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Diplomová práce

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Teaching English to Young Learners: ways to increase motivation

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ANOTACE

Jméno a příjmení:	Dagmar Černobilová
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Název práce:	Výuka anglického jazyka na prvním stupni ZŠ: zvyšování motivace
Název v angličtině:	Teaching English in primary school: ways to increase motivation
Anotace práce:	Tématem diplomové práce je zvýšení motivace v hodinách anglického jazyka na prvním stupni. Skládá se ze dvou částí, teoretické a praktické. Teoretická část popisuje termín motivace ve výuce, přibližuje roli žáka a učitele. Překládá přehled motivačních strategií, používaných vyučovací metod a přístupů. Důležitost her, zábavných aktivit je rovněž zahrnuta. Praktická část je složena rovněž ze dvou částí, v první části nalezneme výsledky dotazníku pro děti, který zjišťuje současnou situaci motivace v anglických hodinách. Druhá část je věnována praktickému využití poznatků části teoretické.

Klíčová slova:	Učitel na prvním stupni, motivace, motivační strategie, dítě ve školním prostředí, učební metody a přístupy
Anotace v angličtině:	This work deals with the topic of how to teach and motivate Young Learners in lessons of English. It is divided into theoretical and practical parts. Theoretical part makes a summary of how the language learning motivation works with an overview of motivational strategies in the classroom. Appropriate methods and approaches in English lessons are presented here. It includes several topics which focus their attention on the roles of Young Learners and English language teacher in the foreign language context of primary school. Practical part offers the questionnaire, which shows the attitudes of the Czech children towards learning the English language and the use of theory in the real primary classroom.
Klíčová slova v angličtině:	Primary teacher, motivation, motivational strategies, Young Learner, teaching methods and approaches
Přílohy vázané v práci:	**LIST OF APPENDIXES** Appendix 1: Questionnaire for children (in Czech) Appendix 2: Suggestions for enjoyable learning Appendix 3: My story-telling lesson plans
Rozsah práce:	69
Jazyk práce:	English

Declaration:

I hereby declare that I have worked on this diploma thesis on my own and that I used only the sources mentioned in the bibliography.

Olomouc,   ……………………..

                                                 Dagmar Černobilová

ABSTRACT

This work deals with the topic of how to teach and motivate Young Learners in lessons of English. It is divided into theoretical and practical parts.

The main goal of theoretical part is to make summary of how the language learning motivation works, to make an overview of motivating strategies in the classroom. Appropriate methods and approaches which could be useful in English lessons are presented here. It also includes general topics which focus their attention on the roles of Young Learners and English language teacher in the foreign language context of primary school.

The Practical part offers the questionnaire for children, which aim was to find out the attitudes of the Czech children towards learning the English language and the use of theory in the real primary classroom through the several lesson plans with the "step by step" guidance.

KEY WORDS

Primary teacher, motivation, motivational strategies, Young Learners, teaching methods and approaches

INTRODUCTION

In today´s world, the ability to speak English has become a great benefit. It is the medium of communication all over the world, and as such it offers not only the opportunity of communication with other people, but it can also bring many job opportunities. English language plays a major role in a lot of sectors such as engineering, education or medicine.

As the Czech Republic opened its boundaries to the international world after the Velvet Revolution in 1989, the importance of learning and teaching English as a foreign language has increased since then. Therefore, English is a compulsory subject in Czech primary schools now.

This thesis focuses on a teaching process with its main figure –a teacher. The main aim of today´s teacher should be to lead pupils in a way that they like to learn for themselves, they are responsible for their learning. All the teachers who want to reach this aim and want to be successful in the teaching process should be aware of a key term – motivation, as its presence is essential for any teaching or learning process. Motivation plays a key role, if the teacher wants to create the best possible acquisition environment for her/his learners. Especially, in case of teaching children, motivation helps to create a positive approach towards the subject from the very beginning, which is very important for pupil´s later attitude to learning.

The aim of this thesis theoretical part is to provide descriptions of the classroom roles of English language teacher in the foreign language context of a primary school and learner, it looks into practical motivational strategies with an overview of appropriate methods and approaches of teaching English as a foreign language. This part, including also enjoyable learning, could be helpful to keep children motivated.

The practical part of this diploma thesis concentrates on how to make English lessons for children more motivating. It consists of two parts, the first one is a questionnaire for Young Learners and the aim of the second part is to apply knowledge of the theoretical part into the real classrooms in the Czech Republic. These classrooms are situated in Andělská Hora (Moravian and Silesian Region).The use of theory is provided through the several lesson plans including "step by step" guidance. This part could be useful to all the English primary teachers.

I THEORETICAL PART

1   LANGUAGE LEARNING MOTIVATION

It has been commonly known in the language-learning field that motivation is the main drive and key to success. According to the importance of motivation, it is necessary to improve teacher´s understanding of this issue. The main issues naturally appear: Are teachers able to motivate their learners to work harder and keep them motivated? How can one achieve this difficult aim? Are all the children motivated in the same way? Which kinds of materials and methods are more fitting to the children´s classrooms?

1.1   Defining motivation

To understand the term motivation correctly can be a bit challenging, because the term is quite broad. Heckhausen (1991, p. 9) provides the following definition of complexity of motivation: *"A global concept for a variety of processes and effects whose common core is the realization that an organism selects a particular behaviour because of expected consequences, and then implements it with some measure of energy, along a particular path."* Harmer (2001, p. 51) defines the motivation in an understandable way: *"Some kind of internal drive which pushes someone to do things in order to achieve something."*

Gardner (1985, p. 50) sees motivation in four special aspects: *"A goal, effortful behaviour, a desire to attain the goal and favourable attitudes toward the activity in question."* He describes the goal as a stimulus, which increasing motivation. Dörnyei (2001, p.1; 2011, pp. 4-5) describes the motivation like: *"An abstract, hypothetical concept that we use to explain why people think and behave as they do."* He covered the motivation like one aspect of human´s mind, associated with desires, feels and thinking. Motivation involves direction and magnitude, which is a unit of choices, strenuousness.

1.2   Types of language motivation

Deci and Ryan (1985) classified the most habitual distinction between **exterinsic motivation**, which is done by outside factors, to pass an exam and etc., and **intrinsic**

motivation, focused in inside factors goes from an individual as feelings, self-determination.

Another dividing is into two types, **instrumental motivation**, which is learning motivation for a special desire or practical reason, such as getting the job and **integrative one**, where the main desire is to become integrative with the target culture. Integrative motivation provides interaction with speakers of the target language and out of pure interest (Gardner and Lambert, 1972; Krashen, 1981).

1.2.1   Sources of motivation

Harmer (2001) states several sources of motivation. First of them is **the society we live in**, which has a strong impact on every individual, there are highlighted facts such importance of English in the country, learner´s choice between two languages, social status or job offers. **Significant others** as another source, is a highly important, too. The attitudes about English of people children live with, or peers are a great influence. Well-known motivational factor in language learning is **the teacher**. Its place stays the good chosen **method**, thanks to, is the motivation increasing definitely likely.

1.3   Learner´s motivated behaviour

Dörnyei (2001) sees a motivated student as an eager, hard-working and an active one who likes to be a lively part of the studying process and is strongly aware of the power of her/his learning. Guilloteaux (2007) presents the description of behaviour which is motivated. **Attention**, like one of variables, could be recognized if the students are looking the teacher, following her/him, having responses. Attention can be high, low and very low. When students are involved in activities, they became **participate**. **Volunteering for teacher-fronted activity** is the decision of children´s activity without any teacher´s impulse.

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2 FOCUS ON THE YOUNG LEARNERS

This chapter deals with the YL term (Young Learners), grouping of YL and with the main differences between teaching English to young learners and teaching English to adults. The importance of learning styles is included as well. There is no more motivation in teaching to YL if the differences and characteristics are not taken in consideration.

2.1 Different age groups of Young Learners

For needs of this work, "Young Learners" will be children from the first year of formal schooling (six years or seven years old) to eleven or twelve years of age. Scott and Ytreberg (1990) separate young learners into two main groups, aged 5 to 7 years old and the second one deals with children aged 8 to 10. Another classification bring Slattery and Willis (2002) who similarly divide two groups of young learners, very young learners (children up to seven), and young learners, including children 7 to 12 years old.

2.1.1 Very young learners

Reilly et al. (2007, p. 2) see Very Young Learners (VYL) as the children: *"who have not yet started compulsory schooling."* VYL are sensitive in the case of language development. They do not write and read. All they want is to play. The target language can be absorbed effortlessly with imitation of the sounds. The aim of work with VYL is mostly to motivate them, to involve them into language learning.

2.1.2 Young Learners

Smith (1995) presents Young Learners aged 6 - 12 like "products in process", because they do not control their lives and they still have a great deal to learn in their native language, as well as another one. They are still developing their first language systems, their thinking skills. Their motor skills are limited.

Based on the authors´ claims (Harmer, 2001, p. 38; Brewster, Ellis and Girrard, 2002, p. 27) children:

- have more physical energy and they need to be active in
- have a lot of emotional needs, they are highly excitable in emotions
- have curiosity and enthusiasm for learning and of concrete experiences
- can get bored easily, losing interest after couple minutes
- can enjoy fantasy, movement, imagination
- are good at forgetting things quickly, on the other hand they are learning slowly
- have an ability to learn from everything around them

2.1.2.1 Young Learner´s ability to grasp meaning

Halliwel (1994) emphasizes that teaching young children is really specific, because they do not come to the lessons empty-handed. Children are all unique learners. They are equipped with sort of skills, set of instinct, characteristics which are a good help for learning another language. Those skills are mentioned above should be characterized, e. g. young learners are really good at interpreting meaning without even understanding the individual words, they can be absolutely creative in using limited language, their learning is going frequently indirectly rather than directly, there is also gift of taking a great pleasure in finding and creating fun in what they do.

Cameron (2005) adds that YL try to construct meaning, but they are able to do that just in their world, teachers need to prepare classroom activities in their point of view, so then they will understand what we want them to do and they will be able to get the sense of new language. As Moon (2005) fittingly mentions the Young Learners can get the meaning from facing, gesture and even the intonation can help them a lot. If they do understand the message in this way, they have already started to learn the language.

Children´s imagination is already ready and we would like to highlight the fact they like talking. Their capacity for finding and making fun is incredibly enormous (Halliwel, 1994).

Pinter (2006) suggests that YL are the ones who do not see themselves as language learners and they do not even know that they are the part of the learning process.

2.1.2.2 Children´s instinct for play and fun

Children like to have fun and that is a commonplace that they learn better through playing. With plays motivation is growing up. YL like to share moments with classmates, there is all the time the sparkle which they bring with them.

Halliwel (1994) presents the importance of playing drama. Playing drama puts their energy outside, even they know it is not real but it will never stop them to do their best into it. Children can become really creative through drama they can even produces their own versions. Through the sense of fun and play, the children are learning language in hidden way, but in real.

Moon (2005) is convinced that children have a gift to enjoy themselves and when they are enjoying themselves, they are more absorbed by the learning activity and want to continue with it. There is not that much awareness to learn foreign language then.

2.2 Main differences between teaching English to young learners and teaching English to adults

Some authors (Brewster, Ellis and Girrard, 2002; Cameron, 2005) agree on the language learning differences between teaching adults and children. Of course we are able to find similarities and many of the skills we need as a teacher of adults will be the same as the skills of primary teachers. But the ability to get into the children´s worlds and organize diametrically different motivational concepts, lead the children develop their understandings, is what is making teaching children challenging and special. If we learn a foreign language as adults, we usually have couple of goals, such as wanting to get a better job, or wanting to live in the country of target language. Being adult learners making us highly motivated and those purposes greatly increase our willingness to spend hours in the library to learn another language.

As Clark (1990) adds children do not have the specific foreign language needs, for example, discuss news or make an order in the restaurant, by the contrast, they are generally recruited in language classes with no visible reason to learn English. Of course some of them can be may be under the pressure because of the parent´s power, because they can have specific claims about the ability of children´s English.

2.3   Effect of learning styles

Schmeck (1988) cited in Cohen (1996, p. 10) defines learning styles as *"the expression of personality specifically in the learning situation."*

Sims and Sims (1995) declare that researchers´ point of attention has always been learning styles with a huge interest of how to understand the process of learning and all its implications for teachers, where the keeping of children´s high motivation plays its role. The goal of language teacher is to support every single child to experience success, on her/his own terms as well as on ours as teachers.

According to Neuro-Linguistic Theory, children have a mixture of different learning styles with one, which is more dominated. In every class can appear learners who are more like their teachers or who are unlike their teachers. All teachers should be aware that different learning theory needs different learning activities which are strongly based on interests and needs of learner.

2.3.1   Categories of learning styles

Keith Willing (1987) cited in Harmer (2001, p. 43) brings differences of learning styles as **converger**, who is an independent and confident child, prefers to work individually with her/his own structures of learning. **Conformists** prefer learning "about the language" over learning to use it. **Concreate** learners like to learn language from direct experience. They prefer language as a communication then as a system. **Communicative** learners are oriented by the use of the language they prefer to be a part of the social interaction with peers and to operate without the guidance of a teacher.

According to Berman (1998) cited in Brewster, Ellis and Girrard (2002, pp. 34 - 43) there are learning styles making us similar, as:

- the visual learning style, where we can get the information mainly through our eyes
- the auditory learning style, which is based on a preference for learning via hearing
- kinaesthetic learning style, where we are learned by movement and through manipulating thing.

Of course, in foreign language classroom there are not so many possibilities to determine every kid´s style.

2.3.2   Theory of multiple intelligences

Many people are strongly familiar with three general categories, which were mentioned above before, but many approaches and theories have been developed. Probably the most famous one is the theory of multiple intelligences, which is invented by well-known psychologist Howard Gardner in the late 1970´s and early 1980´s.

Gardner (1993) claims that there are several intelligences, he complains about traditional point of view about intelligence, does not concentrate himself only on mathematical or linguistic sight. Gardner (1983) truly believes that education should be focused on what are children or students can do. Teacher´s attention should see another gift in other intelligences such the architects, dancers, entrepreneurs, and others who enrich the world we live in.

Gardner (1993, p. 15) states: *"We are all so different largely because we all have different combinations of intelligences. If we recognize this, I think we will have at least a better chance of dealing appropriately with many problems we face in the world."*

Gardner (1983) suggests several kinds of intelligence. The intelligences are selected by strict criteria (Gardner, 1999, pp. 36 – 40):
- the potential isolation of damaged brain
- a distinct history in development, along with a definable set of so called end-state performances
- support from psychometric findings

- support from experimental psychological tasks
- susceptibility to encoding in a symbol system
- the existence of idiot savants, prodigies, and other exceptional people
- an identifiable core operation or set of operations
- an evolutionary history and evolutionary plausibility

By using of those sets of criteria Gardner (1999) originally finds seven intelligences including logical-mathematical intelligence, musical intelligence, bodily-kinaesthetic intelligence, linguistic intelligence, intrapersonal intelligence and interpersonal intelligence. Later the naturalistic intelligence was added as an eight one.

Armstrong (2009) applies the theory of Multiple Intelligences in classroom and highlights the fact that every single student is mixed by all of those eight intelligences and s/he is able to develop each of them. Similarly to Neuro-Linguistic Theory of Language styles, the categorization in only one of intelligences should be strictly avoided by teachers. Although he adds that there always will be the one intelligence stronger than the others are. To understand children´s way of learning and understanding makes the teacher appropriate.

2.3.2.1 Types of intelligences in the classroom

According to Gardner (1999, p. 41) **linguistic intelligence** involves the ability to learn languages, sensitivity of spoken and written language, and the power to use it. Children who are highly in linguistic intelligence love to read, write, tell stories or play with words. They are in needing of discussion, debate, telling stories, paper things and the mostly in books (Armstrong, 2009, p. 33). **Logical-Mathematical intelligence** entails the capacity to analyze problems in a logical way, to carry out mathematical operations and investigate issues scientifically (Gardner, 1999, p. 42). For children where Logical-Mathematical intelligence dominates experimenting, questioning, playing with numbers, calculating and thinking by reasoning. Experimental materials, science trips to museums are recommended (Armstrong, 2009, p. 33).

Spatial intelligence consists of understanding and forming a mental model of a spatial world and ability to operate with it (Gardner, 1993, p. 9). Picture thoughts prevail, people more oriented this way love drawing, visualizing, doodling. Slides,

everything visual, puzzles, picture games with rich imagination and trips to art museums would be greatly used (Armstrong, 2009, p. 33).

Bodily-Kinesthetic intelligence involves the ability of using body or just its part to solve problems. Physical and mental abilities are highly related (Gardner, 1993, p. 9). Bodily-Kinesthetic provides thinking through somatic sensations. Activities as dancing, gesturing, touching, moving body, running, P. E. are completely loveable for children who have this intelligence highly developed. Armstrong (2009, p. 59-156) recommends tapping, clapping on the rhythm, which help to the young learners remember word stress or intonation. **Intrapersonal intelligence** deals with a deep understanding of oneself, to see one´s own motivation, fears or feelings and ability to use this knowledge effectively in life (Gardner, 1993, p. 9). Armstrong (2009) advices to give learners of this kind of intelligence, an opportunity for their own space, to spend some time alone or to give them self-paced project which they could see themselves in**. Interpersonal intelligence** brings the ability to understand people around, which motivation is inside of them, how do they work and how difficult or easy is to cooperate with them (Gardner, 1993, p. 9). Children tending to this intelligence are rather working in groups, they like to be surrounded by friends and organizing (Armstrong, 2009, p. 33).

To be gifted by **musical intelligence** means to have skill in the performance appreciation, composition of musical patterns (Gardner, 1999, p. 42). Learners are keeping motivated via rhythms and melodies, they like to sing, whistle or listen. To play musical instruments at school or home is greatly recommended (Armstrong, 2009). The intelligence so **called naturalist** enrich children to recognize the values of nature and natural forms. Children like to play with animals, they like to gardening and for them it is necessary to access to nature, to give them the opportunity for interacting with animals (Armstrong, 2009, p.33).

Harmer (2001, p. 48) advices that teacher should establish different students in the classrooms (some of them can be better writers then others ...). Teacher can also monitor children´s development via tests, and both formal and informal observation. Monitoring will show to teachers, who needs more or less help in the classroom and which sort of methods, materials are well for using.

3   THE ROLE OF TEACHERS

Making decisions all the time became to be an essential characteristic of a language teacher. It has been difficult to answer correctly the basic questions as: What is going to be the goal of language instruction? How I can motivate my pupils? Which language teaching method will be the most effective for the classroom? Getting informed, having courage and enthusiasm, after all, is everything what is teaching English about (Diane Larsen-Freeman, 1986).

3.1   The main source of motivation

Dörnyei and Ushioda (2011, pp. 158 – 162) like ones of the main experts on language learning motivation, highlight in their researches, how important the role of the teacher is. A teacher is a major factor of motivation for many Young Learners. They act as the key social figures who naturally affect motivational quality of the English lesson. They can do that in two ways, in a positive or a negative one. Moon (2002) sees children´s development of positive attitudes to learning English in creative and learning environment where teacher figures again.

Chambers (1999) discusses how teachers should have resources to access their learners´ views on learning. If the teacher will more plan time and will support the classroom (books, computers, etc.) in that case is able to be a motivator.

Some authors (Richards and Rogers, 1999, p. 24; Moon, 2002, p. 23) believe that only teachers, who are clear about their roles in the classroom, can go out of the traditional textbook-oriented teaching and have glowing ability of influencing the motivation of Young Learners. As strong as the consciousness of how much important the role of being a teacher is, should be fearlessness about how the lessons will be. Teacher should be also aware of how s/he feels about English personally.

If the teacher is feeling worried about anything, s/he automatically stops being enthusiastic in the class and that can strongly affect the learning environment linked with pupils´ attitudes.

In effect, everything what the teacher does or says, the way s/he communicates and behaves in the classroom, may potentially influence children´s motivation in different ways. In the teaching process, enthusiasm and liability are the most important

parameters to take in account in order to improve children's motivation (Dörnyei and Ushioda, 2011).

As Pinter (2006) suggests that this is the government who has to invest in education and training teachers. Teachers in any country should have opportunities for development. Many countries deal with this issue, but unfortunately we can still find a lot of countries which are facing difficulties with a critical numbers of qualified teachers.

The situation in the Czech Republic is mentioned by Faklova (2000), where she claims that the teachers have an opportunity in professional development by the Regional In-service Education Centres, where the foreign language specialists seat. There are plenty of courses across the Czech Republic with qualified teachers of foreign languages with teaching methodology, modern language and of course language training.

Ottós (2004) cited in (Dörnyei and Ushioda, 2011, pp. 188 - 189) on the role of passion for teaching:

> "Teachers with a passion for teaching are those who are committed, enthusiastic, and intellectually and emotionally energetic in their work with children, young people and adults alike. Yet these overt signs of passion are underpinned by clear moral purposes that go beyond the efficient implementation of set curricula. Passionate teachers are aware of the challenge of the broader social contexts in which they teach, have a clear sense of identity and believe that they can make a difference to the learning and achievement of their pupils… For these teachers, teaching is creative and adventurous profession and passion is not an option. It is essential to high-quality teaching."

3.2   Diversity of teacher´s roles in language teaching

According to Littlewood (1981) a teacher is a facilitator of learning which brings sub-roles as an adviser during the activities, an overseer, a classroom manager, a consultant and a co-communicator with children.

Tudor (1993) adds the roles of the teacher in learner-centred oriented classroom. Learner-centred classroom focuses on the highest involvement of the learners in the learning process. The first role is a **knower**, source of the knowledge in target language

but also in methodology. The role of **activity organizer**, like a second one, is making up learning activities in the motivational direction, supporting of pupil´s courage and also having a feedback. Being a **learning counsellor**, as the last one, means by following attitudes of Oskarsson (1978) cited in Tudor (1993) get to know of what the pupils need (intentions) and concurrently what they are able to do (resources). The teacher should be able to help them to clear up intentions and amplify their resources. Apply children´s involvement in a useful pedagogical direction.

Harmer (2001, pp. 57 - 62) enriches the descriptions written above with the role of **assessor**, where teachers are giving feedback, grading the children and telling them what they are looking for and how the success looks like. Another role by Harmer is **participant** who is basically the person who gives feedback, correct mistakes, staying behind the activities and routs them into the good direction. Similar role as participant is a **tutor** who appears when students are working on longer projects for a help in debates or in groups.

4   MOTIVATIONAL STRATEGIES

"Motivational strategies are techniques that promote the individual´s goal-related behaviour." Dörnyei (2001, p. 38)

Motivation is a primary function of a classroom management, teacher has to be able to help and motivate children who have been de-motivated and keep in those who are already well motivated (Wright, 1996).

4.1   Teaching style

The English language teacher and trainer Tony Wright (1996, pp. 52, 53) describes the teaching style as the collection of behaviour, attitudes, creativity, trying to find the best conditions where learning takes the place. To manage the learning is the teacher´s primary role.

Teaching style consists of the methods and approaches in which the teacher feels comfortable, but even those traditional ones can be changed if the teacher wants to (Henriques and Felder, 1995).

Teaching style includes appropriates such as giving learners courage for their efforts, being friendly, kind, sunny and of course open with the young learners, know the learners personally. If this all, what was mentioned above, became familiar to the teachers, they have appropriate behaviour which is really important in the case of motivation (Wright, 1996).

4.2   Teaching based on motivation

Dörnyei (2001, p. 39) suggests that there are four main stages in teaching based on motivation:

- to create the best motivational conditions and nice environment within learning process
- to be concentrated in the initial motivational techniques, which could be affirmative attitudes, bringing the material include creativity, setting up the expectations which are going to be successful

- teachers should be concentrated to do not loose learner´s motivation, they should take care of motivation by motivational activities, supporting learner´s self-confidence, self-esteem and of course try to make conditions for co-operation among young learners
- feedback like a final stage should be just a positive experience

4.2.1 Creating nice motivational conditions within learning English

Any of motivational strategies cannot be successful if there are no motivational preconditions such as appropriate teacher´s behaviour, a supportive and nice classroom atmosphere during the learning process, cohesiveness of the class, which can be influenced by time shared together, knowledge about each other, contact or interaction (Dörnyei, 2011).

Jayne Moon (2005, pp. 44 – 51) agrees with Dörnyei´s statement and attaches the importance of the sense of security, the sense of confidence and self-esteem within developing the positive atmosphere in the classroom.

As Scott and Yterberg (1990) highlight that the sense of security is not just an ability, or an attitude, it has been all we need if we want Young Learners work in our lessons. Moon (2005), Dörnyei and Ushioda (2011) advise to set up classroom rules, which are a great supportive hand. To have rules inside of the class means the teacher wants to be opened in working with the children, to help them to understand duties before they begin.

4.2.2 Generating initial motivation

Teachers should enrich the Young Learners´ language attitudes and values, enhance the Young Learner´s expectation of success, make the materials appropriate, creates learners´ belief which are realistic (Dörnyei and Ushioda, 2011).

Lobo (2003) stresses that materials have to be variable, attractive, interesting, challenging or encouraging, they have to be chosen carefully with a clear intention for a particular lesson, term or school year. The language presented through successful materials in her eyes can be accessible and variable interest, which the children like.

Henriques and Felder (1995) declare on the recency of materials, which should react in the context of situations in which children could be.

4.2.3 Ways of protecting motivation

Enjoyable learning has to include Dörnyei and Ushioda (2011) perceive enjoyable learning includes style of presentation, learning materials, sequence of activities, format of teaching, interesting learning tasks, like one of the fields in classroom where teacher´s efforts have to appear. Interesting learning tasks and style of presentation (likely well-known motivational dimensions of classroom teaching), should include at least three functions as explain the reason and use of the task, preparation of strategies for task doing which are useful and appropriate and finally get student´s attentions and fulfil their expectations.

Harmer (2001, p. 53) emphasizes on highly motivational structure, which can appear in feedback: **to set** learner´s individual **goals and sub-goals**, which is a really well worked method for supporting the control through their work and an opportunity to give them experience. Term can be long-term, e.g. the mastery of English or short-term, e.g. successful writing of an essay.

Holly (2010) and Moon (2005) are convinced that the course of confidence is the biggest task in the teaching children with keeping their motivation alive. Children´s confidence is mostly based on the fact how the other people see them. They recommend some tips, which are supporting learner´s confidence:
- smile a lot, keep an eye-contact, praise their endeavours
- give positive feedbacks (the feeling of being listened, respectful without laughing on them)
- do not raise your voice
- be focused on good behaviour
- be authoritative and friendly together
- be in cooperation with young learners
- "circle time" is well designed and easy activity which helps to children to show and share their feeling with peers and teacher in a positive ways (everyone including the teacher sits next to each other in a big circle and

some rules should be established: laughing at each other is strictly prohibited, everyone has his or her turn, when somebody is talking no-one will disturb. Every pupil can say his or her rule.

Another advice (Dörnyei, 2001) is to support the belief of YL and in the same time the teacher should scare away children´s unrealistic fears.

Ushioda (2008) cited in Griffiths (2008, pp. 19 - 29) answers the main task in most of the discussions about motivation: how is possible that some learners can keep their motivation strategies longer than others? They are able to motivate themselves. She also adds two key principles in keeping learner´s motivation: rather than be externally regulated by the teacher should motivation come from the learner and learners must see themselves as agents of the learning processes which form their motivation.

We can find five main self-motivating strategies differentiated by Dörnyei (2001):
- commitment control strategies working with trying to help-keep, increase and protect learners´ original goal
- metacognitive control strategies are based on controlling linked with monitoring of how the children are concentrate
- emotion control strategies are based on managing the children´s moods (trying to put away disruptive factors and keeping the positive ones)
- satiation control strategies are based on reduction of children´s boredom and keep them motivated with interesting tasks
- environmental control strategies work with trying to remove negative environmental effects and the main task of those strategies is to make good and positive environmental effects

4.2.4   Motivational feedback

Phillips (2000) finds feedback as a reflection on children´s performed work. Through feedback can children express their feelings, attitudes and they can judge their development. Dörnyei (2001, p. 123) describes the feedback as *"an essential ingredient of learning"*.

Hattie (2003) cited in Patton and Raban (The University of Melbourne, 2006) has found out synthesis of over 500 studies, he claims on what brings the children school achievement. Teacher´s feedback has the greatest impact on children achievement: 30 %.

Dörnyei (2001) adds that unfortunately, not all the feedback is from the motivational perspective correct an effective. If teachers want to success and make the feedback **motivational**, they should fix three things: possibility of feedback´s gratifying function, which offers higher satisfaction of the learners, feedback can encourage a positive children self-concept and self-confidence, the last thing is focused on the reflections which is feedback providing, thanks to these reflections should children realize the field which they can increase.

Chamber (1999, pp. 200 – 204) declares on the importance of non-traditional feedback. Feedback should be given to the children in different ways from traditional ones such grades are. Teacher can comment progress informally in positive, nice format.

4.2.4.1 Typology of feedback

Phillips (2000) defines two main kinds of feedback, the first one is focusing on the language which teachers have been working on, the second one deals with the way the Young Learners have achieved the tasks, and on their behaviour.

Tunstall and Gipps (1996, pp. 389 – 404) see the typology of feedback differently. They deal with two major strands: first is linked with socialisation. **Socialisation** feedback develops attitudes, values, behaviour of children and the classroom procedures (sharing and fairness in the classroom community, kindness. This feedback is used by teachers to spell out their central expectations of the child. The second belongs to assessment. **Assessment** feedback consists of two groups: evaluative including rewarding and punishing, approving and disapproving, following group termed descriptive contains specifying attainment and specifying improvement, constructing achievement with constructing the way forward.

5   METHODS AND APPROACHES USED IN THE PRIMARY LANGUAGE LEARNING

Teachers should possess at least basic knowledge about various language teaching methodologies to get the awareness which kind of approach will be the most appropriate one to teach English in their classrooms. And of course - creatively find the way, in which this approach will increase student´s motivation to learn English and to give to learners desire to continue in. This chapter consists of a few useful methods and approaches, which combination is usually used in today´s YL classrooms.

5.1   The term "Method"

The definition of "method" is based on Anthony´s (1963) trilateral distinction of Approach, Method and Technique. According to Anthony´s model Richards and Rodgers (2002, pp. 18 - 31) bring further clarification as Approach, Design and Procedure included into the one conception of the method.
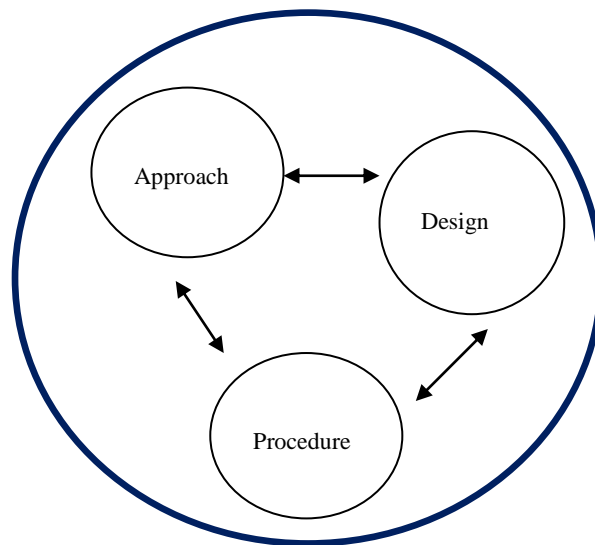
Tab. 1 showing the relation between procedure, design and approach

Approach is a theory of language, its learning, teaching that underlines a method, assumptions, and beliefs**. Design** refers with the role of teacher, learner, teaching materials and activities in the class. **Procedure** relates to techniques and practises as activities, time, teaching aids.

Larsen-Freeman (2000, p. xiii) on a method: *"A method is a coherent set of thought-in-action links"*, where she highlights the interconnection of teacher´s thoughts including attitudes, beliefs, values (e.g. what language and culture and personal thoughts about herself/himself, thoughts about your learners) and actions (why do they do what they do). Teachers should be aware of their thoughts which they are bringing to the classroom, because those thoughts are guiding their actions.

5.2   Audio-Lingual method

5.2.1   Characteristics

Audio-Lingual method has been found during the WW II, using the hard drill to purpose speakers´ ability to be proficient in the friend or foes language. This method exists thanks to the Behaviourist models of learning including followings:

- language learning is developed on habit-information
- oral way needs to be presented first after that written way to fix language skills (SIL International, 1999)

Stimulus-response-reinforcement model is used here with combination of linguistics theory of language, which is based on memorisation through conversation practices mixed with drills which use the new language communicatively. Speech is given only in target language and it is taught through dialogues, which are focusing on habit formation of students. Grammar is given to the children by inductive way, teaching does not include grammatical explanation (if yes, really in a little way). Vocabulary is kept into the minimum and pronunciation starts from early beginning of the course (Harmer, 2001, pp. 79 - 21, Richard and Rogers, 2002, pp. 50 - 61).

Audio-Lingual Method seems to be good for beginners, because of the drilling of English and because of listening to how the target language sounds, which can improve learner´s speaking achievement.

5.2.2   Technique

Larsen-Freeman (2000, pp. 47 - 49) stresses the review of the techniques which are used during ALM:

- **dialog memorization**: dialog is memorized through mimicry, after memorizing dialog could be performed for the rest of the peers, repetition is based on the drilling of dialogue´s lines
- **backward build-up drill** so called expansion: used when troubles appear in learner´s dialogue´s lines, teacher breaks the line into several ones; young learners repeat the last phrases and then adding new ones
- **repetition drill**: learners have to repeat model of the teachers the quickest as they can
- **chain drill**: based on the asking and answering of each learner one-by-one in circular around the class
- **single slot substitution drill**: teacher takes a line from the dialogue, then adds another word as a "cue" which learners, when they will repeat the whole line, have to substitute into the line in the correct place
- **multiple-slot substitution drill**: compare to the single-slot substitution, teachers adds cue phrases
- **transformation drill**: children have to transform all the sentences which are given them by the teacher, an active sentence has to be changed into a negative one
- **question-and-answer drill:** reaction for answering or asking the questions has to be really quick
- **use of minimal pairs**: contrastive analysis is used here for words which has differences between each other just in one sound, learners are asked to see the differences and after that repeat correctly
- **complete the dialog:** some words of the dialogue are missing, learners have to fill them
- **grammar games: various** games which are using repetition are used here for practising a grammar

The role of the teacher in audio-lingual method seems mostly in being a good director, a model for students. Teacher should rather move around the class instead of standing in one place and monitor student´s work.

5.3   Total Physical Response

5.3.1   Characteristics

TPR is a powerful and extremely useful method based on coordination of action and speaking, developed by Californian professor of psychology James Asher in 1974.TPR basically works on commands given by the teacher which include physical response, where the aim is to teach oral and basic speaking skills at the primary level. TPR Students answer only when they feel "ready", they should not be forced to speak. During TPR students can react to the language without thinking too much.

Start of the foreign language using TPR works with the right hemisphere of the brain, part controlling nonverbal behaviour as moving, drawing, using metaphor or also pointing. This method does not depend on the left "academic" skills. Acting, understanding and listening mixed with performing, play highly important roles in the teaching process.

Learning language through TPR can reduce children´s stress, creates the positive atmosphere in the class and gives in return an enjoyable lesson. Children do not lose their interest (Phillips, 2000; Richard and Rogers, 2002).

5.3.2   Technique

Larsen-Freeman (1986, pp. 114 - 120) points out the techniques during TPR. The main technique as it was mentioned here before, are commands, which are new, funny and effective. Commands have to be selected by the teacher before. From the beginning teacher should use simple commands. Reverse roles is really much useful, but teacher should not forget that children will speak when they are ready, nobody should push them. She advises to make tasks funnier, enjoyable. Memorizing routines should not be included. Zainuddin et al (2011) recommend that there is a choice of using pictures, objects and manipulate with them, children will better fix vocabulary and grammar.

Krashen (1985, p. 142) and Frost (2004) add that learning grammar is developed inductively, which means grasping the correct grammatical rules during the classroom activities.

TPR can be used to teach and practise for many things: action-tuned vocabulary, classroom language, tenses, instruction or imperatives and storytelling. The role of teacher is based on a parent role. This method is deeper described in the practical part (see the chapter 8).

5.4   Content and Language Integrated Learning (CLIL)

5.4.1   Characteristics

An approach called "CLIL" was adopted in Europe during 1994, includes the teaching of the content of curricular non-language subject through foreign language (Pavessi, et al., 2001). The essence of CLIL is integration, so learners get the knowledge and understanding of the curricular subject while learning and using the target language (2011, University of Cambridge).

Marsh, Marsland and Stenberg (2001) emphasize the motivational drive of CLIL: "*CLIL is about using languages to learn… It is about installing a 'hunger to learn' in the student. It gives opportunity for him/her to think about and develop how s/he communicates in general, even in the first language*".

Marsh and Martín (2012) believe that CLIL is the answer on calling of teachers and learners for creating of innovative approaches and methods which help them to adapt in communities in which they live, study and work. It has a special dual focus consist of language teaching and subject teaching, because the attention is given to both language of instruction and also to the topic of the curriculum subject.

Coyle (undated) is anxious that CLIL has a power to increase motivation in both learners and teachers. When learners are the parts of interesting and meaningful activities, **their intrinsic motivation** is flowing up. CLIL is making the enjoyable atmosphere in the class, tasks are presented in a motivating way and self-confidence with self-esteem is growing when CLIL is taught.

5.4.2   Types of CLIL

During **Soft CLIL** teachers (or schools) use the topics from the curriculum just as a part of the language course, e.g. 45 minutes once a week. When the half of the

curriculum is taught in the foreign language the school uses **Hard CLIL**. **Modular CLIL** is a situation when schools or teachers decide parts of the curricular syllabus which they want to teach in foreign language (undated, Generalltat de Catalunya).

Pavessi, et al. (2001) recommend to use CLIL in primaries for only 10 min. per day so called "language showers", where the responsibility depends on the school, teacher and language context. CLIL can highly increase language proficiency in speaking.

5.4.3   Technique

According to Coyle (1999) cited in the British Council (2006) there are 4Cs curriculum elements, which bring a successful CLIL lesson: **Content** is a development in skills, knowledge and understanding relates to a curriculum. **Communication** is learning via target language where the using of the language increases. To develop skills linked with thinking which are closely connected with understanding, concept formation he called as **cognition**. **Culture** like a last one is sharing understandings in perspectives, which lead to deeper consciousness of others and ours.

Advice given by British Council (2006) to teachers is to integrate all skills (listening, reading, speaking and writing), make the lessons based on reading or listening, language should not be developed grammatically, but lexically, the care of learner styles have to be observed.

5.5   Task-based method

5.5.1   Characteristics

Prabhu (1987) cited in Harmer (2001) sees the children´s needing to learn languages differently than the others, he believes when children are solving non-linguistic problem, they are automatically taught and motivated naturally. His attitude can be seen as a pre-task-based method.

Larsen-Freeman (2000) presents task-based method (TBM) as a fresh, avoiding boredom, and very motivational one in the case of interaction. Nunan (2004) describes TBM as a learners-needs-based approach to content selection, which is focused on the

use of foreign language through tasks with specific meanings. Personal experiences are completely important components, because real communication takes place. Taught situations are rather defines as outside the classroom then insides.

Richards and Rogers (2002) explain that task in TBM plays the main role in planning and teaching. Cameron (2005) declares on the importance of well given tasks, there can always appear the child, who will not understand and teacher can have difficulties to notice it. There are couple of requires to get an appropriate task such as a cognitive one, including understanding to other people or world as whole, actions, recognising.

5.5.2   Types

Willis (1996) points out seven types of task:

YOUR TOPIC
LISTENING/// ORDERING AND SORTING
COMPARING /// MATCHING /// PROBLEM SOLVING
SHARING PERSONAL EXPERIENCE /// PROJECTS AND CREATIVE TASKS

Tab. 2 showing the types of task

Teacher can choose any topic (pets, parties, family, school subjects, animals, …) and make a sequence of tasks using three or more different types of task. The example topic could be "pets" and the following discussions could be playing with a pet, asking parents for a pet, Zoos, favourite pet, feeding pet, visiting a pet shop, etc (Scott and Yterberg, 1990, p. 87)

5.5.3   Technique

Bowen (undated) organizes tasks into three stages, pre-task activity (introduction), task cycle (task-planning-report) with language focus and feedback. Larsen-Freeman (2000) recommends to the teachers that in the pre-task stage they should start with a telling to the class goals and outcomes of the activity and of course to explore the topic with giving them the clear instructions. This time can be used like a preparing for the task.

Stage two called task cycle is divided into the task, planning and report presentation. The task includes activities like pair work, group work, where the teachers give advice; planning is the part, where children can go in front of the class and tell to the rest what has happened during their work, they can write their experiences, opinions and knowledge; report presentation is the time when learners are giving back their reports, which can be oral or written. Language focus and feedback consists of analysis and practice.

5.6   Story-telling method

According to Champion et al. (2003) storytelling is ideal for introducing the foreign language. It is an oral activity, where gestures are linked with the target language and they are used in a beautiful, colourful way to create scenes in a sequence.

Brewster et al. (2002, pp. 186 – 202) provide the thought that children can completely enjoy well known context and through it learn grammar of the foreign language in a hidden way. Stories are highly motivating for children. They have formidable and challenging character which accompanied fun and development full of positive attitudes. Stories can establish powerful desire to learn more. Children can find themselves in the main characters of the narrative, they can try to do an interpretation of the story, or make an illustration. This greatly develops their creativity. Imagination, fantasy and real words are meeting in the story-telling method. Sharing the happy or sad moments with peers builds nice social environment in the classroom. Storybooks are working with different styles of intelligences, so everybody is connected. CLIL is linked with storybooks, teachers can choose another subject to be included in.

Isabel et al. (2004, p.158) add that: *"In storytelling, the words are not memorized, but are recreated through spontaneous, energetic performance, assisted by audience participation and interaction."*

Story-telling method usually gives plenty of activities linked with: competitions, playing drama, do the projects, singing songs, drawing, quizzes.

Teacher should ask himself/herself if the story will develop children´s imagination and if the story will fit with their humour. The story should wake up children´s curiosity, build their confidence and it has to be based on target language and finally the outcomes should be positive.

To be a good storyteller is not the biggest task. Most of teachers are naturally storytellers and if not, they can practise the skill and became good ones.

5.6.1   Technique

Motivation is the key design of a plan or programme of the work. The main task is to choose good story book, after that teachers have to follow framework for storytelling method which is divided into the 3 stages:

- Plan pre-storytelling activities: learning goals (for example: cultural, CLIL, linguistic, …) with outcomes should be stated first. Teacher should think of how many hours/lessons will be in needing to use this method. Teacher should decide if the story will be cut into the couple of hours, or if it will be in one go. Teacher should also choose what sort of storytelling techniques s/he will use. Choose the way of accessible content to the Young Learners (introducing main characters, supporting via visual sense, contextualizing the story), deal with material preparing, decision of explanation the aims and outcomes to the children so they will know what is going to happened after.

- Do While-storytelling activities: everybody from the class should be able to see the teacher and of course the story book. "The circle" is well recommended here. In this stage teacher will decide how many times is s/he going to read the story for particular intentions.

- Review Post-storytelling activities: there are plenty of activities so it is up to the teacher which ones, does s/he take. Those can be for example: matching activities, dominoes, memory games, making syllables thanks to cards, songs, drawing and colouring the main characters, create maps, making a collage or poster, create a folder with children´s work so they will have their own one, drama part, book making, picture dictation which is based on words from the narrative (Brewster, et al., 2002).

6   ENJOYABLE LEARNING

Learning should not be boring, that is one of the basic rules to keep children´s motivation on. In today´s world, teachers have a lot of options how to avoid it. They can find plenty of creative, innovative materials, which are a good support to make the learning process more successful, enjoyable and fun. Teacher´s smile has to become everyday routine. A good sense of humour is very welcome too.

6.1   Games

It is widely documented that language games are a great help for keeping the teaching enjoyable and fun, because they are providing wonderful atmosphere in the classroom. To use of the games when learning process is taking the place is not the newest idea, even in the seventeenth century Comenius described the importance of games in "Schola ludus" (school by play). Betteridge et al. (2006, STR) define the game as: *"An activity in which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others."*

All the basic language skills, i.e., speaking, reading, writing and listening are involved during the games (Lee, 1997). Gardner (1999) points out the link with a variety of intelligences, for example bodily-kinesthetic intelligence is involved when cards, hands-on elements, spinners are used or when the children are drawing, the visual-spatial intelligence is on.

Vernon (undated) declares that when children play language games, they do not take their presence in the classroom mandatory, they are willing participants. They enjoy themselves, and learn better. Brewster et al. (2002) add another important fact, games help to keep children´s motivation and they make the "normal, formal" teaching more lightened.

6.1.1   Types of language games

To classify games into different categories can be a bit challenging, because categories often overlap. Hadfield (1999) divides language games into two main groups, **communicative games** concentrated on the exchange of ideas or information and

linguistic games, which focus on precision, for example to come up with the correct antonym. Hadfield sees also different classification, which contains elements from linguistic ones and also communicative ones:

- role play games involve students to play roles from real life such as a doctor, a dentist; for this kind of games is necessary to prepare everything before
- board games such as scrabble is
- exchanging games where children change ideas, cards
- labeling games are known for matching pictures with labels
- matching games
- guessing games
- arranging games
- information gap games

In classification of games, developed by Betteridge et al. (2006), can be seen **"care and share"** games, where children feel absolutely comfortable when they are sharing information with others, challenge is not usual here. When teachers want to train "**creativity"** and imagination, they probably use tasks, where children have to write, make a story or a poem. "**Non-verbal"** games include tasks when children draw, mime, move, or obey. During **"identify"** (guess, speculate or discriminate) games learner is asked to recognize something, which is hard to identify, after identification learner has to compare with the facts around. When **"describing",** children are asked to describe things to their peers. If **"order"** games are coming into discussion, children are asked to make various combinations of information into certain order. Games to train the memory are called **"remember"** games, in which children are asked to remember things and then apply them into communication between peers (see the appendix 2).

6.2   Songs, rhymes and jazz chants

It has been commonly known that children like songs, rhymes, and chants. Nothing can be as effective as music is. These activities are like "a bicycle" for language learning. Teachers of a foreign language in primary level should all understand the importance of their benefits. Children can learn the target language thanks to it naturally.

Abdellah (2002) has pointed out linguistic factors as: enrich vocabulary, develop speaking and listening skills and pronunciation, make the target language more familiar to children and improve auditory discrimination. Effective factors of songs, rhymes and chants should be also mentioned, e.g. fun to learning included, motivation, exploring the children´s interests with nice and favourable atmosphere.

6.2.1 When to use songs, rhymes and jazz chants?

Brewster et al. (2002, p. 168) stress to use songs, rhymes and jazz chants in couple of ways: as warmers, closers, when the teacher wants to introduce, revise and practice the new language, or when there is a bad atmosphere and teacher wants to improve it, another possibility is in the story-telling method or in combination with CLIL.

6.2.2 Songs

Songs are a very good source of motivation. Rixon cited in Brumfit et al. (1995) says that singing songs is a useful method to memorize. Songs learned by heart have almost no controlled language but they may give the children access to language chunk, which s/he can incorporate into the normal language use. Through them children imitate and remember the language.

6.2.2.1 Criteria, technique for presenting of songs

Curatin and Pesola (1988) cited in Abdellah (2002) describe some criteria for choosing a song:
- limited vocabulary
- limited challenge of music
- repetitive rhythm with refrain
- topics of the songs should be experienced by children
- for YL action songs are better

Brewster et al. (2002) and Curtain and Pesola (1988) cited in Abdellah (2002) recommend few steps for presenting a new song in the classroom:

- the teacher should set the context (background information), children have to be prepared, teacher should explain the song´s meaning
- children have to understand the lyrics, teacher tries to choose the song without a lot of new vocabulary, the new vocabulary has to be limited
- song can be played on cassette or by singing
- song has to be presented line by line, if the song is longer, teacher should start with refrain
- teacher gives a written record of the test and adds clapping, snapping, hand shuffling with encouraging children to sing

6.2.2.2 Action songs

Brewster et al. (2002) emphasize that action songs are a special kind of songs made with movements for miming, which help the students to remember the words. This kind of songs can also highly develop eye-hand co-ordination, memory, and also concentration. Action songs play a big role in changing the children´s mood, getting the children´s attention. Action songs could be used as an introduction of a new vocabulary, then for practicing it and for revision (for suggestions of action songs see the appendix 2.3).

6.2.2.3 Following activities fitting to action songs

According to Nurhayati (2012) there are plenty of activities, which can follow action songs. During the **"guessing"** activity, teacher can ask children what is the song about? What will happen next? The guessing activity can appear before, during, or after singing the songs. The children will get the possibility to **arrange words into sentences** from news they get from the song. The activity called **"matching**" will give to the children the possibility of matching the song words with a fitting picture (or with its synonym). Another activity can ask the learners to say if the information based on the song is **true or false**. The children can also miming some movements from the song and after that perform it.

6.2.3 Rhymes

Rhymes are natural for Young Learners. They should be funny and real. Rhymes are the pleasure of speaking or chanting rhythmically, thanks to rhymes teachers can show their enthusiasm in teaching and turn it into meaningful learning experience. Primary children react very well to rhymes. Teachers should be careful about the choice of rhymes they can be really tricky sometimes. They can be misleading even for native speakers. But most of them are funny, teachable, and meaningful; kids can through them learn the alphabet, counting, and phrases with meaning.

"One, two, three, four. Who´s this at the door?"

(Young Learners go through the alphabet and try to find a new skipper whose name begins with the letter on which the present skipper trips.)

"Apple crumble, Apple tart. Tell me the name of your sweet heart ..."

(Teaching English to Children, Brumfit, Moon, Tongue, 1995, p. 45)

6.2.3.1 Categories of rhymes

According to Opie and Opie (1967) cited in Brewster et al. (2002) are rhymes usually divided into the two groups. First group includes those, which develop the children´s relationship between each other and are fundamental to the setting of games and in the same time include skipping, dips rhymes. These rhymes, which regulate games contain dipping. They can help to the teacher to decide who is going to be a key person in the game: children are staying in a circle (or line) and rhyming, the last counting falls on the kid and game can start.

Dip, dip, dip

My blue ship

Sailing on the sea

Like a cup of tea

Dip, dip, dip

You´re not IT! (Brewster et al., 2002, p. 165)

Second category includes slogans, tongue twisters, scary rhymes, jingles and jokes. This category is commonly used by the young learners to carry out themselves in groups, to clap together, skipping together.

All in together

First by the weather

When you call your birthday

You must jump it out/in

January, February, March, ... (Brewster et al., 2002, p. 165)

6.2.4   Jazz chants

Jazz chants and many rhymes with rhythms were created by Carolyn Graham in 1979. Graham´s upbeat chants, poems and snappy, that use rhythms of jazz were invented as a help in English language learning. The pronunciation of the word is in a rhythm. As songs and rhymes, through them children are learning natural rhythm, intonation and stress of English, they highly develop listening and speaking skills, review the vocabulary and review the grammar (Craven, undated; Abdellah, 2002)

6.2.4.1 Presenting of jazz chants

Craven (undated)

- jazz chants have to be prepared and chosen by the teacher before the lesson starts, then introduced by the teacher (or in an audio way) to make them familiar with learners
- chants can be written on the blackboard or teacher can use the copy of the chant
- lines have to be said one by one and learners should repeat them after the teacher
- line has to be said again accompanied by snapping teacher´s fingers, clapping
- children have to repeat with snapping, clapping several times

6.3   Grouping Young Learners

According to Scrivener (1998) we can find five types of learner grouping, which are really common in the classroom:

- pairs

- small groups
- individual work
- the class working together with the teacher
- the class which is mixed together as individuals

The most motivational ones we can see in "pair work" or "group work".

Scott and Ytreberg (1990) stress how valuable is to bear in mind that not all of Young Learners will cooperate and appreciate the pair or group work. Younger ones between five and six years old are better to work on their own. They want to have all their book and cards just for themselves. Cooperation has to be really learnt by the teacher.

6.3.1   Pairwork

Pair work is a special time in the classroom, when learners work with another learner. Harmer (1995) claims the advantages of pair work, because even if the class is small, teacher will never be able to give her/his learners that much of oral practice, pair work is a strong help when the level of speaking has to be increased. Learners can just write the dialogues or put the information into the gaps and teacher is still able to help one pair when the other pair is continuing in working. The atmosphere in the classroom is going all the time better, when pairwork is in the program.

Phillips (1997) adds that working in pairs is a skill, so every teacher will have to teach her/his children to co-operate, respect their peers, collaborate, discuss.

6.3.2   Group-work

The group limit is something between three and five. Generally can be said that group of five learners is a great choice for working with children. They can more participate themselves. If the learner feels like a part of a team, her/his skills develop naturally and in the same time motivation appears. During the group work children are encouraged, active and learning outcomes are highly improved. If the learner is quiet and shy, there is a big opportunity in group to be heard and speak, listening her/his voice is a great help too. Children can hold one another and also be held. (Harmer, 1995; Scott and Yterberg, 2002).

II   PRACTICAL PART

7 QUESTIONNAIRES

7.1 Introduction to questionnaires

The purpose of the research was primarily to find out the attitudes of the Czech children towards learning the English language and what would the children like to do in English language lessons. The research method was a questionnaire for the children, which was given to several primary schools situated in Andělská Hora, Vrbno pod Pradědem and Olomouc. The children are from 9 to 11 years old. I divided the children into sexes, because I expected different answers, according to my personal experience, this "selection" is always interesting. The questionnaire can be found in the Appendix 1.

7.2 Evaluation of questionnaires

Finally I received 107 questionnaires, 51 from girls and 56 from boys. The questionnaire contains 21 true or false statements. The statements are divided into the different kinds of motivation, mostly intrinsic and extrinsic ones. It also includes two opened questions. On one hand the children were asked about their "dream English lesson", on the other hand, the question was focused on games, which children know and like to play. The results of the survey are described following paragraphs.

7.2.1 Statements based on pupils attitudes to English lessons

I have decided to put general statements concerning English lessons, take its place directly in the classroom. I focused on three different statements:

- I like English language lessons.
- I would like to have more English language lessons.
- I am looking forward to our English lessons.

We can see the results in this graph:

Graph 1 showing the attitudes of pupils to English lessons

|	YES answers boys	YES answers girls
I am looking forward to our English language lessons	48 %	67%
I would like to have more English language lessons	29%	37%
I like English language lessons	54%	68%
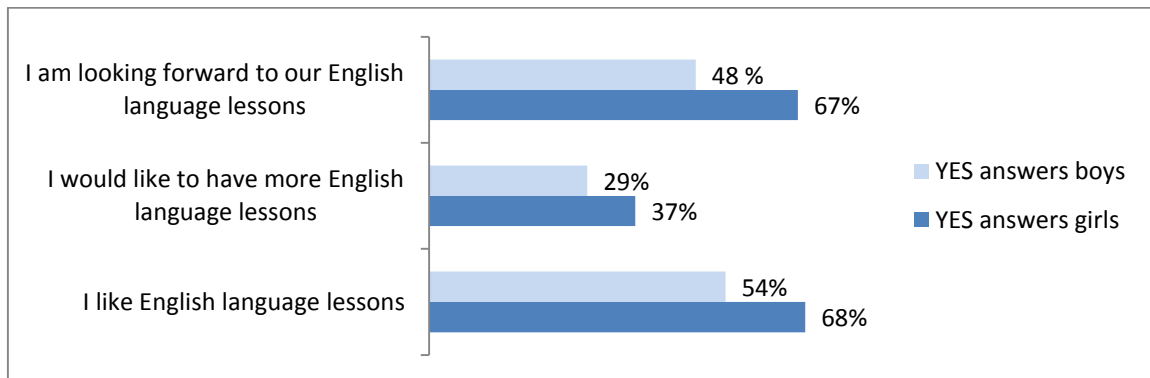
According to the graph, girls when compared to boys are more enthusiastic for English language lessons. The biggest difference can be seen in the case of looking forward to the English language lessons, 67 % questioned girls highlighted this statement, less than half of questioned boys choose this option. Surprising can be the results of the second question, where children were asked if they would like to have more English language lessons, only 29% of boys and 37% of girls would appreciate this option.

7.2.2   Statements based on using of English language games

Games are highly motivating and help children to make learning more enjoyable. They very encourage children to do interact and communicate between each other. I was interested if the children play games during the English language lessons. I submitted two basic statements linked with games:

-   We play games during our English language lessons.
-   I would like to play more games during English language lessons.

Graph 2 showing the using of English language games

I would like to play more games during English language lessons	66% / 71%
We play games during our English language lessons	66% / 47%

YES answers boys
YES answers girls
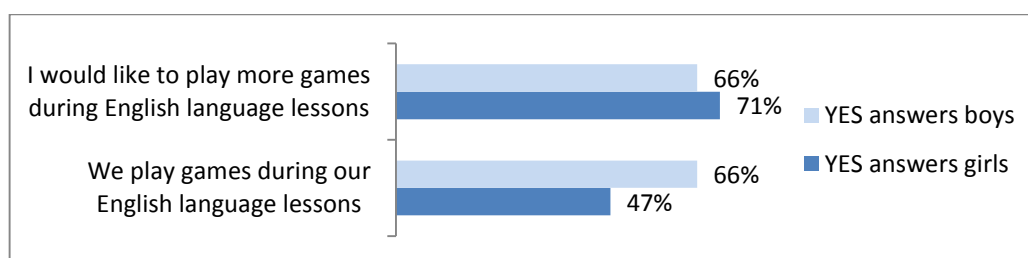
The graph 2 shows the survey result made by the questioned children, where are no bigger differences. I thought that the children want to play games during language learning the graph only confirmed my expectation. More bewildering is the fact, that only 47% of girls were aware of games played during the lessons.

7.2.3 Statement based on popularity of pairwork

Graph 3 showing the popularity of pairwork

|	
I like to work in pairs	64% / 63%

YES boys
YES girls
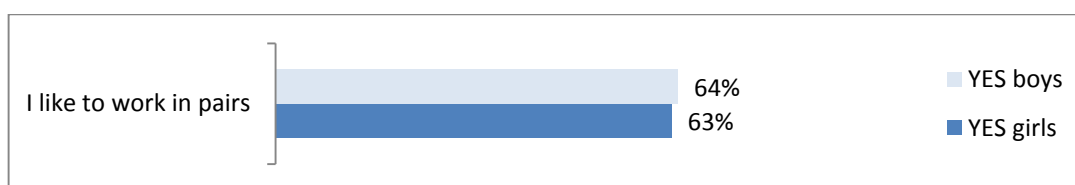
Some children like to work in pairs, some are better to work individually. It is mentioned in theoretical part (see the chapter 7.3.1) that younger children rather work on their own, so as the graph shows, we can find these kids even between older ones. Finally, as we can see, questioned kids appreciate to work in pairs. From my personal experience, I can say that children mostly liked pairwork, they felt less stressed and they became more confident.

### 7.2.4 Statement based on the teacher´s popularity

I focused a lot on the teachers´ roles, so I have decided to find out if the children like their teachers or not. Teachers are the key motivational factor for learning. It is more than obvious that English lessons are highly influenced by the personality of the teacher. I simply suggested only one statement, which should show how the popularity looks like.

- Do you like your teacher of English language?

Graph 4 showing the popularity of teachers by girls

Girls

9

42

■ YES answers
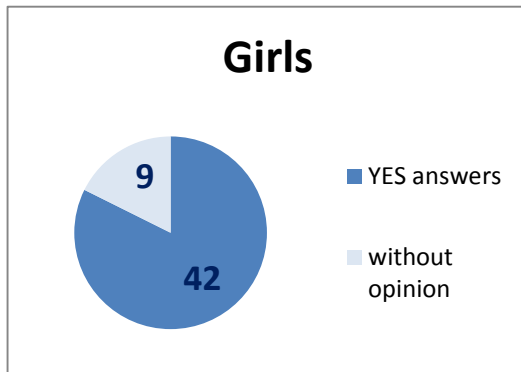
■ without opinion

Graph 5 showing the popularity of teachers by boys

Boys

18

38

■ YES answers
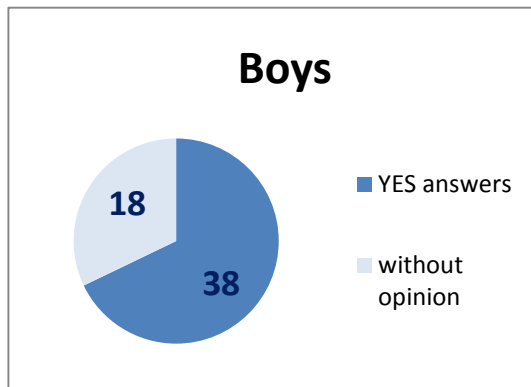
■ without opinion

Graphs say that girls prefer their English teachers more than boys. 42 girls highlighted the statement, so they like the teacher. Only 9 of them were without any opinion. Boys are less satisfied with their teachers, 18 of them are without opinion, so they did not chose anything and 38 could say they like their English teacher.

7.2.5 Statement based on the existence of personal dictionaries

When I was in Finland, I have seen the power of self-made books. Finnish children were proud of their work. They have a personal link with books they made. This method can be seen also in "Dalton" schools in Olomouc. I wanted to find out if the questioned children share my enthusiasm for self-made materials.

Graph 6 showing the enthusiasm for self-made materials
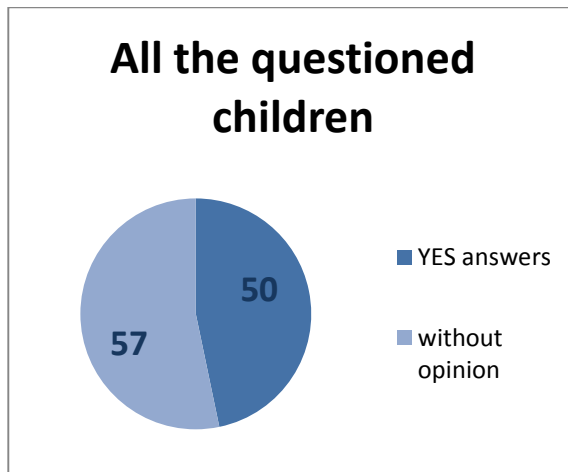
As the results showed us 50 of asked children would like to have their self-made dictionary. I supposed that asked children may did not understand my statement, or they are not interested.

7.2.6 Statements based on children´s personal view

What I can see as an actual problem in the Czech Republic is that Czech children are not that self-confident to speak in English as "abroad" children are. I had the opportunity to visit Scandinavian countries, children there were not shy to speak in English, they are used to speak in English. I think the growing migration in Scandinavian countries influences children´s behaviour, in comparison the Czech Republic is not as multicultural as they do. I was curious if I am right, or not. I compiled five questions based on the intrinsic motivation and on the self-confidence:

- I am good at English.
- I am shy to speak in English.
- To learn English is important for my future career.
- Everybody should learn English.
- I would like to visit an English speaking country (USA, England).

Graph 7 showing the self-assessment of children
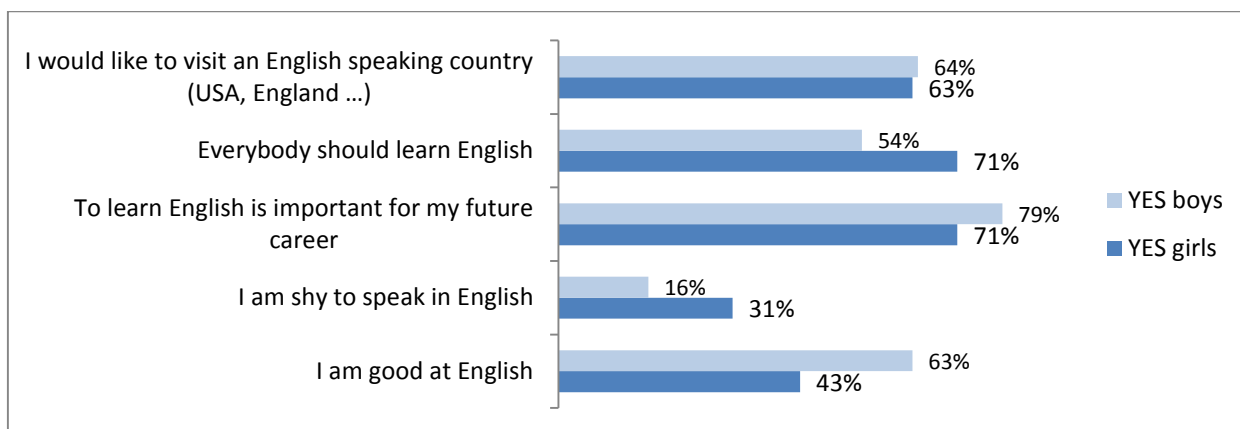
As we can see in the graph the biggest values belong to the importance of English for children´s future career. 79% of boys and 71% of girls agree with this statement, so the children know that use of English can be helpful in their future life. More than 60% of all asked children circled the option of visit an English speaking country, which can be useful as a motivational tool when teachers want to emphasize the advantage of English. More than 40% of boys are not familiar with the statement: "Everybody should learn English."

Finally, what are differences between girls and boys and their reactions on shame to speak in English? According to their answers, boys are less shy then girls do. Globally we can say that questioned children are not that shy as I did expect them to be. This knowledge is optimistic. The children´s self-confidences do not seem to be bad either, 63% asked boys can proudly say about themselves that they are good at English, but only 43% of girls marked this statement, boys are visibly more confident.

7.2.7 Statements based on the most frequent contact with English outside school

To understand children´s motivation can be really challenging, that is also reason why I evolved following statements, where we can see children´s most frequent contact with English outside school:

- I had an opportunity to speak in English outside school (vacations, …).
- I have seen the English fairy-tale with Czech subtitles.
- I perceive English in computer games.
- I can see English sentences in shops or in Internet.

- I listen to songs in English.

Graph 8 showing the most frequent contact with English outside school
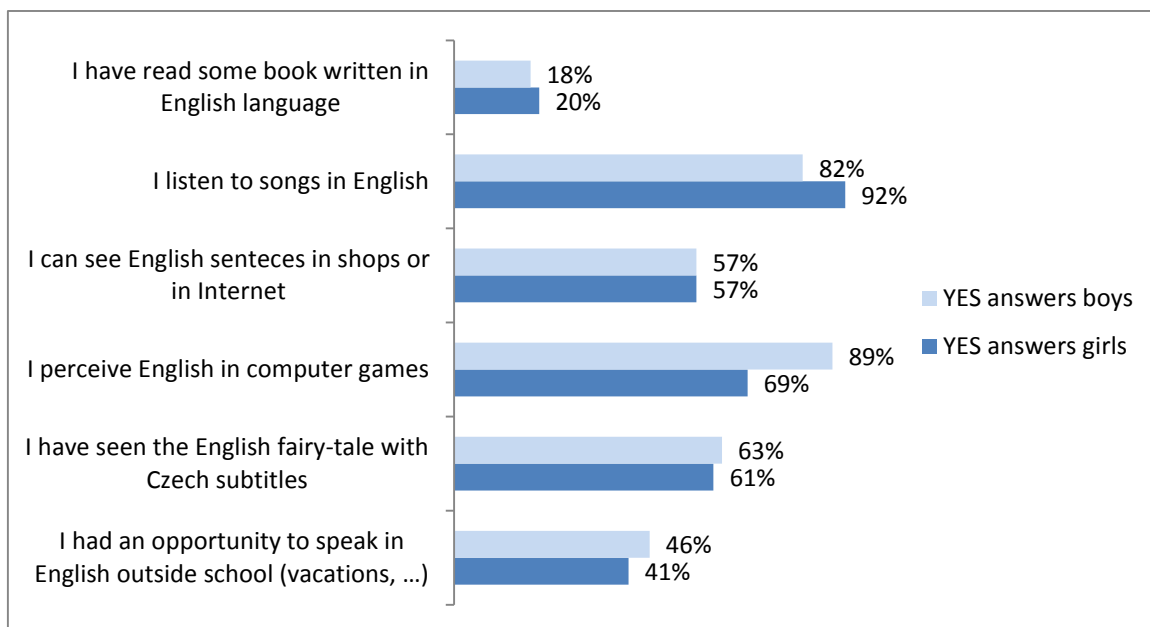
Songs are good motivation source for learning English, this is commonly known. It is highly practical to integrate them into the normal English lesson´s routines. Graph states almost all asked children listen to English songs.

We can call English as a language of computers, so there is no bigger surprise that 89% of asked boys choose this statement. Many children are motivated by computers, which can be very useful during English lessons. In my personal experience, children like to work on computers, every English activity or English game can be a big enrichment for them.

I was interested if Czech children are watching English fairy-tales in original sound. To watch fairy-tales in original sound is really popular for a lot of countries nowadays, they explored that children perceived and learn the target language unconsciously. I was pleased when I received the questionnaires, because it says that more than 60% of all children have ever seen the English fairy-tale with Czech subtitles. Compare to experience with reading an English book, where the results were obviously weaker, but these facts teachers can fix up at schools, because stories and comics are highly motivating as well. The asked children can see English around them, which prove 57% in the statement.

7.2.8 Statement based on the significant others source

When we speak about motivational sources, family is really important, it creates the environment, where a child grows up. Naturally, parents´ opinion influences children the most.

- My family is happy that I learn English.

Graph 9 showing parents´ opinion by girls   **Graph 10 showing parents´ opinion by boys**
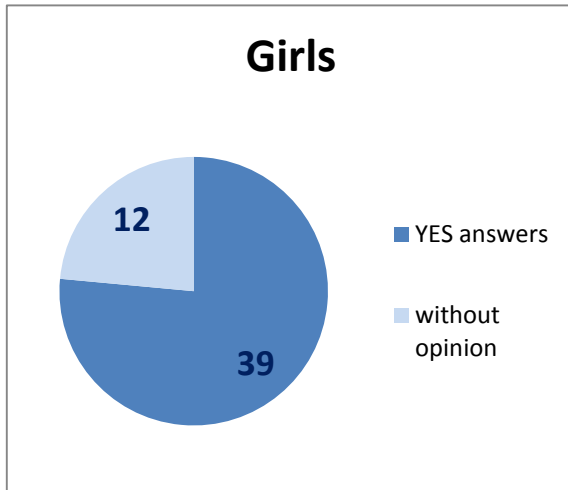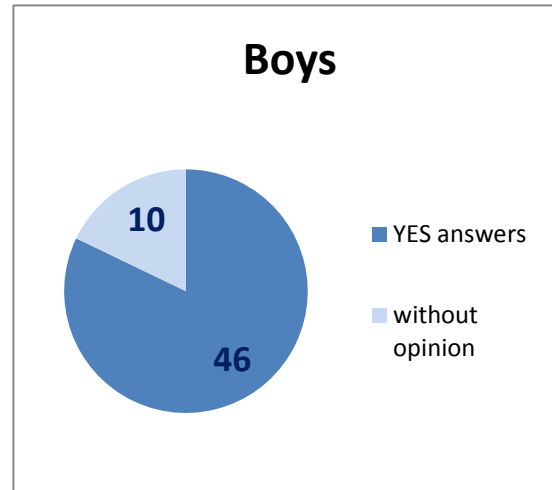
I expected no options "without opinion". Girls compared to boys circled more-times this option. 12of them do not have the certainty that parents appreciate them to learn English. I would rather receive bigger support of the families.

7.2.9 Evaluation of the first open-ended question

- Can you write down "a list" of some English games you know?

Graph 11 showing the result of the first opened question
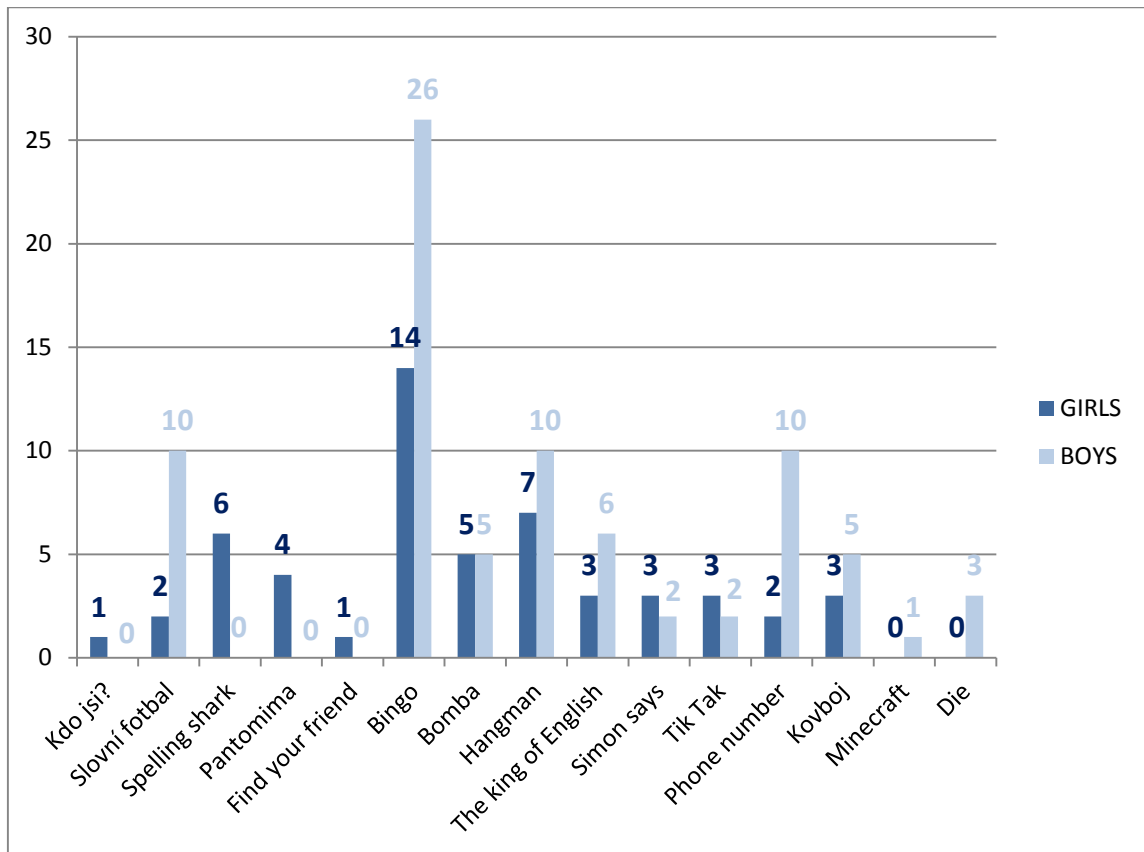
According to the graph well-known game called "Bingo" is the most famous one, 26 boys and 14 girls mentioned it. Other popular games are: "Phone number", "Slovní fotbal", "Hangman" and "The king of English".

7.2.10 Evaluation of the open-ended question based on the favourable activities in the "Dream English lesson"

Graph 12 showing the activities children want to do during English lessons
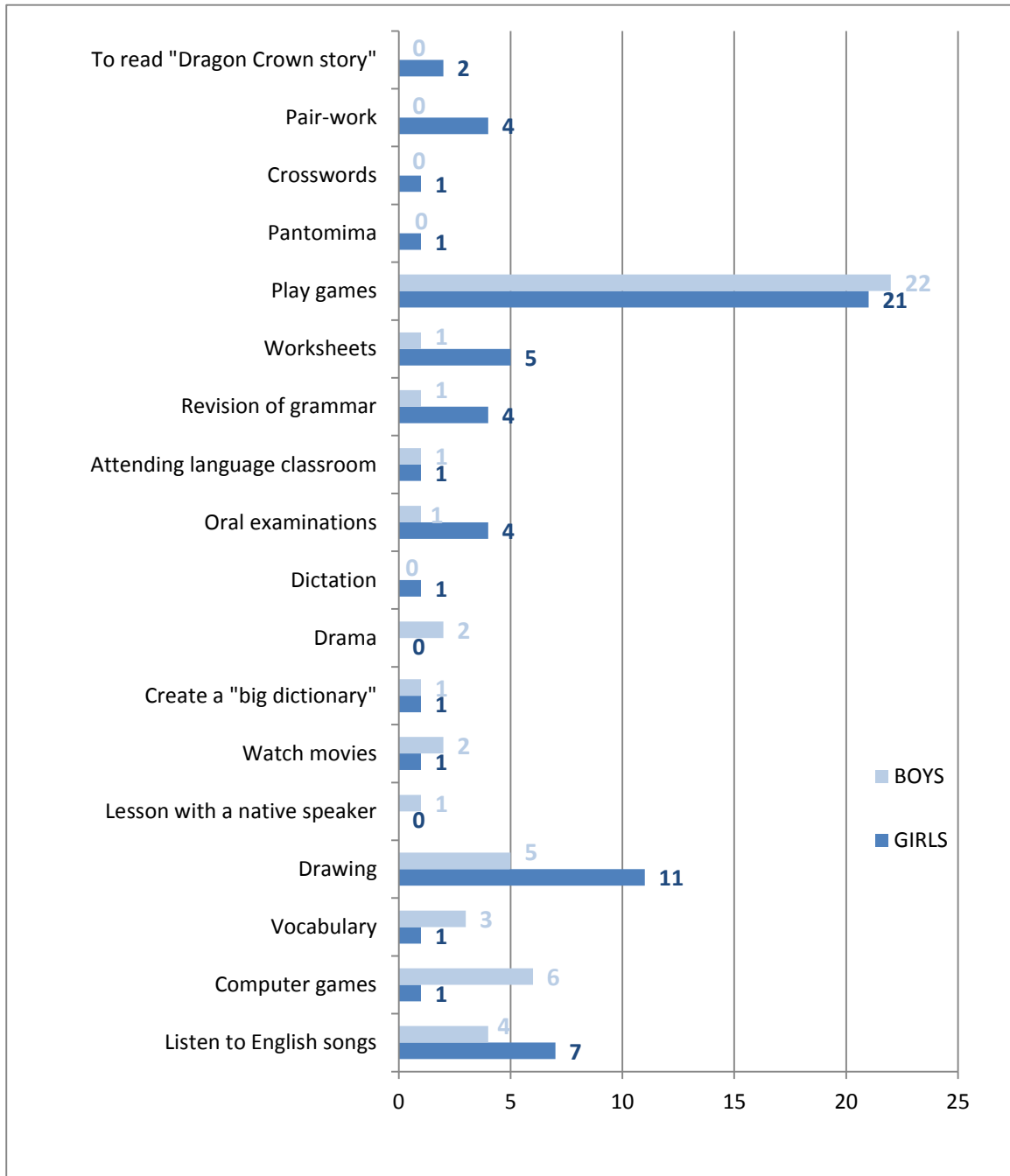
As the graph shows the most popular activity in the teaching process is playing different games. The importance of games was described above in theoretical part, see the chapter 6.1. The children also like listen to songs, pair work and drawing.

8 LESSON PLAN INCLUDING TPR METHOD

In this chapter the practical use of TPR method are described. TPR was already introduced in the theoretical part before (see the chapter 5.3.1), but for the practical part it is in needing to provide deeper instructions which can be useful. The following text includes step by step information and my own TPR lesson plan for teaching new vocabulary "the body parts".

8.1 Steps in TPR

8.1.1 Before class

- Selecting of the commands (with all the needed vocabulary) for teaching has to be done
- commands should be completed in the list in order, to make a list is advantageous (for example when teacher needs to repeat exact instructions)
- pictures, props or some equipment which will be an easy help to set the illustrating context which will describe the meaning of the command

8.1.2 In class

- It is recommended to the teacher to sit in front of the class and choose two chairs next to him/her (one on the left side, one on the right side)
- Ask two learners (volunteers) for the demonstration, those two ones (can be even more than two) are the first ones who will listen your commands
- For the demonstration use really easy and well-known commands as "wave" or "stand up" and after you will say the command, immediately perform it by yourself, when modelling this action for the first command, use your face and gestures all the expressions
- All the action you should do several times with your volunteers, so the other learners will get the basic principles
- Well recommended is also to switch the group of volunteers and repeat all the action again

- Repeat everything again and again, after all the commands, do not forget to grade the children with "well done, children! Perfect, …"
- Commands with "touch" are perfect to start with the parts of the body
- Next lesson should be done in the same system as the previous one, you can also choose another volunteers to model and instruct all the command instead of you
- vocabulary can be diverse, all the time should include the area pupils are learning

8.1.3   The use of "Simon says" activity

Simon says is an activity which can be very often used during TPR method. There is no big preparation to make this activity, which enriches and practises vocabulary in the high level.

The teacher should organize his/her young learners into the circle (or half circle), so everybody can see each other. The following rules are easy:
- teacher asks one learner to be Simon (or teacher can be Simon too)
- Simon (or highly motivating can be also the choice of some student´s name: Martin says!) is giving the directions such as touch your nose and he is saying this in two different ways:

 1. Simon says touch your nose! When children will hear this sentence, they will do the command (so they will touch their noses)

 2. Touch your nose! In this case children will not touch their nose, if they do so, it is a mistake, because there is no "Simon says", those learners, who touched there are out of the game

8.1.4   The use of action songs during TPR

Mühren (2003) emphasizes that children love to sing. There are many of action songs which can be found and used with TPR. The learners usually sing and act in the same way. He gives the example of the "This is the way …" song (Mühren, 2003):

This is the way you wash your face,
Wash your face, wash your face.
This is the way you wash your face.
All on a Saturday morning.

This is the way you wash your hands,
Wash your hands, wash your hands.
This is the way you wash your hands.
All on a Sunday morning.

This is the way you brush your teeth/ brush your hair/ clean your shoes/ eat your food,
(…)All on a Monday/ Tuesday/ Wednesday/ Thursday/ Friday.

8.2   My own experience in the class with TPR

8.2.1   Lesson plan included TPR

English level: 2 class (beginners)

Length of the lesson: 45 min

Materials needed: vocabulary printable flash cards of body parts, the list of commands

Goal settings: the main key factor is to motivate and also practise vocabulary (to teach new words and to fix up ones which are already known) and listening skills

Vocabulary: new vocabulary "parts of the body" (head, hair, hand, fingers, leg, foot, toes), moves

Process and reflexes: Before the class started I wrote on the blackboard phrases I was in needing to use:

- this is, these are
- to show (show me)
- What is it?
- to touch (touch your)
- to point
- to be beautiful

In class:

I began with the written vocabulary, I pronounced and translate them (with deeper description included moves, when teaching, I think, drama is very useful, because children better pay attention). For a demonstration I "used" one girl from class.

The next activity continued with the flashcards to build new vocabulary (parts of the body). In my opinion flash cards should be printed in an easy and coloured way. Teachers have to have in their minds that as long as the flash cards are funny, clear, coloured and simple, they can be useful in their lessons. Mine were not that funny, but I made the comment around them as funniest as I could. At first, I pronouncedeach word patiently ("this is a nose") - students had to repeat everything after me several times and at the same time I was showing on the blackboard where was written the "This is a/an -- -"sentence. For "an exchange" and I asked one of the children to be a teacher and ask kids with the "What is it?" question, when the learner asked the class, the answer had to be correct and well said, if it would not be, the class had to answered again.

After this activity I gave them my home-made worksheet with comic character Bart Simpson, where they were asked to fill up the boxes with "the body parts" vocabulary. During this "fill up" activity is seriously important to check everybody, if there are no mistakes inside.

For the next activity to train new vocabulary, I chose "Bingo game", which is a commonly known help for fixing the vocabulary.

I followed the instructions mentioned in "Steps in TPR" (see the chapter 8.1).

- touch your head
- touch your leg
- jump
- point your nose
- dance
- show me your eyes
- move your hips
- smile with your beautiful mouth
- touch your leg
- show me your feet

I gave the feedback also, I really convinced children during the lesson with words such as: well done, excellent, super, wow. I tried to make them as happy as possible and I tried to have the atmosphere more friendly and relaxed.

Conclusion: In my opinion TPR method is strongly motivating, the children were happy to have a change in their normal routines. Their enthusiasm was a beautiful feedback for me. I was very satisfied. They appreciated activities, flashcards and worksheet, but these activities were enough only for this "open-vocabulary" hour. Those children are still in the age when a bunch of different activities have to become a part of the classic lesson. I did not have so many choices, I had only one hour in this classroom and I was asked to do "the body parts".

8.2.2 More suggestions for TPR

Body: Touch your partner´s nose. Hold up nine fingers. Close your eyes. Move your hips.

Classroom language: Stand up. Sit down. Open your book. Raise your hand up.

Verbs in general: Eat a citron. Watch a horror movie. Drink a hot tea. Go to the library and ask for the book.

Abilities: If you can dance, move your hips. If you can swim, clap two times.

Prepositions: put your book on the chair. Put your pen under your book.

Likes and Dislikes: if you like an orange, pretend you are eating one now. If you don´t like cleaning, make a funny face.

Physical descriptions: Touch someone who has dark hair. Touch someone who is wearing a brown skirt.

General knowledge: If the Prague is our capital city, blink your eye. If a cat barking, raise your hand.

9 STORY-TELLING LESSON PLAN

The story-telling method is described in the previous chapter of the theoretical part (see the chapter 5.6), but as the TPR method, for the practical part the story-telling method has to be deeper described. This chapter shows my personal experience with this method. I have described all the useful steps before and reflections I had during the lessons.

9.1 Steps in story-telling

9.1.1 Before class

Buvala (2014) gives a few tips of how to be successful in the story-telling method:

- Identification of the age group of the listeners is in needing
- The story has to be chosen with interest and love
- Taking the time before for the preparation is really important, telling the story should be practised before (couple of times)

9.1.2 In class

Buvala (2014) and the collective of British Council (2003) mediate following tips:

- Teacher´s voice has to be strong and confident, if there will appear the loosing of children´s attention, teachers should use the power of the voice to motivate them again, that can be done with all the tools possible
- To be in hurry is not recommended
- The use of teacher´s face is motivating
- Creating a charismatic presence is good during the story-telling method
- The use of pause and silence when the dramatic moments of the story appears, is effective
- The use of eye-contact is also the key to success
- Giving the feedback to encourage the children

9.2 My own experience with Story-telling method

I decided to have three English lessons based on the Story-telling method. My goal was to find out if the story-telling method is motivating for the children or not. For this method I changed the classes, I went to fifth grade of Andělská Hora primary school. The first lesson helped us to get to know each other. We played games and got familiar with the fairy-tale and did one activity based on the story I have chosen. It also included the vocabulary I needed to use.

In the second lesson we fixed the new vocabulary. We did some small activities and games based on the story. At the end of the lesson we also tried to pre-prepare our fairy-tale. I wanted them to practise pronunciation and to spoke about unclear grammar.

The third lesson was built on warm up activities, vocabulary and on the retelling the story by children (with my assistance).

Personally I think that the story-telling method should be involved rather in small doses and more often than to have only three lessons. I would recommend to have a month regular plan, included one storytelling activity each lesson.

9.2.1 My steps before classes

The really first step everybody has to do before the storytelling method is to choose a fairy-tale. Story has to be favourable by the teacher, there has to be a link between, because as long as the teacher will like the story, s/he will enjoy it, and in the end, the children will be motivated, because they feel the positive teacher´s vibes and they want to share them.

I gathered materials for the story-telling method one week before mine lessons had started. The materials included "Jack and the beanstalk" story, worksheets, printed pictures of characters, one mask and simple costumes. The mask is made by me in a really simple way (all the things, which teacher needs, does not have to be complicated, for kids all the materials have to have a simple and clear message), so all the procedure took me about two hours.

9.2.2 My steps in classes

9.2.2.1 First Lesson

English level: intermediate, 5. grade

Length of the lesson: 45 min

Topic: Story-telling lesson "Jack and the beanstalk", introduction

Materials needed: book, tags with names of the children, small papers with activities, worksheets with the printed story, worksheet with activities, cards (Jack, narrator, mum, old man, giant, giant´s wife, cow, hen, bean)

Goal settings: the main key factor is to motivate and also practise speaking, listening skills, vocabulary, grammar (to teach new words and to fix up ones which are already known), to introduce to each other, to get a nice conditions in the classroom

Vocabulary: axe, bean, stalk, castle, careful, chest, climb, coin, diddle, giant, grow, harp, hen, human, magic, market, poor, roast, smell

Process and reflexes: I started the lesson with my personal introduction. I did it in an easy way. After that we all made a circle, because it always makes different and pleasant atmosphere. I stood up inside of the circle and asked what the children´s names are, about activities they like to do, about siblings, weather, English lessons and school environment. Children also got stickers to put their names on. For mine questions I used the ball. The asked pupil was supposed to get the ball, to answer and give the ball back to me.

The main thing is to motivate children and get them involved into the fairytale. So I prepared the flashcards with needed vocabulary and we trained the pronunciation together. I let the children draw all the vocabulary into their exercise books.

After the pronunciation we played the game so called "The character circle" based on Hanšpachová and Řandová (2007). Children had to choose one card, where was written a word, from the "characters" of the story. The rules of the character circle are easy, children are introducing each other (they usually add some basic description) and in the same time they have to remember the neighbour´s name:

- First kid: I am Jack. I am a little boy. And you?

- Second kid: You are Jack. I am a cow. The cow is black and white. And you?
- Third kid: You are Jack, you are a cow. I am an old man. He is really old and has a senile stick.

When we finished the game, I gave to the children the worksheets with the written story. I wanted them to quickly check if there have appeared some new words they did not know.

Conclusion: During the lesson the children had really nice behaviour, they were highly involved, somebody was more active and visible, somebody less (in the case of the ball activity I found some pupils shy, but I was not pushing them into it). They responded in the middle way, when they did some mistakes, I always did a correction. A bit challenging was the activity, where they were supposed to make up some descriptions of characters, the help from my side was in needing. Children liked to draw the vocabulary. They were proud of pictures they made as I expected.

9.2.2.2 Second lesson

English level: intermediate, 5. grade
Length of the lesson: 45 min
Topic: Story-telling lesson "Jack and the beanstalk", hobbies and leisure time activities
Materials needed: worksheets with the printed story (see the appendix 3), worksheet with activities, hat with cards
Goal settings: revision of the vocabulary,to motivate and get involved into fairy-tale, to build nice atmosphere
Vocabulary: 1 – fairy-tale: axe, bean, stalk, castle, careful, chest, climb, coin, diddle, giant, grow, harp, hen, human, magic, market, poor, roast, smell

2 – hobbies (warming up activity game): swimming, running, biking, canoeing, snowboarding, skiing, skating, roller-blading, fishing, yoga, hiking, horseback riding, gymnastics, surfing, latin dancing, hip-hop dancing, to be a volleyball player, to be an ice-hockey player, to be a rugby player

Process and reflexes: Lesson started with the warming up activities. We played a simple game based on TPR, I had a hat full of cards with activities. First I asked for volunteer. Through the volunteer I demonstrated what I wanted them all to do. The volunteer was asked to "mimics" the activity written on the paper and all the rest of the class was asked to guess what is written on the paper. After the demonstration everybody received the card.

Thanks to word-finder (Hanšpachová, Řandová, 2007, p. 108) the children were able to check out their knowledge of the new vocabulary from previous lesson. Next activity was to make up sentences linked with the new vocabulary (for example: Jack likes to climb. The cow is black.)

I read the fairy-tale story "Jack and the beanstalk" slowly and loudly, I was really trying to have my voice as strong as it was possible to have. I used the interactive blackboard for reading the text. All the necessary grammar was translated.

Conclusion: The second lesson was better than previous one, the children started to give up their fears. They started to feel more comfortable. I could find some shy ones, when TPR activity was applied. But they enjoyed more and laughed. For more suggestions for revision of the vocabulary see the chapter 2 in appendix.

9.2.2.3 Third lesson

English level: intermediate, 5. grade
Length of the lesson: 45 min
Topic: Story-telling lesson "Jack and the beanstalk"
Materials needed: worksheets with the printed story, worksheet with activities, hat with cards, mask, costumes, "drama stuff" linked with the fairy-tale (see appendix 3)
Goal settings: revision of the vocabulary,to drama a fairy-tale, to build nice, friendly and enjoyable atmosphere
Vocabulary: axe, bean, stalk, castle, careful, chest, climb, coin, diddle, giant, grow, harp, hen, human, magic, market, poor, roast, smell

Process and reflexes: In the final lesson we played a game so called *Pass it on!* I have seen this game during my Erasmus program in Sweden. Rules are not complicated. It is

only a bit difficult to prepare for the game. Teacher has to have couple of objects of known vocabulary items. This game is good for revision of vocabulary and in the same time for fixing grammar, in the same time there is a spoken fluency improved. The children have to sit in a circle on the floor (or on the chairs, it does not really matter). The teacher sits with the children and prepares objects. In our case those objects were: the printed axe, the beans, the printed castle, the harp. The teacher is supposed to hold up one of the objects and says: *This is an axe*. and passes into the child on her/his left hand. The kid next to the teacher has to repeat the sentence and pass an object to the neighbour. Few seconds later the teacher will send another object and after that another one, so in the circle there will be three objects cycling. The children have to be careful when they are saying the sentences. They have to see what they have in their hands. The second round can be done in another way: the children can add some details about the object: *This is a nice axe. I am afraid of this axe. I do not like this axe.*

The characters had to be selected before the fairy-tale. Because of a big interest we had to had three Jacks (working names assigned: Jack 1, Jack 2, Jack 3), one Jack´s mum, one Giant, one Giant´s wife, two cows, one hen (with an assistant when the gold egg came into the scene), one old man, two narrators and the audience was also really important (in the case of needing of the axe, the beans, the harp).

Sceneries were made by me in a really simple way. I printed the Jack´s house, the castle of Giant´s family and the beanstalk. I put them around the classroom, so we had three main sceneries:

- the Jack´s house, where Jack (1, 2, 3) and his (their) mother lived
- the Giant´s family castle, where the terrible and people-eating Giant with his beautiful wife and magic hen, lived
- the Market place, where Jack (1) with cow met an old man
- the narrators stood in the corner of the classroom (the classroom of Andělská Hora is small, so there were no bigger problems in the power of voices).

Jack (1, 2, 3) were changing by sentences, so did the narrators.

Conclusion: I find out the story-telling method as very motivating. All the fairy-tale went in pleasant sequence. The lesson was very enjoyed by the children and also by me.

We only had little "troubles" with Giant´s voices, because the Giant´s family was quite shy.

The fairy-tale needs more time, and it needs to be integrated into the several subjects, for example: in art lessons the beanstalk can be done by the children, the Giant´s castle and even all the costumes and simple masks. In PE lessons several topicgames can be played.

Another experienced scenario with images can be found in the Appendix 3.

CONCLUSION

"*Self-esteem grows from the beliefs of others. When teachers believe in students, students believe in themselves. When those you respect think you can, you think you can.*" (Raffini cited in Dörnyei, 2002, p. 91)

The key theme of this diploma thesis was teaching English as a foreign language to Young Learners and ways to increase their motivation to learn English. Motivation is something every teacher wants to have in the classroom. This thesis tries to prove that it is a teacher whose work is to motivate children. From the text, which is written above, is more than clear, that the teachers can achieve motivation with their enthusiasm going hand in hand with enjoyable and interesting activities and topics, which children will like and appreciate to learn. All the teachers should bear in mind that feedback, relaxing and nice atmosphere have to be included in the teaching process. If the teachers will get familiar with all of the terms mentioned herein, they can face the success.

In the practical part, some methods were explored. As it has been presupposed, they were motivational, especially the story-telling lesson plan. I find out this method as one of the most motivational activity which I have experienced. It can be linked with all the subjects, which could be seen as a big advantage. Many of educational curriculum all over the world promote a link between subjects. TPR activities, which I have applied into the classroom, greatly increased children's motivation as well as the story-telling method.

The evaluation of the questionnaires showed us that more than half of the questioned children like to learn English. Teachers should make their teaching more enjoyable to keep these positive children´s attitudes towards English.

From the questionnaire I have found out what the children really like to do in the English classrooms. As I expected, they prefer to play English games, listen to songs in English, work in pairs and they like to fill in interesting worksheets when learning a foreign language. I would recommend to the teachers to play a game in every single lesson of English. Although it is more challenging for the preparation, it is definitely a big help in practice and it brings the most beautiful feedback for the teacher – children's enjoyment in learning.

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Appendix 1: Questionnaire for children

1. The questionnaire - the front side (in Czech)

Jsi chlapec nebo dívka?

    a) Chlapec
    b) Dívka

Kolik ti je let?

PRAVDIVÁ TVRZENÍ, PROSÍM, VYBARVI.

Líbí se mi hodiny angličtiny.

Angličtina mi jde dobře.

Mám rád/a paní/pana učitele/učitelku angličtiny.

Chtěl/a bych více hodin angličtiny.

V hodinách angličtiny hrajeme hry.

Chtěl/a bych hrát více her v angličtině.

Na hodiny angličtiny se těším.

Jsem rád/a, že se učím anglicky.

V angličtině rád pracuji ve dvojicích.

Myslím si, že každý by se měl učit anglicky.

Stydím se mluvit anglicky.

Myslím si, že anglický jazyk pro mne bude v budoucnu důležitý.

Rodina je ráda, že se učím anglicky.

Četl/a jsem anglicky psanou knihu.

Vídávám anglické nápisy v obchodech, na internetu.

Viděl jsem anglickou pohádku s českými titulky.

Poslouchám anglické písničky.

Rád/a bych měl/a svůj vlastní obrázkový slovník.
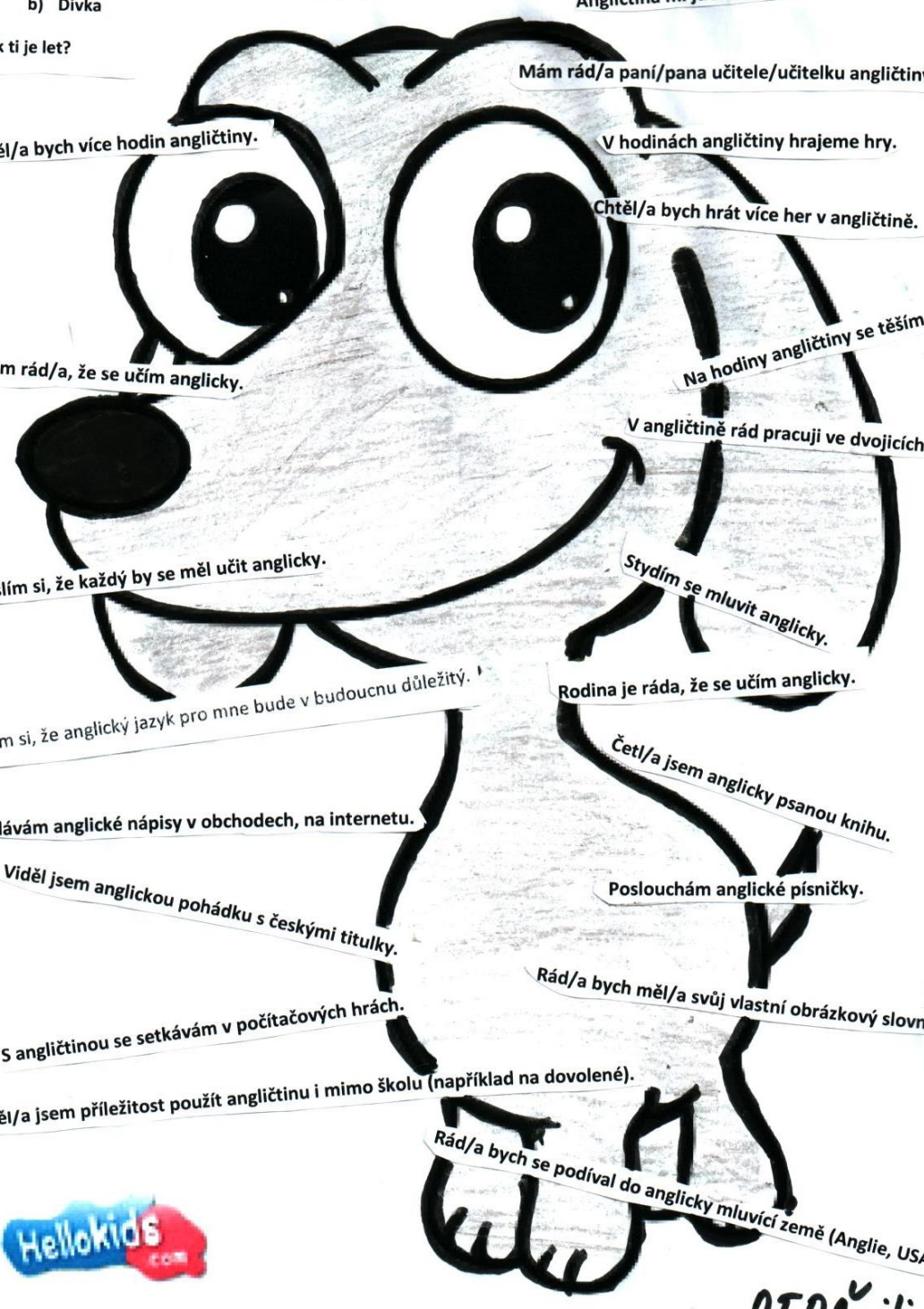
S angličtinou se setkávám v počítačových hrách.

Měl/a jsem příležitost použít angličtinu i mimo školu (například na dovolené).

Rád/a bych se podíval do anglicky mluvící země (Anglie, USA ...).

Hellokids.com

OTOČ :)

2. Questionnaire for children – the back side

Vzpomeneš si na některou anglickou hru z výuky? Jestliže ano, kterou? Pokud znáš více her, vypiš všechny.

Co by jsi chtěl/a v hodinách anglického jazyka nejvíce dělat?

3. Another type of the questionnaire - front side

Jsi chlapec nebo dívka?

    a) Chlapec
    b) Dívka

Kolik ti je let?

PRAVDIVÁ TVRZENÍ, PROSÍM, VYBÁRVI ☺

Jsem rád/a, že se učím anglicky.

Líbí se mi hodiny angličtiny.

Chtěl/a bych více hodin angličtiny.

V hodinách angličtiny hrajeme hry.

Na hodiny angličtiny se těším.

Chtěl/a bych hrát více her v angličtině.

Angličtina mi jde dobře.

Stydím se mluvit anglicky.

V angličtině rád pracuji ve dvojicích.

Rodina je ráda, že se učím anglicky.

Mám rád/a paní/pana učitele/učitelku angličtiny.

BUDE

Myslím si, že každý by se měl učit anglicky.

Myslím si, že anglický jazyk pro mne v budoucnu důležitý.

Měl/a jsem příležitost použít angličtinu i mimo školu (například na dovolené

S angličtinou se setkávám v počítačových hrách.

Viděl jsem anglickou pohádku s českými titulky.

Vídávám anglické nápisy v obchodech, na internetu.

Rád/a bych se podíval do anglicky mluvící země (Anglie, USA ...).

Poslouchám anglické písničky.

Rád/a bych měl/a svůj vlastní obrázkový slovník.

Četl/a jsem anglicky psanou knihu.

OTOČ ☺

Appendix 2: Suggestions for enjoyable learning

1. More suggestions for revision of the vocabulary

Picture dictation

Picture dictation is a simple but well motivating activity, where teacher reads short text and in the same time children draw the giant (or monster) into their exercise books. There can be also some volunteer who may draw on the back sides of a blackboard. Teacher should read the sentences couple of times. Children can check and compare their giants together, it is well recommended to have a teacher´s original one. Example of the text:

I am a really big and rich giant.

I have got a big head with two big eyes.

Right eye is red. Left eye is blue.

I have only one ear.

I have got really big hands, in one of them – there is an axe.

I have got an ugly blue skirt and yellow T-shirt.

There is a pink harp next to me.

Vocabulary scramble

Vocabulary scramble is a game for kids aged 7 – 10. The main aim is to revise vocabulary items on a theme and to react quickly. All the needed material are pictures of target vocabulary.

The procedure is not challenging at all, teacher puts vocabulary pictures around the classroom (on the chair, on the floor, on the blackboard, …). Each kid takes her/his place next to a one picture. Then teacher screams: Switch! All the children change their places and take another one. Children are asked to call out their pictures by sentences, for example: "This is an axe!" If there appears a mistake, the mistaken kid has to jump like a frog to another picture (instead of running).

Horse race

This game is more fitted to older primary children aged 10 – 12. The main aim is to reinforce the children´s knowledge of the new vocabulary from different categories, to work and cooperate in the group. It takes about 20 min. Materials consist of pictures of horses, papers listed with vocabulary categories.

Teacher divides the children into the several groups (depends on the classroom). Every team gets its own picture of a horse and is asked to give the name to the horse. There are written furlongs and places for the start and finish on the blackboard. All the team horses are in the start. Teams get papers with given category (animals, food, fairy-tale characters,…) and they are asked to fill them with ten words from this category. When the team has 10 written words from the given category, goes to the teacher. Teacher checks if there are no mistakes and if not the team horse moves on the board three furlongs. Other teams will move forward two furlongs. Who will be first in the finish, win the race.

Pass the parcel

Warming activity so called pass the parcel (Tyrer, undated) fits to very young learners perfectly. The goal is to revise vocabulary items from different categories. Final time is around 10 minutes. Materials to prepare are a hat with card items and CD player or mobile, everything what can be used for playing the music.

Teacher asks children to sit in the circle. S/he gives a hat full of vocabulary card to pass around the circle. Teacher controls the music, when the music plays, children have to pass the hat, when the music stops, the one with a hat has to take a card, read the item for himself/herself and describe the it to the others (intermediate children can try to describe the item in English, smaller children can describe the item in mother tongue). The peers guess what s/he got (the answer has to be in English).

2. More suggestions for TPR (Muhren, 2003)

New words neck, cheek, lip, tongue, tooth/teeth, eyebrow, forehead
to show
Show me your teeth.
Show me your tongue.
Put a finger on your tongue.
Put a finger on one tooth.
Put your hands on your cheeks.
Touch your forehead.
Touch your left eyebrow.
Touch your right eyebrow.
Put a finger on your lips.
Show me your teeth.
Touch your left eyebrow.
Put a hand on your neck.
Put a finger on your right cheek.
Touch your tongue.
Put your right hand on your forehead.

New words window, door, wall, ceiling, floor, chair, desk/table, blackboard,
Bookcase, to walk

Point to the blackboard.
Walk to the door.
Point to the window.
Walk back to your chair.
Touch your desk.
Point to a wall.
Point to the ceiling.
Point to the bookcase.
Touch the floor.
Walk to the window.
Open the window.
Close the window.
Walk to the door.
Point to the ceiling.

New words jump, run, hop, stop
on the spot
Preparation
Every pupil holds a coloured card, there are five of six different colours.
Procedure
1 The pupils stand in a circle.
2 The teacher gives commands and models the action. After a while he/she stops modelling.

Pupils with blue cards, jump up and down. ... Stop.
Pupils with red cards, run on the spot. ... Stop.
Pupils with yellow cards, hop one one leg. ... Stop.
Pupils with brown cards, walk on the spot. ... Stop.

Pupils with orange cards, hop on your left foot. ... Stop.
Blue cards, run on the spot. ... Don't stop.
White cards, jump up and dopwn. ... Don't stop.
Brown cards, walk on the spot. ... Don't stop.
Blue cards, stop running on the spot.
Orange cards, hop on right leg. ... Don't stop.
Brown cards, stop walking on the spot.

3. **Suggestions of Action Songs & Rhymes by Ontario Early Years Center (2014)**

Twinkle, Twinkle, Little Star
Twinkle Twinkle Little Star, (point up)
How I wonder what you are. (finger to head,thinking)
Up above the world so high, (point up)
Like a diamond in the sky, (make a diamond up high)
Twinkle, Twinkle, Little Star,
How I wonder what you are.

Hokey Pokey (stand in a circle)
You put your right hand in,
You put your right hand out,
You put your right hand in,
And you shake it all about.
You do the Hokey Pokey,
And you turn yourself about,
That's what it's all about! (clap!)

Ring Around the Rosie
Ring around the Rosie,
A pocket full of Posies.
A-hush-a, A-hush-a, We all fall down!
The cows are in the meadow, (stay down
Eating buttercups, (pretend to eat)
A-hush-a, A-hush-a,
We all jump up!

If You're Happy and You Know It!
If you're happy and you know it, clap your hands!
If you're happy and you know it, clap your hands!

If you're happy and you know it,
and you really want to show it,
If you're happy and you know it, clap your hands!
н Stamp your feet! н Shout hooray! н Do all three!

The Grand Old Duke of York

The grand old duke of York, (march)
He had 10 thousand men.
He marched them up to the top of the hill, (tiptoes)
And he marched them down again. (march squatting)
And when they were up they were up, (march up)
And when they were down, they were down. (go down)
And when they were only half way up, (stop halfway)
They were neither up, nor down. (go up, then down)

Jack and Jill

(sit down with knees up and fingers on toes)
Jack and Jill went up the hill,
To fetch a pail of water. (move both fingers up to knees)
Jack fell down, and broke his crown, (move one down)
And Jill came tumbling after. (move other finger down)

Up, Up, the Candlestick

(Hold elbow out in front, and arm straight up)
Up, up the candlestick (make fingers go up straight up arm)
Went little Mousy Brown
He took a bite of candlestick (pretend to take a bite)
And couldn't get back down. (shake head "no")
He called, "Grandma...Grandma" (hold hands to mouth)
But Grandma was in town. (shrug shoulders)
So he curled himself into a ball, (make a fist)
And rolled himself back down.(roll fist down straight arm)

Roley Poley

Roley Poley, Roley, Poley (roll one arm around the other)
Up up up, (push hands up, up, up)
Up up up, (repeat)
Roley Poley, Roley Poley (keep rolling!)
Down Down Down (push hands down, down, down)
Down Down Down (repeat)
(Repeat, but push hands out/in).
(Repeat, but roll hands fast/slow) etc…

She Sailed Away...

She sailed away, (make a water motion with hand)
On a bright and sunny day, (draw a sun with 2 hands)
On the back of a crocodile. (make jaws snappy with hands)
Said she to me, (point away, point to self)
he's as tame as he can be, (wipe one hand on top of other)
While floating on the Nile. (wiggle fingers like a river)
But the crock winked his eye,(thumb to eye-wink wth hand
As he waved us all good-bye. (whirl hand out from eye)
Wearing a sunny smile....(make circles at corners of mouth)
At the end of the ride, (slide hand from elbow to fingers)
The lady was inside, (roll hands)
And a smile was on the crocodile! (snap hands-tickle kids)

Appendix 3: My story-telling lesson plan

1. Fairy-tale called "Our little shack"

Scenario 1, "Our little shack" fairy-tale

Lioness, Cheetah, Puma, Wolf,Hare, Rabbit,Mouse, Shrek, Fiona,

Lioness: Oh, this is a beautiful shack. I will live here!

Fiona (coming): Little shack, who´s inside?

Lioness: Me, a lioness. And who are you?

Fiona: I am Fiona, let me in.

Lioness: Come in!

Cheetah: Little shack, who´s inside?

Lioness: Me, a lioness.

Fiona: Me, Fiona. And who are you?

Cheetah: I am a cheetah, let me in.

F+L: Come in!

Hare (coming):Oooooh, what a little shack, who is inside?

Lioness: Me, a lioness.

Fiona: Me, Fiona.

Cheetah: Me, a cheetah, and who are you?

Hare: I am a hare, let me in.

L+F+Ch: Come in!!

Rabbit: Wow, I like this shack! Who is inside?

Lioness: Me, a beautiful lioness.

Fiona: I am Fiona, the wife of Shrek!

Cheetah: Me, a wild cheetah.

Hare: Me, a hare! Who are you?

Rabbit: I am a rabbit. Let me in.

L+F+Ch+H+R: Come in!

Wolf (coming). YES! I will live in this shack. Who is inside?

Lioness: Me, a beautiful lioness.

Fiona: I am Fiona, the wife of Shrek!

Cheetah: Me, a wild cheetah.

Hare: Me, a hare!

Rabbit: I am a rabbit. Who are you?

Wolf: I am a wolf. My colour is white and I like this shack. I don´t want to eat you. Let me in!

L+F+Ch+H+R: Come in!

Mouse (coming): I don´t like this shack. It is old and it seems full. But, I am a happy, little mouse, who can live everywhere. I can try it. Who is inside?

Lioness: Me, a beautiful lioness.

Fiona: I am Fiona, the wife of Shrek!

Cheetah: Me, a wild cheetah.

Hare: Me, a hare!

Rabbit: I am a nice rabbit.

Wolf: I am a white wolf. Who are you?

Mouse: I am a happy mouse, I like to -------. My favourite colour is -----. I want to live here. I don´t have any house. Can you let me in, please?

L+F+Ch+H+R+W: hm, ok,come in.

Puma (coming):hmmmmmmmm… This is a strange shack. But, whatever. Maybe it is full of animals. I hope there are no ----. I am afraid of -----. Who is inside?

Lioness: Me, a beautiful lioness.

Fiona: I am Fiona, the wife of Shrek!

Cheetah: Me, a wild cheetah.

Hare: Me, a hare!

Rabbit: I am a nice rabbit.

Wolf: I am a white wolf.

Mouse: I am a happy mouse. Who are you?

Puma: Hm, I am puma. I don´t know if I like this shack. But I am curious. Let me in!
L+F+Ch+H+R+W+P: OK! Come in.

Shrek (coming): olaaaaalaaaa. This is a beautiful shack. Who is inside?
Lioness: Me, a beautiful lioness.
Fiona: I am Fiona, your wife, honey!
Cheetah: Me, a wild cheetah.
Hare: Me, a hare!
Rabbit: I am a rabbit. Are you really Shrek?
Wolf: I am a wolf.
Mouse: I am a happy mouse, I am afraid of you.
Puma: I am a black puma and I am not afraid of you.
Shrek: Let me in! I like my wife. /////Craaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaash!!! Shrek was too big for our little shack.

Photo 1, the "lioness" mask

Photo 2, the „puma" mask

Photo 3, the „rabbit" mask

Photo 4, the „Shrek“ mask

Photo 5, the „Fiona“ mask

Scenario 2, "Jack and the beanstalk"

Jack and the beanstalk

Jack a kouzelná fazole

SCENARIO: JACK, MUM, NARRATOR, GIANT, GIANT'S WIFE

Narrator: Jack is a little boy. He lives with his mum in a small house. They are poor, they have only one cow for milk.

Mum: Jack, we have no money, we have nothing to eat. Go to the market and sell the cow. Be careful and don't let anybody to diddle you.

Jack: Don't worry, mum.

Narrator: On the way he meets an old man.

Man: Hello, Jack, where are you going?

Jack: I'm going to the market to sell the cow.

Man: Sell the cow to me. I can give you these five beans.

Jack: Beans? And only five? For my cow? That's funny!

Man: The beans are magical, they can grow to the sky and they can bring you welth and happiness. Sell me the cow and you will not regret. *nebudeš litovat*

Jack: OK, give me the beans, here is the cow.

Narrator: Jack is going back home.

Mum: You are back so soon, how much did you get for the cow?

Jack: Five beans.

Mum: Five beans? That is not enough for one poor lunch. It's no good.

(Mum opens the window and throws the beans out)

Narrator: In the morning there is a high beanstalk in front of the window. Jack climbs the beanstalk. (Jack mimes climbing.) He gets to a big castle.

(A big woman comes.)

Giant's wife: Aah, little boy, who are you? And how did you get here?

Jack: I am Jack. I climbed the beanstalk. And who are you?

Giant's wife: I am a Giant's wife. My husband is a horrible Giant. He eats people.

Jack (looking around): And what's this?

Giant's wife: It's a bag of gold coins. The giant counts them every day.

Jack: And what's this?

Giant's wife: It's a golden harp, it can play beautiful music.

Jack: And what's this?

Giant's wife: It's a magic hen. It lays golden eggs.

Jack: Oh, my husband is just coming! You must hide in this chest, quickly! And be as quiet as a mouse.

Giant: I can smell a human, who is here?

Giant's wife: Nobody, who could get here? You can smell your dinner, this delicious roast! Enjoy your meal!

Giant: And here are my gold coins. One, two, three, four...

Narrator: After dinner the Giant falls asleep.

(Jack gets out of the chest, takes the bag, the harp and the hen and runs away. The Giant wakes up and runs after him.)

Giant: My coins! My harp! My hen! You little tricky human!

(Jack climbes down the beanstalk and gets an axe. The Giant is up at the top and he can't get down.)

Jack (cutting the beanstalk): I am here and you stay there. My Mum is waiting for me.

Mum: My dear boy, I am so happy to see you.

Jack: I have got something for you. Here is a bag with gold coins.

Mum: It's great. We can buy a new house and a new cow!

Jack: And here is a magic hen, it lays a golden egg every day.

Mum: It's perfect, we won't be poor any more.

Jack: And here is a golden harp, it can play beautiful music.

Mum: It's wonderful, we'll be happy till the end of time.

English	Czech		English	Czech
axe	sekera		giant	obr
bean	fazole		grow	růst
stalk	stonek		harp	harfa
castle	zámek, hrad		hen	slepice
careful	opatrný		human	člověk
chest	truhla		magic	kouzelný
climb	šplhat		market	trh
coin	mince		poor	chudý
count	počítat		roast	pečínka
diddle	ošidit		smell	cítit
It's no good.	To není k ničemu.			

Image 1, „the magic harp" (Dreamstime, 2014)

Image 2, an axe (Dreamstime, 2014)

Photo 6, „The Jack´s House" (Mike, 2012)

Image 3, „The Beanstalk" (Dreamstime, 2014)

Photo 7, „Giant´castle" (Mike, 2012)

Photo 8, „the cow", „Jack" and „Giant´s wife"