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Bc. et Bc. Adéla Rozehnalová

Didactic Games in English Classes with Focus on the Vocabulary
Learning Process on Lower Grammar Schools

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

Čestné prohlášení

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V Olomouci, dne 30. 4. 2021

Adéla Rozehnalová

Podpis:

Poděkování

Tímto bych ráda poděkovala své rodině, která při mě po celou dobu psaní práce pevně stála, podporovala mě a naslouchala mi. Děkuji svému bratrovi Vojtovi, který mi poskytl dostatečné soukromí ve sdíleném pokoji, abych mohla práci v klidu zpracovávat.

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Poděkování patří ale také všem, se kterými jsem byla v poslední době v kontaktu, protože díky sociálním vazbám jsem zvládla práci dokončit ve stavu, který se ještě podobá zdravému rozumu.

Jsem přesvědčena, že bez pomoci všech výše zmíněných lidí bych nemohla práci zdárně dokončit.

Anotace

Diplomová práce na téma Didaktické hry ve výuce angličtiny se zaměřením na slovní zásobu na nižším stupni víceletých gymnázií se zabývá výukou slovní zásoby skrze didaktické hry a skrze aktivity jim podobným. Práce je rozdělena na dvě hlavní části, část teoretickou a část výzkumnou. V teoretické části práce jsou uvedeny všechny informace potřebné k porozumění výzkumné části. Jednotlivé kapitoly teoretické části práce se zaměřují na témata slovní zásoby a její aspekty a zařazení do výuky angličtiny a dále také na didaktické základy výuky angličtiny jako druhého jazyka se zaměřením na slovní zásobu. Tato kapitola se také zabývá komunikací a používáním rodného jazyka při hodinách. Samostatnou kapitolu tvoří také téma didaktických her, které se zabývá především jejich definicí, zásadami a typologií. Jedna z kapitol se také zabývá žáky a jejich specifiky při procesu zpracovávání informací. Vzhledem k mimořádné situaci je jedna z kapitol věnována také online výuce. Teoretická část byla vytvořena za pomoci sekundárních zdrojů, které jsou vypsány v závěru této práce. Výzkumná část práce se zabývá zpracováváním, popisem a analýzou dat. Výzkum se skládá ze sady osmi aktivit, které byly odučeny ve dvou třídách různých věkových skupin na nižším stupni víceletého gymnázia, dále z dotazníku pro studenty těchto tříd, dotazníku pro učitele angličtiny těchto věkových skupin a z rozhovoru s učitelkou angličtiny vyučující právě dvě třídy, na nichž byly aktivity vyzkoušeny. Sada výzkumných otázek, která je stanovena v úvodu této práce, je zodpovězena v jejím závěru.

Annotation

The diploma thesis with the title Didactic Games in English Classes with Focus on the Vocabulary Learning Process on Lower Grammar Schools focuses on the teaching and learning vocabulary through didactic games and similar activities. It is divided into two main parts, the theoretical part and the research part. In the theoretical part, information necessary for understanding the research part is presented. The individual chapters therefore focus on vocabulary and its aspects and implementation in EFL classes and teaching foundations of the EFL classes with a focus on vocabulary as well as communication and using the mother tongue in the class. An individual chapter is also dedicated to didactic games, their definition, principles, and types. One of the chapters is also dedicated to the target learners and some of the aspects affecting their learning processes. Finally, due to the extraordinary situation, a chapter regarding online education is part of the theoretical part, too. The theoretical part was constructed with the use of various secondary sources listed at the end of the thesis. The

research part elaborates, describes, and analyses the data. The research consists of the set of eight activities that have been taught in two classes of different age groups on lower grammar school, a questionnaire for the target learners, a questionnaire for English teachers, and an interview with the teacher of the target groups of learners. A set of research questions that have been stated at the beginning of the thesis is being answered in the conclusion.

Klíčová slova

Didaktická hra, didaktické hry, hra, hry, víceleté gymnázium, online výuka, e-learning, aktivizační metody výuky, motivace

Key Words

Didactic game, didactic games, game, games, lower grammar school, online teaching, online learning, e-learning, activating methods of teaching, motivation

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Introduction

The diploma thesis with the title *Didaktické hry ve výuce angličtiny se zaměřením na slovní zásobu na nižším stupni víceletých gymnázií*, that is *Didactic Games in English Classes with Focus on Vocabulary Learning Process at Lower Grammar Schools*, aims to research activities with aspects of didactic games and their use in English classes regarding vocabulary learning process in classes of a lower grammar school. A didactic game is a means through which it is possible to activate the learners and therefore is considered to be a key to a successful and effective English class. A set of activities with aspects of didactic games has been created for the purposes of this thesis and executed on two target groups of learners of different age groups. The thesis aims at finding out whether the set of activities is possible to be used to teach in classes of different age groups with different content and the level of motivation and engagement the activities arouse. A comparison of chosen activities with learners' usual English classes is investigated as well. To specify the research, the following research questions are stated and aimed to be answered at the end of the thesis.

1. Is the motivation towards learning new vocabulary different among students of prima and kvarta?
2. Is it possible to use the same set of activities to teach vocabulary to two age groups?
3. What didactic games regarding vocabulary learning are the most helpful, motivational, and engaging to students regarding the taught classes in comparison with the didactic games used widely in English classes?
4. Do the students consider the chosen process of learning vocabulary more motivational and engaging than their usual vocabulary-focused class?
5. Do chosen activities differ from the usual form of the classes focused on learning vocabulary?

The context necessary to understand the research is about to be described in the theoretical part of the thesis, where necessary information is about to be presented. The chapter concerning vocabulary is the most extensive and deals with vocabulary in general as well as analysing parts of vocabulary items necessary for understanding the vocabulary item completely. A chapter in the theoretical part is also dedicated to teaching an EFL lesson and recommended activities regarding the vocabulary learning process, one of whose being didactic games. For this reason, the following chapter focuses on didactic games, specifically

their principles, types, and their use in EFL classes. With consideration of the situation of school closure due to the pandemic, the research was conducted in the online environment and therefore a chapter regarding online education is part of the thesis as well. In this chapter, differences and platforms in comparison with the face-to-face education, and platforms used to execute the classes are described and analysed. Lastly, the topic of target learners is about to be further elaborated, with the focus mainly on different learning styles and learners' motivation and memory, and the factors influencing their approach to the lesson.

The second part of the thesis describes the research itself, focusing on the chosen set of activities and their effects on the learners. The chosen set of activities is presented to learners in two lessons. After the classes are taught, the learners are asked to fill a questionnaire created specifically to receive feedback to the taught classes. A second questionnaire is also created to gain data from the English teachers teaching on grammar schools regarding the approaches towards teaching vocabulary in both face-to-face and online forms of teaching. An interview with the English teacher was arranged as well. All gained data is then analysed and answers for the stated research questions are being searched for alongside the analysis. The findings are then summarized in the conclusion of the whole thesis.

1. Theoretical part

The theoretical part of this thesis aims to provide the necessary informational background for the research which focuses on didactic games with the emphasis on vocabulary in EFL classes on lower grammar schools. The chapter elaborates the subchapters of vocabulary, online teaching, didactic games, and the target learners that is, the essential areas for understanding the elaborated research and its results.

1.1. Vocabulary

This chapter focuses on defining vocabulary in its general meaning as well as its perception and role in the educational process of learning English. The chapter elaborates all aspects of words and word phrases necessary to fully understand them and presents the criteria for choosing the appropriate vocabulary for the English language learners.

1.1.1. What is vocabulary

English, as well as other languages, consists of two distinct branches, that is systems and skills. Systems are organized arrangements that create any language in its complexity, whereas mastering skills allows learners to communicate in a learnt language, and are divided into receptive, rather passive skills, where listening and reading are classified, and productive, considered active skills, with skills of speaking and writing¹.

Vocabulary is, alongside grammar, pronunciation, and discourse, one of the four systems the English language consists of². Systems are often divided into five subsections, which are phonology, grammar, function, discourse, and lexis. It is lexis that is a parallel subsection to vocabulary.³

Considering the facts mentioned above, vocabulary has been put into a wider context of understanding the complex structure of language. Since it is the central topic of this diploma

¹ SCRIVENER, Jim. *Learning teaching: a guidebook for English language teachers*. Oxford: Macmillan Heinemann, 1998. English language teaching. ISBN 0-435-24089-7. p. 20.

² Systems. *Teaching English British Council BBC* [online]. [cit. 2021-03-29]. Dostupné z: <https://www.teachingenglish.org.uk/article/systems>

³ What is English as a Second Language? *Everyday ESL: Language Resources* [online]. [cit. 2021-03-29]. Dostupné z: <https://everydayesl.com/blog/what-is-esl>

thesis, whose purpose is to research how vocabulary is being taught and learned in EFL classes, it is necessary to examine this system in bigger detail.

Vocabulary is in its simplest definition “a database of words”⁴. Words are basic building units of all languages.⁵ It is through words people communicate the language and therefore connect it with the real world. To be able to communicate, people need to have their own database of words they know. Knowing a word means being able to use the word and therefore know its form and meaning. Language is constructed out of forms that represent meanings. Learning a second language is matching a list of new forms to meanings⁶. However, vocabulary does not simply mean “words”, since it includes also phrases composed of more words expressing one idea⁷. For this reason, it is appropriate to call single vocabulary units “items” or “lexical items”, not “words”⁸. Since the vocabulary being used in the research part of the thesis are often single unit lexical items, the term “word” is about to be used throughout the whole thesis alongside the term “lexical item”.

Meaning is often considered to be the most important component when talking about ‘knowing a word’. It is the relationship between the word and the concept it represents in the mind of a referent. Even though the general connection between the word and the meaning is in most cases arbitrary until formalized by the common usage of the word, it is in the mind of every person, the referent, where the specific concept or image is adjusted based on the individual experience. The broadest and basic meaning of a concept is referred to as ‘denotation’. Therefore, the denotative meaning is often found in dictionaries. It is also referred to as ‘core meaning’ or ‘encyclopaedic knowledge’. Other than the encyclopaedic meaning is referred to as ‘connotation’⁹. Connotative words with similar but not identical

⁴ SCHMITT, Norbert a Diane SCHMITT. *Vocabulary in language teaching*. Second edition. Cambridge: Cambridge University Press, 2020. ISBN 978-1-108-70160-0. p.1-2.

⁵ THORNBURY, Scott. *How to teach vocabulary*. Harlow: Longman, 2002. How to. ISBN 0582429668.

⁶ THORNBURY, Scott. *The new A-Z of elt: a dictionary of terms and concepts*. London: Macmillan, 2017. Macmillan books for teachers. ISBN 978-1-786-32788-8.

⁷ UR, Penny. *A course in language teaching: practice and theory*. Repr. Cambridge: Cambridge University Press, 1997. Cambridge teacher training and development. ISBN 0-521-44994-4. p. 60.

⁸ UR, Penny. *A course in language teaching: practice and theory*. Repr. Cambridge: Cambridge University Press, 1997. Cambridge teacher training and development. ISBN 0-521-44994-4. p. 60.

⁹ SCHMITT, Norbert a Diane SCHMITT. *Vocabulary in language teaching*. Second edition. Cambridge: Cambridge University Press, 2020. ISBN 978-1-108-70160-0.

meanings are commonly known synonyms. They share the same core meaning, but their further details differ¹⁰.

As for the form, it is necessary to possess the ability to know both spoken and written form to be able to communicate the meaning. Obtaining the spoken form is understood as the ability to pronounce the word correctly and clearly in connected speech as well as understand it. Written form means for the person to be able to write and read the language.

Knowing a word contains knowing its form and its meaning. Whereas connecting the concept and the meaning is often considered as more important, knowing the form is comparably important for its understanding and production.

Schmitt and Schmitt in their publication *Vocabulary in language teaching* define meaning and form as “*meaning coming from life experience with a linguistic form which represents those meanings*” and remarks a note that it should not be thought that meanings are tied to only single forms¹¹. In other words, people do not only need to know the dictionary denotative meaning of a word but also its connotations and words frequently used in connection with it¹².

1.1.2. Types of vocabulary

In order to understand, it is necessary to organize vocabulary, or more precisely its words. Authors offer distinct divisions of describing relationships between them. For the purpose of this thesis, only some of the divisions are about to be presented.

Schmitt and Webb highlight the basic division into content words and function or grammatical words, as it is the key aspect of learning most vocabulary to connect meanings and forms, and only content words provide this function. In contrast, the purpose of function words is to connect the content words into sentences. Whereas there is only a limited amount of function words, only up to three hundred, there is a huge amount of content words. Every thought is being described and expressed through content words and with the language being

¹⁰ THORNBURY, Scott. *How to teach vocabulary*. Harlow: Longman, 2002. How to. ISBN 0582429668.

¹¹ SCHMITT, Norbert a Diane SCHMITT. *Vocabulary in language teaching*. Second edition. Cambridge: Cambridge University Press, 2020. ISBN 978-1-108-70160-0.

¹² THORNBURY, Scott. *How to teach vocabulary*. Harlow: Longman, 2002. How to. ISBN 0582429668.

“like a living organism” still evolving, it is impossible to count them as new words are being created every day. By the term ‘vocabulary’ are therefore emphasized the content words since function words comprise only a minimal percentage in contrast to content words¹³¹⁴.

In connection with content and function words, another division of words needs to be described. Different types of words can play a different role in a text. Even though the different role of words in a sentence has been described in a previous paragraph, a more detailed partition is being offered. Every word in a sentence always belongs into at least one of the eight categories: nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, or determiners. These categories are called ‘word classes’¹⁵. While prepositions, conjunctions, and determiners belong to the category of function words, since they connect the content words into a meaningful sentence, nouns, pronouns, adjectives, verbs, and adverbs fall into the category of content words, because they are usually the carriers of the transferred information.

1.1.3. Vocabulary lists

English language, as well as other languages, categorizes words in order to organize them. English language learners taken into account, English words have been classified according to “their frequency in different types of discourse”¹⁶. The most common division of words by their frequency usage in English, therefore the categories are called high-frequency vocabulary and low-frequency vocabulary. In terms of the different discourse types, academic and technical vocabulary is distinguished, often complemented with general vocabulary, where high-frequency and low-frequency vocabulary is included¹⁷.

¹³ SCHMITT, Norbert a Diane SCHMITT. *Vocabulary in language teaching*. Second edition. Cambridge: Cambridge University Press, 2020. ISBN 978-1-108-70160-0.

¹⁴ WEBB, Stuart Alexander a I. S. P. NATION. *How vocabulary is learned*. Oxford: Oxford University Press, 2017. Oxford handbooks for language teachers. ISBN 978-0-19-440355-9.

¹⁵ THORNBURY, Scott. *How to teach vocabulary*. Harlow: Longman, 2002. How to. ISBN 0582429668. p. 3.

¹⁶ WEBB, Stuart Alexander a I. S. P. NATION. *How vocabulary is learned*. Oxford: Oxford University Press, 2017. Oxford handbooks for language teachers. ISBN 978-0-19-440355-9. p. 6.

¹⁷ SCHMITT, Norbert a Diane SCHMITT. *Vocabulary in language teaching*. Second edition. Cambridge: Cambridge University Press, 2020. ISBN 978-1-108-70160-0.

As for English learners, high-frequency vocabulary is the vocabulary used most widely throughout the language and therefore is the most useful to learn. With knowledge of such vocabulary, the learners are able to understand the broadest range of encounters with the language. In recent years, a few high-frequency word lists have been created. To mention the main two, it is British National Corpus and the new-General Service List, an actualized version of Michael West's General Service List from 1950s. These wordlists contain the representative selection of most frequently used words, respectively word families, in the English language¹⁸. The original General Service List consisted of approximately 2000 word families, and therefore it is logically assumed, that a similar number should be the necessary amount to be able to understand and communicate in the target language. Schmitt¹⁹ extends this range up to three thousand words. Both Webb²⁰ and Schmitt²¹ agree, with knowledge of this number of words, about 80 to 90 % of all types of discourses or texts should be understood and covered by the learners.

In conclusion, vocabulary is a database of vocabulary items of any language. This database contains all words and phrases of a given language. However, there are different types of words in this database. The basic division is to content and function words. Also, each word or phrase has its meaning and is therefore used in (a) different context. That is why the frequency of use of specific words differ. Vocabulary lists have been created to gather words with similar features, for example, British National Corpus and the new-General Service List.

1.1.4. Vocabulary in EFL classes

Vocabulary is a usual part of the syllabus of most English classes. A syllabus is in its broadest definition a list of specifications that a certain course is about to cover and the

¹⁸ WEBB, Stuart Alexander a I. S. P. NATION. *How vocabulary is learned*. Oxford: Oxford University Press, 2017. Oxford handbooks for language teachers. ISBN 978-0-19-440355-9. p. 10.

¹⁹ SCHMITT, Norbert a Diane SCHMITT. *Vocabulary in language teaching*. Second edition. Cambridge: Cambridge University Press, 2020. ISBN 978-1-108-70160-0.

²⁰ WEBB, Stuart Alexander a I. S. P. NATION. *How vocabulary is learned*. Oxford: Oxford University Press, 2017. Oxford handbooks for language teachers. ISBN 978-0-19-440355-9.

²¹ SCHMITT, Norbert a Diane SCHMITT. *Vocabulary in language teaching*. Second edition. Cambridge: Cambridge University Press, 2020. ISBN 978-1-108-70160-0.

syllabus is designed for²². Like all languages, English consists of words, and without knowledge of words we would not be able to communicate in that language. Therefore, in all types of English classes, naturally including EFLⁱ and ESLⁱⁱ classes, learners are confronted with a certain amount of new vocabulary. For the purpose of the diploma thesis, I am about to focus on EFL classes, since those are classes where I conduct my research part and therefore collect all the necessary data for the research.

1.1.4.1. Features of vocabulary in EFL classes

To create a better idea about how vocabulary-focused English classes are executed, it is essential to present fundamental features of what needs to be taught in connection with the new vocabulary. Penny Ur²³ presents six of these features.

Form: pronunciation and spelling

As learners encounter the new vocabulary, they should obtain the knowledge of what the words look like and what they sound like. In other words, they need to learn the correct spelling and pronunciation of given vocabulary, since it is the first encounter in one way or the other.

Aspects of meaning: denotation, connotation, appropriateness

Elaborated in the previous chapter, the learner needs to connect the form to its meaning. The broadest, most common meaning relatable to the word is referred to as denotation. The associative meaning is, usually more specific and slightly different for every individual, often evoking emotions, is referred to as connotation. Finally, the aspect of appropriateness is often important to discuss while learning new vocabulary. The ability to estimate when a certain word is convenient to use, contributes to more fluent communication in the target language and avoids misunderstandings or embarrassing situations.

²² UR, Penny. *A course in language teaching: practice and theory*. Repr. Cambridge: Cambridge University Press, 1997. Cambridge teacher training and development. ISBN 0-521-44994-4. p. 106.

²³ UR, Penny. *A course in language teaching: practice and theory*. Repr. Cambridge: Cambridge University Press, 1997. Cambridge teacher training and development. ISBN 0-521-44994-4. p. 60.

Aspects of meaning: meaning relationships

Various relationships between two or more meanings of different words can be found in the English language. The words whose meaning sounds the same or very similar are called synonyms, the words with opposite meanings are called antonyms and the words with specific meaning sharing a general concept are called hyponyms. A special category of meaning relationships are translations, which means the meaning of a word in different languages. Of course, other relationships among meanings are possible to find, for example, associating words sharing a larger real-world context or assorting parts to a whole. All relationships above can be used to introduce, practice or test new vocabulary items in various ways, depending on a teacher's approach.

Grammar

English follows general grammatical rules. Nonetheless, some vocabulary items do not follow these rules. Therefore, it is necessary for these irregularities to be taught individually beyond the usual grammar-focused classes.

Collocation

Collocations are groups of words that belong together. Created combinations of words sound correct in a specific context, even though outside this context they do not make sense.

Word formation

Most vocabulary items, whether one-word or multi-word, can be often divided into smaller units. Those units can be reorganized and form a new word. One of the most common ways of word formation is compounding, combining two usually independent words and linking them together. Two words can also merge into one and create a new word with meanings of both words it was merged from. A different approach is clipping, a word-formation process built on shortening long words into shorter ones, keeping the meaning²⁴. The number of word-formation processes is larger than the presented examples. However, it is a sufficiently representative specimen to create a picture of other such existing processes.

²⁴ THORNBURY, Scott. *How to teach vocabulary*. Harlow: Longman, 2002. How to. ISBN 0582429668.

To understand the meaning fully, it is necessary for the learners to know all possibilities of word formation as well as all aspects for their correct understanding. According to Penny Ur, there are six of these aspects: form, meaning concerning denotation, connotation and appropriateness, relationships of meanings, grammar, collocation, and word formation.

1.1.5. Criteria for selection of vocabulary

Before a new set of vocabulary items is taught in EFL class, a target vocabulary that is about to be taught needs to be selected by the teacher. Gairns and Redman²⁵ have collected main conditions that are recommended to follow for such selection. Even though course books make choosing the target vocabulary easier for teachers, it is still important as well as enriching to reveal which mechanisms do the course book authors use when choosing the vocabulary later appearing in the final version of the book.

As the authors²⁶ remark, every teaching situation is different, and therefore, all presented criteria are relative in terms of a specific situation. As for the frequency, it has already been mentioned that the existing word lists ease the choice of learnt vocabulary, because the more frequent the word is, the more will the learner encounter it. As He²⁷ claims, supplements usefulness is also a factor worth considering, since L2ⁱⁱⁱ learners do not master as many vocabulary items as L1^{iv} learners. Even though both frequency and usefulness are partially the same when it comes to dealing with the criteria, no research has yet proven their sameness. Learnability or difficulty of the vocabulary items for learners is a significant factor to think about, too²⁸. However, cultural aspects play an important role as well. Adjusting a course book or its vocabulary for a specific culture makes the book more authentic for the learners and therefore it provides a higher possibility for the actual use of the vocabulary by

²⁵ GAIRNS, Ruth a Stuart REDMAN. *Working with words: a guide to teaching and learning vocabulary*. Cambridge: Cambridge University Press, 1990. Cambridge handbooks for language teachers. ISBN 0-521-31709-6. p. 57.

²⁶ GAIRNS, Ruth a Stuart REDMAN. *Working with words: a guide to teaching and learning vocabulary*. Cambridge: Cambridge University Press, 1990. Cambridge handbooks for language teachers. ISBN 0-521-31709-6. p. 57.

²⁷ HE, Xuehong a Allne GODFROLD. *Choosing Words to Teach: A Novel Method for Vocabulary Selection and Its Practical Application*. Michigan, USA, 2018. Michigan State University. p. 4.

²⁸ HE, Xuehong a Allne GODFROLD. *Choosing Words to Teach: A Novel Method for Vocabulary Selection and Its Practical Application*. Michigan, USA, 2018. Michigan State University. p. 4.

the learners. Nonetheless, there is always the necessity to consider learners' level and needs. Secondary school learners usually reach intermediate level of English and their needs are quite general. Nonetheless, learners of all age groups and needs exist and before teaching any of the given groups, the teacher should consider learner's specifics. Finally, a criterion of expediency is necessary to take into consideration, since the absence of knowledge of certain vocabulary can often cause failing to understand the teacher, classmates, or activity²⁹.

To sum up, four major criteria are important to keep in mind when selecting teaching vocabulary, that is frequency, cultural factors, need and level of learners and expediency. He³⁰ also mentions criteria of usefulness and learnability. Even though all criteria are usually covered and thought about by course book authors, it is useful for the teacher to take them into account and be vigilant, since even course books often do not respond to learners' needs.

As it is recommended by Gairns and Redman, eight to twelve new items should be introduced in a 60-minute lesson. Most of the course books do usually work with up to twelve vocabulary items at a time³¹. Although it is impossible to state this range as dogmatic, since, again, it is very individual, depending on factors like difficulty of the vocabulary, the attitude of learners, environment for learning, or a syllabus necessary to cover³². The difficulty of a vocabulary is determined by its length, spelling, or pronunciation, but also by associated reasons like complicated meaning, connotations, or grammatical integration³³. In addition to the listed criteria, Thornbury also mentions the aspect of 'teachability', that is how easily could the vocabulary be explained or demonstrated, and whether the vocabulary is taught for production – speaking and writing - or recognition – listening and reading - only.³⁴ Finally, the number of new vocabulary items can differ based on the number of items the learners

²⁹ GAIRNS, Ruth a Stuart REDMAN. *Working with words: a guide to teaching and learning vocabulary*. Cambridge: Cambridge University Press, 1990. Cambridge handbooks for language teachers. ISBN 0-521-31709-6. p. 57-62.

³⁰ HE, Xuehong a Allne GODFROLD. *Choosing Words to Teach: A Novel Method for Vocabulary Selection and Its Practical Application*. Michigan, USA, 2018. Michigan State University.

³¹ THORNBURY, Scott. *How to teach vocabulary*. Harlow: Longman, 2002. How to. ISBN 0582429668. p. 27-28. p. 76.

³² GAIRNS, Ruth a Stuart REDMAN. *Working with words: a guide to teaching and learning vocabulary*. Cambridge: Cambridge University Press, 1990. Cambridge handbooks for language teachers. ISBN 0-521-31709-6. p. 67-68.

³³ THORNBURY, Scott. *How to teach vocabulary*. Harlow: Longman, 2002. How to. ISBN 0582429668. p. 27-28.

³⁴ THORNBURY, Scott. *How to teach vocabulary*. Harlow: Longman, 2002. How to. ISBN 0582429668. p. 27-28. p. 75-76.

already know and are only part of the course vocabulary. This variable is related to a factor by which vocabulary is organized. There is a large number of ways by which it is possible to group vocabulary. Again, course books usually do this work for the teachers. Most usually, the new vocabulary items are related by topic or are part of the same activity or process. However, the vocabulary items can also be organized by their grammatical or notional similarity or by connecting discourse³⁵. Nonetheless, even though course books often group the vocabulary for the teachers, it is possible for the teachers to group the vocabulary on their own, depending on their and the classes' needs³⁶. Most importantly it is essential to consider the learners' learning capacity, since overstretching their capacity can lead to loss of attention and not remembering the vocabulary at all³⁷.

³⁵ GAIRNS, Ruth a Stuart REDMAN. *Working with words: a guide to teaching and learning vocabulary*. Cambridge: Cambridge University Press, 1990. Cambridge handbooks for language teachers. ISBN 0-521-31709-6. p. 69-71.

³⁶ GAIRNS, Ruth a Stuart REDMAN. *Working with words: a guide to teaching and learning vocabulary*. Cambridge: Cambridge University Press, 1990. Cambridge handbooks for language teachers. ISBN 0-521-31709-6. p. 67-68.

³⁷ THORNBURY, Scott. *How to teach vocabulary*. Harlow: Longman, 2002. How to. ISBN 0582429668. p. 27-28. p. 76.

1.2. Teaching the EFL lesson

For every lesson, it is beneficial to prepare the lesson in advance by creating a lesson plan. As for Obst³⁸, each lesson, and therefore also each lesson plan, must have a goal that is about to be achieved in the lesson for it to be successful. There should be a larger number of lesser goals in every lesson, focused on different aspects of learners' abilities. Obst³⁹ names them cognitive, affective, and psychomotor goals, each of which has further specific taxonomies to abide. The goals are one of the elemental parts of general didactics of every subject. For the goals to be successful and functional, four criteria must be accomplished in the process of composing and later performing them, namely complexity, consistency, controllability, and adequacy. Complementing Obst, Ur⁴⁰ comments that goal-oriented effort clarifies and formally states the objective of the lesson, with a more evident result of success or failure. She also adds that there are more important aspects of a lesson, like interaction, understood as a social interaction between all participants of the lesson, that is all learners and the teacher, and transaction, suggesting a reciprocal relationship between all participants. A lesson should also be an enjoyable experience, fulfilling a lesson structure but with the participants having a certain number of free choices in terms of this structure, keeping to their roles of learners and teachers.

1.2.1. Ordering the lesson

Ur⁴¹ advises following guidelines for ordering single components of the lesson. She suggests following five rules:

1. Put the harder tasks earlier, since they require more effort, activity and initiative work from the learners and they are fresher and more energetic at the beginning of the class rather than at the end.

³⁸ OBST, Otto. *Obecná didaktika*. 2. vydání. Olomouc: Univerzita Palackého v Olomouci, 2017. ISBN 978-80-244-5141-1. p. 44-46.

³⁹ OBST, Otto. *Obecná didaktika*. 2. vydání. Olomouc: Univerzita Palackého v Olomouci, 2017. ISBN 978-80-244-5141-1. p. 44-46.

⁴⁰ UR, Penny. *A course in language teaching: practice and theory*. Repr. Cambridge: Cambridge University Press, 1997. Cambridge teacher training and development. ISBN 0-521-44994-4. p. 213.

⁴¹ UR, Penny. *A course in language teaching: practice and theory*. Repr. Cambridge: Cambridge University Press, 1997. Cambridge teacher training and development. ISBN 0-521-44994-4. p. 217-218.

2. Have quieter activities before the lively ones, since once the learners are distracted from a lively activity, it is more challenging to calm them down as a class. On the other hand, energetic activities can boost the lesson's atmosphere when it is fading.

3. Think about transitions, for moving smoother between diverse activities.

4. Pull the class together at the beginning and at the end, to organize the lesson's goals and instruct the learners better and overall to create an opening and conclusion to the lesson.

5. End on a positive note in any way, so the learners have a good feeling from the whole lesson.

Scrivener⁴² proposes a six-phase structure with integrating new vocabulary to learners' register.

1. Pre-teach vocabulary
2. Written practice of vocabulary
3. Oral practice of vocabulary
4. Reading to find specific information
5. Further vocabulary work
6. Communicative activity (or opportunity to use the vocabulary learned)

To conclude, there are suggested recommendations of how to construct a lesson plan in general, with consideration of classroom atmosphere and learners' mindset. Depending on the activities the teacher plans to perform in the class, the lesson is adjusted as well, for example, the lesson with a focus on a certain skill or system.

1.2.2. Communication in EFL classes

Before specific approaches are about to be presented, the meaning of the terms 'communication' and 'communicative' or 'communicative activity' must be specified to understand them correctly. Communication is an essential aspect of socialization and gives

⁴² SCRIVENER, Jim. *Learning teaching: a guidebook for English language teachers*. Oxford: Macmillan Heinemann, 1998. English language teaching. ISBN 0-435-24089-7. p. 81.

use to gained knowledge⁴³. Therefore, for learners, communication means putting the information they received in classes into practice and develop communication skills. For teachers, communication represents engaging learners actively, motivates and organizes the lesson and aims to meet all learning objectives⁴⁴. When an activity, technique, procedure, method, or approach is communicative, it means it is involving real-life communication. The communicative activity usually aims to imitate real-life communication as much as possible. The key features of this communication are purposefulness, reciprocity, negotiation, unpredictability, and heterogeneity. In order to be communicative, the activity needs to contain “an information gap”, or, in other words, the participants must have different information and therefore have the need to communicate to get the missing information from each other⁴⁵.

1.2.3. The Use of the mother tongue in EFL classes

When teaching a lesson, a dilemma concerning the use of the mother tongue is quite often discussed. Even though it is understandable that if the teacher wants the learners to be in contact with and wants to use the target language as much as possible, it is recommended that communication happens in that language, with adjustments to the age and level of the learners. With learners on a lower English level, it is better to use a restricted number of phrases, so the learners adapt to them gradually. However, in some cases, it is approved to use the mother tongue as well, for example, while explaining a new and complicated activity of grammatical structure⁴⁶. It is not true, that using the mother tongue is an inappropriate mean to use in the lesson. It is claimed by Folse, that it is natural that learners use the mother tongue while for example encountering the new vocabulary. What is more, learning is a lot faster if the meaning of a word is given through translation, but it is true, that even more advanced

⁴³ SIEGLOVÁ, Dagmar a Ioana KOCUROVÁ-GIURGIU. *Teaching the 21st century student: methods and activities through critical thinking and interaction*. Ilustroval Viktor MELKES. Passau: rw&w Science & New Media, 2018. ISBN 978-3-946915-22-5. p. 137.

⁴⁴ SIEGLOVÁ, Dagmar a Ioana KOCUROVÁ-GIURGIU. *Teaching the 21st century student: methods and activities through critical thinking and interaction*. Ilustroval Viktor MELKES. Passau: rw&w Science & New Media, 2018. ISBN 978-3-946915-22-5. p. 139.

⁴⁵ THORNBURY, Scott. *The new A-Z of elt: a dictionary of terms and concepts*. London: Macmillan, 2017. Macmillan books for teachers. ISBN 978-1-786-32788-8. p. 36.

⁴⁶ *Seznámení s komunikativním způsobem vyučování angličtiny: Příručka pro české učitele*. Oxford University Press, 1998. s. 14.

learners learned more vocabulary when it was explained to them through translation.⁴⁷ However, extensive use of the mother tongue in EFL classes restricts the contact with the target language in favour of the mother tongue and therefore worsens target language acquisition in a long-term horizon.

To sum up, an acknowledgement of the mother tongue in EFL classes is essential and there is no reason to deny it, since, especially with the lower-level learners, explaining complicated activities or grammatical constructions can be more confusing than illuminating for the learners, for example, in introducing new vocabulary. However, the use of the mother tongue should not be used more than in those necessary cases. When clear guidelines and phrases are used, even lower-level learner can understand the instructions⁴⁸.

1.2.4. Activities to teach vocabulary

In the chapter above, possible approaches and methods of teaching were introduced. However, it is possible to divide the lesson into smaller bits, consisting of activities. There is an immense number of activities, possible to use in more different contexts. Nonetheless, some of the activities are especially favoured by the experts when it comes to the vocabulary presentation and practice.

Before further elaboration of possible activities, it is important to say, that the choice of activities or their adjustments, used in presenting and practicing vocabulary, always relies on the vocabulary the teacher is about to teach.⁴⁹ Although it is safe to say that some of the activities have a broader range of applications than others.

1.2.4.1. Activities for presenting vocabulary

The process of teaching and learning new vocabulary is a long and more complicated process than just knowing the meaning of the word, as was explained in previous chapters.

⁴⁷ FOLSE, Keith S. Myths about Teaching and Learning Second Language Vocabulary: What Recent Research Says. *TESL Reporter*. USA: University of Central Florida, USA, 2004, **37**(2), 1-13. p. 5.

⁴⁸ HARMER, Jeremy. *The practice of English language teaching*. 4th edition. Harlow: Longman, 2007. ISBN 9781405853118. p. 135.

⁴⁹ SCRIVENER, Jim. *Learning teaching: a guidebook for English language teachers*. Oxford: Macmillan Heinemann, 1998. English language teaching. ISBN 0-435-24089-7. p. 80.

Thornbury⁵⁰, with the support of the British Council⁵¹, proposes possible means of presentation of new vocabulary. When talking about illustrating the meaning, there are possible means through the Grammar - Translation Method, that would be translation. Next, there are means using the Direct method, where the meaning of a word is illustrated through real objects, drawing pictures, or miming. In this case, the Direct method activities correspond with activities of TPR, Total Physical Response, which arouses physical action in learners. Explaining the meaning of a word is possible through providing an example situation in which the word is typically used or providing a full definition or several example sentences. In any case, explanation through synonyms, antonyms, or superordinate items is also used quite often.

Explaining and familiarizing form is quite a different issue, that is usually dealt with by employing oral or listening drills, which corresponds with the Audio-Visual Method. Providing a phonetic script of the word also reinforces the learners to remember the words. However, Thornbury⁵² suggests adjusting the means of presentation to decide whether the teacher wants to introduce spoken or written form of the vocabulary first.

1.2.4.2. Activities for practicing and revising vocabulary

Similarly to the presentation of new vocabulary, the practice of new vocabulary items also requires a specific approach, since the learners are already familiar with the meaning and form, but yet do not have the new items instilled in long-term memory and therefore it demands more brain work to put them into the database. According to Thornbury, tasks could be divided into three major groups.

Decision-making tasks

Firstly, a group of decision-making tasks is probed. Activities concerning tasks like identifying, selecting, matching, sorting, ranking, and sequencing help to remember the new

⁵⁰ THORNBURY, Scott. *How to teach vocabulary*. Harlow: Longman, 2002. How to. ISBN 0582429668. p. 27-28. p. 75.

⁵¹ Presenting vocabulary. *Teaching English British Council BBC* [online]. [cit. 2021-03-31]. Dostupné z: <https://www.teachingenglish.org.uk/article/presenting-vocabulary>

⁵² THORNBURY, Scott. *How to teach vocabulary*. Harlow: Longman, 2002. How to. ISBN 0582429668. p. 27-28. p. 85.

vocabulary more when the activities of these types repeat. Listed types of activities are ordered according to the level of their cognitive demand from the least demanding to the most demanding⁵³. Of course, each of these activity types could be further specified and adjusted depending on taught topic and vocabulary.

Production tasks

Production tasks are the second category of vocabulary practice activity types. It is important to keep in mind the priorities and means through which the teacher wants to practice the vocabulary. The teacher can focus either on completion or creation of sentences and texts, which, in practice represent gap-filling exercises with open or closed answer choices, or creation tasks with the learners make their own pieces of texts⁵⁴. Apart from the actual written or spoken texts containing target vocabulary, discussions and other communicative activities are also considered to be production tasks⁵⁵.

Games

Gamification of the target topics proved to be quite useful in EFL classes, mainly for the stimulating and activating effect games have on learners. Games are a useful mean of recalling a word from a memory. Retrieving the word from the memory more often contributes to its better and more long-term retention in the future. However, there is also a negative aspect of games in the class. The vocabulary does not contextualize the vocabulary very often and therefore the learners usually lack the ability to use it in a bigger context. Nonetheless, the number and possibilities of games in EFL classes it very broad, and they are usually opened to adjustments to the lesson's needs⁵⁶. The topic of didactic games is about to be elaborated in bigger detail in the following chapters.

⁵³ THORNBURY, Scott. *How to teach vocabulary*. Harlow: Longman, 2002. How to. ISBN 0582429668. p. 94.

⁵⁴ THORNBURY, Scott. *How to teach vocabulary*. Harlow: Longman, 2002. How to. ISBN 0582429668. p. 100.

⁵⁵ GAIRNS, Ruth a Stuart REDMAN. *Working with words: A guide to teaching and learning vocabulary*. 4. print. Cambridge: Cambridge University Press, 1989. Cambridge handbooks for language teachers.

⁵⁶ THORNBURY, Scott. *How to teach vocabulary*. Harlow: Longman, 2002. How to. ISBN 0582429668. p. 102.

Overall, a tendency towards meaningful tasks and authenticity is being enforced. Gairns and Redman⁵⁷ also highlight using visual tools with rote learning and recycling the lexis, since the natural tendency of the brain to forget. They also encourage keeping some kind of storage systems for learners, enabling systematic organisation for the learners to remember the vocabulary items better.

⁵⁷ GAIRNS, Ruth a Stuart REDMAN. *Working with words: A guide to teaching and learning vocabulary*. 4. print. Cambridge: Cambridge University Press, 1989. Cambridge handbooks for language teachers.

1.3. Didactic games

The research of this thesis is focusing on creating lesson plans consisting of activities that activate the learners throughout the class, more specifically didactic games. It is aimed for the activities to be applicable to any vocabulary items. For a better understanding of the essence of the research, activating methods of teaching with the specification of didactic games are about to be presented.

1.3.1. Methodology of didactic games

The methods and approaches described above represent an English methodology structure. However, a Czech methodology prefers an alternative structure and divides teaching methods differently. A distinction from Maňák and Švec from 2003 is particularly favoured. They divide the methods depending on the educational bonds between the teacher and learners⁵⁸.

The first group of teaching methods presents the classical methods used during lessons. This area offers further extensive division to oral, exemplary-demonstrative, and proficiency-practical methods. These are methods with learners occupying a rather passive role of recipients. The information is being presented in its compact and complete form⁵⁹⁶⁰.

Complex teaching methods are methods connected to concrete educational situations; they are extending the other methods used during the lessons. In advance, they provide necessary space for a reflection on the general goals of education.

The division to three main activity-type areas is substantial especially for its area delimited for activating methods, which, apart from didactic games, also includes heuristic methods of solving problems, discussions, situational methods, and role-plays. Generally, these activities aim for active participation and communication. The learners should actively

⁵⁸ ČERVENKOVÁ, Iva. *Výukové metody a organizace vyučování*. Ostrava, 2013. Studijní opora. Ostravská univerzita v Ostravě. p. 29.

⁵⁹ OBST, Otto. *Obecná didaktika*. 2. vydání. Olomouc: Univerzita Palackého v Olomouci, 2017. ISBN 978-80-244-5141-1.

⁶⁰ ČERVENKOVÁ, Iva. *Výukové metody a organizace vyučování*. Ostrava, 2013. Studijní opora. Ostravská univerzita v Ostravě.

use their knowledge to collectively work to achieve the goal of the activity. As for the general aim, that is optimalization, enlivening, and efficiency increase⁶¹⁶².

1.3.2. Defining didactic games

In terms of the activating methods of teaching, didactic games have been mentioned. To introduce and elaborate on the topic of didactic games properly, a closer analysis of this method of teaching should be executed.

As for Červenková⁶³, games in general are in their essence a playful activity with the main aim of arousing happiness and joy and at the same time learning something new. In terms of the school environment, the principle of games is frequently used, only with the difference of the following didactic goals while playing it with the learners during the lesson. It is being considered on the fundamental learning activity types when it comes to studying languages since they are very effective⁶⁴.

1.3.3. Principles of didactic games

Abdufattoyevna defines didactic games as “*an organized activity that usually has the following properties: a particular task or objective, a set of rules, competition between players, and communication between players by spoken or written language or as an activity with rules, a goal, and an element of fun*”⁶⁵.

One of the facts that support the use of didactic games in the lesson is that being able to communicate in the target language requires constant effort. Didactic games enable a compromise between focused absorbing of information and joyful play. They allow unwitting

⁶¹ OBST, Otto. *Obecná didaktika*. 2. vydání. Olomouc: Univerzita Palackého v Olomouci, 2017. ISBN 978-80-244-5141-1.

⁶² ČERVENKOVÁ, Iva. *Výukové metody a organizace vyučování*. Ostrava, 2013. Studijní opora. Ostravská univerzita v Ostravě.

⁶³ ČERVENKOVÁ, Iva. *Výukové metody a organizace vyučování*. Ostrava, 2013. Studijní opora. Ostravská univerzita v Ostravě.

⁶⁴ KOSTIKOVA, I. *Language Games in Teaching English*. 2017.

⁶⁵ ABDUFATTOYEYVNA, Nazarova Iroda. Didactic Games in Teaching English. *Global and Regional Aspects of Sustainable Development*. 7(43), 100-104.

acceptance of new information, or, in other words, learning while having fun, sometimes not even realizing the educational aspects. They are amusing as well as challenging. By being playful, learners maintain their interest in the topic and absorb the information thoroughly⁶⁶.

Didactic games use a meaningful target language and therefore the learners are encouraged to communicate in that language. What is more, games are typically competitive, and learners are divided into teams, which promotes not only communication but also cooperation, since the desire to win drives all learners to help each other in the team.⁶⁷ In other cases, learners work together in order to find a solution to a problem the teacher stated at the beginning of the activity⁶⁸. Even though didactic games can take countless different forms, it is important not to forget the competitiveness on a friendly level⁶⁹. Also, it is essential not to forget the educational dimension in didactic games. There is no doubt it is beneficial for the games to be funny, but there should be a purpose to them when they take place during the lesson and are perceived as a mean to learn something new⁷⁰. Finally, high involvement is another principle a didactic game should possess. That is the involvement of all students as well as the involvement of all four skills, no one should be left out from activities happening during the lesson. To keep learners' interest high, it is also beneficial to prepare brief instructions and not prolonging the activity artificially. The learners appreciate the activity more when they have limited time for its performance⁷¹.

1.3.4. Types of didactic games

Didactic games propose many classifications since there are many factors to classify them by. Červenková⁷² shares a classification by Geoff Petty from 2004 to decision games,

⁶⁶ KOSTIKOVA, I. *Language Games in Teaching English*. 2017.

⁶⁷ KOSTIKOVA, I. *Language Games in Teaching English*. 2017.

⁶⁸ ABDUFATTOYEVNA, Nazarova Iroda. Didactic Games in Teaching English. *Global and Regional Aspects of Sustainable Development*. 7(43), 100-104.

⁶⁹ PADUREAN, Alina. The Importance of Didactic Games in Teaching English to Young Learners. *Journal Plus Education*. 2013, XI(2), 121-125. ISSN 1842-077X.

⁷⁰ PADUREAN, Alina. The Importance of Didactic Games in Teaching English to Young Learners. *Journal Plus Education*. 2013, XI(2), 121-125. ISSN 1842-077X.

⁷¹ PADUREAN, Alina. The Importance of Didactic Games in Teaching English to Young Learners. *Journal Plus Education*. 2013, XI(2), 121-125. ISSN 1842-077X.

⁷² ČERVENKOVÁ, Iva. *Výukové metody a organizace vyučování*. Ostrava, 2013. Studijní opora. Ostravská univerzita v Ostravě.

quizzes, contests, problem-solving tasks, role-play and simulations, scenarios, get-to-know-you games, games for social skills development, and games for language and social skills acquisition.

Since games are a frequent tool to use in English classes, it is simple to divide games into word games, puzzles, or board games. The basic word games, like Hangman, Bingo, or Pictionary games, guarantee success by their natural popularity and deep-rooted essence. The same could be said about puzzles including crosswords, word searches, or anagrams. Also, didactic games based on popular board and dice games have been implemented in the lessons. Games are in their essence communicative activities, and therefore it is obvious that games on a basis of role plays and discussions are commonly used as well⁷³.

1.3.5. Reasons to use didactic games in EFL classes

There are plenty of reasons for the use of didactic games in EFL classes, some of them are already mentioned above. The first and the most important one is that games bring joy and fun to the lesson and encourage thinking, learning, and interaction⁷⁴. They offer a wide range of situations to use them in, that is when it comes to introduction of a new topic, its practice as well as revision. They help teachers to create a diverse lesson with positive vibes, and therefore the learners participate actively and do not see the use of language as an obligation. What is next, the games not only promote communication in the target language but also improve relationships among the learners since they support and improve teamwork. The learners are motivated and use the language unwittingly, and at the same time, they grow their confidence in using the language and think on their own. Finally, games teach the learners discipline, since for playing a game it is necessary to follow certain rules⁷⁵.

⁷³ THORNBURY, Scott. *The new A-Z of elt: a dictionary of terms and concepts*. London: Macmillan, 2017. Macmillan books for teachers. ISBN 978-1-786-32788-8. p. 90.

⁷⁴ KOSTIKOVA, I. *Language Games in Teaching English*. 2017.

⁷⁵ KOSTIKOVA, I. *Language Games in Teaching English*. 2017.

1.4. Online education

With the rise of computer technology, a considerable amount of work has been modified into the online environment. Even though teaching has been mostly resisting these tendencies, recent events of school closure have forced all educators to move their lessons online and educate learners from distance. In the following chapter, the differences between the face-to-face and distant form of teaching are about to be defined as well as principles for online teaching and learning. Also, the chapter is going to cover different platforms used at Czech lower secondary and grammar schools and tools and interactive activities used in lessons held online.

1.4.1. Defining online education

Education, training, or coaching happening through modern technology is often called e-learning or electronic learning. In the last year, most of the education was conducted through e-learning via internet which is the most common way of e-learning these days. In the past, there was also possibility of a CD or satellite or having the lesson with the support of the telephone⁷⁶. But as it was already noted, these days, the internet is the most common mean of delivering the online education. It is possible to organize online lessons synchronously, with the teacher and the learners interacting in real time, or asynchronous, with the teacher assigning the tasks and learners doing them at their own pace⁷⁷.

1.4.2. Benefits and drawbacks of online and face-to-face learning

There are several principal differences in concerning the two forms of teaching and learning. Since the learners are the target group this thesis focuses on, not the teachers, the term online learning or e-learning is about to be used from now on. The online form of learning allows the students to study at home and use more interactive tools for the purposes

⁷⁶ BROADBENT, Brooke. *ABCs of e-Learning: Reaping the Benefits and Avoiding the Pitfalls*. San Francisco: Jossey-Bass/Pfeiffer, 2002. ISBN 0-7879-5910-3. p. 9.

⁷⁷ BROADBENT, Brooke. *ABCs of e-Learning: Reaping the Benefits and Avoiding the Pitfalls*. San Francisco: Jossey-Bass/Pfeiffer, 2002. ISBN 0-7879-5910-3. p. 9.

of learning a new topic. When not clinging to the synchronous form of online learning, the distant form also offers more flexibility in accessing the materials and study them at their own pace, since they are available online constantly⁷⁸. However, looking at the benefits from a sociological perspective, the purely online interaction affects learners' sociability, since online education separates learners from one another, and lack of physical contact affects learners' mental health. Online learning is in general more individualistic, because the learners, even though working in groups, are still at home. Therefore, the accessibility from any location is beneficial as well as hurtful⁷⁹. The face-to-face form of learning is based on a physical presence and therefore the learners communicating with each other and the teacher physically face-to-face directly and maintaining their mental health, even more during the group work. Also, the face-to-face lessons are lead more actively with the involvement of all learners. The regularity of the lessons not only helps to create a routine but also develops a sense of discipline for the students⁸⁰. Finally, a notable amount of time is being spent in front of the screen when all lessons are transmitted online, which raises concerns about learners' health. Also, the learners are unable to focus as much as they are able to do so when learning at school. Therefore, many teachers have adjusted and reduced the screen time in comparison with face-to-face education. Finally, technical problems should be expected and therefore, advanced skills of the teacher are required for lesson management⁸¹.

1.4.3. The role of the teacher

Looking at the benefits and drawbacks of the face-to-face and online form of learning, another aspect significantly contributes to the final lesson appearance, and that is, the teacher. It is said that the teacher should be a person of multiple faces and therefore, be quite adaptable. There are many roles that a good teacher should possess. Generally, all teachers'

⁷⁸ PAPPAS, Christopher. Advantages And Possible Limitations Of Online Learning. *E-Learning Industry* [online]. 2015 [cit. 2021-04-09]. Dostupné z: <https://elearningindustry.com/advantages-and-possible-limitations-of-online-learning>

⁷⁹ MESKILL, Carla. *Online teaching and learning: sociocultural perspectives*. Paperback edition first published. London: Bloomsbury, 2015. Advances in digital language learning and teaching. ISBN 978-1-4742-2288-4. p. 99.

⁸⁰ PAPPAS, Christopher. Advantages And Possible Limitations Of Online Learning. *E-Learning Industry* [online]. 2015 [cit. 2021-04-09]. Dostupné z: <https://elearningindustry.com/advantages-and-possible-limitations-of-online-learning>

⁸¹ GAUTAM, Priyanka. Advantages And Disadvantages Of Online Learning. *E-Learning Industry* [online]. 2020 [cit. 2021-04-09]. Dostupné z: <https://elearningindustry.com/advantages-and-disadvantages-online-learning>

main aim should be to master the role of a facilitator, and therefore be democratic and supports learners' autonomy, and be resourceful. However, more roles of the teacher are essential for the lesson to run smoothly. That is, for example, a role of a controller, which means that the teacher is in charge of the whole class. Then, there is the role of a prompter and tutor, who also help the learners participate smoothly in all activities, with the teacher leading them through the whole lesson. But the teacher is also a participant of the lesson, he should not alienate from the learners but should be an equal part of the class instead. However, the teacher should be the source of information in advance. He or she should also be able to organize the class and have control over the learners in a way of knowing what is happening in the class during the whole lesson. Often, the teacher being a performer contributes to being a controller since he or she makes him or herself the centre of attention⁸². The roles the teacher could possess are quite dependent on what is needed the most at a specific moment, but a general idea is that all of presented roles and more should be on a certain level an essential part of the teaching profession. However, presented features are not only a must during teaching online, but they should also be visible during face-to-face teaching.

Nonetheless, it is suggested that teachers should generally be prepared for the unexpected. This also applies to the sudden change of the form of teaching⁸³. According to a study conducted in Germany in 2020 during the pandemic, when the teachers were forced to transfer from the face-to-face form of teaching to the distant form, over 90 % of teachers successfully adapted to the new form of teaching and communicated with their students in some way on a regular basis during the school closure. However, only 20 % of the teachers had provided synchronous online lessons at least once a week and over 70 % did not use any online tools or platforms at all. Nonetheless, most of the teachers stayed active during the pandemic and provided tasks, new content, and feedback throughout the process, even though only about 20 % of the tasks were assigned online⁸⁴.

⁸² HARMER, Jeremy. *The practice of English language teaching*. 4th edition. Harlow: Longman, 2007. ISBN 9781405853118.

⁸³ BAO, Wei. COVID-19 and online teaching in higher education: A case study of Peking University. *Hum Behav & Emerg Tech*. [online]. 2020, , 1-3 [cit. 2021-04-10]. Dostupné z: doi:10.1002/hbe2.191

⁸⁴ KÖNIG, Johannes, Daniela J. JÄGER-BIELA a Nina GLUTSCH. Adapting to online teaching during COVID-19 school closure: teacher education and teacher competence effects among early career teachers in Germany. *European Journal of Teacher Education*. University of Cologne, Německo, 2020, **43**(4), 608-622. Dostupné z: doi:10.1080/02619768.2020.1809650

Overall, König⁸⁵ promotes the importance of self-efficacy, which he sees as a main characteristic ability to survive the school closure. He comments that “*the extent to which teachers perceive such efficacy may influence whether or not they take action, invest effort in an action, and how long they may sustain possible challenges*”.

As was already mentioned in previous paragraphs, the teacher is a being of many faces and abilities, but preparedness for the unexpected is a feature especially useful for online teaching. Technical difficulties on a side of the teacher or the learners are unpredictable, and it is prudent and highly beneficial to be prepared for it, for example by preparing an alternative programme. The teacher might consider designing the class into smaller units, since, as mentioned above, it is more challenging for the students to focus on the online classes. Also, while during the face-to-face lesson the teacher can use the whole body to facilitate the lesson, during the online lesson it is mostly his or her voice the learners perceive, so it is encouraged to work with his or her voice more distinctively. The teacher is also advised to divide the tasks into the tasks taking place during the synchronous lesson and self-learning tasks elaborated asynchronously. The tasks, however, do not have to be tied to technology, tasks strengthening learners’ physical and active learning ability outside are highly beneficial too⁸⁶.

The teachers possess multiple roles that make the learning process easy and smooth for the learners. It is said that the most important role is being a facilitator. However, roles of a controller, prompter, tutor, resource, and performer. The feature of a good teacher is also having the ability to adjust to unexpected situations, like the transfer to online teaching. Recommendations like teaching in smaller bits, eliciting voice during the online classes and dividing tasks into synchronous and asynchronous tasks.

1.4.4. Platforms used for online education

Having to transfer from the education in face-to-face to distant form, a medium through which the teacher is about to communicate with the class needed to be introduced. The

⁸⁵ KÖNIG, Johannes, Daniela J. JÄGER-BIELA a Nina GLUTSCH. Adapting to online teaching during COVID-19 school closure: teacher education and teacher competence effects among early career teachers in Germany. *European Journal of Teacher Education*. University of Cologne, Německo, 2020, 43(4), 608-622. Dostupné z: doi:10.1080/02619768.2020.1809650, p. 611.

⁸⁶ BAO, Wei. COVID-19 and online teaching in higher education: A case study of Peking University. *Hum Behav & Emerg Tech*. [online]. 2020, , 1-3 [cit. 2021-04-10]. Dostupné z: doi:10.1002/hbe2.191

platforms offer countless variations, and therefore it is necessary to determine the purpose which the platform should have and choose it according to the needs. The educational system does usually prefer a platform where information and recording from the lesson remain accessible after the lesson ends. Work meetings and company conferences do not usually have a need like that, an example of a platform that does not provide a permanent interface is nowadays well-known Zoom which unlike the features of other platforms offers for example the possibility to edit documents collectively. However, different platforms such as Microsoft Teams or Google Classroom have gained interest in the school environment. As the research for this thesis has been conducted in Microsoft Teams, a more detailed description of the platform is about to be presented.

Microsoft Teams

Microsoft Teams, or shortly MS Teams, is a platform used widely not only for online education. Microsoft, however, created a special version of MS Teams adjusted for the school environment. The interface where the learners and the teachers interact enables to assign tasks or tests for self-elaboration with the possibility of uploading them later, chat in groups as well as with individuals, or create teams with particular people. However, it is not possible to delete existing teams created and designed by the teachers for the students. During the online lesson, the teacher can use the interactive whiteboard with the possibility of giving the learners rights to edit the content on the whiteboard. Recently, a new tool of breakout rooms has been added, which allows the teacher to divide learners into groups where they can discuss or elaborate on a certain task. As with all major platforms, MS Teams also has the function of screen sharing. Minor tools like notepads or symbolic reactions are present too. The meeting in MS Teams is completed with a chatting bar on the side, so all participants of the meeting can communicate with each other and send pictures or attachments if necessary. However, it is not possible to chat with individuals during the meeting⁸⁷. Overall MS Teams adjusted its tools quite widely in the last year, since the element of breakout rooms, reactions of multiple minor adjustments to existing tools have been added only recently⁸⁸.

⁸⁷ *Microsoft Teams pro vzdělávání* [online]. 2021 [cit. 2021-04-11]. Dostupné z: <https://www.microsoft.com/cs-cz/microsoft-teams/education>

⁸⁸ What's new in Microsoft Teams. *Office Support* [online]. 2021 [cit. 2021-04-11]. Dostupné z: <https://support.microsoft.com/en-us/office/what-s-new-in-microsoft-teams-d7092a6d-c896-424c-b362-a472d5f105de>

1.4.5. Tools used in online education

Teachers should be able to use the ICT regardless of the subject they teach⁸⁹. During an online lesson, various tools are available to use. To systematically diversify the tools, it is necessary to divide them into categories. Taking into account only the tools for which the information technology is necessary, the basic division that is being suggested is to categories of online and offline tools. While offline tools are the ones for which it is not necessary to use the internet, online tools require internet use. Offline tools might be for example the use of tools like presentation, or a document implemented in the computer system and shared with the learners. Online tools combine authentic materials such as videos, news, or discussions with interactive webpages from creating quizzes and games or for cooperation of the learners like interactive whiteboards. Those are, however, usually implemented in the video conferencing platforms. Nonetheless, any webpage is theoretically possible to be used in the lesson, when appropriately adjusted to the class's needs⁹⁰.

The circumstances have forced the educators to move their classes to the online environment, and that the differences of the distant and face-to-face form of teaching require a new set of skills, such as technical competence and different structural approach to the classes. The teachers, however, still need all their skills they apply during face-to-face teaching. Multiple video chatting platforms have started to be used broadly in the past year for those reasons, specifically Microsoft Teams or Google Classroom in the area of education, for its stable interface and education-specific tools, like taskbar or the breakout rooms.

⁸⁹ KÖNIG, Johannes, Daniela J. JÄGER-BIELA a Nina GLUTSCH. Adapting to online teaching during COVID-19 school closure: teacher education and teacher competence effects among early career teachers in Germany. *European Journal of Teacher Education*. University of Cologne, Německo, 2020, **43**(4), 608-622. Dostupné z: doi:10.1080/02619768.2020.1809650

⁹⁰ SHARMA, Pete a Barney BARNETT. *Blended learning: Using technology in and beyond the language classroom*. Oxford: Macmillan, 2007. Macmillan books for teachers. ISBN 978-0-230-02083-2.

1.5. Target learners

The following chapter is about to elaborate the topic of target learners, that is the learners at the age of 11 to 15 years old studying at lower secondary school. The chapter is about to focus not only on the specifics related to their age but also their attitude and ways of learning. Different learning types are about to be introduced as well, with a focus on online learning.

1.5.1. Target learners' specifics

The secondary school learners are usually from 11 to 15 years old. That is the period of pre-pubescence and pubescence, English publications often refer to this period as adolescence. In this time, a physical and mental transformation is happening. It is the era of resistance and conflict with authorities, usually parents, whose relationship with their children was subordinate rather than equal. Children are realizing their own identity and therefore seek and prefer new relationships, usually with their peers. Also, an interest in the opposite sex is raising the attention. A general seek for independence is typical for this period. Around the age of 11, the children finish the development of abstract thinking and imagination and are sensitive and unstable⁹¹. In reaction to abstract thinking development, children are able to not only think about reality and the factual world but are also able to consider possible and non-existing alternatives or understand abstract concepts⁹².

In terms of educations, teaching adolescents is often seen as quite problematic, but they also have the potential for great success. Apart from different learning styles and strategies, they cope with their personal issues, often bound to finding their own identity and place in society. If the teacher manages to engage these learners by raising their interest with relevant and involving materials,⁹³ then he or she has a key to a successful class. Even though the potential of adolescents is high, finding appropriate materials that would engage and motivate

⁹¹ KLINDOVÁ, Luboslava a Eva RYBÁROVÁ. *Vývojová psychologie: Učebnice pro 3. ročník pedagogických škol*. 2. Praha: Státní pedagogické nakladatelství, n. p., 1977. s. 98-103.

⁹² KALHOUS, Zdeněk a Otto OBST A KOL. *Obecná didaktika*. Portál, 2000. ISBN 80-7178-253-X. s. 71.

⁹³ HARMER, Jeremy. *The practice of English language teaching*. 4th edition. Harlow: Longman, 2007. ISBN 9781405853118. p. 83-84.

the learners is also more challenging. As Ur states, while younger learners prefer games and fun over work, older learners switch priorities⁹⁴.

1.5.2. Grammar Schools

The education takes place in the school. It is the institution established usually by society to establish its needs one of which is education. Each area of the educational system has its specifics. Primary schools' aim is to give learners the necessary base for further development. Secondary school is elaborating these essentials and aims to educate an independent person able to integrate into society. The educational system should however consider each student's sociocultural and psychological background. The existence of grammar schools in the Czech Republic tends to differentiate learners according to their intelligence. The White Book, a document substituting the Czech national educational program suggests they widen the gap between the learners and the quality of education they receive, and therefore have their possibilities in life predetermined in a way the grammar school learners have a higher chance at being accepted or even apply at universities. This tendency has, however, not been endorsed and grammar schools remain a standard part of the Czech educational system, but it should be kept in mind that the gap between learners from different schools should not be consciously widened.

1.5.3. Learning styles

Each person has a unique way of grasping new information. When a teacher understands the different ways of acquiring new information, it is then easier to create a lesson suitable for all the learners participating in that lesson⁹⁵.

A way of the possible distinctions of absorbing and remembering newly acquired information is VARK, an acronym meaning Visual, Aural, Read/write, Kinaesthetic. Aural type accepts information through hearing them. Therefore, they find traditional education suitable, since

⁹⁴ UR, Penny. *A course in language teaching: practice and theory*. Repr. Cambridge: Cambridge University Press, 1997. Cambridge teacher training and development. ISBN 0-521-44994-4. p. 293.

⁹⁵ ZAPALSKA, Alina M. a Helen DABB. Learning Styles. *Journal of Teaching in International Business*. Lewis College of Business, Marshall University, USA, 2002, **13**(3-4), 77-97. Dostupné z: doi:10.1300/J066v13n03_06

most classes consist of lectures. Visual learners need to see in order to remember, they like seeing how things work on models or graphs. Kinaesthetic learners learn most effectively through movement and touching. They often like to play games, spend time outside of the classroom and be active in general. Read/write types have preferred access to information through words⁹⁶.

However, even more divisions of learning styles exist and propose different types of learners, for example to concrete, abstract, sequential, and random learners. Concrete learners have a need to receive the information through real, concrete objects, they need to be physically present when introducing a new topic, information, or concept. In comparison with concrete learners, abstract learners search for details, which they later assemble into a construct for the complex understanding of the concepts. The third type, sequential learners are very organized and structured. They like having the rules and order, with everything specifically described. At last, random learners are the opposite of sequential learners since they reject the order and specific rules and prefer having a general awareness in order to understand the situation⁹⁷.

Lastly, a distinction according to David Kolb is to convergers, divergers, assimilators, and accommodators. Whereas convergers are rational learners, and they learn sequentially by absorbing the material abstractly, divergers approach new knowledge by intuition. They have a developed imagination and therefore have the ability to see the situation from multiple perspectives. Assimilators think inductively. They first analyse and then plan. Accommodators, however, are people who think diversely and creatively, they like to be part of all new experiences. They are quite social beings and work with intuition⁹⁸.

Creators of online classes need to consider different learning types. In case that the educator does not know his learners from before, it is more difficult to identify, what learning styles do the learners prefer. However, even though the educator does know his learners and their learning styles, it is advised to construct a lesson with diverse activities, so all types of

⁹⁶ ZAPALSKA, Alina M. a Helen DABB. Learning Styles. *Journal of Teaching in International Business*. Lewis College of Business, Marshall University, USA, 2002, **13**(3-4), 77-97. Dostupné z: doi:10.1300/J066v13n03_06

⁹⁷ ZAPALSKA, Alina M. a Helen DABB. Learning Styles. *Journal of Teaching in International Business*. Lewis College of Business, Marshall University, USA, 2002, **13**(3-4), 77-97. Dostupné z: doi:10.1300/J066v13n03_06

⁹⁸ ZAPALSKA, Alina a Dallas BROZIK. Learning styles and online education. *Campus-Wide Information Systems*. Emerald Group Publishing Limited, 2006, **23**(5), 235-335. Dostupné z: doi:10.1108/10650740610714080

learners find the way to acquire the new topic smoothly. However, the teacher should remember not to prioritize his learning styles against other learning styles the learners might prefer instead⁹⁹.

To involve all types of learners, Zapalska¹⁰⁰ suggests a couple of teaching strategies to ensure the involvement of activities for all types of learners. That is providing content in multiple formats, give the learners a moderately controlled sense of freedom of managing tasks at learners' personal pace and order. She also recommends changing collaboration structures like groupwork, pair work, and individual work frequently. The reason for engaging all types of learners is that it then raises general interest in the class and raises motivation of the learners and attractiveness of the class.

1.5.4. Memory

Memory is the essential presupposition for the ability to learn. In order to remember, a new piece of information undergoes a process of coding, retention, and reproduction¹⁰¹. This process is the same for any piece of information. Therefore, it is possible to apply for vocabulary learning as well. Webb¹⁰² states that two main factors are conditioning the level on which the vocabulary is learnt, that is repetition and the quality of attention. The quality of attention is dependent largely on whether the learner pays incidental or deliberate attention. The results indicate that the learner has a higher probability of remembering the new vocabulary item when he pays deliberate attention, that is consciously focuses on learning the items. Nonetheless, the opportunities to learn from incidental learning should be much greater than from deliberate attention¹⁰³. As for repetition, there is not a specific number of repetitions necessary for remembering the word, since it differs with every word and learner.

⁹⁹ HARMER, Jeremy. *The practice of English language teaching*. 4th edition. Harlow: Longman, 2007. ISBN 9781405853118.

¹⁰⁰ ZAPALSKA, Alina a Dallas BROZIK. Learning styles and online education. *Campus-Wide Information Systems*. Emerald Group Publishing Limited, 2006, **23**(5), 235-335. Dostupné z: doi:10.1108/10650740610714080

¹⁰¹ PLHÁKOVÁ, Alena. *Učebnice obecné psychologie*. Praha: Academia, 2003. ISBN 80-200-1086-6.

¹⁰² WEBB, Stuart Alexander a I. S. P. NATION. *How vocabulary is learned*. Oxford: Oxford University Press, 2017. Oxford handbooks for language teachers. ISBN 978-0-19-440355-9. p. 61.

¹⁰³ WEBB, Stuart Alexander a I. S. P. NATION. *How vocabulary is learned*. Oxford: Oxford University Press, 2017. Oxford handbooks for language teachers. ISBN 978-0-19-440355-9.

But it is a fact, that a smaller number of repetitions is necessary to learn most words when learnt deliberately, with the word repeating with spacing, or, in other words, coming back to it after a while, not focusing on it relentlessly¹⁰⁴. The learning is more effective when the process is distributed and not massed¹⁰⁵.

The findings collected by Ur indicate that the criteria deciding a good vocabulary learning depend on their connection of form and meaning, but also on learning vocabulary items related to each other, but not necessarily by their meaning, but also their form. Necessary to say, even these factors differ with every learner¹⁰⁶.

1.5.5. Motivation

Analysis of memory and the process of remembering and learning new items is highly influenced by the motivation of the learners. As defined by Harmer, motivation is “*some kind of internal drive which pushes someone to do things in order to achieve something*”¹⁰⁷. Plháčková, on the other hand, describes it as “a collection of all intrapsychic dynamic forces or motifs, that usually activate and organize behaviour and experience with a goal of changing existing unsatisfying situation or achieve something positive”¹⁰⁸. It is quite difficult to measure motivation in learners, but certain characteristic features are observable in those learners who are successful in learning. The learners are willing to do all tasks, are confident, and in a way egocentric. They believe success improves their image. Also, the learners are quite ambitious and have high aspirations. They have a goal they want to achieve. Even though they are not successful at first, they are patient, persistent, and striving. But they are not discouraged in a moment of misunderstanding or confusion with a certain topic.

¹⁰⁴ WEBB, Stuart Alexander a I. S. P. NATION. *How vocabulary is learned*. Oxford: Oxford University Press, 2017. Oxford handbooks for language teachers. ISBN 978-0-19-440355-9.

¹⁰⁵ UR, Penny. *A course in language teaching: practice and theory*. Repr. Cambridge: Cambridge University Press, 1997. Cambridge teacher training and development. ISBN 0-521-44994-4.

¹⁰⁶ UR, Penny. *A course in language teaching: practice and theory*. Repr. Cambridge: Cambridge University Press, 1997. Cambridge teacher training and development. ISBN 0-521-44994-4.

¹⁰⁷ HARMER, Jeremy. *The practice of English language teaching*. 4th edition. Harlow: Longman, 2007. ISBN 9781405853118. p. 98.

¹⁰⁸ PLHÁKOVÁ, Alena. *Učebnice obecné psychologie*. Praha: Academia, 2003. ISBN 80-200-1086-6. p. 319.

However, it is a teacher's duty to raise motivation in learners. Even though he or she cannot influence some of the motivational factors the learners enter the class with, like learners' previous education or social factors, he or she should invest the effort into finding a way to motivate the learners¹⁰⁹.

There are quite diverse means of increasing motivation in learners. It is upon a teacher which of the ways he or she chooses. It is possible to motivate through extrinsic motivation by the method of success and rewards, or with penalties following a failure or testing. However, to raise intrinsic motivation in learners, that is that the learners will realize themselves their learning is worthwhile, is through raising their interest by involving materials the learners appreciate and enjoy, but still pursue the educational purpose. Possible ways of arousing such interest in students are by setting clear goals for each task, vary the topics and activities, make the lesson interactive and visually attractive, fun and moving, and use the information gap¹¹⁰.

¹⁰⁹ HARMER, Jeremy. *The practice of English language teaching*. 4th edition. Harlow: Longman, 2007. ISBN 9781405853118.

¹¹⁰ UR, Penny. *A course in language teaching: practice and theory*. Repr. Cambridge: Cambridge University Press, 1997. Cambridge teacher training and development. ISBN 0-521-44994-4.

1.6. Summary of the theoretical part

The theoretical part of the thesis provides necessary content for understanding the research conducted on the lower grammar school learners, researching motivation and engagement of didactic games regarding vocabulary learning and acquisition.

That is why the first chapter is dedicated to vocabulary and words, analysing necessary criteria to be known by the learners in order to understand the vocabulary items fully. When teaching vocabulary in the class, the learning process of the students should be taken into account, by pre-teaching the vocabulary, then practicing it, and finally integrating it into context. Also, acknowledgement of the use of translation is essential, especial with lower-level learners and concerning complicated explanations.

The chapter also elaborates and suggests types of activities and tasks suitable for smooth vocabulary learning. Didactic games are mentioned as one of the categories recommended mainly for vocabulary practice and revision since most games rely on a certain familiarity of the target vocabulary.

Games are considered fun and engaging and support intrinsic motivation since it usually involves materials and tasks learners appreciate, enjoy and are close to, which makes them naturally interested in the topic and learn more easily. However, the educational purpose of the activities cannot be forgotten.

The problematics of online education is also elaborated in the theoretical part of the thesis. Even though online education existed before, it has become an essential inseparable part of the education of the last year and most educators found it challenging to adapt to this new form of education. Nonetheless, even though the approaches towards educating change in comparison with face-to-face learning, the lessons are possible to create so they are attractive yet educational to the learners. Interactivity and division of tasks into smaller and more diverse chunks help the learners keep paying attention are significant factors to consider. Keeping the lesson fun, yet with a clear goal, varying topics, and activities with the information gap, creates moving pace and attractive lessons.

The last chapter of the theoretical part elaborates the topic of the target learners and focuses largely on different types of learners. It is supposed, that diversely created classes are usually attractive for most learners since they cover all learning types and therefore the learners are generally more motivated for the topic. The chapter also briefly elaborates the

topic of memory, which suggests that a repeatable encounter with the vocabulary raises the probability of remembering it, but it is suggested the process is more successful if the learner pays deliberate attention to learning. However, the opportunities for incidental learning should be much greater.

To sum up, the theoretical part of the thesis provides necessary information for understanding the research, which is about to be further described and analysed in the research part of the thesis. The research focuses on vocabulary teaching and learning thought activities with aspects of didactic games on a lower grammar school and aims for evaluation of the chosen activities and their influence on motivation, engagement, and attractiveness in terms of the whole lesson and their educational value regarding the vocabulary learning process. It therefore aims for creating a universal set of activities through which it would be possible to teach any set of vocabulary items and the issue of the educative and motivational aspects of the activities.

2. Research part

In the research part of the thesis, the separate parts of the research are being described and analysed. The information gained serves as the source of information for answering the research questions stated at the beginning of the research. The questions are about to be answered at the conclusion of the whole thesis, preceded by the analysis and discussion over gained data.

2.1. Aim of the research

The main aim of the research is to create a generally focused set of activities with aspects of didactic games which is possible to apply to teaching any vocabulary. The set of activities should have the possibility to be used in the face-to-face form as well as the distant form of teaching.

Furthermore, it is intended to elaborate a research that would conclude whether the chosen set of activities is possible to teach with high efficiency in different age groups and whether the chosen set of activities is motivational as well as educative for students in comparison with their usual vocabulary-based English classes. Therefore, the main aim is to discover which activities are engaging and motivational yet educational for the students.

Therefore, the research focuses to find the answers to the following research questions.

1. Is the motivation towards learning new vocabulary different among students of prima and kvarta?
2. Is it possible to use the same set of activities to teach vocabulary to two age groups?
3. What didactic games regarding vocabulary learning are the most helpful, motivational, and engaging to students regarding the taught classes in comparison with the didactic games used widely in the English classes?
4. Do the students consider the chosen process of learning vocabulary more motivational and engaging than their usual vocabulary-focused class?
5. Do chosen activities differ from the usual form of the classes focused on learning vocabulary?

2.2. Methodology

The research was conducted through two experimental lesson plans consisting of activities with the aspects of didactic games, taught in two classes of different age groups, that is classes of prima and kvarta on lower secondary school. After the lessons were taught, the questionnaire was distributed to all learners to gain valuable feedback and data for further analysis. A questionnaire was also created for the English teachers teaching the target group of learners to provide data regarding the teachers' approaches of teaching vocabulary on grammar schools with a focus on online teaching. Lastly, the interview with the English teacher is part of the research as well since a comparison between taught classes and the usual English classes of the target learners is about to be made. All presented methods contribute to create a complex picture of vocabulary teaching and learning approaches and help elaborate the research regarding the engagement, motivation, and educational aspects of activities tied to didactic games in the English classes.

2.3. The target school

The research part took place at Biskupské gymnázium a mateřská škola in Brno, a grammar school with overall 28 classes, but with eight classes of 30 students at secondary school age, that is two in every grade. Given the numbers, eight classes are corresponding to the range from 6th to 9th grade of secondary school – two classes of prima, sekunda, tercie and kvarta. The students in all classes split into halves for English classes on Biskupské gymnázium. Therefore, there are four English groups in every year of studies, each consisting of approximately 15 students. The way the class is split into halves is determined by a classification test at the beginning of the studies. It is done so for the reasons of better arrangement of the lessons in terms of pace, amount of information and choice of methods and techniques. In the face-to-face form, English is being taught four times a week for 45 minutes classes in prima and sekunda, and three times a week for 45 minutes in tercie and kvarta¹¹¹. In distant form, the classes were restricted to two 45 minutes lessons a week with the official opportunity for consultations once a week.

¹¹¹ *Biskupské gymnázium Brno: Ad Optima Intenti* [online]. Brno, 2021 [cit. 2021-03-23]. Dostupné z: <https://www.bigy.cz/>

The approaches the school employs combine “the best traditional methods with newest approaches”, with the main aim to teach the learners the use of the vocabulary in diverse situations. Apart from using course books, communicative activities and authentic materials are broadly used in the classes. There are also three native speakers teaching at the school, developing students’ communication skills, and confronting them with “authentic spoken English”¹¹².

2.4. The research description

For the purpose of the research, two lesson plans consisting of activities that activate learners were created, in most cases, didactic games and related activities closely resembling didactic games. Overall, there are eight activities in the two lesson plans, with each lesson plan including four such activities. This composition was chosen mainly for practical reasons. Eight activities is the maximum number of activities possible to teach in two 45 minutes long lessons. Therefore, two classes were arranged and taught subsequently. Even though it is possible to spread target activities into more lessons and focus on vocabulary for a longer amount of time which would be beneficial in terms of providing each activity more productive time, it is presumable that the motivation of students would decrease deeply if done so. That is also the reason for elaborating research concerning exactly eight activities.

In the process of creating the lesson plans and choosing the activities, there were several variables to consider. As mentioned above, not only single activities but whole lesson plans are intended to be possible to use in the distant form of teaching as well as the face-to-face form of teaching, even though the face-to-face situation does not allow to investigate both options. What is more, constructing a lesson for the distant form of teaching brings certain limitations. Even though it partly depends on the platform where the lesson is held, team-related activities based on rivalry, discussions, or speed are near to impossible to perform.

Furthermore, creating lessons suitable for different age groups and vocabulary topics limits the options as well, even more, when the aim is to increase motivation and engagement of the learners and efficiency of their learning process. A lesson plan requires certain structure and development as well as diversity of chosen activities. This complicates the process of

¹¹² *Biskupské gymnázium Brno: Ad Optima Intenti* [online]. Brno, 2021 [cit. 2021-03-23]. Dostupné z: <https://www.bigy.cz/>

creating such a lesson, since the area of didactic games is quite narrow already, at least in comparison with the database of existing methods in general. The necessity of lesson structure is however quite inevitable if it is desired for the lesson to construct one consistent unit.

2.4.1. The choice of classes

To receive the most valuable data, it is beneficial to collect it in two different diverse groups. For those reasons, classes of prima and kvarta have been chosen since it is the widest age contrast in terms of secondary school learners. It has been arranged with the English teacher and the classes with which the teaching practice was conducted on before. She is the teacher of both chosen age group classes. Both groups are considered more advanced groups in comparison with the second half of the class. It has, however, not been a condition for the research.

Each lesson was fundamentally constructed on the PPP model of lesson design. Even though it was profoundly adjusted to the needs of the lesson, it was an appropriate structure to hold on to, since it provides complex incorporation of a new topic to learner's memory. In the process of creating the lesson plan, necessary space was given to revision to the disadvantage of the production phase, since the opinion of proper practice importance is supported. Apart from phases of presentation, practice, and revision, each lesson was enriched with a lesson opener to engage learners in the topic.

2.4.2. The choice of vocabulary

The choice of the target vocabulary was influenced by the curriculum and the course book. For that reason, younger learners' target vocabulary focused on adjectives of character and human vs. nature, and older learners' vocabulary focused on holidays and travelling.

Even though it is advised to introduce up to 12 new vocabulary items in the lesson, the lesson worked with up to 16 items per class. Nonetheless, not all selected items were new to the learners, but known vocabulary was implemented into the mixture, so the learners incorporate the new vocabulary more smoothly into their vocabulary database.

2.5. Executing the research

All activities prepared in the lesson plans were successfully executed during the experiment. However, the process of teaching the classes as well as the form of some of the activities differed in details. More Czech language has been used with the younger learners, since explanations in the target language showed to be too long and complicated and therefore not understandable for the learners. The online environment was the main cause of disturbances and misunderstanding in the class, and therefore less time could be dedicated to the tasks themselves. For these reasons, a decision to communicate in Czech when explaining a complicated activity or giving complicated instructions to the class was made. Also, one of the activities was adjusted for matching English words with their Czech equivalent. Nonetheless, the mother tongue was used only when necessary. That is also the reason why was not mother tongue used with the older learners.

2.5.1. Teaching the lessons

As is already mentioned above, the practical part of the research comprised of performing two lesson plans focused on acquiring new vocabulary in the classes of different age groups, prima and kvarta. There were 15 students in both classes.

The classes were held in MS Teams since it is the platform determined by the school. All students had their cameras turned off for better internet connection and turned their speakers on only when they were told to do so.

For better continuity of the classes, they were performed two days in a row with each class.

2.5.2. The questionnaires

To gain a complex idea of vocabulary teaching and learning of the target learners, the approaches and techniques the teachers use to teach the vocabulary and the approaches the target learners prefer and apply, two questionnaires were created and distributed. The first questionnaire is meant for English teachers teaching the target learners and focuses on preferred ways of transferring the knowledge to the learners, their approaches in vocabulary

teaching in the online environment and possible teaching differences in different age groups, and their opinion on how the learners are motivated by learning vocabulary and how they work with increasing their motivation. The second questionnaire is meant for the target learners, specifically for the two classes the prepared lesson plans were performed on. The learners were asked about their general approach and preferred ways of learning vocabulary, online learning, their opinion their usual English classes with a focus on vocabulary, and comparison with the prepared lesson plans.

2.5.2.1. The questionnaire for teachers

The questionnaire was distributed through social media and was aimed to be delivered to as many teachers of English teaching the target learners in the Czech Republic as possible. Even though social groups gathering English teachers were one of the main distributing means, only 16 responses were successfully collected. It is on the other hand understandable, since the target group of teachers is quite narrow, and the teachers should teach target learners on lower grammar schools. Nonetheless, teachers from various grammar schools answered the questionnaire, with a major group of 6 respondents from Brno. Apart from social media, emails to specific teachers of English were sent in order to ensure some of the responses.

All respondents are females with a range of practice from 1 to more than 30 years. The number of experienced teachers prevails the inexperienced ones, with only 3 of the respondents having less than 10 years of experience.

All respondents consider vocabulary an essential system to be taught in English classes. The form in which they prefer to teach, however, differs, with over one-third of the teachers preferring the synchronous form of teaching and with about one-fourth preferring the asynchronous form of teaching. The rest of the respondents, that is more than one-third, does not have a preference when it comes to the form of teaching. More than 40 % of the respondents however agree, that only part of one whole class is spent on teaching the vocabulary regarding one unit in a coursebook. The other 40 % claim that the time spent on teaching vocabulary depends on the topic.

The synchronous form of teaching is slightly more favoured than the asynchronous form of teaching. The question is, however, asked in general, and the teachers likely responded to this question with regard to the current situation connected to the school closure and them being forced to educate the learners online. Therefore, the results regarding this

question might be more in favour of the synchronous form of teaching if the situation wasn't as exceptional.

Taking about the distant form of teaching, none of the respondents prefer the distant form over the face-to-face form. One-quarter of the respondents, however, do not have a preference regarding the form of teaching. Yet, online form has affected over 60 % of the respondents in approaching their teaching, usually in using more interactive tools, with the highest frequency use of Kahoot and Quizlet, but also having less time for explaining and practice. Considering given information, 12 out of 16 respondents are rather or completely satisfied with their way of teaching online.

On Chart 1 below, preferred activities of the English teachers for vocabulary acquisition during the English classes are being portrayed. The preference of techniques for different parts of the learning process differs, mostly in transfer to practical and productive tasks with practice and revision phases of vocabulary acquisition, which is supported in the theoretical part of the thesis. In the presentation phase, the teachers prefer using various matching exercises or a picture description and possibly extracting new vocabulary from the text. Later, in the practice phase, the use of games, preferably team games, preferred by 9 out of 16 respondents, and filling exercises, preferred by 10 respondents, starts to dominate the scheme, followed closely by matching exercises preferred by 8 respondents. Finally, writing with the use of the target vocabulary alongside with filling exercises dominates the choices of 10 respondents. On the contrary, techniques like memorization or listening to a song are not favoured by nearly any respondents.

The use of filling and matching exercises and picture description seems logical for vocabulary introduction. The vocabulary items are connected to their meanings either by picture, definition, or context setting, but they are nearly even engaging nor activating. In the later phases of vocabulary acquisition, team as well as individual-based games are gaining popularity. It might seem logical, that since the learners are already familiar with the new vocabulary items, it is possible to motivate them more playfully, which has a high chance of raising their interest in the topic and enjoy the lesson. With the last, revising phase, productive tasks are used by the teachers. That is writing, or alternatively speaking, which would not be as easy to implement into lessons where learners are not able to use the vocabulary that is newly introduced to them.

It is interesting, how the teachers seem to cling to the usual scheme of filling and matching exercises, even in the later stages of the vocabulary learning process. Even though games are frequently used in the later stages of the learning process, the filling and matching exercises still dominate the schemes, with writing exercises used in the revision stage.

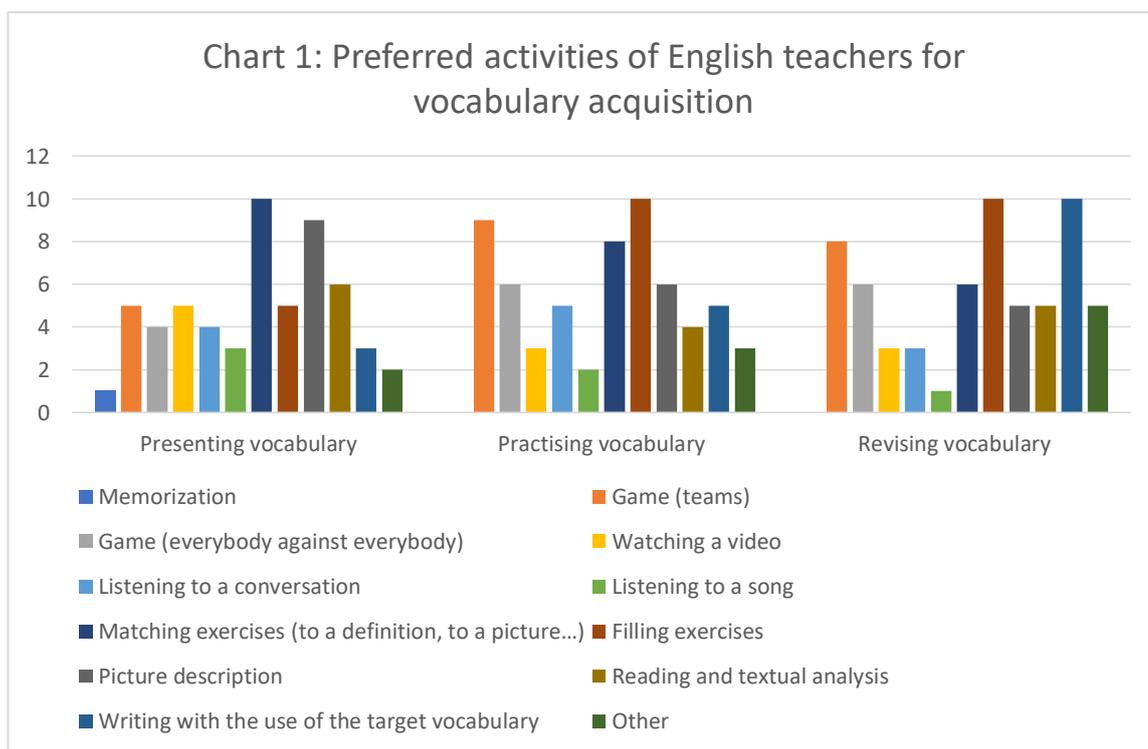


Chart 1: Preferred activities of English teachers for vocabulary acquisition

When it comes to approaching different age groups, over 60 % respondents agree that their approaches vary with different age groups. Considering only this number of respondents, 90 % consider the biggest difference in using different materials and 70 % using different techniques. Fewer respondents consider the difference being in using different tools and spending more time with younger learners on the vocabulary. The differences in approaching different age groups might be also influenced by the forced transfer of the classes to the online environment. As it is mentioned above, the teachers learnt to use interactive tools and platforms, which might be tied to the technical competence of both the teachers and the learners, where older learners are usually more competent in the area of modern technology than younger learners.

Different techniques used by English teachers to teach vocabulary learners of different age groups, that are portrayed in Chart 2 below, a visible difference is in implementing games into the classes, with significantly higher use with younger learners, alongside with listening

to a song. In comparison with that, more individual and analytic tasks like filling and matching exercises, textual analysis, or a picture description are implemented into the classes with older learners. A significant rise in contrast with younger learners is also with watching a video, which could possibly rely to the wider use of authentic texts. The use of authentic texts is also supported by the English teacher teaching the target classes on the target grammar school, arguing that the learners' level of English is sufficient for understanding the authentic materials, even though the effort is made even with the younger learners but in a very limited range¹¹³.

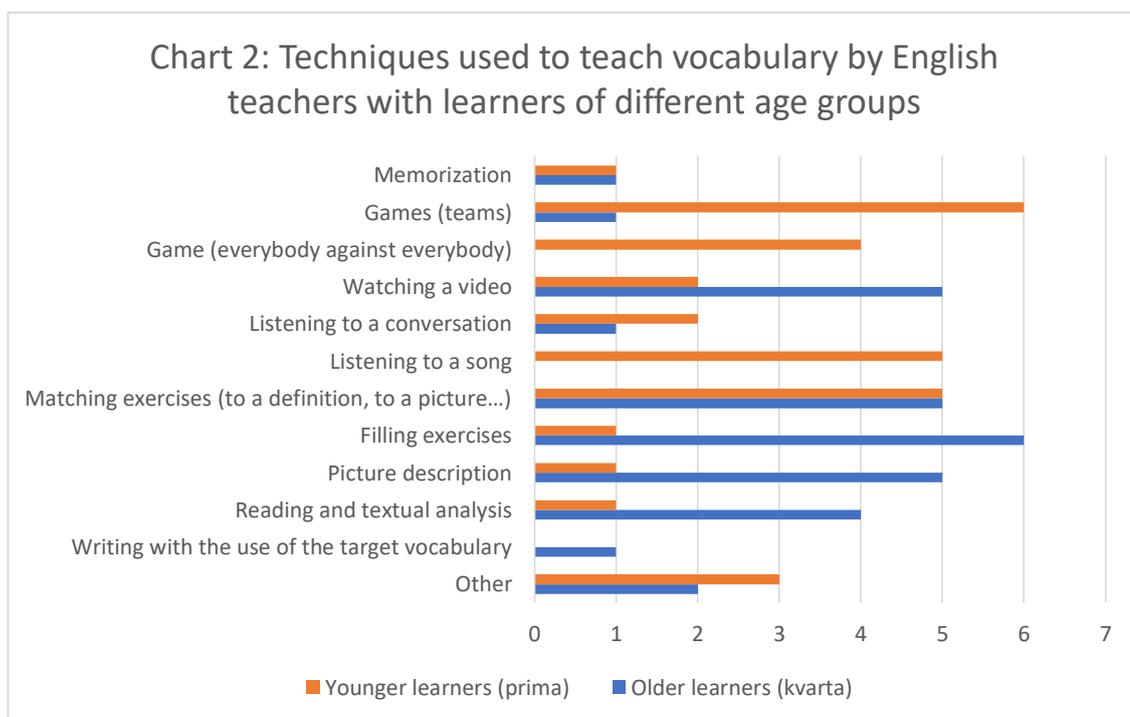


Chart 2: Techniques used to teach vocabulary by English teachers with learners of different age groups

13 respondents assume that their learners are interested in learning new vocabulary, but only 8 assume that their learners consider learning new vocabulary fun. About one-third of the respondents do not know whether their learners consider learning new vocabulary fun, which indicates that they might not know whether the methods and techniques they use are suited for the learners they teach. But when they were asked to rate on a scale from 1 to 10, 1 being the least and 10 being the most, how motivated they think the learners are by the way they teach vocabulary, all respondents rated themselves 5 and above, with the biggest number of respondents rating themselves 8 out of 10.

¹¹³ Interview with the teacher of the target classes, Mrs. Hanušová. Brno, 2021.

More than half of the respondents see differences in motivation when teaching different age groups, where all but one respondent think that the motivation is higher with younger learners. It is probable that the higher motivation in younger learners is caused by their natural playfulness, which is assumed to be lower with older learners, and therefore teachers using significantly fewer game-type activities with older learners. That might create a vicious circle causing a decrease in motivation by using fewer games and that causing even less motivated learners. Demotivated learners are more likely difficult to be interested and using games might not be seen as effective in the eyes of the teachers. The theory of gamification raising motivation in classes is also supported by the data of this research, where the teachers do not use almost any games with older learners and thinking of them as the less motivated age group.

2.5.2.2. The questionnaire for students

After the lessons were taught, students were asked to fill the questionnaire analysing and evaluating their approach to learning vocabulary. The same set of questions was distributed to students in prima and kvarta. 11 responses were collected from younger students of prima and 13 responses from older students of kvarta.

Both classes are taught by the same teacher that uses interactive tools like Kahoot, Bamboozle, or Jamboard from Google regularly. She aims for providing the classes of the same quality in both distant and face-to-face form of teaching, even though some of the activities are difficult to substitute with their online version. The teacher does not essentially differentiate the activities in classes of prima and kvarta, but adjustments are made for each class since younger learners are generally more playful and older ones more talkative. Also, more authentic material is used with older learners. Overall, according to the teacher, the learners are satisfied with the English classes and communicate with the teacher in case of objections¹¹⁴.

The learners generally rather like learning new vocabulary in the English classes and are satisfied with the way vocabulary is being taught. However, Chart 3 shows that one of the younger learners rated the level of satisfaction by 4 points, alongside with two of the older learners, and one older learner rating the level of satisfaction 1 point, that is on a scale from 1

¹¹⁴ Interview with the teacher of the target classes, Mrs. Hanušová. Brno, 2021.

to 10, 1 not being satisfied at all and 10 being completely satisfied, which indicates that even though the learners like to learn new vocabulary, they are sometimes not satisfied with the methods and techniques used in the classes. The majority of learners in both classes, however, enjoy learning new vocabulary in English classes and are quite satisfied with the way it is taught. The younger 10 out of 11 of the younger respondents rated their satisfaction level on the scale 7 to 10, and 10 out of 13 older respondents rated on the same scale 6 to 10.

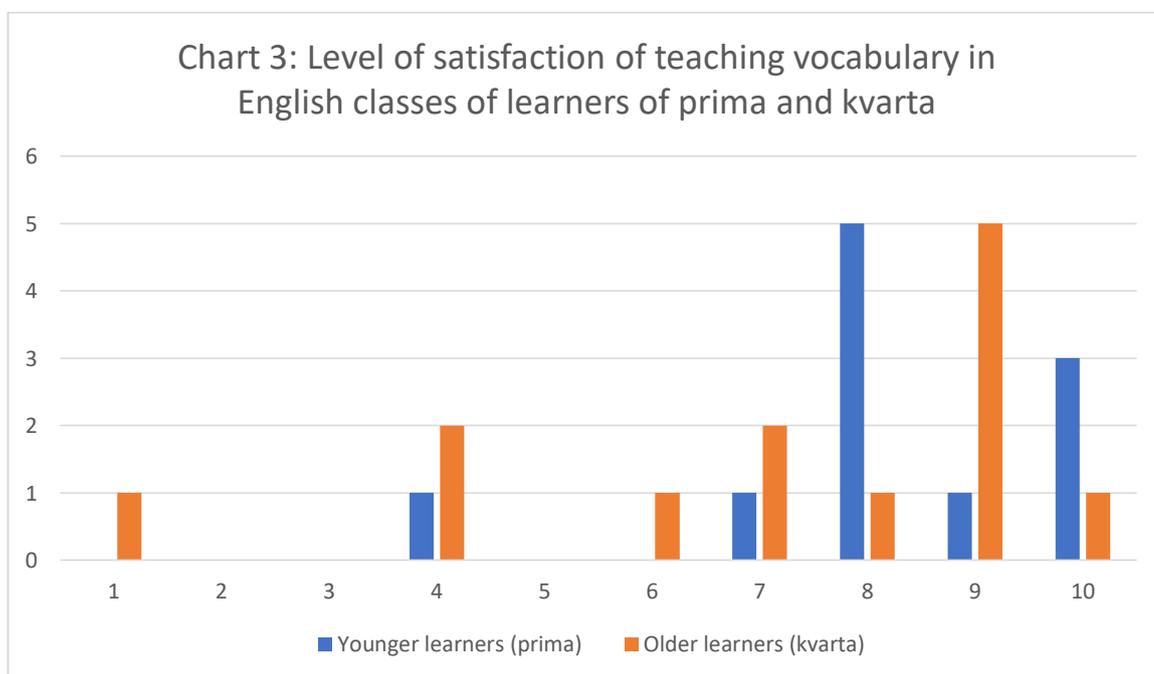


Chart 3: Level of satisfaction of teaching vocabulary in English classes of learners of prima and kvarta

Taking into account findings from above, the respondents were asked about the difference in acquiring new vocabulary through methods and techniques they enjoy and those they do not. Chart 4 indicates the number of respondents and their personal opinions on the difference between learning through methods and techniques they enjoy and those they do not enjoy. The respondents rated the amount of learnt vocabulary they think they learn on a scale from 1 to 10, where 1 signifies they do not remember any vocabulary and 10 signifies they remember all vocabulary. The tendency towards remembering a significantly higher amount of new vocabulary items is visible when the class is being enjoyed by the respondents. All but one of the younger respondents rated on a given scale 7 points and above and all older respondents rated on the same scale 6 points and above. On the contrary, the respondents react quite diversely to the classes they do not find entertaining since the responses spread equally through the whole scale in case of younger respondents, and range 2 to 4 points and 6 to 8

points with the highest number of 6 respondents rating 4 points, suggesting the tendency to acquire new vocabulary visibly lowers with unattractive lessons.

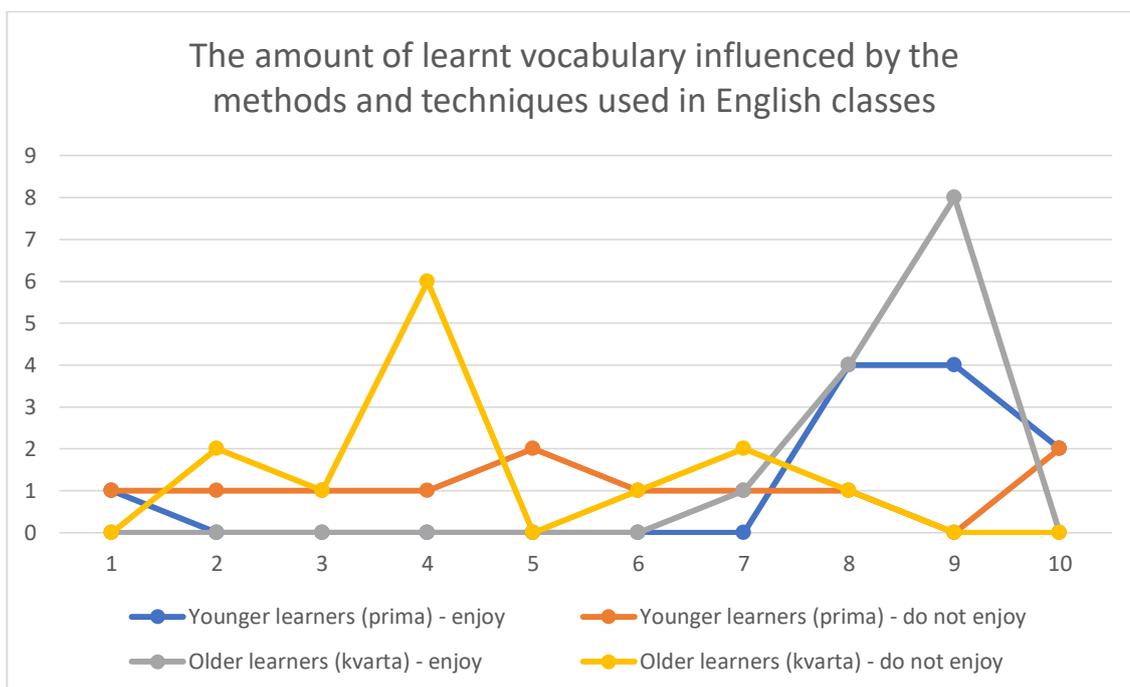


Chart 4: The amount of learnt vocabulary influenced by the methods and techniques used in English classes

In response to the question of what are the important factors that influence the attractiveness of the lesson, both age groups agreed that the activities performed during the lesson and the teacher are significant influencers regarding the level of attractiveness of the lesson, followed by the topic currently discussed in the lesson. Whereas the activities performed during the class play an important role for 8 of the younger respondents and the teacher for 6 respondents of that group, the older learners seem to have slightly different preferences with the teacher being the most influential factor with 9 votes from respondents of a given group and the activities and topic sharing both 8 respondents' votes. The overall atmosphere is the main influence factor according to 2 of the younger respondents and 5 of the older respondents.

That is, the factors influencing the attractiveness of the class are mostly the activities and the teacher for both age groups with the discussed topic for older learners. All mentioned factors have a comparable influence on the lesson's attractiveness in the eyes of both groups of respondents. The responses of the participants indicate that the fact that they find the lesson

motivational and attractive is often caused by other factors than just the types of activities performed during the class. The factors of the teacher or the topic seem to be equally important as the factor of performed activities. That is necessary to take into account when considering the overall results of the research.

Regarding the time and environment most suitable for the learners to learn English and vocabulary, all but one in both groups of the younger and the older learners agree that enough time is being spent on vocabulary in English classes. They however disagree on the form of teaching they prefer for vocabulary learning. The younger learners prefer the face-to-face form of learning with over 80 % dominance in contrast with the older learners who voted quite equally regarding the three choices of the face-to-face form of learning, the distant form of learning and self-study, with self-study having almost 40 % preference, followed by face-to-face and distant form of learning both having a little over 30 % of respondents' votes. The reason for these results might be the characteristics of the learners' personality and the factor of younger learners' higher level of playfulness in comparison with older learners and possible technical competence being more developed in case of older learners.

Chart 5 indicates the comparison of remembering vocabulary in an attractive lesson and the taught lessons according to the learners. In reaction to the activities performed during the two lessons, all respondents found the classes rather attractive. Rating on a scale from 1 to 10, 1 meaning they did not like it at all and 10 meaning they enjoyed them a lot, all respondents rated on within this range from 5 to 10 points, with the majority of respondents voting on this scale from 7 to 9 points, that is 6 respondents rated the lessons with 7 points, 5 respondents with 8 points and 7 respondents with 9 points. The relatively high ratings indicate that the lessons were quite attractive for the learners and therefore they might have learnt high amount of new vocabulary, since the attractiveness has a significant influence on the effectiveness of the vocabulary learning process. Looking at the chart below, the tendency is quite visible. The points rated by the respondents when answering the attractiveness of the taught classes significantly copies the range and number of points rated by the respondents concerning learning vocabulary attractive and enjoyable way. Therefore, it is safe to claim that the lessons' attractivity is comparable to students' idea of a generally attractive class and therefore that the amount of remembered vocabulary is high with all students who agree that they learn more when the lesson is attractive.

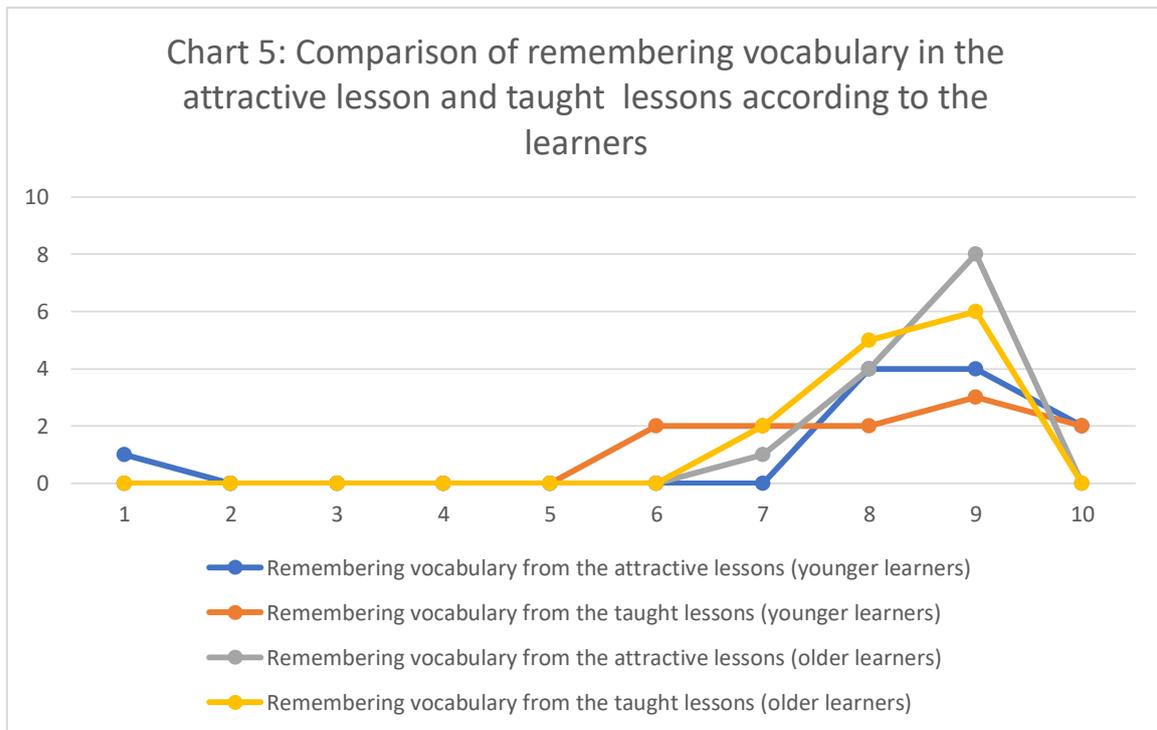


Chart 5: Comparison of remembering vocabulary in the attractive lesson and taught lessons according to the learners

The difference between the usual English classes and the taught classes according to the respondents is being portrayed in Chart 6 below. The respondents stated that the taught lessons were rather different from their usual English classes. On a scale from 1 to 10, there 1 signifies no difference and 10 signifies a big difference, the respondents rated in a range from 2 to 9 points. As the graph below indicates, the learners perceived the difference quite variably, with 5 points being the most frequent choice, which suggests a moderate difference in contrast with the usual English classes.

The previous results show that the lesson is made attractive mainly by the activities and the teacher, followed by the topic of the lesson. Or, in other words, that the factors of the teacher or the topic seem to be equally important factors as the factor of performed activities. Therefore, the question of which of the factors caused the difference in the taught lessons. It is possible that all mentioned factors contributed to the lesson attractiveness. Given the focus of this research on the activities, a further analysis was executed on this matter. It is necessary to consider these facts when considering the overall results of the research since the factors of the teacher and the topic being done in the class insinuate the equal importance as the factor

of activities and therefore the motivation and engagement factors are not probable to be caused only by the activities.

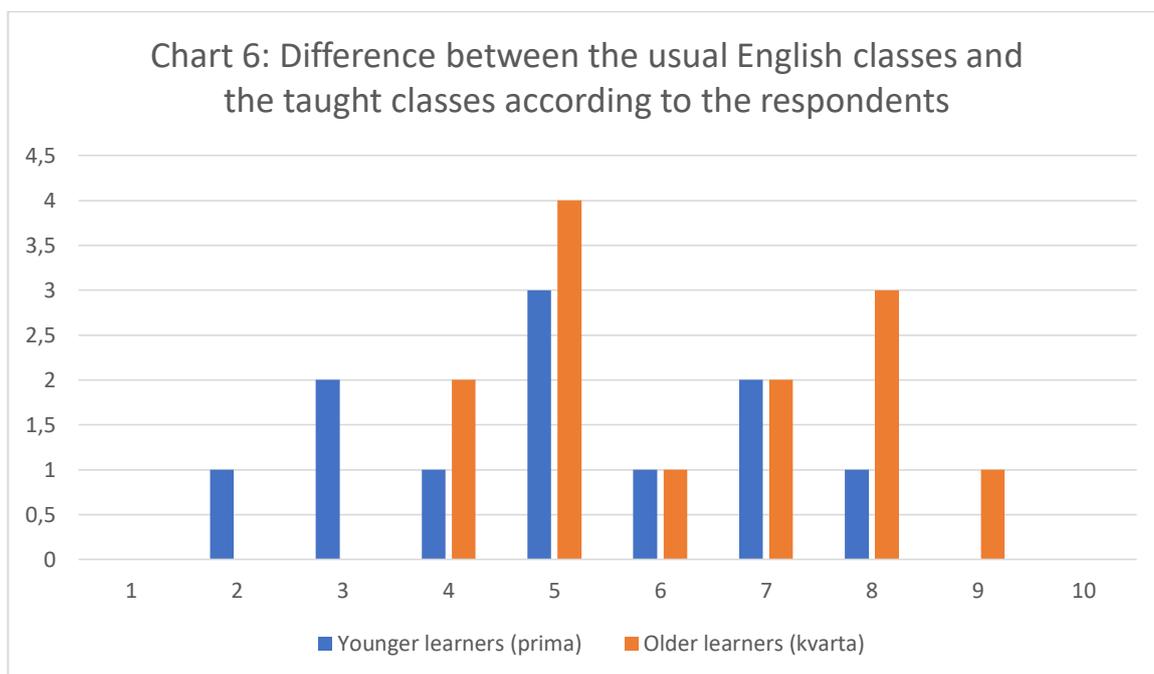


Chart 6: Difference between the usual English classes and the taught classes according to the respondents

In Chart 7, the activities helpful in the process of learning new vocabulary items according to the respondents. Overall, the younger respondents consider the most helpful and engaging activity *Kahoot quiz* and *Pictionary* on sketchful.io, with 6 respondents picking *Pictionary* and 7 respondents picking *Kahoot*. The question had a multiple-choice option. The older respondents, however, find the most helpful activities *How many words can you remember*, with 6 respondents picking this activity, and then *Match a word to a definition* and *Find a definition and match it with a picture*, with 8 respondents picking both. On the other hand, *Anagrams* and *Brainstorming* are not seen as helpful in the learning process, which is the same with both younger and older learners. The possible reason for the brainstorming not being as helpful might be its different aim from the other activities, since brainstorming is an activity focusing on a learners' revision of their general knowledge of a certain topic and a survey-like exercise for the teacher, providing information into what extent are the learners familiar with the topic. Overall, it is safe to say that the younger learners seem to be most fond of the revision activities, whereas the older learners seem to be thrilled by the activities presenting new vocabulary, followed by the revision activities.

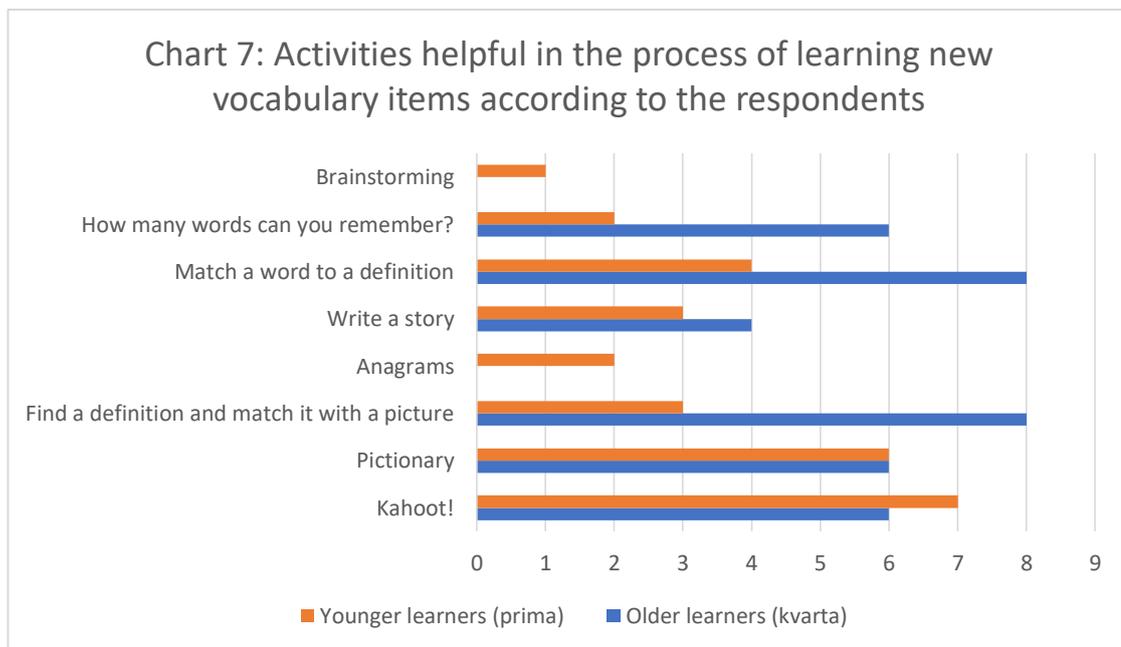


Chart 7: Activities helpful in the process of learning new vocabulary items according to the respondents.

Analysing the phases of the vocabulary learning process, the respondents suggest comparable or moderately higher motivation with the activities performed during the two lessons to their usual English lessons. It is not distinct enough to claim which phase of the learning process is the most entertaining for the students, but regarding activities in general that the respondents and beneficial and engaging, team games and matching or filling exercises seem to dominate the preferences in the presentation phase in both age groups. Solo and team games dominate the practice phase alongside the picture description and writing with the use of the target vocabulary in case of older learners and memorization in case of younger learners. The revision phase of the vocabulary learning process is still dominated by solo and team games by both age groups of respondents, followed by reading and textual analysis and picture description with older learners and filling exercises with younger learners.

2.5.3. Activities

Set of eight activities from the area of didactic games have been constructed and compiled into two lesson plans. The following subchapter describes each activity in a detail with its aim, description, evaluation, and possible adjustments.

2.5.3.1. Brainstorming

Aim: The brainstorming activity serves a warm-up opening activity of the class and provides a brief survey to what extent the learners are familiar with the topic. The activity also engages all students actively and their contribution is later highly valued and commented on by the teacher. Learners create a structure of terms connected to the topic and the teacher gains the general idea of learners' knowledge.

Description: The activity is a collaborative task, which uses the tool of interactive whiteboard implemented for example in Microsoft Teams. The teacher allows the learners to make changes on the whiteboard. He or she states the statement, phrase, or word, which learners react to by writing associations related to it. Two to three minutes should be sufficient for the learners to write valuable associations. The teacher then discusses learners' associations, groups them, and discusses the relations with the learners.

Evaluation: As a general task not working with a specific group of vocabulary items, the activity did not help the learners instil new items, but rather enrich their general knowledge of the topic by discussing and relating the terms to each other. Overall, the activity's duration was approximately 5 minutes.

Adjustments: Different vocabulary items were used as the association word since the vocabulary topics in both classes were different. The activity went according to plan, with the older learners being a bit more active and diverse with shared associations.

2.5.3.2. How many words can you remember?

Aim: A group of new vocabulary items is introduced to the learners twice during the lesson. At both encounters, the learners aim to remember as many items as possible in a

limited amount of time. The activity is valuable for its data about the learners' progress in one class as well as memorizing activity for the learners that practises their memory. The teacher has data of learners' progress and the learners a memory practice and the new vocabulary items encounter.

Description: The learners are shown the vocabulary list twice during the lesson. The first time before further exercises on a given topic are done and the second time after those exercises are executed, at the end of the class. The learners have 30 seconds to memorize as many vocabulary items from the list as possible, however, they are forbidden to write the items down during the memorization time. After they recall all items, they count how many items they remembered. The same process is repeated at the end of the lesson. Both learners' results are then compared, as an indicator of both personal and overall progress of vocabulary acquisition.

Evaluation: The activity was pursued the same with both classes. The students followed the instructions and showed progress in learning new vocabulary items with the average range of increase of five words when the first and second execution of the activity were compared. The activity engaged all students simultaneously and gave valuable feedback to the learners themselves as well as to the teacher about everyone's progress.

Adjustments: No adjustments have been made for this activity, except for the content. The vocabulary used with younger learners focused on adjectives of character whereas the vocabulary used with older learners focused on types of holidays.

2.5.3.3. Match a word to a definition

Aim: The activity of matching vocabulary items to a definition, eventually to a picture, is an interactive variation of a matching exercise in a course book. It is designed to present new vocabulary to the learners but engage the whole class actively. Therefore, the class elaborates the exercise collaboratively, therefore learners learn from each other's possible mistakes and support active communication.

Description: The teacher shares a presentation with the learners, providing a matching exercise of vocabulary content. There is a gap sentence or a picture on each slide with a list of vocabulary items on a side of each slide. With a new slide turn, the students guess match the

word to the sentence or picture. After a correct word is matched with the sentence, the teacher moves to the next slide. The learners try to guess or deduce the word belonging to a given sentence or definition. With each slide, fewer options remain and therefore the deduction is easier. Each slide is supplemented with a picture to help the learners connect to a word to an image in their mind and to ease the deduction of the correct option.

Evaluation: The activity was quite engaging for all students since the activity was collaborative and with a moving pace. The learners worked actively, and their visible enthusiasm supported the moving pace. Even though some of the learners participated more actively than others, an encounter with the vocabulary showed as successful with learners remembering the words, mainly with older learners, where 8 out of 13 respondents confirmed the activity serving its purpose of presenting and instilling the vocabulary.

Adjustments: The activity was adjusted for the younger learners by adding pictures as the main indicator to the matching exercise instead of the definitions, since the topic of adjectives of character is more difficult to describe so young learners understand it sufficiently to elaborate the exercise successfully. Gap sentences were added on each slide, serving as a second clue to the pictures for guessing the correct word.

2.5.3.4. Write a story

Aim: The activity aims to practise the new vocabulary and using it in context. The students work in groups to create a story concerning the target vocabulary, and therefore not only practice writing but also socialize, communicate and collaborate.

Description: The students work in groups to create a story using practiced vocabulary. The students are divided into groups of 3 or 4, for purposes of the groups working undisturbedly; they work in breakout rooms, a tool in Microsoft Teams that the teacher creates. Students work together to create a short story regarding the topic. Then, all groups share their stories with the class.

Evaluation: The activity helped the students use the target vocabulary in a meaningful sentence and a wider context. They worked together and shared their ideas, which also reduced possible errors and misunderstandings. Even though it was a challenge to monitor all

groups while elaborating the task, a sufficient amount of time was provided for all groups to finish their stories.

Adjustments: The tasks differed slightly in the classes of prima and kvarta, mostly because of the target vocabulary. Whereas kvarta's task was to describe a chosen type of holiday and later guess which holidays are the other groups describing, prima's task was to create a story on a given topic while using as many new vocabulary items as possible. Retrospectively, the task was adjusted appropriately for both classes and yet remaining its purpose to integrate the vocabulary practice.

2.5.3.5. Anagrams

Aim: The activity serving as an opener and warm-up to a lesson that uses the target vocabulary from the previous lesson and therefore functions also as a revision task. The goal is to raise interest through this collective activity that requires active thinking and therefore activates the learners.

Description: The teacher prepares anagrams of chosen vocabulary from the previous class on the interactive whiteboard. Since Microsoft Teams does not allow preparations in implemented whiteboard in advance, an alternative interactive whiteboard is used by the teacher, for example Jamboard from Google. The learners then guess what words are hidden in the anagrams. The activity is engaging since it is not individual work, but the learners try and guess at the same time. This activity is primarily not a competitive activity, but rather a collaborative task.

Evaluation: The learners in both classes recalled all vocabulary quite easily, which was a sign of memorization of the words. The activity was however not as motivating for the learners as expected, since no one expressed the activity was neither motivating nor helpful in better remembering the words.

Adjustments: The activity was performed the same in both classes since no possible challenges were anticipated. However, same as the other activities, the activities were conducted with a different set of vocabulary in both classes.

2.5.3.6. “Find a definition and match it with a picture” activity

Aim: This activity aims for the creative and independent ability to search information, collaboration, and the first encounter with new vocabulary. Students learn to use multiple online resources of their choice to find a definition of a word assigned to them. The students work in groups to help each other and collaborate.

Description: The students are divided into groups of 3 or 4 in breakout rooms in Microsoft Teams. Each group has a list of 3 or 4 target vocabulary items. With the use of the internet, the group’s task is to create definitions of given words. Later, their task is to share their definitions and match them to pictures that are prepared on an interactive whiteboard. Each group is choosing from a limited number of pictures, related only to the words their group was assigned to. Since each group was assigned different words, the groups take turns and share their definitions and matching them to the pictures one by one.

Evaluation: The activity engages all students in an untraditional way that they create half of the exercise themselves by using the internet. They participated actively and were able to match their definition to the pictures available. However, the exercise was quite challenging for younger learners since they often did not have enough time or resources to create definitions of some of the words.

Adjustments: The adjustment was made for the younger learners to think of definitions, but with the option of translation if the word appeared too difficult for them. However, most students managed to create simple definitions for their words and match the word to a picture without bigger problems.

2.5.3.7. Pictionary

Aim: The information gap activity where one of the learners knows a word that other learners do not is an activity requiring creative solutions. The possible options are a word description, acting the word out, or drawing it. The activity promotes healthy competitiveness and motivates the learners to be active since the faster correct answer ensures them more points, but everybody is encouraged to answer until the time limit is off. The activity allows to practice target vocabulary and supports the creative artistic skills of the learners.

Description: The teacher uses the platform sketchful.io, which is an online Pictionary game accessible for free to all internet users. It is possible to create and adjust the private room, where only invited people get access to. It is also possible to adjust the database only to custom words or edit the drawing time of each person. The link is then sent to all the players. The activity is based on one person drawing a word the system picked from the database of words, in this case, target vocabulary, and the rest of the players trying to guess the word. The players write their suggestions into the chat. All players that guess right the word receive points for their answer. The players take equal turns in drawing, the player with the most points is the winner.

Evaluation: The activity involved all learners equally and continuously. They practiced the target vocabulary through the platform. Even though the activity is possible to play for an unlimited amount of time, for the purposes and needs of the lesson it was sufficient to play for about 10 minutes. The students were encouraged to return to the platform later after the lesson is over.

Adjustments: Apart from different target vocabulary was the activity executed the same in both classes. The learners adapted to the platform's interface quite quickly and were able to play without any technical issues.

2.5.3.8.Kahoot!

Aim: Activity serving as a final revision task, with students engaging through competition and using smartphones as the answering device. As a quite competitive activity, it arouses attention and motivation in all students.

Description: The teacher creates a Kahoot quiz on the topic he or she needs. During the lesson, the teacher shares the screen and instructs the learners to go to Kahoot websites and copy the PIN code to their devices to connect to the quiz. At this moment, the learners' devices transform into their remote answering devices. The teacher then starts the quiz, with the question shown on the shared screen that the learners need to answer. The sooner they answer, the more points they get. In the end, the player with the most points wins. The teacher then a valuable data about the learners' knowledge of the topic, what is more, he or she can also download detailed results for further analysis.

Evaluation: Kahoot quizzes are nowadays a usual part of classes in most subjects. Therefore, the learners are familiar with the concept and therefore it only takes a few moments for everybody to connect to the quiz. The competitive but friendly spirit of the game makes the learners engaged and motivated, which is visible even when the game is played repeatedly in the classes.

Adjustments: Different Kahoot quizzes were created for the purposes of each lesson since the vocabulary necessary to revise was different in both classes.

2.6. Summary of the research part

The research part of the thesis elaborated on the research and aimed to answer stated research questions. All constituent parts of the research have been introduced. The chapters focused on the general presentation of the research as well as its preparation, development, execution, and analysis of gained data. The research questions are about to be answered in conclusion at the end of the thesis.

The research consisted of 8 activities with aspects of didactic games and executed in two experimental lessons taught twice in classes of prima and kvarta on grammar school Biskupské gymnázium a mateřská škola Brno. The aim was to create a set of activities through which it would be possible to teach any vocabulary, and that would be motivational and engaging yet educational for the pupils. Also, the classes were constructed so it is possible to teach them online as well as in face-to-face form.

Apart from the experimental lessons, two questionnaires were created and distributed. The first is a questionnaire for the students of the target classes was created to evaluate their approach toward vocabulary learning in their usual English classes as well as in the experimental classes. The second questionnaire was aimed at English teachers teaching the target group of learners to gain data of the general approaches of English teachers towards vocabulary teaching and the adaptation to the transfer from face-to-face to online teaching. Lastly, an interview with the English teacher teaching the two target classes has been conducted to gain data of how ways the target groups of learners are used to learn vocabulary.

Thanks to all listed methods, the answers to the research questions have been successfully found and are presented in the conclusion of the thesis.

Conclusion

The diploma thesis with the title of *Didaktické hry ve výuce angličtiny se zaměřením na slovní zásobu na nižším stupni víceletých gymnázií*, that is *Didactic Games in English Classes with Focus on Vocabulary Learning Process on Lower Grammar Schools* aimed to research activities with aspects of didactic games and their use in English classes regarding vocabulary learning process in classes of a lower grammar school. The thesis consisted of the theoretical providing the necessary context to understand the research part. That is why the chapters elaborated on the topics of vocabulary, teaching the EFL lesson, didactic games, and the target learners. Considering the current situation and adjusted conditions for executing the research the thesis also consisted of the chapter focusing on online education. The research part described and analysed all necessary parts of the research, which included the set of activities, questionnaire for students and teachers, and an interview with the teacher of the target groups of learners. Both parts of the thesis were summarized at the end of each part.

To sum up the main findings of the research, the research questions stated in the introduction to the research part are about to be answered. Through the executed research, all stated research questions were successfully possible to answer. The research aimed for creating a set of activities with the aspects of didactic games through which it would be possible to teach any vocabulary in classes of different age groups. The aim for discovering the activities that raise motivation and engagement yet not lacking the educational aspect was as well stated.

Below, the stated research questions are listed and answered.

1. Is the motivation towards learning new vocabulary different among students of prima and kvarta?

Motivation is generally higher with younger learners or is the same with both younger and older learners in the eyes of English teachers. Younger learners could be perceived as more motivated learners since they are considered more playful in contrast with older learners, which might often be understood as higher motivation. In the classes of older learners are games implemented less often, but with the more frequent application of authentic texts. The data collected for the purpose of the research from the learners of the two classes that participated in the experiment however suggest comparable motivation in both target groups of learners.

2. Is it possible to use the same set of activities to teach vocabulary to two age groups?

The set of chosen activities is possible to teach with small adjustments in the classes of different age groups, mainly in simplifying activities for producing definitions or creating stories or using the mother tongue in organizational parts of the lesson, or translating difficult vocabulary items. With given adjustments, the effectiveness of the lesson and motivation and engagement of the students are comparable and high.

3. What didactic games regarding vocabulary learning are the most helpful, motivational, and engaging to students regarding the taught classes in comparison with the didactic games used widely in the English classes?

All students showed highly increased knowledge of target vocabulary in comparison with their knowledge before taught classes. Activities that made the students remember the new vocabulary the most, were activities implemented in the presentation phase of the vocabulary learning process, like team elaborating activities like “finding a definition and matching it with a picture” or “match a word to a definition” for older learners, whereas games “everybody against everybody” for younger learners, but with older learners finding them helpful as well. The most engaging activities according to the students were elaborating a task in a group and collective guessing game. A similar approach is often implemented into the classes by the teacher in the usual English classes of the target learners.

In contrast with the target groups of students, the activities generally preferred by English teachers often indicate the passive approach of filling or matching exercises throughout the whole vocabulary learning process. Game-based activities are being more frequently implemented in the later stages of the process and mostly with younger learners, which correlates with the playfulness and higher motivation of younger classes.

4. Do the students consider the chosen process of learning vocabulary more motivational and engaging than their usual vocabulary-focused class?

The ratings of the respondents in the research indicate that the lessons were quite attractive for them and therefore they learnt a high amount of vocabulary in the classes. The attractiveness positively affects the effectiveness of the vocabulary learning process. Even though some activities were more motivational than others, overall, it is safe to claim that chosen activities were more motivational for the students in comparison with their usual

classes, even though the teacher of the target groups of learners uses interactive tools and applies activities with aspects of didactic games on daily basis.

However, other factors than the use of chosen activities must be considered as the reason for higher motivation and attractivity, since the role of the teacher or the topic affects the motivation and attractivity of the classes too. These factors are necessary to consider since they might have caused learners' impression of the classes as well.

5. Do chosen activities differ from the usual form of the classes focused on learning vocabulary?

The learners stated the difference between the usual and taught classes quite diversely. It is however safe to claim that there is a moderate difference between the classes. However, the factors that made the lesson different might vary. Since the factors influencing the classes' attractiveness imply that the lesson was more attractive to the students in comparison with their usual English classes, it is safe to claim that the same factors cause the difference of the taught classes to the usual English classes. Those factors being the teacher, the activities, and the topic of the class.

To conclude, the research was successfully executed with valuable outcomes. The assumption of younger learners being more playful by the English teacher was however eliminated by the experimental classes showing that the motivation is comparable in both age groups when activities with aspects of didactic games are used. Therefore, the lower motivation of older learners might be caused by the lack of game-like activities in the lessons.

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Attachments

Attachment 1: The list of charts

1. Chart 1: Preferred activities of English teachers for vocabulary acquisition
2. Chart 2: Techniques used to teach vocabulary by English teachers with learners of different age groups
3. Chart 3: Level of satisfaction of teaching vocabulary in English classes of learners of prima and kvarta
4. Chart 4: The amount of learnt vocabulary influenced by the methods and techniques used in English classes
5. Chart 5: Comparison of remembering vocabulary in the attractive lesson and taught lessons according to the learners
6. Chart 6: Difference between the usual English classes and the taught classes according to the respondents
7. Chart 7: Activities helpful in the process of learning new vocabulary items according to the respondents.

Attachment 2: Supplementary interview with the teacher, Mrs. Hanušová

Are there any differences in teaching vocabulary in face-to-face and distant form?

Overall, I don't think there are many differences. I am trying to apply the techniques and activities I usually do in the online environment. At the beginning there is usually a brainstorming activity based on playing hangman, elaborating on a key word, statements with missing letters, scrambled words or sentences. Based on these opening activities, students elaborate the topic, discuss or brainstorm. This is the same in both face-to-face and distant form.

However, it is more difficult to transfer some of the activities to the online environment. I like to use cards and pieces of paper with questions hanging around the class. In the online lesson, I find it much more difficult to make activities using these tools work.

Also, there is memorizing of vocabulary items, which I used to do quite often, but now I do not. But I think I am going back to it.

What about group activities and team games? Is it possible to perform those activities in the online environment?

It is definitely different, but there are tools that make it possible and fun to work in groups. For websites with games, there is for example Bamboozle. Then we work in Jamboard, but in breakout rooms, where each group works on their board. Later, we share each group's ideas they have on the board.

What interactive websites do you use in your classes?

I try to update my database from time to time, since nothing is fun for the learners forever. I use Kahoot quite a lot, and recently mainly Bamboozle and Jamboard. Those are the main websites I use with all classes.

Do activities differ in classes of prima and kvarta? Are there activities you do only with the older or only the younger learners?

Essentially, I apply similar activities on students of all age, only with small adjustments to the level of English and age. But it is necessary to be careful, because younger learners are generally more playful and older are on the other hand more talkative, so discussions and authentic materials are more frequent with older learners. However, even with prima I try to integrate authentic materials for example from CBBC, with older learners then for example BBC news.

Did it ever happen to you that some student sabotaged the lesson or had a very negative approach towards the lesson?

I think I have continuous feedback from the students, and when there is someone uninterested in the topic or activity, or has a problem with English in general, they tell me. But it is never in a hostile way. Sometimes, it happens to me that I misjudge the fitting activity for the class, and even though the students successfully elaborate the task, they later tell me it was very boring, even though I thought they enjoyed it. But it never happened to me that someone would sabotage the lesson. We always talk things through and learn from them, both me and the students.

Attachment 3: Questionnaire for students

Dotazník k diplomové práci – studenti

Milí studenti Biskupského gymnázia,

jmenuji se Adéla Rozehnalová a uplynulé dvě hodiny a aktivity, skrze které jste se učili nová slovíčka, byly součástí výzkumu k mojí diplomové práci na Pedagogické fakultě Univerzity Palackého v Olomouci. V diplomové práci se soustředím právě na výuku slovíček skrze různé hry.

Ráda bych Vás nyní poprosila o vyplnění tohoto krátkého dotazníku, který mi dá jasnější představu, jak se Vám hodiny líbily, a také poskytne data ke zpracování pro moji diplomovou práci.

Prosím, přistupujte k vyplňování dotazníku ZODPOVĚDNĚ a SE VŠÍ VÁŽNOSTÍ, dávejte také pozor na znění otázek, které je někdy PODOBNÉ, ale NE STEJNÉ!

U některých otázek je možné vybrat VÍCE ODPOVĚDÍ, nejvíce však vybírejte 3 (i když jde více).

Dotazník má celkem 20 otázek a věřím, že vyplňování Vám nezabere více jak 5 minut.

Děkuji Vám předem za vyplnění :)

Informace o respondentech

Pohlaví:

- Muž
- Žena

Třída:

- Prima
- Kvarta

Věk:

Učení se novým slovíčkům

Když se učíš způsobem, který tě baví, myslíš, že přijímáš informace rychleji?

- Ano
- Ne
- Informace přijímám vždy stejně rychle
- Nikdy jsem o tom nepřemýšlel/a

Na škále od 1 do 10 označ, jak rád/a se učíš nova slovíčka.

nejméně rád/a 1 2 3 4 5 6 7 8 9 10 nejvíce rád/a

Na škále od 1 do 10 urči, jak jsi spokojený/á s výukou slovíček v hodinách angličtiny.

jsem zcela nespokojený/á 1 2 3 4 5 6 7 8 9 10 jsem zcela spokojený/á

Na škále od 1 do 10 urči, jaké množství nových slovíček se podle tebe naučíš, když se učíš způsobem, který tě baví.

nic 1 2 3 4 5 6 7 8 9 10 všechno

Na škále od 1 do 10 urči, jaké množství nových slovíček se podle tebe naučíš, když se učíš způsobem, který tě NEbaví.

nic 1 2 3 4 5 6 7 8 9 10 všechno

Věnuje se podle tebe v hodinách angličtiny dostatek času právě slovíčkům?

- Ano
- Spíše ano
- Spíše ne
- Ne

Jaké je pro tebe nejpříjemnější prostředí pro učení se novým slovíčkům?

- Prezenční výuka (ve škole)
- Distanční výuka (doma za počítačem)
- Samostudium

Co je pro tebe nejvíce důležité, když se učíš nova slovíčka, aby tě hodina bavila? (vice správných možností)

- Aktivita
- Téma
- Atmosféra
- Učitel
- Jiné: _____

Uplynulé 2 vyučovací hodiny

Na stupnici od 1 do 10 urči, jak se ti líbily uplynulé dvě hodiny.

vůbec se mi nelíbily 1 2 3 4 5 6 7 8 9 10 moc se mi líbily

Na stupnici od 1 do 10 urči, jak si myslíš, že si pamatuješ slovíčka z posledních dvou hodin.

nic si nepamatuji 1 2 3 4 5 6 7 8 9 10 všechno si pamatuji

Které z aktivit ti nejvíce pomohly si vštípit nova slovíčka? (vice správných možností)

- Zapamatuj si co nejvíce
- Brainstorming
- Přiřazování k definici
- Vymýšlení příběhu
- Přesmyčky
- Vymýšlení definic
- Kreslení
- Kvíz

Do jaké míry se podle tebe liší výuka slovíček v pravidelných hodinách angličtiny a uplynulých dvou hodin?

vůbec se neliší 1 2 3 4 5 6 7 8 9 10 moc se liší

Představování nových slovíček

Jaký je obecně tvůj nejoblíbenější způsob PŘEDSTAVOVÁNÍ nových slovíček při hodině angličtiny (= první seznámení se s novými slovíčky)? (více správných možností)

- Memorování (učení se nazpaměť opakováním)
- Hra (v týmech)
- Hra (všichni proti všem)
- Zhlédnutí videa
- Poslech rozhovoru
- Poslech písně
- Cvičení v učebnici – přiřazování (k definici, k obrázku...)
- Cvičení v učebnici – doplňování
- Popis obrázku
- Čtení textu
- Psaní textu s použitím probíraných slovíček
- Jiné: _____

Na stupnici od 1 do 10 urči, jak tě normálně v hodinách angličtiny baví aktivity, skrze které se PŘEDSTAVUJÍ nová slovíčka.

vůbec mě nebaví 1 2 3 4 5 6 7 8 9 10 moc mě baví

Na stupnici od 1 do 10 urči, jak tě bavily aktivity v uplynulých dvou hodinách, které se věnovaly PŘEDSTAVOVÁNÍ nových slovíček.

vůbec mě nebavily 1 2 3 4 5 6 7 8 9 10 moc mě bavily

Procvičování slovíček

Jaký je obecně tvůj nejoblíbenější způsob PROCVIČOVÁNÍ slovíček při hodině angličtiny? (více správných možností)

- Memorování (učení se nazpaměť opakováním)
- Hra (v týmech)
- Hra (všichni proti všem)
- Zhlédnutí videa

- Poslech rozhovoru
- Poslech písně
- Cvičení v učebnici – přiřazování (k definici, k obrázku...)
- Cvičení v učebnici – doplňování
- Popis obrázku
- Čtení textu
- Psaní textu s použitím probíraných slovíček
- Jiné: _____

Na stupnici od 1 do 10 urči, jak tě normálně v hodinách angličtiny baví aktivity, skrze které se PROCVIČUJÍ slovíčka.

vůbec mě nebaví 1 2 3 4 5 6 7 8 9 10 moc mě baví

Na stupnici od 1 do 10 urči, jak tě bavily aktivity v uplynulých dvou hodinách, které se věnovaly PROCVIČOVÁNÍ slovíček.

vůbec mě nebavily 1 2 3 4 5 6 7 8 9 10 moc mě bavily

Opakování slovíček

Jaký je obecně tvůj nejoblíbenější způsob OPAKOVÁNÍ slovíček při hodině angličtiny? (vice správných možností)

- Memorování (učení se nazpaměť opakováním)
- Hra (v týmech)
- Hra (všichni proti všem)
- Zhlédnutí videa
- Poslech rozhovoru
- Poslech písně
- Cvičení v učebnici – přiřazování (k definici, k obrázku...)
- Cvičení v učebnici – doplňování
- Popis obrázku
- Čtení textu
- Psaní textu s použitím probíraných slovíček
- Jiné: _____

Na stupnici od 1 do 10 urči, jak tě normálně v hodinách angličtiny baví aktivity, skrze které se OPAKUJÍ slovíčka.

vůbec mě nebaví 1 2 3 4 5 6 7 8 9 10 moc mě baví

Na stupnici od 1 do 10 urči, jak tě bavily aktivity v uplynulých dvou hodinách, které se věnovaly OPAKOVÁNÍ slovíček.

vůbec mě nebavily 1 2 3 4 5 6 7 8 9 10 moc mě bavily

Závěrečné zhodnocení

Je zde něco, co bys chtěl/a říct, doplnit nebo poznamenat?

Attachment 4: Questionnaire for English teachers

Diploma Thesis form for English Teachers

Dear English teachers,

My name is Adéla Rozehnalová and I am a student of English on the Faculty of Education at Palacký University in Olomouc.

I am writing a diploma thesis with the title "Didaktické hry ve výuce angličtiny na nižším stupni víceletých gymnázií se zaměřením na slovní zásobu", concerning ways of learning vocabulary through didactic games in English classes. I am focusing on the age group of lower secondary school learners studying at grammar schools (= nižší stupeň víceletých gymnázií).

As a part of the thesis, I am interested in how teachers, who teach described target learners, teach vocabulary in their English classes.

This form is a tool to receive as valid and reliable data as possible.

If you have a colleague or know any English teacher teaching given age group at any grammar school, do not hesitate to share this form with them.

The more answers I receive the more reliable research I will be able to elaborate.

Some of the questions are "multiple choice questions", but please, DO NOT choose more than 3 options.

The form consists of 23 up to 30 questions (depending on your answers) and it should not take you more than 10 minutes to answer it.

Thank you in advance.

Basic information

School: _____

Gender:

- Male
- Female
- Other

Years of practice: _____

Teaching vocabulary in general

Do you consider teaching vocabulary an essential/inevitable part of English classes?

- Yes, I do.
- Yes, I rather do.
- No, I rather do not.
- No, I do not.

What amount of time do you spend on teaching one topic of vocabulary in the synchronous class?

- None (pupils learn vocabulary by themselves)
- Part of one class
- One whole class
- Two whole classes
- Depends on a topic
- Other: _____

Do you prefer teaching vocabulary in synchronous or asynchronous form of teaching?

- Synchronous (= happens at the same time for the teacher and the students)
- Asynchronous (= does not happen at the same time for the teacher and the pupils)
- Neither
- I do not have a preference

What techniques of PRESENTING vocabulary do you use? (multiple choice question)

- Memorization
- Game (teams)

- Game (everybody against everybody)
- Watching a video
- Listening to a conversation
- Listening to a song
- Matching exercises (to a definition, to a picture...)
- Filling exercises
- Picture description
- Reading and textual analysis
- Writing with the use of taught vocabulary
- One of the above
- Other: _____

What techniques of PRACTICING vocabulary do you use? (multiple choice question)

- Memorization
- Game (teams)
- Game (everybody against everybody)
- Watching a video
- Listening to a conversation
- Listening to a song
- Matching exercises (to a definition, to a picture...)
- Filling exercises
- Picture description
- Reading and textual analysis
- Writing with the use of taught vocabulary
- One of the above
- Other: _____

What techniques of REVISING vocabulary do you use? (multiple choice question)

- Memorization
- Game (teams)
- Game (everybody against everybody)
- Watching a video
- Listening to a conversation

- Listening to a song
- Matching exercises (to a definition, to a picture...)
- Filling exercises
- Picture description
- Reading and textual analysis
- Writing with the use of taught vocabulary
- One of the above
- Other: _____

Do you use any special/interactive tools in the process of teaching vocabulary?

- Yes, I do.
- No, I do not.

Can you give examples of the special/ interactive tools you use in the process of teaching vocabulary?

Do your ways of teaching vocabulary differ in different age groups?

- Yes, they do.
- No, they do not.

In which ways does your teaching of vocabulary differ in different age groups? (multiple choice question)

- Using different materials
- Using different tools
- Using different techniques
- Spending more time with younger (6th grade / prima) students
- Spending more time with older (9th grade/ kvarta) students
- Using more target language with younger (6th grade/ prima) students
- Using more target language with older (9th grade/ kvarta) students
- Other: _____

Teaching vocabulary online

Which form of teaching do you prefer?

- Face-to-face form of teaching
- Distant form of teaching
- I do not have a preference

Does distant form of teaching differ from face-to-face form of teaching in terms of the ways you teach vocabulary?

- Yes, it does.
- Yes, it rather does.
- No, it rather does not.
- No, it does not.

Can you give examples of how does the distant form of teaching differ from the face-to-face form of teaching in terms of the ways you teach vocabulary?

Did you learn to use any new special/ interactive tools during distant form of teaching?

- Yes, I did.
- No, I did not.

Can you give examples of what new tools have you learnt to use during distant teaching?

Rate on a scale from 1 to 10 to what extent you are satisfied with the way you teach vocabulary in online classes.

Not satisfied at all 1 2 3 4 5 6 7 8 9 10 Very satisfied

Students and vocabulary

Are your students generally interested in learning new vocabulary?

- Yes, they are.
- Yes, they rather are.

- No, they rather are not.
- No, they are not.
- I do not know.

Do your students consider learning new vocabulary fun?

- Yes, they do.
- Yes, they rather do.
- No, they rather do not.
- No, they do not.
- I do not know.

Do your ways of teaching vocabulary differ in classes of younger (6th grade/ prima) and older (9th grade/ kvarta) students?

- Yes, they do.
- No, they do not.

Which of these techniques do you use to teach vocabulary younger (6th grade/ prima) students? (multiple choice question)

- Memorization
- Game (teams)
- Game (everybody against everybody)
- Watching a video
- Listening to a conversation
- Listening to a song
- Matching exercises (to a definition, to a picture...)
- Filling exercises
- Picture description
- Reading and textual analysis
- Writing with the use of taught vocabulary
- One of the above
- Other: _____

Which of these techniques do you use to teach vocabulary older (9th grade/ kvarta) students?

- Memorization
- Game (teams)
- Game (everybody against everybody)
- Watching a video
- Listening to a conversation
- Listening to a song
- Matching exercises (to a definition, to a picture...)
- Filling exercises
- Picture description
- Reading and textual analysis
- Writing with the use of taught vocabulary
- One of the above
- Other: _____

Rate on a scale from 1 to 10 to what extent do you think your students feel motivated by the way you teach vocabulary.

Not motivated at all 1 2 3 4 5 6 7 8 9 10 absolutely motivated

Do you see difference in motivation in classes of younger (6th grade/ prima) and older (9th grade/ kvarta) learners?

- Yes, I do.
- Yes, I rather do.
- No, I rather do not.
- No, I do not.

Motivation is higher with:

- Younger learners (6th grade/ prima)
- Older learners (9th grade / kvarta)
- There is no difference in motivation

Do you have any specific tools to activate/ motivate the students in terms of teaching vocabulary?

- Yes, I do.
- No, I do not.

Can you give examples of the tools you use to activate/ motivate the pupils in terms of teaching vocabulary?

Comment section

Do you have anything else you would like to mention/ comment on?

Explanatory notes

ⁱ English Foreign Language – students are learning English in order to use it with any other English speakers in the world (Harmer, 19)

ⁱⁱ English Second Language – students are usually living in a target-language community and need the target language (Harmer, 19)

ⁱⁱⁱ L2 – second language refers to any language that has been learnt subsequent to the acquisition of the first language (Thornbury, 202)

^{iv} L1 – learner's first language, also known as their native language or their mother tongue (Thornbury, 81)