire 4

Figure 5 - Game Guess the word

Figure 6 - Game Taboo game

Figure 7 - Game Describing and Drawing

Figure 1

Students' questionnaire 1

Dear students,

I would like to ask you to fill in this questionnaire.

This questionnaire is anonymous.

For questions 1 and 2, (circle) your answer YES / NO.

Then, write down reasons why you like / dislike games in English lessons.

1. Do you like playing games in English lessons?   YES   NO

2. Do you often play games with your English teacher?   YES   NO

Reasons why I like / dislike games in English lessons are:

_____

_____

_____

_____

_____

Thank you for taking your time to complete this questionnaire.

Figure 2

<p style="text-align:center">Student's questionnaire 2</p>

Dear students,

I would like to ask you to fill in this questionnaire.

This questionnaire is anonymous.

For the first question, <u>underline</u> your answer.

Then, in the second question, write down reasons why you liked this game.

1. Which game did you like the most?

      Game Guess the word

      Game Create a story

      Game Taboo words

      Game Desert island

      Game Describing and Drawing

      Game Introduce yourself

      Game E.T.

2. What are the reasons you liked this game?

_____

_____

_____

_____

_____

<p style="text-align:center">Thank you for taking your time to complete this questionnaire.</p>

Figure 3

<p style="text-align:center">Students' questionnaire 3</p>

Dear students,

I would like to ask you to fill in this questionnaire.

This questionnaire is anonymous.

For the first question, <u>underline</u> your answer.

Then, in the second question, write down reasons why you disliked this game.

1. Which game did you dislike the most?

      Game Guess the word

      Game Create a story

      Game Taboo words

      Game Desert island

      Game Describing and Drawing

      Game Introduce yourself

      Game E.T.

2. What are the reasons you disliked this game?

_____

_____

_____

_____

_____

<p style="text-align:center">Thank you for taking your time to complete this questionnaire.</p>

Figure 4

<p style="text-align:center;">Students' questionnaire 4</p>

Did you feel motivated after the games?

How did you feel after the games?

Dear students,

I would like to ask you to fill in this questionnaire.

This questionnaire is anonymous.

For the first question, (circle) your answer YES / NO.

Then, in the second question, write how you felt after the games.

1. Did you feel motivated after the games?   YES   NO

How did you feel after the games?

_____

_____

_____

_____

_____

<p style="text-align:center;">Thank you for taking your time to complete this questionnaire.</p>

Figure 5

Game Guess the word

ART GALLERY	HOPE
CLIFF	PRISON
DANGEROUS	UNPOPULAR
FASCINATING	TONGUE

Figure 6

Game Taboo game[20]

EYE	APPLE	BIRD
FACE	EAT	FLY
HEAD	RED	ANIMAL
LOOK	FRUIT	SKY
SEE	TREE	WING
BODY	SWEET	CREATURE

FLOWER	SCHOOL	SEA
GARDEN	STUDENT	BLUE
GROW	STUDY	WATER
COLOUR	TEACHER	FISH
GIRL	CHILDREN	OCEAN
SMELL	BUILDING	RIVER

[20] SVOZÍLEK, Roman. Taboo game 2. *Help for English: Angličtina na internetu zdarma!* [online]. 2019, 18.03.2011 [cit. 2019-04-10]. Dostupné z: https://www.helpforenglish.cz/article/2011031702-taboo-game-2

Figure 7

Game Describing and Drawing[21]

[21] Picture Description Lesson Plan. *Tim's Free English Lesson Plans* [online]. 3.2.2014 [cit. 2019-04-17].
Dostupné z: https://freeenglishlessonplans.com/2014/02/03/picture-description-lesson-plan/

Annotation

Jméno a příjmení:	Bc. Pavla Oslzlová
Katedra nebo ústav:	Ústav cizích jazyků
Vedoucí práce:	Mgr. Josef Nevařil, Ph.D.
Rok obhajoby:	2019

Název práce:	Motivační potenciál her ve výuce anglického jazyka
Název v angličtině:	The motivational potential of games in English language teaching
Anotace práce:	Diplomová práce se zaměřuje na využívání her v hodinách anglického jazyka a na jejich motivační potenciál. Zabývá se individuálními odlišnostmi žáků při učení se cizího jazyka. Jsou zde také zmíněny jednotlivé typy her a jejich dělení.
Klíčová slova:	Hry, motivace, motivační potenciál, výuka anglického jazyka, odlišnosti žáků
Anotace v angličtině:	Diploma thesis focuses on the usage of games and their motivational potential in English language teaching. It deals with the learners' individual differences in foreign language teaching. Individual types of games and their classification are also mentioned here.
Klíčová slova v angličtině:	Games, motivation, motivational potential, English language teaching, learners' individual differences
Přílohy vázané v práci:	12 příloh CD-ROM
Rozsah práce:	96 stran
Jazyk práce:	Anglický