UNIVERZITA PALACKÉHO V OLOMOUCI

PEDAGOGICKÁ FAKULTA

Ústav cizích jazyků

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II. ročník NMgr. – prezenční studium

Obor: Učitelství anglického jazyka pro 2. stupeň ZŠ a učitelství matematiky pro 2. stupeň ZŠ

USING PRONUNCIATION GAMES IN THE EFL CLASSROOM

Diplomová práce

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OLOMOUC 2017

Prohlašuji, že jsem závěrečnou práci vypracoval samostatně a použil jen uvedených pramenů a literatury.

V Olomouci 20. 4. 2017

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vlastnoruční podpis

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ABSTRACT

The master's project is focused on using pronunciation games in the EFL classroom. It is divided into two parts. The first one is a theoretical one and is aimed at the methodology of games and how they can be used in the EFL classroom. Issue of teaching pronunciation is presented and argued about, as well as aspects like motivation, language acquisition or pupil's activation during EFL lessons. The goal of the theoretical part is to create the basis for the practical one, which contains two researches. The first one was conducted amongst pupils of a secondary school and aims at their experience with playing games, as well as opinion on the importance of teaching pronunciation in the EFL classroom. Moreover, several pronunciation games are listed with the description of their aims, rules, preparations and realisations in a particular school environment, followed by a survey focusing on their effectiveness to teach pronunciation, and meaningfulness to be used again in the future. The second research, conducted amongst secondary school teachers, focuses on their opinion and experience with teaching pronunciation using games in the EFL classroom.

INTRODUCTION

Teaching pronunciation in EFL classrooms is quite a controversial topic. There are numerous different views found among teachers and lectors. While some of them claim that it is a necessary part of teaching English, the others are of a rather opposite opinion. To include pronunciation in the TEFL is every teacher's own decision, yet this work is aimed to show some of the advantages and a specific way to do so, by using games and game-like activities.

It is no surprise that children love playing games with friends and learn many new things while doing so. It is their natural way of interacting with the environment around them. Since birth, children desire to learn about the world around as much as possible, and the best way to accomplish it is by experimenting. By doing so, they perceive the world with all their senses, and process only the information that is relevant to them. When talking about learning a language, there is not much of a difference. Children acquire it, rather than learn, by listening to their parents, mimicking them. Teaching pronunciation through use of games follows this natural approach, as pupils do not even realise they learn new things.

While playing games is viewed as a form of entertainment for pupils, it may be a strong tool for teachers, if handled in the right way. Not only are they amusing, but they often motivate students to participate and cooperate, in order to get the best results and possibly win. While doing so, they are activated, which leads to strengthening of their concentration and willingness to learn. Nevertheless, there are several drawbacks teachers need to be aware of when implementing games in their teaching, since when not dealt with, they might disrupt the entire lesson.

The thesis describes all the above-mentioned issues connected with the use of games to teach and practice pronunciation. What is more, there are five potentially useful games for training pupils' pronunciation included, with their detailed description and pupils' opinion about their effectiveness. The reader of the work should attain a clearer opinion about their advantages, and could take an inspiration from them.

The main goal of the work is to describe the close connection between teaching pronunciation and using games to do so. The basis for it was the fact that teaching pronunciation seems to be neglected at numerous secondary schools in the Czech Republic. The reasons are many, with the examples such as the difficulty of conducting the teaching process, the lack of motivation from both students' and teachers' sides, or the pupils' negative attitude towards conventional teaching methods like drills. A hypothetical question of how this could be eliminated and avoided was asked, with the

potential answer being introducing pronunciation games in the EFL classroom. This solution is inspected and assessed by using two researches, one conducted among pupils of a secondary school, the other among teachers. They are based on three separate questionnaires, with two of them being presented to the pupils (the first assessing their exposure to games and attitude towards learning pronunciation, the other analysing the effectiveness of particular games to do so) and one to the teachers (inspecting their opinion on the issue covered by the thesis). Based on their responses, a conclusion is made, resolving the suitability of the chosen method.

THEORETICAL PART

The theoretical part of the project is divided into two subcategories, one describing various aspects connected with teaching pronunciation in EFL classrooms, the other defining the term game and why and how it could be incorporated to teaching a foreign language class. The main goal still being connecting the two parts to argue, whether it is an effective and meaningful way to approach teaching pronunciation.

PRONUNCIATION AS A PART OF TEFL[1]

The aim of the work is not to define what a pronunciation is, yet this chapter is concerned about several aspects of pronunciation connected especially with its use in the EFL classroom. It focuses on why pronunciation is important to teach and on problems connected with it. A short subchapter is also committed to different models of pronunciation and their use in Czech secondary schools.

I   TEACHING PRONUNCIATION

This chapter is focused on teaching pronunciation in the EFL classroom and associated problems. Issues like why to teach it, factors affecting it, or goals of implementing it in the classroom are described with the aim to highlight its importance.

I.1   WHY TEACH PRONUNCIATION

"A consideration of learner's pronunciation errors and of how these can inhibit successful communication is a useful basis on which to assess why it is important to deal with pronunciation in classroom."[2] This is what G. Kelly (2000) writes in his book *How To Teach Pronunciation* about the importance of concentrating on pronunciation in classroom. He claims that in a situation where a

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[1] TEFL = teaching English as a foreing language
[2] KELLY, G. *How to teach pronunciation*. Harlow: Longman, 2000. How to. ISBN 0582429757, p.11

learner has difficulties in pronouncing a certain word or phrase, a speaker from different language group might not understand at all. Kelly sees this as a major problem, since despite the learner's great knowledge of other aspects of a foreign language (such as grammar or vocabulary), he/she might still suffer from misunderstanding others or from being misunderstood. This issue is also connected with intonation and stress placement. All these aspects of pronunciation are intertwined and cannot exist one without the other. To support his claims, Kelly introduces an example, where a request was poorly understood and an unpleasant situation might occur:

"Do you mind if I OPEN the window?"

In this situation, the sentence stress is put on the first syllable of the word *open*. This, however, might cause a certain confusion, as by stressing this exact word, the meaning of the request might appear rude to a native speaker, suggesting an impatient behaviour. (Kelly, 2000)

Mutonono (2015) draws on her experience as a non-native speaker saying that the correct pronunciation increases learner's confidence. Without it, learners struggle to communicate and are more frustrated. (Mutunono, 2015)

In her article, Helen Fraser (1999) argues, that a poor knowledge of pronunciation may sentence the learners to a lower social or work advancement. She agrees with Kelly that a bad pronunciation may cloak the otherwise great knowledge of other language aspects. Even though non-native speakers are not expected to gain the perfect accent, they still may significantly improve their intelligibility and, what is more, it enables them to freely express themselves. To concentrate on pronunciation from the very beginning might also eliminate potential problems in the future. It is without any doubts that creating bad habits is very easy and very difficult to unlearn, thus hours of hard work could be saved. All in all, Fraser supports the idea that the question should not be *whether* to teach pronunciation, but rather *how*. (Fraser, 1999)

I.2   FACTORS AFFECTING PRONUNCIATION

When both teaching and learning pronunciation of a foreign language, there are many factors affecting the process. Some of them are vital for success and thus should not be overlooked. This chapter provides the reader with some of them in hopes that he/she thinks about them and realizes their importance.

I.2.1 | ATTITUDE

When teaching pronunciation to EFL students, one must consider several factors affecting the process, in order to maximize its effectiveness. In his article, Gilakjani (2012) mentions the learners' *attitude* as the first one. He echoes other researchers' ideas, such as Elliot (1995) or Suter (1976), and states that those pupils who are more concerned about their language proficiency and the way they pronounce, have a higher success of improvement. Another closely connected term with pupils' attitude is so called *acculturation*. This term, as claimed by Gilakjani, is mentioned by Schumman, and means both the willingness of learners to open to the target culture and to integrate in it. This was affirmed by researchers Sparks and Glachow, who argue that students with a more positive attitude towards pronunciation acquisition and learning get better results than those with less positive one. (Gilakjani, 2012).

I.2.2 | EXPOSURE

Kenworthy (1987) describes this factor in two diverse ways. Firstly, there is the exposure of the target language by staying/living among the native speakers. In such case, the learner is surrounded by the language all the time which greatly contributes to their pronunciation improvement. This might mean to live in the UK or USA, where the everyday use of English is inevitable. Such opportunity is priceless for any language learner and should not be underestimated. (Kenworthy, 1987)

The other situation, which is the more common of them, is when learners stay in a non-English-speaking environment, yet use the language in many areas of their lives (e.g. school, work, etc.). Obviously, the language exposure is not as strong in such occasions, in fact it is very difficult to evaluate it. Kenworthy argues that it is not the exposure alone that contributes to the improvement of pronunciation, but also the learner's willingness to respond to the opportunities to listen to and to use English. (Kenworthy, 1987)

To add to this topic, Gilakjani (2012) points at the fact that features like pitch, stress and intonation are hardly obtainable from textbooks or dictionaries. Instead, the best way to train them is through communication with other language users, preferably native ones. The lack of such experience may lead not only to a poor development of pronunciation itself, but also non-linguistic language aspects such as body language, gestures or facial expressions. A great deal of exposure to the target

language ensures a wide development of fluency, control of idiomatic expressions and cultural pragmatics. (Gilakjani, 2012)

I.2.3 | THE FIRST LANGUAGE

The mother tongue belongs to one of the most important factors influencing the development of a second/foreign language. According to Kenworthy (1987), it is important to measure the differences between those two, since the more there are, the more demanding it is to overcome them. This applies not only to the individual sound discrepancies but also to the supra-segmental aspects like rhythm or intonation. Nevertheless, even learners from a completely different language backgrounds than English are able to acquire a near-native pronunciation. (Kenworthy, 1987)

This issue is commented by the AMEP Research Centre (2002) too, saying that pupils of all ages tend to perceive the second language (L2) through their mother tongue. For adults, this might be even worse, as they usually have more developed awareness of the sound system of their first language (L1). Nevertheless, all learners tend to see the sound of target language through the L1 categories. The term *transfer* is associated with this issue, as it is too difficult for some not to use their L1 knowledge when producing L2. It takes place in different contexts, yet learners incline to it more in less formal situations, when they stop paying attention to the form and concentrate rather on the context of their speech. It is suggested for the teachers to have an understanding of the learners' L1 and its sound system. (AMEP Research Centre, 2002)

I.2.4 | INSTRUCTION

Foreign language instruction is another factor that could potentially affect acquiring pronunciation, as argued by Gilakjani (2012). It is usually focused on practising the four basic skills (listening, speaking, reading, writing), thus often leaving not enough space for other language aspects, such as pronunciation. The curricula tend to emphasize pronunciation for beginners, for instance when learning the alphabet, but it hardly ever continues past this. What is more, many teachers consider pronunciation inferior to other systems of language, resulting in neglecting its practice. Other

reason might be the lack of suitable material for teachers, being instead focused on other aspects. (Gilakjani, 2012)

I.3 | PRONUNCIATION TEACHING GOALS

When teaching pronunciation in the EFL classroom, it is important to realise what goals should be set. The question is how good the learners should be and what level should their pronunciation be at. Kenworthy (1987) argues that while in the past the goal would be a native-like pronunciation, nowadays it is believed to be wrong. She supports this by the fact that the native-like form was achieved by only few learners. Their desire of language is rather practical than perfect. Nevertheless, she proposes that there might be certain occupations requiring a native-like level of language. People applying for such jobs should be given an opportunity to perfect their English, yet those who do not need it should not be forced. A vast number of non-native speakers use English just to communicate with others, very often of a different nationality. These people do not have the need to possess a perfect pronunciation to understand each other. This is the reason why for some the goal is not a native-like pronunciation, but as Kenworthy says:

"… for the majority of learners, a far more reasonable goal is to be comfortably intelligible."[3] (Kenworthy, 1987)

John Wells (2005) proposes several questions to be asked when dealing with the goals of teaching pronunciation. The first of them is whether EFL, ESL or EIL[4] is being taught. Each of them has different requirements. While for students in some countries (e.g. India) learning English as a second language is vital, for others it is enough to learn it as a foreign or even international one (e.g. The Czech Republic). The second question is whether the pupils need to be able to interact with native speakers or with non-natives. There might be situations when a communication with a native speaker is needed, yet some learners might never meet any in their lives. Another thing is to consider learners' own desires and preferences. Wells' view is that teachers should neglect neither those who wish to have a native-like proficiency, nor those who suffice with the basic knowledge of communication. (Wells, 2005)

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[3] KENWORTHY, J. *Teaching English pronunciation*. Harlow: Longman, 1987. Longman handbooks for language teachers. ISBN 0582746310. p.3
[4] EFL = English as a foreign langugae; ESL = English as a second language; EIL = English as an international language

Derwing's (2010) argument is that a stand-alone pronunciation classes should be another teachers' goal. This might be very useful for learners with similar difficulties. However, she realises that there might not be enough space for organising these lectures due to the curriculum. Still, pronunciation is, in her opinion, not integrated enough in TEFL. Pupils should be led towards improving their intelligibility and comprehensibility in the EFL classroom. She also states that these two are far more important than accentedness, which she explains as follows:

"Accentedness is a judgement of how much one's speech differs phonologically from the local variety."[5]

On the other hand, comprehensibility is how easy or difficult is one's pronunciation to understand, and intelligibility the degree to which a listener understands the speaker. (Derwing, 2010)

According to AMEP Research Centre (2002), what makes a speaker intelligible are the following facts: overall prosody, phrasing, intonation, word stress, rhythm, syllable structure, voice quality. (AMEP Research Centre, 2002)

Martin (2013) adds 5 simple rules the learners of English should concentrate on when practicing pronunciation: changes to the consonant inventory; additional phonetic requirements; consonant clusters; vowel sounds; stress production and placement. She also argues that it might be counterproductive for some learners, particularly those who meet with native speakers on a regular basis, to acquire a native-like pronunciation, as this could lead to the loss of their cultural identity. Instead, what they might want to do is to aspire for lower levels of the second language pronunciation, in order to show the loyalty to their culture. All in all, her opinion is that the learners should be given a choice to decide on their own. (Martin, 2013)

Helen Fraser (1999) focuses in her research on the question of how to teach English pronunciation. Firstly, she recommends setting pronunciation in a communicative context. By showing the learners a simple model of communication, when listener tries to interpret a message, might help them to connect it to the real situation and give them deeper meaning and motivation (in contrast with a conventional drill). Moreover, it could take the speakers away from the concentration on their own performance, placing it more on the listener's role. It also changes the role of pronunciation from mimicking the native accent to constructing an intelligible speech. (Fraser, 1999)

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[5] DERWING, T. M. *Utopian goals for pronunciation teaching*. In J. Levis & K. LeVelle (Eds.), Proceedings of the 1st Pronunciation in Second Language Learning and Teaching Conference, Iowa State University, Sept. 2009. (pp. 24-37), Ames, IA: Iowa State University, 2010, p.32

Secondly, taking a learner-centred approach is suggested by her. This means to incorporate real communicative situations to teaching and use a more natural way of acquiring pronunciation. Pupils should be encouraged to bring examples of communication failures from real life to comment on the errors and avoid them in the future. This comes in hand with learners' ability to develop so called *critical listening*, enabling them to notice, diagnose and repair their errors. (Fraser, 1999)

II   TEACHING MODELS OF ENGLISH PRONUNCIATION

When teaching pronunciation, there are many ways teachers can follow. The entire world is filled with uncountable variations of English. Adam Brown (1991) talks generally about models as "… someone or something which is used as a standard for the learner."[6] When specified for English pronunciation, it might be understood as the accent presented for the learner to imitate. In his opinion, there are two major English pronunciation models: Received Pronunciation and the General American accent. In his later work (Brown, 2014) he adds that when choosing a model to teach, a selection among other native-speaker accents, such as New Zealand, Canada or Australia, is usually made.

Such a selection comes with its advantages and disadvantages. Among the advantages, he lists the availability of wide range of teaching materials. However, as the major setback he considers the ignorance of learners' own attitude towards them. Not every pupil will use their accent outside of school, and so should not be forced to learn it. What he proposes is to stop looking at pronunciation models as a system of vowels, consonants, stress patterns, etc. What should be done, instead, is to consider it as something which is shared by people from a certain geographical and social environment. However, not even this ensures that two people have the same pronunciation and accent. As an example, he mentions teachers being a kind of a model to their pupils. They speak with a certain accent, influencing their learners. This leads Brown to the idea that everyone should be given the opportunity to make their own choice in selecting the model of pronunciation. (Brown, 2014)

Gerald Kelly (2000) notes that few teachers are able to produce a consistent accent, thus it is important for them to have an awareness of different models of English pronunciation. Such knowledge allows them to identify the pupils' preferences and let them choose their own path to

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[6] BROWN, A. *Pronunciation models*. Singapore: Singapore University Press, National University of Singapore, c1991. ISBN 9971-69-157-4, p.36

follow. Indeed, the answer to which model to teach is not universal. Yet, what teachers may and should do is to separate production and reception of the language, enabling the learners to understand various models, while letting them choose their own when speaking, as long as they are comprehensible. (Kelly, 2000)

III | ASPECTS OF ENGLISH PRONUNCIATION

English pronunciation consists of numerous aspects like stress, vowels, consonants, etc. Nonetheless, Adam Brown (2014) draws on Jenkins' opinion, favouring some of them over others. As he comments, Jenkins identifies the following as critical.

The first are *consonants* which should be mastered by learners with several provisos:

- The rhotic /r/ should be encouraged.
- In intervocalic position, /t/ should be pronounced as an alveolar plosive /t/.
- Most substitutions of /θ, ð/ are allowed.
- Initial voiceless plosives /p, t, k/ should be aspirated.
- The voiceless/voiced differential effect on preceding vowel length should be maintained (e.g. difference between *cart* and *card*).
- Initial consonant clusters are not simplified.
- Medial and final consonant clusters are simplified only according to native speakers' rule of elision.

As the second vital feature of English pronunciation, she considers *vowels*, again with certain exceptions.

- Vowel length contrasts are maintained.
- Regional qualities associated with learner's first language are permissible, if being consistent (with the exception of /ɛː/ which should be maintained).

As the last, but not least, one she considers *stress*, with the nuclear stress production and placement being vital, as well as the division of the speech stream into tone groups. (Brown, 2014)

AMEP Research Centre (2002) proposes a hierarchy which the particular aspects of English pronunciation should be organized in.

Consonants

Vowels

Word stress

Rhythm

Intonation

Voice (quality) setting

Breath

They suggest that proper *breath* and *voice setting* are the foundations of good pronunciation. Teachers with a limited time are advised to start with these together with *rhythm* and *intonation,* before moving to aspects depending on them (e.g. individual sounds like *consonants*). Having said that, the starting point may differ due to the learners' qualities, the composition of the class, or whether a global (starting with larger units – top-down) or segmental (starting with individual segments – bottom-up) approach is chosen. Some authors recommend *stress* as a good starting point, primarily due to its centrality in making meanings and teachability. (AMEP Research Centre, 2002)

Abercrombie (1956) summarizes the issue of selecting the vital aspects of pronunciation as follows: "The learner, instead of being taken systematically through each English vowel and each consonant, and later, if there is time, through the complexities of intonation and rhythm, would have presented to him certain carefully chosen features on which to concentrate, the rest of his pronunciation being left to no more than general supervision."[7]

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[7] ABERCROMBIE, D. *Problems and Principles: Studies in the Teaching of English as a Second Language.* London: Longmans, Green, 1956. p. 37

USING GAMES IN THE EFL CLASSROOM

This chapter describes what a game is and how it can be used in the EFL classroom. An important question of why it should be used for teaching is answered, as well as its advantages and facts teachers should be aware of. The reason behind this is the fact that playing games has become an inseparable part of children's learning process. Through games, children can be presented almost any issue without even realising. What is more, incorporating short games at the beginning of the EFL lesson usually has the effect of activating pupils' minds. The chapter also covers the topic of language acquisition, which can be crucial in pupils' process of understanding a foreign language.

As generally know, playing games is a part of every child's life. Since birth, all children, no matter where they were born, start developing different skills like toddling or talking, and start interacting with the world around. The most natural way to do so is to try everything, to play with everything.

"Playing is not something that we do distinctly apart from daily life. It is a modality of doing things, a mode of human experience, a sort of envelope of what we do that give a specific different hue to the activities that we perform. This mode of experience is natural to children, while it is more difficult to adults."[8]

This is also why teachers incorporate games to their teaching. Not only is it entertaining but, what is more, it is educational for children.

Miller (2008) points at the fact that going to school has become something else than before. Nowadays, it is often considered as a job of the youth, to prepare them to enter the world of adults. He explains this by the performance-based character of today's school curriculum. Since many people tend to consider school as a duty for children, as similar to job for adults, they think there is no place for play. What, however, should be realised is that even though school is compulsory, it might be full of playing as well as working at the same time. (Miller, 2008)

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[8] CHRISTOPHER, T. M. (Ed.). *Games: purpose and potential in education*. New York: Springer, 2008. ISBN 9780387097749.

Definitions of the term *game* may differ; however, it is without any doubts that one of the first things that come to one's mind when talking about games is a fun activity usually involving movement and cooperation. While playing a game, all five senses are used. This leads to training the whole body, both from physical and mental sides, as it brings relaxation, enjoyment, memory training, but, most importantly, education.

Merriam-Webster: Dictionary and Thesaurus defines game as following:

"1. activity engaged in for diversion or amusement,

2. a physical or mental competition conducted according to rules with the participants in direct opposition to each other"[9]

Another definition comes from Salen and Zimmerman (2003): "A game is a system in which players engage in an artificial conflict, defined by rules, that results in a quantifiable outcome."[10]

Wolfgang Kramer (2000) mentions other definitions and descriptions of a game, saying that some consider it a "natural phenomenon: half necessity and half coincidence." Others claim it is an art form. (Kramer, 2000)

Another very important term to clarify is the educational, or sometimes called didactic, game. Gayla S. Keesee (2012) describes it as a game specifically created to train a certain field of a particular subject. Generally, there are three types of educational games: non-digital games, non-collaborative digital games, and collaborative digital games. "A primary advantage of educational games is that students can work on multiple skills and subjects across the curriculum at once."[11] (Keesee, 2012)

To draw on J. Průcha, E. Walterová and J. Mareš's (1998) arguments about a didactic game, it is an analogy to spontaneous children activity. Every didactic game requires its rules, monitoring, and final assessment. Its strongest advantage is the stimulation energizing pupils, and supporting their interest and engagement in the topic, as well as enhancing their creativity, cooperation, competitiveness, making them involve their experience, knowledge and skills. An important

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[9] MERRIAM-WEBSTER: *Dictionary and Thesaurus* [online]. [cit. 2017-03-11]. Dostupné z: https://www.merriam-webster.com/

[10] SALEN, T. K.; ZIMMERMAN, E. *Rules of play: game design fundamentals*. London: MIT, c2004. ISBN 0-262-24045-9.
[11] KEESEE, G. S. *Educational Games* [online]. 2012 [cit. 2017-03-11]. Dostupné z: http://teachinglearningresources.pbworks.com/w/page/35130965/Educational%20Games

characteristic of a didactic game is that many of them are nearing the real-life model situations. (Průcha, Walterová, Mareš, 1998)

It is also important to mention that the latest technologies significantly helped in implementing games in the EFL classroom and give them a whole new definition. Thornbury (2006) calls this "computer-assisted language learning" and claims that computers should be used as a complementation to teaching languages, for example by implementing games. Furthermore, new software is being created constantly, bringing the opportunity to train different skills and aspects of languge, such as pronunciation by speech-recognition software. (Thornbury, 2006)

V | WHY USE GAMES

The process of learning a foreign language is very demanding and takes a lot of time and effort to conduct. As Wright, Betteridge and Buckby (1990) say, it is not only about understanding but often repeating and manipulating with newly acquired knowledge. All this makes it very difficult for the learners to concentrate on and keep their minds sharp. This is where games come to help, encouraging students to keep their interest and motivation to work. (Wright, Betteridge and Buckby, 1990)

There is one thing vital for language learning; its meaningfulness. Wright, Betteridge and Buckby define it as follows:

"… [meaningfulness] is that the learners respond to the content in a definite way. If they are amused, angered, challenged, intrigued or surprised the content is clearly meaningful to them."[12]

All this leads to a better memorization of the language, as the process is more vividly experienced. That is what games are about, and should be accepted as an intense and meaningful practice of language. "They are thus not for use solely on wet days and at the end of term!" (Wright, Betteridge and Buckby, 1990, p.1)

Martinson and Chu (2008) support this idea, adding that by offering a hypothetical environment to the students, games tend to be very effective for learning. Pupils have the freedom to explore alternative ways without having to face the risk of failure. Many different skills are enhanced, such as strategy, flexible thinking, considering alternatives, creativity, or even independence. For

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[12] WRIGHT, A., BETTERIDGE, D. and BUCKBY, M. *Games for language learning*. 2nd edition. Cambridge: Cambridge University Press, 1990. Cambridge handbooks for language teachers. ISBN 052127737x, p.1

example, when pupils are introduced an exercise with a fact-based question, there is usually one answer, limiting the pupils' creativity, hypothetical thinking or personal expression. Such answer is then either right or wrong. Games, on the other hand, allow them to follow different paths, choose from multiple answers. What is more, their participation is improved together with the rise of their self-esteem. And on top of that, games offer a connection with real-life situations. (Martinson and Chu, 2008)

Miller (2008) writes about games in classroom as a tool to connect context to curriculum. "They [games] are used to drill facts, connect ideas, or help students synthesize discrete knowledge."[13] It is important not to forget that games are not always used solely as an educational tool, but much more often simply as time fillers. Most likely every teacher has used games at the end of the lesson to fill the last few minutes. The reason is not only the time itself, but also for pupils to relax after the lesson or review the session. (Miller, 2008)

The importance and advantages of using games are many. Building relationships among the participants is one of them. All have the same opportunities to play the game and thus making them feel equal. A rather weaker pupil in reading might be an invaluable asset for the speaking part of the game, thus having his/her place in the team. The overall atmosphere of the class changes, often creating a very positive one. Seats can be rearranged to escape from a stereotypical environment. By doing so, pupils involve their emotions, which is vital for the learning process (even though certain boundaries are needed, since too strong emotions may be rather unproductive). Another thing is that games suit shy learners more than anything else. The reason is they get a chance to express themselves in front of a smaller audience, as usually games are played in smaller groups. Also, the atmosphere and the nature of games help them to open up and forget about their shyness and the emphasis is often put rather on fluency than grammatical correctness. (Langran & Purcell, 1994)

Masheder (1989) argues that playing games in classroom may also play an important part in many pupils' lives, because the social interactions among young children are slowly deteriorating, especially in large cities, where children tend to stay at home watching TV or playing video games. By showing such pupils various games in classroom and how fun it can be to play with their friends, they might want to spend more time with them and, hopefully, play similar games outside their school. (Masheder, 1989)

Another important term associated with playing games is language acquisition. According to Lemetyinen (2012), one of the first theories of language acquisition were created by Skinner. He described learning as a process being developed by environmental influence, or in other words,

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[13] MILLER, Ch. T. *Games: purpose and potential in education*. New York: Springer, 2008. ISBN 9780387097749.

children learn language by connecting words with concrete meanings. Scientists argue whether it is possible to acquire language without the basic knowledge of its grammar, yet some suggest that if a certain amount of repetitions is introduced to the child, he/she can remember it even without knowing the linguistic rule hidden behind it. As an example, the rule to mark verb with -s at the end of the third singular form is given. (Lemetyinen, 2012)

As far as the term itself is concerned, Thornbury (2006) offers this definition: "…acquisition means the non-conscious and natural process of internalizing the rules of language, as in first language acquisition. This is what is popularly called 'picking up a language' "[14] What is more, he claims that second language can be only acquired. (Thornbury, 2006)

Wang, Shang and Briody (2011) focused on language acquisition in their research and argue that learning by doing, or playing games, is the best way for children to learn a language. They investigate the world around them with all their senses and the learning process should not be different. By playing games, they interact with the language in many different ways. (Wang, Shang and Briody, 2011)

VI | DRAWBACKS OF USING GAMES

While games are an impressive tool for practising or even learning a foreign language, there are certain drawbacks teachers should be aware of. Not every situation is ideal for introducing a game, and such thing should not be forced.

Stojkovič (2011) states four main disadvantages in his research: discipline issues; straying away from the basic purpose of the game (playing too much, lack of learning); students not getting equally involved (due to familiar games); finding games childish and unnecessary. When presented the questionnaire, participants of Stojkovič's research answered similarly to his suggestions. The majority of them did not know the reasons for not using games, yet there were such who were not interested in games and preferred conventional learning, or felt distracted. Teachers answered in a very similar manner too, stating the main disadvantages like "makes a mess in the classroom" or "teachers can't follow the work of the students." However, none of them claimed that games would have a low educational value. Apart from reasons, there might be certain obstacles preventing the use of games

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[14] THORNBURY, S. *An A-Z of ELT: a dictionary of terms and concepts used in English language teaching*. Oxford: Macmillan, 2006. Macmillan books for teachers. ISBN 1405070633.

too. Stojkovič identified some of them: lack of time; limitations due to the curriculum; parents' opinion. (Stojkovič, 2011, p.943-944)

In their research, Wang, Shang and Briody (2011) mention pupils' anxiety to be a very sensitive issue teachers should be aware of. It might occur during playing certain games and causes nervousness or even depression. The cause of it is the pressure from other participants, especially teammates, to deliver the best results and defeat the others. In such cases, what pupils might do is to concentrate on this too much, resulting in straying from the learning part of playing. All this may lead to a creation of a stressful environment. (Wang, Shang, Briody, 2011)

Every advantage comes with a disadvantage and with games it is no exception. While disorder and chaos in the classroom may be a setback of using games, it is always up to the teacher to maintain it and correct it. Even though games give pupils more freedom than a conventional teaching, the authority is still the teacher. Anxiety is, indeed, a difficult drawback to solve, yet there might be certain ways, for instance, to get rid of unnecessary competitive games and focus more on cooperative ones.

VII | MOTIVATION AND ACTIVATION

These two terms are tightly connected and basically cannot exist without each other. Hendrich (1988) has the opinion that to activate pupils means to lead them to actively participate on the learning process, to offer them enough space for a direct work, so that they are not only the object of the process, but also its subject. The pupils' activity depends on their understanding of the curriculum. Other vital part, however, is played by their emotions. (Hendrich, 1988)

This view is supported by Kotrba and Lacina (2007) who claim that experience and human senses are vital for an effective learning process. They draw on Comenius' theory, saying that human senses are the primary source of cognition, and thus should always be incorporated to teaching. To do so, there are many different activating methods, games being one of them. In addition to that, games may serve as a great tool to change the relationships between the teacher and pupils. Activating methods are thought to change the teacher-centred lesson and offer pupils more freedom to express. It turns them from being passive to being active. (Kotrba and Lacina, 2007)

Nevertheless, probably the most crucial aspect influencing activation is motivation. It is understood as conscious motives of behaviour stimulating the pupils' action. A pupil who is properly motivated can focus during lessons much better and works harder both at school and home. What

can serve as an effective way to motivate is the goal of the activity, content of curriculum and its interest towards pupils. (Hendrich, 1988)

Thornbury (2006) defines motivation as follows:

"Motivation is what drives learners to achieve a goal, and is a key factor determining success or failure in language learning. The learner's goal may be a short-term one, such as successfully performing a classroom task, or a long-term one, such as achieving native-like proficiency in the language… [there are] two different sources of motivation: intrinsic (e.g. the pleasure of doing a task for its own sake) and extrinsic (e.g. the "carrot and stick" approach)"[15]

Let us have a closer look at these two types of motivation mentioned by Thornbury. As claimed by Ur (1996), as the name says itself, the extrinsic one is influenced by an external impulse. When talking about games and how they motivate pupils, the external impulse might be the teacher as a monitor, assessor, or even referee of the game. By having such a person "above" them, pupils tend to be motivated to do their best, to achieve the highest score, or to get a positive evaluation. They need to be under a certain amount of pressure, which may come not only from the teacher but also from the pupils, especially when playing a cooperative game, where the result depends on everyone's performance. (Ur, 1996)

However, Ur claims that the intrinsic motivation is much more stimulated by playing games than the other. It is the learners who produce, having its roots in their positive attitude and interest. As being the main pupils' driving force, they should be supported both at the beginning of the game and throughout it. (Ur, 1996)

VIII | PRINCIPLES OF USING GAMES

This chapter's goal is to describe several principles teachers should take into consideration when introducing games in their lessons. They might help them to realise vital aspects for a successful usage of games, and put them into practice.

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[15] THORNBURY, S. *An A-Z of ELT: a dictionary of terms and concepts used in English language teaching*. Oxford: Macmillan, 2006. Macmillan books for teachers. ISBN 1405070633.

VIII.1 | ORGANIZATION

According to Hendrich (1988), games require a proper organisation from teachers' side. They need to prepare it and briefly yet clearly instruct the pupils about the rules which should be strictly obeyed during the play. The teacher leads the pupils through the game, however, should not unnecessarily interfere. It is also inevitable for the teacher to be ready to improvise in certain situations. Not all the time things go as planned, and teachers are expected to swiftly react to any change that may come. Handling such a situation is crucial not only for the sake of the game, but also the teacher's personality and authority. Other very important thing that should not be overlooked is the balancing of groups. Very often there are games requiring teachers to divide their class into groups, and several facts need to be taken into consideration. The groups should be equal in the number of their members, as well as their level of knowledge. This is very important, as every group needs to be given the same opportunity and chance to win the game. (Hendrich, 1988)

VIII.2 | LEARNERS' AGE AND KNOWLEDGE

As is suggested by Langran and Purcell (1994), what teachers need to bear in mind, is that the same game might not be suitable for different groups of pupils. Not only does it have to be relevant to the age of the participants, it also needs to fit their language knowledge. Therefore, it is crucial for teachers to know the class, in order to set the right goal to aim towards. Sometimes it is inevitable to slightly change the game, to adjust it to the needs of the specific group and teachers should not be afraid to do so. (Langran and Purcell, 1994)

While it is true that games might be modified, Hadfield (1990) argues that certain characteristics may suite certain groups, especially when talking about age differences, more than others. As an example, she states that games using repetition are an excellent choice for children of age 6-8, as there are usually not many rules and do not take much time to complete. At the age of 9-11, pupils tend to be more patient, allowing teachers to use longer games with more sophisticated rules. Older than that, games involving teamwork may be introduced. (Hadfield, 1990)

VIII.3 | ERROR CORRECTION

Another issue connected with playing games and learning process in general is error correction. There is a question whether pupils' mistakes and errors should be overlooked during the play, or whether they ought to be corrected immediately. The answer is not universal or simple at all. Forštová-Polívková (1963) has the opinion that fluency is usually more important than a constant focus on grammar correctness. She argues that if a speech was interrupted and corrected every time a pupil makes a mistake, the whole fluency and tempo of the game would be disrupted and might lead to loss of pupils' attention or even interest. When, however, pupils' mistakes and errors prevent a successful completion of the game, they should be warned. Moreover, there might also be games requiring students to create grammatically correct utterances, and, in such occasions, there is no space for errors either. Nevertheless, the most important thing to bear in mind is that games' main purpose is to entertain pupils and motivate them to get better results. (Forštová-Polívková, 1963)

IX | SUMMARY - GAMES AS A TOOL FOR TEACHING PRONUNCIATION

This chapter's goal is to summarise the theoretical part of the thesis and connect the issues from the first major chapter with the second one, to support the idea of using games to teach pronunciation. This topic is also covered by the practical part (see Chapters X – XIII below).

In Chapter I, the need to teach pronunciation was covered, stating several reasons why to do so. With this knowledge, it is important to think about the question of how to teach it. While there are many different methods that can be used, there is one which could be considered essential. From the knowledge of what games are (see Chapter IV), it could be concluded that they make great tools to engage pupils in the learning process. Not only do they activate and motivate them (see Chapter VII), but also represent an analogy to spontaneous children activity. This is exactly what the process of learning pronunciation needs. In Chapter I.2, the importance of pupils' positive attitude towards the process was described, and drawing on the knowledge about games, they might significantly help students to acquire it. They make the process meaningful and thus easier to conduct.

Another very important aspect, and possibly advantage, of games, mentioned in the thesis, is the acquisition of language (see Chapter V). It is vital for children not to realise they are undergoing

a learning process, as it could potentially slow them down. This is exactly what games are used for. Chapter IV and V mentioned that games serve for amusement, as well as diversion. In other words, they should distract children from realising they learn a new language. Acquiring a proper pronunciation cannot be forced (see Chapter I.3) and should be presented to pupils in a rather implicit way. In the chapter, it was argued that pronunciation should be set in a communicative context, to introduce real situations to pupils, in order to use more natural approach to teaching it. Concluding from chapters IV – VIII, games offer this option, making them ideal tools for practicing pronunciation. However, Chapter VI stated some of the disadvantages of using games in the EFL classroom, which apply also for teaching pronunciation in this way. They should not be overlooked, but taken into consideration instead.

PRACTICAL PART

INTRODUCTION

The practical part of the thesis combines the two issues covered in the theoretical part by implementing pronunciation games into the EFL lesson. The goal is to analyse five games and conclude whether they are a suitable supplement to teaching pupils pronunciation at secondary schools. The practical part is divided into four parts.

The first one aims at analysing the classes the games were introduced to. The description itself focuses on different aspects of each class, such as the pupils' age, gender diversity, diversity of language knowledge, the co-operation among them, the overall climate of the class, etc. This knowledge is then used in the final analysis of the use of pronunciation games in the EFL classroom.

The second part contains an analysis of a questionnaire presented to the pupils at the beginning of the research and focuses on their experience with games or game-like activities in the English lessons, as well as their opinion on the importance of teaching pronunciation.

The next part consists of a set of five pronunciation games that were used during a teaching practice. Details about their rules are included, as well as their aims and realisation in a particular school environment. These games were carefully selected from a large number of candidates, mainly according to their aims and level of language knowledge needed for a successful completion. This part also introduces a research analysis of students' opinions about the functionality and meaningfulness of each game, as well as whether it is a suitable way to practice pronunciation, and if the pupils liked it at all.

The last, but not least, part of the research is an analysis of teachers' questionnaire. The survey contains questions about the teachers' use of pronunciation games in their classes and teaching pronunciation as such. The goal of the analysis is then to conclude how using games in the EFL classroom is conducted at different schools by different teachers.

RESEARCH ON USING PRONUNCIATION GAMES IN THE EFL CLASSROOM

This major chapter introduces a research analysis conducted among students from a secondary school during a teaching practice in January 2017. The talk is about a small school located in the village called Lipová-lázně, with the capacity of 408 pupils. Nevertheless, there are only nine classes at the school, one for every grade, with the average number of 21 pupils per class, filling only about a half of the school. The research was done in four groups from classes VI, VII and VIII and the reason for choosing them was to have a pool of different respondents of different ages and knowledge. The class IX did not take part in the research since they were away from school on a course.

As far as the English language as a subject on the school is taken into consideration, there are two teachers. One of them concentrates solely on the first five grades, the other on grades VI to IX. To briefly comment on the teacher himself, his other subject is PE lessons. He is fairly young and his attitude towards his pupils is held on an equal level. On one hand, he tries to befriend them, on the other retains certain boundaries and makes sure pupils acknowledge them. His teaching methods are a combination of older grammar-translation and newer communicative language teaching. Pupils seem to like him and hold him in high esteem.

What could be considered an advantage of this school is that English lessons take place in a language lab. It provides pupils with modern didactic technology, such as interconnected headphones or an interactive board. Pupils were also led to decorate the lab with various posters. Furthermore, they have created the rules of behaviour in the lab with the teacher's assistance.

X CLASS CHARACTERISTICS

This chapter introduces groups which took part in the research, and describes them in detail with the emphasis on their level of English language knowledge, relationships among the pupils, and the overall climate of the class. There are three classes described, yet the class VII consists of two separate groups.

X.1 | Class VI

1. Age: 11 – 12
2. Number of pupils: 17
3. Gender composition: 10 girls and 7 boys
4. Level of English: A2 (Elementary English)
5. Description

This particular group consisted of seventeen pupils. The gender composition was somewhat equal, yet there were still three girls more than boys. This fact prevented dividing the class into two groups according to the gender, as many teachers tend to do during some activities. By observing the class for several lessons, valuable information about them was learned. It seemed that the majority of them co-operated well with the teacher and actively participated during the lesson. Their level of language was supposed to be A2, yet at least two of the pupils seemed to be rather at level A1. This fact needed to be taken in consideration when doing group or pair work, as they should always work with a pupil of a higher English knowledge. On the other hand, there was one boy who exceled at English. The emphasis during this year was put on revision of the knowledge they acquired at the elementary school and introducing new simple structures. Teacher used amusing activities, like songs or various didactic games.

As for the climate of the class, it seemed that the pupils got on with each other rather well. During the breaks, they tended to stick together and chat, while during the lessons they co-operated with each other as was desired. Having said that, there was one boy who showed symptoms of ADHD, being too active all the time and unable to keep quiet. This resulted in a constant disruption of his peers, as well as the lesson itself. Despite the fact, that many of his peers felt annoyed by his behaviour, they remained to be friends and he was not excluded from the collective.

X.2 | Class VII – 1

1. Age: 12 – 13
2. Number of pupils: 11
3. Gender composition: 6 girls and 5 boys
4. Level of English: A2 (Elementary English)
5. Description

The seventh class belonged to one of the classes with the best results. Teachers said that they belonged to the smartest pupils from the entire school. Yet, with their age rising, puberty appeared and drew their attention from school to other interests. Nevertheless, they still belonged to one of the most prominent classes. Their level of English should be A2, yet almost half of the class was nearing the level B1. Nonetheless, there were three students who were rather below the average and too shy to speak. To make them work properly was a demanding task, yet still manageable with a careful choice of activities. As for the other pupils' active participation in classes, they all tended to participate rather well. From the language skills point of view, it could be said that speaking was evolved the best, followed by listening and reading, writing being the last.

The overall climate and atmosphere in the class was very lively, pupils were used to spending a lot of time together during the breaks or even out of school. During lessons they co-operated with each other, trying to help the weaker ones. Unfortunately, it was noticed that one of the weaker learners was not willing much to accept their help. His shyness seemed to be the cause of it. However, if help was offered by the teacher, he rather listened to it and tried to follow the advice.

X.3 | CLASS VII – 2

1. Age: 12 – 13
2. Number of pupils: 11
3. Gender composition: 5 girls and 6 boys
4. Level of English: A2 (Elementary English)
5. Description

The second group of the seventh class had a different gender composition, as there were five girls and six boys. From the language point of view, this class could be described as an inferior one to the first group. However, the differences were not as significant. There were three pupils who exceled at English and were always willing to share their opinion, yet there were two learners who were not skilful enough. This group was also much livelier and thus more difficult to manage in many situations. They were, however, willing to share their worries and problems with the teacher, so that he could help them in any way needed.

The relationships among them were very healthy and no major problems of behaviour were spotted. There was one boy diagnosed with ADHD in the group who might cause troubles in various moments, yet it was not viewed as major conflict in the eyes of his peers. From what have been learnt

from their teacher, these pupils, as well as those from the first group, meet very often after school. This maintains the pleasant and friendly environment of their class.

X.4 | CLASS VIII

1. Age: 13 – 14
2. Number of pupils: 13
3. Gender composition: 8 girls and 5 boys
4. Level of English: A2 (Elementary English)
5. Description

This class tended to have got the worst reputation around the school. The major problem seemed to be the full-grown puberty amongst the pupils. They were very often ignorant and did not participate in the lessons much. What is more, they sometimes refused to talk to the teacher at all. Yet there were, fortunately, exceptions. Three students tended to be rather active. They were not shy to talk and do the activities they were presented. The level of English, however, was what was most striking about this group. Even some of the sixth-graders seemed to know more, which was a significant setback. Pupils in this class had real difficulties with even introducing themselves.

Talking about the overall climate of the group, it was difficult to get closer to them, to learn more about their personalities, qualities and relationships. Nevertheless, what was noticed was that they were rather used to separating into several small groups of friends, rather than sticking together as a whole class.

Working with them was much more demanding than the other classes and I was worried about their reaction to the games they were presented.

XI | RESEARCH ON STUDENTS' EXPERIENCE WITH GAMES

XI.1 | STUDENTS' QUESTIONNAIRE ANALYSIS

This chapter presents results of a questionnaire (see Appendices: Figure 1) aimed at pupils' experience with games and game-like activities from their EFL classrooms. The questionnaire was

introduced to every group (see Chapter X above) at the very beginning of the teaching practice, before they started to play the pronunciation games. To avoid misunderstanding, they were given the questionnaire in the Czech language (see Appendices: Figure 1)

As stated above, the research was conducted at the secondary school in Lipová-lázně among pupils from grades VI - VIII. Since all classes shared the same teacher of English, their answers were combined and evaluated together. There were altogether 52 pupils answering 4 questions. 3 of them were multiple-choice questions and 1 open-ended. The aim of the research was to inspect the pupils' experience with playing games in lessons of English and their opinion on the importance of a good pronunciation.

1. How often do you play games in English lessons?

Legend:
- In every lesson
- At least once a week
- At least once a month
- Rarely
- Never
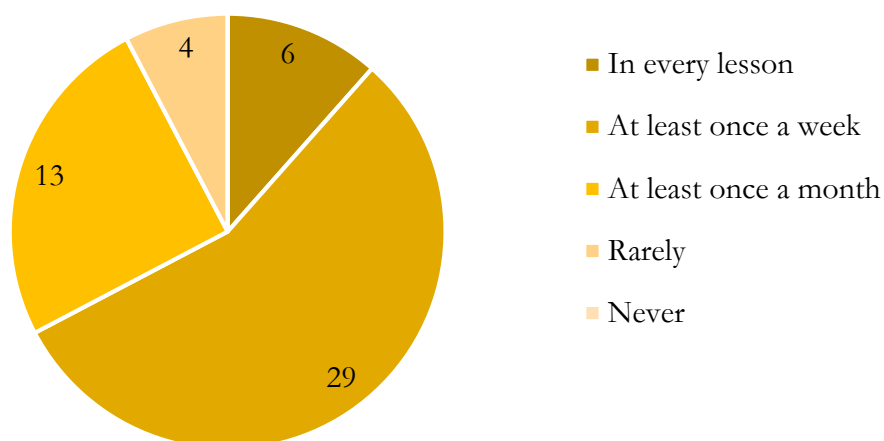
Chart 1: Frequency of playing games

By looking at the first chart, it is clear, that the vast majority of pupils (29) claim that they play games in the lessons of English "At least once a week." "At least once a month" (13) and "In every lesson" (6) were the second most chosen answers. 4 pupils chose the answer "Rarely" and none of them answered "Never." To comment on the results, considering that the pupils have three lessons of English per week, playing games at least once a week seems to be a reasonable amount.

2. How often would you like to play games in English lessons?

- In every lesson
- At least once a week
- At least once a month
- Rarely
- Never
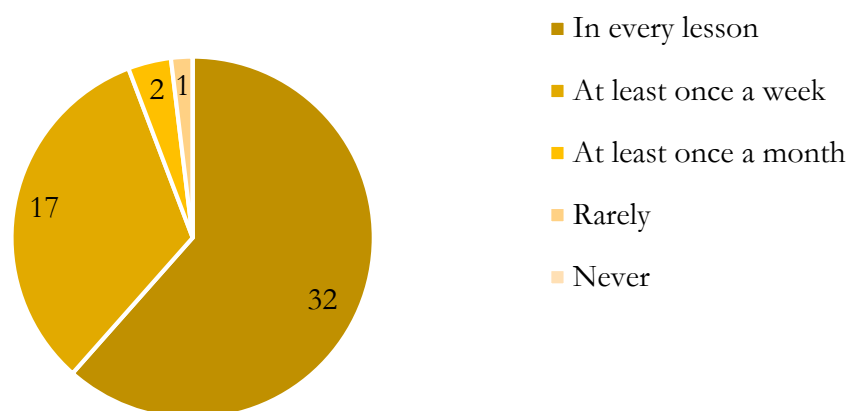
Chart 2: Pupils' desire to play games

In the second question, pupils' most frequent answer was "In every lesson" (32). 17 pupils answered "At least once in a week", 2 chose "At least once in a month" and 1 "Rarely." It is not surprising that none of them answered "Never," as most of the time children wish to play games as much as possible.

To compare this chart to the previous one, it is absolutely clear that playing games "only" once in a week is for the majority of pupils not enough, which is only natural to them. Nevertheless, there were still those who probably considered playing games in every lesson to be too frequent. To explain why some of them would like to play games only once in a month (2), it could be said that those were those who chose "Rarely" in the first question. Only one student answered "Rarely" in the second question, which could suggest that he/she was not particularly fond of playing games.

3. What games do you know and play in English lessons?
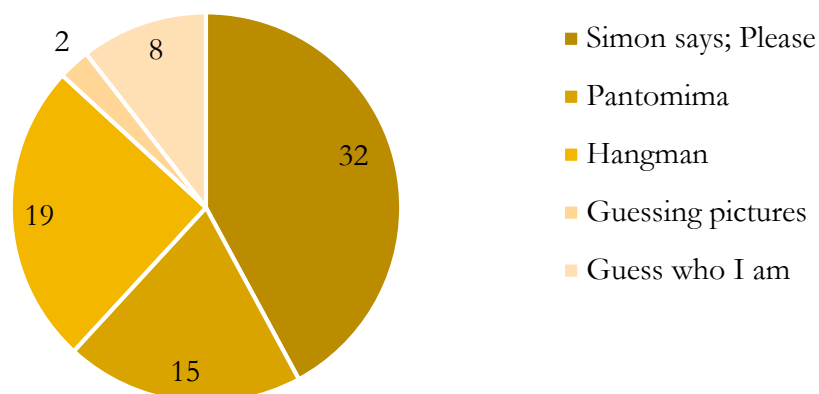
Chart 3: Games pupils know and play

Looking at the third question, it is quite clear that the pupils know a large variety of games. The most frequently written games were "Simon says" (32) followed by "Hangman" (19) and "Pantomima" (15). All these games are well-known among children and played not only in lessons of English, but also other subjects like the Czech language. A surprising answer was "Please." When asked about its rules, pupils described it very similarly to "Simon says." From this reason, they were merged into one answer. 8 pupils also remembered the game they called "Guess who I am." A game called "Guessing pictures" was mentioned only by 2 respondents.

Without unnecessary description of the games rules, it is positive that most of them, even though not explicitly, train and practice pupils' pronunciation. "Simon says" together with "Please," when adjusted in the way that pupils give the commands, focus on speaking and listening. Both "Guess who I am" and "Guessing pictures" aim at practicing speaking too. "Hangman," being centred around spelling, is a similar case to "Pantomima," which are rather about the vocabulary.

4. A correct pronunciation is important for ESL/EFL learners.
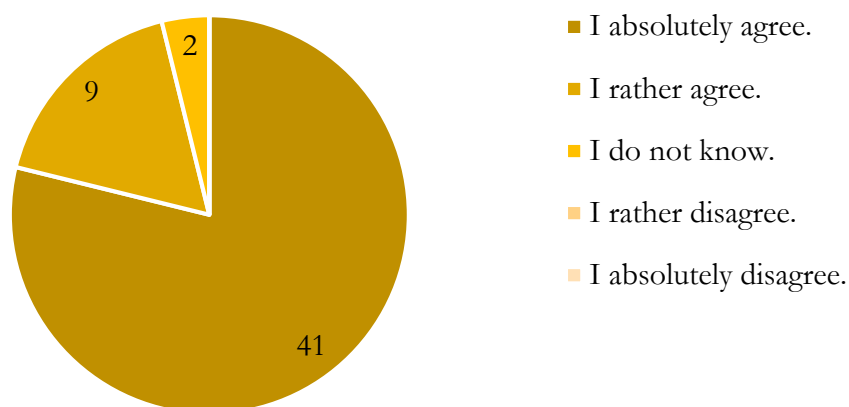
Chart 4: Importance of a good pronunciation

This leads to the fourth chart, where students were supposed to say, whether they consider pronunciation to be important for them. Surprisingly, the most common answer was "I absolutely agree." (41), as they might not be expected to be aware of this system of language in their age. Those who did not choose it, circled "I rather agree." (9) and only two pupils did not know. This suggests that they were aware of the importance of a good pronunciation and were willing to accept its role in the learning process.

XI.2 | SUMMARY

This research was aimed at getting the information about the frequency of playing games in the studied classes, as well as their opinion about the importance of pronunciation for an English learner. What is clear from the answers, especially the third one, is that all groups were taught by the same teacher, thus having a very similar experience with playing games in lessons. The teacher seemed to implement games and game-like activities to his lessons at least once a week, which can be considered good enough (concerning that all groups have three lessons per week), and is only natural that pupils desire for playing games more often. What could be, however, suggested to improve, is the variety and number of games they were presented, as only five of them where mentioned.

As for the last question, almost all pupils agreed that pronunciation is important for an English learner. From the experience with the classes, all of them did their best to work on it, yet there was still much to improve. All in all, this is a very important response for the thesis, for it supports the idea of teaching pronunciation at secondary schools.

XII | GAMES ANALYSIS

This chapter provides the reader with an analysis of 5 pronunciation games used in 4 classes (see Chapter X) during the teaching practice. Every game was presented to a different group, followed by a questionnaire (see Appendices: Figure 2) about its effectiveness to practice pronunciation and meaningfulness of using it again in the future. Separate games are described in detail, containing their duration, desired level of English and materials used. Four subchapters are included, specifying the aims, the preparation, the rules, and the realization of the game in the particular environment. Towards the end of the chapter, a research analysis is introduced, evaluating pupils' answers to the above-mentioned questionnaire, regarding the games they played.

XII.1 | MINIMAL PAIRS BINGO

This game was presented to the class VII – 1 (see Chapter X) in hopes of practising their pronunciation. The inspiration for choosing such a game came from the experience with playing Bingo at the secondary school. In order to make it more suitable for the topic, a slight adjustment was made in terms of the vocabulary selection. By choosing minimal pairs, the game was more focused on slight differences in the sounds, thus concentrating on their correct pronunciation.

Time: approximately 20 minutes

Level: depends on chosen words (can be adjusted to any level of language)

Materials needed: sheets of paper with tables for each student, a set of words (see Appendices: Figure 4)

1. Aims of the game

As the name suggests, the minimal pairs bingo focuses on the slight phonetic differences (usually one phoneme) between two similarly sounding words, so called minimal pairs. By listening to what the words sound like, pupils should train the recognition of these slight discrepancies. So that not only the listening is trained, it is advisable to work with the list of words prior to the game itself, asking pupils to repeat after the teacher as he/she goes through them one by one. This leads not only to practicing their pronunciation, but also solves the potential problem with unknown vocabulary. At the end of the activity, students should be aware of the minimal pairs and how they sound.

2. Before the game

The preparation for this game is somewhat easy, as there is not much material needed to be used. Teacher needs to prepare a set of cards or sheets of paper containing a table for each student. The number of columns and lines may vary, yet it should be kept in mind that the more cells the table has, the longer time it would take to complete the game. The suggested amount is 16, which is the number that was used during the teaching practice.

Apart from the worksheets, teacher is supposed to think of a set of words, in this particular case minimal pairs, to fill the table with. The vocabulary should be used according to the pupils' level of knowledge. Having said that, should it happen that some of the words are not known to the pupils, it does not need to be necessarily a problem, since the goal is to practice pronunciation and not the vocabulary itself.

3. During the game

The first thing to do is to redistribute the worksheets among the pupils. There are two different scenarios of what he worksheets might look like and contain. The one is just a plain table on a piece of paper, the other an already filled one with the desired vocabulary. In the former case, the pupils are expected to fill in the tables on their own. This situation must be carefully monitored by the teacher, as the students must be presented with the vocabulary and told to write the words in a random order, so that none of them has the same table. The latter situation is a little bit easier to conduct during the class and saves time too, yet it is more demanding for the teacher to prepare beforehand.

After the first stage is completed, the game itself can begin. The teacher's role is to read out loud the words one by one, while the pupils mark them in their worksheets. Now the marking itself

can be done in different ways. In order to be economical, it is advised to tell the pupils not to cross the whole words, but to put a colourful dot next to them, so that the same table can be reused later. The game ends when one of the students shouts BINGO! This situation occurs when the pupil has marked all words in one column or line (in case of a 16cell table it is 4 words in a line or a column). It is then suggested to ask the winner to read the words out loud to practice their pronunciation, as well as checking the correctly marked words.

4. Realisation of the game

The game was focused on practicing pronunciation of basic minimal pairs. Firstly, before handing in the worksheets to the pupils, the interactive board was used to display the vocabulary used in the game. The pupils' task was to read the words out loud, so that their proper pronunciation was checked. Afterwards, the sheets of paper with plain tables of 16 cells were distributed, and students told to fill it in with the words in a random order. After this stage, the game could finally begin.

One by one, the words were read with the emphasis on a clear and loud pronunciation, so that everyone could hear. They were always repeated twice. Students made a mark (a dot) next to them and when one of them had a line or column of dots, he/she shouted BINGO! and became the winner. To earn the victory, however, their last task was to read the words again, so that the correct answers were checked. This appeared to be a good idea, as it happened many times that the winner chose the wrong one from the minimal pair (e.g. "bed" instead of "bad"). When such situation occurred, the game simply continued. At the end of the game, students were once again asked to read the words out loud to see their progress.

During the game, pupils seemed to enjoy it, especially when they were about to win, shouting out loud BINGO! The rules were quite simple, which is supported by the fact that everyone understood what to do. The atmosphere was quite competitive, and students concentrated on the game. As written above, there were several occasions when some of them thought they won, yet they marked wrong words. This led to a "sad face," although seemed to motivate them to concentrate even harder. In the end, the game appeared to be a successful choice and, what is more, pupils wished to play it again in future lessons.

XII.2 | PRONUNCIATION JOURNEY

Pronunciation journey was presented to the class VII – 2 (see Chapter X). The game was taken from the book Pronunciation Games [16] mainly for its uniqueness and in hopes that the pupils will not know it. It is centred around choosing the correct word out of a minimal pair.

Time: 20 minutes

Level: A2 (Elementary) but can be adjusted

Materials needed: worksheets with a "journey" (see Appendices: Figure 5), a set of words (minimal pairs in this case)

1. Aims of the game

As written above, this game's goal is to practice the pronunciation of different words, in this case minimal pairs. By listening to what the teacher says, pupils choose the correct word from the list and follow the path to complete the journey. They learn what the words sound like and, by repeating them, how to pronounce them (this is even enhanced by switching the roles as described below). This game also teaches them to be attentive, as it is very easy to mistake the words and take the wrong turn.

2. Before the game

To prepare this game is not much demanding, providing one has got the worksheets containing the "journey" or the "path." If so, other only thing to think of beforehand is the set of words desired to be practiced in terms of their pronunciation. These might be, for example, minimal pairs. It is also recommended to go through the vocabulary before the game starts, so that everyone is sure about their pronunciation. A suggested way to do so is to write them on the board into two columns (the columns must have the same length, that is why there always must be an even number of words) and read out loud. The number of the words in one of them must be higher than four, the

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[16] HANCOCK, Mark. *Pronunciation games*. Cambridge: Cambridge University Press, 1996. Cambridge copy collection. ISBN 0-521-46735-7.

upper limit is not set. It is, however, not practical to put there more than ten of them. When all of this is set, it is time to hand in the worksheets and start playing.

3. During the game

Looking at the Figure 5, the starting point for all pupils is the same. The basic rule of the game is to recognise the correct word, said by the teacher, and mark, whether it is in the left column or the right one on the board. Following this decision, pupils take turn on their path, either to the left or to the right. This scenario repeats until they end up in one of the cities. The teacher must follow his/her own path, in order to be able to check, whether the pupils were correct or not. To make it more competitive, the class could be divided into groups, and for every correct answer in the group they get a point. Another alternative to this is one-on-one competition in pairs. At the end of the "journey," it is advisable to ask one of the students to repeat the four words (the teacher is expected to remember them and point at them on the board, in case the pupils do not remember).

This game might be reused in the following lessons with a different set of words, or even with a slight change of the roles, where one of the pupils takes the role of the teacher and says the words instead of him/her.

4. Realisation of the game

As described above, the set of words was prepared beforehand. Six minimal pairs were selected and divided into the columns. To make sure it was clear, "LEFT" and "RIGHT" was written above them. Then pupils were asked to read them to see, whether they know them or not. Their mispronunciation was corrected during the process. Afterwards the game itself started.

One by one, four randomly chosen words from the columns were read to the pupils. After the four words were told, pupils were asked to say the city they ended up in. Naturally, some of them made mistakes and finished in the wrong place, so to check the correct path, a student was given a task to repeat the words that had been said. The game was then repeated three times more and, for the last time, one of the pupils was asked to take the teacher's place, as described above.

As for the atmosphere during the game, students were aware of the need to stay quiet and attend carefully, in order to understand well and choose the right word. After the rules were presented, pupils were not sure about which turn to take when they hear the pronounced word, but once the principles were explained again, they seemed to have a clearer idea about what to do. No major

obstacles appeared during the play and pupils participated well. Some of them ended up in a wrong place, but after repeating the words, they corrected their mistakes.

XII.3 | TONGUE TWISTERS

A set of three tongue twisters was used in the class VIII (see Chapter X). The reason to use them in this group was to activate the pupils and break the ice, since the eight-graders were too lazy to cooperate. In choosing the particular tongue twisters, a wide variety was considered. The final ones were selected according to their length and sounds focusing on.

Time: 15 minutes

Level: A2 (Elementary)

Materials needed: a set of tongue twisters (either written on worksheets, or projected on the screen)

1. Aims of the game

This game is focused on connecting the mind with the tongue, in order to be able to distinguish between very similar sounds and pronounce them correctly. Not only does it physically stretch the tongue, but also exercise the brain. There are two main advantages of using this activity. Firstly, they are a great tool to practice certain specific phonemes that make difficulties for the pupils. This is achieved by selecting a tongue twister concentrated on one specific sound (e.g. /θ/ vs. /ð/). Secondly, they can be used as a way of practicing a fluent, connected speech. All in all, there is one more important advantage; fun. Indeed, when saying the twisters, pupils have a great fun and the overall atmosphere changes positively, making it a great way to start a lesson.

2. Before the game

This game does not require much preparation from the teacher's point of view. The only thing that is needed is the careful selection of appropriate tongue twisters in accordance with the pupils' level of English. It is advisable to use shorter ones for weaker students and longer ones for more advanced. The shorter they are, the more they can be practiced. There are several options how

to introduce them to the class, the two of them being either written on worksheets and redistributed among pupils, or projected on the screen, with the former giving pupils the advantage of keeping the twisters for later use, the latter getting their attention by concentrating on one spot. Teachers are also advised to practice the tongue twisters before the lesson, so that they are proficient to read them in front of the pupils.

3. During the game

There are many ways to conduct this game, yet some might be more effective than others. What seems to be a suitable way to begin with, is to say the twisters to the class before showing them in their written form. Teacher's pronunciation must be perfect, so that pupils understand well. This way they concentrate on the sound more. Another step is to ask them to try to repeat. Only after this, tongue twisters are revealed in their written form. Whether put on a piece of paper and distributed among pupils, or projected on the screen, the first step should be for the teacher to repeat them once again. Afterwards, it is again the pupils' turn to pronounce them. If a wrong pronunciation of a certain phoneme is spotted, the teacher should train it with the class before continuing. Everyone ought to be given the opportunity to say the tongue twisters in front of their peers, thus breaking the ice and throwing away their shyness (everyone is in the same boat making the same mistakes). While at the beginning of the activity tongue twisters are read very slowly and carefully, it is suitable to quicken towards the end.

4. Realisation of the game

As stated above, this game was introduced to the class VIII, seeking to change their attitude towards English. As a set of tongue twisters, the following three were chosen:

"She sells seashells by the seashore."

"Six thick thistle sticks."

"Through three trees three free fleas flew."

The choice was made addressing the pupils' difficulties with the correct pronunciation of the phonemes /θ/, /f/, /t/, /s/, /ʃ/. The twisters were firstly pre-read to the class and only after that projected on the screen. One by one the students took turns in reading them, slowly at first concentrating on the proper pronunciation. During the first tongue twister, no major obstacles were

encountered. With the second one, however, pupils had problems with pronouncing the word "thistle." From this reason, a thorough practice of saying this phoneme correctly followed (the process was that the teacher produced the sound and pupils repeated until they managed to do so properly). The third tongue twister was the most difficult one, and pupils were not able to repeat it at all, so it was divided into two parts and trained word by word ("Through three trees" and "three free fleas flew"). This helped the students to improve and read it more or less correctly in the end.

XII.4 | MINIMAL PAIRS SLAP

This game was taken from Claudia Pesce's article[17] and presented to six-graders (see Chapter X). The game is very lively and highly activating. Certain changes in the rules were made, in order to maintain a calmer atmosphere (instead of slapping the desk, pupils were supposed to raise their hands).

Time: 20 minutes (depends on the number of pupils and flashcards)

Level: A2 (Elementary)

Materials needed: flashcards with minimal pairs (see Appendices: Figure 6), a small ball, a box/bin, a table for keeping scores/whiteboard

1. Aims of the game

As the name proposes, this game is focused on practising pupils' pronunciation of minimal pairs. By listening to the teacher's pronunciation, they are supposed to swiftly react and choose the right answer. Not only does it train their language, but also reflexes and awareness. Because of its competitive nature, pupils are highly motivated to do their best and win. The participants are also driven by their responsibility to the whole group, as their individual answers affect the whole team.

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[17] 7 Fun ESL Games to Practice Pronunciation. *BusyTeacher* [online]. 2007 [cit. 2017-03-17]. Dostupné z: http://busyteacher.org/14855-7-fun-esl-games-to-practice-pronunciation.html

2. Before the game

To prepare this game takes some time, mainly the creation of flashcards. They can be either downloaded from the internet or handmade by the teacher. Nonetheless, there always have to be two similarly sounding words (minimal pairs) next to each other on one card. A preparation of the classroom before the lesson is also important, as it might be needed to rearrange chairs and desks to create more space for pupils. There are two other things the teacher is supposed to bring; a small foam ball and a box or a clean bin. What is also required is a table to keep scores in (this can be easily done using a whiteboard). Next step is for the teacher to divide the class into two groups (e.g. boys vs. girls, or randomly by drawing numbers) that will compete against each other. He/She than positions them, so that they have a clear sight of the box/bin and the whiteboard. It is suggested to tell them to create two lines next to each other, with the teacher in front of the first two pupils.

3. During the game

After all the preparations, the game may start. The teacher draws the first double-flashcard containing a minimal pair and, before showing it to the pupils, reads one of the words. The task for the first pupil in each line is to raise their hands corresponding to the position of the word on the card that was read (e.g. teacher draws a card with the words "fourteen" and "forty" and chooses to read "fourteen," which is on the left side of the card, so the participants are supposed to raise their left hands). If answered correctly, the whole team is awarded with one point and, what is more, is given a chance to get one more by throwing the ball into the box/bin. If answered incorrectly, no points are awarded, as well as no opportunity to throw the ball. In addition to that, in such a situation it is advisable to repeat the word once more, so that the pupils realise the correct pronunciation. The game ends when all pupils took their turn, or when they ran out of flashcards. At the end, the points are counted and the winner is announced.

4. Realisation of the game

The game was played among pupils of age 11-12 (see Chapter X). Minimal-pairs flashcards were handcrafted, with a careful selection of words in accordance with pupils' knowledge of English. The class was divided into boys and girls (this was done on the students' request) and lined up in front of the door facing the bin (a clean bin for recycling paper) and the whiteboard. The game itself was conducted following the rules described above. During the play, pupils were very active and competed very hard. The words selection appeared to be reasonable, as they did not have major problems in

answering correctly. Nevertheless, what was interesting was that while girls had more right answers, boys scored more points by throwing the ball. This resulted in girls winning by only one point.

The atmosphere during the game was very lively and energetic, yet in some occasions, as might be expected, pupils tended to be too loud (even despite that the rules were adjusted to make less noise). Yet, they seemed to enjoy it, having great fun. What they appreciated was the competitiveness and team work. Surprisingly, every one of them realised their role within the team and their responsibility towards the others.

XII.5 | SOUND MAZE

The game Sound maze was used in the class VIII following the rules as described by Hancock (1996)[18]. This game was chosen due to the fact, that it focuses on and practises one specific sound/phoneme (see 1. Aims of the game). Thus, a thorough training of this phoneme can be conducted with the pupils.

Time: 15 minutes

Level: A2 (Elementary)

Materials needed: a worksheet with the sound maze (see Appendices: Figure 7)

1. Aims of the game

As stated above, this game is aimed at individual sounds and practicing their pronunciation. It also trains pupils in the pronunciation of other similar sounds, as they need to critically choose the words containing the correct sound, which may be done by eliminating the wrong ones. In order to complete the game, pupils have to examine every single word separately in terms of its pronunciation, and decide, whether it fits the rule or not.

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[18] HANCOCK, M. *Pronunciation games*. Cambridge: Cambridge University Press, 1996. Cambridge copy collection. ISBN 0-521-46735-7.

2. Before the game

This game is one of the easiest to prepare, providing that the teacher is in possession of a pre-made worksheet (see Appendices: Figure 7). Should, however, the teacher create his/her own one, it might be quite time consuming. Nevertheless, this is the only preparation that is needed to be done. Before the actual start of the game, teacher is advised to redistribute a copy for every pupil, so that they can work on their own.

3. During the game

After every student is given their copy of the worksheet, teacher announces the sound pupils are supposed to concentrate on (e.g. /i:/). Their task is to connect all the words containing this particular sound with a straight line, beginning in the top left corner of the worksheet. If connected correctly, they should find a way out of the maze (the bottom right corner). The line can be created only vertically or horizontally with no returning. If the pupils were familiar with the IPA chart, they might be asked to transcribe the connected words. If not, they should still be asked to read them, in order to check their correct pronunciation.

4. Realisation of the game

This game was very easy to prepare, thus saving a lot of time, making it a very practical tool to use. A copy of the sound maze was taken from Hancock's book and given to each pupil in the class. Before the rules were explained, pupils were asked to say some words containing the sound /i:/ (e.g. sheep). This was merely to make sure they were familiar with the phoneme. After the rules were given, pupils started working on their own. The atmosphere during the game was very calm and pleasant, and it was clear that they were captured by the task to find a way out of the maze. After everyone finished (approx. 8 min), pupils were asked to read the words following the path through the maze. There were few cases in which they made mistakes, such as choosing the word "hear," but most of them succeeded.

XII.6   QUESTIONNAIRE ANALYSIS

In this part, an analysis of students' questionnaire is presented, where questions about effectiveness and meaningfulness of introduced games were asked. It was given to the pupils after each game was played, so that they could immediately share their experience and opinions, and contained 5 questions (4 of them being closed-ended and 1 open-ended).

XII.6.1   MINIMAL PAIRS BINGO

This game was introduced to the group VII – 1. The atmosphere during the game was a calm one and everyone visibly enjoyed it and participated. During the vocabulary introduction stage, we came across words the pupils did not know, yet when asked to read them, they mostly succeeded. This was important for the game, as its purpose was not to assess pupils' vocabulary knowledge but pronunciation. To check whether the game was appropriate is possible by analysing the questionnaire (see Appendices: Figure 2).

The first chart (see Appendices: Chart 5) shows pupils' opinion about the effectiveness of this game to practice pronunciation. The majority agrees on that (7), choosing the option "I absolutely agree." Just 2 students answered "I rather agree." However, even their answers might be considered positive, and thus it can be concluded that the whole group came to an agreement that this particular game was a good tool to practice pronunciation.

To test whether the pupils thought they improved their own pronunciation by playing it, the second question was asked (see Appendices: Chart 6). 6 out of 9 absolutely agreed, 1 rather agreed, and 2 were not sure. What is important is that no one chose any of the negative answers from the scale, leading to the conclusion that this game truly might be a good way to practice pronunciation. Those two answering "I do not know." were most likely not willing to assess their skill of pronunciation, or to share their opinion at all.

From the last two charts (see Appendices: Chart 7 and Chart 8), it is visible that Bingo was not an unknown game to them and that they would like to play it more often in the future. This is very positive, as it proves once more that it is a suitable activity to include in lessons of English. Not only can it motivate students and warm them up at the beginning of the lesson, but it teaches them pronunciation at the same time.

The very last question was meant to serve as a feedback from the pupils. They were allowed to write anything they wanted, and their answers on the question "What did you like/dislike about the game?" were: "that it was a competition", "everything" (this one was mentioned 3 times), "inappropriate comments from peers" (this one is not clear to me, as I do not recall any inappropriate comments during the game), "It was very educational, entertaining and funny.", "I have learnt something new, it was fun." To sum up the answers, it is obvious that pupils liked the game and even some of them truly felt they learnt something new (this fact is very important because language acquisition through games (see Chapter V) is one of their biggest advantages). All in all, "Minimal pairs bingo" appeared to be an effective game to use in EFL classrooms to both entertain the pupils and let them practice their pronunciation.

XII.6.2 | PRONUNCIATION JOURNEY

This game was introduced in the class VII – 2 (see Chapter X). Regarding the first question about its effectiveness to practice pronunciation (see Appendices: Chart 9), the vast majority of pupils chose the answer "I absolutely agree." (9) "I rather agree" and "I do not know" were both circled by 1 respondent. None of them disagreed, leaving the impression that this game might be suitable for training pronunciation.

The second chart (see Appendices: Chart 10) revealed that the opinions about the pupils' improvement in pronunciation varied. "I absolutely agree." answered 5 of them, "I rather agree." 2 and 4 chose "I do not know." This could suggest that either the game did not practice pronunciation enough, or that the 4 respondents were not able to decide (probably due to lack of ability to deliver a self-assessment). To compare it to the previous chart, it would seem, that the second situation is more probable.

 For question whether pupils had played the game in the past (see Appendices: Chart 11), 4 of them answered "Yes" and 7 "No." To comment on that, from the interview with the teacher, pupils should not know the game from the past, yet it is possible that those 4 encountered a similar game practicing pronunciation.

When asked if they would like to play the game again in the future (see Appendices: Chart 12), all of them, except one, answered positively. This shows that the pupils liked the game. To explain the one answering negatively, it might be due to several reasons. One could be that the pupil did not like the game because of its nature, or that it was too difficult.

The vast majority of pupils left a very positive comment about the game. 8 wrote they liked everything and disliked nothing. In contrast to that, only 1 pupil wrote "I don't know." Nonetheless, he/she considered the game to be effective in practicing pronunciation.

What is, however, more important is that 2 students appreciated they either improved their pronunciation or felt motivated to do so: "Improvement of pronunciation", "I really liked it and wanted to learn to pronounce the words better." 1 answer was addressing the competitive part of the game: "I liked it was a competition, I disliked nothing" and 1 described the need of good reflexes: "There was a lot of quick reflexes. We had to realise whether to go to the left or to the right. I liked it."

To sum it up, pupils seemed to like the game and found it interesting and amusing, as is clear form their comments. While some of them appreciated their improvement, others pointed out the competitive nature or how it incorporates pupils' reflexes and keeps them concentrated. All in all, it seems that the game fulfilled its expectations and might be recommended for later use in the EFL classroom.

XII.6.3 | TONGUE TWISTERS

Having been introduced to the class VIII, this game aimed at encouraging the pupils to cooperate, speak English and improve their pronunciation of both specific phonemes and a connected speech. Looking at the first chart (see Appendices: Chart 13), the majority of pupils shared the opinion that this game was a good tool to improve pronunciation, specifically 6 being for "I absolutely agree." and 5 for "I rather agree." Nevertheless, 1 pupil selected the answer "I rather disagree." The reason is unknown, yet it might be due to its difficulty for this person.

The second chart (see Appendices: Chart 14) revealed that most of the participants (6) were not able to assess whether they improved or not. Even despite this, there were 2 who thought they improved and 3 who rather agreed. Once again, 1 pupil chose "I rather disagree," leaving the impression it might have been the same one as in the first situation. The fact that 6 of them could not decide may suggest that either they lacked the skill of self-evaluation, or that the game was not suitable for its purpose. The latter, however, might be in a contradiction with the results of the analysis of the first question.

To inspect whether the pupils had played a similar game in the past, they split into two almost even groups, with 7 confirming and 5 denying (see Appendices: Chart 15). This fact might conclude that they were introduced tongue twisters in the past, with some of them forgetting or being absent.

When asked to write a short comment about the game, pupils did not much agree in their answers. Only 4 of them admitted they liked it because of training their pronunciation: "I liked it because it was fun. It helped me to improve my pronunciation", "It was funny how it was read wrongly and I got better.", "I liked the pronunciation.", "I improved my pronunciation and it was fun."

As usual, there were 2 pupils who answered they liked everything. On the other hand, there were 2 other, who did not find the game amusing, writing: "I didn't like it much", "I don't know what I liked, probably nothing." An interesting fact connected with the latter one is that he/she found the game effective in practicing pronunciation (choosing "I absolutely agree" in the first question), yet could not decide if he/she personally improved it. This result shows that even though the game was not entertaining for some, it still can be a good tool for training pronunciation.

Other 2 pupils agreed, saying they did not know what they liked: "I don't know", "It was fun. Otherwise, I don't know." The last two comments completely varied from the others, being: "Brain teasers." and "the atmosphere in the class, unusual activity of my peers." This opinion corresponds with the surprise of how well pupils from this class participated and cooperated with the teacher.

Clearly, majority of students found the game very amusing and entertaining (4 of them explicitly saying it was fun) and even helpful when practicing pronunciation. Nevertheless, there were some who disliked it and considered uninteresting. This might suggest for rethinking whether it is suitable for later use. The problem, however, might not be in the game itself, but also in the correct choice of tongue twisters. Against all odds, this game seemed to be entertaining for majority of the class and, what is more, ice-breaking in all cases.

XII.6.4 | MINIMAL PAIRS SLAP

To start with the analysis of this game, when asked about its effectiveness to train pronunciation (see Appendices: Chart 17), 12 pupils absolutely agreed, 4 rather agreed and 1 did not know. This might, once again, prove that the game could be used to practice pronunciation of minimal pairs.

This also corresponds with the answers to the second question (see Appendices: Chart 18), where 8 respondents chose "I absolutely agree," 5 "I rather agree," 3 "I do not know," and 1 "I rather disagree." While 3 were not able to assess their improvement, 1 claimed he/she did not improve. The reason might be that this person did not do well in the game and felt bad.

For the question "Have you ever played a game like this in the past?" (see Appendices: Chart 19) 11 pupils answered "Yes" and 6 "No." This seemed odd, as by consulting with their teacher, they had never played it before. Nonetheless, it could be explained by the fact that very similar flashcards were used in their previous lessons, thus evoking certain similarity.

When asked about playing the game again in the future (see Appendices: Chart 20), all of the pupils, except one, answered positively, and so is clear they liked it and enjoyed playing it.

All in all, this game proved to be a great tool to use in the EFL classroom to both train pupils' pronunciation of minimal pairs and activate and motivate them to participate. It also focuses on their reflexes and listening skill.

For the last question, 7 pupils agreed they liked everything about the game. 5 more claimed the game was entertaining, saying: "That it is something like English as a game, which I really like.", "it is fun", "That it is a great English with the best teacher.", "I liked it, it was fun. I disliked that some of them couldn't bare the loss." The last comment points out the competitive nature of the game and one of the disadvantages that may come with it. Teachers need to bear this in mind when introducing such games, and need to be able to handle it. One more answer covered this issue, saying: "What I liked: We can take the loss, girls can't, they would be mad at us. What I didn't like: Viktor doesn't know English." As stated in Chapter XII.4, girls came out victorious from the game, which is what this answer referred to.

Only 2 pupils appreciated the actual goal of the game and wrote: "We can learn the differences of sounds of words that spell similarly." and "that we practiced pronunciation." These claims are very important, as the game is considered to be effective in fulfilling its goals, even though mentioned only by such a low number of participants.

The last three opinions were: "what I can understand", "Liked: Support in the team. The victory. Disliked: Noise, not enough space.", "I liked that it was girls against boys." The last two of them concentrate on the competitiveness and group work, which is one of the aims of the game too.

All in all, from the pupils' answers, it is obvious that they considered the game to be both effective and meaningful. Majority of them appreciated its competitive nature, even with all

disadvantages. Pronunciation seemed to be practiced, as well as cooperation and responsibility towards other teammates.

XII.6.5 | SOUND MAZE

When asked about the effectiveness of training pronunciation by this game (see Appendices: Chart 21), 9 pupils answered "I absolutely agree." and the rest (5) "I rather agree." These answers might suggest that the game might be effective as was expected, for nobody circled any negative answer.

The second chart (see Appendices: Chart 22) offered more interesting data, as it does not fully correspond with the first one. Only 2 pupils claimed they absolutely improved their pronunciation, followed by 6 who rather agreed. However, what is surprising, is that 5 students did not know and 1 rather disagreed. To compare it with the first question, where everyone agreed on the effectiveness of the game, the results here are somewhat different. While "I rather agree." more-less corresponds with the first chart, the rest does not. Since 5 pupils could not decide, the game could appear not to be as effective as it seemed. Nevertheless, what has to be considered and must not be neglected, is the pupils overall attitude towards English lessons and learning in general, thus not caring about answering properly (see Chapter X).

Looking at the third chart, another very interesting results appeared (see Appendices: Chart 23), as 9 pupils claimed they had played a similar game in the past, while 5 claimed the opposite. Again, after a consultation with the teacher, pupils should not have any experience with such a game. Nonetheless, he admitted that it might resemble some other activities from their textbook, even though very remotely.

The last chart (see Appendices: Chart 24) quite clearly illustrates the pupils' opinion about this game, as all of them (14) would like to play it again in the future.

When asked about what they liked/disliked about the game, pupils answered quite differently. 5 pupils came to an agreement that they either improved their pronunciation or revised the vocabulary. Their comments were: "It was fun and some may learn how to pronounce words.", "I liked that I practiced my pronunciation and activated my brain.", "I liked the pronunciation and words matching.", "That we rehearsed vocabulary.", "I improved my pronunciation and rehearsed vocabulary."

2 pupils liked the way their errors were corrected, saying: "That we search for our errors and that it was kind of a game." and "I liked the checking and explaining after the game. I didn't like that I wasn't good at it." This second comment is very important, since it reveals that the game might be demanding for some students, which, however, does not have to be necessarily a negative thing.

On the other hand, 2 pupils agreed that it was too easy, writing: "It was easy." and "It was easy and I liked it."

The rest of the comments were: "I liked the matching", "Everything was good.", "That it was fun and I even learnt something.", "everything", "It was led in an entertaining way."

To sum it up, pupils seemed to enjoy playing the game and even learn something new, either improving their pronunciation or revising vocabulary. From their answers and comments, it is clear they liked the game and considered it more-less effective and meaningful for practicing pronunciation. Even though this class has the reputation of not being interested in any participation, they did very well, which was probably the most surprising fact resulting from the survey.

XII.7 | SUMMARY

The research was aimed at acquiring valuable information from pupils of different ages and genders from different class environments, in order to assess five different pronunciation games in several areas: the effectiveness to practice pronunciation, the meaningfulness of the game to be used in EFL classrooms, and the overall pupils' opinion. The selection was made concerning the goals of the games, as well as their potential to motivate learners to participate, cooperate and enjoy their time in the lesson.

Each game was evaluated separately. From the results, it is obvious that pupils generally liked the games and found them interesting, amusing and, in some cases, truly suitable for practicing pronunciation. Nevertheless, there were individuals who felt rather negative towards some of them, or were not able to make their decision. This is only natural, as it is nearly impossible to accommodate all of them. The most common answer for the question number 5 was "everything." Such an answer, however, is not perfect at all, as it specifies nothing, making it very demanding to assess. Nonetheless, such a comment leaves the impression that a good selection was made. Another positive result was that the vast majority of pupils would like to play the games in the future, confirming the suitable selection once more.

XIII | RESEARCH ON TEACHERS' ATTITUDE TOWARDS PRONUNCIATION GAMES

To supplement the first research made among pupils of secondary school, a second research was conducted, only this time among teachers of English language at secondary schools. The teachers' questionnaire (see Appendices: Figure 3) was created online and then sent to different schools, mainly in the Jeseník region. Some of the answers, however, came from schools from different regions too. Despite that a substantial number of schools were approached and asked to fill in the questionnaire, only 10 respondents did so. Fortunately, the divergence of their teaching practice was achieved, allowing the research to be analysed and included in the thesis.

The research was aimed at collecting information about teachers' opinions on teaching pronunciation at secondary schools in general and by using games. The questionnaire consisted of 8 questions, with 4 being close-ended and the rest (4) open-ended. There, respondents were supposed to state the length of their teaching practice, opinion on teaching pronunciation, what games they use, or what advantages and disadvantages they see in doing so. Each question was analysed separately and the overall summary made at the end.

XIII.1 TEACHERS' QUESTIONNAIRE ANALYSIS

1. For how long have you been teaching English at secondary school?
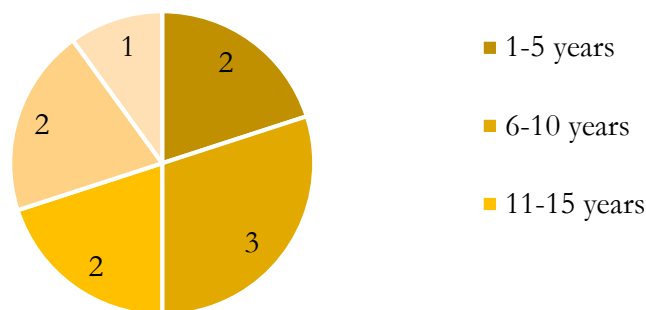
Chart 25: Length of teaching practice

As is clear from this chart, the divergence of respondents' length of teaching practise is visible, with 5 of them being fairly short (2 choosing "1-5 years" and 3 of them "6-10 years"). 5 teachers had their practice longer than 10 years, specifically 2 answering "11-15 years", 2 "16-20 years" and only 1 choosing "more than 20 years." Such a divergence may be crucial for the research, as teachers of different ages might approach teaching in very diverse ways. This ensures the objectiveness of the research.

2. Teaching pronunciation at secondary school is important.
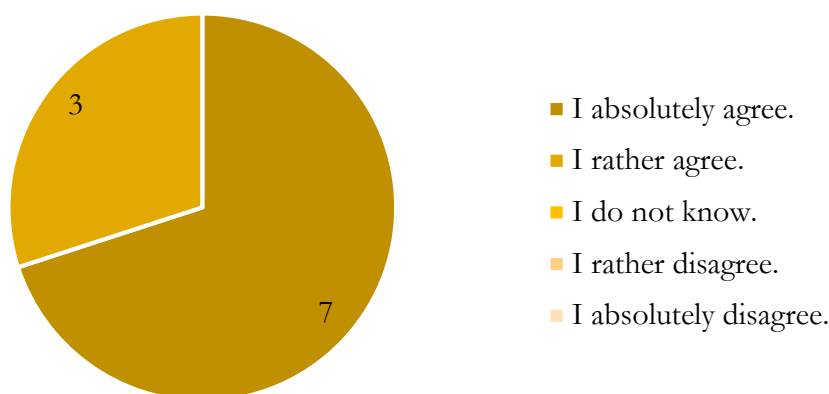
Chart 26: Importance of teaching pronunciation

When asked about the importance of teaching pronunciation at secondary school, most of the respondents (7) chose "I absolutely agree." The rest of them (3) answered "I rather agree." To comment on it, it is obvious that all of them think of the importance to be quite high, as none of them answered negatively.

The third question covered the topic of the way respondents teach pronunciation in their lessons. The answers were again quite diverse. However, in 6 of them, respondents mentioned listening to songs and singing. Other than that, different pronunciation games (5) (such as bingo) were mentioned too, together with repetition drills, reading aloud, or speaking and reading activities. One answer differed from the others completely, saying that the teacher uses recording of pupils. The important response for this particular research was "playing games." This shows that many teachers might consider using games effective (see question 6 below).

4. How often do you use games in your lessons?
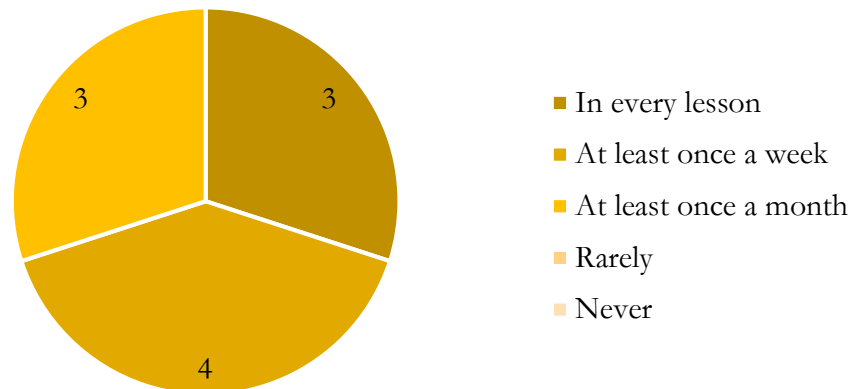
Chart 27: Frequency of using games in the EFL classroom

Next question was aimed at gathering information about the frequency of using games in the respondents' lessons. A very positive result is that none of them chose "Rarely" or "Never." 3 teachers answered "In every lesson." Looking at these respondents' answers to the first question, they are those with teaching practise under 15 years (one of them 1-5 years, one 6-10 years and one 11-15 years). This might suggest that teachers with shorter practice tend to use games more than the rest. However, 4 teachers chose "At least once in a week," with one of them having the teaching practice longer than 20 years. What is more, one of the 3 who chose "At least once in a month." Claimed his/her teaching practice to be 1-5 years.

The fifth question asked what games teachers use in their lessons. Their comments included answers like "Simon says" (3), "hangman" (2), or "bingo" (4). Teachers wrote also vocabulary games, speaking games, puzzles, crosswords, memory games or Chinese whisper. One answer contained a very specific activity, where students try to speak at exactly the same speed and rhythm as the CD, then try one more time with the sound turned down in the middle of the recording to see if they are still in time when the sound is turned back up. All in all, the respondents seemed to know a large number of different games that practice all skills and various aspects of English.

The aim of the question was to investigate, whether teachers use games practicing pupils' pronunciation. This is the reason why it was not specified in the question. From their responses, it is obvious that using games training pronunciation in some way is common among them, as many of them focus on speaking and listening.

6. Using games for teaching pronunciation is effective.
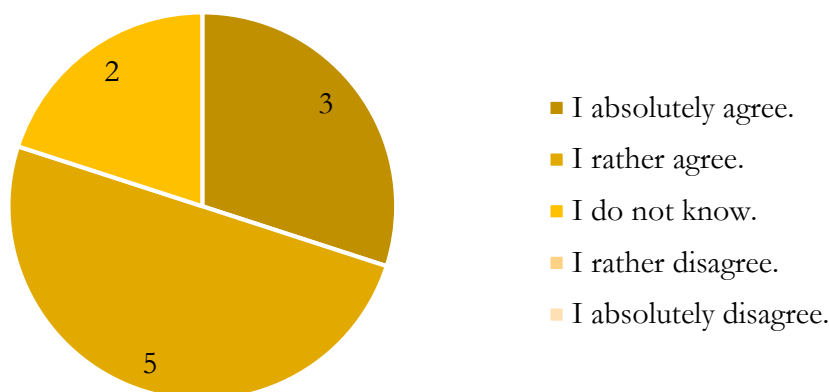
Chart 28: Effectiveness of using games for teaching pronunciation

To verify the assumption from the previous question, the sixth one was asked. Majority of teachers (5) answered "I rather agree." and 3 "I absolutely agree." This might truly prove that the respondents use games for training pronunciation in their lessons, as they consider them to be an effective tool. Nevertheless, there were 2 of them who did not know. Interesting about them is that one of them has been teaching for 1-5 years and the other for 16-20 years. This might lead to the conclusion that a longer teaching practice does not have to necessarily ensure them to have a clear opinion about this issue. All in all, the respondents consider games to be rather effective for training pronunciation.

The last two questions dealt with the teachers' opinion about advantages and disadvantages about using games for teaching pronunciation. The advantages of using pronunciation games were many. Despite this, majority of teachers agreed that the main were motivation, engagement, entertainment, unconscious language acquisition, or a natural approach to teaching. These answers correspond with the issues covered in the theoretical part of the thesis. It is very positive that the respondents were aware of the advantages, for it allows them to use the games more effectively.

As for the disadvantages, teachers considered playing games to be time demanding or consuming, which might be a significant setback discouraging some of them to do so. Not only does it take much time to prepare the games before the lesson, it also consumes a great portion of the lesson itself. Other aspects, such as the class management, noise, or games diversity were mentioned, covering the theory described above (see Chapter VI) once more. One answer was intriguing, since it claimed there were no disadvantages in using games. This respondent has been teaching for 6-10 years

and claimed he/she uses games in every lesson. The opinion about effectiveness of games to teach pronunciation was positive too.

XIII.2 | SUMMARY

The research was conducted among 10 respondents of different length of teaching practice from different secondary schools. Its aim was to investigate their opinion on using games generally and for teaching pronunciation. The results of the questionnaire analysis often differed, yet in some cases came into agreement, especially when asked about the importance of teaching pronunciation. Such situations were vital for the research, as it showed a common belief among secondary school teachers that focusing on incorporating pronunciation to the EFL classroom is important and, what is more, games are rather effective way to do so. Respondents stated many different games they use in their lessons, often focusing on speaking and listening, thus practicing pronunciation too. Even though not all of them use games in every lesson, they do so at least once in a week or month, which might be considered enough (due to the setbacks covered in the Chapter VI).

The length of their practice did not seem to be affecting teachers' approach towards teaching a foreign language, which was conducted in a rather entertaining way. What was positive about it was that while doing so, they seem to be aware of the advantages and possible setbacks at the same time. This enables their pupils to feel more comfortable during the lessons, and motivate them to participate in the learning process. All this should lead to a more relaxed atmosphere, thus more effective environment.

CONCLUSION

The main goal of the thesis, as stated above, was to describe the methodology of teaching pronunciation by using games, and then inspect its effectiveness and meaningfulness from both pupils' and teachers' point of view. It also aimed at introducing five pronunciation games, recommended for use in the EFL classroom, together with their analysis and realisation in a particular classroom environment. At the beginning of the thesis, a hypothetical question was asked, whether games are suitable for teaching/practising pronunciation. While in the theoretical part the methodological basis for answering it was delivered, the practical part aimed at assessing real situations and collecting real opinions to support it.

Drawing on the information covered in the theoretical part, games seemed to be an ideal tool for teaching pronunciation. They ensure that pupils are motivated to learn and engaged in the process, as well as entertained at the same time. What is more, they provide them with a more natural way of acquiring English pronunciation, which might lead to better results.

To conclude whether the goal of the work was met or not, it is important to observe the practical part. Two researches were conducted, one among pupils, the other among teachers. Their aims were to inspect whether games might be useful for teaching pronunciation and what their advantages/disadvantages are.

In the first one, pupils were presented a questionnaire asking about their experience with playing games in the EFL classroom and their opinion about the importance of teaching pronunciation at secondary school. The aim was to investigate how often they played games and whether they considered it enough or not. The results were not much surprising, as they claimed they would like to play games more often (preferably in every lesson), even though they were introduced to them at least once in a week. A question about their knowledge of particular games was asked too, in order to inspect if some of them were practicing pronunciation. It seemed that the majority was focused on speaking, thus training pronunciation in a way, even though not explicitly.

The research conducted among teachers had the goal to collect data about their opinion on using games for teaching English, especially pronunciation. They were asked to state the length of their teaching practice and asked questions about how often and what type of games they use in their lessons. The mentioned games were diverse, yet the majority was dealing with pronunciation in a way. This result was very fortunate, as it might prove the teachers were aware of the invaluable price of games for practicing pronunciation. Furthermore, from their other responses it was obvious that their attitude towards using games was very positive. They mentioned a large number of advantages, yet

realised several disadvantages at the same time. All in all, their opinions about the topic proved to be positive, thus possibly proving the answer to the hypothetical question at the beginning of the thesis.

Beside the aforementioned researches, another one was conducted, centred around the introduction of five pronunciation games to pupils of different ages and language knowledge. The goal was to offer these games as an inspiration for the reader, and to investigate their potential to practice pronunciation and their overall meaningfulness to be used again in the future. After playing each of them, pupils were asked to fill in a questionnaire, which was then analysed. The results showed that all chosen games were considered rather effective both for practicing pronunciation and motivating and activating pupils. What is more, all five were found to be useful to play again in the coming lessons of English.

To conclude the thesis, the hypothetical question, whether games could be used effectively for teaching pronunciation, seemed to be answered in a positive way, based on the theoretical background provided in the first part of the work, and teachers' and pupils' responses to presented questionnaires.

To end the thesis, it feels appropriate to include J. A. Comenius' quote:

> "Much can be learned in play that will afterwards be
> of use when the circumstances demand it."
>
> (J. A. Comenius)

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APPENDICES

XIV | CHARTS

XIV.1   STUDENTS' EXPERIENCE WITH GAMES

Chart 1: Frequency of playing games

Chart 2: Pupils' desire to play games

Chart 3: Games pupils know and play

Chart 4: Importance of a good pronunciation

XIV.2   GAMES ANALYSIS

XIV.2.1   MINIMAL PAIRS BINGO

Chart 5: The effectiveness of improving pronunciation

1. This game is a good way to improve pronunciation.

- I absolutely agree.
- I rather agree.
- I do not know.
- I rather disagree.
- I absolutely disagree.
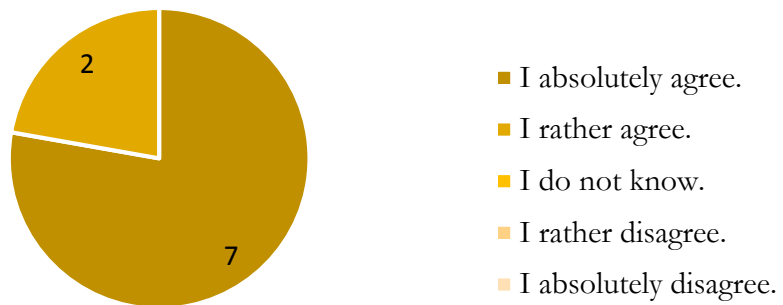
Chart 6: The improvement of pronunciation

2. By playing this game, I improved my pronunciation.

- I absolutely agree.
- I rather agree.
- I do not know.
- I rather disagree.
- I absolutely disagree.
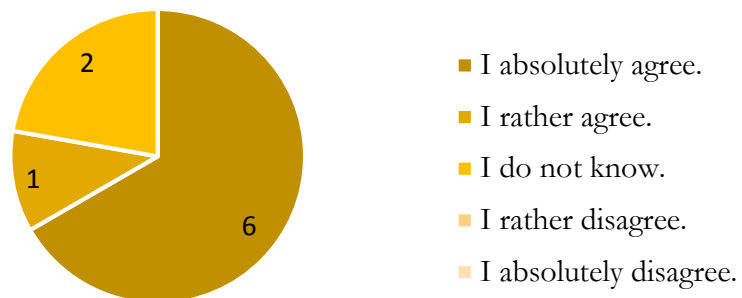
Chart 7: Previous experience with the game

3. Have you ever played a game like this in the past?

- Yes
- No
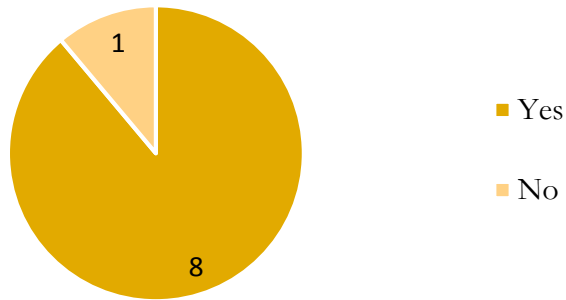
Chart 8: Using the game in the future

4. Would you like to play the game again in the future?

- Yes
- No
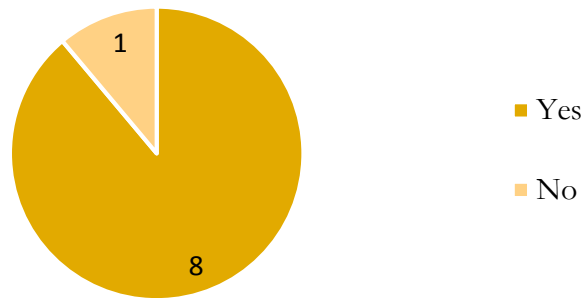
XIV.2.2   PRONUNCIATION JOURNEY

Chart 9: The effectiveness of improving pronunciation
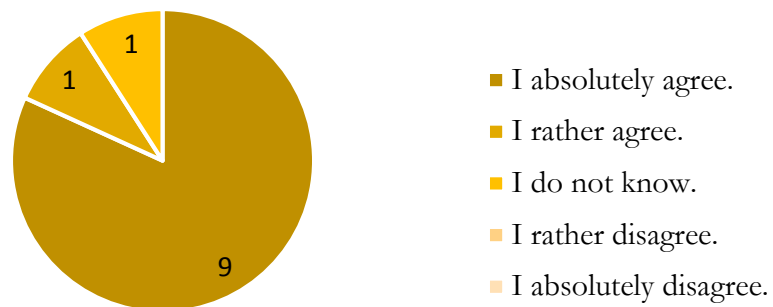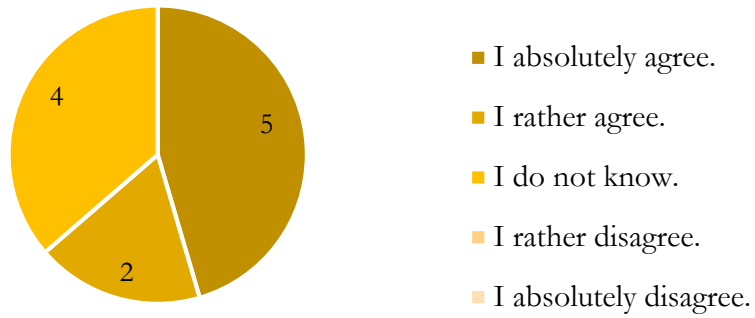
1. This game is a good way to improve pronunciation.

- I absolutely agree.
- I rather agree.
- I do not know.
- I rather disagree.
- I absolutely disagree.

Chart 10: The improvement of pronunciation

2. By playing this game, I improved my pronunciation.

- I absolutely agree.
- I rather agree.
- I do not know.
- I rather disagree.
- I absolutely disagree.

Chart 11: Previous experience with the game

3. Have you ever played a game like this in the past?

- Yes
- No
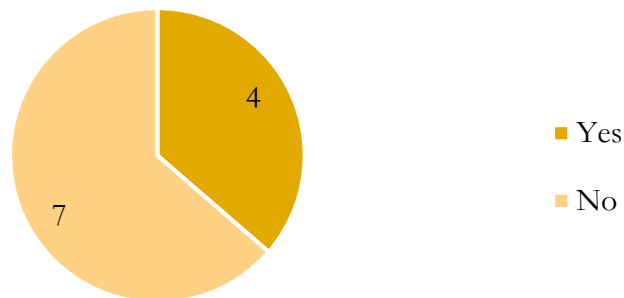
Chart 12: Using the game in the future

4. Would you like to play the game again in the future?

- Yes
- No
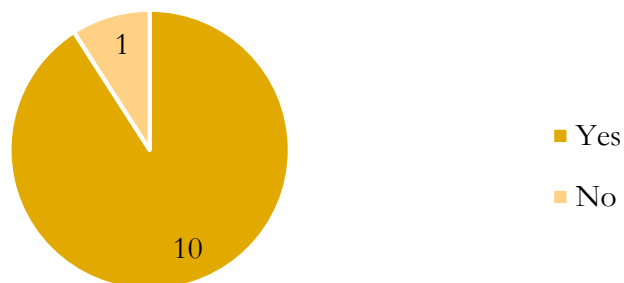
XIV.2.3   TONGUE TWISTERS

Chart 13: The effectiveness of improving pronunciation

1. This game is a good way to improve pronunciation.

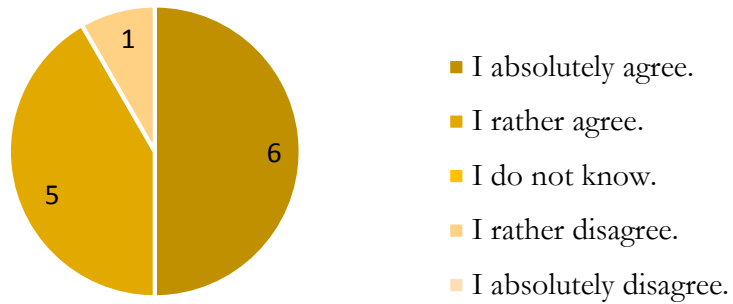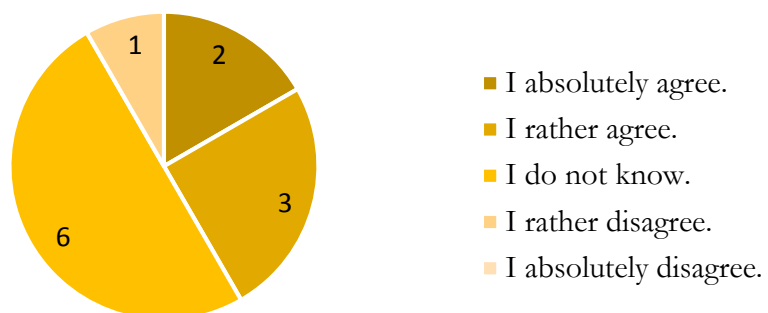- I absolutely agree.
- I rather agree.
- I do not know.
- I rather disagree.
- I absolutely disagree.

Chart 14: The improvement of pronunciation

2. By playing this game, I improved my pronunciation.

- I absolutely agree.
- I rather agree.
- I do not know.
- I rather disagree.
- I absolutely disagree.

Chart 15: Previous experience with the game

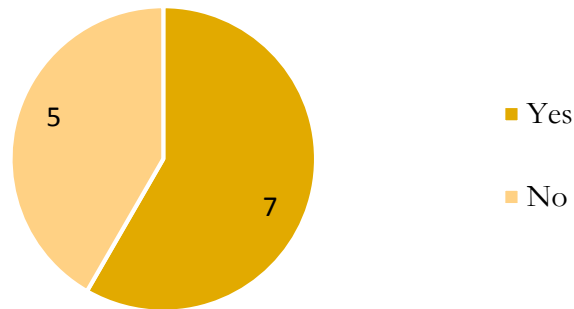## 3. Have you ever played a game like this in the past?
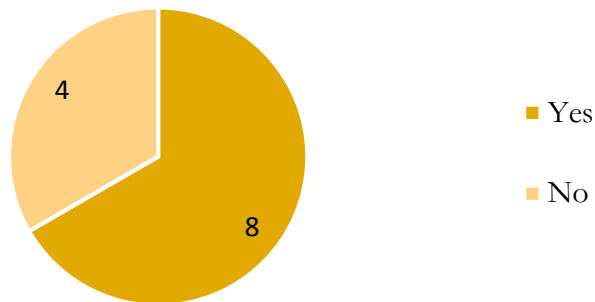

- Yes
- No

Chart 16: Using the game in the future

4. Would you like to play the game again in the future?

- Yes
- No

XIV.2.4 MINIMAL PAIRS SLAP

Chart 17: The effectiveness of improving pronunciation

1. This game is a good way to improve pronunciation

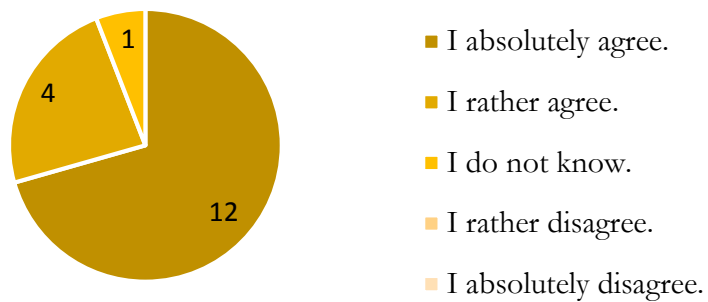- I absolutely agree.
- I rather agree.
- I do not know.
- I rather disagree.
- I absolutely disagree.

Chart 18: The improvement of pronunciation

2. By playing this game, I improved my pronunciation.

- I absolutely agree.
- I rather agree.
- I do not know.
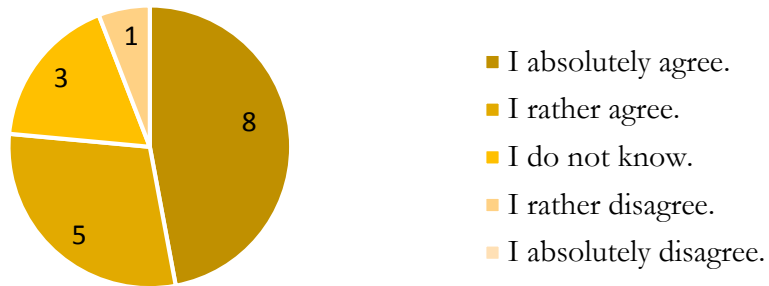- I rather disagree.
- I absolutely disagree.

Chart 19: Previous experience with the game

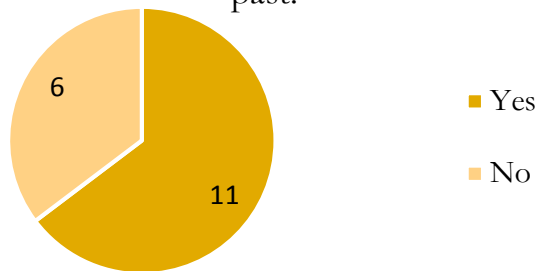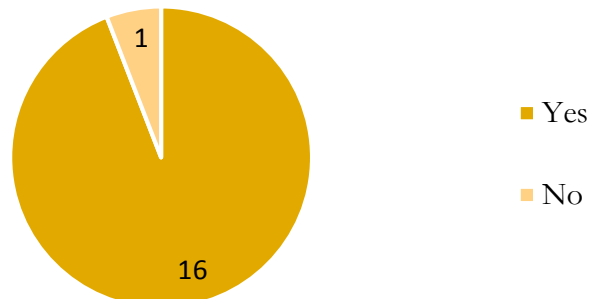## 3. Have you ever played a game like this in the past?

- Yes
- No

Chart 20: Using the game in the future

4. Would you like to play the game again in the future?

- Yes
- No

XIV.2.5   SOUND MAZE

Chart 21: The effectiveness of improving pronunciation

1. This game is a good way to improve pronunciation

- I absolutely agree.
- I rather agree.
- I do not know.
- I rather disagree.
- I absolutely disagree.
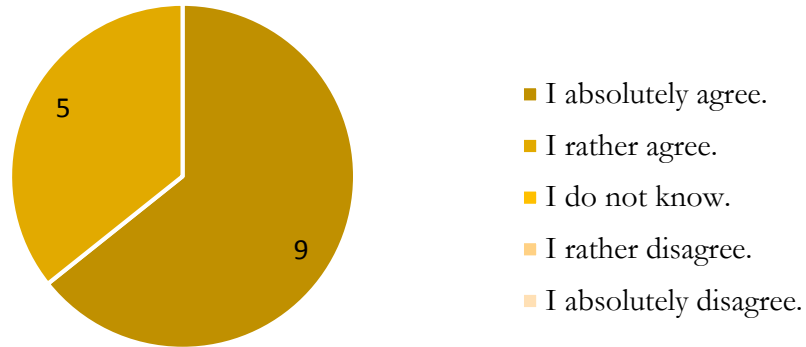
Chart 22: The improvement of pronunciation

2. By playing this game, I improved my pronunciation.

- I absolutely agree.
- I rather agree.
- I do not know.
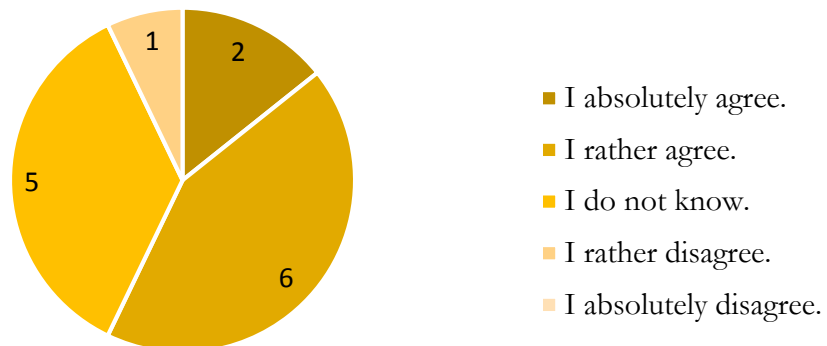- I rather disagree.
- I absolutely disagree.

Chart 23: Previous experience with the game

3. Have you ever played a game like this in the past?
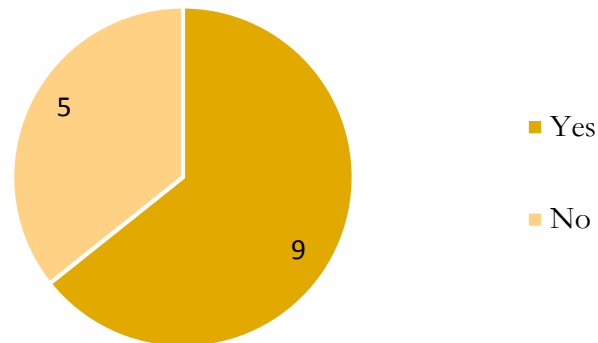

5 9

- Yes
- No

Chart 24: Using the game in the future

4. Would you like to play the game again in the future?
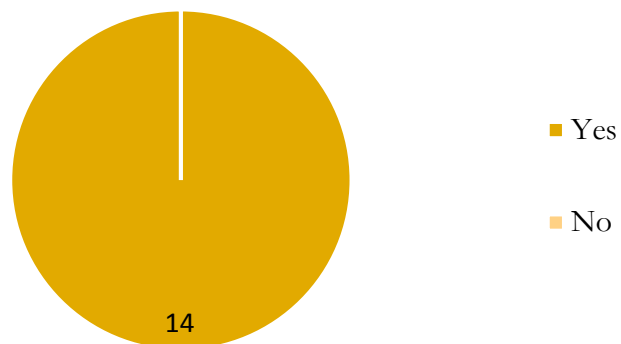

14

- Yes
- No

Chart 25: Length of teaching practice

Chart 26: Importance of teaching pronunciation

Chart 27: Frequency of using games in the EFL classroom

Chart 28: Effectiveness of using games for teaching pronunciation

XV | FIGURES

XV.1 Figure 1: Students' questionnaire on their experience with games

XV.1.1 The Czech version

Dotazník pro studenty

Tento dotazník je zcela anonymní. U otázek 1, 2 a 4 vždy zvolte pouze jednu možnost zakroužkováním příslušného písmene a-e. U otázky 3 vypište alespoň jednu hru.

1. Jak často hráváte hry v hodinách angličtiny?
   a. Každou hodinu.
   b. Alespoň jednou týdně.
   c. Alespoň jednou měsíčně
   d. Zřídka kdy
   e. Nikdy
2. Jak často byste chtěli hrát hry v hodinách angličtiny?
   a. Každou hodinu.
   b. Alespoň jednou týdně.
   c. Alespoň jednou měsíčně
   d. Zřídka kdy
   e. Nikdy
3. Jaké hry znáte a hráváte v hodinách angličtiny?

4. Správná výslovnost je důležitá pro studenty angličtiny.
   a. Zcela souhlasím.
   b. Spíše souhlasím.
   c. Nevím.
   d. Spíše nesouhlasím.
   e. Zcela nesouhlasím.

Děkuji za vaši ochotu a čas při vyplňování tohoto dotazníku.

XV.1.2   The English version

Students' questionnaire

This questionnaire is anonymous. For questions 1, 2 and 4 choose one option by circling the corresponding letter a-e. For question 3 write at least one game.

1. How often do you play games in English lessons?
    a. In every lesson.
    b. At least once a week.
    c. At least once a month.
    d. Rarely
    e. Never
2. How often would you like to play games in English lessons?
    a. In every lesson.
    b. At least once a week.
    c. At least once a month.
    d. Rarely
    e. Never
3. What games do you know and play in English lessons?

4. A correct pronunciation is important for ESL/EFL learners.
    a. I absolutely agree.
    b. I rather agree.
    c. I do not know.
    d. I rather disagree.
    e. I absolutely disagree.

I would like to thank you for your time and willingness to fill in the questionnaire.

XV.2   Figure 2: Students' questionnaire on the effectiveness of games

XV.2.1   The Czech version

Dotazník pro studenty

Tento dotazník je zcela anonymní. U otázek 1-4 vždy zvolte pouze jednu možnost zakroužkováním příslušného písmene. U otázky 5 stručně napište svůj názor.

1. Tato aktivita je dobrá ke zlepšení výslovnosti.
    a. Zcela souhlasím.
    b. Spíše souhlasím.
    c. Nevím.
    d. Spíše nesouhlasím.
    e. Zcela nesouhlasím.
2. Díky této aktivitě jsem si zlepšil/a výslovnost.
    a. Zcela souhlasím.
    b. Spíše souhlasím.
    c. Nevím.
    d. Spíše nesouhlasím.
    e. Zcela nesouhlasím.
3. Už jste někdy měli podobnou aktivitu v minulosti?
    a. Ano
    b. Ne
4. Dělali byste rádi tuto aktivitu znovu v budoucnosti?
    a. Ano
    b. Ne
5. Co se vám na této aktivitě líbilo/nelíbilo?

XV.2.2   The English version

Student's questionnaire

This questionnaire is anonymous. For questions 1-4 choose one option by circling the corresponding letter a-e. For question 5 write your opinion in few words.

1. This game is a good way to improve pronunciation.
    a. I absolutely agree.
    b. I rather agree.
    c. I do not know.
    d. I rather disagree.
    e. I absolutely disagree.
2. By playing this game, I improved my pronunciation.
    a. I absolutely agree.
    b. I rather agree.

      c.   I do not know.

      d.   I rather disagree.

      e.   I absolutely disagree.

3. Have you ever played a game like this in the past?
    a. Yes
    b. No
4. Would you like to do play the game again in the future?
    a. Yes
    b. No
5. What did you like/dislike about the game?

XV.3   Figure 3: Teachers' questionnaire on using pronunciation games

Using pronunciation games in the EFL classroom

Dear teachers,

I would like to ask you to spare several minutes of your time and fill this short questionnaire for my master's thesis.

Thank you for your time.

1. For how long have you been teaching English at secondary school?

    a. 1-5 years

    b. 6-10 years

    c. 11-15 years

    d. 16-20 years

    e. more than 20 years

2. Teaching pronunciation at secondary school is important.

    a. I absolutely agree.

    b. I rather agree.

    c. I do not know.

    d. I rather disagree.

    e. I absolutely disagree.

3. How do you teach pronunciation at secondary school?

4. How often do you use games in your lesson?

    a. In every lesson.

    b. At least once a week.

    c.   At least once a month.

    d.   Rarely

    e.   Never

5.   What games do you use in your lessons?

6.   Using games for teaching pronunciation is effective

    a.   I absolutely agree.

    b.   I rather agree.

    c.   I do not know.

    d.   I rather disagree.

    e.   I absolutely disagree.

7.   What are the advantages of using games for teaching pronunciation?

8.   What are the disadvantages of using games for teaching pronunciation?

XV.4   Figure 4: Minimal Pairs Bingo[19]

Game 1 Sheet 1 Bingo B15

BINGO 1

bad	boot	pet	beat
part	bed	fat	paid
food	feet	boat	bird
bit	but	fit	put

BINGO 4

pet	beat	boot	part
paid	boat	fat	bad
put	bed	feet	bit
bird	but	fit	food

BINGO 2

bit	food	part	bad
but	feet	bed	boot
bird	boat	fat	pet
fit	paid	put	beat

BINGO 5

part	bad	bit	food
pet	fat	but	feet
boot	boat	bed	bird
beat	paid	put	fit

BINGO 3

beat	paid	pet	boot
bed	put	part	feet
boat	bird	bad	fat
bit	fit	food	but

BINGO 6

fat	paid	beat	pet
boot	put	bad	bed
food	bird	part	fit
feet	but	bit	boat

From Pronunciation Games by Mark Hancock © Cambridge University Press 1995 **PHOTOCOPIABLE** 71

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[19] HANCOCK, M. *Pronunciation games*. Cambridge: Cambridge University Press, 1996. Cambridge copy collection. ISBN 0-521-46735-7.

XV.5   Figure 5: Pronunciation Journey[20]

Pronunciation journey B2
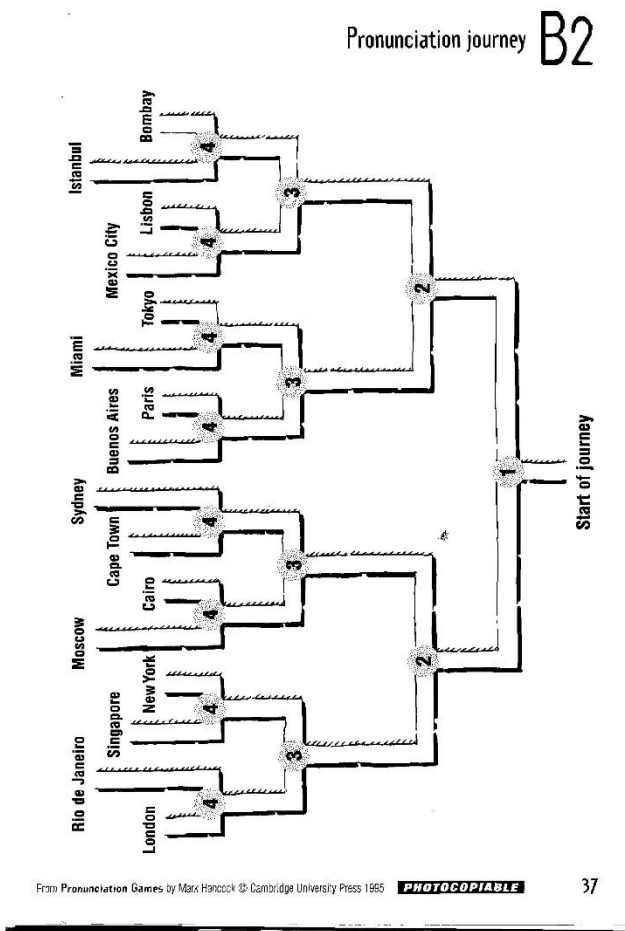
XV.6   Figure 6: Minimal-pairs Slap

BEER	BEAR	THIS	THESE
FOOT	FOOD	BED	BAD

[20] HANCOCK, M. *Pronunciation games*. Cambridge: Cambridge University Press, 1996. Cambridge copy collection. ISBN 0-521-46735-7.

XV.7   Figure 7: Sound Maze[21]

B8 Simple sound maze Puzzle 1 /iː/ (see)

tea	these	meat	meet	main
like	this	friend	complete	hear
scene	sheep	eat	need	fit
TV	ship	it	year	pain
feel	fill	night	head	fly
seat	read	please	right	fine
sit	dead	street	break	smile
cheap	sea	me	fight	sin
feet	bear	beer	nine	sign
bean	teach	tree	east	meal

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[21] HANCOCK, M. *Pronunciation games*. Cambridge: Cambridge University Press, 1996. Cambridge copy collection. ISBN 0-521-46735-7.

RÉSUMÉ

Diplomová práce je zaměřena na metodologii spojenou s využitím her k výuce výslovnosti anglického jazyka na základní škole. Na základě dvou výzkumů provedených u žáků a poté učitelů základní školy bylo zjištěno, že využití her k výuce výslovnosti je považováno za vhodné a efektivní. Z průzkumu bylo take zřejmé, že ne vždy vyhovuje daná hra každému žákovi, a tedy učitelé musí brát ohled na tuto skutečnost při jejich výběru. V práci bylo také popsáno pět her zaměřených na výslovnost, jež byly použity v konkrétních hodinách anglického jazyka a následně analyzovány. Cílem pak bylo poskytnout čtenáři námět k inspiraci.

ANOTATION

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Katedra:	Ústav cizích jazyků PdF UP
Vedoucí práce:	Mgr. Josef Nevařil, Ph.D.
Rok obhajoby:	2017

Název práce:	Využití her procvičujících výslovnost ve výuce anglického jazyka
Název v angličtině:	Using pronunciation games in the EFL classroom
Anotace práce:	Diplomová práce je zaměřena na využití her k výuce výslovnosti anglického jazyka na základní škole. Cílem je tuto problematiku rozebrat z metodologického hlediska, a poté na základě těchto informací provést průzkum mezi žáky a učiteli základní školy. V práci je také přiloženo a analyzováno pět her, sloužících jako možná inspirace pro čtenáře.
Klíčová slova:	Hry, výslovnost, anglický jazyk, základní škola, metodologie, výuka, soubor her
Anotace v angličtině:	The master's thesis is focused on using games to teach pronunciation in the EFL classroom. The goal is to describe the issue from the methodological point of view, so that a theoretical basis for researches among pupils and teachers of secondary school is created. The work includes an analysis of a set of five pronunciation games which might serve as a potential inspiration for the reader.
Klíčová slova v angličtině:	Games, pronunciation, the English language, secondary school, methodology, teaching, a set of games
Přílohy vázané v práci:	35 příloh
Rozsah práce:	81
Jazyk práce:	Angličtina