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**English Language Textbooks for Elementary Schools (in the Digital Environment)**

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## **ABSTRACT**

The thesis deals with the use of textbooks and digital resources in English as a foreign language teaching at the elementary school in Holešov. The theoretical part describes the historical development of English as a foreign language teaching and materials, explains the characteristics of young learners, defines the basic terminology related to the foreign language teaching and provides an overview of various types of digital resources that can be used in the lessons. Furthermore, it describes the contemporary trend called gamification. The secondary objectives of this thesis are to investigate in which environment do contemporary young learners encounter the English language most frequently, whether they use the digital resources to improve their English and, if so, what specific resources they use. Subsequently, the main aim of the thesis is investigated, which is to ascertain whether the teaching of English as a foreign language at the first stage of elementary schools based on textbooks can be partially replaced by the digital resources and thus become more effective. The target group are pupils of three fifth grades of the elementary school in Holešov, who participated in both questionnaire survey and classroom observation.

## INTRODUCTION

Society has faced significant developments in science and technology in recent years when the information and communication technologies being one of the fastest growing areas. These changes also affect the development of education in all its fields. Multimedia poses an essential part of contemporary pupils' everyday lives. Because the popularity of the digital technologies increased among pupils, the English language teaching should adapt and reflect their needs. As English is considered the global language of modern times, it is also the main language of today's digital world and is used across all its spheres. Children who learn English as a foreign language can self-educate and achieve a high level of English nowadays. Moreover, they are acquiring the language naturally in their comfortable environment.

In my opinion, the situation regarding Covid-19 pandemic and the blanket closure of educational institutions has contributed significantly to the increase in independence and individual education of pupils. Thanks to the current opportunities to use a plethora of multimedia in the form of games, videos, music channels, social networks, online educational platforms and other online resources, the pupils have begun to learn English in an extracurricular environment. Therefore, their needs and expectations for the contemporary foreign language teaching have changed.

As a novice teacher and the youngest member of the teaching staff of the elementary school in Holešov, I would like to contribute to the future education in the field of foreign languages. Therefore, I will focus on this issue in my thesis. In the past, children were educated mainly on the textbook basis because they had no other options. However, do the English language textbooks used at the elementary schools in the Czech Republic sufficiently reflect the current needs of young learners, who can learn independently in an extracurricular environment? Are the textbooks still an asset for them, or should the teaching be based on the different sources? In which environment do contemporary young learners encounter the English language more frequently? What areas of the language do they improve through the extracurricular activities? Can the digital resources partially or completely replace the use of textbooks in the teaching of EFL at the elementary school level?

Since I currently teach English at the elementary school, the thesis will focus on young learners. The research questions mentioned above will be explored with these learners to provide the research findings and advice for future teachers of English as a foreign language at the elementary schools. Therefore, the aim of the thesis is to provide new findings of modern education and to improve my present teaching practice.

## **THEORETICAL PART**

The theoretical part of the thesis focuses on the characteristics of young learners and the crucial factors associated with teaching English as a foreign language (henceforth EFL) at the elementary school. The author considers learners' motivation and the influence of an extracurricular environment as key factors affecting EFL learning. Moreover, this section describes the historical development of teaching EFL and provides information from recent research needed for the practical part of the thesis. Finally, different approaches to the English language teaching using digital technologies are described.

### **1 Introduction to ELT**

According to Janíková (2011, p. 8-9) and Liškař (1970, p. 67-68), the English language teaching has undergone several changes throughout history, in terms of concepts, guidelines, requirements and learning materials. The beginning of the spread of the national languages teaching such as French and English in Europe is dated in the 16<sup>th</sup> century when several political changes took place. However, their teaching remained dependent on the methodology of their predecessor, Latin. Thus, in the following 17<sup>th</sup> and 18<sup>th</sup> centuries, teaching was based on literal translations from the mother tongue into the foreign language and vice versa. Sentences were formed artificially, and words were taught in isolation without regard to changes in meaning within the context. The emphasis was on reading and translation, while the teaching of speaking skills was neglected. People did not travel as nowadays thus the understanding of written text was of importance.

During the 19<sup>th</sup> century, The Grammar-Translation Method became the standard method of teaching foreign language. Subsequently, several other methods were developed in response to the mistakes of the earlier ones. According to Richards (2014, p. 14-16), the most active period of innovative approaches and methods' creation was from the 1950s to the 1980s. In the beginning of this period, The Audiolingual Method and The Situational Method emerged, followed by The Silent Way, The Natural Approach, and Total Physical Response. This facilitated the emergence of many alternative methods, combining pieces of knowledge from different disciplines. The preferred approach of the present time is the communicative approach.

## 1.1 ELT in present days

Janíková (2011, p. 8-9) points that nowadays, teaching is focused on pupils and their needs. Pedagogy is enriched with the latest knowledge from various disciplines, which is an important resource in improving the educational process. Autonomous learning, which helps pupils develop their independence and meets their individual needs, is gaining great support. Moreover, the emphasis is placed on the use of various teaching methods that help pupils to acquire a foreign language in a natural and a non-violent way. Choděra (2000, p.11-13) adds that the opportunity to hear and communicate with native speakers is also an important benefit, which especially thanks to the globalisation and the development of digital technology, is not difficult nowadays.

The current Framework Educational Programme of the Czech Republic (2017, p. 16) states that foreign language teaching should provide the necessary linguistic basis and prerequisites for pupils' communication within an integrated Europe and the rest of the world. Knowledge of a foreign language has an important position in the educational process and contributes significantly to the development of communicative competences. According to it, teaching of foreign language is compulsory from the third grade of the elementary school, but many schools start teaching English in the lower grades. Furthermore, The Framework Educational Programme includes the expected outcomes of foreign language teaching and its educational content.

Expected outcomes of the elementary school education are divided into four thematic areas – listening with comprehension, speaking, reading with comprehension, and writing. Based on these expected outcomes, a pupil at the end of the fifth grade should be able to:

1. understand simple instructions and questions from the teacher, which are communicated slowly and with careful pronunciation, understand words and simple sentences that are spoken slowly and clearly, and relate to the covered topics, understand a simple listening text that is spoken slowly and clearly
2. engage in simple conversations, communicate basic information about himself or herself, school, family, leisure, and other topics in a simple way, answer simple questions about the mentioned areas

3. find the relevant information in a simple text that relates to the topics being taught, understand simple short texts from everyday life
4. write a short text using simple sentences and phrases about himself or herself, family, activities, and events in his or her area of interest and everyday life and fill in personal data into the form (RVP ZV, 2013, p. 3-12).

## **1.2 FLT textbooks**

Contemporary foreign language textbooks are primarily understood as the core of a teaching package including a textbook, a workbook, a methodological guide, recordings, a collection of supplementary exercises and, more recently, an interactive version of the textbook. Furthermore, all these tools are based on a unified concept and complement each other. Their composition is influenced by the development of foreign language didactics and the social situation at the time of their creation. That is why the first textbooks were based on The grammar-translation method, then on the direct method and are constantly being adapted in response to the requirements of the time. As an example of a textbook based on the interlinear method is A. Osička's *Anglicky v 1.000 slovech* from 1927 (Jelínek, 2010, p. 91).

Foreign language textbooks based on the original direct method from the 19<sup>th</sup> century, which emphasizes teaching in the foreign language without the use of the mother tongue, is nowadays a curiosity. Czech textbook authors, together with the help of foreign linguists, subsequently contributed to development of the audio-oral method, which emphasises spoken language with the support of a model in the form of sound recordings (Jelínek, Ibid.).

According to Jelínek (2010, p. 91), a significant milestone in the development of teaching materials is dated to 1989, when textbooks of foreign origin based on the communicative method and in their units emphasized the communicative needs of the pupils and speech intention came to the fore. Furthermore, there was a change in the visual aspect of the textbooks which became more attractive to pupils thanks to the additional illustrations and photographs. However, the textbooks were designed without considering the pupils' native language thus they needed to be completed and supplemented. At the end of the 20<sup>th</sup> century, textbook design was influenced by the desire to highlight the socio-cultural aspects

of foreign language teaching. Thus, realities, knowledge from other cultures and intercurricular relationships became the part of the textbooks.

At the beginning of the 21<sup>st</sup> century, various linguodidactic concepts of books with many varied exercises, thoughtfully arranged and based on their types, were created. Greater emphasis has been placed on contextualized tasks and project-type tasks, while the relationships between classroom and real-world communication has been addressed more too (Jelínek, 2010, p. 91-93).

As for the young learners, a fundamental problem is the early use of the textbook according to Doláková (2019). She claims that the main question is whether the textbook is appropriate for the age and ability of the children. Although the textbook market offers a wide range of options, the priority choice for many teachers is the requirement of parents to understand, what is being asked of their children, i.e., Czech instruction. Moreover, most teachers are only concerned with getting through the content in a school year. However, textbook authors do not recommend working with the textbook for more than 40% of the lesson. Textbooks written by native speakers who do not understand teaching EFL pose another challenge. Furthermore, textbooks often contain excessive requirements for working with text, i.e., reading and writing. This raises a question of whether it is necessary to use textbooks in the first two years of teaching EFL.

Doláková (2019) points that the positive aspects of the textbooks are the clearly developed framework of the curriculum, the range of vocabulary and especially the relevant recordings. On the other hand, it is more effective to talk, sing, dance, play games, count, cut, model, and do everything that children are currently experiencing and comment it in English. In this way, the pupils will get to know how language works in everyday situations and avoid artificially learned phrases. According to Doláková (2019), starting to read too early is counterproductive because pupils do not have time to develop a listening habit, instead they already think of how words are spelled. For dyslexic pupils, for example, this poses a dangerous problem. According to psychologists, after two years of working with language without reading, only in its sound form, the habit is formed and automated. This is a prerequisite for smooth language acquisition.

### **1.3 The role of a teacher in present-day ELT**

During the foreign language teaching, in this case the English language teaching (henceforth ELT), teachers should strive to develop all four basic skills in pupils - listening, reading, speaking, writing, as well as their practical application in real life. Unfortunately, even today, many teachers teach pupils only via textbooks and workbooks which do not always develop all mentioned skills and their applicability in real life situations is insufficient. Because of the rapid development of digital technologies, the current situation is different. Therefore, the contemporary generation of children requires a different approach.

It is necessary to consider the factors influencing FLT across the generations. According to Svobodová (2013), the role of a teacher is divided into two main parts - educational and behavioural. While in the educational role the teacher informs, encourages, transmits, motivates, and inspires, in the behavioural role the teacher should be empathetic, supportive, a good listener, but also a punisher.

## **2 Young learners' characteristics**

According to Langmeier and Krejčířová (2006, p. 117), from six to twelve years of learners' age, which corresponds to the period from the first to the fifth grade of elementary school, several changes can be observed in their thinking. One of the main changes is the cognition of reality through diverse types of logical operations, such as classification or inclusion. Thanks to these, pupils can classify objects into specific classes and subclasses based on their characteristics (Vágnerová, 1999, p. 164). Moreover, children at this age acquire the ability to induce or generalize. Thus, they can infer general information from specific situations as opposed to deduction, which still depicts a challenging operation for them (Thorová, 2015, p. 405). Langmeier and Krejčířová (2006, p. 122) points that apart from the development of thinking, these pupils also develop speech and expand their vocabulary.

According to Šimíčková-Čížková (2010, p. 96), the time when children start attending school is highly individual and depends on two basic factors: school maturity and school readiness. These factors are then evaluated in children based on the maturity of their central nervous system, resistance to physical and mental stress, ability to interact with each

other, ability to concentrate and based on skills already acquired as a prerequisite for entering first grade. She further states that the end of the first stage of elementary school is determined by physiological changes, especially those connected with sexual maturation. Langmeier and Krejčířová (2006, p. 118) agree with this, adding that the realistic aspect of pupils' thinking in the first stage of elementary school is first dependent on the opinions of authorities and only later they become more decisive personalities with their own attitude and world view. This stage is called critical realism, which is also connected with the next stage called adolescence.

According to Šimíčková-Čížková (2010, p. 105), one of the typical character traits of children of this age is diligence, willingness, and active interest in learning. The German psychologist Erik Erikson described this stage of development as a period of effort and initiative, which should be encouraged and further developed by teachers. They should, for example, motivate their pupils to perform and encourage their sense of hard-work and diligence.

Therefore, according to Cameron (2001, p. 1), a significant difference in FLT for children and adolescents is present. Younger school-age pupils are more enthusiastic and less shy to learn, which makes it easier for them to acquire a correct accent. On the other hand, they do not hold their attention for long time periods, can easily lose interest in the language and lose motivation more frequently. According to a Swiss psychologist Jean Piaget, the child at this age is an active individual and a thinker, who learns primarily through his own activity with a process of assimilation. The child receives and assimilates new perceptions and integrates them into existing schemas and accommodation whereby he adapts his cognitive structures to the world around him. Thorová (2015, p. 255) agrees and adds that children at this age are not comfortable with a passive reception of information, because they want to actively participate in everything - to try, explore, learn, and understand everything by themselves. Furthermore, a Soviet psychologist Lev Vygotsky thought of the child as an active individual too but with the difference that knowledge is mediated by the people around him, not by himself (Cameron, 2001, p. 8).

Another important process that changes fundamentally at this age is perception. The cognitive process of perception becomes a purposeful act and ceases to be merely a random process. As already mentioned, it is aimed at learning about the nature of objects,

phenomena, space, time, and the world. Moreover, the pupil at this age can distinguish reality from fantasy, and therefore penetrates more deeply into the reality of everyday life (Šimíčková-Čížková, 2010, p. 106).

In terms of memory-related processes, unintentional or mechanical memory predominates at the beginning of this period. Teacher's support is therefore needed in linking new and already acquired knowledge. Short-term and long-term memory becomes more stable at this age and the pupil begins to use different memory strategies (Langmeier and Krejčířová, 2006, p. 120). Vágnerová (1999, p. 167) adds that during this period, there is also an expansion of memory capacity, speed of information processing, better memorization, equipping and gradual use of associations connected with acquired knowledge. It is therefore necessary to motivate the pupil correctly because if he or she understands the purpose, aim and meaning of the knowledge communicated, his or her memory will become increasingly effective. Moreover, Šimíčková-Čížková (2010, p. 107-109) emphasizes a change in the mental process called attention. According to her, it is necessary to remember that at the beginning of schooling, pupils' concentration is short-lived and spontaneous. Thus, it is necessary to include varied and interesting activities or relaxation games in the classroom. The pupils' emotional stability and social development play a crucial role in their overall school adjustment and success in the first grade. The emotional expressions of the younger schoolchild are characterised by a decline in lability and impulsivity, as well as a decline in egocentrism and an increase in self-control. The child can express his feelings clearly and emotionally understands his surroundings.

## **2.1 Young learners and ELT**

According to Doláková (2019), the teaching of English should be compulsory from the first grade. It is natural and effective for children to start at an early age when they do not have to think about grammar or vocabulary. At this age, specifically between the ages of six and eight, pupils can respond sensitively to non-verbal cues that help them understand speech without knowing the exact meaning of the words. In addition, they are capable of imitating pronunciation and intonation accurately, which is essential in laying a solid foundation in language learning. Repeating phrases and sentences without barriers at every opportunity helps them to treat language as a game, where they welcome any spontaneous communication and learning is a natural process. Therefore, they need a stimulating

environment. This age allows children to work with language more flexibly and creatively than later in their life. As children perceive holistically - from all angles. Lojová (2011, p. 94) agrees and adds that this state lasts approximately until puberty. When pupils are repeatedly exposed to the same situation, they take the initiative and try to use the acquired words and phrases themselves and later compose them into complete sentences. In this way, they learn to react in a natural way and without translating. Therefore, the teacher should not teach pupils the target language but to think in it.

From the ninth year onwards, pupils are already in a different situation. They begin to realise that what they have naturally used is regulated by certain rules that need to be examined and thought about. Thus, they lose confidence and immediacy in communication. Moreover, if they are taught as adults, by memorising vocabulary, translating, and learning grammatical rules, the ability to use language without barriers disappears. Although this style does not bother pupils at first and they are excited about everything new, this fades with time and they begin to feel that the results are indistinguishable, and the lessons are the same. Moreover, they stop understanding the native speakers' listening exercises because they are not used to hear information in a foreign language. Therefore, working with the textbook and completing the gaps in the exercises are not all that the pupils should do in English classes. According to Doláková (2019) and Lojová (2011, p. 96), the widespread problem is that many pupils leave school with textbooks read and workbooks completed but they are unable to answer simple questions. Thus, targeted efforts may often not lead to the desired goal.

According to Doláková (2012), effective English teaching can be achieved by not overwhelming pupils with translations and transcription of vocabulary from textbooks but by preferring a playful approach, for example by playing games, listening to stories, or creating. The most efficient time to start is already in the first grade. That is why the teaching of English should be compulsory from this age. According to her, children do not learn the language but acquire it in natural situations, which teachers should provide them with. They learn to use the language in these situations, not to create it from words learned by heart.

At this age, grammar should be taught intuitively throughout a context, not by explaining grammatical rules because students are not prepared for that. Therefore, it should be learned through games and activities that help them to understand different grammar rules

that they should discover for themselves. Children at this age have a high perceptual ability, they are interested in everything around them and remember it easily. Teachers should take advantage of these strengths and teach grammar in a stimulating and motivational way. According to Lewis (2009, p. 3), three basic goals should be fulfilled in teaching a foreign language: to teach pupils to express their thoughts confidently as clearly as possible, to strengthen their grammatical accuracy in a playful and purposeful way, and to increase their grammatical awareness. Therefore, he prioritizes these six types of activities that can be used at any time during the lesson based on the goal the teacher wants to achieve in teaching:

1. *Input tasks* – learners listen to or read the text and try to find examples of grammatical structures.
2. *Noticing tasks* – the activity shows examples and pupils try to understand the grammar without explanation.
3. *Awareness tasks* – pupils analyse examples and try to think about them, what words are used for or what parts of grammatical structures consist of.
4. *Check-up tasks* – pupils answer questions or perform tasks to show and check their understanding of grammatical structures.
5. *Game tasks* – pupils try to use grammar structures in games that make grammar fun and spontaneous.
6. *Experimentation tasks* – learners are asked to apply their grammatical knowledge by producing speech, for example through dialogue or written text.

Psychologist Howard Gardner has identified eight learning styles based on what pupils have an aptitude for. Here are the main four:

1. *Physical* – Pupils that are strong in athletics, dancing, acting, crafts and using tools. They like to move around, touch and talk and use the body language. The most effective way to learn the language is through touching, moving, and processing knowledge through bodily sensations.
2. *Aural* – Pupils that are strong in singing, picking up sounds and remembering melodies and rhymes. They like to sing, hum, play an instrument or listen to music. The most effective way to learn the language is, according to the author, through rhythm, melody, singing, listening to music, and melodies.

3. *Spatial* – Those pupils strong in reading, maps, charts, drawing, mazes, puzzles, imagining things and visualization. They like to design, draw, build, create and look at pictures, thus they learn best through visualizing, working with pictures and colours and drawing.
4. *Verbal* – Strengths of these pupils are reading, writing, telling stories, memorizing dates, and thinking in words thus they like to read, write, talk, memorize or do puzzles. The most effective way to learn the language is through the activities they like – hearing and seeing the words, talking about stories, or writing (Lewis, Mol, 2009, p. 4).

## **2.2 Young learners' motivation**

As mentioned above, motivation is a crucial factor that influences the effectiveness of pupils' learning. According to Plháčková (2004, p. 319), motivation can be defined as the sum of all intrapsychic dynamic forces or motives that usually activate and organize behaviour and experience to change an existing unsatisfactory situation or to achieve something positive. Nuttin (1984, p.143) views motivation as a hypothetical process whose essential feature is focusing and energizing of behaviour. Hrubá (2012) adds that motivation begins to develop before a child starts to attend school, around the age of three. At this age, it is intrinsic motivation that leads the child to explore the world around them and try new things. Currently, she says, it is the responsibility of pupils' parents to develop their need for successful performance through reasonable requirements and rewarding performance, or to develop their need to avoid failure through overloading and criticism. Consequently, the role of the school is to develop these needs through requirements and tasks. In addition to intrinsic motivation, which consists of the child's natural curiosity, extrinsic motivation, represented by testing, marking, praise or punishment, is beginning to appear in the school environment. Hrabal and Pavelková (2010, p. 148) add that three groups of needs play a decisive role in school motivation - cognitive, social and performance, where the teacher's attitudes and style of pedagogical work are essential in the development of cognitive motivation.

According to Hrabal (2011), who discusses pupils' motivation and its influences, many motivational problems in the school environment occur. The most common of these include underdevelopment of pupils' needs, pupils' frustration, motivational conflicts or over-motivation which reduce the effectiveness of learning. To avoid these problems in the

school environment, the teacher should make adequate requirements for them, consider their pace and ability, provide sufficient feedback, and teach the curriculum in the most interesting way. Namely boredom, according to Robinson (1975, p. 141-152), is understood as a deactivating learning motivation that occurs when a pupil's skills and knowledge either exceed the school's requirements or are inadequate.

Concerning the teaching of EFL at the first stage of elementary school, Havlíčková (2011) presents several teaching aids and activities that can motivate pupils to a speaking as well as listening comprehension. Their effectiveness consists in engaging multiple senses at one time, where pupils compose, create, or perform a drama while unconsciously acquire the language. Nevertheless, to make the activities effective, it is necessary to lead the lesson and give instructions in the target language. Moreover, Hvozdík (1986, p. 57) describes what elements of teaching can work both motivating and demotivating in class. Crucial factors include the degree of autocratic teaching style, the space for creativity, imagination, flexibility and original thinking, or the degree to which knowledge is connected to real life. The author discusses more about ways of activating motivation in young learners in Chapter 3.

### **2.3 Language learning and language acquisition**

According to Krashen (1981, p. 14-15), two independent systems of developing the ability to understand a foreign language, unconscious language acquisition and conscious language learning exist. These two systems are interrelated. However, subconscious acquisition, according to him, is more important process that requires meaningful communication in the target language, where is rather emphasized the meaning of the message than its correct form. In contrast, language learning, where the rules and regular error correction are considered, helps the learner to figure out the correct representation of the linguistic generalization.

In his theory, he argues that conscious learning is available only as a monitor of a learned system, acquired through active communication. Thus, if the learner's goal is to improve accuracy, the use of conscious learning has an effect. On the other side, if the learner wants to focus on fluency and responsiveness in the second language use, the use of conscious learning is ineffective. However, when conscious learning is not used enough, it

may happen that the learner acquires fluency but fails accuracy tests (Krashen, 1981, p. 1-3). On the contrary, where the learner is afraid to speak in the second language for fear of making a mistake, it is called lathophobic aphasia (Stevick, 1976, p. 78). Therefore, teachers should strive to create an imaginary bowl of scales where both fluency and accuracy are given equal consideration.

According to Krashen (1981, p. 14-15), a major factor in unconscious language acquisition is the amount of language resources in the form of texts, videos, songs, conversations, structures, and more that the learner receives. Moreover, he emphasizes that voluntary reading by learners has a positive effect not only on the expansion of their vocabulary. Swain and Lapkin (1995, p. 371-391) add that comprehensible output is also a crucial factor in language acquisition. It is important to provide learners with quality feedback from which they can benefit in the future. This is because it is the only way they can fully concentrate on what and how they are saying. However, every learner is unique and learns the language for a different reason or motivation. Thus, a purpose of the learner should be considered by the teacher.

### **2.3.1 Krashen's monitor model**

Krashen's monitor model consists of five hypotheses that explain the process of second language acquisition. This model was formulated by linguist Stephen Krashen in the 1970s and 1980s and is based on two main ideas - the principle of receiving comprehensible input and the assumption that there is a difference between language acquisition and language learning. This theory has had an enormous influence on primary and secondary school education, especially in the United States (Krashen, 1982, p. 12). Below, the hypotheses are presented:

1. *Acquisition-learning hypothesis* – According to this hypothesis, pupils learn a foreign language better by unconscious acquisition than by conscious study. Subconscious acquisition occurs when there is a sufficient supply of comprehensible reading, listening or audio-visual material.
2. *Natural order hypothesis* – All pupils acquire language phenomena in the similar way, in a certain natural order. However, the learner only absorbs the grammar when the time is opportune - regardless of how diligently he or she tries to master it.

Interestingly, some phenomena that learners acquire early seem more complex from a linguist's point of view than others that, despite their simplicity, are acquired later (the -s ending in the third person singular of verbs - *he lives* - is a problem even for advanced learners, and the rather complicated present continuous tense - *he is living* - is easy to experience).

3. *Monitor hypothesis* – The learned grammatical rules serve as a kind of controller of pupils' speech. If learners have ideal conditions, this monitor helps them to correct their own mistakes. In contrast, everything unconsciously (naturally) acquired allows them to speak fluently and easily, without thinking excessively. Thus, Krashen says, what they have consciously learned helps them monitor whether they are speaking correctly and recognize when they are making mistakes.
4. *Input hypothesis* – Pupils acquire language when they understand the message. More accurately, they learn when they perceive language that they may not have acquired yet, but for which they are already prepared. This means that they understand in general what is being said to them, and knowledge of the context and surrounding linguistic phenomena, such as some of the already known vocabulary, helps them to acquire unfamiliar words.
5. *Affective filter hypothesis* – When learners are nervous or tense, they do not learn well – the so known as affective filters interfere with foreign language acquisition (Brewster, Ellis, Girard, 1992, p. 13)

### **3 Digital media in EFL teaching**

This chapter describes the various applications of digital media in teaching EFL and their impacts on the effectiveness of young learners' learning process. As digital technologies play a significant role in learners' everyday lives, especially in an extracurricular environment, the use of different media in teaching can enhance learning effectiveness. Specifically, the effects of the use of music, digital games, and educational platforms in the classroom as well as the overall effects of digital media on young learners are described below. Moreover, the contemporary phenomenon called Gamification is mentioned in this capture.

### 3.1 Music in ELT

According to Campbell (2008, p. 3), cognitive processes are crucial in foreign language acquisition. Without these cognitive functions, pupils could not receive, perceive, or learn new information. At the same time, they would not be able to think about or remember them. By linking music and cognitive processes in the classroom, teachers can enhance foreign language proficiency. Campbell (2008, p. 4) further points that listening to music most affects those cognitive functions that are important for learning a foreign language - speech, attention, thinking, learning and memory. Kuttlerová (2008) sees some similarity between music and language in their sound phenomena, which are rhythm, melody, and intonation. These phenomena should be used by the teacher in language teaching. In addition, Kuttlerová (2008) adds that the combination of music and language is highly effective in the learning process because she sees a link between listening skills and musical and linguistic talent. According to research by Mora (2000, p. 146-152), the first thing one learns when acquiring a foreign language is the intonation, strength, and pitch of the human voice. Thus, the learner can imitate the melody and rhythm of speech even before uttering the first real word.

Miendlarzewska and Trost (2014, p. 279) add that music plays a significant role in foreign language teaching in today's world, especially in the English language teaching, as most of the world's hit songs are sung in English. In addition, pupils have a plethora of online resources that allow them to listen to music with subtitles. Furthermore, modern technology ensures that they can listen to music in any environment they want - at home, in the car, outside with friends. At that moment, students engage several senses – their hearing, thanks to the melodies and lyrics, which help them learn correct pronunciation, often at the level of native speakers and their sight through visual effects or stories in clips, which help them to remember vocabulary better and often to infer it intuitively. Moreover, when they also watch the subtitles at the bottom of the video, they also learn correct spelling. Furthermore, movement and choreography exercises are also an added value to help pupils remember the text better. In addition, it is proven that it is easier for children to remember vocabulary through the lyrics of a song than to learn it in a dictionary or through vocabulary exercises in a textbook.

According to Brewster and Ellis (1992, p. 14), everyone is connected to music from an early age, most often through lullabies or songs that help babies fall asleep better. Moreover, this helps children to develop their brains faster by strengthening their cognitive functions. Additionally, children love to listen to music and learn a foreign language easily through repeated listening to songs or rhythms. It is scientifically proven that our brains are set up to respond to certain sounds and rhythms. Thus, there is a direct link between music and the development of intelligence. Sedlák and Váňová (2013, p. 58-61) agree with this statement. Children who grow up in an environment where music is often listened to show higher intelligence than those who are raised in an environment without music. In fact, the more senses parents or teachers engage in a child, the easier it is for him to understand new things (Miendlarzewska and Trost, 2014, p. 279). Moreover, music is often used to relax the atmosphere and create a pleasant environment, either at home or elsewhere (Murphey, 2013, p. 9).

Murphey (2013, p. 60-61) adds that music is part of movies, shows, commercials, games, played in stores, waiting rooms, at sporting events, in restaurants. It appears all around us, surrounding us. Children often talk about it among themselves because it helps them express their emotions or change their mood. The use of music in the English language classes enlivens the atmosphere. Moreover, it can be used to teach vocabulary, sentence structures, pronunciation, or phrases. In addition, most children like music, they enjoy using it to learn and it allows them to improve all four skills - listening, speaking, reading, and writing. The structure of the songs is often simple, and the lyrics are composed with vocabulary used in real situations, making it easier for children to understand the language and remember the vocabulary. Therefore, there are several ways to use music in language learning. According to Veselá (2012), songs, rhymes and chants are useful linguistic, psychological, cognitive, cultural, and social resources as well as a resource for practising pronunciation by individual sounds, stress, rhythm, and intonation. By these activities, new language, vocabulary, and structures are introduced. Moreover, they are motivating and develop positive attitudes towards the target language as well as support the development of concentration, memory, and coordination.

### **3.1.1 Activities based on songs**

Kuttlerová (2008) mentions that current foreign language teaching methodologies are shifting towards right hemisphere functions. Thus, they emphasize unconscious acquisition as opposed to conscious learning. There are many ways to use songs in the English language teaching. The most common are listening exercises with text completion. Moreover, songs can be used at the beginning of a lesson to create a pleasant atmosphere or to make a non-violent transition into a foreign language. In addition, it is an easily accessible resource (Murphey, 2013, p. 7). In terms of variety of uses, songs can teach pupils grammatical phenomena, improve comprehension through exercises focused on reading texts or help them with new vocabulary acquisition. Even first or second graders, who cannot yet read or write fluently, can benefit from these activities. In this case, it is effective to use movement activities, where pupils demonstrate the vocabulary by gesturing or miming to the song, or activities using visual aids, where the song is accompanied by pictures showing the vocabulary or a story describing the vocabulary of the song.

In addition, pupils can practise translation. However, one of the most perfective areas while using songs is learning pronunciation. By listening to the songs, pupils learn the pronunciation of even unfamiliar words in a non-violent way. However, according to Griffie (1992, p. 86) the key is to choose an adequate resource.

### **3.1.2 Adequate usage of music**

There are no precise criteria that should be strictly followed when selecting music for English lessons. However, according to Sedlák and Váňová (2013, p. 58-61), teachers should consider several factors when choosing a song to teach the English language. To begin with, the aim of the lesson should be determined in advance - whether the lesson needs to be repeated or whether we want to teach the children something new, which of the four main skills we want to practise or focus on something else. Next, the teacher should choose an appropriate song based on the language level of the pupils. After considering these criteria, the teacher can choose from a plethora of resources. It also depends on the preferences of the pupils, so the teacher should first ask what they currently like to listen to. In the case of teaching a grammatical phenomenon, the teacher should choose a song based on the already known vocabulary. Finally, a song with correct pronunciation should be

chosen preferably by a native speaker. The pronunciation should be understandable to the pupils and the speed manageable.

Griffiee (1992, p. 88) described four basic pillars through which an adequate song should be selected in foreign language teaching. He includes pupils' age, teacher, season and purpose, where the pupils' age being the most important pillar. According to him, the song must be appropriate in content, vocabulary, and musical style to the age of the pupils and thus to their language level. In the case of the seasons, the author has in mind the holidays in specific seasons, which should not be omitted when choosing songs. Another essential pillar is the purpose of the song, which should be clearly stated in the English language teaching. Michael McCarthy (1990, p. 79) agrees with these factors influencing song selection. However, he calls them usefulness, need, and use of a song, appropriate difficulty, and consideration of cultural factors.

Poláková (2021, p.27) summarizes in her work that teaching the English language, especially its vocabulary, through songs and musical games seems to be a highly effective and meaningful method. In her research, which took place in the first stage of elementary school, the usefulness of songs during teaching was confirmed. Its benefits in the English language teaching were found in many areas. Moreover, according to her, music positively affects the memory, attention, and speech of pupils.

### **3.2 Using digital games in ELT**

Playing games is enjoyable, motivating and fun for children. Moreover, it provides excellent practice for improving many aspects of language such as pronunciation, vocabulary, grammar, and the four language skills. Brewster and Ellis (1992, p. 21) point that the young learners are interested in playing games which are appropriate for their stage of development and linguistic level without realizing the meaningful and sometime drill-like repetitive use of language that games provide. Moreover, children feel satisfaction and chance to improve their language skills by playing the same game over again.

Digital games have become very popular in recent time, especially among the younger generation. In the fifth grade, where the author currently teaches English, most pupils play digital games. Some of them even stream their gaming on their YouTube channels thus it is not surprising that many of them are above the required level of the

English language knowledge. According to Králová (2021, p. 34), gaming improves learning a second language skills. In games, children learn English, for example, by reading instructions, writing commands to other players, or communicating verbally among them.

Thanks to the technological development and digitalisation in the 21<sup>st</sup> century, interest in gaming has increased. In annual report by DFC Intelligence (2021), more than 3 billion video game players are recorded worldwide. Many of them play games on many platforms simultaneously, such as a console, PC or mobile thus they are referred to as multi-platform consumers. In addition to the computer, digital technologies can include mobile phones, tablets, USB, DVD, digital cameras and camcorders, CD and MP3 players, game consoles, Wi-Fi, Bluetooth, and others.

One of the most used types of digital technologies are information and communication technologies (henceforth ICT). According to Zounek and Šed'ová (2009, p. 24), the concept of ICT can be understood from two perspectives, technical and pedagogical. Maněnová (2017, p. 690) distinguishes technology into hardware and software, where hardware devices are for example laptops, smartphones, tablets and computers, and the term software refers to their equipment - operating systems, various applications, games or browsers. Younger children use these technologies mainly for entertainment. But that does not mean they cannot learn with them. Many children even learn to operate these smart devices before they can read or write (Chaudron, 2015, p. 11).

Some of the most used technologies in schools are computers, data projectors and interactive whiteboards so called smartboards, which have several functions. For example, pupils can use them to complete exercises or play games to enhance their learning. An added value of a textbook set is its online version with extra activities and exercises that can be used on the interactive whiteboards (Dostál, 2009, p. 45-56).

### **3.2.1 Gamification**

Gamification is a contemporary trend that is gradually entering the Czech Republic from other countries. Its importance consists in the application of elements of any kind of games in education. However, this phenomenon is focused on computer games in this chapter due to the topic of the thesis. According to Zormanová (2022), these are the greatest motivators for learning in modern times, and teaching based on these elements is more

focused on the interests of the pupils. Kurilenko, Biryukova and Akhina (2020) agree. According to them, gamification is a diversification of teaching and an innovative element that can significantly motivate pupils to learn. They add that due to the everyday use of computers or other devices, digital technologies have become a part of pupils' lives, thus the use of computer games in teaching seems to be very effective.

Abroad, it is already possible to encounter schools that base their teaching purely on gamification. Even the first school of this type was opened in 2009 for pupils aged 6 to 12. It is called Quest to Learn, and it is a public school characterised by pupils working on various tasks, while acting roles such as researchers, inventors, designers, innovators and other problem solvers. Game-based learning takes many forms in Quest to Learn. For example, in biology, ninth-grade students spend a year working for a fictional biotechnology company and are tasked with cloning dinosaurs and creating stable ecosystems for them. In this way, students learn about genetics, biology, and ecology (Quest to Learn: Middle School and High School, online).

According to Malone (1980) and Roy (2017, p. 31-41), gamification was previously used in business, marketing, and work environments to help increase employees' satisfaction and productivity. The authors of gamification subsequently became interested in the idea that elements of gamification could have similar outcomes for pupils as for employees, and so they attempted to integrate it into education. It was subsequently found that pupils were more satisfied with their learning outcomes and efforts. In addition, game-based learning is active, experiential, and self-directed, so the knowledge gained in this way is more likely to be useful in the future (Malone, 1980).

Undeniably, this is an effective motivator, as games are enjoyable for pupils and even a hobby for many of them. Furthermore, playing computer games is a frequent topic of their conversations, which brings the pupils closer together. Learning can be gamified by using elements of computer games that represent specific learning objectives. This ensures that pupils learn without realising it. By using gamification, teachers can not only motivate their pupils to learn, but also increase their creativity and can strengthen the sense of social belonging among them. In addition, pupils learn to work with error within this environment. As error is an integral part of the game, a learning environment with game elements encourages pupils to keep trying until they succeed (Kurilenko, Biryukova, Akhnina, 2020).

When implementing game elements into teaching, the first thing to do is to define the educational goal of the task. Next, it is necessary to understand the target group of the gamification and select the appropriate didactic means accordingly. Thanks to the game design and the use of different game elements, an increase in motivation and learning performance of the students can be achieved (Kurilenko, Biryukova, Akhnina, 2020).

According to Doláková (2019), games can help children with language, but it is important to know what games to play and how to play them to maximize the learning effect. Although the school environment can provide children with a good foundation in foreign language learning, children should also learn in an extracurricular environment. Three lessons of English a week is not sufficient, and the language needs to be not only studied but also used in real life. This is the only way to improve and progress.

The linguistic benefit of computer games, according to current research, is that games encourage children to use language. The game puts some pressure on the brain to learn the language, even school institutions do, but the difference is the type of motivation. At school, this is a conscious and external pressure, whereas in gaming it is an unconscious pressure that is more effective in language learning. In fact, children want to learn the language during the game, they do not have to be told to do so, therefore it is an intrinsic motivation. In addition, games are designed to be entertaining for children, and the plethora of games provides children with a choice of specific games based on their preferences and interests. In contrast, the school sets the framework for what needs to be learned, regardless of whether the pupils are interested or not. Therefore, a well selected game creates the ideal conditions for effective foreign language acquisition.

According to Parsayi (2018, p. 103-118), the most beneficial for the English language learning are story-oriented games with a lot of text and dialogue, which are at the same time spoken by native speakers. Thus, a condition for success in a game should be a language competence of the player, which means that the player is required to understand English. These games are more suitable for advanced learners of English, as English is too difficult for beginners. For them, games such as Minecraft and similar games are recommended. Although they do not contain much coherent text, yet they provide children with many English words.

The most effective impact of learning English while playing games can be achieved by selecting the appropriate game that is created by the most competent English-speaking developers and adjusting the language difficulty of the game to the level of the learner. When pupils learn the content in their native language, the text of the game in English based on this content is not a problem for them. Without translation, they will understand exactly what the game is about and how to play it. Thus, they learn the words without thinking, spontaneously, which is the most effective way (Doláková, 2019).

### **3.2.2 Duolingo**

According to Mutl (2017), the principles of gamification can be illustrated with the application of Duolingo. It is an online language learning platform that is provided free of charge as its mission is to make language learning accessible to all people. It was founded by Luis von Ahn and Severin Hacker and launched on June 19, 2012. Nowadays, it has over 500 million users according to Duolingo Revenue and Usage Statistics (2022). Furthermore, Duolingo offers support for teachers. They can create a classroom and accounts for their pupils. Moreover, assigned tasks and tracked details of pupils' achievement are also available. The goal could be either to achieve a score or a certain skill.

Due to Carlyle (2016), it is essential to understand the principles behind gaming if we want to use this phenomenon in a positive way. He details five principles that play an important role behind gaming:

1. *Engagement* – Keeping students interested is one of the most difficult challenges faced by teachers today. Gamification allows teachers to reliably capture their students' interest in the curriculum by making learning engaging, entertaining, and socially interactive. In addition, they can show students where they are in the learning process. This type of customized learning is the perfect prevention of the frustration that can otherwise arise from a feeling the curriculum is too difficult and a feeling of boredom that arises when the curriculum is too easy for a student. Duolingo follows this principle at all levels. It differentiates learned skills and individual lessons by colour. During the practice of a lesson, it displays a progress bar that rapidly moves towards its goal but goes backwards if the student makes a mistake. Students set their own pace, which allows them to visualize success without worrying about being overwhelmed by the amount of material. Duolingo motivates daily study by adding

one flame for each day in a row. When students miss a day, their flame is extinguished to zero.

2. *Progress mechanism* - E-learning gamification is also related to computer games in measuring progress. Ranking boards, points and badges encourage learners to strive to achieve goals because the reward is twofold: having bragging rights and learning a new skill. Duolingo allows users to invite Facebook friends and track their efforts as well. It shows the user's fluency in percentage terms. As the time progresses, long-unpractised skills gradually expire and thus it is necessary to strengthen them periodically.
3. *Social relationships* - Cooperation is important. Through teamwork, students hear and test many different perspectives. They can contribute and get immediate feedback and can understand that not everyone will use the same way to get from point A to point B.
4. *Support for creative exploration* - There is nothing more creative for pupils than exploring unfamiliar territory to find a workable path to a final goal. Creativity can be learned as a skill, and more cautious students experience exploration as an aspect of their personality. The gamification of e-learning allows learners to find unique solutions to a problem, increases the frequency of problem solving, improves focus of attention, and shows the potential successes that can be achieved by taking risks.
5. *Learning from mistakes* - In a game environment, the player is constantly challenged to grow and to adapt to the game's development. The basic rules of the game are present, but the player can often achieve goals that he or she may not have even known about until faced with various decisions. Taking risks in a virtual world helps students reduce the discomfort of intellectual risk-taking. Gamification provides students with the opportunity to fail and thus see a world in which they know that when they fail, they can try again until they succeed. This lesson transferred to real life shows students that they can fail and that all they must do in this situation is to pick themselves up and try again. Duolingo tolerates misspellings and alternative translations during lesson practice, but in case of a serious mistake, the same question

is repeated after a while. This continues until the student answers it correctly. Thus, an error is not a problem that discourages the student from further learning, but rather an opportunity to learn to spell even difficult words correctly. (Carlyle, 2016).

### **3.2.3 Minecraft**

A computer game currently played by over 7 million people. The game enters the player into a world that has principles and rules but does not have a specific goal - the player creates it himself. Minecraft stimulates the real world in 3D, but it consists mostly of cubes, various structures – doors, fences, hatches, plants, creatures, and objects. Moreover, it contains several types of habitats - meadows, forests, seas, deserts, or forests. The cubes can be freely disconnected, moved, and used to build new objects or create tools. The player spends a large part of the game in the mine digging for iron, coal, and other raw materials and must also provide food by hunting or breeding animals and growing plants. He must then build a settlement and equip himself to be safe from the dangerous creatures that roam the game.

Pupils can play either individually or in groups, where they have to cooperate with each other. This game gives them the ability to use words and phrases from real life. Thanks to its flexibility, pupils can build almost anything, from a variety of objects to the world's most famous buildings, so they can create their world precisely according to what interests they have and what entertains them. The author points out that video games help children to think actively and critically and can be a great motivator or diversification of otherwise uninteresting lessons based on textbooks and workbooks. Pupils do not learn in a game in a purposeful way, but acquire language naturally through exploration, discovery, creation, and experience gained during the game. The game is currently popular enough among children that there is even a portal called [minecrafterdu.com](http://minecrafterdu.com), where teachers can use the world of Minecraft for any purpose in their teaching to create the lessons. However, this portal is fee-based, which can be a problem when it comes to school funding. In the author's opinion, the game can be a suitable tool to develop pupils in many ways. Pupils learn several skills in addition to having fun (Kruger, 2016, p. 19-22).

### 3.3 Digital competence

The introduction of technology in FLT can also be used to develop digital competence, to promote creativity and flexibility. As digital technologies have become a part of learners' lives, especially in recent times, their implementation in the classroom should not merely motivate learners but, more importantly, open the way for them to learn the language on their own and to learn how to retrieve and work with information and materials from foreign language resources. However, their inappropriate use is unlikely to have a positive effect. According to Maříková (2021), it is optimal to combine digital technologies with traditional teaching. According to her, although digitalisation is booming nowadays, online learning should not become the solution of the future. Although current resources provide learners with a plethora of applications or online platforms that can be used to teach foreign languages, the problem is the time and effort required for preparation, efficiency, and rate of use. According to her, the choice of digital resources should be based on the content of the lesson, the teacher's capabilities, and the learners' needs. In addition, she mentions several online platforms that are useful in teaching EFL:

1. *Kahoot* – according to her, this is suitable for creating tests on grammar and vocabulary acquisition. Moreover, it offers a pleasurable form of learning where pupils can check their progress at the same time.
2. *Padlet* – one of the most accessible platforms for sharing ideas and content. Additionally, it's great for assigning tasks.
3. *Gimkit* – a suitable platform for learning foreign languages. It offers quiz activities or project tasks. Learners are motivated on this platform by earning game cash every time they answer correctly (Maříková, 2021).

### 3.4 Pros and cons of using digital technologies in ELT

Although Palmer (2007, p. 273) refers to digital technology as toxic for children and Spitzer (2014, p. 59) in his book *Digital Dementia* talks about how media relieves students of the need to do the mental work that computers, smartphones, and navigation currently do for them, other research talks about the positive effects of digital media on learning and the brain. The results of Manfred Spitzer's research studies point to many risks of the intensive use of modern digital technologies. According to him, dependence on these

technologies is developing and their intensive use leads to memory impairment. Children's ability to learn declines, according to Spitzer (2014, p. 232), resulting in attention disorders, anxiety and numbness, sleep disorders and depression, overweight and a tendency to violence. For this reason, he urges to limit the intensive use of these technologies, especially by children, to prevent digital dementia. Moreover, in his book he proves the negative impact of digital technologies on the pupils' lives and their mental abilities. As examples, he cites typing on a computer, which he believes weakens soft motor skills and the relevant areas of the brain, and computer games often lead to primitivism and aggressive behaviour. He concludes his publication by stating that digital technology is leading to poor academic performance and increasing educational underachievement among children.

Furthermore, he emphasises the risks associated with children's physical development. When using digital technology, children often have an inappropriate body position, and their eyes are too close to the screen. This has a negative effect on the back and neck muscles and can lead to overweight and obesity, so time spent with these media should be wisely limited (Spitzer, 2014, p. 234).

According to the research realized by the Prevention Centre of Palacký's University in Olomouc, the gaming phenomenon of Minecraft has been mapped in detail. According to this research, it was found that 23.68% of child gamers spend more than 11 hours per week playing the game and 13.73% even more than 16 hours per week. According to Susan W. Haughland's research, it is not recommended to expose children under the age of 3 to digital technology because by that age they should be learning primarily through their bodies. Several other authors who have addressed the risks of digital technology urge setting clear time limits on its use.

In his study, Edward L. Swing (2010, p. 214-221) examined the effect of television and video games on attention problems in children aged 6 to 12 years and concluded that media is a risk factor for concentration, and thus recommending an upper limit of 2 hours of media use per day. Czech researchers from Masaryk University observed that for children under the age of 8, parents lose control over what children do with their mobile phones and what games or apps they have in them. They further point out that children are not yet able to distinguish content on the Internet clearly, and therefore often fail to recognise or reflect the risk (Kontríková, Černíková, Šmahel, 2015).

Although several risks or negative impacts are associated with digital technologies, as mentioned above, several research studies have produced substantially different or contradictory results. Some of the proponents are, for example, Prenksy, who argues that digital natives, or the generation of today's children, will change the face of the future world. When children play educational video games for a reasonably limited amount of time, their thinking skills develop, as Li and Atkins (2004) note. Indeed, smart games can adapt to the child and provide appropriate challenge that motivates the child to develop cognitive skills, mathematical thinking and problem solving. Moreover, international research studies conducted in the USA, Singapore and Japan confirm that well-designed games promote prosocial behaviour in children, as children prefer to play games with friends rather than alone (Gentile et al., 2009).

Czech research led by Kamil Kopecký from the Centre for the Prevention of Risky Virtual Communication at Palacký's University reveals that the game Minecraft, for example, can be evaluated positively because it focuses primarily on the development of children's creativity, inspires, promotes cooperation between players, and develops children's imagination. The above-mentioned Masaryk University research found that for children under 8 years of age, media serve to enhance activities, as children collect and search for information related to school or their hobbies while playing games or watching videos (Zormanová, 2022).

## **PRACTICAL PART**

The practical part of the thesis first describes the characteristics and objectives of the research, which primarily focuses on digital technologies used by pupils in the extracurricular environment and their impact on the teaching of EFL at the first stage of elementary school. Subsequently, the main research questions and hypotheses are stated, and the various methods used in the research are described. In the final part, the research processes and results are analysed, conclusions are established and recommendations for the future teaching of EFL at primary school level in the Czech Republic are provided.

### **4 Research characteristics**

#### **4.1 Relatedness of the theoretical part to the research**

In the theoretical part of the thesis, the author first introduces the reader to the development of learning EFL and the development of teaching materials. Thereby, she emphasizes the gradual transformation of teaching styles and techniques based on the needs of the learners of the particular time. This chapter is essential for understanding the objectives of the research which focuses on the use of digital technology in teaching EFL in relation to the needs of contemporary learners.

Subsequently, in the next chapter of the theoretical part, the basic characteristics of young learners are examined, which is fundamental to understanding the influences that affect learners in this age range both during and outside the classroom. Moreover, the author focuses on how teaching should be performed to be most effective for pupils in this age. It is thereby highlighted that teaching based entirely on textbook sets is not the most effective way of teaching at the current time considering the contemporary needs of the pupils. As the research part of the thesis focuses on pupils in the fifth grade of the elementary school, the author believes that this chapter is necessary to characterise this age group.

Since the research is focused on digital technologies and media, the third chapter of the theoretical part mentions various types of media that the author considers to be the most used by learners and that can be included in the classroom and thus partially or completely replace textbook sets in the EFL teaching. Furthermore, the author mentions several research studies that have investigated the issue of digital media usages in both school and

extracurricular environments in this age group. Based on these studies, she then mentions the positive and negative influences that can affect young learners when using digital technologies. Additionally, this chapter mentions a recent trend called Gamification, which is currently flourishing, especially in the United States of America.

## **4.2 Research assumptions and motives**

As mentioned in the introduction of this thesis, digital technologies play a significant role in the lives of the contemporary children and youth. Since the author works as English teacher at the first stage of elementary school, where she encounters these children daily and perceives how the media affects their lives, she decided to focus on this issue in the context of ELT. Although foreign language has been taught for several decades based on textbooks, which, according to Doláková (2019), provide teachers with quality support and a clear framework of what they should be covered with children during the school year, the author believes that they should not be the main resource in foreign language teaching.

Furthermore, the author believes that current learners encounter English more in the extracurricular environment than in the school one, using digital media. Moreover, in their home environment they encounter the language based on their preferences and interests, thus the language is learned in a non-violent and natural way. For this reason, the author considers the extracurricular environment to be more effective for pupils in language acquisition than the classroom environment, because the textbooks used do not reflect the current needs of pupils.

According to the author, schools should identify what children are capable of and develop their abilities and skills, not to teach according to a given curriculum something that not everyone is capable of. Textbooks, the author argues, contribute to the monotony of the education system and incorporating digital resources into the teaching of EFL based on pupils' preferences could improve its effectiveness. In addition, in the authors' opinion, textbooks do not respond as quickly to pupils' extracurricular activities and hobbies as online resources, which can easily adapt to new trends. Therefore, the author decided to focus on this issue in the practical part of the thesis and use the research to provide conclusions and recommendations for future ELT at the first stage of elementary schools in the Czech Republic.

### 4.3 Research objective

The main research objective of this thesis is to investigate whether it is more effective to replace the use of textbook sets partially or completely with digital resources in the teaching of EFL at the first stage of elementary schools in the Czech Republic. To answer this question, it is necessary to identify in which extent pupils use digital resources in the English language in an extracurricular environment, what types of English digital resources they use and in which areas they improve the English language thanks to these resources. As mentioned in the second chapter of the theoretical part, unconscious language acquisition is more effective for pupils than language learning provided by textbook sets in the school environment. Moreover, learners learn language most effectively when they are not aware of it, which they often experience, for example, through playing digital games.

### 4.4 Research questions

To accomplish the main objective of the thesis, the author will conduct research based on the research questions listed below, from which conclusions will be subsequently derived and recommendations will be provided for the future education of young learners of EFL.

Main research question:

*Can digital resources partially or completely replace the use of textbooks in the teaching of EFL at the first stage of elementary school level?*

Sub research questions:

- 1. In which environment do contemporary young learners encounter the English language more frequently?*
- 2. Through which digital resources do young learners learn the English language in the extracurricular environment?*
- 3. What areas of the language do they improve through these activities?*
- 4. Do the English language textbooks used at the first stage of elementary schools in the Czech Republic sufficiently reflect the current needs of young learners?*

#### **4.5 Research hypotheses**

In relation to the research questions, the following hypotheses are formulated:

- 1. Contemporary elementary school pupils encounter the English language more in the extracurricular environment than in the school environment.*
- 2. Pupils acquire the English language more effectively in an extracurricular environment than in a school environment thanks to the use of digital technologies.*
- 3. With digital media or their elements, the use of textbooks may be partially substituted and thus the teaching of EFL at the first stage of elementary schools may be improved.*

#### **4.6 Research methods and procedures**

To analyse the first two hypotheses, a quantitatively oriented approach is used, which Chráska (2016, p.11) defines as a purposeful and systematic activity in which empirical methods are used to investigate (verify, test) hypotheses. To obtain the necessary data, a questionnaire survey is chosen, which is considered to be one of the most frequent methods of quantitative research. According to Gavora (2010, p. 121), a questionnaire is a method of asking questions and obtaining written answers. It is a set of premeditated and prepared questions that are systematically sequenced and answered in a written form by the interviewee (respondent). This form of quantitative data collection is advantageous in terms of the possibility of obtaining a large amount of data in a relatively short time from a higher quantity of respondents.

The author based the questionnaire on the theoretical findings mentioned in the theoretical part of the thesis. The questionnaire is created in the computer program Microsoft Word and then distributed in printed form to the pupils of the fifth grade of the elementary school. It is therefore a paper form of the questionnaire. This form of the questionnaire is chosen based on the need for a detailed explanation of the questions asked and possible assistance during the completion of the questionnaire. The author thus achieves a better quality of data collection.

In total, the questionnaire contains 8 questions. The questionnaire has a thoughtfully designed structure divided into four main sections - basic information about respondents, the use of digital technology in the extracurricular environment, the use of the English language in the extracurricular environment, and a section on feedback and recommendations from pupils to improve the teaching of EFL in the fifth grade of the elementary school. Since the questionnaire is distributed personally in the English language classes, the socio-demographic data of the respondents are known in advance, thus they are not required in the questionnaire but are used in the research. Several questions in the questionnaire include a "note" column in which respondents can write comments if necessary. This ensures accurate and detailed data collection.

After the questionnaire survey, the completed questionnaires are collected and then checked for their usability. Subsequently, the collected responses are sorted and analysed in a Microsoft Excel spreadsheet. In the research part, the data are analysed through descriptive analysis and some responses are also processed in the form of tables and graphs. Subsequently, the hypotheses are assessed based on these data.

The third hypothesis is examined through a qualitative method called classroom observation, which the author uses to collect data and then evaluate the hypothesis. Griffiee (2012, p. 191) defines classroom observation as "the systematic, intentional, and principled looking, recording, and analysis of the results of our observation for the purpose of research" (p. 178). Although Griffiee (2012, p. 191) does not consider casual observation to be a reliable source of information, Creswell (2014, p. 327) sees the advantage of this method in recording information about the behaviour of participants or events as they occur, thus providing accurate and authentic information. He adds that the role of the observer is to visit the workplace and take notes without being involved in the participants' activities.

Through classroom observation, general information about the classroom environment and the pupils are first recorded. Subsequently, the practice of teaching EFL is recorded in relation to the use of digital media elements in the school environment. In the last stage, the author tests the knowledge of the pupils in a classroom where digital media are used instead of textbook sets and compares it with the knowledge of pupils in a classroom where the same material is taught based entirely on textbook sets. In the last phase, the results are evaluated, and conclusions are stated.

## **4.7 Target group**

To answer the research questions, the author chose as the target group pupils from the fifth grade of the elementary school in Holešov from 10 to 12 years. This group consists of 53 young pupils from three different classes. In terms of gender representation, 27 of the 53 participants are males (51%), and the remaining 26 participants are females (49%). These pupils are normally taught English based on the Project 1 textbook sets published by Oxford University Press. This group of learners participates in two of the three research methods mentioned above - questionnaire survey and classroom observation.

## **5 Questionnaire survey**

This chapter examines the first two hypotheses stated in Chapter 4. A questionnaire survey was used to collect data and generate conclusions, which is focused on the fifth grade elementary school pupils. The author first describes the data collection procedure and then uses descriptive analysis to evaluate the collected data. At the end of the chapter, the author's comments on the related hypotheses, conclusions and recommendations are provided.

### **5.1 Research method procedure**

The questionnaire was first created in the Microsoft Word program and then personally distributed in printed form. Before the distribution, the pupils were familiarised with the topic and objectives of the questionnaire and instructions were clearly communicated to them. Pupils were asked to complete the questionnaire collectively with the author, who provided a detailed explanation for each question and communicated the specific procedure for giving the answer. The author chose to distribute the questionnaire in person to provide the necessary instructions and possible assistance in completing the questionnaire and thus achieve a high-quality data collection. The questionnaires were distributed among the three fifth grade classes in which the author teaches the English language. Furthermore, to achieve high quality results, questions are asked in the pupils' native language, not in English, based on their insufficient English language level.

After the respondents completed the questionnaires, the author collected the questionnaires and divided them into three subsections by class. Subsequently, their correctness and usability were verified. Due to the presence of the author during the

completion, all the questionnaires were relevant and none of them was excluded from the research sample. Subsequently, the data were collected in Microsoft Excel and are described in this chapter.

## 5.2 Descriptive data analysis

The research results will be individually presented using descriptive data analysis. The author provides absolute and relative frequencies in the tables. The questionnaire contains altogether 8 items which will be individually examined.

### 5.2.1 Gender of respondents

In the first item of the questionnaire, respondents were asked to state their gender. Since the author knows the age of the respondents, it was not required in the questionnaire. Out of the 53 respondents aged between 10 and 12 years, 27 pupils represent the male gender, and 26 pupils represent the female gender. Of these, in class 5.A, 10 pupils represent the male gender, and 9 pupils represent the female gender out of 19 respondents; in class 5.B, 8 pupils represent the male gender, and 10 pupils represent the female gender out of 18 respondents; in class 5.C, 9 boys and 7 girls participated out of 16 respondents. Thus, it can be stated that the gender representation in the research sample is relatively balanced.

Question 1 formulation: *Zakroužkuj správnou variantu: Jsem dívka / chlapec. (Circle the correct option: I am a girl / a boy.)*

Answer	Absolute frequency	Relative frequency
Female	27	51%
Male	26	49%
<b>Total</b>	<b>53</b>	<b>100%</b>

*Table 1 – Question 1*

### 5.2.2 Weekly range of English lessons in the school environment

The second item of the questionnaire was focused on the extent of the English language teaching in the school environment. Although the fifth-grade pupils have a

uniformly set amount of 3 English lessons per week, some of them may attend the English language clubs, remedial classes, or other activities in the school environment. However, none of the respondents in the research sample participate in these activities. Thus, all the respondents answered that they encounter the English language in the school environment three classes per week, that is 135 minutes a week, which is less than 3 hours.

Question 2 formulation: *Doplň podle pravdy: Ve školním prostředí se setkávám s anglickým jazykem \_\_ vyučovací hodiny týdně. (Complete the statement truthfully: In a school environment, I encounter the English language for \_\_ hours a week.)*

Answer	Absolute frequency	Relative frequency
3 lessons a week	53	100%

Table 2 – Question 2

### 5.2.3 Weekly time range of encounter with English in the extracurricular environment

The third question investigates how many hours per week the pupils encounter the English language in an extracurricular environment. The term "extracurricular environment" was explained to the pupils and the different ways in which they can encounter English were communicated to them before the answers were recorded. In addition to circling the truthful option, pupils were also asked to specifically note the time interval. For answer a), which was circled by 6 out of 53 respondents, all respondents wrote down around 7 hours per week. For answer b), which was circled by 13 respondents, 10 hours per week was the most frequently recorded. For answer c), which was marked by the highest number of respondents (34), different time intervals were recorded, which can be seen in the graph below.

Question 3 formulation: *Zakroužkuj pravdivou variantu a napiš přibližný počet hodin: S anglickým jazykem se v mimoškolním prostředí setkávám: (Circle the truthful option and write the approximate number of hours: I encounter the English language in an extracurricular environment:)*

a) *Do 7 hodin týdně: Zhruba \_\_\_\_ (Up to 7 hours per week: approximately \_\_\_\_)*

b) 7 – 14 hodin týdně: Zhruba \_\_\_\_ (7 - 14 hours per week: approximately \_\_\_\_)

c) Více než 14 hodin týdně: Zhruba \_\_\_\_ (More than 14 hours per week: approximately \_\_\_\_)

Answer	Females	Males	Absolute frequency	Relative frequency
a) Up to 7 hours/week	6	0	6	11.3%
b) 7 – 14 hours/week	8	5	13	24.5%
c) More than 14 hours/week	12	22	34	64.2%
<b>Total</b>	<b>26</b>	<b>27</b>	<b>53</b>	<b>100%</b>

Table 3 – Question 3

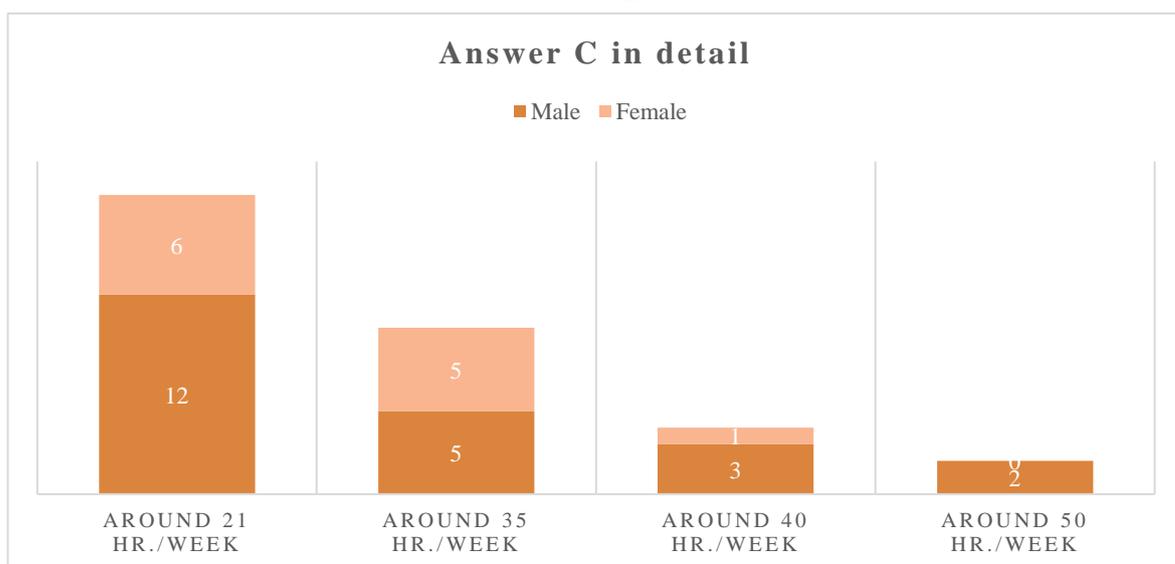


Figure 1 - Question 3

This part of the questionnaire was focused on the temporal comparison of pupils' contact with the English language in the school and extracurricular environment. To compare these two environments, a weekly time slot with an hourly average was set by the author. From the results above, the first hypothesis is confirmed, in which the author claims that pupils in the extracurricular environment encounter the English language more often than in the school one. Contrary to the school environment where pupils attend 3 English lessons per week, in the extracurricular environment most pupils use English on average more than 7 hours per week. The following items in the questionnaire will detail the different ways in

which pupils encounter EFL in the extracurricular environment. However, firstly, the digital devices used by pupils in the extracurricular environment are researched.

#### **5.2.4 Digital devices used in the extracurricular environment**

In the fourth questionnaire item, pupils were asked to list the digital devices they use in the extracurricular environment. The most frequently used devices, according to the author, could be mobile devices, computers or laptops, tablets, and televisions. Therefore, these items were specifically included in question 4. In addition, the question included an "other answer" option where pupils could list other devices that were not mentioned. To make the results as accurate as possible, the author familiarised respondents with the term 'digital device' in advance and listed several other options of these devices that could be used by pupils. The most frequently mentioned devices in this option were the following: smartwatches, PlayStation, Xbox, Nintendo Switch or MP3 players. The exact number of pupils using the corresponding digital devices is listed below.

Among the specifically mentioned digital devices, television and mobile devices are the most used by the children, followed by a computer or laptop and the least used device among the above mentioned is a tablet. Regarding the "other answer" column, 22 pupils (41.5%) use a game console from PlayStation, Xbox, or Nintendo Switch, and 14 (26.4%) use smartwatches. Most pupils using a games console are males and most pupils using a smartwatch are females.

Question 4 formulation: *U níže uvedených digitálních zařízení zakroužkuj správnou variantu na základě toho, zda zařízení používáš, nebo nepoužíváš: (For the digital devices listed below, circle the corresponding option based on whether you use the device:)*

- a) *V mimoškolním prostředí POUŽÍVÁM / NEPOUŽÍVÁM mobilní zařízení  
(I USE / DO NOT USE mobile devices in an extracurricular environment)*
- b) *V mimoškolním prostředí POUŽÍVÁM / NEPOUŽÍVÁM počítač či notebook  
(I USE / DO NOT USE a computer or laptop in an extracurricular environment)*
- c) *V mimoškolním prostředí POUŽÍVÁM / NEPOUŽÍVÁM tablet  
(I USE / DO NOT USE a tablet in an extracurricular environment)*
- d) *V mimoškolním prostředí POUŽÍVÁM / NEPOUŽÍVÁM televizi  
(I USE / DO NOT USE a television in an extracurricular environment)*

e) *Jiná odpověď:* \_\_\_\_\_  
 (*Other answer:* \_\_\_\_\_)

Use	Females	Males	Absolute frequency	Relative frequency
a) Mobile device	25	26	51	<b>96.2%</b>
b) Computer or laptop	21	21	42	<b>79.2%</b>
c) Tablet	13	13	26	<b>49.1%</b>
d) Television	26	25	51	<b>96.2%</b>

*Table 4 – Question 4*

In summary, the following conclusions can be derived from the results: all pupils use at least one digital device in the extracurricular environment, 92.4% of them use more than two digital devices, and 18 respondents (34%) use all the digital devices mentioned - a mobile phone, a computer, a tablet, and a television. The results thus show that digital devices play an important role in the lives of these pupils, who use them frequently in their leisure time.

### **5.2.5 English and its practice while using digital devices**

The following questions in the questionnaire focus on the use of the English language while using the digital devices mentioned above, on the specific media with which the English language is encountered and on the specific areas that pupils improve using these media. In question 5, respondents are asked which of the digital devices used they encounter the English language. In the next question, respondents mention the specific media through which they improve their foreign language. Finally, in the seventh questionnaire item, pupils are asked to name the areas of the language that they improve using digital media.

Question 5 formulation: *Vypiš tebou používaná digitální zařízení, u kterých se setkáváš s anglickým jazykem:* \_\_\_\_\_  
 (*List the digital devices you use on which you encounter the English language:* \_\_\_\_\_)

In this question, 46 out of 53 respondents (86.8%) answered that they encounter English on all devices they use. The remaining 7 pupils (13.2%) answered that they encounter English when using a computer or mobile device. As for television, pupils most often hear English through commercials or while watching English films or series.

This phenomenon is explored more in question 6. It focuses on the specific digital media that pupils use to improve their English in an extracurricular environment. This question was partially open-ended, allowing pupils to mention specific digital media. To help pupils list as many digital resources as possible, the author listed several areas in which pupils might encounter the language. This question was effective in collecting the necessary data but was difficult to evaluate. Pupils listed many sources for most of the options, so several graphs and tables had to be created to interpret the data in the most accurate way.

Question 6 formulation: *Zakroužkuj variantu a blíže specifikuj, můžeš zakroužkovat i několik variant. V mimoškolním prostředí se učím nebo zdokonaluji anglický jazyk pomocí těchto digitálních zdrojů: (Circle the variant and specify it in more detail, you can circle more than one variant. In an extracurricular environment, I learn or improve the English language using these digital resources:)*

a) *Digitální hry (Digital games)*

*Specifikuj: (Specify)* \_\_\_\_\_

b) *Vzdělávací platformy (Educational platforms)*

*Specifikuj: (Specify)* \_\_\_\_\_

c) *YouTube (YouTube)*

*Specifikuj: (Specify)* \_\_\_\_\_

d) *Mobilní aplikace (Mobile applications)*

*Specifikuj: (Specify)* \_\_\_\_\_

e) *Sociální síť (Social networks)*

*Specifikuj: (Specify)* \_\_\_\_\_

f) *Filmy, seriály (Films, serials)*

*Specifikuj: (Specify)* \_\_\_\_\_

g) *Jinou cestou (By a different way)*

*Specifikuj: (Specify)* \_\_\_\_\_

Option *a) Digital games* was selected by 41 out of 53 respondents, which is 77.4%. Pupils most often play games on the gaming platform [www.roblox.com](http://www.roblox.com), which has, according to their founders, a mission to bring the world together through play. This platform enables pupils to imagine, create, and have fun with friends as it explores millions of immersive 3D experiences, all built by a global community of developers. Roblox is ranked as one of the top online entertainment platforms for audiences under the age of 18 based on average monthly visits and time spent (Comscore).

The second most frequently mentioned game is Minecraft, played by 19 out of 53 pupils (35.8%). The author mentions this game in the theoretical part of the thesis, specifically in Chapter 3, where she discusses both its characteristics and its use in the extracurricular environment. Another frequently mentioned game is Duolingo, which was mentioned by 18 respondents (34%). Furthermore, Duolingo can be considered as an educational platform for the English language learning at the same time, as mentioned by the author in Chapter 3, therefore it is simultaneously evaluated in two chosen variants - a) and b). Other frequently mentioned games were Fortnite or Counter Strike.

Regarding option *b) Educational platforms*, 22 out of 53 respondents (41.5%) use the learning platforms. Among these 22 pupils, the most frequently mentioned educational platforms were Duolingo (67.2%), [www.skolakov.eu](http://www.skolakov.eu) (36.4%) and [www.umimeanglicky.cz](http://www.umimeanglicky.cz) (27.3%). In general, the educational platform [www.skolakov.eu](http://www.skolakov.eu) is used for the elementary school pupils to practise several subjects - Czech, Mathematics, Science and English - which are divided into specific levels from the first to the fifth grade. In each grade, several topics are offered for pupils to practise. Each topic can be practised with several different types of tasks, for example, in the third grade, the platform offers the topic Clothes, where correct spelling can be practised with the Hangman game, vocabulary can be practised through matching words to pictures, or correct grammar can be practised by creating sentences on a given topic ([www.skolakov.eu](http://www.skolakov.eu)).

The educational platform [www.umimeanglicky.cz](http://www.umimeanglicky.cz) is directly focused on practicing EFL. Furthermore, the topics and skills are divided in this platform based on the year in which the learner is currently in. Besides vocabulary practice, there are grammar exercises, listening exercises, and exercises focused on writing and reading comprehension. Moreover, the possibility of practising in pairs or in teams is an advantage. The disadvantage of this

platform is its daily limit, which, when it is exceeded, the pupil must switch from the unpaid to the paid version.

Option *c) YouTube* was chosen by 44 out of 53 respondents (83%). Of these, the majority use YouTube to listen to music (77.2%) or watch gaming videos (43.2%). Some of the pupils also watch various English YouTubers, where their pronunciation as native speakers is advantageous.

*Mobile applications* using the English language were chosen by 35 pupils (66%). It was explained to pupils that games or social networks can also be in the form of an application, but they should only be included in one of the options. The most frequently mentioned are Google Translate, used by 9 pupils (25.7%), and Spotify, mentioned by 8 pupils (22.9%). Other pupils only circled the option but did not mention specific applications.

Option *e) Social networks* was mentioned by 38 students out of 53 (71.7%). Of these, 28 pupils (73.7%) use the social network TikTok, which is aimed at watching and sharing short videos, 16 pupils (42.1%) use Instagram, where they can watch or share photos and videos or chat with their friends, and 7 pupils (18.4%) mentioned Facebook. Other social networks listed are Snapchat, WhatsApp and Messenger. Moreover, several respondents use more than one social network.

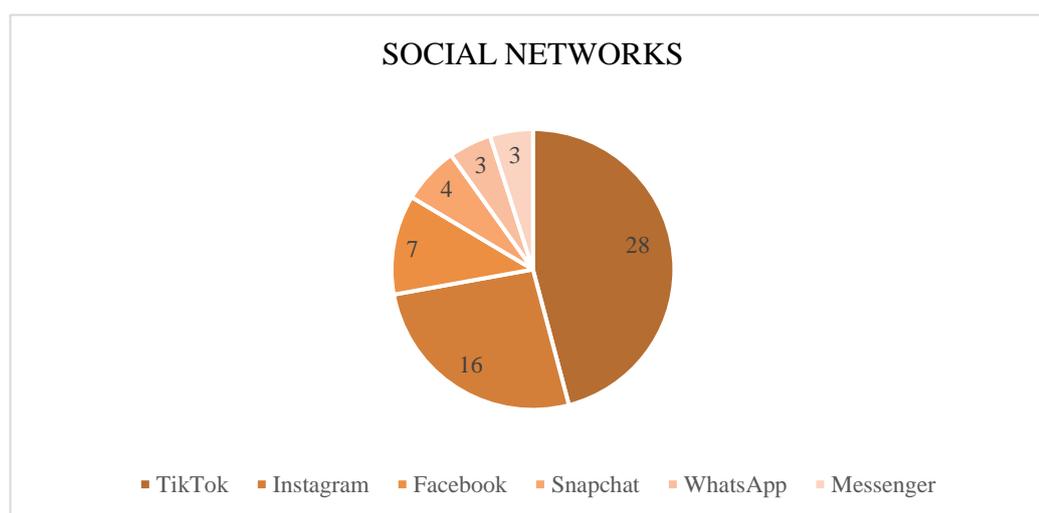


Figure 2 – Question 6

Films or series in English are watched by 44 out of 53 pupils (83%). Of these, the majority use a TV application or the website Netflix (70.5%). The remaining pupils watch,

for example, documentaries about animals or animated films on various channels on TV. The most frequently mentioned films are Harry Potter, which is popular among pupils. Other digital sources mentioned by pupils included playing English games on games consoles. This was mentioned by 22 pupils out of 53 (41.5%).

### **5.2.6 English language skills improvement**

Pupils were asked to indicate the specific areas of foreign language they improve thanks to the use of the mentioned media. The most frequently mentioned areas were vocabulary and grammar. Vocabulary is improved by 50 out of 53 pupils (94.3%) using digital media. Of these, 36 improve spelling and 44 improve pronunciation. Grammar is practised by 24 pupils, with the most frequent practising of verb conjugation, sentence structures, the use of definite and indefinite articles, prepositions, or pronouns. A few pupils (15.1%) also practise speaking by conversing with English-speaking players while playing group online games. Four of them mentioned translation as one of the areas they are improving. All pupils indicated at least one area, 45 of them indicated at least two areas and 36 pupils indicated more than three areas in which they are improving their English.

According to the data analysed in this part of the questionnaire, it can be concluded that pupils use digital technologies in the extracurricular environment to practise their English vocabulary, both spelling and pronunciation, and grammatical phenomena. In addition, most pupils practise several areas simultaneously, which is considered important in the English language learning. However, the least practised area is speaking and translation. Therefore, pupils should practise these areas the most in the school environment, which they practise the least in the extracurricular environment.

### **5.2.7 Applying digital media in the school environment**

In the final part of the questionnaire, the data collection was focused on the pupils' opinion whether they would like to use more digital resources in the English language lessons. Pupils currently use online versions of textbooks and workbooks in the English language classes, as well as extra exercises from Oxford University Press, which they can complete using an interactive whiteboard. However, they do not use any other digital resources during lessons. One of the factors of using digital media in teaching is the need for proper equipment. In the school where the author teaches, not all classrooms are adequately

equipped, but in the multimedia classroom, where at least one English lesson a week takes place, there is a computer, an interactive whiteboard, a data projector, and related equipment. Thus, more digital resources can be used.

Question 7 formulation: *Zakroužkuj podle tvého názoru: Bavila by tě výuka angličtiny, ve které by byly využívány digitální zdroje z mimoškolního prostředí? (Circle according to your opinion: Would you be interested in learning English in school environment using digital resources from an extracurricular environment?)*

*ANO / NE (YES / NO)*

Pupils were told in advance that playing digital games or watching films or TV series could not be taken part in the school environment because there is not enough time to do it. However, it is possible to use their themes and apply elements of these activities to enhance the regular teaching of EFL, for example by using the educational platforms mentioned above or creating interactive worksheets and exercises on an interactive whiteboard. Of the 53 pupils, 46 would like to use digital resources from an extracurricular environment, which is 86.8%.

Answer	Females	Males	Absolute frequency	Relative frequency
YES	22	24	46	<b>86.8 %</b>
NO	4	3	7	<b>13.2 %</b>

*Table 5 - Question 7*

Question 8 formulation: *Pokud si v předchozí otázce označil/a variantu "ANO", jaké aktivity na základě digitálních zdrojů by podle tebe měly být v hodinách využity?( If you selected "YES" in the previous question, what do you think the digital resource activities should be used in the lessons?)*

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In the last item of the questionnaire, pupils were asked to suggest specific ways in which they think digital media from the extracurricular environment could be used in the

school environment. Among all the pupils, 38 mentioned several ways in which the English language could be practiced at school using digital media. The most frequently mentioned activity was listening to English songs and translating them into Czech or vice versa, which would be suitable based on the data evaluated, which shows that translation is the least practiced by pupils in the extracurricular environment. This option was mentioned by 17 pupils. Fourteen pupils stated that they would like to practise vocabulary or grammar in exercises with the theme of the mentioned games. Furthermore, several pupils noted that they would like to watch educational videos on YouTube or use educational platforms, such as Duolingo or others, on an interactive whiteboard.

### **5.3 Summary of the questionnaire survey**

Based on a questionnaire survey, it is evidenced that fifth grade elementary school pupils encounter the English language more often in an extracurricular environment than in the school environment. Thus, hypothesis number one is confirmed. As for hypothesis number two, in the theoretical part the author discusses the difference between language learning and language acquisition and their effectiveness level. Since language acquisition is considered to be more effective, it can be assumed that pupils learn language more effectively using the aforementioned digital media than the textbooks. In fact, in the extracurricular environment, pupils do not learn language purposefully using digital media, but it is a side benefit during activities that pupils enjoy. However, the author will explore this hypothesis more in classroom observation, where the knowledge of pupils using digital media and those who learn language solely through textbooks will be compared.

## **6 Classroom observation**

This research method is used to investigate the effectiveness of EFL teaching based solely on textbook files and that which is based solely on digital resources. The research sample consists of two fifth grade classes in the elementary school in Holešov, which also participated in a questionnaire survey. In one of them, later called class A, the specific curriculum is taught using Oxford University Press textbooks and in the other, later called class B, the curriculum is taught using various digital resources. As a specific curriculum, the topic of pets is chosen, which according to the thematic plan of the elementary school in Holešov has a timeframe of 3 lessons.

## 6.1 Textbook-based teaching

A class in which the topic is taught using a textbook and workbook has a clearly defined structure of teaching. In the first lesson, pupils are introduced to vocabulary through a listening exercise, which is accompanied by pictures and names of animals. Pupils are asked to first listen to the correct pronunciation and then repeat it. Subsequently, they are asked to write a specific animal using a listening exercise in which they hear different descriptions of animals. Afterwards, they are directed to a workbook where they practise the correct spelling of both singular and plural words.

In the second lesson, the goal is to be able to create questions and answers related to this vocabulary using the verb *have got*. First, pupils have a grammar table in their textbook that describes the creation of questions and answers. This is followed by an exercise which provides declarative sentences for pupils to reformulate them into questions and then shortly answer them. In the next exercise, pupils are asked to form declarative sentences based on two pieces of information - a person and an animal (Ex. *Anita / a spider - Anita's got a spider*). For each exercise, pupils are given a first example sentence to provide a clue. This is followed by two more exercises in the workbook where the pupils practise question and answer formation.

The third lesson focuses on comprehension and conversation. In this lesson, the pupils first have a written text in the textbook, which is also spoken, and then they have to answer questions. This is followed by listening with a table in which the pupils are asked to complete the information in the table (type of a pet, name of a pet, colour of a pet) based on the speech. The workbook includes a supplementary listening activity that focuses on the Jackson family and their pets. In this listening activity, pupils are asked to circle whether a particular family member has a pet and then write what kind of pet it is. In the second part of the activity, pupils are asked to transcribe the information from the table into sentences. The lesson ends with a conversation exercise in which pupils are asked to interview each other about pets (Ex. *Have you got a pet? Yes, I have.*).

### 6.1.1 Summary of the teaching process

Although the textbook has a logical structure, is colour-coded, has different types of exercises and is accompanied by a workbook where pupils are provided with a glossary

and grammar explanations, I consider the teaching to be not very attractive. Although the pupils cooperated well, completed each exercise carefully and were active, the lessons had limited space for conversation, which is an important part of the language. Vocabulary was limited to only certain pets, leading pupils to ask on their own about other pets they had at home that were not listed in the textbook. Another negative aspect was the form of the exercises, which, although they focus on different grammatical phenomena and structures, are followed by almost identical sentences after the first example sentence, only with a change of person or animal. Thus, based on the given sample, the pupils completed the sentences thoughtlessly.

As for the listening exercises, they have extremely different levels of language. The listening exercise describing animals was boring, too simple and slow for the pupils, so there was no need to play it twice. In contrast, listening comprehension was very fast for the pupils and they were not able to answer some questions even after the second replay, so some of them lost their attention. The advantage in this case was the possibility of playing the listening online on a data projector and provide a transcript. As for the conversation activity, it was monotonous for the pupils. Mostly they ended up with the first question and then did not know what to ask next. The exercise did not motivate the pupils to develop the conversation further. After I had intervened and provided the pupils with further options for questions, they talked again, but only for a short time - the topic interested only some of them and many of them did not have a pet at home, so they were not motivated to talk about the topic. However, the effectiveness of this teaching will be analysed at the end of this chapter after the evaluation of the comparative test.

## **6.2 Digital resource-based teaching**

Since the English language curriculum for the fifth year is based on the textbook used, I tried to follow the content of the curriculum - pets and the verb have got. In the first lesson, I introduced the vocabulary to the pupils using educational videos on YouTube. Although it was time consuming to find a suitable video with an adequate language level even though this platform is full of quality resources, the result was excellent. The pupils enjoyed the video and moreover they engaged several senses simultaneously. Some of them even repeated the vocabulary without being asked to do so. We then had a conversation with the pupils on the topic of pets and animals in general, where we not only involved the verb

have got, but also wh- questions, various adjectives, and other grammatical structures. Afterwards, the pupils played Hangman on the educational platform [www.skolakov.eu](http://www.skolakov.eu) and a puzzle on [www.umimeanglicky.cz](http://www.umimeanglicky.cz). Pupils were asked to speak only English for the activities and to repeat the vocabulary. At the end of the lesson there was a discussion during which pupils were asked to tell what they remembered from the lesson, what they enjoyed most and what vocabulary was new for them. Some of the words were also spelled by the pupils.

In the next lesson, a video from the previous one was played again to refresh the vocabulary, followed by a session on the *Duolingo* game platform, where pupils focused on the vocabulary of animals and pets. As there is a plethora of exercises available on this platform, pupils completed various tasks - composing a sentence based on listening, adding the correct words based on context, testing the correct pronunciation based on the text, choosing the correct pictures based on the description of the animal, and more. It should be said that this activity requires a fully equipped classroom with a computer, a data projector, an interactive whiteboard, and a functional microphone. The pupils liked the nonsense sentences the most, such as *the horse drinks juice* or *the bear reads newspapers*, which entertained the pupils and were also well remembered. In addition, the exercises were accompanied by funny pictures. Finally, pupils practised constructing declarative sentences, questions and short answers using the verb *have got* on the learning platform [www.umimeanglicky.cz](http://www.umimeanglicky.cz). The great advantage of this platform is that it is possible to pre-select the pupils' grade, language level and the topic to be covered, and the platform itself generates possible exercises. At the end of the lesson there was again a discussion about what the pupils liked and what they remembered.

In the last lesson I created a quiz for the pupils in which they had to recognize and individually write down different animals according to their descriptions and then the pupils were evaluated and the best of them were awarded. This activity was motivating for the pupils, and they all actively participated. Subsequently, pupils were given several reading and listening comprehension exercises to do, which they also completed on the [www.umimeanglicky.cz](http://www.umimeanglicky.cz) platform.

### **6.2.1 Summary of the teaching process**

Although the preparation for these lessons was more time-consuming than for textbook-based lessons, the pupils enjoyed the lessons more. As they are at an age where they like to be active, they are more comfortable with lessons where they are not sitting at their desks. In addition, I also positively evaluate the work with the interactive whiteboard. The extra activities expanded the pupils' active vocabulary as well as their passive vocabulary. Overall, the teaching was more spontaneous and natural. Moreover, the activities on the Duolingo gaming platform motivated pupils to perform better by earning badges and various awards for solving tasks correctly. In terms of the final discussion, the pupils were more satisfied with this form of teaching and some of them said that they had started to enjoy the language more.

In addition, the pupils were not required to do the exercises in the textbook and workbook, which we did not do together in class, but some of them did complete the exercises at home anyway. In addition, after using the Duolingo gaming platform in the lesson, many of them reported the next lesson that they had installed the app on their phone and were playing the game also at home. There were even discussions among the pupils about how many awards and badges they had collected at home and which level they were at. Overall, the lesson stimulated the pupils' competitiveness and motivation to learn as much as possible.

### **6.3 Comparative test**

This test was distributed to both fifth graders after they had experienced two different types of teaching and was designed to compare the level of effectiveness of the textbook-based teaching and that based on online resources. Neither class was given advance notice of the test so that pupils could not prepare at home and so that the results were as adequate as possible. The test consists of several parts and focuses on vocabulary of pets and the verb have got in all its forms - declarative sentences, questions, and answers. The author decided to create a complex test that focuses on all language skills. The entire test is available in the appendices section.

### 6.3.1 Results of the comparative test

Regarding the vocabulary translation in exercise 1, neither class had a major problem with the vocabulary. The most frequent errors were in the plural translation of the word 'fish' and in the word 'parrot', where some students wrote only one letter r. However, these errors were found in similar amounts in both classes.

In exercise number 2, the pupils had to guess a specific animal according to the description. The question was intentionally not specified so that pupils could write down any animal that matched the description. Unlike the pupils in class A, who only listed animals included in the textbook, several pupils in class B wrote multiple choices and listed animals that were not the focus of the lesson. For example, for the sentence *I am big, I've got long tail and four legs*, pupils from class A always mentioned a horse, but pupils from class B recorded multiple answers – a horse, a cow, a zebra, a giraffe, a lion, a tiger, or an elephant.

The same phenomenon was observed in the next answer, where pupils were asked to list as many animals as they remembered from the lessons. While in class A the pupils again named only animals from the textbook, in class B many more animals were listed, even those that were not the focus of the lessons but appeared, for example, during the *Duolingo* exercise or in educational videos.

Question number four, where the pupils were asked to create their own riddle about any animal, was difficult for the pupils from class A. Several pupils asked during the test what was meant by the task and were unable to produce their own sentences. Many of them even copied the riddle from the previous exercise and only changed one word. In contrast, the pupils from class B had no problem with the exercise and their riddles were originally created.

The next task, where the pupils had to answer questions, was again better completed by class B. Although class A was able to answer the first three questions where a specific person was mentioned, the next two, where a name was given instead of a person, were mostly wrong - they could not deduce the correct person. This was no problem for pupils in class B and they answered mostly correctly. In the next task, where pupils were asked to form declarative sentences from the questions, pupils from both classes answered mostly correctly.

As for the listening exercise, all the pupils in class B produced at least three meaningful sentences that corresponded to the listening information. A few of them even produced more sentences. In contrast, some pupils from class A produced fewer sentences or had more spelling or grammatical errors.

In the last exercise, which focused on reading comprehension, there was again a better result for class B, where most pupils were able to answer in complete sentences and all pupils answered the questions correctly. For class A, although most pupils also answered correctly, they answered in one word form only.

### **6.3.2 Summary of the results**

Although the results for both classes were satisfying, in class B the pupils were able to complete the exercises more flexibly and had a more extended vocabulary. In contrast, in class A, pupils were limited by the vocabulary given in the textbook and when the exercises in the test differed in structure from those in the textbook or the workbook, they found it more difficult to complete them correctly. In addition, the pupils in class A were not as confident when completing the test as the pupils in class B, who asked almost no questions during the test. Thanks to the comprehensive exercises and the use of different types of digital resources, the pupils from class B were better prepared for the test.

### **6.4 Summary of classroom observation**

After an overall evaluation of the teaching process in each class and a comparative test, it can be concluded that teaching based on digital resources is not only more motivating and attractive for fifth grade pupils, but also more effective. Pupils in class B achieved better results and can use language more flexibly. In addition, after introducing different digital resources in the classroom, several pupils have started to use these resources in an extra-curricular environment. Thus, the results of the classroom observation, as well as the results of the questionnaire survey, confirm hypothesis number 3.

As a result of this research method, hypothesis number 4 can also be supported - With digital media or their elements, the use of textbooks may be partially substituted and thus the teaching of EFL at the elementary schools may be improved. However, it should be considered that the research only examined a limited number of pupils and only targeted one

part of the curriculum. Therefore, the results of this research cannot be applied globally to all young learners or to all EFL curriculum content in general. Each classroom is specific and consists of different types of learners for whom a different type of teaching may be effective.

## CONCLUSION

The main aim of the diploma thesis was to investigate whether it is more effective to use only textbook files or to implement the digital resources in EFL teaching. To examine this issue, research methods called questionnaire survey and classroom observation were used. These methods were applied to pupils from three fifth grades of the first stage of the elementary school in Holešov.

However, a wider context related to the topic of the thesis was provided first. Readers were introduced to the development of EFL learning styles and teaching materials, the characteristics of the young learners, who were the target group of the research part, was described, several digital resources, that could make EFL teaching more effective, were listed, and finally, the current trend called gamification was described in the theoretical part of the thesis. Furthermore, the readers were introduced to the current research related to the practical part and to the terminology that is necessary in relation to the topic of the thesis.

The practical part of the thesis was divided into three main chapters. The first chapter described the research methods and objectives and provided information about the research sample. The second chapter presented all phases of the survey, from its creation to the evaluation of the results. The third chapter examined classroom observation, which took place parallelly in two fifth grades of the elementary school in Holešov. Based on the results of the questionnaire survey, two different teaching concepts were designed and applied in practice and their course was reported. At the end of the chapter, a comparative test was evaluated, and the results of each class were provided. In the last section of each research method, the hypotheses were discussed.

Digital technologies and resources have been found to be an integral part of the contemporary young learners' lives. In addition, many of these are used by pupils in English, which increases their language knowledge. The theoretical part of the thesis described the difference between language learning and language acquisition, showing that unconscious acquisition of the language is more effective for the pupils in the learning process. The language acquisition is achieved during the use of digital technologies, when the pupils do what they enjoy and, additionally, acquire the language naturally and effortlessly. Based on this information, EFL lessons using digital resources, which were the most frequently

mentioned by learners in the questionnaire survey, were designed. In a comparison with the textbook-based lessons, it was found that the digital-based lessons were not only more attractive and engaging for the pupils, but they also performed better in the comparative test.

Although the results of the textbook-based learning were satisfying, the pupils from the digital-based learning had a more extensive vocabulary, were able to answer open-ended questions more flexibly and comprehensively and were able to form various sentence structures. In addition, they better managed the reading and writing comprehension exercises. Although this form of teaching was more time consuming for the teacher to prepare, the lessons were more enjoyable for the pupils and their results were significantly better.

According to these results, I recommend to English language teachers at the first stage of elementary schools to use digital resources more often in their lessons and at least partially replace textbooks with them, because they increase the effectiveness and reflect better the needs of contemporary young learners, by whom these media are used daily and represent an important part of their lives.

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## **LIST OF ABBREVIATIONS**

EFL – English as a Foreign Language

ELT – English language teaching

FLT – Foreign language teaching

ICT – Information and communications technology

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## APPENDICES

### Appendix 1: Questionnaire used for the research

1. **Zakroužkuj správnou variantu:** Jsem DÍVKA / CHLAPEC.
2. **Doplň podle pravdy:** Ve školním prostředí se setkávám s anglickým jazykem \_\_\_\_\_ vyučovací hodiny týdně.
3. **Zakroužkuj pravdivou variantu a napiš přibližný počet hodin: S anglickým jazykem se v mimoškolním prostředí setkávám:**
  - a) Do 7 hodin týdně: Zhruba \_\_\_\_\_
  - b) 7–14 hodin týdně: Zhruba \_\_\_\_\_
  - c) Více než 14 hodin týdně: Zhruba \_\_\_\_\_
4. **U níže uvedených digitálních zařízení zakroužkuj správnou variantu na základě toho, zda zařízení používáš, nebo nepoužíváš:**
  - a) V mimoškolním prostředí POUŽÍVÁM / NEPOUŽÍVÁM mobilní zařízení
  - b) V mimoškolním prostředí POUŽÍVÁM / NEPOUŽÍVÁM počítač či notebook
  - c) V mimoškolním prostředí POUŽÍVÁM / NEPOUŽÍVÁM tablet
  - d) V mimoškolním prostředí POUŽÍVÁM / NEPOUŽÍVÁM televizi
  - e) Jiná odpověď: \_\_\_\_\_
5. **Vypiš tebou používaná digitální zařízení, u kterých se setkáváš s anglickým jazykem:**  
\_\_\_\_\_
6. **Zakroužkuj variantu a blíže specifikuj, můžeš zakroužkovat i několik variant.**  
V mimoškolním prostředí se učím nebo zdokonaluji anglický jazyk pomocí těchto digitálních zdrojů:
  - a) Digitální hry  
Specifikuj: \_\_\_\_\_
  - b) Vzdělávací platformy

Specifikuj: \_\_\_\_\_

c) YouTube (YouTube)

Specifikuj: \_\_\_\_\_

d) Mobilní aplikace

Specifikuj: \_\_\_\_\_

e) Sociální síť

Specifikuj: \_\_\_\_\_

f) Filmy, seriály

Specifikuj: \_\_\_\_\_

g) Jinou cestou

Specifikuj: \_\_\_\_\_

**7. Zakroužkuj podle tvého názoru: Bavila by tě výuka angličtiny, ve které by byly využívány digitální zdroje z mimoškolního prostředí?**

ANO / NE

**8. Pokud si v předchozí otázce označil/a variantu “ANO”, jaké aktivity na základě digitálních zdrojů by podle tebe měly být v hodinách využity?**

\_\_\_\_\_

DĚKUJI ZA VYPLNĚNÍ DOTAZNÍKU! ☺

## Appendix 2 – Comparative test

Name, class: \_\_\_\_\_

### 1. Translate into English (přelož do angličtiny):

RYBA – _____	RYBY - _____
HAD – _____	HADI - _____
KŮŇ – _____	KONĚ - _____
PAVOUK – _____	PAVOUCI - _____
PAPOUŠEK – _____	PAPOUŠCI - _____

### 2. Guess the animal (uhádni zvíře):

I'm small and I've got eight legs. \_\_\_\_\_

I am big, I've got long tail and four legs. \_\_\_\_\_

I live in water and I haven't got legs. \_\_\_\_\_

I've got four legs and I drink milk. \_\_\_\_\_

### 3. Write as many animals as you can remember from classes (napiš co nejvíce zvířat, která si pamatuješ z hodin):

\_\_\_\_\_

### 4. Create your own riddle about any kind of animal (vytvoř vlastní hádanku o jakémkoli zvířeti):

\_\_\_\_\_

### 5. Answer the questions (odpověz na otázky):

Has she got a hamster? X \_\_\_\_\_

Have they got two horses? ✓ \_\_\_\_\_

Have you got a pet? ✓ \_\_\_\_\_

Have Amy and Jack got a new dog? X \_\_\_\_\_

Has Greg got a rat? X \_\_\_\_\_

6. **Create declarative sentences from the questions in the previous exercise (vytvoř oznamovací věty z otázek v předchozím cvičení):**

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7. **Write any three sentences about the animals discussed in the listening (Napiš jakékoli tři věty o zvířatech, o kterých se mluvilo v poslechu):**

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8. **Read and answer the questions (Přečti a odpověz na otázky):**

My cat Mia

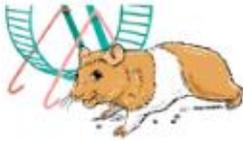
I have got a pet cat named Mia. She has got black spots on her body. She is very friendly with the kids. When she is happy, she jumps around the room. I take her for a walk every day. Mia sleeps near my bed.

- a) What is the cat's name? \_\_\_\_\_
- b) What has she got on her body? \_\_\_\_\_
- c) With whom is she friendly? \_\_\_\_\_
- d) Where she sleeps? \_\_\_\_\_

### 3C Have you got a pet?

#### Vocabulary

1 a  2.8 Listen and repeat.



1 a hamster



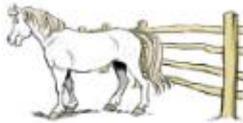
2 a rabbit



3 a rat



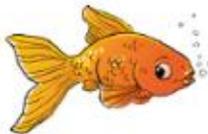
4 a snake



5 a horse



6 a mouse



7 a fish (plural: fish)



8 a spider



9 a budgie (a bird)



10 a parrot (a bird)

b  2.9 Listen. What kind of animal is it?

*This is a small animal. It's got a long, thin tail. The one in the picture is grey.*

#### Comprehension

2 a  2.10 Listen and match the people to the pets.

- Joe a rabbit
- Mel a cat
- a spider
- a snake

b What colour are the pets?



Teacher Have you got a dog or a cat, Joe?  
 Joe No, I haven't, Miss. I've got a snake.  
 Teacher Really? Is it a big snake?  
 Joe No it isn't, but it's beautiful. It's red and white.  
 Teacher Has your sister, Mel, got a pet, too?  
 Joe Yes, she has.  
 Teacher What's she got?  
 Joe She's got a rabbit.  
 Teacher That's nice. What colour is it?  
 Joe Grey. It's boring. It's always asleep!

#### Grammar

3 Copy and complete the table.

*have got*: questions and short answers

You have got a pet. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> a pet?	Yes, I have. No, I haven't.
He has got a pet. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> a pet?	Yes, he has. No, he hasn't.

*How do we make questions with have got and has got?*



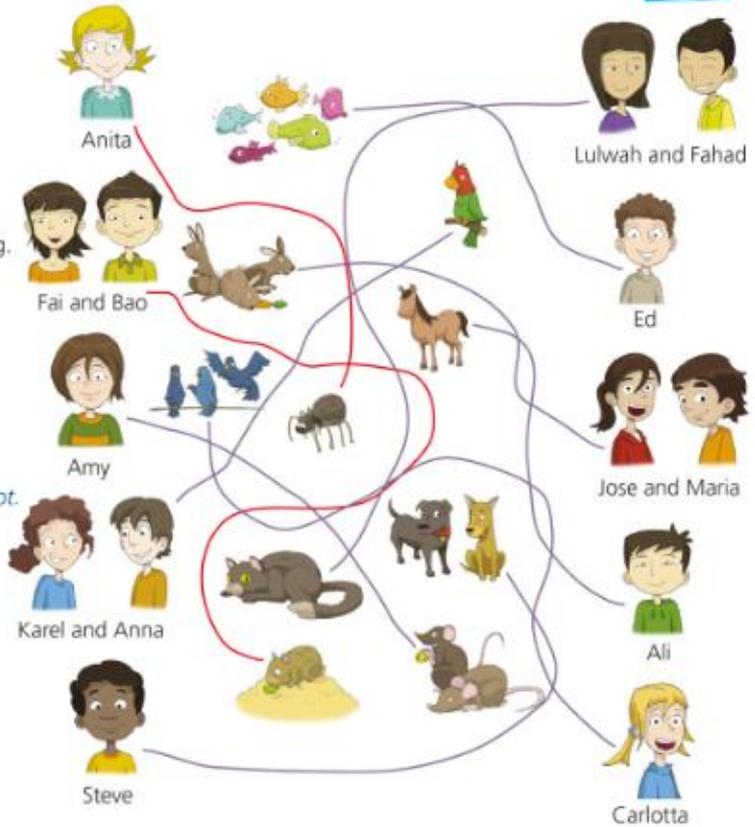
**3C:** Grammar • have got • Affirmative / negative sentences • Adjectives • Questions / short answers **3C**

**4 Make questions.**

- 1 You've got a pet.  
*Have you got a pet?*
- 2 She's got a brother.
- 3 They've got a car.
- 4 He's got a bike.
- 5 You've got a computer.
- 6 Our neighbours have got a dog.
- 7 Mel's got an MP3 player.
- 8 Joe's got a mobile.

**5 Look at the picture and make sentences. Use the cues.**

- 1 Anita / a spider  
*Anita's got a spider.*
- 2 Fai and Bao / a parrot  
*Fai and Bao haven't got a parrot.  
They've got a hamster.*
- 3 Amy / horse
- 4 Steve / two dogs
- 5 Karel and Anna / two mice
- 6 Lulwah and Fahad / a cat
- 7 Ed / five fish
- 8 Jose and Maria / three rabbits
- 9 Ali / a hamster
- 10 Carlotta / three birds



**6 Work with a partner. Ask and answer. Use the cues in exercise 5.**

- *Has Anita got a spider?*
- *Yes, she has.*
- *Have Fai and Bao got a parrot?*
- *No, they haven't. They've got a hamster.*

**Listening**

**7** **2.11** Listen and complete the chart.

	pet	name	colour
1	Ollie	<input type="text"/>	<input type="text"/>
2	Phoebe	<input type="text"/>	<input type="text"/>
3	Salim	<input type="text"/>	<input type="text"/>
4	Alice	<input type="text"/>	<input type="text"/>

**Speaking**

**8 Work with a partner. Ask and answer questions.**

- 1 a pet  
*Have you got a pet?*  
*Yes, I have. / No, I haven't.*
- 2 a brother
- 3 a sister
- 4 a favourite band
- 5 a radio
- 6 a bike
- 7 an MP3 player
- 8 a computer

**9 Work in a group. Play a game.**

- A What have I got in my bag beginning with P?*  
*B Have you got a pencil?*  
*A No, I haven't.*  
*C Have you got a pen?*  
*A Yes, I have.*

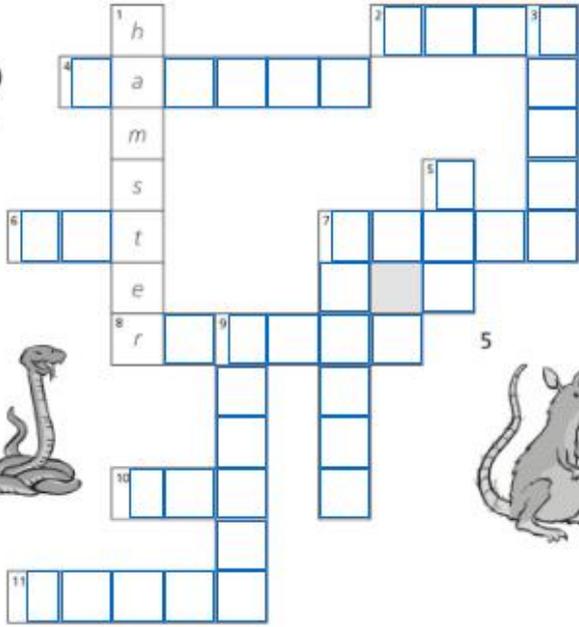
### 3C Have you got a pet?

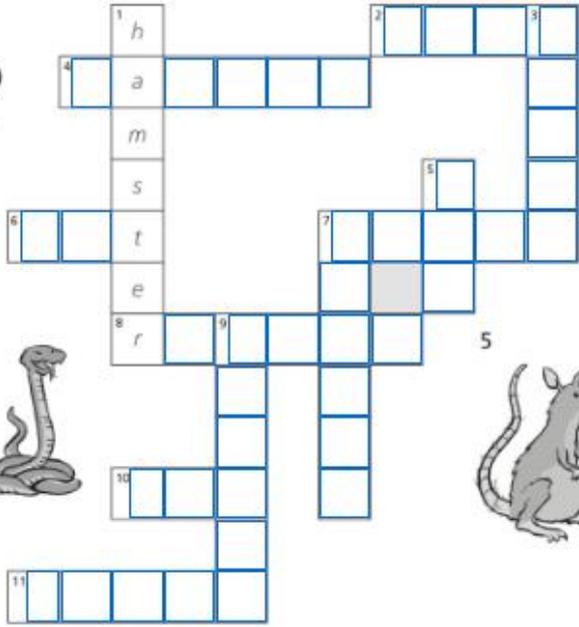
#### Pets

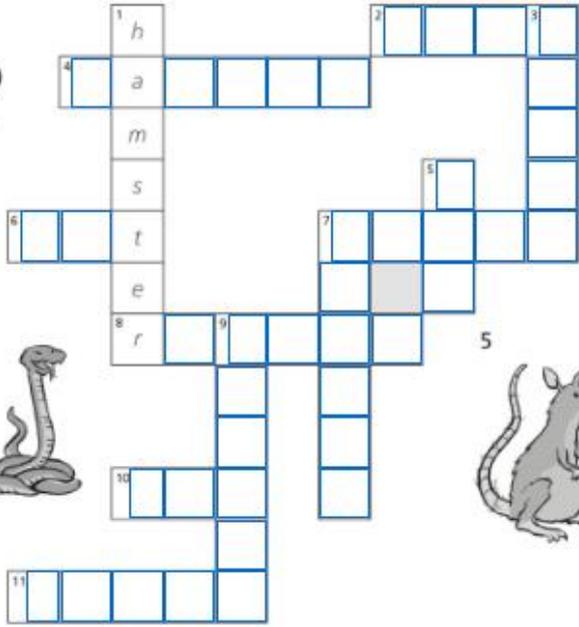
1 Complete the crossword with the words in the box.

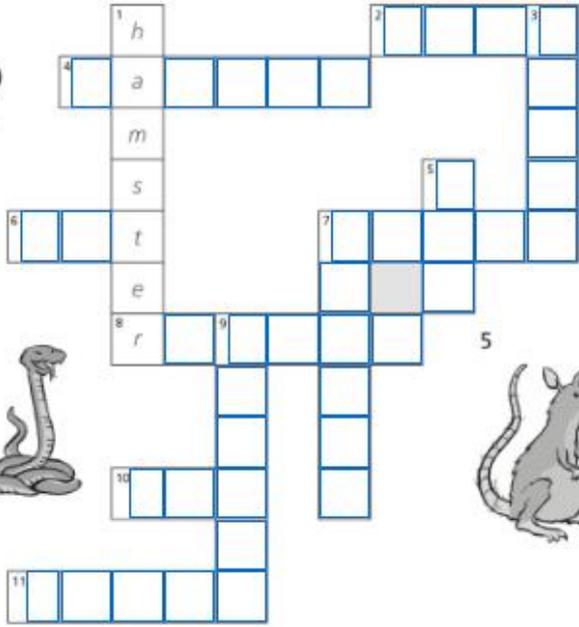
rabbit hamster snake rat spider horse mouse fish parrot budgie cat dog

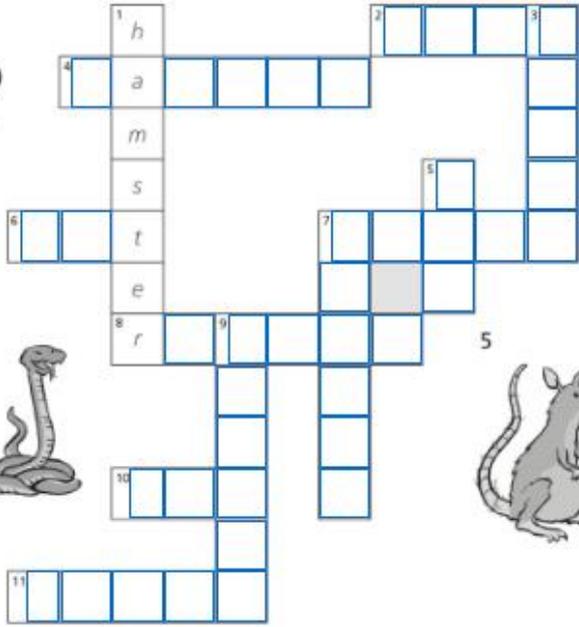
**Across**

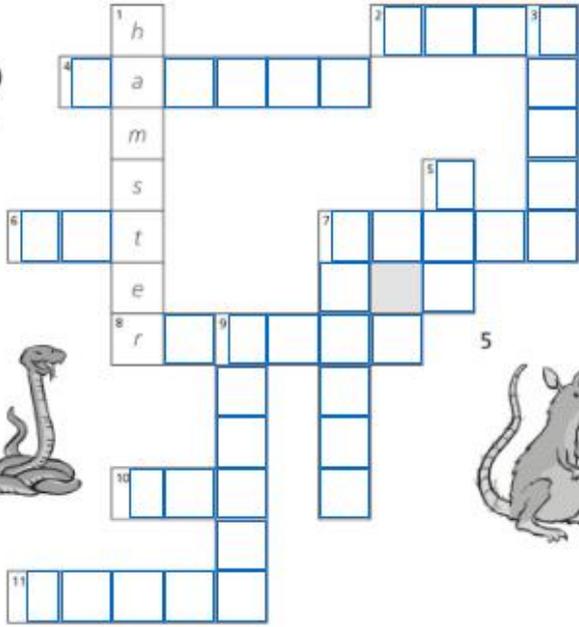
2   

4   

6   

7   

8   

10   

**Down**

1 

3 

5 

7 

9 

2 Write sentences.

- 1 Emma is got two hamsters.
- 2 Alisha \_\_\_\_\_
- 3 Jamie \_\_\_\_\_
- 4 Martha \_\_\_\_\_
- 5 Will \_\_\_\_\_
- 6 Jessica \_\_\_\_\_
- 7 Matthew \_\_\_\_\_



**have got: questions and short answers**

**3** Match the questions to the answers.

- 1  b) Have your grandparents got a car?
- 2  Have you got a computer?
- 3  Has your aunt got a black cat?
- 4  Have we got a nice classroom?
- 5  Has your dog got a blanket?
- 6  Has your brother got a mobile phone?
- 7  Have your cousins got a parrot?

- a No, I haven't.
- b Yes, they have.
- c Yes, we have.
- d Yes, it has.
- e No, they haven't.
- f No, she hasn't.
- g Yes, he has.

**4** Write questions. Give short answers about yourself.

- 1 you / an Internet friend  
 Have you got an Internet friend?  
 Yes, I have. / No, I haven't.
- 2 you / a dog  
 \_\_\_\_\_?  
 \_\_\_\_\_?
- 3 you / a skateboard  
 \_\_\_\_\_?  
 \_\_\_\_\_?
- 4 you / brothers and sisters  
 \_\_\_\_\_?  
 \_\_\_\_\_?
- 5 you / an MP3 player  
 \_\_\_\_\_?  
 \_\_\_\_\_?
- 6 you / a rabbit  
 \_\_\_\_\_?  
 \_\_\_\_\_?

**Listening**

**5 a** Amy is talking about her friends, the Jackson family. Listen and complete the table.



Name	Pet?	Type of pet
Amy	Yes / <input checked="" type="checkbox"/> No	_____
Lily	<input checked="" type="checkbox"/> Yes / No	A dog
Peter	<input type="checkbox"/> Yes / <input type="checkbox"/> No	_____
Tom	<input type="checkbox"/> Yes / <input type="checkbox"/> No	_____
Andrew	<input type="checkbox"/> Yes / <input type="checkbox"/> No	_____
Mr and Mrs Jackson	<input type="checkbox"/> Yes / <input type="checkbox"/> No	_____

**b Write sentences.**

- 1 Amy hasn't got a pet.
- 2 Lily 's got a pet. She's got a dog.
- 3 Peter \_\_\_\_\_
- 4 Tom \_\_\_\_\_
- 5 Andrew \_\_\_\_\_
- 6 Mr and Mrs Jackson \_\_\_\_\_

Appendix 5: Duolingo exercises (Learn a language for free)

## Napište v angličtině



Ten muž má pavouka.

The has elephant girl spider we a man read

 TĚŽKÉ CVIČENÍ

## Napište v angličtině



Ten krab pije vodu.

Pište anglicky

## Napište v angličtině



Ta kachna má psa.

newspaper a the read book has duck men dog

OBCHOD    DALŠÍ

🇺🇸    👑 8    🏠 1    📦 16    K



**Základy 1**



**Základy 2**



**Zák. fráze**



**Jídlo**



**Zvířata**



**Korunky**

Pozvedněte své dovednosti na vyšší úroveň a získajte korunky!



0/10 XP



**Další úspěch**    [ZOBRAZIT VŠE](#)

## Appendix 6: Exercises from the educational platform (www.umimeanglicky.cz)

Reading with comprehension exercises



My dog Jordan loves swimming. We take him for a walk every day and every weekend, we go to the beach .

**What is Jordan doing?**







My grandma has many chickens. They eat seeds and lay eggs. My mum takes the eggs and bakes cakes with them.

**How many chickens are in the picture?**

### New Kittens

Our cat has kittens . They are very small and cute. The first kitten is white with grey stripes . Then there are two kittens that are completely black. The last kitten is white as snow . The kittens are called Marcy, Mo, Muriel, and Mimi. That goes well with our cat's name—she is called Missy. The kittens are very small, but they can see already. They cannot walk very well yet. But once they do, I'm sure they will be playing with our cat all over our yard .

**How many kittens does the cat have?**



Appendix 7: Exercises from the educational platform (www.skolakov.eu)

Hangman

 Hangman Znovu

Hádej názvy zvířat  
 - zvuky zapnuty

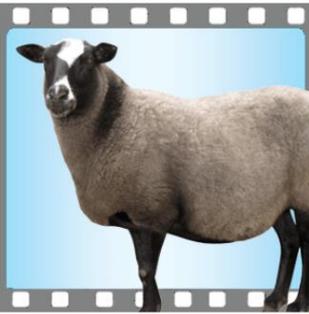
□ □ □ □ □ □ □ □

A B C D E F G H I  
J K L M N O P Q R  
S T U V W X Y Z



Vocabulary guessing

Procvičuj si slovíčka. Správnost ověř kliknutím na obrázek.

	a kangaroo	
		

## RESUMÉ

Diplomová práce se zabývá mírou efektivitu učebnic anglického jazyka při výuce na prvním stupni základní školy. Výzkum vycházel z novodobých poznatků o žácích mladšího školního věku, pro které je efektivnější výuka cizího jazyka s využitím jimi preferovaných zdrojů. Na základě těchto poznatků byl vytvořen dotazník, který byl distribuován mezi žáky pátých ročníků základní školy v Holešově. Jeho cílem bylo zjistit, pomocí jakých zdrojů se tyto žáci setkávají s anglickým jazykem v mimoškolním prostředí a jaké jeho oblasti díky nim zdokonalují. Následně proběhly u dvou pátých ročníků paralelně dva druhy výuky – založená pouze na učebnicových souborech, založená na žáky preferovaných digitálních zdrojích. Mezitím probíhalo pozorování, při kterém byla zjištěna vyšší míra aktivity a motivace žáků během výuky založené na digitálních zdrojích. Následně proběhl srovnávací test, jehož cílem bylo porovnat míru znalostí jednotlivých tříd. Výsledky ukázaly, že žáci ze třídy, ve které probíhalo vyučování na základě digitálních zdrojů, měli lepší výsledky – byli schopni flexibilněji odpovídat na otázky, lépe rozuměli psanému i mluvenému textu, měli rozšířenější slovní zásobu a méně chybovali. Z výzkumu tedy vyplývá, že zařazením digitálních zdrojů do výuky anglického jazyka u žáků mladšího školního věku dochází ke zvýšení její efektivitu.

## ANNOTATION

<b>Jméno a příjmení:</b>	Kristýna Machálková
<b>Katedra nebo ústav:</b>	Katedra anglického jazyka
<b>Vedoucí práce:</b>	doc. PhDr. Václav Řeřicha, CSc.
<b>Rok obhajoby:</b>	2022

<b>Název práce:</b>	Učebnice anglického jazyka na základních školách (v digitálním prostředí)
<b>Název práce v angličtině:</b>	English Language Textbooks for Elementary Schools (in the Digital Environment)
<b>Anotace práce:</b>	Diplomová práce se zabývá využitím učebnic a digitálních zdrojů ve výuce anglického jazyka jako cizího jazyka na prvním stupni základní školy v Holešově. Cílem diplomové práce je zjistit, zda je možné výuku založenou na učebnicových souborech částečně či zcela nahradit digitálními zdroji a tím ji zefektivnit. V teoretické části práce je popsán historický vývoj výuky anglického jazyka a učebních materiálů, charakterizována věková skupina mladých žáků, uvedeny různé typy digitálních zdrojů, které mohou být ve výuce využity, a popsán současný trend zvaný gamifikace. Praktická část zkoumá prostředí, ve kterém se žáci jazykem setkávají nejčastěji a druhy digitálních zdrojů, které žáci využívají ke zdokonalení angličtiny. Praktická část také porovnává míru efektivity výuky založené na učebnicích a té, která se zakládá na digitálních zdrojích.
<b>Klíčová slova:</b>	Digitální technologie, základní vzdělávání, cizí jazyky, výuka anglického jazyka, žáci mladšího školního věku, počítačové hry, učebnice, digitální zdroje, základní školy, ELT, EFL
<b>Anotace v angličtině:</b>	The thesis deals with the use of textbooks and digital resources in teaching English as a foreign language at the first stage of the elementary school in Holešov. The aim of the thesis is to investigate whether it is possible to replace textbook-based teaching partially or completely with digital resources and thus increase its effectiveness. In the theoretical part of the thesis, the historical development of the English language teaching and teaching materials is described, the age group of young learners is characterized, different types of digital resources that can be used in the lessons are presented, and the current trend called gamification is described. The practical part explores the environment in which learners most frequently encounter the language and the types of digital resources that learners use to improve their English. Moreover, the practical part compares the degree of effectiveness of textbook-based learning with that based on digital resources.
<b>Klíčová slova v angličtině:</b>	Digital technologies, primary education, foreign languages, English language teaching, young learners, computer games, textbooks, digital resources, elementary school, EFL, ELT
<b>Přílohy vázané v práci:</b>	Příloha 1: Dotazník použitý ve výzkumu Příloha 2: Srovnávací test Příloha 3: Učebnice – Project 1 Fourth edition Příloha 4: Pracovní sešit – Project 1 Fourth edition

	Příloha 5: Cvičení z platformy Duolingo Příloha 6: Cvičení z platformy <a href="http://www.umimeanglicky.cz">www.umimeanglicky.cz</a> Příloha 7: Cvičení z platformy <a href="http://www.skolakov.eu">www.skolakov.eu</a>
<b>Rozsah práce:</b>	85 stran
<b>Jazyk práce:</b>	Anglický