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a pedagogická ■

Rozvíjení přesnosti mluvení prostřednictvím aktivit zaměřených na pohyb v hodinách anglického jazyka na 2. stupni ZŠ

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Developing Speaking for Accuracy through Movement-Oriented Activities in Lower Secondary EFL Classes

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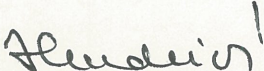
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Anotace

Tato diplomová práce se zabývá začleňováním pohybu do výuky anglického jazyka na druhém stupni základní školy, a to konkrétně jako prostředku pro nácvik přesnosti mluvení. Hlavním cílem práce je poukázat na možnosti využití pohybu při výuce a vyzdvihnout výhody, které mohou navržené metody přinést. Prostřednictvím pohybových aktivit lze aktivovat a zefektivnit učení žáků a zlepšovat afektivní procesy důležité pro proces učení. Praktická část práce uvádí soubor příprav na hodiny, v nichž jsou využity různé podoby pohybových aktivit a zhodnocen jejich přínos ve výuce anglického jazyka. Výsledky praktického ověření navržených aktivit v hodinách angličtiny na druhém stupni základní školy ukázaly, že zařazení pohybu obohacuje výuku angličtiny a přispívá ke zdokonalení přesnosti mluvení žáků a k posilování jejich motivace a aktivního zapojování v hodinách.

Klíčová slova: druhý stupeň základní školy, výuka anglického jazyka, angličtina jako cizí jazyk, pohyb, pohybové aktivity, mluvní dovednosti, nácvik přesnosti mluvení

Abstract

This diploma thesis deals with integration of movement into lessons of English at lower secondary school, specifically as a tool for practising speaking for accuracy. The main aim of the thesis is to point out the ways in which movement can be used in lessons and to highlight the advantages the designed methods can bring. Implementation of movement-based activities can activate the learning process and make it more efficient and enhance affective processes which are important for learning. The practical part of the thesis focuses on the practical use of various modifications of movement-based activities in lessons of English at lower secondary school and evaluates their benefits. The practical application of the activities designed by the author has shown that integration of movement enriches lessons of English and contributes to improvement of pupils' accurate oral production to intensification of their motivation and active engagement in lessons.

Key words: lower secondary school, lessons of English, English as a foreign language (EFL), movement, movement-based activities, speaking skills, practising speaking for accuracy

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List of abbreviations

EFL English as a foreign language

IQ intelligence quotient

P, Ps pupil, pupils

T teacher

TL target language

Theoretical Part

Introduction

The main aim of EFL classes is to promote pupils' ability to communicate in English outside the classroom. The ability to participate in various forms of oral communication is undoubtedly the primary motive of most learners to study a foreign language. Consequently, it is crucial for teachers to understand the factors which determine the learning process and adjust their teaching to them, and thus enhance the resulting language acquisition to the utmost degree.

The mastery of accurate use of grammar and vocabulary in speaking seems to be an indispensable stage in the progress towards fluency in spoken English, and therefore the aim of this thesis is to confirm this claim and consequently present some possible ways to reinforce correct spoken production.

The amount of time children spend at school is rather high. In lower secondary school it is about five hours every weekday. Pupils in secondary school are between the ages of eleven and fifteen, which means that they are children or young teenagers. The traditional education which most Czech pupils get does not always meet their bodily and learning needs. On that account, this thesis concentrates on exploring one possible way – involving movement – and its effects on the learning process, namely on language learning and acquisition.

The diploma thesis combines these two issues, and hence deals with and advocates promoting speaking for accuracy through movement-based activities.

1 Learning foreign languages

The primary purpose of learning a foreign language is that people can communicate with people from different countries all over the world. In our

globalized world, there is a strong need for people to be able to perform various kinds of tasks in a foreign language. These are for example politicians and sportsmen who represent their nations abroad, people who do business with foreign companies, or scholars who interconnect their research and findings with other specialists. Furthermore, people also learn foreign languages to pursue their personal or professional goals such as travelling, working, or studying abroad.

Today's major lingua franca is English, and therefore it is taught and learnt almost everywhere in the world. As a consequence, much research into the process of language learning, and learning English in particular, has been carried out in the last few decades. The following chapter concentrates on key research findings dealing with how languages are learnt.

1.1 Learning a foreign language

There has been done much research in the field of second or foreign language learning and teaching and a lot of theories have been introduced. None of them, though, is all-embracing; there has not yet appeared the one on which experts would agree collectively. Still, each of them conveys valuable findings.

One of the most influential figures in the field is the American linguist and educational researcher Stephen D. Krashen. When it comes to how languages are learnt, he distinguishes between two processes: acquisition and learning. According to Krashen (1995, 10), *acquisition* is a process similar to that of babies learning their first language as they pick it up without any conscious attention to language forms. *Learning* a language, on the other hand, means paying attention to learning the form of the target language. Further, according to his 'monitor hypothesis', learners can only use their conscious knowledge of a language when they have enough time to process it and focus on form when language production takes place. Only then one

can ‘monitor’ his or her production with the learnt knowledge. However, learners do not always have enough time to monitor their language production – in that case they need to use their acquired language (i.e. unconscious knowledge and ability). Consequently, “the goal of our pedagogy should be to encourage acquisition” (Ibid, 20).

Another of Krashen’s hypotheses, the ‘input hypothesis’, describes the acquisition process. He claims that “we acquire by ‘going for meaning’ first, and as a result, we acquire structure” (Ibid, 20-21). This hypothesis clearly disagrees with the assumption that fluency develops after learning a structure and practising it in communication (Ibid, 21).

VanPattern in his *Processing Instructions* agrees with the above mentioned Krashen’s hypotheses, but he argues that “learners have limited processing capacity and cannot pay attention to form and meaning at the same time” (quoted in Spada and Lightbrown 2011, 46). When the priority is given to meaning, incorrect assumptions about understanding the language form might be made. Therefore, he believes that learners need to focus on the language form to interpret the meaning instead of eliciting the form from the meaning.

Before Krashen developed his theories, behaviourists “explained learning in terms of imitation, practice, reinforcement, and habit formation” (Spada and Lightbrown 2011, 34). This means that learners imitate what they hear and when they produce the language correctly, their listeners react positively. Encouraged by this ‘approval’, children continue to imitate, and this way they form their language habits.

Chomsky and innatists reacted to the behaviourist approach and introduced the term Universal Grammar. In the perspective of Universal Grammar, every learner

has an innate ability to understand how a language works, which allows them to understand and produce language they have not yet mastered by employing what they already know (Ibid, 35).

In the 1990s, psychology started to take part in the language acquisition research and several models have been created since then. The first model to develop originated in Information Processing Theory and viewed second language acquisition as “building up of knowledge that can eventually be called on automatically for speaking and understanding” (Ibid, 39). That means that learners first need to use cognitive resources to process information, and then, with more experience and practice, the ‘older’ information becomes automatized, and thus, learners can concentrate on new, more difficult aspects of language.

Other researchers who share this approach distinguish between ‘declarative’ and ‘procedural knowledge’. Declarative knowledge is the conscious knowledge – or the knowledge *that*. Procedural knowledge is the ‘unconscious’, automatized knowledge – or the knowledge *how*. They further claim that “[W]ith enough practice, procedural knowledge eclipses the declarative knowledge” and “once skills become proceduralized and automatized, thinking about the declarative knowledge while trying to perform the skill actually disrupts the smooth performance of it” (Ibid, 40).

Unlike the innatists, connectionists, who perceive human cognition as a network within which a number of interconnected processing units operate, “attribute greater importance to the role of the environment than to any specific innate knowledge in the learner, arguing that what is innate is simply the ability to learn, not any specifically linguistic principles” (Ibid, 41). According to the principles of connectionism, learners develop strong network of ‘connections’ between the elements they see and hear together over and over again.

As it can be briefly described, there have been many theories dealing with language learning. They show that language learning and acquisition are complex processes composed of diverse elements and influenced by various factors such as knowledge, experience, or environment.

For the purposes of this thesis, it is important to note that one perspective to view language learning and acquisition is to see it as a process resulting from habit formation, making connections between recurrent elements, understanding rules, and constructing advanced knowledge on previously mastered items. This supports the need for conscious rule learning and consequent accuracy practice.

However, the process is also affected by distinctive and changing determinants which make the learning more unpredictable. These are individual differences that include intelligence, learning styles, learning strategies, motivation, and other factors. The following text discusses these individual differences and their influence on language learning.

1.1.1 Intelligence

Intelligence, viewed traditionally as ‘the ability to learn, understand and think in a logical way about things’ and ‘the ability to do this well’¹, has positive effects on learning a foreign language that involves language analysis and rule learning. However, it is not a necessary predictor of success in language acquisition, especially in a communicative classroom (Spada and Lightbrown 2011, 57).

¹ *Oxford Learner's Dictionaries*, s.v. “intelligence,” accessed April 21, 2017, <http://www.oxfordlearnersdictionaries.com/definition/english/intelligence?q=intelligence>

On the other hand, intelligence does not only need to be considered the quantity that is measured by IQ tests, but also the quantity that comprises various kinds of abilities and skills, both innate and acquired. This is how the pioneer in this area Howard Gardner approaches intelligence in his Multiple Intelligences [MI] theory.

Gardner's theory has been widely criticized for lacking empirical evidence and having no solid research support in the classroom (Armstrong 2009, 190-197). Madkour in her dissertation *Multiple Intelligences and English as a Second Language* (2009) contradicts this criticism by finding out that "implementing the multiple intelligences theory in the classroom resulted in improving student performance and increasing academic and social achievements" (Ibid., 337).

MI theory presents eight different types of intelligence that have strong implications for learner development and learning. These are (a) linguistic, (b) logical-mathematical, (c) musical, (d) bodily-kinaesthetic, (e) spatial-visual, (f) interpersonal, (g) intrapersonal, and (h) naturalist (Armstrong 2000, 2).

Learners differ in the extension to which they possess each intelligence, which determines both their learning abilities and needs. With regard to the scope of the thesis, only some of the intelligences are described here to demonstrate the argument.

A person with linguistic intelligence is sensitive to the sound, structure, meanings, and functions of words and language and learns best through reading, writing, telling stories, and word games. A bodily-kinaesthetic type of person is able to control his or her body movements, handles objects skilfully, and masters space and needs to learn through role-play, movement, physical games, and hands-on learning. A learner with interpersonal intelligence is capable to identify and respond appropriately to the mood, temperaments, motivations, and desires of other people

and his nature requires leading, organizing, mediating, group games, and social gathering (Ibid, 6-22).

In the process of learning a language, learners with prevailing linguistic intelligence are advantaged to those with other stronger intelligences. They also benefit from traditional approach to language learning in which books, tapes, paper, discussion, and stories are used most often. In the same manner, learners with other types of intelligences will enhance their learning when other kinds of activities and materials are used.

This leads to the conclusion that some learners are better predisposed for language learning, and that a wider range of activities cater for various learners' needs and help them to learn more effectively.

1.1.2 Learning styles

Similarly to MI theory, learning styles are numerous and influence students' performance considerably. They are the ways in which learners prefer to learn, or "the general approaches that students use in acquiring a new language" (Oxford 2003, 2). There exist many ways to classify the styles; however, for the purpose of language acquisition, simplified sense-oriented terminology is used. Thus, the learning styles defined are visual, auditory, kinaesthetic, tactile, group, and individual (Reid 1987). Students with the visual learning style "like to read and obtain a great deal from visual stimulation" (Oxford 2003, 3). On the other hand, learning from lectures or other oral sources without any visual support might be difficult for them. In contrast, auditory students profit from lectures, conversations, and oral directions without any need for visuals. Students with kinaesthetic and tactile preferences enjoy movement and working with objects and flashcards. They

need frequent breaks and freedom to move around the classroom (Ibid, 4). Also, when given the choice, some students tend to work on their own; they prefer the individual learning style, while others favour work in groups to individual study (Reid 1987, 94).

Learning styles may differ with age, gender, or proficiency level, as Palabıyık (2014, 68) points out in her research into the learning styles of Turkish ninth grade students. She also observes that “the interview data reported a positive influence of knowing the preferred learning style on the language proficiency. ... [T]he respondents notified points such as increase in motivation and class participation, knowing what to do and how to do it, understanding the subject better” (Ibid).

Taking these findings into consideration, learning styles form a factor that strongly influences students’ achievements. Undoubtedly, it is important for both teachers and students to be aware of their variety.

1.1.3 Learning strategies

While learning styles reveal the ways in which students learn, learning strategies are “steps taken by students to enhance their own learning” (Oxford 2003, 1). They are significant for language learning because “they are tools for active, self-directed involvement, which is essential for developing communicate competence” (Ibid.). As a result, appropriate language learning strategies help to improve proficiency and self-confidence (Ibid.).

There are two main groups of learning strategies: direct and indirect. Direct strategies are used to understand, remember or produce, or in other words to work with the language itself. Indirect strategies help to manage learning through functions like focusing, organizing, guiding, checking, encouraging, and correcting (Ibid, 15).

Among direct strategies there are (a) cognitive strategies that support understanding and producing the language, (b) memory strategies that facilitate remembering and retrieving new information, and (c) compensation strategies which help to use the language despite knowledge gaps. Indirect strategies are (a) metacognitive strategies which coordinate the learning process, (b) affective strategies which facilitate lowering anxiety or encouraging oneself to learn the language, and (c) social strategies that contribute to cooperation and empathizing with others (Ibid, 14-17).

The more of these strategies a learner can use, the more successful learning it can bring. As Yang concludes (1992, 32), "... most studies have found that successful language learners generally used more learning strategies, and more facilitative ones, than do poorer learners". Moreover, learners can then become more autonomous, and therefore their learning becomes more effective (Hedge 2000, 79-81).

1.1.4 Motivation

Another factor playing a significant part in the learning process is motivation. Although it does not affect the ease with which one learns a language, it influences the effort students make to contribute to their own learning (Lightbrown and Spada 2011, 63; Hedge 2000, 23; Scrivener 2011, 84). The stronger or more positive the motivation one has, the more eager and willing he or she is to spend time and energy over studying. Furthermore, motivation regulates the affective filter, which is explained in the following subsection.

There are several ways to understand motivation. Primarily, it is the reason to study the target language. As such, it is either external or internal. External motivation is affected by outer reasons such as pleasing parents or entering a

university, while internal motivation reflects one's personal challenges and motives – for example, it can be related to the fact that a learner enjoys learning the language.

From another standpoint, motivation can be understood as the attitude towards the language. Subsequently, it can be divided into several categories: (a) motivation as desire to learn a language and attitudes towards learning it, (b) attitudes towards the target language group, (c) attitudes towards the language teacher and the language course, and (d) measures of anxiety in classroom situations and in using the language (Hedge 2000, 23).

Clearly, motivation is a multi-layered component of the learning process and it directly affects it – if a learner is highly motivated to study a language, he or she is then more likely to succeed in it.

1.1.5 Affective factors

According to Krashen's 'affective filter hypothesis', the learning process is influenced by feelings, motives, needs, attitudes, and emotional states. A learner who is tired, bored, tense, or anxious acquires less language than a learner in a more positive state because his affective filter "prevents [him] from acquiring language even when appropriate input is available" (Lightbrown and Spada 2011, 37). On the contrary, "those with attitudes more conducive to second language acquisition will not only seek and obtain more input, they will also have a lower or weaker filter (Krashen 1995, 31), which means that they are more open to the input. By conducive attitudes he means high motivation, self-confidence, and low anxiety, which has been confirmed to contribute positively to success in second language acquisition (Ibid, 31).

Hence, being in a positive frame of mind is very important for language learning and it needs to be borne in mind when learning and acquisition are addressed.

As has already been mentioned, learning and acquiring a language is a very complex process affected and modified by various and changeable factors. Intelligence (or multiple intelligences), learning styles and strategies, motivation and other affective factors influence learning significantly. Therefore, it is highly beneficial for both teachers and students to acknowledge these factors; then, they can use learning tools more effectively. Also, when various learning styles and learning strategies are employed in the learning process, students might be able to recognize those they favour most, and thus possibly minimize any feelings of discomfort, gain more self-confidence and motivation, and weaken the affective filter.

These compiled findings will be used later in this thesis to support the argument that movement and physical activity help to enhance learning English as a second language.

1.2 The skill of speaking

It has already been explained how people learn and acquire a foreign language in general. Now, attention will be paid to learning speaking as it is regarded to be the most vital part of using a foreign language.

When one is learning a language, no matter what their aims are, the ability to communicate, to understand and be understood is the primary motive. There are numerous forms of communication, however, in face-to-face interaction, one can

hardly avoid speaking. As Harmer points out: “[P]eople learn languages not so that they ‘know’ them but so that they can communicate” (Harmer 1998, 32).

Nevertheless, speaking is also considered to be the most difficult part of the language process to acquire. Nasiri (2016, 53) states that “speaking in English language has been regarded as the most challenging of the four language skills” and supports this claim with a reference to a number of findings by other authors.

Speaking is demanding for various reasons. First, it is a complex synthesis of all the features that a language has – grammar, vocabulary, functional language, and pronunciation. It means that a speaker needs to pay attention to all of these attributes at the time of speaking. This goes hand in hand with the second point – oral interaction takes place in real time and “[T]he time limitations impact the speaker’s ability to plan, to form the message, and to control the language that is used” (Nasiri 2016, 55). Third, all participants of communication need to be both listeners and speakers, which means that interaction involves two skills at a time. Then, both sides (speakers as well as listeners) need not only to understand, but also to make themselves understood in terms of both the sound and the content of the utterance.

Considering all the points mentioned above, it becomes obvious that spoken production is especially demanding because it requires the adoption of many aspects of language such as grammar, vocabulary, pronunciation, and listening, and because it happens instantly - there is not much time for the speaker to plan and think ahead, let alone the concentration on the meaning of the utterance. Therefore, developing speaking demands special attention.

In the next subsection, the most important practical points connected to developing speaking will be discussed.

1.2.1 Learning to speak a foreign language

Before learners are asked to produce the target language in the spoken form, they first need to know the language – its grammar and vocabulary (Bygate 1987, 2; Chastain 1998, 272; Hedge 2000, 47). This means that, before output or production occurs, input needs to take place. Apparently, learning systems and receptive skills must be employed before productive skills are performed. Pupils first need to comprehend oral and written messages before they can produce them themselves. Moreover, through practicing receptive skills students learn new words and forms which then facilitate their speaking (Chastain 1998, 272).

However, learners cannot learn to produce without practising production, as knowing the language and being able to use the language actively are two different matters (Bygate 1987, 3; Chastain 1998, 272). First of all, speaking helps students activate the language they know as it requires them to use their knowledge to produce a message (Chastain 1998, 272). Furthermore, a learner needs to learn how to control his own speaking. “If all of his production is controlled from outside, he will hardly be competent to control his own production. He will not be able to transfer his knowledge from a language-learning situation to a language-using situation” (Bygate 1987, 6). Hence, students should be given as many opportunities to speak as possible and also be led to autonomy during their rehearsal for real life situations.

According to Chastain (1998, 272), productive practice is useful for more reasons. First, it fosters retention. “Vocabulary and grammatical patterns that are used in meaningful context tend to be remembered for longer periods of time and to be more readily available when needed in the future” (Ibid.). Second, speaking invites feedback, which provides speakers with the information whether they

transmit their message successfully. Then, opportunities to speak motivate learners to seek new language elements during listening and reading activities that they could use in their future oral communication (Ibid.). Moreover, “[A]ll the language skills are expressions of the same language system, and as such they are all interrelated. Therefore, practice in one should lead to higher levels of competence and increased communication potential in each of the other skills” (Ibid., 273). Thus, it may be assumed that “communicative use is the goal as well as a means of learning” (Littlewood 1991, 81). This demonstrates that practising speaking is an essential part of the whole process leading to the ability to communicate orally.

Nevertheless, the ability to communicate means transferring a message both accurately and fluently. Therefore, two terms – *speaking for accuracy* and *speaking for fluency* - are differentiated. Speaking accurately means using concrete language in the correct way without making major mistakes. This involves mainly precision in grammatical forms, vocabulary use, and functional language. Speaking fluently, on the other hand, requires the ability to communicate intelligibly without any serious constraints and to transfer the message successfully in spite of occasional errors. Fluency does not exclude precision, but it is not its main concern. It does not aim at using specific forms of language. On the contrary, practising fluency gives pupils opportunities to use any language available to express themselves with the attention paid mainly to the content, not the form (Bygate 1987, 92-93; Littlewood 1991, 82).

Undoubtedly, the ways in which learners acquire these two skills vary. According to the Krashen’s ‘monitor hypothesis’ (1995), second language speakers can monitor (or edit) their speech by means of linguistic knowledge they learnt consciously. However, this happens only when three conditions are met. First, learners need to have sufficient time to be able to think about and use conscious rules

effectively. Then, they need to focus on the form of their utterance and concentrate on its correctness. Third, speakers have to know the rules of the language they are planning to use (Ibid., 16). In this way, learners can express themselves correctly.

On the other hand, “acquisition ‘initiates’ our utterances in a second language and is responsible for our fluency” (Ibid., 15). That is to say, the language that learners have acquired by natural processes – unconsciously – helps to produce speech that is not monitored, and thus fluent. Yet, “unmonitored speech appears more deviant because it reflects the system which the learner is constructing for himself” (Littlewood 1991, 83).

These findings suggest that monitored speech facilitates accuracy (enabling sufficient time and learner’s focus on the form), while unmonitored speech is connected to fluency. According to Littlewood, we do not have sufficient knowledge of the psychological operations involved in speaking development to say which of the two above mentioned processes play more important role in speech production; whether it is consciously learned rules used for monitoring, or learner’s spontaneous output that reflects only what they have acquired unconsciously (Ibid.).

Although studies of the communicative effect of second language learners’ speech mentioned by Littlewood (1991, 89) show that native speakers of a language perceive intelligibility as more important than formal accuracy, Hedge (2000, 47) argues that “[I]t has perhaps been a misconception about communicative language teaching that it does not aim for a high standard of formal correctness”. In her view, it is compatible to focus on accuracy and tolerate risk-taking and error and, at the same time, achieve communicative competence (Ibid.).

For this reason, proceeding from practising accuracy to practising fluency may seem to be the most natural process. As reported by Brumfit, “fluency activities will

give students the opportunity to produce and understand items which they have gradually acquired during activities focused on linguistic forms” (quoted in Hedge 2000, 58). This may mean that accuracy practice reinforces acquisition which then facilitates fluency.

As shown above, learners need to be prepared for real-life situations they may encounter outside the classroom. They first need to know the language and then activate it through oral practice. In the classroom, the development of either spoken accuracy or spoken fluency must be addressed. Although the psychological processes responsible for the development of speech production have not yet been fully discovered, some evidence shows that one possible way to acquire the skill of speaking is to reinforce fluency by means of accuracy practice.

2 Developing speaking skills

As has been described and explained in the previous chapter, speaking is an essential part of knowing and being able to use a foreign language. The ability includes two major subskills - accurate speaking and fluent speaking. These terms have been explained previously. This chapter focuses on the process of developing these skills.

With regards to speaking for accuracy and speaking for fluency, and namely to types of activities they involve, respective authors employ different terminology.

Bygate (1987, 56) uses the terms *skill-getting* and *skill-using activities*, Littlewood (1991, 92) calls them *pre-communicative* and *communicative activities*, while Thornbury (2012, 39) speaks about *awareness-raising / appropriation activities* and *activities leading to autonomy*. Harmer (2007, 142) refers to *accuracy work* and *fluency work* and, similarly, Hedge (2000, 261) uses the terms *accuracy-*

based and *fluency-based activities*. In this thesis, the terms *accuracy* and *fluency work* or *activities* are used, too.

If correct and appropriate fluency in speaking is considered to be the ultimate goal of learning a foreign language – as it enables learners to participate in oral communication successfully – it is crucial for teachers to understand by which means it is adopted and best developed.

Principally, there are two main distinct views on developing speaking and each of them promotes a different approach. One of them is structure-based, or grammar, and the second one is meaning-based, or communicative. The first promotes acquiring a foreign language through accuracy practice when the main focus is on the form, while the second one views acquiring a language as a result of exposing learners to the language while concentration on the meaning is highlighted (Lightbrown and Spada 2006, 140-141).

Although some researchers propose increasing fluency and acquisition with communicative or meaning-based approach, there exists a lot of evidence that supports the form-based approach, or combination of both. Referring back to the psychological processes involved in learning a foreign language, two main approaches favour accuracy practice in teaching: behaviourist and cognitivist.

The behaviourist approach views learning speaking in a foreign language as a correct habit formation. This approach applies a PPP model, which stands for Presentation, Practice and Production. First, the target language is presented, then it is practised in a controlled way, and, eventually, it is produced freely (Thornbury 2012, 38). This procedure has become a standard in teaching vocabulary, grammar, functional language, and pronunciation.

The cognitivist approach also views “the learning of a complex skill, like speaking, ... as a movement from controlled to automatic processing” (Thornbury 2012, 38). However, as opposed to Behaviourism, it perceives the learners as active elements of the learning process and insists that they can use the language properly only after they have understood the system of it. This approach to teaching advocates progressing from awareness-raising, or explicit focus on the rules, through proceduralization, or conversion of explicit knowledge to implicit knowledge, to autonomy, or the ability to act without being controlled (Ibid.).

In their research, Lightbrown and Spada (2006, 165-175) provide ample evidence that supports a strong need for accuracy, or form-based work in the language classroom. They support their claims by data they collected which show that learners in a classroom where accuracy is practised obtained better results in control tests than learners who followed programmes that offered little or no form-focused instructions. These findings emphasize the need for accuracy practice as far as efficiency and proficiency are concerned. However, they also point out that fluency practice is definitely not negligible when it comes to teaching speaking.

Some other experts confirm this conclusion by presenting their findings or views. Brumfit states that “beginners will need a strong focus on learning to use grammar, vocabulary, and features of pronunciation in more controlled, intensive forms of practice,” but obviously, “they will need opportunities to use the resources they have acquired in fluency work which simulates real language use” (quoted in Hedge 2000, 283).

Hedge (2000, 273) claims that “preparatory stage is needed to equip learners with the resources they need before engaging in a freer communicatively oriented activity.” She also believes that students should “not only practise speaking in a

controlled way in order to produce features of language accurately, but also practice using these features more freely in purposeful communication” (Ibid., 261).

These arguments show that integrating accuracy activities is a very important step on the pathway to fluency. However, fluency itself needs to be practised, and therefore it has “become usual to include both accuracy- and fluency-based activities” (Ibid.).

Referring back to previous arguments, one way to develop spoken fluency is through practising accuracy in spoken English, which seems to be an inevitable part in the process of language acquisition.

Teaching accuracy has its own rules, procedures, methods, and activities. These will be discussed in the following subsection.

2.1 Teaching speaking for accuracy

Accuracy practice involves conscious focus on language forms and regulations in students’ output. Accuracy-based activities “can focus on a number of things, for example: a grammatical structure, a phonological feature, a conversational gambit, a communicative function, or the time sequencers that might be needed in telling a story” (Hedge 2000, 273).

For successful accuracy practice at least three preconditions need to be fulfilled. These are *attention*, when the learner is interested and involved, *noticing*, when the learner detects language features in use, and *understanding*, when general rules or patterns are recognized (Ibid., 41).

Similarly, Thornbury (2012, 37) defines three processes that need to be endorsed in the learning routine to ensure that learners are ready to use the target

language. First, they need to notice the features of the target language. Second, they need to integrate these features into their existing knowledge. Then, they need to develop the capacity to use these features under real-time conditions.

These findings imply that learning starts with engagement. Then, by means of noticing and understanding, a given language item can become a part of the learner's knowledge; and, with practice, it enters the speaker's active repertoire.

In addition to that, Hedge (2000, 273 – 276) presents four prerequisites which accuracy-based activities should meet. These are (a) contextualized practice, (b) personalizing language, (c) building awareness, and (d) building confidence.

- a) Contextualized practice – means finding a situation in which a structure is commonly used and in this way aims to clearly show the link between a linguistic form and a communicative function.
- b) Personalizing language – makes the language more memorable through personalizing the language in activities which enable students to express their own ideas, feelings, preferences, and opinions.
- c) Building awareness – stands for increasing knowledge of the social use of language and practising it.
- d) Building confidence – means strengthening ease and confidence in students so that they are able to produce the target language quickly and automatically when they need it.

This shows that speaking activities should be meaningful, engaging and they should get students ready for potential social situations that involve oral interaction.

Although different terminology is used, Harmer (1998, 25-27) introduces similar principles when foreign language teaching is addressed. He presents an ESA

pattern, where the letters stand for Engage, Study, and Activate. These three elements should be ever-present in the language practice, can occur in various sequences, and make the learning process more effective. The activities need to *engage* pupils and ensure that their emotions are addressed by, for example, being asked about their opinions, feelings, and ideas. Pupils get interested in activities based on games, music, discussions, stimulating pictures, dramatic stories, or anecdotes. The *study* stage means that learners understand the structure of the language and its constructions. This includes studying sounds, grammatical features, vocabulary, and other aspects of the language that should be studied before progressing to the next stage – *activation*. In this stage, as Harmer suggests, the target language is used as freely and communicatively as possible for the students to be able to activate their knowledge in the safety of the classroom in order to make it less problematical for them in real life. This should include opportunities to rehearse real-life situations with role-plays, debates, discussions, or descriptions.

Correspondingly, Thornbury (2012, 90-91) presents six essential criteria for oral practice. These are (a) productivity, (b) purposefulness, (c) interactivity, (d) challenge, (e) safety, and (f) authenticity.

- a) Productivity – pupils should produce as much language as they can.
- b) Purposefulness – activities should be meaningful and the pupils themselves should consider them worth doing.
- c) Interactivity – pupils communicate with each other.
- d) Challenge – activities are challenging in a way that pupils are able to manage them, but they are also acquiring new language.
- e) Safety – pupils do not have to be afraid of failure.

- f) Authenticity – activities correspond with real-life situations and, therefore, are useful to the students.

In essence, there are several basic rules that the teacher should follow in order to make the language training productive: speaking activities should be engaging, purposeful, interactive, challenging, and meaningful, and should be performed in a safe environment to make the students feel comfortable. In the following section, relevant activities are revised.

2.1.1 Accuracy-based activities

Before particular activities are introduced, it is important to mention that, when practising speaking, it is desirable to proceed from controlled to guided activities, and then to free activities. The first two focus on accuracy, while the third aims at developing fluency. During controlled practice students produce a specific language item and there is usually one correct response. The output is regulated by teacher's (or another student's) interference when errors are made. A typical example of a controlled activity is drilling or pair gap-filling. This type of activity allows learners to focus exclusively on form without worrying about other aspects connected with language use. Guided, or semi-controlled, activities give more freedom to students in their output; however, there are still some limitations to the language they produce. Learners still practise a specific language point, but they are not limited to one response only – they can enrich it with language they already know, and also they can personalize the content. Some examples of this type of activity are role plays and dialogues based on specific language features, and short question-answer activities. This practice equips learners with experience and confidence they need in the last stage – free practice. Free activities allow students to use the language freely and

independently. They can use any language they know, personalize it, and experiment with it. As they actively use their personal knowledge, such activities are engaging, challenging, and effective in terms of building both accuracy and fluency (adapted from Cotter 2017).

Since this thesis concentrates on developing speaking for accuracy, only controlled and guided activities are discussed in detail.

Thornbury (2012, 63-87) suggests several types of activities suitable for accuracy work. These are (a) drilling and chants, (b) writing, (c) reading aloud, (d) dialogues, (e) communicative tasks, and (f) task repetition.

Drilling and chants

Through imitating and repeating words, phrases, or whole utterances learners notice the target language, which helps to move new items from working memory into long-term memory and provides students with articulatory control of the language. In this way, it also enhances fluency.

- *Drilling* – students echo key parts of a dialogue, or they repeat a specific structure using different hints (e. g. flashcards).
- *Chants* – students repeat chants that rhyme and are contextualized.
- *Milling activities* – students walk around the classroom and ask each other questions to complete a survey or to find a close match (e. g. Find someone who...).

Writing tasks

Writing can ease the transition from learning about the language to using the language as it helps learners to extend the range of the language features they know and are ready to use.

- *Dictation* – the teacher dictates useful expressions and students write them down, then they can rank them or use them in a dialogue.
- *Paper conversation* – students perform a written dialogue.
- *Computer-mediated chat* – students exchange short typed messages on the Internet; it resembles talking in real time, but in a much slower manner.
- *Rewriting* – students modify a written dialogue in terms of various aspects of language (e. g. information, length, register); then, they can rehearse and perform it.

Reading aloud

“Reading aloud is the natural ‘next step’ between writing and speaking” (Thornbury 2012, 70). While reading aloud, learners can focus on the features of speech, especially pronunciation, without having to plan the next utterance.

Dialogues

A dialogue is a natural part of using the language, and thus “any grammar structure or lexical area can be worked into a dialogue with a little ingenuity” (Ibid., 72).

- *Items on board / Chunks on cards* – expressions that should be used in a dialogue are written on the board or on cards which students keep; when items are integrated or used, they get wiped off the board or the respective cards are given

away. Alternatively, the phrases can be represented in the form of drawings or word prompts, or by speech acts (e. g. A: Greet B., B: Greet A.).

- *Memorizing scripts* – students are presented a dialogue that they practise until they are able to perform it from memory.
- *Disappearing dialogue* – students practise reading a given dialogue aloud, then, the teacher starts removing sections of it; the students have to identify what is missing and thus memorize it.
- *Dialogue building* – a given dialogue is elicited from the students line by line by means of using visual and verbal prompts.

Communicative tasks

Communicative tasks aim at distracting attention from the learner's dependence on declarative knowledge by increasing the processing demands of the task, for example by reducing the time available or focusing on some extralinguistic goals. Thus, "they prepare learners for real-life language use, and they encourage the automation of language knowledge" (Ibid., 79).

- *Information gap activity* – students need to fill in a knowledge gap by communicating with other students.
- *Surveys* – learners need to ask each other questions to find out information typically walking around the classroom.
- *Blocking games* – students perform a dialogue, but one of them is supposed to divert the predictable course by asking or saying something unexpected.
- *Guessing games* – games in which students ask yes / no questions to find out who or what the asked person is (e. g. Who am I?).

Task repetitions

The theory behind task repetitions suggests that “task familiarity, if not exact repetition, is a factor in the development of fluency” (Ibid., 85). However, there needs to be some outcome set for the students to find the activity motivating.

- *The Onion* – a group is divided into two groups that face each other in a circle performing a speaking task; the outer circle then moves round one chair to talk to a new partner.
- *The Poster Carousel* – students prepare posters on a given topic and then talk about them with their classmates in different parts of the classroom – half of the students give presentations and the other half move from poster to poster; then, they exchange.
- *4-3-2* – speakers present a monologue, which they repeat three times – first, they are given four minutes, then the time limit is shortened to three, and, eventually, two minutes. The aim is to achieve the same degree of detail each round

The mutual objective of these activities is to facilitate accuracy in spoken English. As can be noticed, there is a wide range of them, and they can also be altered and adapted according to specific needs. With regards to the topic of the thesis, there is also a specific group of activities that promote movement along with accuracy. Before these are presented, the significance of the involvement of bodily activity in the process of learning is reviewed.

3 Movement and learning

Pupils in Czech schools spend up to thirty-two lessons at school every week (Educational Law 2017)². Most of the school subjects focus on developing cognitive or mental skills and abilities. Therefore, the methods and techniques teachers use require concentration and thinking, for which the sedentary position seems to be the most appropriate arrangement. This implies that Czech schoolchildren spend around twenty hours sitting at their desks paying attention, memorizing, understanding, solving problems, producing language, and carrying out other cognitive processes.

Nevertheless, children and young teenagers are active in their nature, and hence they need to engage themselves in some physical activity from time to time. Besides, movement is highly beneficial to learners of any age and any subject, as will be explained further.

Considerable research into this matter has been carried out and some of the findings from various fields including psychology and neurobiology will be discussed in this chapter.

Jensen (2005), for example, claims that movement is beneficial for learning in a number of different areas. It helps to enhance (a) cognition, to bolster (b) engagement and motivation, to improve (c) discipline, and contributes to (d) positive physical state.

Cognition: memory and attention

The part of the brain that controls the coordination of movements and keeps balance is the cerebellum. This part of the brain also influences cognitive functions

² Školský zákon 2017 (the Czech Republic): <http://www.msmt.cz/dokumenty-3/skolsky-zakon-ve-zneni-ucinnem-od-1-1-2017-do-31-8-2017>.

and language. The cerebellum also cooperates with some parts of the cortex that influence various processes such as memory, attention, and spatial perception. This reveals the connection between movement and cognition, and demonstrates the fact that one may influence the other (Jensen 2005, 83).

Moreover, attention is driven by a substance called amine, the level of which changes over the day. “During a low time, you can raise amine levels with simple activities characterized by change, movement, small learning risks, artificial urgency, or excitement” (Ibid., 38). Consequently, with more attention, pupils can achieve better results (Ibid., 35).

Engagement and motivation

Attention is closely connected with engagement and motivation. If pupils are interested and also active, it is much easier to keep their attention.

Engagement, which has been discussed in the previous chapter, is an integral part of learning a foreign language. The teacher can use physical activity to engage pupils physically, and thus also mentally, and, possibly, even emotionally. This way boredom and inactivity can be prevented (Ibid., 38).

As has also been explained previously, motivation plays a very important role in the process of learning. A possible way to ignite positive feelings toward a subject in students is to integrate physical activity because, as Chaouloff claims, “exercise may increase catecholamines (brain chemicals such as norepinephrine and dopamine), which typically serve to energize and elevate mood” (quoted in Jensen 2005, 64).

Games and play-like activities can offer students a relaxing atmosphere when they are entertained and learn at the same time. Jensen supports this by stating that “there is no controversy around the notion that we do play, and that it is generally

good for us”, and moreover “[M]any play-oriented movements have the capacity to improve cognition” (Ibid., 64).

Positive mental state and discipline

Classroom discipline considerably influences the learning process. Poor discipline distracts everyone involved: the teacher, the misbehaving children, and also the children who actually want to learn. Concentration on a game, following the rules, and making effort to complete the game require a great amount of discipline from the learner. Besides, as Jensen claims, creating positive emotions among students, such as through games, is an effective way to address some behaviour problems (Ibid., 49).

Positive physical state

Boosting students’ physical state is also very important as they “are experiencing ... a healthy integration of mind and body” (Ibid., 65). Movement increases blood flow which causes oxygenation of the brain, which is essential for its good functioning. This means that “[W]hen we keep students active, we keep their energy levels up and provide their brains with the oxygen-rich blood needed for highest performance” (Ibid., 66).

In a similar manner, Elmakis highlights the need to integrate movement into school curriculum and shows that implementing appropriate physical activity into lessons other than Physical Education can be advantageous for several different reasons. It can enhance concentration, memory, and classroom behaviour, positively effect cognition and strengthen academic achievement, and it keeps pupils engaged and motivated. Additionally, it helps to increase the time children spend doing some physical activity during the day and may promote healthy lifestyle outside the

classroom. He also asserts that movement can be incorporated in any school subject (2010, 37-41).

In a way, Gardner's Multiple Intelligences [MI] theory also supports the incorporation of movement into the learning process. The MI theory which has been already dealt with in the chapter "Learning a foreign language" defines, among others, the bodily-kinaesthetic intelligence as "the ability to use one's body in highly differentiated and skilled ways, for expressive as well as goal-directed purposes" and "the capacity to work skilfully with objects" (Gardner, 1993, 206). This type of intelligence is employed when pupils learn by doing and when activities such as drawing, acting and grasping objects by hand are involved. Using the bodily-kinaesthetic intelligence helps to show pupils the relationship between mental and physical activities as mental abilities help to organize body movement.

3.1 Movement and language learning

Although Gardner does not clearly specify any relationship between movement and language learning, Haley's study (2004) on the implementation of MI theory in second language teaching indicates that students who had an opportunity to use movement when learning achieved high success rates and were motivated to learn. It was due to the fact that learning preferences of individual learners were respected and their full learning potential was stimulated. "This provides further evidence that the theory of multiple intelligence may have significant implications for instruction in foreign and second language classroom" (Haley 2004, 171).

Another method that is often favoured in movement-oriented teaching and learning is Total Physical Response [TPR] which is based on the natural order of how infants learn their native language. They first only listen to and understand what

is being said which is usually supported by movement on the part of the speaker (a caretaker) or the listener (a child). After a period of silence when children do not produce any language, first utterances occur. With practice and more complicated commands, the utterances develop (Asher 2003, 2-3 – 2-4). This theory was supported by long-term research which Asher conducted with both children and adult learners of several different languages. The results indicate that TPR which is based on the coordination of language and physical movement is beneficial for a foreign language learning, namely developing speaking skills (Ibid., 2-17 – 2-18).

The data collected imply that involving movement in the learning process can be a useful and efficient way to reinforce second language learning and acquisition. There is a wide range of activities from stretching and walking to TPR and drama teachers can choose from.

Since the thesis focuses on promoting speaking for accuracy through movement-based activities, some possible activities combining both – movement and accuracy practice – are presented in the following section.

3.1.1 Movement-based activities

Movement activities involve learning through movement. In these activities pupils learn the language by using their bodies, objects, or manipulating and mastering space. The benefits of movement have been illustrated in the previous section. Now, a few examples of the activities will be described.

Drama and role-play

Drama and role-play have the advantage of being meaningful in other way than just being play-like and competitive. In drama and role-play pupils can practise any language that is useful for real-life communication.

For accuracy practice, students can be given phrases or grammatical features they have to use. When rehearsing, they repeat and hear the features several times, and thus improve their accurate spoken production. For some physical activity, they need to prepare a real piece of a play that they also need to rehearse and then perform.

Find someone who ...

Find someone who ... is a well-known activity that can be adapted to almost any grammar. The aim is to find a person who fits a given description by asking questions.

The accuracy practice resides in repeating and hearing the same language item several times until the right match is found. Movement is ensured when pupils are asked to walk around the classroom to fulfil the task.

Form a line

Given some criteria, the class needs to form a line for example from the shortest to the tallest one or from the youngest to the oldest one. To be able to form the line, students have to ask questions, such as ‘When were you born?’ or ‘What is your height?’ to find out where they stand. When the line is formed, students also need to explain where they stand and why using comparatives and superlatives: ‘*I was born on the so I’m older than and I’m younger than ...*’.

As the students are required to repeatedly ask and answer questions and at the same time to justify their answers, they gain accuracy. Movement is employed through finding the best position, or possibly through measuring height if the pupils do not know it.

Hide-seek-and-describe

The class is divided into two groups. One group leaves the room, while the other hides pictures or objects in the classroom. When everything is hidden, the group outside enters the classroom and the pupils try to seek as many objects as possible. In order to find the objects, the seekers have to ask questions and the rest of the class can particularize their locations.

All pupils drill the language, and thus improve accuracy in their speech. They also move when hiding and seeking objects.

Hot chairs

Hot chairs, or *Fruit salad*, is another well-known activity which can be adapted to any grammar. Pupils arrange their chairs in a circle, but one chair is missing. The person who does not have a chair starts the game standing in the middle of the circle. He makes a statement and everyone to whom it applies or who agrees with the statement has to change his or her seat. The aim is to remain seated as the person who has nowhere to sit remains in the middle of the circle and starts the new round.

Accuracy is practised through repeating and hearing a given grammatical feature several times and in different forms produced by individual pupils. Movement is employed with changing seats.

Jumping chants

Pupils practise saying a chant jumping over a jumping rope. The focus of the chant can be on grammar, pronunciation, or functional language.

Chants are suggested by Thornbury as an effective method to promote accuracy (see section 1.1.2 Drilling and chants). Jumping over a rope is a demanding physical activity.

Running dictation

Running dictation is an engaging activity in which pupils improve their accuracy in speech through reading, dictating and writing. Pupils work in pairs; each person in the pair has its own 'station' opposite the other. One pupil has a text at his station. He reads it, tries to remember as much as possible, and then runs to his partner to dictate it exactly the way it is written. He needs to go back and forth several times to complete the text. Then, they exchange their roles and work with a new text. The text contains the language pupils are supposed to practise.

Accuracy is improved by working with the target language in several different ways: reading it, memorizing it, and passing it over to another person on one part, and hearing it and writing it down on the other. Movement is provided through running.

As demonstrated by the given examples, there is a range of activities which include both accuracy practice and movement. Most of them can be adapted to a specific language focus, and thus be used in various contexts.

When carefully prepared with respect to the rules presented in the previous chapter, they should also be effective in terms of enhancement of speaking for accuracy and attitudes towards learning due to increased engagement and motivation.

Project Design

4 Introduction to Project Design

4.1 Research questions

On the basis of the theoretical findings, the following questions were suggested:

1. Is it possible to design movement-based activities that will correspond with the content of the lessons?
2. Are movement-based activities effective as far as practising speaking for accuracy is concerned?
3. Are activities based on movement and focused on promoting speaking for accuracy engaging and motivating for pupils?

4.2 Research methods

In order to assess the efficiency of using movement-based activities in EFL classes to develop pupils' accurate oral production and enhance their motivation, and thus answer the research questions, the following research methods were used:

- teacher's reflections
- mini questionnaires for pupils
- subsequent written tests
- delayed written tests

4.3 The groups tested

The research was conducted at Gymnázium Varnsdorf, in lower grade classes – the sixth, the seventh, and the ninth.

For the subject of English each class is divided into two or three groups on the basis of their level – weak, medium, and strong, and these groups follow the

curriculum accordingly. This allows pupils to study the language with respect to their needs and abilities. Moreover, there are fifteen students in one group at maximum, which also makes the lesson convenient for both the teachers and the pupils.

Generally, the pupils are capable learners motivated to learn, they are mostly active and playful. However, these characteristics slightly differ with each group as will be described successively.

The sixth grade

This group consists of fourteen pupils at the age of eleven and twelve, which makes them the youngest learners in school. This particular group is the weakest one within the sixth grade, which means that the pupils are complete or false beginners. Therefore, the content of the lessons is mostly basic. Besides, due to the inclusion in Czech schools, there are some pupils with learning difficulties: two girls with dyslexia and one boy with ADHD.

Most of the pupils in this group are eager to learn and willing to participate. They also appreciate game-like and non-traditional activities.

The seventh grade

Although this group is at the medium level, they are strong learners and their results are very good. They are highly motivated to learn and they like to participate in the lessons. They are enthusiastic and enjoy playing games very much. As far as their activity and enthusiasm are concerned, they are a rather distinctive group. They are very energetic and always ready to express their ideas, needs, and wishes. This sometimes causes discipline problems, and thus it is convenient to employ tasks in which they can use their energy in a productive way.

There are eleven pupils at the age of twelve or thirteen and their English is approximately between the levels of A1+ or A2.

The ninth grade

The ninth-graders' group is a group of twelve young teenagers at the age of fourteen and fifteen. This makes them slightly different from the other two groups as they are less playful and energetic. Still, they are always willing to take part in classroom activities and they once expressed their wish to involve drama in the lessons. They are the strongest group within their grade and they are mostly very strong learners with talent and interest for languages. However, there are three weaker pupils who slightly fall behind the others in their performance.

The level of this group is approximately B1.

Overall, with some exceptions, the groups are very active, motivated to learn, and they are good learners. Possibly, this will positively affect the results of the research.

4.4 Project implementation

The activities used in the English language classes were either newly created or adapted on the basis of generally known activities or activities taken from resource books.

In most cases, the activities were designed to correspond with the content of the lessons. Then, they were incorporated in the *production* stage preceded by the *presentation* and *practice* stages.

In some cases, the target language was not part of the lesson content. The activity was then used in extra lessons such as during transitions between a finished book to a new book, or at the end of the school year. Therefore, the *presentation* and

practice stages were reduced to a minimum and the main attention was paid to proper oral practice in the *production* stage.

All the suggested activities were designed to involve moderate physical activity and production of the correct target language with respect to the findings presented in the theoretical part. Hence, the following criteria were specified for their design.

The activities must:

- include the movement component (physical activity, manipulation of objects, or mastering space)
- provide the opportunity to practise speaking for accuracy
- be based on what the pupils learnt in previous lessons
- be motivating for pupils
- be manageable

After successful implementation of the activity, each group was given a mini questionnaire, a written test, and with some groups also a delayed written test. The pupils' reactions to activities were also systematically observed by the teacher.

In the following part, the procedure of each activity is described and explained and reflected on. Then, the results are presented and analysed.

5 Lesson plans

5.1 Lesson plan 1

Movement-based activity: *Onion quiz*

Group: 9th grade (14-15 years old)

Time: 45 minutes

Target language: The passive – questions and affirmatives

The aim of the activity: To practise the passive in the correct spoken form to enhance pupils' speaking for accuracy; to integrate movement to enhance pupils' learning and motivation.

Learning objectives: After the lesson, the pupils will be able to use the practised grammar in its correct form.

- questions in the passive: *Where was Mona Lisa painted?*

- answers in the passive: *Mona Lisa was painted in Italy.*

Purpose / Rationale: To practise the passive questions and answers in the correct spoken form, and thus enhance pupils' accuracy, and potentially also fluency; to give pupils possibility to have some physical activity; to practise the target language along with their general knowledge; to enable pupils to see how the passive is used; to experience an activity that correspond with the topic of the unit (TV and programmes).

Assumed knowledge: The structure and the use of the passive; the general knowledge needed for the quiz.

Anticipated problems: Pupils' difficulties in forming the past participle of the verbs – the teacher monitors and corrects what is necessary; odd number of pupils – one pupil can help with organization or the teacher can participate in the activity.

Materials: whiteboard and markers, worksheets

Resources: Thornbury (2012, 86) – *the Onion*

1. Lead-in 5 min

Teacher writes an example sentence on the whiteboard. Students use this sentence to ask and answer questions in the passive.

Example: *Somebody built the house in 1994.*

T: *“Ask a question using the passive, so that the answer is 1994.”* - P: *“When was the house built?”* T: *“And now answer it using the passive.”* - P: *“The house was built in 1994.”*

T: *“Why is the passive used here?”* - P: *“Because we don’t know who built it.”*, etc.

Aim: To revise a previously learnt structure and its use.

2. Onin quiz activity 25 min

In this activity, the pupils work in two concentric circles. The aim is to ask and answer general knowledge questions using the passive. There is an equal number of those who ask questions – presenters, and those who answer the questions – contestants. The presenters have a set of three incomplete questions they first need to form and then ask each contestant, for which they have one minute (see Appendix 1). After one minute, both circles move to diverse directions to make new pairs. While the pupils are doing the activity, the teacher monitors and helps with potential mistakes. She also watches the time and gives additional instructions. After each presenter questions all contestants, their roles and positions change and another round starts.

T: *“You’ll now play a quiz. In a quiz or game show, what do we call the person who competes?”* – P: *“A contestant.”*

T: *“And who is the person who asks the questions?”* – P: *“A presenter.”*

T: *“Yes, very good. Now, six of you will be the presenters and six of you will be the contestants. The presenters will get a set of incomplete questions which they’ll need to form correctly using the passive and then ask the contestants. For example, you’ll get: Where/ Mona Lisa/ paint ? – What is the question?”* – P: *“Where was Mona Lisa painted?”*

T: *“Yes. And now, the contestant answers the question saying the whole sentence using the passive. What is the whole answer if it was in Italy?”*- P: *“Mona Lisa was painted in Italy.”*

T: *“Great! The presenters will get the questions together with the answers, so they’ll know them.”*

The teacher now sets the roles and distributes the lists with questions to the presenters.

T: *“Presenters, think of the forms of your sentences. If you are not sure of any, please ask me in secret, so that nobody knows your questions. Contestants, please take a pen and a piece of paper, come to the front and make a circle standing back to back. Presenters, do you have any questions?”*

T deals with potential questions.

T: *“Presenters, please come here and make the outer circle each of you facing one contestant. When the quiz starts, you have one minute to ask and answer as many questions as possible. Please, use the whole sentence. Let’s have an example. Imagine you get this: Who / Romeo and Juliet / write / by?. What is the question?”* –

P: *“Who was Romeo and Juliet written by?”*

T: *“Yes. Now, Šimon, you’re the presenter. Please ask your partner this question. And Ivona, you answer.”*

Š: *“Who was Romeo and Juliet written by?”* – I: *“Romeo and Juliet was written by Shakespeare.”*

T: *“Yes, very good. Shakespeare is the correct answer, so Ivona gets one point. Her sentence was also grammatically correct, so she gets another point for that. So, you get one point for the correct answer and one point for using the correct grammar. Contestants, write your points down. Let’s also try changing of your positions. After one minute, I’ll give you a signal and you’ll move – the outer circle, the presenters, will move one step to the right, and the inner circle, the contestants, will move one step to the left. Ok, the minute is up now. Change your positions.”*

The pupils move according to the instructions.

T: *“Great! At some point, you will see the same faces again. When this happens, you need to take one more step to talk to somebody you haven’t talked to yet. Please go back to your positions. Do you have any questions? If not, the quiz starts NOW.”*

Aim: To practise the already known grammatical structures in the correct spoken form to enhance speaking for accuracy.

Thesis focus: speaking for accuracy

The presenters ask 3 questions which they repeat several times. The contestants produce 3 answers with each presenter forming sentences using the same structure. Both groups then repeat and hear the target language many times, and thus internalize it. As pupils change their roles, they all have the opportunity to practise producing the structure of both the passive affirmative and the passive interrogative sentences.

Thesis focus: movement

For about 15 minutes the pupils are standing participating in the activity. Every minute they have to move in one direction, so that each student talks to a new partner. This provides them with a moderate physical activity while practising spoken English.

4. Closure 5 min

When the quiz is finished, pupils go back to their seats to count their points. They are given praise and a round of applause from their peers. If time permits, the group can also go through the questions and answers together.

Aim: To give feedback to the pupils on their participation in the activity.

5. Feedback 8 min

The pupils are given a questionnaire together with a short written test (see Appendix 2).

Aim: To find out about the pupils' attitude towards the activity and to see its efficiency.

6. Conclusion 2 min

The teacher evaluates the lesson, summarizes what has been done and praises the pupils' work and activity.

Aim: To close the lesson, to assess pupils' work.

Teacher's reflection

A game-like activity in the form of a quiz seemed to be chosen appropriately for this group. Both the arrangement and the content were suitable with respect to the pupils' age, knowledge and level of English.

The lead-in stage helped the pupils to remember the structure of the passive they had learnt in the preceding lessons. This contributed to the fact that the pupils were able to form the questions and answers without any major difficulties during the main activity. Besides, it served as a bridge between the content of the previous lessons and the main activity.

In the main activity, the demonstration of the beginning of the *Onion quiz* was useful for smooth progress of the activity in which the pupils worked independently of the teacher's assistance. They followed the instructions without further hindrance and completed the quiz successfully. As mentioned above, they did not have any serious problems with using the target language and mistakes were rarely made. They also seemed to be enjoying the activity very much; they were engaged and participated actively.

Throughout the activity I monitored the pupils' performance to facilitate the progress and to correct potential mistakes. I listened to most of the pupils' questions and corresponding answers, and when a mistake occurred, I helped the pupil to correct his or her sentence and made sure they repeated it correctly. More attention was paid to the production of pupils with poorer performance than those who most likely faced fewer difficulties.

Towards the end of the activity it became apparent that with more practise the pupils became more skilful in using the target language. Asking and answering took less time and they managed all questions without any problem, and some of them were even waiting for the time to come up. As far as the speaking practice is concerned, such exercise proved to be efficient. Evidently, the pupils mastered the given language feature and gained articulatory control of it. With regards to the

game, the teacher should give the pupils more questions to ask to avoid moments of waiting.

In the closure stage, the pupils counted their points eagerly and were pleased when they could share their good results with the rest of the class. This showed their competitiveness and enthusiasm for the game.

All in all, the pupils practised the target language in its correct spoken form while being involved in a physical activity. Apparently, they improved their accuracy in spoken English as well as enjoyed fulfilling the task.

Questionnaire analysis

In order to find out more about the pupils' preferences and perception of the activity, together with its effectiveness, written questionnaires with a short test were given to them (see Appendix 2). The answers to the questions in the questionnaires are summarized below.

1. Did you like the activity? Why / why not?

The first question aimed at discovering pupils' attitude towards the activity and their reasons for it. Seven pupils liked the activity, four did not mind it and one pupil did not like it.

They stated the following reasons why they liked the activity: *"It isn't sitting at our desks."*, *"It was real fun."*, *"It was exciting."*, *"Because we should study [in movement]."* The reason why the one pupil did not like it was because she finds herself shy.

These positive results show that a larger part of the group enjoyed the activity. Some pupils were rather neutral, which is not negative either. One pupil did not enjoy the activity, but it was not caused by the movement component involved. It

was the result of the fact that she is not a strong speaker, and thus feels shy in communicative activities.

2. Would you like to do similar activities more often?

This question was asked in order to find out whether the pupils would appreciate if similar types of activities were employed more often.

Nine pupils expressed the wish to do such activities frequently, two would not mind it, and one would not enjoy it. Thus, it is clear that the pupils would welcome the opportunity to experience similar activities with higher frequency. It may mean that if alike activities were employed more often, pupil would be more motivated to learn.

3. What were the benefits of the activity?

This question with the possibility to choose more than one option was designed to identify what the pupils themselves thought they gained from the activity.

Even though this question may seem rather difficult for the pupils to answer, they did not have any problems responding to it. From the answers, it became clear that the pupils mostly perceived practising spoken English and moving instead of sitting at their desks as benefits. Some of them also appreciated the fact that they could communicate with their classmates and one pupil said that he had found out a lot of new information.

Since the aims of the activity were to practise speaking for accuracy and to involve movement, these are very satisfying results.

4. What have you learnt?

The last question with the possibility to choose more options aimed at finding out what the pupils thought they learnt.

Although all pupils used the passive voice throughout the activity, only eight of them identified it as a learnt item. This may be due to the fact that the pupils are rather strong and some of them may have felt that they had been able to use the passive voice before. Many of them also learnt some general knowledge contained in the quiz questions, which is an additional advantage of the activity, and also a cross-curriculum content of the lesson. One pupil felt that he learnt to speak some English. None of the pupils had the feeling that nothing at all was learnt, which is a very positive fact.

The data shown above illustrate that most of the pupils found the *Onion quiz* activity engaging, productive, effective in terms of learning, and they also appreciated the movement element.

Tests analysis

At the end of the questionnaire, there was also a short test (see Appendix 2) to verify how well the pupils can form sentences in the passive. There were five affirmative sentences in the active voice that were supposed to be transformed into passive affirmative sentences.

The pupils completed the test with 92% success. The majority of the pupils had it all correct and some made only tiny mistakes not really connected with the passive. However, there was one pupil who had all five sentences incorrect, e. g. *Otto Wichterle was invented contact lenses*. The reason why this happened is unknown, as the teacher monitored the activity carefully and did not notice any mistakes of this kind. Moreover, the pupils communicated with each other, which means that they could help each other with occasional mistakes. Yet, the structure this pupil used seems mixed with present or past perfect tenses discussed in the lessons before.

Still, 92 % is a very satisfactory result, which shows that this group has learnt, and hopefully also acquired, the language feature well.

Nevertheless, due to the strength of this group, it is rather difficult to judge the efficiency of the activity and say how much it contributed to these positive results.

Delayed test analysis

One month later, this group was given a short test on the passive to complete. It was designed to find out if the given activity is also beneficial in terms of retention.

The pupils were supposed to make questions and corresponding answers in the passive based on given hints (See Appendix 3a). These results were also satisfactory as the pupils completed the test correctly in terms of the passive structure. There were only small errors, such as the past participle forms of the verbs or the distinction between the use of the present and the past simple in sentences where the tense is not clearly set.

As far as retention is concerned, the tests showed that the pupils kept the structure well in their memory, which may mean that it has been well internalized. They also remembered a complicated type of a question, such as “*Who was Romeo and Juliet written by?*”, which they only encountered in the game. This proves that the activity was effective; the pupils not only learnt the target language, but it also remained in their long-term memory, which can subsequently contribute to developing fluency in speaking.

5.2 Lesson plan 2

Movement-based activity: *Travelling around the world*

Group: 9th grade (14-15 years old)

Time: 45 minutes

Target language: Articles with geographical names

The aim of the activity: To practise the use of articles with geographical names in the spoken form to enhance pupils' speaking for accuracy; to integrate movement to increase pupils' learning and motivation.

Learning objectives: After the lesson, the pupils will be able to use correct articles in front of different geographical names.

Purpose / Rationale: To practise the articles with geographical names in the spoken form, and thus enhance pupils' accuracy, and potentially also fluency; to give pupils possibility to have some physical activity; to practise the target language along with some geographical knowledge; to experience an activity that corresponds with the topic of the unit – travelling.

Assumed knowledge: Theoretical knowledge of the use of the articles with geographical names from the previous lesson; some geographical knowledge needed for the activity.

Anticipated problems: Ps' insufficient knowledge of English equivalents of the chosen geographical names – T monitors and helps when necessary; odd number of pupils – one group of three.

Materials: whiteboard and markers, worksheets, maps and pictures of given countries, sticky tack

1. Lead-in 5 min

T shows maps and pictures of chosen countries and asks Ps some information about them to elicit and revise the needed articles. She writes the examples on the board.

The focus is on countries, continents, capitals, mountain ranges, rivers, languages, and/or seas and oceans. The countries are the Czech Republic, France, the UK, the USA, Australia, and Canada.

T: *“What country is it?”* – P: *“It’s Australia.”*

P: *“What is the capital?”* – P: *“It’s Canberra.”*

T: *“What country is this?”* – P: *“It’s the United Kingdom.”*

T: *“Which continent is the UK in?”* – P: *“In Europe.”*

T: *“What country is this?”* – P: *“France.”*

T: *“What is the highest mountain range there?”* – P: *“The Alps.”*, etc.

T: *“Do we use ‘the’ with continents?”* – P: *“No, we don’t.”*

T: *“Give me some examples.”* – P1: *“Europe.”*, P2: *“Australia.”*

T: *“Do we use ‘the’ with countries?”* – P: *“Normally, we don’t.”*

T: *“Give me some examples.”* – P1: *“Italy.”*, P2: *“China.”*

T: *“Ok, do we sometimes use ‘the’ with countries?”* – P: *“Yes, when there are more words in the name / when there are words such as kingdom, republic, emirates.”*

T: *“Give me some examples.”* – P1: *“The Czech Republic.”*, P2: *“The United Kingdom.”*, etc.

Aim: To elicit and revise the articles necessary for the main activity; to make a connection between the content of the previous lesson and the main activity.

2. Preparation: gathering information about countries 10 min

T tells Ps that in a while they are going to travel around the world, but first they need to find out information about given countries. Ps work in pairs and each pair chooses a country and gets a list of mixed names of geographical features from all the given countries, but without articles (see Appendix 4). Their task is, first, to choose the information that is relevant for their country, to prepare what geographical features the names stands for (e. g. London – the capital city of the UK), and then, to add the definite article when needed.

T: *“In a while, you are going to travel around the world, but first you need to know some information about the countries we have just gone through. We will also need some guides who know specific countries well. Jirka and Petr, which country would you like to be a guide in?”* – Ps: *“France.”*

T: *“Ok, here is the map and the pictures, but don’t do anything yet. Ivona and Sophie, what about you?”* – Ps: *“The UK.”*, etc.

T: *I will now give you a list of mixed geographical names. First, you will choose the information that is connected to your country. Second, you will write down what they are: Is it a continent? Is it the longest river? Etc. Then, you will add the definite article to the geographical names if needed. You can check the articles on the board. When you are ready, raise your hands and I’ll check your answers. You have eight minutes.”*

T monitors and helps when needed. When Ps are ready, she checks if the Ps’ information and articles are correct.

Aim: To prepare information needed for the main activity; to motivate Ps for the following stage.

3. Travelling around the world activity 20 min

In this activity, Ps work as guides and travellers in chosen countries. The aim is to ask and answer questions about geography of these countries using the definite articles or no articles correctly. T writes the questions on the board.

There is an equal number of guides and travellers. The guides have their own place in the classroom where they stick the map and pictures. They stay there while the travellers come and ask questions about the country. Each traveller has one and a half minutes to find out as much information as possible about each country.

T: *“Now, each country needs its place in the classroom. France can be here, the UK here, Please stick your maps and pictures somewhere there, but not on the wall, please. The sticky tack is prepared for you. Take the list with the information about your country with you. Also, each of you takes a piece of paper and a pen.”*

T: *“In your pairs, one of you becomes a guide and one of you becomes a traveller. Please choose your roles now. In the next round, you’ll exchange your roles. Guides, you stay in your country and you’ll answer the travellers’ questions about it. Travellers, you’ll travel to each country and you will ask the following questions:*

- *What country is it?*
- *What is the capital city?*
- *What is the main language?*
- *What is the highest mountain range?*
- *What is the longest or best-known river?*
- *Is there any sea / ocean / island?*

Please repeat after me.

Guides, please answer the questions saying the whole sentence and make sure you’re using the articles correctly. Travellers, you travel with a pen and a piece of paper and write all the information down. You can also use the maps and pictures to show the places, but be careful, you only have 1.5 minutes for one country. I’ll give you a signal to let you know that the time’s up. Then, you go to another country. Everybody moves clockwise. Let’s have an example. Travellers, go to the first country on your right.” - Ps move.

T: *“Now, say hello and ask the first question, and guides you answer it.” – Ps: “Hello! What country is it?” – Ps: “It’s”*

T: *“Good. Now, imagine the time is up and you need to go to another country. Move to the right.”* – Ps move.

T: *“Very well. You can go back to the first country and start your travel. I’ll give you a signal when the time’s up. Your travel finishes when you’re back to your home country.”*

While Ps are fulfilling the task, T monitors and facilitates the activity and corrects potential mistakes. When the first round is completed, Ps exchange their roles and the new round starts.

Aim: To practise the previously discussed grammatical item in the correct spoken form to enhance speaking for accuracy; to integrate movement into the learning process; to link the content of the unit, the grammar, and the activity.

Thesis focus: speaking for accuracy

The guides provide about six pieces of information to several travellers, and thus use the practised target language several times in its correct form. The travellers hear this from the guides, and also write it down. This helps both groups to internalize the language item. Besides, the pupils exchange their roles, which provides all of them with both kinds of experience – speaking as well as listening and noting.

Thesis focus: movement

The activity takes about 20 minutes. The pupils first need to stick their maps and pictures to an appropriate place. Then, they are either standing at their stations, or they change their positions every 1.5 minutes to talk to a new partner and to find out new information. In this way, they are practising their speaking while being involved in a moderate physical activity.

4. Closure 8 min

Ps take all their materials and go back to their seats. Then, they share the information they found out with the rest of the class.

T: *“What do you know about the United Kingdom?”* – P1: *“It lies in Europe.”*, P2: *“The capital is London.”*, P3: *“They speak English.”*, etc.

Aim: To give feedback to Ps and to check how well they worked.

5. Conclusion 2 min

T evaluates the lesson, summarizes what has been done and praises Ps’ work and activity.

Aim: To close the lesson, to assess Ps’ work.

Teacher’s reflection

This activity appeared to be suitable in terms of all the group’s age, level of English and general knowledge.

The lead-in stage served as a review of the rules of the use of articles with geographical names. This helped pupils to be able to choose the right articles in the preparation stage and, consequently, to complete the main activity successfully.

In the preparation stage, the pupils found out the necessary information for fulfilling the task in the main activity. Hence, they were ready to use the target language correctly. This stage should have also included pronunciation practice of unknown geographical names to facilitate pupils’ production. However, I did not consider this before the activity, and therefore had to help the pupils with their pronunciation throughout the course of it.

The progress of the activity, apart from the pronunciation difficulties, was smooth. On account of the example provided at the beginning of the activity, the

pupils understood the arrangement of it without any problems. With regards to the target language, most pupils used it correctly. However, there were some pupils who were enthusiastic about the task, but they were rather negligent in using the articles. They seemed not to find them important or necessary. In such situations, these pupils were reminded of the target language, were asked to use the articles appropriately, and then extra attention was paid to their production.

The pupils were all engaged in the activity, enjoyed sharing information with their peers and finding out information about different countries. Some pupils seemed to need more time to provide additional information that was not assigned. The pupils' enthusiasm and level of participation was satisfactory, and thus the activity proved to be engaging and motivating.

The closure stage was important for the teacher to learn about the benefits of the activity and to give feedback to pupils. Unfortunately, the lesson plan was too ambitious and the preparation stage as well as the main activity took longer than planned. Therefore, it was impossible to go through this stage, which was then moved to the following lesson.

Questionnaire analysis

With the intention to discover the pupils' attitude towards the activity and their ideas about it, a written questionnaire (see Appendix 5) was completed by them in the next lesson of English.

Ten pupils were present in the lesson, so the total number of the answers is ten.

1. Did you like the activity? Why / why not?

The answers to this question revealed that eight pupils, which is a vast majority, liked the activity. Two pupils did not mind it and there was no one who would not like the activity at all.

Some reasons why they liked the activity were as follows: “We could talk more in English.”, “I really liked the opportunity to speak English.”, “We learned something new.”, or “It was something new and different.”

These answers and the reasons for them demonstrate that the pupils mostly enjoyed the activity and they appreciated the opportunity to practise their speaking, to find out some information, and to experience an unusual activity. This supports the fact that such activities may increase pupils’ motivation, and thus learning.

2. Would you like to do similar activities more often?

Correspondingly, the majority of the pupils (7) would be grateful if similar activities were implemented more often. Two pupils would enjoy such activities with moderate frequency – they would not mind it, but not too often. One pupil - the shy girl mentioned with regards to the previous activity - would avoid such activities completely. She does not feel comfortable in communicative activities and prefers working on her own.

Consequently, the implementation of similar activities could increase learners’ engagement and motivation.

3. What were the benefits of the activity? (more options possible)

The appreciation of the fact that spoken English was practised appeared eight times. It means that the pupils welcomed the opportunity to speak, and hence improve their speaking skills. The movement element was appreciated six times.

Evidently, the pupils enjoyed moving around the classroom instead of sitting at their desks. Three pupils also liked communicating with different people.

The activity aimed at promoting speaking for accuracy and integrating movement into the learning process. The fact that the pupils viewed the elements of speaking and movement as benefits contributed to fulfilling the main aims.

4. What have you learnt? (more options possible)

In pupils' opinions, most of them (8) claimed that they learnt articles as well as information about chosen countries (9). Since articles were the target language, it is positive that the pupils themselves perceived it as something they learnt. Together with the result from the previous question, from the pupils' perspective, the goals of the activity were achieved.

Test analysis

In order to identify the efficiency of the activity in terms of accurate speaking, together with the questionnaire, the pupils were asked to complete a short test based on adding articles to geographical names (see Appendix 5).

Seven pupils completed the test with 100% success. The rest of the pupils made only one mistake each. Surprisingly, two times the definite article with 'Europe' appeared. This may be influenced by the term 'the European Union' which the pupils probably encounter very often. Still, the overall result is 92 %, which is a very positive result. This may prove that the activity was very effective as far as speaking for accuracy is concerned.

Delayed test analysis

In two months' time a delayed test was given to the group to complete. It was designed to find out how much of the target language the pupils managed to keep in

their long-term memory. It was a short test with five sentences which contained various geographical names (see Appendix 3b).

Six pupils had all the answers correct. Three pupils added the definite article to 'Europe', but two of them were different pupils from those who used this combination in the first test. They may have mistaken it for the European Union, too. One pupil used the definite article with 'Rome'. The reason is unknown. However, I would attribute it to overthinking, as I would not expect any of the pupils to say for example 'the Varnsdorf' or 'the Prague'.

Still, four mistakes out of fifty items makes 92% success, which is, concerning such a difficult subject matter, a very good result. This shows that the activity contributed to pupils' learning and retention.

Overall, this activity proved to be motivating, engaging, and efficient.

5.3 Lesson plan 3

Movement-based activity: *Shopping*

Group: 6th grade (11-12 years old)

Time: 45 minutes

Target language: Phrases useful for shopping (*Can I have ...?, How much is it?, It's ... £., Here you are., I'm sorry, we don't have any.*)

The aim of the activity: To try out shopping in English and practise useful phrases in the spoken form to enhance pupils' speaking for accuracy; to integrate movement to increase pupils' learning and motivation.

Learning objectives: After the lesson, Ps will be able to carry out basic shopping.

Purpose / Rationale: To learn and practise using phrases needed for basic shopping, and thus enhance pupils' accuracy; to give pupils possibility to have some physical

activity; to practise the target language while revising previously learnt vocabulary; to experience an activity that partly corresponds with the topic of the unit – In the town.

Assumed knowledge: Most of the vocabulary needed for the activity (names of shops, items on shopping lists); some grammar that the phrases contain (present simple, articles, some/any).

Anticipated problems: Some features of the target language might be completely new (*Can I have ...?*, *How much is it?*) and thus difficult for some pupils – T closely monitors Ps and helps when necessary; instructions might be difficult to understand in English – T uses Czech.

Materials: whiteboard and markers, realia – goods brought by T, cards with names of shops, shopping lists

1. Lead-in 2 min

T asks Ps if they like shopping and if yes, then where.

T: *“Who likes shopping? Raise your hands.”*

T: *“What is your favourite shop?”* – P1: *“I like supermarkets.”*, P2: *I like shoe shops.”*, etc.

T: *“What other types of shops do you know?”* – P1: *“Newsagent.”*, P2: *“... ”*, etc.

T: *“Excellent! We’ll go shopping today!”*

Aim: To revise types of shops Ps know; to motivate Ps for the main activity; to link the content of the previous lessons with the main activity.

2. Pre-teaching: Vocabulary 10 min

Together with Ps, T revises, elicits, or introduces needed vocabulary with the use of realia. New words are written on the board and their pronunciation is practised.

T: *"We'll go shopping today, but we'll have more types of shops. For food – fruit, vegetables, bread, cheese, etc. – you go to a GROCERY. Please repeat after me – grocery."* – Ps: *"Grocery."*

T: *"Where do you go for the newspaper?"* – P: *"To the newsagent."*

T: *"Yes, very good. People go to the NEWSAGENT to buy newspapers, bus tickets, or cigarettes."*

T: *"Where does a doctor send you to buy some medicine?"* – *"To the CHEMIST'S."*

T: *"Yes. And in the United Kingdom, for example, you can also buy shampoo or toothpaste at the chemist."*

T: *"Where do you buy shoes?"* – P: *"In a SHOE SHOP."*

T: *"Yes. And if you want to buy a book, where can you go?"* – P: *"To a BOOKSHOP."*

T: *"Yes, excellent. You can buy books, dictionaries, or notebooks in a bookshop."*

T: *"The last shop is called STATIONER'S. You can buy paper, pens, or notebooks there. Please repeat after me – stationer's." – P: "Stationer's."*

T: *"There are some things you can buy in our class shops today. What is this?"* – P: *"It's an apple."*

T: *"Yes. And what is this?"* – P: *"A banana."*

T: *"That's right. What is this?"* – P: *"It's water."*

T: *"Good. And the water is in a BOTTLE, so it's A BOTTLE OF WATER. Please repeat after me – a bottle of water." – Ps: "A bottle of water."*

T: *"Where can you buy these things?"* – P: *"In the grocery."*

T: *"Excellent. You can buy food in the grocery. Ok, what is this?"* – P: *"It's a book.", etc.*

Aim: To introduce needed vocabulary, and thus prepare Ps for the main activity.

3. Pre-teaching: Phrases 8 min

T introduces or elicits phrases which are necessary for the activity. She writes them on the board in order for Ps to see them during the main activity. Pronunciation is practised.

T: *“Now, we’ll have a look at some language you need for your shopping. The person who works in a shop is a SHOP ASSISTANT and the person who goes shopping is a CUSTOMER. Repeat after me – shop assistant, customer.” – Ps: Shop assistant. Customer.”*

T: *“Ok. What is the first thing you say when a customer enters the shop?” – P1: “Good morning.”, P2: “Hello.”*

T: *“Yes, you can say ‘Good morning.’, ‘Good afternoon.’, or just ‘Hello.’. Please repeat after me – Good morning.” – Ps: “Good morning.”, etc.*

T: *“Ok. In the shop you want to buy e. g. a book. Does anyone know how to say it?” – Ps: ...*

T: *“You say: ‘Can I have a book, please?’ Please repeat after me – Can I have a book, please?”- Ps: “Can I have a book, please?”*

T: *“Now, the shop assistant gives it to you and says ‘Here you are.’ It means ‘Tady máte.’ Repeat after me – Here you are.” – Ps: “Here you are.”*

T: *“The customer now wants to know the price, the cost. How can you ask?” – Ps: ...*

T: *“You say ‘How much is it?’ – Kolik to je?. Repeat after me – How much is it?” – Ps: “How much is it?”*

T: *“How do you answer this question?” – P: “It’s”*

T: *“Yes, very good. It’s £1 /one pound/. It’s £2 /two pounds/. Pound is ‘libra’, the money in the UK. Please repeat after me – one pound, two pounds.” – Ps: “One pound, two pounds.”*

T: *“The customer gives the money to the shop assistant and says ‘Tady máte.’ How do you say it in English?”* – P: *“Here you are.”*

T: *“Yes, great! Now, you just say ‘Thank you. Bye.’ Repeat after me – Thank you. Bye.”* – Ps: *“Thank you. Bye.”*

T: *“If you come to a shop and they don’t have the thing you want, what does the shop assistant say?”* – P: *“I don’t have it.”*

T: *“Yes, you can, or ‘We don’t have any.’ Repeat after me – We don’t have any.”* – Ps: *“We don’t have any.”*

T: *“And the customer can say ‘Ok, that’s fine. Thank you.’ Repeat after me – Ok, that’s fine. Thank you.”* – Ps: *“Ok, that’s fine. Thank you.”*

Aim: To introduce needed phrases, and thus prepare Ps for the main activity.

4. Rehearsal 5 min

Ps work in pairs and practise the dialogue presented in the previous stage. Each of them practises both roles.

T: *“Now, try the dialogue in your pairs. One of you is the customer and one of you is the shop assistant. Then, exchange your roles. Everything costs 1£.”*

Ps are practising the dialogue in pairs.

Aim: To rehearse the dialogue for the Ps to be able to use the language without much difficulty in the main activity.

5. Shopping activity 18 min

Ps are divided into two groups: a group of shop assistants and a group of customers. Shop assistants choose their shops, find places for them in different parts of the classroom, and arrange their goods. Customers get a shopping list of four items (see Appendix 6). Their task is to buy at least three items (real objects such as a banana, a

book, a bottle of water, ...) from three different shops using the vocabulary and phrases practised previously. Each item costs £1.

T: *“We’ll now go shopping. There are five shops, so we need five shop assistants. Who wants to be a shop assistant now? Ok, come here, take one card with the name of the shop and take the things you need. Then, find your places in different parts of the classroom and prepare your shops. The rest of you are customers. I’ll give you each a shopping list with items to buy. You need to bring at least three things from three different shops. Both customers and assistants use the language that is on the board. Everything costs 1£. You can go shopping now.”*

Ps do the shopping, T monitors and facilitates the activity, and corrects mistakes when needed. When the shopping is finished, Ps have to say what items they have. Then, they exchange their roles and a new round of shopping starts.

T: “Now tell us what you have.” – P1: *“I have a pen, an apple, and toothpaste.”*, P2: *“I have...”*, etc.

T: *“Great. Change your roles now. Shop assistants, choose your shops, take the things back and prepare your shop. Customers, here are your shopping lists. Use the articles if they’re written on the list. Bring at least three things from three different shops. You can go shopping now.”*

Aim: To practise language useful for shopping; to increase Ps’ accuracy in spoken English; to integrate movement into the lesson.

Thesis focus: Speaking for accuracy

The activity was designed to require the use of presented phrases only. Hence, there is a narrow range of language items to use. Pupils then produce and hear the same phrases all over again, and also have plenty of opportunities to practise using the

phrases and reacting to them. This should lead to consolidation of pupils' accuracy in spoken English.

Thesis focus: Movement

There are five or six stations spread all over the classroom. On one side, there are shop assistants who bring their goods to their stations, arrange them in the shops and then handle the objects when selling them. On the other side, there are customers who are asked to walk around the classroom and go at least to three different places and buy three items and then present them. This provides about 20 minutes of movement and some object handling.

6. Closure 2 min

T asks Ps if they liked the activity. Then, summarizes what has been done reminding them of the most weighty mistakes, and praises them for their activity.

Aim: To close the lesson, to assess Ps' work.

Teacher's reflection

From the very beginning of the lesson the pupils were very enthusiastic about the main activity. When they saw me bringing a bag with objects to the lesson, they were curious about the content of both the bag and the lesson, and after they found out what was going to happen, they got excited about it. They actively participated in all stages of the lesson and noticeably enjoyed all of it, and the main activity in particular. Evidently, an activity based on a real situation and using realia was a suitable choice for this group of learners.

In the lead-in stage the topic of the lesson was introduced, a connection between the content of the previous lessons and the main activity was made, and it

helped the pupils to revise types of shops they already knew. It also served as a bridge to the next stage – vocabulary pre-teaching.

The stage of pre-teaching vocabulary was necessary to introduce the types of shops the pupils did not know. This helped them to recognize to which shop to go for specific goods in the main activity.

In the stage of pre-teaching phrases the pupils learnt essential expressions that they needed to use in the main task. Since the pupils in this group are mainly beginners, some of the phrases were new for them. Therefore, the activity was designed to require only basic phrases to make it manageable. This stage together with the rehearsal stage helped the pupils to fulfil the task in the following stage successfully.

As a result of the preceding preparation and the above mentioned pupils' enthusiasm, the main activity went smoothly and the task was fulfilled successfully. Most of the pupils followed the instructions and used the language without much difficulty. However, some of them struggled with using the phrases. These were especially weak complete beginners who had not mastered the basics of the language very well yet. There were the phrases on the board for them to refer to and the teacher did her best to facilitate their production. Thus, they managed to bring the task to completion. Apart from that, the pupils occasionally needed some extra language or found it difficult to find the right expression. Then, there was the teacher to aid them, or they had to find their own way to communicate their intentions.

As also mentioned above, they were all actively engaged in the activity and evidently enjoyed it.

Therefore, the activity seemed to have met the aims, which will be further demonstrated in the questionnaire and test analysis.

Questionnaire analysis

In the following lesson, the pupils were asked to complete a short questionnaire to find out how they viewed the “shopping lesson”, whether they liked it and would enjoy such activities more often. Since the pupils in this group are beginners, the questionnaire was written in Czech (see Appendix 7).

Ten pupils who participated in the activity filled in the questionnaire.

1. Did you like the activity?

Nine pupils out of ten answered ‘Yes.’ and only one chose ‘I don’t know’. It is a very positive result which confirms the pupils’ attitude described in the teacher’s reflection. They enjoyed the learning situation in which they could act as if they were in a real situation, use their knowledge and abilities while moving around the classroom, and do something meaningful.

2. If your answer in the previous question was yes, what did you like about the activity? (more options possible)

In this question, the pupils could choose one or more options and / or add their own answers.

All pupils appreciated the fact that they learnt to use English in a specific situation, four pupils liked communicating with different classmates, and eight of them enjoyed moving around the classroom instead of sitting at their desks. Two pupils added other reasons: “It was fun.” And “It was an entertaining form of learning.”

This demonstrates that the pupils welcomed the opportunity to use their English purposefully and to perform a task in an unusual arrangement. Some of them also found it entertaining.

With respect to the aims of the activity – the enhancement of speaking for accuracy, integration of movement, and increase of motivation, from the pupils’ point of view the aims were fulfilled.

3. Would you like to do similar activities more often?

All pupils expressed that they would enjoy participating in similar activities more often. This confirms the fact that occasional integration of such activities would be beneficial in terms of increasing engagement and motivation.

4. What have you learnt in the lesson? (more options possible)

In the pupils’ opinions, six of them learnt new vocabulary, nine learnt how to do shopping in English, and two stated the same additional reason – learning new phrases.

To gain some practice in shopping was the objective of the lesson, and thus it seems to have been successful.

Test analysis

The second part of the feedback was a short test on phrases learnt and practised in the activity (see Appendix 7). The first task was to order mixed words to make correct sentences, and then to order the sentences according to their most probable sequence in a shopping situation.

Seven pupils had it all correct. Three pupils had one or two errors in the word order (e. g. ‘How is it much?’, ‘Here are you.’). These were complete beginners for whom this language was completely new and probably not acquired properly before the activity. All pupils managed to order the sentences in a way that was acceptable as there were several possibilities to do so. Only one pupil – one of the complete

beginners – started the conversation in an unacceptable way – she started the conversation with the phrase ‘Here you are.’

This leads to the conclusion that the activity was predominantly effective in terms of increasing pupils’ accuracy in spoken English. However, for complete beginners more preceding practice would have been beneficial.

5.4 Lesson plan 4

Movement-based activity: *Moving photos*

Group: 7th grade (12-13 years old)

Time: 45 minutes

Target language: Instructions for bodily postures

The aim of the activity: To learn and practise giving instructions for bodily postures to enhance pupils’ speaking for accuracy; to integrate movement to increase pupils’ learning and motivation.

Learning objectives: After the lesson, Ps will be able to give instructions for bodily postures.

Purpose / Rationale: To learn and practise giving instructions connected with body movements, and thus enhance pupils’ accuracy in spoken English; to provide Ps with moderate physical activity; to experience an activity that is connected with making a product – photos.

Assumed knowledge: Some vocabulary needed for the activity (parts of the body; touch something, turn /around, right, left/, put something up, ...); grammar connected to giving orders and instructions – positive and negative imperative.

Anticipated problems: The target language might be challenging for Ps – T monitors Ps and helps when necessary; Ps may not be equipped with enough language – they

will be taught the phrase ‘Do like this.’ which they will be allowed to use together with showing a particular posture.

Materials: whiteboard and markers, worksheet, computer, projector, PowerPoint presentation with photos, camera

1. Lead-in 3 min

T gives Ps orders they probably know. Ps perform the actions.

T: *“Now, listen and follow my instructions: Stand up. Close your eyes. Open your eyes. Put your hands up. Touch your shoulders. Sit down.”* Etc.

Aim: To see and to show Ps how much TL they know; to introduce the content of the lesson.

2. Pre-teaching vocabulary 10 min

Ps get a worksheet with pictures and verbs to match. It contains verbs needed for giving instructions connected with movement and bodily postures (see Appendix 8).

T: *“We’ll now learn more instructions. I’ll give you a worksheet. There are pictures and verbs or phrases. They describe the actions in the pictures. Your task is to match the verbs with the pictures. For example, what is in the first picture?”* – P: *“Put your hands up.”*

T: *“Yes, that’s correct. Now, work on your own to match the rest. You have 5 minutes.”*

Ps are completing the task. Then, the results are checked and pronunciation is drilled.

Aim: To introduce TL.

3. Rehearsal

5 min

First, T gives the learnt instructions to Ps to perform. Then, Ps give instructions to their peers.

T: *“Let’s try now. Stand up. Turn to the right. Face the board. Put your right hand on your left shoulder. Lean forward.”* Etc.

T: *“Now, give instructions to your classmates. For example, Adam says ‘Put your hands up.’, so all of you do it. Then, you can go back to your first position and another person gives you a new order. Adam, you can start.”*

Aim: To rehearse giving and following instructions for Ps to be ready for the main activity.

4. Moving photos activity

25 min

The aim of the activity is for some Ps, according to given photos (See Appendix 9), to give instructions for the others who cannot see the photos to follow the commands and to make as similar photos as possible.

The class is divided into two groups that will compete with each other in trying to make the best imitation of given photos. Both groups are given their photos at the same time. There are eight photos for each group altogether. The photos depict people or groups of people in some postures or doing some activity. There are one or two pupils in each group who can see the group’s photo, but the rest of the group stands with their backs to the projector, and thus cannot see the photos. The instructors’ task is to give as good instructions as possible, so that the rest of the group is able to imitate the photo. Then, T takes a picture of each group for Ps to compare the resulting photos with the original ones.

T: *“We’ll play a game now. Please make two groups of 5 or 6. Each group gets a photo which only some of you will be able to see. The person who can see to photo*

will give instructions to the others in the group who won't be able to see the photo. Those who cannot see the photo will do what their instructor tells them to make similar photos. I'll then take a picture of you. Let's have an example. Katka will give instructions to her group. She stands here and her groups stand here with their backs to the board. I'll show a picture to her. Katka, can you give instructions to your group?" – Katka: "Yes."

T: "How many people do you need?" – K: "Three."

T: "Tell your group there are three people and choose them." – K: "There are three people. Jakub, Ester, and Adam go to the front."

T: "Ok. Now give them instructions." – K: "Turn around and face the board. Jakub, put your hand on Ester's shoulder. Ester, stretch your arms" Etc.

T: "Great. Look at them. Is it ok? Is it similar to the original photo? This is what you'll have to do. You'll have eight photos for your group, so all of you will give instructions. Somebody can always help you, but there is one of you who is the main instructor, who gives main instructions. There are always two photos at the same time – on the left it is for this group and on the right it is for this group. You have 2 minutes for one photo. After each photo, you exchange your roles, so that each of you gives instructions but stands in the photo as well. If you don't know how to say something you can show it and say 'Do like this.', but try not to use it very often. Can we start? Who are the instructors? Ok, the first picture is there. You can start now."

Ps perform the task while T monitors and facilitates the activity.

Aim: To practise giving instructions in the correct spoken form to enhance speaking for accuracy; to integrate movement into the learning process; to provide motivating and entertaining activity with a resulting product.

Thesis focus: speaking for accuracy

The pupils produce and hear the instructions several times. They also change their roles throughout the activity, and thus they all experience both input and output of the target language. The pictures were carefully chosen to allow the pupils to use the learnt instructions more than once. This should help them to internalize the target language, and hence to improve speaking for accuracy. When choosing the photos, attention was also paid to the language needed for their successful imitation to make sure the pupils are equipped with sufficient language.

Thesis focus: movement

For about 20 minutes pupils engage in the activity. They constantly change their roles, which allows them to experience both giving instructions and moving when following them. Those who follow the instructions are asked to move or do postures in a given way. Those who give instructions sometimes need to show the postures themselves, which also requires some movement. All of the pupils then get engaged in a moderate physical activity.

5. Closure 5 min

If time permits, T shows the newly created photos to Ps. If not, this stage will be left for the following lesson.

Aim: To show Ps the results of their activity.

6. Conclusion 2 min

T evaluates the lesson, summarizes what has been done and praises Ps' work and activity.

Aim: To close the lesson, to assess Ps' work.

Teacher's reflection

The pupils very much enjoyed the main activity, were eager to compete and seemed very excited about it. The arrangement was suitable for the age group, but the level of the language was set higher than the pupils were able to manage. This had some negative effects on the aims of the activity, as will be explained below.

In the lead-in stage the core of the main activity – giving and following instructions involving movement – was presented. Hence, the pupils got a partial idea of what was going to happen in the lesson.

Since the target language was not the content of the previous lessons, it had to be taught and learnt in this lesson. Together with the following stage – rehearsal, it prepared the pupils for the main activity. Nevertheless, the target language was new and difficult, and as a result, the pupils were not able to use all the expressions with ease and they also lacked some vocabulary. Consequently, in terms of the language practice, the main activity was not as efficient as expected. The pupils were not ready to use all the instructions learnt. This was mainly due to the fact that for such challenging vocabulary, there was not enough previous practice. The pupils needed more preceding stages to internalize the target language. Moreover, the pupils were not asked to use specific language items, and thus they used language that was easy to use for them. They scarcely used or struggled to use completely new expressions and used the instruction 'Do like this.' very often. Still, as stated previously, they participated in the activity with great eagerness and noticeably enjoyed it.

The activity took shorter than expected, and thus there was enough time for the closure stage. The pupils were very excited when they saw the photos, had fun with them, and enthusiastically commented on their quality. This activity seemed to have

had a motivating effect and raised spirits in the classroom. Thus, the second aim of the activity – to motivate pupils – was fulfilled.

For the following lesson, a PowerPoint presentation with the pupils' resulting photos taken by the teacher during the activity was prepared (see Appendix 10). On one slide there was the original photo together with the pupils' photo to allow comparison. The class's task was to vote for three best photos. This enabled pupils to see the outcome of their work and also how much they are able to do with their English. This was another motivation aspect of this activity which was only partly successful with regards to the assigned language practice, but overwhelmingly effective in terms of motivation increase.

Questionnaire analysis

In order to find out what the pupils thought of the activity, a short questionnaire was given to them to complete (see Appendix 11). It was in the following lesson and eleven pupils who participated in the activity filled it in.

1. Did you like the activity?

The vast majority (10) liked the activity and one pupil did not mind it. The reason why they liked it was mostly because it was fun or entertaining (8) and also because it was a lot of practice (1).

This confirms the teacher's observation that the pupils enjoyed the activity and it was motivating for them.

2. Would you like to do similar activities more often?

Correspondingly with the responses to the first question, the whole group would appreciate doing similar activities more often. This means that using activities of this kind would be beneficial to increase motivation and engagement.

3. What were the benefits of the activity? (more options possible)

The pupils mostly welcomed the opportunity to speak English (10) and work in groups (8). Only one person appreciated moving instead of sitting at the desks. In spite of this fact, as a whole it is a satisfactory result since one of the main aims was to practise speaking.

4. What did you learn?

None of the pupils had the feeling that they learnt nothing. On the contrary, all of them got the impression that they learnt how to give instructions for bodily movement. One pupil stated that he or she learnt to speak more English.

Since practising giving instructions for movement was the objective of the activity, this is a very positive result. However, it was rather difficult for this age group to realize other benefits than the provided ones, and thus the results need to be viewed with caution.

Test analysis

Another part of the feedback was a short written test (See Appendix 11). There were pictures which depicted some actions and the task was to write down the names of the actions or the instructions for such actions.

There were 7 items in the test, which makes 77 items altogether. 47 out of these 77 were correct (with some acceptable modifications), which makes the success of 61 %. Some answers (13) were partly correct – for example ‘bend forward’ instead of ‘lean forward’, ‘touch your legs’ instead of ‘touch your toes’ or ‘bend forward’, or ‘do like this’ instead of the specific instruction.

All in all, this is not a very good result, which could be attributed to the fact that the language was difficult for the pupils and not practised enough. It shows that the target language needs to be practised sufficiently before it is produced.

Delayed test analysis

With the intention to learn how much of the target language remained in the pupils' long term memory, one month later they were asked to translate four instructions (see Appendix 12).

Nobody remembered the expression 'lean forward', only some pupils remembered the word 'forward'. The rest of the test with less problematic commands such as 'Turn around.' or 'Put your hands up.' was completed with 100% success. This shows that the pupils were able to acquire phrases which were not completely new for them and, on the contrary, it confirms the previously stated fact that there was not enough practice of the newly learnt words and that some of the expressions were rather advanced, and thus difficult for the pupils to remember.

To increase the efficiency of the activity, there would either have to be more practice before the performance, or the activity would need some modifications with regards to the target language, such as choosing different photos which would require using less advanced phrases, or creating pupils' photos without imitating original ones.

Discussion

The first aim of the thesis was to point out the importance of practising accuracy in spoken English as an essential part of the learning process and to present a number of possible ways to reinforce correct spoken production. The second aim was to demonstrate benefits which the integration of movement into the learning process brings for the learners and, accordingly, to find suitable activities which would allow such integration. Thus, the task of the thesis was to design and test in practice activities which would include both these aspects – accuracy practice and movement.

The activities were designed according to the theoretical findings which confirmed that, first, practising accuracy in an essential part in gaining both correct and fluent speaking skills, and second, involving movement in the learning process helps to make learning more effective and motivating for pupils.

The objective of the practical part was then to apply theories and methodological principles to planned activities in lessons of English and to assess their benefits as well as their limitations. To achieve the aim, research questions were formulated at the beginning of the practical part.

1. Is it possible to design movement-based activities that will correspond with the content of the lessons?

Focusing on the issue of how to design movement-based activities so that they correspond with the content of a particular lesson, the research shows that these activities need to be thought through carefully in order to be relevant. Not all activities aimed at movement automatically involve accuracy practice, and vice versa. As the selected activities may not primarily focus on the subject matter

practised in specific lessons, it is necessary to adjust the activities in order to cover all the components – movement, accuracy practice and content of a lesson. Some activities, for instance *Shopping* and *Moving photos*, meet these criteria and it is not necessary to modify them. However, they need to be used in specifically focused lessons in which given language is practised. On the other hand, activities such as *Onion quiz* or *Travelling around the world* were easily adaptable to the content of the lesson, and thus the pupils benefited from practising the target language previously to respective activities.

2. Are movement-based activities effective as far as practising speaking for accuracy is concerned?

The activities during which the pupils moved required them to repeat chosen structures and they also repeatedly heard these structures from their peers. In this way they practised accuracy in speaking. The movement involved also led to increase in pupils' concentration and memory enhancement, as was also declared by Jensen (2005, 35-38). The results from tests and delayed tests confirmed this. It showed that the designed activities were mostly effective when speaking for accuracy was practised.

The outcomes also show that for effective production it is crucial to provide learners with appropriate prior practice. Scrivener (2011, 157) supports this by stating that to make a new language item part of the personal stock of language, learners “need to have exposure to the language; they need to notice and understand items being used; they need to try using language themselves in ‘safe’ practice ways and in more demanding contexts; they need to remember the things they have learnt”. In all the analysed lessons, this procedure was followed, which helped the pupils to succeed in learning and acquiring the target language.

Nevertheless, the activities that required complex knowledge of the target language and thus followed the content of preceding lessons (*Onion quiz, Travelling around the world*) proved to be more successful than those focused on single items that were revised or introduced just before the activity (*Shopping, Moving photos*). This means that the more complex approach to teaching and learning a specific language feature is employed, the better results can be achieved.

Overall, all the activities were useful and effective as far as practising speaking for accuracy is concerned and contributed to the pupils' enhancement of correct spoken production.

3. Are activities based on movement and focused on promoting speaking for accuracy engaging and motivating for pupils?

The implementation of the movement-based activities focusing on promoting speaking for accuracy was further analysed from the perspective of engagement and motivation of the pupils. The tested activities have proved to be remarkably effective in terms of both engagement and motivation. According to the pupils' answers in the questionnaires, the majority of them liked the activities and would welcome regular integration of similar activities. From the teacher's observation it also became clear that the pupils were fully engaged when fulfilling the tasks connected with these activities, participated enthusiastically and evidently enjoyed them. This correlates with the findings presented in the theoretical part: First, movement in lessons can increase engagement and motivation. Second, engagement contributes to motivation, and vice versa. And then, engagement and motivation lead to augmentation of learning.

Nonetheless, there were a few pupils whose attitude towards relevant activities was neutral or negative and who would not want to participate in such activities very

often, which leads to the conclusion that all pupils are different and have different needs and preferences, and thus methods and activities employed in the lessons should vary and their use should be balanced.

It should also be considered that the scope of this thesis is not broad enough to collect a great number of samples, and the practical research is thus limited to a rather small number of participants. Therefore, although the research is overall viewed as successful and its results are positive, there appeared some limitations that notably influenced the findings. First, only a short-term study was carried out with a narrow range of activities and a limited number of groups. The positive results can then only be perceived in a short-term horizon and it would be useful to verify efficiency of the activities with their long-term effects. Second, there were only a small number of respondents participating in each activity. Hence, it is not possible to generalize the results which only apply to the chosen group of pupils. Besides, most of the participants were learners with very good school results, and therefore, it is not possible to state with no hesitation that the positive results can only be attributed to the activities employed, as they might be influenced by this factor, too. As a consequence, the results cannot be held as conclusive. On the contrary, even a small sample of evidence may serve as an illustration of a possible way to approach learning and teaching a foreign language, and potentially also as a basis for further research.

Finally, it should be also noticed that the pupils were tested in written form while the focus was on speaking, and thus the results are not as consistent as if oral testing were used. This was mainly due to the character and the scope of the thesis which did not allow oral testing of individual pupils. On the other hand, as the aim

was to practise accuracy, written tests provided proof that the pupils remembered the phrases needed for speaking, and mostly also in the correct form.

After each lesson, the pupils also completed short mini questionnaires which served as a form of feedback for both the teacher and the pupils. For the teacher, such feedback was a source of information about pupils' attitudes towards the activities selected for the research and their preferences with regard to similar activities performed in the lessons. The pupils' responses showed that the activities were particularly valuable in terms of pupils' engagement and motivation and its enhancement as they very often mentioned that they would welcome integration of similar activities with higher frequency. The pupils, on the other hand, could realize what types of tasks they took part in and what were the benefits of these. This is particularly important for any activity in lessons of English. When pupils realize the purpose of the activities they are engaged in, the lessons make sense for them.

Conclusion

The main objective of EFL classes is to prepare pupils for real-life situations, and for this purpose a range of methods and activities are used. One possible way is the integration of movement which leads to augmentation of children's physical activity and assists in intensifying their learning in terms of both cognitive and affective processes. In both parts of the thesis – the theoretical and the practical, this claim has been proved to be correct to a certain extent. The theoretical findings justified benefits concerning both the cognitive and the affective aspects, while the results presented in the practical part confirmed its value especially in connection with the emotive processes such as engagement and motivation.

The results showed that it is possible to practise speaking through activities which involve movement and that this strategy leads to enhancement of learning and retention. Such activities can be a useful and effective tool for EFL teachers to boost their pupils' learning by respecting their needs and increasing positive attitudes towards lessons.

Also, the outcomes have brought assets for the author of the thesis who will be, based on the experience, able to modify and improve activities with similar focus for her own teaching practice, and thus provide effective and at the same time enjoyable learning for her pupils.

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Appendix 1

Who / the famous buildings in Barcelona / design	(Antoni Gaudí)
Where / Mattoni / make	(Karlovy Vary)
In which century / the printing press / invent	(15th century)
Who / <i>the Lord of the Rings</i> / write	(J. R. R. Tolkien)
Who / telephone / invent	(Alexander Bell)
Who / the song <i>Imagine</i> / sing	(John Lennon)
Who / the song <i>Dancing Queen</i> / sing	(Abba)
In which century / electric bulb / invent	(19th century)
What / 70% of the Earth's surface / cover	(water)
Which language / speak / by the largest number of people	(Chinese)
Who / the <i>Star Wars</i> films / direct	(George Lucas)
Where / Becherovka / make	(Karlovy Vary)

Appendix 2

Exerts

29 May 2017

Onion quiz – questionnaire

1. Did you like the activity?

- a) Yes, I did. b) No, I didn't. c) I didn't mind it.

For a) and b) say why: It was nice

2. Would you like to do similar activities more often?

- a) Yes, it would be great. b) No, not at all.

c) I wouldn't mind it, but not too often.

3. What were the benefits of the activity? (more options possible)

- a) We practised spoken English.
b) We communicated with different people.
c) We moved instead of sitting at our desks.
d) Other: _____

4. What have you learnt? (more options possible)

- a) Nothing b) To use the passive voice
 c) Some general knowledge d) Other: _____

Make the following sentences passive.

Otto Wichterle invented contact lenses. Contact lenses were invented by...

Leonardo da Vinci painted Mona Lisa. Mona Lisa was painted by...

Somebody invented television in the 1920s. Television was invented by...

They hold the Olympic Games every two years. OG are held by them...

Water covers 70 % of the Earth's surface. 70% of Earth surface is covered by water

Onion quiz – questionnaire

1. Did you like the activity?

- a) Yes, I did. b) No, I didn't. c) I didn't mind it.

For a) and b) say why: It was exciting

2. Would you like to do similar activities more often?

- a) Yes, it would be great. b) No, not at all.

c) I wouldn't mind it, but not too often.

3. What were the benefits of the activity? (more options possible)

- a) We practised spoken English.
 b) We communicated with different people.
 c) We moved instead of sitting at our desks.
 d) Other: _____

4. What have you learnt? (more options possible)

- a) Nothing b) To use the passive voice
 c) Some general knowledge d) Other: _____

Make the following sentences passive.

Otto Wichterle invented contact lenses. Contact lenses were invented by Otto Wichterle
 Leonardo da Vinci painted Mona Lisa. Mona Lisa was painted by Leonardo da Vinci
 Somebody invented television in the 1920s. Television was invented by somebody in the 1920s.
 They hold the Olympic Games every two years. The Olympic Games are held by them every two years.
 Water covers 70 % of the Earth's surface. The Earth's surface is covered by water. 70% of

Appendices 3a) and 3b)

a)

Make questions using the passive and then answer them.

Where – Toyota cars – make? (in Japan) - Where are Toyota cars made?

They are made in Japan.

Who – Romeo and Juliet – write? (by Shakespeare) - Who was Romeo and Juliet written by? - It was written by Shakespeare.

How – the White House – build? (by slaves) - How was the White House built?
It was built by slaves.

b)

Fill in the gaps with *a/an, the* or no article.

He has always wanted to visit Rome.

I spent a year travelling around Europe.

Kim went to the United Kingdom to study English.

The Nile is a very long river.

They visited a place in the Andes.

a)

Make questions using the passive and then answer them.

Where – Toyota cars – make? (in Japan) - Where were Toyota cars made?

They were made in Japan.

Who – Romeo and Juliet – write? (by Shakespeare) - Who was Romeo and Juliet written by?
Romeo and Juliet was written by Shakespeare.

How – the White House – build? (by slaves) - How was the White House built?
The White House was built by slaves.

b)

Fill in the gaps with *a/an, the* or no article.

He has always wanted to visit Rome.

I spent a year travelling around the Europe.

Kim went to the United Kingdom to study English.

The Nile is a very long river.

They visited a place in the Andes.

Appendix 4

Choose items which are relevant for your country. Then add definite articles where necessary.

Elbe	English	Mississippi River	Arctic Ocean	French
Severn	Tasmania	Krkonoše Mountains	Alps	Canberra
Pacific Ocean	Washington, D. C.	Highlands	Rocky Mountains	
Great Dividing Range	Czech	Mackenzie River	Sněžka	
Paris	London	North America	Ottawa	Murray
North Sea	Europe	Loire	Pragu	English / French
Mediterranean Sea	Australia			

Country: _____

1. Continent: _____
2. Capital city: _____
3. Language: _____
4. Mountain range: _____
5. River: _____
6. Other: _____

Appendix 5

Kvarta

2 May 2017

Travelling around the World - Questionnaire

1. Did you like the activity?

- a) Yes, I did.
- b) No, I didn't.
- c) I didn't mind it.

For a) and b) say why:

It was something new and different

2. Would you like to do similar activities more often?

- a) Yes, it would be great.
- b) No, not at all.
- c) I wouldn't mind, but not too often.

3. What were the benefits of the activity? (more options possible)

- a) We practised spoken English.
- b) We communicated with different people.
- c) We moved instead of sitting at our desks.
- d) Other: _____

4. What have you learnt? (more options possible)

- a) Nothing
- b) Articles with geographical names
- c) Information about chosen countries
- d) Other: _____

Complete the names with articles where necessary.

E. g. Australia

Pacific Ocean

Mediterranean Sea

River Thames

Europe

French (language)

Rocky Mountains

Washington, D. C.

Travelling around the World – Questionnaire

1. Did you like the activity?

- a) Yes, I did.
b) No, I didn't.
c) I didn't mind it.

For a) and b) say why: we could talk more in English lessons

2. Would you like to do similar activities more often?

- a) Yes, it would be great.
b) No, not at all.
c) I wouldn't mind, but not too often.

3. What were the benefits of the activity? (more options possible)

- a) We practised spoken English.
 b) We communicated with different people.
 c) We moved instead of sitting at our desks.
d) Other: _____

4. What have you learnt? (more options possible)

- a) Nothing
 b) Articles with geographical names
 c) Information about chosen countries
d) Other: _____

Complete the names with articles where necessary.

E. g. Australia Pacific Ocean Mediterranean Sea River Thames Europe French (language) Rocky Mountains Washington, D. C. 

Appendix 6

Ⓐ Shopping list

a white yoghurt

a good book

a pencil

soiled paper

a newspaper

Ⓑ Shopping list

a paper bag

a notebook

chewing gums

soiled paper

a banana

Appendix 7

Shopping (feedback)

1. Líbila se ti aktivita?
 a) ano b) ne c) nevím
2. Pokud jsi v předchozí otázce odpověděl/a ano, co se ti na aktivitě líbilo?
(možno uvést více odpovědí)
 a) Naučil/a jsem se používat angličtinu v určité situaci.
b) Mohl/a jsem komunikovat s různými spolužáky.
 c) Naseděli jsme v lavicích, ale mohli jsme se pohybovat po třídě.
 d) Jiné: Byla to zábavná forma učení.
3. Chtěl/a bys podobné aktivity v hodinách dělat častěji?
 a) ano b) ne c) nevím
4. Co jsi se v hodině naučil/a? (možno uvést více odpovědí)
 a) nová slovíčka b) nakupovat v angličtině c) Jiné: _____

Seřaď správně slova do věty.

- a) much – you – thank – very - Thank you very much.
- b) are – you – here - Here you are.
- c) have – two – can – please – I – bananas ? - Can I have two bananas?
- d) much – is – how – it ? - How much is it?

Nyní seřaď věty tak, jak by při nakupování pravděpodobně následovaly.

1. Can I have two bananas?
2. Here you are.
3. How much is it?
4. Thank you very much.

Shopping (feedback)

1. Líbila se ti aktivita?
 a) ano b) ne c) nevím
2. Pokud jsi v předchozí otázce odpověděl/a ano, co se ti na aktivitě líbilo?
(možno uvést více odpovědí)
 a) Naučil/a jsem se používat angličtinu v určité situaci.
 b) Mohl/a jsem komunikovat s různými spolužáky.
 c) Nesešli jsme v lavicích, ale mohli jsme se pohybovat po třídě.
d) Jiné: _____
3. Chtěl/a bys podobné aktivity v hodinách dělat častěji?
 a) ano b) ne c) nevím
4. Co jsi se v hodině naučil/a? (možno uvést více odpovědí)
a) nová slovíčka b) nakupovat v angličtině c) Jiné: _____

Seřaď správně slova do věty.

- a) much – you – thank – very - Thank you very much.
- b) are – you – here - Here you are.
- c) have – two – can – please – I – bananas ? - Can I have two bananas please?
- d) much – is – how – it ? - How much is it? / please?

Nyní seřaď věty tak, jak by při nakupování pravděpodobně následovaly.

1. Can I have two bananas please?
2. Here you are.
3. Thank you very much.
4. How much is it?

Appendix 8

bend backward

lean forward

put your hands up

stretch

bend forward

turn right

lean backward

turn left

move forward

move backward

turn around

face the wall

touch

put something down



Appendix 9



Appendix 10

Yoga on the beach



St. Patrick's studio



Moving photos – dotazník

1. Líbila se ti aktivita?

- a) Ano, líbila.
- b) Ne, nelíbila.
- c) Nevadila mi.

Pokud jsi zakroužkoval/a a) nebo b), vysvětli proč.

bylo neobvyklé

2. Chtěl/š bys dělat podobné aktivity častěji?

- a) Ano, to by bylo skvělé.
- b) Ne, vůbec.
- c) Nevadilo by mi to, ale ne příliš často.

3. Co bylo na aktivitě nejvíce přínosné?

- a) Mluvili jsme anglicky.
- b) Pracovali jsme ve skupinách.
- c) Nesešli jsme v lavicích, ale mohli jsme se hýbat.
- d) Jiné: _____

4. Co jsi se naučil/a?

- a) Nic nového
- b) Navádět druhé k pohybovým úkonům
- c) Jiné: _____

K následujícím obrázkům napiš příslušné rozkazy.



Moving photos – dotazník

1. Líbila se ti aktivita?

- a) Ano, líbila.
- b) Ne, nelíbila.
- c) Nevadila mi.

Pokud jsi zakroužkoval/a a) nebo b), vysvětli proč.

byla pro mrandu

2. Chtěl/a bys dělat podobné aktivity častěji?

- a) Ano, to by bylo skvělé.
- b) Ne, vůbec.
- c) Nevadilo by mi to, ale ne příliš často.

3. Co bylo na aktivitě nejvíce přínosné?

- a) Mluvili jsme anglicky.
- b) Pracovali jsme ve skupinách.
- c) Neseděli jsme v lavicích, ale mohli jsme se hýbat.
- d) Jiné: _____

4. Co jsi se naučil/a?

- a) Nic nového
- b) Navádět druhé k pohybovým úkonům
- c) Jiné: _____

K následujícím obrázkům napiš příslušné rozkazy.



Appendix 12

Translate the sentences.

Nahni se dopředu. - back forward

Otoč se dokola. - turn around

Zvedni ruce. - put your hands up

Dotkni se své hlavy. - touch your head

Translate the sentences.

Nahni se dopředu. - back forward

Otoč se dokola. - turn around

Zvedni ruce. - put your hands up, rise hands

Dotkni se své hlavy. - touch your head