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Master´s Diploma Thesis

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Fun elements and game-like activities as a part of teaching English at Czech schools

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I hereby declare that this Master′s Diploma Thesis "Fun elements and game-like activities as a part of teaching English at Czech schools" is my original work and that I worked on this thesis independently. No other sources than those listed in the bibliography were used in its compilation.

Olomouc …………………..   Author's signature …………………….

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INTRODUCTION

The English language is currently a dominating language all over the world. Over the past one hundred years, this language has become truly global. It is noticeable no matter what you do and where you go. When travelling, one is exposed to English signs and announcements. It is often a lingua franca of conferences and international events. Last but not least, pop music, movies, and PC games are common in English. I have been teaching English and Spanish at language schools over the past 12 years, and I must confess that English is an obvious choice for most of the incomers. No language can be compared to English regarding people´s interest. I have always been the kind of teacher who is in love with her job. Due to my not very positive experience as a student at a basic school, I became eager to discover the best possible ways how to teach, entertain and inspire my students. In my humble opinion, learning is a never-ending process that positively enhances teachers´ awareness and knowledge and contributes to their abilities.

"Who dares to teach must never cease to learn." John Cotton Dana

Nevertheless, I was curious to find out what is the current situation like at Czech schools, what method do teachers mostly use, whether they are satisfied being teachers, and how do students enjoy lessons of English. Based on experience from childhood, motivation is an essential tool in the process of learning. Owing to diversity between me and my female teacher when I was a child, I developed a strong dislike for English. Desire to understand my friends from Florida and my passion for travelling made a perceptible change in my studies. My high school teacher provided additional motivation when she praised me for answering something correctly in front of all other students. Regardless of the fact that I answered correctly by chance, I was inspired to work on my English outside of class on my own. As a result of my endless effort, I became the best student of English in my class. After graduation, I decided to travel to London to live and study there. I stayed with a typical British family, and I enrolled in an English language course that was supposed to prepare me for the FCE exam. Right there I met Jane who was a very sophisticated, erudite and charismatic lady in her sixties who used the Communicative approach to language teaching. To my great astonishment – learning English could be fun. Those were my motives for writing this thesis.

The English teaching methodology consists of many constantly developing theories and changes, as well as assumptions and disagreements between authors regarding

terminology. The aim of any teacher should be how to enhance and facilitate learning for his or her pupils.

This thesis offers a closer look at a selected choice of methods and approaches that are currently being used in classes by teachers of English at Czech schools. Pupils´opinions, preferences and either a contentment or discontentment were collected via a questionnaire. The perspective of six selected teachers is presented through interviews.

At the very beginning of this work, a description of the current situation in the world and also in the Czech Republic is presented. In order to avoid any sort of confusion caused by the disunity of authors regarding terminology, expressions such as method, approach, procedure, and technique are defined in chapter 3. A target group of learners is characterized in the previous chapter. It was expressed with bravura by professor Zdeněk Matějček, that each pupil is a unique human being with different needs, dispositions, and temperament and should be treated accordingly. Nevertheless, without a certain portion of knowledge from the field of psychology and biology, it would be downright impossible to reach some sort of common understanding and productive teaching environment. The essential fact mentioned above, together with a positive approach of the teacher that contributes to pupils´ motivation and the right choice of teaching method, creates an extraordinary and stimulating learning environment.

The objective of the diploma thesis is to validate that using fun elements and game-like activities is effective in teaching English. The aim is also to determine whether the teaching public is using such techniques for teaching English and whether both, teachers and students are contented with the lessons. The author's modest wish is to provide inspiration and encouragement to those teachers who are missing them.

THEORETICAL PART

1 CURRENT POSITION OF ENGLISH

1.1 *SITUATION IN THE WORLD*

According to Flowerdew and Peacock (2017), it is a well-known fact that English has become a dominant language in the world. It is currently spoken by many people in Europe and other continents. It is fascinating that it has ascended to such a place of prominence and popularity, considering the number of native English speakers. Although English ranks 3rd, behind Mandarin and Spanish, regarding the most spoken languages in the world, this fact has no impact on its importance whatsoever. English is the number one choice when it comes to learning a second or foreign language. (Flowerdew and Peacock, 2017) The following chapter offers a closer look at its importance in a summarised manner.

Howatt and Widdowson (2004) explain that at the turn of the 15th century, English was the language of a small minority, spoken only by less than 3 million people worldwide. (Howatt and Widdowson, 2004). Regardless of the fact that English was originally the language of a small island of people, it became widespread and, at this time, the number of people who learn English as their second or foreign language is much larger than the number of native speakers. It is estimated that there are 1.5 billion people who speak English as a secondary language, as opposed to 329 million native speakers. According to Harmer (2007), the gap is widening all the time which is awe-inspiring. Considering that there are approximately 6,000 languages in the world and that half of them may vanish within the next hundred years, the rapid growth of English speaking is of great concern to some who view themselves as victims of linguistic and cultural imperialism. (Harmer, 2007)

1.2 SITUATION IN THE CZECH REPUBLIC

Flowerdew and Peacock (2017) drew our attention to reasons for its popularity. When discussing why English has become so prevalent and has been selected as an international speaking tool, some of the talking points are politics and military reasons, scientific and technological advancement, business and economics, as well as pop culture and the movie industry. (Flowerdew and Peacock, 2017).

Mauranen (2012) claims that English is rather different from other lingua francas used in the past, such as Sanskrit, Arabic, Latin, and Greek, in terms of the usage of the language. There is a considerably wider range of activities and situations in which English has become a dominant language. Just to name a few, travelling, modern ways of communication and commerce. (Mauranen, 2012).

Therefore, it is not surprising that whether you are a child, a student, a business professional, or a senior who wants to master the basic conversational skills fo travelling, there are English courses in the Czech Republic available for all fluency levels, ages, and time durations.

2 DESCRIPTION OF THE TARGET GROUP OF LEARNERS

The choice of teaching methods, procedures, and techniques depends on the factor of age. Without this knowledge, the teaching process might be much more complicated. This work will focus primarily on pupils of lower-secondary schools. Nonetheless, for contrast and comparison, pre-school aged children and pupils of primary schools are going to be described as well.

2.1 NURSERY SCHOOL

When discussing preschoolers, we are referring to young learners between the ages of 3 and 6 or 7 years old. These very young learners develop their imaginations and communication skills with activities like games, drawing, and story-telling since they tend to be more intuitional in their thinking, rather than logical reasoning (Vagnerova 2012).

Jim Scrivener (2011) comments that these young learners are spontaneous, authentic, curious, and get excited easily. They are not interested in learning English simply for the sake of learning the language, but they enjoy the fun of the moment in doing fun and interesting games and activities and they just accept that the tool of communication is English. Taking the aforementioned into account, songs and rhymes, puppetry, chants, drama, song jumble, picture dictation, and story-telling are all useful devices that capitalize on the character traits of preschoolers. Art, primarily drawing, and crafts are also useful tools that should be utilized strategically, as they provide both the children and the teacher with a so-called, "quiet and calm" segment of the lessons.

2.2 PRIMARY SCHOOL

In the Czech Republic, children ages 6 to 9 years old attend primary school. Currently, students are required to begin studies of a second language in the 3rd grade. It is a common trend among Czech parents to start their children in language studies as soon as possible Some alternative schools like Waldorf and Montessori have, for some time already, begun with language studies in the 1st or 2nd grade. They have been an option for parents who, for one

reason or another, desire to have their children get an advantage by starting foreign language studies earlier.

When children first enter primary school, they still desire the fun intuitive activities they enjoyed and experienced as preschoolers. They do not yet possess reading and writing skills in their first language, so it is not appropriate or suitable to present them with text-based materials. They enjoy listening to stories, singing songs, drama, listen and do tasks, and other ideas mentioned in the previous chapter. Basic skills, such as alphabet recognition, memorization, and the association of letters with objects and pictures are typically learned at this stage. Primary school children generally still have very short attention spans, but a good, creative teacher will find ways to make the lessons stimulating and engaging with various devices, including motion activities. (Scrivener, 2011)

2.3 LOWER SECONDARY SCHOOL

As students reach their adolescent years, they enter lower-secondary schools. Pupils at this stage range in age from 10 to 15 years and have a great disposition for learning, due to increased cognitive skills and abstract thinking. Not only are they able to operate with abstract terms that enable them to understand grammar rules, but their attention span is also significantly longer. Because of puberty, this age group is considered to be rather challenging and difficult. (Čačka, 2000).

Scrivener (2011) agrees and adds that young teenagers have a reputation for being demanding on the teacher, as they can be very emotional, insecure with regards to their feelings, and they tend to get bored very quickly. It is suggested that anything (perceived as) "childish" should be avoided in the lesson plans. Reading and listening to materials from up-to-date sources that are relevant for younger adolescents should be selected and utilized. This period of life is very difficult for teenagers and they have an affinity for truthfulness (honesty), meaningfulness (things that have a purpose), democratic approaches, and the willingness of others (their peers and teachers) to listen to their ideas and suggestions. However, the students are curious and want to enjoy themselves, so interactive games, pairwork, and groupwork are still valid activities for teaching. (Scrivener, 2011).

Ur (2012) proposes that one of the most useful and reliable sources for teaching younger adolescents is the adolescents themselves. As it takes longer to build trusting

relationships with them, their opinions and helpful tips could be elicited through questionnaires. (Ur, 2012).

Related to this idea, Scrivener (2012) suggests that projects and topics selected by the students should be considered. This may include working on one very large project with a definite outcome, such as a play or show in English, that could be presented to schoolmates or parents. Another option would be the formulation of a magazine or newspaper in English where they can express their opinions and focus on objects of their interest. As a result, a classroom environment is created where everyone can feel valued, as well as be involved, motivated, inspired, and have a sense of responsibility at the same time. Unfortunately, these "student ownership" strategies are not always possible, since it is usually mandated that course books and syllabus must be followed strictly. (Scrivener, 2012).

In conclusion, although this age group is considered to be rather demanding and not easy to work with, given the right learning conditions and trustful environment, they can learn a lot. Also because they stay concentrated for a longer time than younger learners and can work with abstract terms so the grammar rules are comprehensible. Each age group is different and so we should also introduce different strategies, techniques, and procedures when teaching. Teachers should find the best way how to relate to each age group and assimilate the lessons in a way by which they are relevant and exciting for the students.

3 INTRODUCTION INTO METHODS AND APPROACHES

As stated by Harmer (2012), the history and development of language teaching is very extensive. It can be noted that findings in the fields of psychology and linguistics have revived and altered obsolete methods and approaches in the language teaching process. These findings have made the teaching process more efficient and enjoyable and they have given birth to modern and alternative methods and approaches.

Before focusing on the selected ways of teaching, basic terminology is presented, including the differences between terms. The opinions of the various authors whose works are referenced are presented. As far as I am concerned, how the target language is presented essentially affects the pupil´s attitude toward learning it. Ultimately, it has an impact on the success or failure of the learning process. Language specialists and linguists are constantly looking for the best ways of presenting languages to the pupils. To date, a great number of methods, approaches, techniques, and procedures have been developed to improve the language teaching process. (Scrivener, 2012).

3.1 METHOD

Choděra and Ries (1999) state that, in a narrow sense**,** a method is a specific type of activity of both a teacher and a student. Under the guidance of a teacher, a student acquires knowledge, skills, habits, and an awareness of global issues. In a broader sense, a method is viewed as a global and general approach (see Chapter 3.3) to teaching a foreign language. According to the aforementioned authors, methods of teaching are strongly connected to psychology. (Choděra and Ries, 1999).

Harmer (1994) explains that a method is the practical realisation of an approach (see Chapter 3.3 below). When determining the roles of teachers and learners, types of activities, and teaching materials, the origination of a method has come into being.

Richards and Rodgers (2001) claim that a method contains detailed and specific content, clear roles of teachers and students, as well as teaching procedures (see Chapter 3.4) and techniques (see Chapter 3.5 below). The authors also specify the method as something that does not change within a given time period. Furthermore, there is very little leeway given for personal interpretations. The role of the teacher is to strictly follow the method and apply it in accordance with its principles and rules. (Richards and Rogers, 2001).

Although the method is described differently by various authors, most linguists agree with the statement that method is a procedure (see Chapter 3.4 below) or way of teaching. (Průcha, 2002).

3.2 APPROACH

An approach can be defined as a model of language teaching or learning. It is based on theories of language and language acquisition. (Ur, 2012).

According to authors Richards and Rodgers (2001), an approach is a collection of convictions and principals that we can use as foundations of language teaching. It contains specific regulations of techniques (see Chapter 3.5 below) that should be used in teaching. Nevertheless, there is some room for personal interpretation by each teacher and his or her individual application of the approach in teaching. It can be pointed out that an approach is much more flexible, compared to a method. (Richards and Rogers, 2001).

Also, Harmer (1998) labelled an approach as an overall attitude in the process of teaching and learning. In his view, an approach serves as a description of how language works, plus it presents conditions that have an impact on successful language learning. (Harmer, 1998).

3.3 PROCEDURE

A procedure is an ordered sequence of techniques (see Chapter 3.5 below). Harmer (1998) presents an example of working in groups where each group sends one representative to read, memorize and dictate the first line of a poem to the rest of the group. Next, another representative is sent form each group to do the same with the second line, and so on. It can be simplified in the following way: "*A procedure is a sequence which can be described in terms such as – First you do this, then you do that…. Smaller than a method (see Chapter 3.2 above), it is bigger than a technique (see Chapter 3.5 below).*" (Hermer, 1998).

3.4 *TECHNIQUE*

Anthony (1963) explains that a technique is a certain trick or mechanism used to achieve a specific goal. He also adds that a technique is applied within some approach or method. Moreover, a teacher is in charge of selecting the best possible techniques and his choices are influenced by his or her abilities and skills. When one enters a classroom to do some observation, what can be seen is a teacher using some techniques in the process of teaching. (Anthony, 1963).

Harmer (1998) introduced an example of a technique via *silent viewing.* A teacher plays some video with no sound and students are supposed to discuss what the people in the video might be talking about. Silent viewing is a single activity, rather than a sequence and, as such, is a technique rather than a whole procedure (see Chapter 3.4 above). (Harmer, 1998).

For a better understanding of both theoretical and practical parts of this work terms such as a method, an approach, a procedure, and a technique are explained.

4 LANGUAGE TEACHING METHODOLOGY

Ur (2012) claims that a methodology is a collection of teaching procedures that accord with and apply a particular approach. According to Henson (2018), it is a set of methods (see Chapter 3.2 above) based on the same rules whose aim is to encourage students to use the language and apply it in everyday lives of students. (Henson, 2018).

In the following chapter, traditional and modern methodologies are going to be described. At this point, we are going to have a closer look at traditional methodology and modern methodology.

4.1 TRADITIONAL METHODOLOGY

As Scrivener (2012) claims, there will still be many aspects of traditional teaching that are familiar to many, even though details may be very different, depending on the schools, countries, and cultures. Traditionally, a teacher spends quite a lot of class time using the board to explain things. It follows with some practice exercises that are testing whether the grammar or topic was understood. This method of teaching is rather widespread in the world, it represents the predominant mode of education. Scrivener uses the words 'jug and mug approach' where a jug represents a teacher full of knowledge and an empty mug represents a student who does not know much, so the knowledge is being poured from one receptacle into an empty one. (Scrivener, 2012).

Also, Broughton (1994) claims that a typical feature of traditional methodology is 'teacher-dominated interaction'. It seems more than clear that this kind of teaching is deeply teacher-centred and that students´role is primarily to listen and focus on the teacher´s lecture. (Broughton, 1994).

According to Richards and Rogers (2011), earlier traditional methodology concentrated primarily on the mastery of grammatical competence. Grammatical structures are highlighted and items of vocabulary are isolated. Broughton (1994) mentions a lack of speaking and pronunciation practice in traditional teaching methodology. In order to avoid memorizing the errors, all mistakes are immediately corrected by the teacher in traditional teaching. Based on my experience that can be highly demotivating for the students who are trying to learn the language. However, all the methods have some positive as well as negative aspects. One of the advantages of the traditional methodology is according to Richards (2011)

that students learn correctly. The fact is that errors become permanent rather quickly and good habits are not formed through making mistakes but by having students produce correct sentences. (Richards, 2011).

Chudá (1998) claims that in this sort of lesson, the students always know what follows, unless there is some unexpected test. Initially, the topic of the previous lesson is revised, it is followed by the lecture where the teacher explains new grammar. Furthermore, students practise, either in the form of exercise in a workbook or translation. Last but not least, students are provided with the assigned homework for further practice. (Chudá, 1998).

In conclusion, the traditional methodology puts the responsibility for learning mainly on the teacher and it is believed that if students are present in the lesson and concentrate on the teacher's explanations, they will be able to remember what they are supposed to learn and use the knowledge. It is indeed a good method of informing a large number of people about the topic. The efficiency and effectiveness of this teaching method depends on the learning style of each student. In most cases, teaching based predominantly or strictly on this method can be rather problematic.

4.2 MODERN METHODOLOGY

According to Richards and Rogers (2001), there were tremendous changes in the 90 s and 80 s of the 20th century based on dissatisfaction with a methodology based solely on grammar. It led methodology specialists into the search for new methods and approaches. A big emphasis was put on a communicative approach. Grammar ceased to be a base of teaching. A role of an English language and the role of a teacher changed as well. (Richars, Rogers, 2001).

Just to start with, the modern methodology is much more student-centred than traditional methodology. Scrivener (2012) affirms that the teacher´s main role is to enable students to work at their own speed, by not giving long explanations. On the contrary, students should be encouraged to participate, interact and come up with conclusions, ideas, and suggestions. This author also highlights the communicative competence, which enables students to have a meaningful conversation. Also, other writers such as Broughton and Richards reached an agreement in a question of the position of a student in a learning process. What is crucial is that unlike traditional methodology, the students should be the most active

element in the teaching and learning process. Thus students should be encouraged to explore, try out and use English as much as they can.

As pointed out by Richards (2001) in the centre of attention in the process of teaching are topics in a context such as making requests, asking for directions, giving advice, making suggestions, describing wishes and needs and so on. Scrivener (2012) agrees that situations introduced in a context motivates students to elicit the language and this approach makes a learning process more stimulating and practical. He also adds that when a student makes errors, it is evident that progress is being made. This is rather a positive approach to errors and corrections. Scrivener emphasises the aim of the activity. If the aim is to improve learners´accuracy then corrections are useful. On the other hand, if the aim is fluency, immediate correction is less appropriate. A collected list of corrections can be used later in some kind of other activity. Ur (2012) admits that corrections may demoralize students but he insists that in a majority of the cases, students want to be corrected and this traditional approach prevents mistakes from becoming permanent. (Ur, 2012).

To sum up, unlike traditional methodology, modern methodology is student-centred. This teaching employs more contextualized information and practice that is very similar to real-life situations. Students are encouraged to experiment with the language, and commit errors, rather than memorizing rules and drill grammar.

5 DIFFERENT METHODS

Häuslerová, Nováková (2008) point out that there is a close link between the methodology of a foreign language and other fields such as linguistics, pedagogy and, psychology. There is also an interconnection with research in these scientific disciplines. The development of foreign language teaching methods was also influenced in the 20th century by political and social changes in society (Häuslerová, Nováková, 2008).

In the following part of this work, different methods of teaching languages are described.

5.1 *THE GRAMMAR-TRANSLATION METHOD*

As Harmer explains (1998), in the 19th century, when a foreign-language teaching was brought into school curriculums, it gave birth to the Grammar-translation method. As the name of this method suggests, first, grammar is explained and it is followed by example sentences that students must translate from the native language to the target one and vice versa. There was only little if any consideration of the spoken language. (Harmer, 1998).

Ur (2012) states that techniques (see Chapter 3.5) that can be found within this method are grammar explanation, drills, and translation. Target vocabulary is learnt through memorizing. The teacher tends to use the native language of his or her students for correcting mistakes and explaining grammar. Accuracy and immediate correction of errors are essential in this method. (Ur, 2012).

5.2 *THE DIRECT METHOD*

According to Richard and Rodgers (2001), the direct method developed from the "natural method" whose main task was to assimilate learning of foreign language to the first language acquisition as much as possible. Supporters of this method were strongly convinced that the best way to learn a language is to use it actively in the classroom. (Richards and Rogers, 2001).

Regarding this method, Larsen – Freemen (2000) uses a summarization: "No translation is allowed here." Therefore, the usage of a native tongue is forbidden. He also highlights that pronunciation becomes crucial and reading less significant, as opposed to the

grammar-translation method. Many authors agree with Larsen – Freemen that the direct method was the first distinctive and well-organised reaction to the previously mentioned method. Richards (2001) adds that instead of using the mother tongue in order to explain grammar and translate words, several visual aids, demonstrations, and gestures are used. Only target language is allowed in the classroom and grammar is taught inductively. (Richards, 2001).

Richards and Rogers (2001) write that the direct method was first introduced in France and Germany and it was officially authorized at the turn of the 20th century. Subsequently, this method became well known also in the United States of America. (Richard and Rodgers, 2001).

5.3 THE COMMUNICATIVE LANGUAGE TEACHING

According to Larsen-Freeman (1986), the primary goal of teaching a foreign language is to enable pupils and students to communicate in a target language. That is why it should focus on learning vocabulary, as well as language functions and social context. In his view, among principles of the communicative approach are the usage of real-life situations, games, and opportunities for students to express their own opinion. (Larsen-Freeman. 186).

Scrivener (2011) claims that this approach is based on beliefs that learners will achieve more if they participate in meaningful communication. He adds that mistakes are viewed as a natural result of the development of communication abilities. However, he distinguishes between a stronger and a weaker version of Communicative language teaching, stating that mostly the second-mentioned is used. (Scrivener, 2011).

Thornbury (2017) explains the historical background and refers to Communicative language teaching as to an umbrella term that was used for describing a major shift in emphasis in language teaching that occurred in the 1970s. He highlights the functional-notional syllabus, authentic materials, interactive communicative activities, and information-gap tasks. (Thornbury, 2017).

5.4 THE LEXICAL APPROACH

As the name suggests, the key idea of this method of teaching a foreign language is that the language is made up of lexical units rather than grammatical structures. The associations that affect our choice of words are called collocations and formulaic language, as the Thornbury (2017) claims. There is only a small number of what one can produce by speech that can be labelled as brand new and unique. A more loose term for the collocations is chunks. The author of this approach, Michel Lewis (1993) argues that learning a language is about memorizing words, phrases, and collocations. Teaching with preferences of this approach tends to be more successful to learners than the one based on a list of grammar rules, as its core is actual usage, rather than linguistic theory. In other words, it is more practical. (Thornbury, 2017).

Scrivener (2011) points out that the role of the teacher is in the Lexical Approach very specific. He becomes a role model for students. He uses the phrases in different contexts and thus becomes a model for the pupil how to use the phrases or collocations correctly. An exposure to enough suitable input is the key to a successful learning process as the most vocabulary is acquired, not taught. (Scrivener, 2011).

5.5 THE SUGGESTOPEDIA

Thornbury, as many of his colleagues, situates suggestopedia in humanistic approaches. As the name suggests, it is a method that applies principles of suggestion to language teaching. In the opinion of the originator of this method (Georgi Lozanov), our minds are capable of prodigious feats of learning, given the right conditions. (Thornbury, 2017).

According to Maier (1994), the suggestopedia was originally used for medical purposes and its´ aim is to help the learners achieve childlike openness and creativity. Negative feelings are avoided and the sensation of trust and relaxation is encouraged. If this effort is successful, a full mental capacity that we dispose of can be used. He also explains that the left hemisphere is responsible for speech, analytical thinking, logic and memorizing data, while the right hemisphere is the seat of emotions, creativity, intuition, art, and imagination. In the case of suggestopedia, both hemispheres work together and teaching becomes more effective. (Maier, 1994).

Harmer (2012) points out that a pleasant learning environment is crucial for successful teaching and learning. New identities, dialogues in target and native language and relaxing music playing in the background are typical for this kind of lesson. Another technique plentifully used in the Suggestopedia is visualisation. (Harmer, 2012). Larsen-Freemen (1986) describes the visualisation in the following way: It serves as a useful tool in achieving a relaxing atmosphere. Students are asked to close their eyes and focus on their breathing while the teacher reads in a comforting and quiet voice the chosen text in as many details as possible so the students can picture the situation or scene in their head in a vivid way. Then the students are invited to open their eyes and come back to the present moment. It can be followed by writing a related essay or follow-up tasks. (Larsen-Freemen, 1986).

5.6 THE CLIL

The abbreviation CLIL stands for Content and Language Integrated Learning. It is a teaching approach that integrates both English and the content subject. Therefore, learners acquire knowledge of a subject (Geography, Biology, Science, etc.) and improve their knowledge of the foreign language at the same time as they gain relevant vocabulary and language skills. The main emphasis is not on the 'form' but on the 'content'. (Kovásc, 2007).

According to Thornbury (2017), it is a form of content-based teaching, although many authors argue that there is a more explicit focus on language in CLIL than can be found in purely content-based approaches. The CLIL belongs firmly to the communicative approaches as the subject matter determines the design and content of the programme. The content and the language are both essential for the CLIL teacher. The lessons are mostly conducted in English but occasional switching into a native language in order to provide further clarification and explanation is sometimes recommended. Teachers proficient in both target language and the subject being taught are required. (Thornbury, 2017).

To draw to the conclusion, seven different methods and approaches are described in Chapter 5. Some led to the creation of another one. For instance, the direct method developed as a reaction to the grammar-translation method. Each method and approach is unique in some way and the knowledge of their key-features is useful and crucial for understanding the theoretical part.

6 DIFFERENT TECHNIQUES IN TEACHING

As far as I know, the selection of the right technique (see Chapter 3.5) and procedure (see Chapter 3.4) is in the hands of each teacher. Although the teachers in the Czech Republic have to follow a certain coursebook, they have a relative freedom of choosing suitable techniques based on the pace of learning and individual needs of students. Inserting fun elements into lessons is beneficial and motivating for both, students and teachers.

6.1 *PAIRWORK AND GROUPWORK*

Pairwork:

As Harmer (2012) explains there are many advantages of pairwork. The amount of speaking time of every student is dramatically increased and at the same time, their independence is promoted as learners interact without the leadership of the teacher who can monitor the course of the lesson silently. Moreover, it is relatively quick and easy to organise. Among the disadvantages are: noisy environment, dislike of such activities by both teachers and introverted students and sometimes students tend to chat about something different. (Harmer, 2012).

Thornbury (2017) presents diverse forms of this classroom interaction:

- Open pairs = Only one student interact with another student while the rest of them listen.

- Closed pairs = All the students are interacting in pairs.

- Mingling = The students move about, interacting with other students in turns.

Pairwork is ideal for dialogues, interviews, practising any question-and-answer activity or for example for a prepared survey. (Thornbury, 2017).

Groupwork:

Harmer (2012) claims that students can work also in larger groups as there are certain activities for which pairwork is not sufficient or appropriate. For instance, students can write a group story, prepare a presentation or role-play a situation that involves more than two participants. Both Thornbury (2017) and Harmer (2012) agree that the best number in a group is from 3 to 5 students as larger groups mean that all the students would not contribute often or equally. Drama and many games and competitions are usually played in teams. As Scrivener suggests (2011), clear instructions and outcome to the task are essential for a successful groupwork.

Harmer (2012) sums up advantages and disadvantages of groupwork: A groupwork presents a great conversational opportunities for students, it encourages cooperation and negotiation and it promotes autonomy for learners by allowing them to make their own decisions. Among drawbacks he listed the fact that it is likely to be noisy, some students do not enjoy cooperation with their peers, some students may be left out and it can be difficult to organise. (Harmer, 2012).

6.2 GAMES

Thornbury (2017) highlights the long history of games in language teaching. He mentions some traditional games that are plentifully used in the language classroom. *Hangman*, guessing games such as *Twenty Questions*, *Pictionary* and *Bingo*, crosswords, games of the role-play type, just to name a few. Any kind of grammar or language exercise can be turned into a game to spice up a lesson. (Thornbury, 2017).

As Brewster (1992) explains, a game is considered to be a great tool making the language lesson more enjoyable. Games allow teachers to combine fun and learning together. Moreover, students gain opportunities to improve the target language whilst doing something interesting or entertaining. Brewster divides games into two groups: Code-control games that are based on the repetition of language structures and vocabulary and drilling (I went to the market and I bought., for instance), and Communicative games that are focused on the fluency of the speech. These games are ideally played in pairs while Code-control games can be played as whole class activities. (Brewter, 1992). Cross (1992) shares Brewster´s opinion and points out that the learner´s focus is on fulfilling the task carrying the language problem or

challenge and through solving the problem in an enjoyable and entertaining way, the language is learnt. It is absorbed by children even though they are not aware o fit. (Cross, 1992).

6.3 COMPETITIONS

According to John (2017), competition can be a motivating factor for some students but it can be rather stressful for others. It can even have the opposite effect. It is defined as a situation in which someone is trying to win or be more successful than someone else. There are always students who will lose and it can provoke negativism in them. Competition can be either eliminated from the repertoire of teaching strategies or it can be modified and enhanced for elements of collaboration. Male students tend to enjoy competitions more than female students and as the classrooms are usually mixed, some kind of modification of competitions is desirable. (John, 2017).

6.4 DRAMA

As Wessels (1987) claims, the concept of using drama as a tool for learning is very old. The link between drama and education can be traced back to ancient Athens. In those times, education was based on literature, physical games, and music. Drama is a very useful mode of learning. Through enabling learners to feel the atmosphere and understand the background to a situation, the learning process becomes holistic. By acting or miming, students gain not only intellectual understanding but also an emotional experience. (Wessels, 1987).

Thornbury (2017) explains that drama activities in language learning include role-play and simulation that is both stimulating and entertaining. Real-life language use is considered to be very useful for many learners and teachers. Drama provides a necessary context for using intonation and non-verbal elements of communication such as gestures. Drama can include acting out dialogues or scenes written by students themselves. (Thornbury, 2017).

To summarise the theoretical part, the importance of English is highlighted in Chapter 1. It was followed by a detailed description of the target group of learners, as without this knowledge the teaching is not likely to be successful. In Chapter 3, basic terms – A method, and approach, a procedure and a technique are described, as they are all mentioned many times in both theoretical and practical parts of this work. The modern and traditional methodologies are compared and contrasted as well. After that, seven main teaching methods and approaches used in the practical part or mentioned by interviewees are described. Last but not least, techniques considered essential for this work are defined in Chapter 6. The selected techniques, namely – pairwork and groupwork, games, competitions, and drama are very motivating and effective for learners when implemented wisely into English lessons. The framework of this master´s diploma thesis aims to present and discuss theories relevant to the following research matter.

PRACTICAL PART

The practical part of the thesis is based on two separate research studies. The first Starts with qualitative research which analyses the experiences, opinions, and attitudes of six teachers who currently teach at basic schools in Olomouc. It is then followed by a quantitative analysis of pupils at basic schools in the Czech Republic. 200 questionnaires were completed by students from 7 different lower-secondary schools. The third part of the practical section depicts a sample lesson that was taught at ZŠ Stupkova 16 by the author of this work. The lesson was taught using modern teaching methods with an emphasis on utilising fun elements and game-like activities (see Chapter 6) to supplement practical conversational English. The third section also includes feedback provided by the students of the lower-secondary schools.

Aims of the practical part

The research aims to offer a closer insight into the teaching of English in lower secondary schools and to present some ideas on how to make the lessons more attractive, interesting and efficient by using entertaining techniques such as games, drama, and competitions (see Chapter 6.4) rather than basing the lessons purely on a coursebook. A modest wish of the author of this work is to provide some inspiration to teachers who are keen on teaching although are lacking ideas.

The research also questions the level of interest of the teachers to implement new trends in teaching and their willingness to innovate their own more traditional teaching styles. Although only six teachers were questioned (therefore it does not offer a valid source of information for generalisations), the results of this part of the research are presented for inspiration, since some of the answers subsequently raise questions that are worth considering. It is believed that although this work is focused on pupils and their contentment, it is appropriate to take into account the other elements involved, thus being as participants of the process – the teachers themselves. Therefore, the practical part of this work aims at both teachers and pupils.

Last but not least, two lesson plans are presented by the author of this thesis together with her reflection and feedback from students.

7 QUALITATIVE RESEARCH

Overall view of the method

A qualitative approach was chosen as the research method of the first section of the practical part of this diploma thesis. Qualitative content analysis is a valuable method for interviewing six teachers as it allowed them to be questioned in depth. Also, there are many benefits of face-to-face contact, mimics, gestures, and other features that can be examined. Although the results are not generalisable (since there are only six interviewees), this part offers insight into opinions, joys and worries of six different people, four women and two men of different ages and lengths of practising teaching. The interviews cannot represent a point of view of all teachers but it presents some interesting beliefs and raises further questions for consideration.

FIRST PARTICIPANT

<u>Sex</u> – Female

<u>Age</u> – 39

<u>Length of teaching experience</u> – 15 years at a language school, 2.5 years in High school and

1/2 year at a basic school

<u>Specialisation</u> – English language and Czech language

<u>Subjects that she currently teaches</u> – English language, health education, and art

1) Had you always dreamed about becoming a teacher?

Not really. Originally, I wanted to work in an international company. Later, I taught at the language school and I gained a lot of experience teaching in different companies. I liked the job but I needed something more secure. Although I prefer to work with adults, rather than with children, I was forced to work in a basic school. I cannot say that I dislike my job since there are pros and cons in every profession.

2) Comparing your teaching now to how you taught at the beginning of your teaching career, how does it differ?

I don´t really think it is different. Although I was less experienced, I guess. Of course, I had to experiment with what works and what does not work at the beginning of my career. Speaking overall, my teaching technique (see Chapter 3.5) has not changed much. Mostly I follow a coursebook and provide further explanation of the grammar. I try to spice up my lessons with fun activities (see Chapter 6) but it is not always possible.

3) Do you like the format of your lessons, or is there anything that you would like to change?

If I could, I would use an interactive whiteboard in all my lessons. It simplifies the teacher´s job a lot. Another problem is the number of pupils in the classrooms. Although I am only responsible for half of the students in the classroom for the English lesson portion, there are still too many of them. I prefer courses at language schools where you work with approximately seven students.

4) Which coursebook do you use? Are you satisfied with it?

I am forced to use Project. I would say it is quite okay. In my opinion, there is not such a thing as a good coursebook for children. I don´t mind working with Project. If there are sections that I dislike, I simply skip them. When I taught at language schools I used to use books for self-learners for adults and Incredible English for children.

5) Do you insert activities such are games, competitions, drama etc., in your lessons?

I try to incorporate games (see Chapter 6.3) and competitions (see Chapter 6.4) into the lessons because pupils seem to learn a lot more when the lessons are fun. On the other hand, it is very demanding because of disciplinary issues. There are some good classrooms where I also use drama scenes (see Chapter 6.5) and it is very efficient. I must admit, I often use the Czech language during these activities to minimize or eliminate the disciplinary problems. I always try to include some fun activities (see Chapter 6) at the beginning of the lesson. After that, we work in a book or workbook. In my previous job, I had longer lessons

and students (mostly adults) who were motivated and truly interested in studying English. It was easier.

6) *Do you ever have the students work in pairs or small groups during your lessons?*

There are usually about 16 pupils in my classrooms. I use pair work or group work only occasionally. I must confess that I have good classrooms. If I had more disruptive and less cooperative students (the school does have those) I would not be able to have them work in pairs or groups at all.

7) *What do you most enjoy about your job and what do you least enjoy?*

I like teaching English, in general. There is a lot of variety involved. There is listening, reading, speaking, etc. Comparing English to teaching a subject like Health care, pupils are more interested in language lessons. They are aware of the fact that it is useful for life and their futures, so I enjoy teaching something meaningful to them.

Regarding what I least enjoy about my job, I really hate dealing with disciplinary problems, especially a lack of respect. My only weapon is a note sent home to their parents. But, in the majority of the cases, they do not care. Sometimes I feel hopeless. Why should I spend my free time preparing something new to make my lessons more enjoyable when they do not care and are ungrateful?

Conclusion

It is more than clear that this teacher was keen on her previous job in a language school. She mentioned more than once the benefits she had, such are a smaller number of students and bigger interests and responsibility of students. It seems that she is keen on teaching in general but dealing with problematic students and paperwork leave her desperate.

SECOND PARTICIPANT

Sex – Female

Age – 29

Length of teaching experience – 6 years

Specialisation – English language and German language

Subjects that she currently teaches – English language (1st, 2nd, and 6th grade)

1) *Had you always dreamed about becoming a teacher?*

No, I wanted to be a policewoman when I was a child. I studied English and German language because I thought it would be easy to find a job in a good company where I would do translations etc. Why did I not follow my dream to work in an international company? I must admit that I was attracted by the idea of a two month paid holiday in the summer, so I chose a basic school instead.

2) *Comparing your teaching now to how you taught at the beginning of your teaching career, how does it differ?*

At the beginning of my career, I was much more liberal. I wanted to keep on friendly terms with the pupils, but very soon I realized that that was not possible. I had to become much more authoritative and stricter. Subsequently, I became a more confident teacher. Personally, I have always been a fan of the Direct Method (see Chapter 5.3) and I try to follow it as much as possible.

3) *Do you like the format of your lessons, or is there anything that you would like to change?*

I think that the lessons would be much more enjoyable if we did not have to follow the coursebook, since there is not much time left for videos, competitions, etc. I try to skip the boring parts in the book and replace them with English songs or games. I cannot imagine teaching the way my teacher taught me at basic school. I spent hours and hours translating sentences and filling in the exercises in a workbook. After nine years of learning English, I was not able to communicate at all. Except for the above-mentioned problem, I don´t know

about anything in particular that I would change. I am satisfied, more or less. In my view, the important thing is to have a good lesson plan, at least in your head.

4) Which coursebook do you use? Are you satisfied with it?

We use Project and in my opinion, the fourth edition is not bad. Most of the pupils like the book and I don´t see any major problems whit our course book. However, as I mentioned before, I do a lot of other stuff during my lessons. Basing my lessons only on coursebooks would be unacceptable for my demanding pupils.

5) Do you insert activities such are games, competitions, drama etc. in your lessons?

Of course, we play games such as hangman, change places if, coffeepotting, Chinese whisper, etc. We don´t do drama (see Chapter 6.5) but I prepare many conversational exercises. It is hard to say which activity is the most popular one, as each class is different, as well as each pupil. Generally speaking, all the children appreciate closing their books and having some fun at the beginning or at the end of the lesson.

6) Do you ever have the students work in pairs or small groups during your lessons?

Usually, I do. But I must admit that there are some expections – numerous classrooms with unruly pupils. When I am tired it is much easier to lean on a coursebook. I have never imagined it would be so exhausting to teach at the basic school.

7) What do you most enjoy about your job and what do you least enjoy?

I cannot say that am keen on my profession. It is a bit frustrating to see my contemporaries with the same professional background earning twice as much money as I do. On the other hand, it is liberating to have so much free time and the longer I teach the easier it is regarding my preparation of lesson plans. Moreover, it is fun to work with children, at least with most of them. I do not like the paperwork associated with my job and ambitious parents who complain about their children´s school results.

Conclusion

This teacher was enchanted by benefits such as two months of holiday in the summer and relative freedom during a school year, rather than teaching itself. She emphasized strictness as an important tool in the teaching process. On the other hand, affection for children is certainly a positive element. Taking into account all the extra activities she brings into a class, she is certainly using modern ways of teaching.

THIRD PARTICIPANT

<u>Sex</u> – Male

<u>Age</u> – 43

<u>Length of teaching experience</u> – 18 years

<u>Specialisation</u> – English language and Special pedagogy

<u>Subjects that she currently teaches</u> – English language (1st to 9th grade)

1) *Had you always dreamed about becoming a teacher?*

No. Originally, I wanted to be a psychologist. It is still my hobby and passion and in many ways, it is connected to my current profession. I am convinced that without a certain amount of knowledge in the field of psychology, one cannot be a successful teacher.

2) *Comparing your teaching now to how you taught at the beginning of your teaching career, how does it differ?*

Of course, it does. It took me many years to become confident. I spent a lot of time determining which activities worked and which ones didn´t. Over the course of time, I also improved my evaluation method and communication with problematic children. The procedure (see Chapter 3.4) of my lessons also changed. The most difficult part was looking for the best ways to motive the children and maintain order and gain cooperation in problematic classes.

3) Do you like the format of your lessons, or is there anything that you would like to change?

It depends on the time of the lesson, the composition of the classroom and the momentary atmosphere. From time to time, all the children are wild and restless. It is simply in the air. Not always does the activity I choose work. Also, what works in one class does not necessarily work in another. Another factor that must be taken into consideration is the teacher´s mood. It seems that the pupils have special mood detectors and they react accordingly.

4) Which coursebook do you use? Are you satisfied with it?

We use Chatterbox and Project and both coursebooks are ok, as far as I am concerned.

5) Do you insert activities such are games, competitions, drama etc. in your lessons?

Of course, I do. Without such activities, it would be impossible to teach successfully. I insert fun elements into my lessons on a regular basis because these relief elements are convenient and crucial for an efficient learning process and attention of pupils. I often teach children with learning disabilities and they enjoy activities such as – Bingo, Hangman, picture dictation, etc. a lot. I integrate such activities whenever it is necessary. Although, I try to avoid competitions (see Chapter 6.4) as they evoke anxiety in some of my students.

6) Do you ever have the students work in pairs or small groups during your lessons?

Yes, I do. Needless to say, it very much depends on the class. I must consider many conditions in order to manage and moderate those situations well.

7) What do you most enjoy about your job and what do you least enjoy?

I really enjoy communicating with the children, the creative aspects of my job, the free time, and teaching in general. I do not fancy officialdom and, personally, I am not a big fan of evaluations at the end of the school year. It is stressful for both pupils and teachers.

Conclusion

The third participant expressed his passion for teaching and psychology. Findings from the field of psychology are highlighted as important and very useful for this profession. Many games and techniques that develop communication skills of the children are used on a daily base. I could not agree more. In my experience, there are days when there is really something in the air, and a good teacher is able to recognize such days and adjust the lesson, especially in classrooms with younger children. An approach of this teacher is rather inspiring.

FOURTH PARTICIPANT

<u>Sex</u> – Male

<u>Age</u> – 34

<u>Length of teaching experience</u> – 8 years

<u>Specialisation</u> – English language and Information Technologies

<u>Subjects that he currently teaches</u> – English language, Information Technologies and Practical Activities

1) *Had you always dreamed about becoming a teacher?*

Originally I wanted to be an IT specialist and for 4 years I worked in an international company called PPG. At first, I was very satisfied. I earned a lot of money and there were a lot of benefits, such as meal vouchers, business trips and using English on a daily basis. Before long, I realised that there was also a dark side to this profession. It was time-consuming and very stressful. I had to do a lot of overtime shifts as they reduced some of the working positions and I had many more duties for the same salary. It was unbearable. There was still an option to become a teacher so I gave it a try.

2) Comparing your teaching now to how you taught at the beginning of your teaching career, how does it differ?

Honestly, I did not know much about teaching when started to teach. My education was incomplete, so I had to go back to university for 2 more years to obtain a Master´s degree. That was challenging and time-consuming but I would say it was worth it. I had to learn a lot about didactics and methodology (see Chapter 4). Applying this knowledge in classes is fascinating and I must admit sometimes it was not easy.

3) Do you like the format of your lessons, or is there anything that you would like to change?

I would prefer to have better technological equipment but as far as English is concerned it is ok. We use interactive whiteboards and websites like quizizz and Kahoot a lot. It is more enjoyable than using coursebooks all the time. Both my children attend a school where the CLIL approach (see the Chapter 5.7) is applied and they speak English really well. It is very inspiring for me and it affects the choice of the techniques (see the Chapter 3.5) I select when teaching.

4) Which coursebook do you use? Are you satisfied with it?

I use Project, just like many of my colleagues. Since I teach at a lower secondary school, that is not an option at this time, as we are mandated to use it. I must admit, I am not mad about that book and I would like to see it replaced by the textbook English File. Time will tell how successful I am with that.

5) Do you insert activities such are games, competitions, drama, etc. in your lessons?

Yes, I do. My work-mates bring activities into the classroom, such as Art of conversation or What can you spot in 10 seconds, but, as an IT guy, I prefer the above-mentioned websites. After all, we live in the 21st century and in my estimation, technology is going to be used on a daily basis in the future. Technological development is inevitable.

6) Do you ever have the students work in pairs or small groups during your lessons?

Sometimes in some classes where there are a good environment and easy-going pupils, I do. There are classes where I would not waste my energy on controlling rebelling children. They are hyperactive and unruly. I do not have a problem with raising my voice but it is wiser and easier to avoid those situations.

7) What do you most enjoy about your job and what do you least enjoy?

I like working with children. It is great when they enjoy my lessons and complain that the time was too short. I am less enthusiastic about the paperwork that is tightly connected to my profession. There are always pros and cons, I believe. There is one more thing that I must mention. I really miss the money I made when I worked as an IT specialist. Hopefully, this is going to change for the better in that regard for teachers in the future.

Conclusion

According to the fourth participant, modern technology is a powerful learning tool. Admittedly, this is something that can not be ignored. It is becoming a part of our everyday lives. On one hand, some young teachers are on friendly terms with modern applications and technologies, such as social networking, class blogs, wikis, podcasting, and interactive whiteboards, just to name a few. On the other hand, there are many from the older generations who are struggling to catch up with the technological advancements available for teachers. Integrating technology into the classroom might be an effective way to connect with students of all learning styles. Moreover, combining new technologies like virtual reality with traditional classroom instruction can create new opportunities and widen students´ horizons. One must consider the fact that being connected all the time disconnects us from nature and face-to-face interactions are limited. These technologies should be inserted into lessons wisely and cautiously.

FIFTH PARTICIPANT

<u>Sex </u>– Female

<u>Age</u> – 57

<u>Length of teaching experience</u> – 26 years

<u>Specialisation</u> – Czech language and English language

<u>Subjects that she currently teaches</u> – English language and Health Education

1) *Had you always dreamed about becoming a teacher?*

No, I hadn´t. As a child, I wanted to be a flight attendant. I have always been keen on travelling. As an adult, I wanted to work at a travel agency but dreams and reality often differ. When I was very young I worked as a social worker in a retirement home. When I was on maternity leave, I was visited by a headmaster from a local basic school. She spoke about the benefits that I would gain as a teacher at a basic school and I was intrigued, especially by the possibility of spending two months with my children in the summer instead of working.

2) *Comparing your teaching now to how you taught at the beginning of your teaching career, how does it differ?*

When I started to teach there were only coursebooks, no interactive whiteboards or modern CD recorders. There were not even copy machines at that time. At the beginning of my career, I had to prepare everything. Nowadays, you can download anything from the internet. Another difference is that we, my colleagues and I, used to have meetings quite often with our bosses, but, currently, we only receive an email with information and requirements. It is much less personal these days.

3) *Do you like the format of your lessons, or is there anything that you would like to change?*

If I could I would not use books and workbooks so often. If I used my materials I would have to create my own test and it would be extra work so there is no motivation for me to make my lessons more attractive for pupils. I am not very happy about the inclusion of children with learning difficulties in normal schools. I have a student with autism and

sometimes it is very difficult for him. Regarding disobedient pupils, the only thing that works is to be strict and firm. Shaming them in front of their peers is the only option to stop their disrespectful behavior and maintaining discipline in the classes.

4) Which coursebook do you use? Are you satisfied with it?

I use the third edition of Project with my students. I do not think it is the best book ever. I know about a very good book titled Let´s Explore**.** Maybe it is for younger colleagues. Perhaps I am used to Project. As far as I am concerned, it is ok, but maybe it is just my idolence. It would be difficult to make a change. Other teachers use the books Happy House and Happy Street with younger pupils.

5) Do you insert activities such are games, competitions, drama etc. in your lessons?

I only utilize those tools after big tests, or before Christmas and summer holiday. I have some popular ones that I use occasionally, but I do not prepare anything new. We play Hangman or Alive memory game. At my age, I am not keen on learning new stuff at all, but, sometimes I am forced to attend seminars, even for the Czech language, regardless that I teach English exclusively.

6) Do you ever have the students work in pairs or small groups during your lessons?

From time to time I use interviews but only in classes with a smaller number of students. I also consider their behavior because *The school as play* according to J. A. Comenius, does not work in a class with naughty students. It can be too noisy and stressful when the students work in groups and another problem is that they will often use the Czech language, instead of English. That is very difficult to monitor and control.

7) What do you most enjoy about your job and what do you least enjoy?

I dislike the annoying attitude of some parents to their children´s learning. They think they know the best and some of them complain about everything. When other teachers are ill, students from their classes join my English lessons and it can get very noisy and chaotic. I do not know what I fancy about my job. Sometimes I am very exhausted at the end of a school

day. I do like it when we play games and pupils enjoy themselves. However, I really look forward to retirement a lot.

Conclusion

The fifth participant presented a different point of view in regards to modern technologies. In her view, there is a drawback of new technologies being developed today – impersonality. After many years of teaching, it is noticeable that the teacher is tired, apathetic, and slightly indifferent. The honesty and straightforwardness of this participant are very much appreciated. It draws our attention to a threat of burnout. Fatigue, overwork, lack of rest and recuperation can lead to this professional exhaustion. Teaching is a meaningful and rewarding yet demanding career and without taking care of one´s own mental and physical health, exhaustion, emptiness, and feeling of hopelessness can appear.

SIXTH PARTICIPANT

Sex – Female

Age – 41

Length of teaching experience – 14 years

Specialisation – English language and Special pedagogy

Subjects that she currently teaches – English language

1) *Had you always dreamed about becoming a teacher?*

Yes, I had, since I was a little child. Although, originally I wanted to teach at Nursery school or first grade. I have always loved children since I was a child myself.

2) *Comparing your teaching now to how you taught at the beginning of your teaching career, how does it differ?*

I was very different when I started to teach. Just to start with, I focused much more on Grammatics. I used the Grammar translation method (see Chapter 5.2). We spoke less, in

other words, there was hardly ever any conversation in English and pupils were writing everything down into their exercise-books.

3) *Do you like the format of your lessons, or is there anything that you would like to change?*

It depends on each class. In groups of children with the majority of pupils with learning difficulties and issues such as autism or attention deficit hyperactivity disorder, teaching is very demanding. I do not like basing my lessons on coursebooks, but I am forced to do so. It is binding. Also, there is a luck of interactive whiteboards, tablets and other gadgets that facilitate a teaching process.

4) *Which coursebook do you use? Are you satisfied with it?*

We use the coursebook – Challenges. I do not like it very much. There are no interesting articles nor listenings so I have to bring additional materials.

5) *Do you insert activities such are games, competitions, drama etc. in your lessons?*

Yes, I do. We do competitions and use flashcards and diverse games for vocabulary practice. Especially competitions motivate the students and they work harder. All the children love winning.

6) *Do you ever have the students work in pairs or small groups during your lessons?*

Yes, I do and in my opinion, they are crucial for a successful learning process. We do sketches very often. They are not only entertaining but also useful for consolidating knowledge.

7) *What do you most enjoy about your job and what do you least enjoy?*

I like my job a lot. Working with children is very fulfilling for me. It enables me to be creative and have fun at the same time. I cannot stand paperwork, arguing with parents and difficulties that I have to face with some of the students, and I do not mean children with

learning difficulties but pupils that are spoilt, disrespectful and disobedient. Sometimes I am overloaded with work.

Conclusion

In the interview with the sixth participant, we can observe the development in teaching technique, starting with the Grammar Translation Method (see Chapter 5.2). She is currently using a Communicative approach (see Chapter 5.4) with an emphasis on game-like activities. It is perceptible that her job is also her hobby, although she works with many children with learning difficulties and it must be very fatiguing. She refers to her job as to fulfilling profession and subsequently enumerates drawbacks such as difficult students, paperwork and her overwork. To sum up, mental hygiene and sufficient rest are essential for this profession.

SUMMARY OF THE QUALITATIVE RESEARCH

Except for the sixth participant, all of the other respondents had no initial intention of becoming teachers. The first participant wanted to work for an international company, as did the second and fourth subjects. The first, second, and fifth interviewees referenced the two months of paid holiday in the summers as a great incentive to become educators. In spite of the fact that the sixth participant replied positively to this question, she added that originally she wanted to teach at nursery school or at a first-grade level. None of them had initial aspirations of becoming a lower-secondary school teacher.

In regard to the difference between teaching at the beginning of their teaching career and their current teaching, only the first respondent claimed that she is not aware of any big difference. She added that she always follows the coursebook and that it is not always possible to insert some fun activities (see Chapter 6) into her English lessons. The second, third, and fifth respondents agreed that they became more confident and stricter to be able to maintain obedience. I must again express my disagreement with the fifth teacher as I do not consider the humiliation of unruly pupils as an appropriate strategy. The fourth participant, as well as many other teachers, had to obtain a Master´s degree in order to teach at basic school. He conceded that he was unfamiliar with methodology and didactics before pursuing higher education. However, many older and experienced teachers were, due to a change in requirements required to supplement their education with additional studies. According to the fifth teacher, the one with the most teaching experience (26 years), the modern education era has its pros and cons, in that it is much less personal when it comes to personal contact, but there are also many benefits, such as better access to teaching materials. The sixth interviewee highlighted a change in her teaching style. At the beginning of her career, she used the Grammar-Translation Method (see chapter 5.2), but she now prefers Communicative Language Teaching (see Chapter 5.4).

The question of whether they would change anything about the format of their lessons opened up some interesting discussions about things such as inclusion, lack of whiteboards, and an unwillingness to follow a textbook. The first and fifth interviewees would use an interactive whiteboard more often if they had the chance to. The second, fifth, and sixth teachers expressed their dissatisfaction with the fact that they have to base their lessons on a coursebook. As was suggested by the first and second participants, the uninteresting or parts considered useless can be skipped or replaced with something up to date and more effective. The third participant also proposed that each teaching day is unique, due to

the concrete atmosphere in the classroom. The fifth and sixth respondents both mentioned that the inclusion of pupils with learning difficulties or health issues in mainstream schools is problematic and disruptive.

Five of the teachers use the coursebook *Project*. The three of them do not have any problem with the book, although one mentioned that a better option would be to use coursebook *Let´s explore,* but immediately expressed her unwillingness to make a change. The fourth participant opposed this coursebook and suggested *English File* as an ideal coursebook for lower-secondary schools. The sixth teacher uses the coursebook *Challenges*, but she is discontented with it because of boring articles and tedious listening exercises.

Regarding the use of supplemental fun activities (see Chapter 6) and games, all six participants indicated that they included them in their lessons, whether placed at the beginning, the end, or strategically inserted elsewhere in the lessons. Although one of the subjects stated that the preparation of the supplemental activities was time-consuming and demanding and another participant commented that competitive activities can be stressful and counterproductive in some situations, they were still deemed crucial by all to achieving greater success and better results in the teaching process. The sixth respondent asserted that competitive games were the best motivation in the education process since all children love to win. Some may object to the creation of "losers" in these competitions and consider it harmful to morale and the learning process, In the view of the author of this work, there is no detriment, since winning, as well as losing, is a part of life.

All the interviewed teachers stated that having the students work in pairs and groups was utilized in their English lessons. However, the majority of them also commented that this procedure is only workable in classrooms where the children are cooperative and where the number of students is manageable. A concern posed by the fifth participant is the tendency of the students to use their native (the Czech) language in the pairs or groups, rather than the studied language (English). Notwithstanding, this plan of action was considered entertaining and beneficial, especially by the sixth respondent.

The final question in the interview aimed at the benefits and drawbacks of teaching English. The participants mostly complained about paperwork and dealing with disciplinary problems, especially as relates to difficult, demanding, and disagreeable parents. Low salary, being overworked, and the dislike of student evaluations were mentioned as well. When it came to the benefits of being a teacher, two participants emphasized fulfillment in teaching itself and five of them highlighted the joy of working with children. In my experience,

without the latter, one cannot do this job well. Among other rewards of teaching, the opportunities to be creative, the free time afforded, and the sense of purpose realized rank high.

8 QUANTITATIVE RESEARCH

Overall view of the method

A quantitative approach, compared to a qualitative one, is more structured, broader in scale and it should be pointed out, that it is also more numerically based.

In the first part of the questionnaire, the students were asked to specify their sex, grade, and the name of their school. The questionnaire consisted of 13 questions and was written in Czech in order to make the students feel more comfortable and prevent possible misunderstandings which could have been caused by a language barrier. It was desired that students would concentrate fully on the meaning of the questions. Besides, for the same reason, the linguistic terminology was avoided and the questions were as simple as possible. Needless to say, that the questionnaire was anonymous and in that way, the students could express their opinions freely and without hesitation.

In total 250 questionnaires were distributed throughout 7 different schools with the help of current students from the author of this work, to be more specific, her students and their school-mates and her colleagues that taught at different schools. It was seen that 200 of them returned to their creator for further analysis. The students are from 5th to 9th grades. There is approximately the same number of female and male respondents.

A clear disadvantage of a questionnaire is that it can only contain a limited number of questions, in this case, 13. Moreover, it does not provide the researcher with face-to-face contact with the respondents. There is always a chance that some of the questions might be misconstrued by some respondents. Another fact that must be taken into consideration is that the respondents are children aged 10 to 15 and some of them may simply mark the first option they find interesting without further deliberation.

The research was carried out in Olomouc and it was in the form of a questionnaire. It included 13 questions and was anonymous. Two questions were opened and the rest of them were closed-ended questions with 3 or 4 answers. For research data analysis PC programs; MS Word and MS Excel were used. There were 200 respondents from 7 different schools.

SEX, GRADE AND SCHOOL

At the top part of the questionnaire, the students were asked what grade do they attend. Out of the total number of 200 respondents, 45 young people (22%) attend 5th grade, 47 young people (23%) attend the 6th grade, 37 young people (19%) attend the 7th grade, 34 young people (17%) attend the 8th grade, 37 young people (19%) attend the 9th grade.
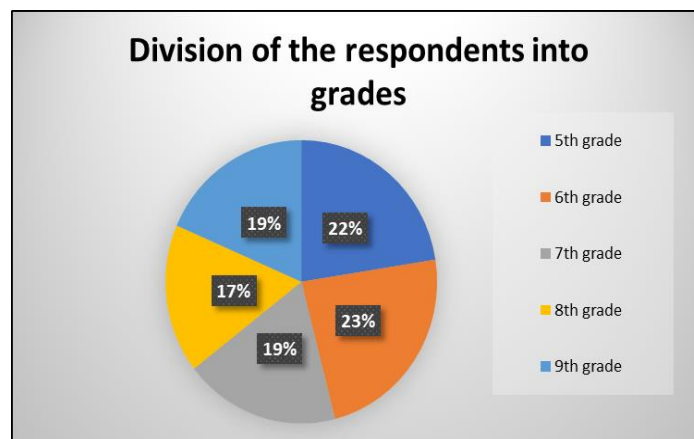

Figure 1: Grades of the respondents

Out of the total number of 200 respondents, 91 respondents (45%) were boys and 109 respondents (55%) were girls. There were slightly more girls than boys. As it was suggested before, the respondents came from 7 different schools. Out of total 200 interviewees, 42 respondents (21%) were from ZŠ Stupkova, 21 respondents (10%) were from ZŠ Holečkova, 48 respondents (24%) were from ZŠ Spojenců, 32 respondents (16%) were from ZŠ Štěpánov, 16 respondents (8%) were from ZŠ dr. Milady Horákové and 18 respondents (9%) were from ZŠ Zeyerova.

QUESTION 1: WHAT IS YOUR ATTITUDE TOWARDS LEARNING ENGLISH?

Out of 200 respondets, 91 young people (45%) enjoyed learning English, 86 respondents (43%) claimed that they were neutral, 17 respondents (9%) did not enjoy learning English and 6 respondents (3%) did not care about English at all, they showed indifference.
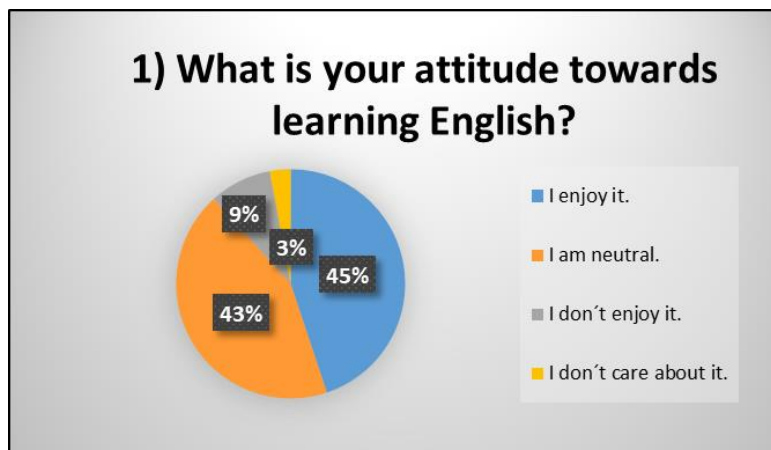
Figure 2: Attitudes of students towards learning English

QUESTION 2: WHAT DO YOU MOST ENJOY ABOUT YOUR ENGLISH LESSONS?

Responses to the above question decidedly placed game-like activities in the leading position (28 students) as well as pairwork and group work (23 students). 18 pupils were keen on learning new words and 17 enjoyed fun worksheets. Among the other popular activities were: Finding information out about the USA, UK and other English speaking countries (15), reading interesting articles (14), translating sentences and short texts (10), conversation in the target language (14), working on projects (11), listening to songs + follow-up activities (9), focusing on practical English that the students will be able to use in everyday situations in the future (7), English videos (7), interesting stories (3), interactive board (4) and competitions (3). It was found that 6 students responded that they enjoyed everything, on the contrary, 9 students liked nothing about their English lessons.

Figure 3: Most favourite parts of English lessons
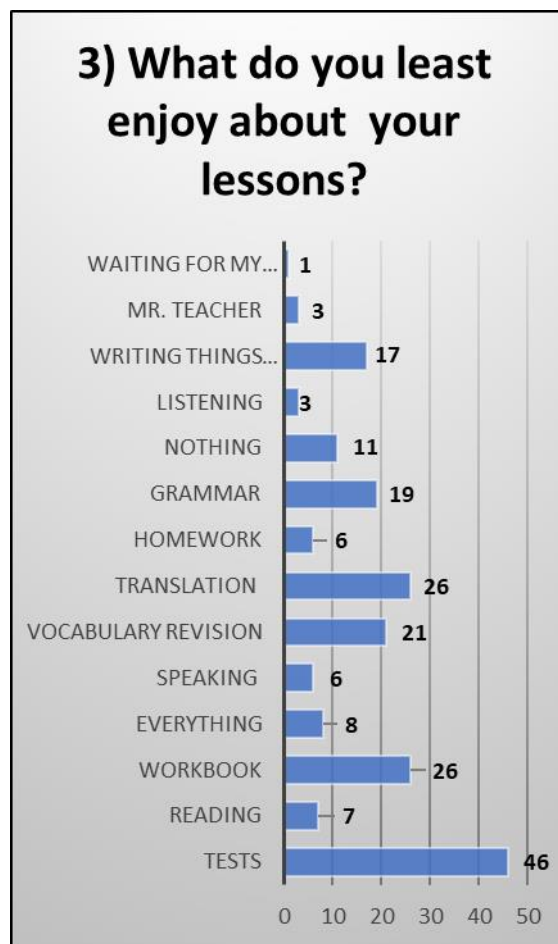
Figure 4: Least favourite parts of English lessons

QUESTION 3: WHAT DO YOU LEAST ENJOY ABOUT YOUR ENGLISH LESSONS?

Based on the answers we can state that the biggest problems students have are tests (mentioned by 46 pupils), followed by filling exercises in workbooks (26) and translation of sentences from Czech into English language (26). 21 students did not like vocabulary revision in written form, 19 students disliked studying grammar rules which are, in my view, connected to the next answer – 17 students did not like writing things down into their exercise books, since usually when the Direct method (see Chapter 5.3) is applied, the teacher explains grammar, and students are writing things down. Furthermore, respondents were not happy about reading tasks (7), speaking in front of their class-mates (6), doing their homework (6), and listening tasks (3). 8 pupils noted down that they do not enjoy everything and 11 wrote down that there is nothing that they would not like. 3 students highlighted the personality of

their English teacher as the most problematic and 1 student wrote that he is least happy about his teacher´s late arrival into the classroom.

QUESTION 4: HOW DOES YOUR ENGLISH LESSON USUALLY START?

The majority of students (103) claimed that the English lesson usually starts by checking homework, or they wrote some tests. 64 students started their lesson by using a coursebook, while only 21 of them started the lesson with some kind of warm-ups, such as a game or conversational exercise. Even fewer respondents (9) started the lesson with a song and follow up activities and 3 pupils stated that they began the lesson with a revision from the previous lesson.
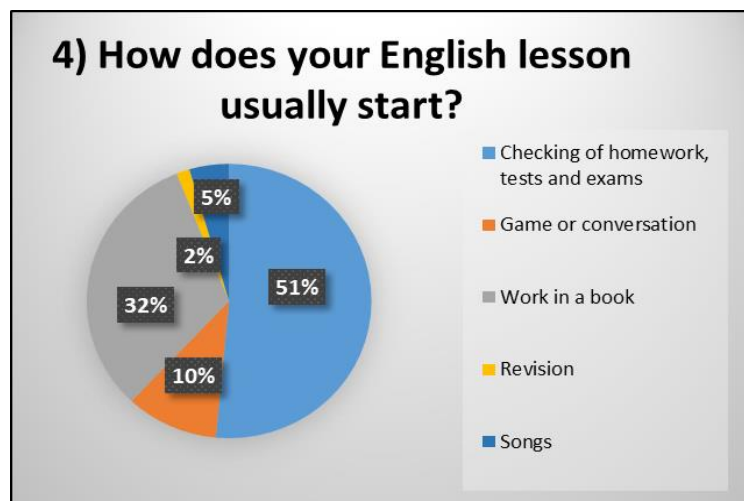
Figure 5: The beginning of the lesson

QUESTION 5: WHAT IS THE TYPICAL SCENARIO FOR YOUR ENGLISH LESSON?

Out of 200 respondents, 89 students (44%) selected the first option – The teacher introduces the topic or grammar, it is then followed by practising and finally there is a time for questions and tests. 47 respondents (23%) chose the second option – The teacher introduces new grammar, then they summed up the rules together, then they practised grammar and play. 63 respondents (32%) opted for the third possibility – The teacher talks and students write everything down. Students are passive, they work in a workbook a lot and they write a lot of tests. 1 respondent did not select any option offered to this question. He

came up with his original answer, expressing his dislike of the teacher´s personality – Lessons are full of talking in Czech language and our teacher shares jokes with us that are not funny at all.
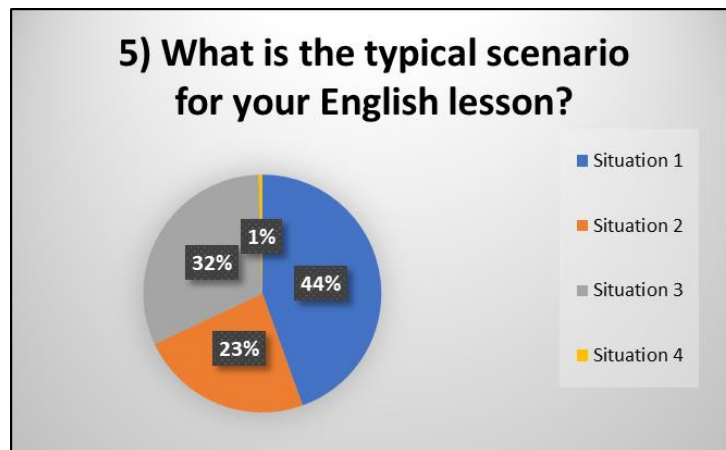

Figure 6: The typical scenario for the lesson

QUESTION 6: WHAT KIND OF HOMEWORK DO YOU USUALLY GET?

The highest number of students (66 students / 33%) usually got homework in a workbook and 66 students (33%) ordinarily had to translate some sentences into English at home. 22% of respondents (44 students) sometimes got an exercise, presentation or project for homework. 22 students (11%) did not usually get any homework. They only had to study vocabulary from time to time. Two respondents (1% of students) did not select any of the options. They wrote down the following answers: "I never do anything at home." It is not clear from their answer which kind of homework they get, they only expressed their indifference in school matters.
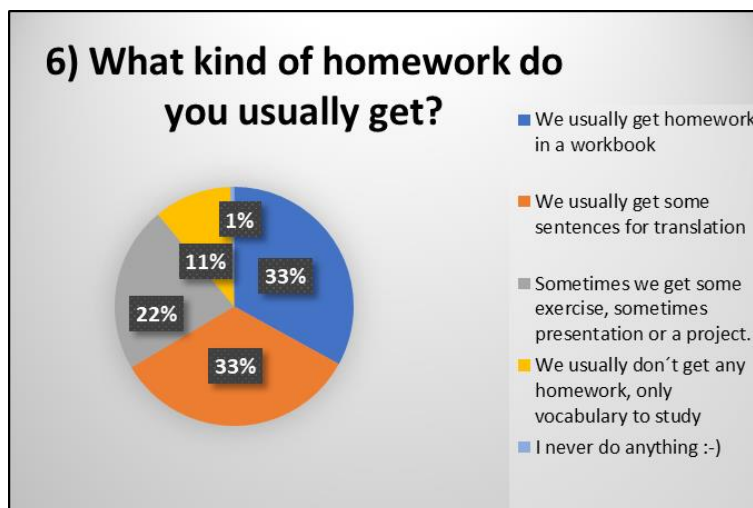
Figure 7: A type of homework

QUESTION 7: HOW OFTEN DOES YOUR TEACHER SPEAK ENGLISH DURING THE LESSONS?

With regard to use of the target language during the classrooms, 32 respondents (16%) claimed that their teacher spoke English nearly all the time. 36 of them (18%) stated that new grammar and disciplinary problems were communicated in Czech. However, the rest of the lessons was in English. According to 96 respondents, the lesson could have been divided into two halves. One of them could have been spoken in Czech and the other one in English. In a view of 36 pupils (18%), their teacher used mostly the Czech language as a means of communication.
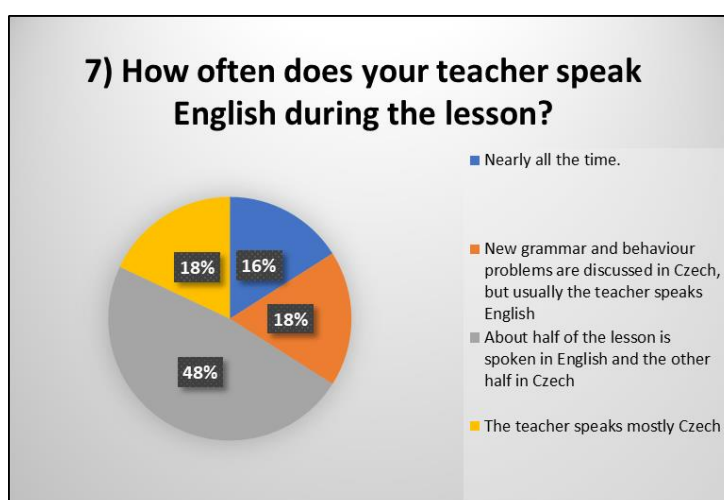
Figure 8: The amount of time when the teacher
speaks English during the lesson

QUESTION 8: WHAT HELPS YOU TO LEARN ENGLISH?

Based on the research it can be stated that 68 respondents out of 200 (34%) found memorising at home as well as memorising at school helpful in the process of learning English. According to 56 of them (28%), they studied only because of the fear of a bad mark. In other words, if there were no tests or exams from English they would not be motivated to study. In an opinion of 45 students (22%), the most useful in learning English utilising the possibility to practise the grammar and vocabulary in game-like activities or practical situations such as scenes. 31 students (16%) selected the option to be exposed to a variety of activities, including visual aids, games, sketches, competitions, videos, etc.

Figure 9: Aids in learning English

QUESTION 9: WHICH TEACHING STYLE DO YOU PREFER?

81 students out of 200 (40%) opted for the first teaching style when the teacher explains the grammar and monitors the discipline and if there was a need, he or she intervened and helped the students. The second teaching style was selected by 46 respondents (23%). They prefer it when their teacher spoke English a lot because they believed that they should be exposed to the English language as much as possible. However, they were rather passive during the lessons, they listened and wrote down whatever was necessary. 73 students (37%) chose the third teaching style when the teacher monitored and advised while students were

active, they spoke in pairs and groups a lot. Even though the teacher was a director of the lessons, he or she intervened only when it was a necessity.
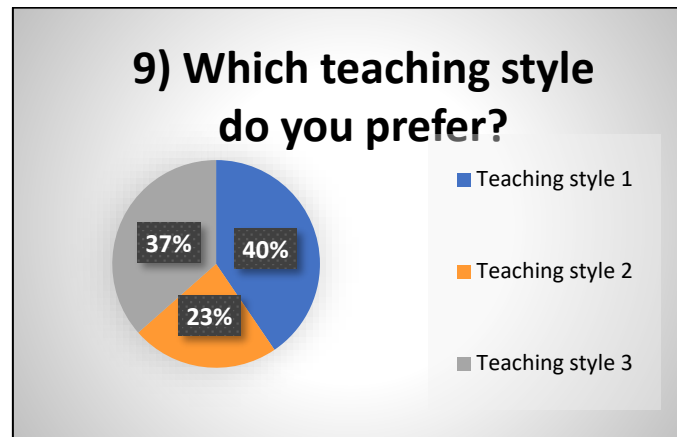

Figure 10: Preferred teaching style

QUESTION 10: HOW DOES THE TEACHER TRANSLATE UNKNOWN WORDS?

As far as the translation of unknown vocabulary was concerned, the majority of respondents chose the first and the second option in the questionnaire. The first answer containing the following option: The teacher translates new words directly into the Czech language, was selected by 76 pupils (38%). The fourth answer – A student who knew the word was asked to provide a definition in English, was preferred by 80 respondents (40%). In the case that none of the class-mates knew the word, the definition was provided by the teacher. 38% of all the respondents (19 students) affirmed that if there is an unknown word they were encouraged to find it in the dictionary. Only 6 students (3%) chose the third option – New words were translated through miming or competitions.
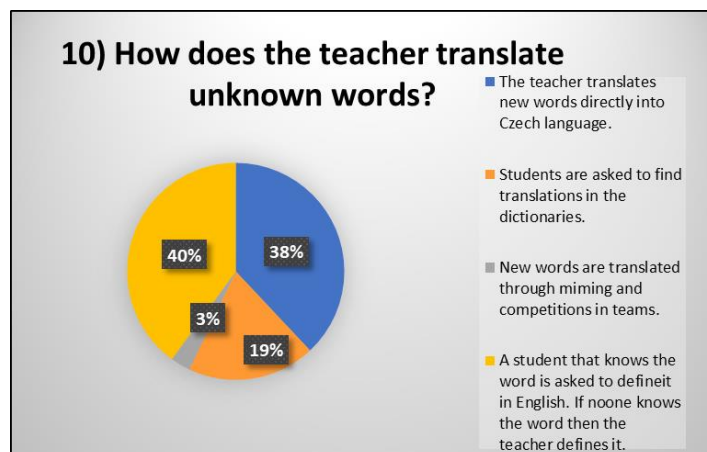
Figure 11: Translation of unknown words

QUESTION 11: IS THE COURSEBOOK IMPORTANT?

In the eleventh question of the questionnaire about the importance of the coursebook was five possible answers. According to 54 respondents (27%), the coursebook was very important. In the views of 80 students (40%), although it was considered to be essential for the lesson of English, they were dissatisfied with the book they were currently using. 44 respondents (20%) admitted its significance but believed that only half the time of the English lesson should be dedicated to working from coursebooks. 20 pupils (10%) communicated their discontentment with the usage of coursebooks by selecting the fourth option in the questionnaire. In their view, it was not important and they disliked the book they worked with. Two students (1%) thought that the coursebook was not important at all.
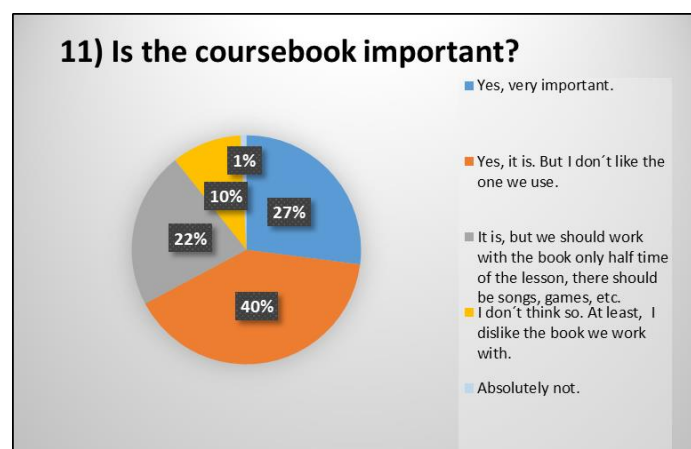

Figure 12: The importance of the coursebook

QUESTION 12: HOW WOULD YOU DESCRIBE THE RELATIONSHIP BETWEEN YOU AND YOUR TEACHER?

When it came to a relationship between the teacher and his/her pupils, the majority of the respondents expressed their contentment – according to 114 of them (57%), their relationship was simply good. 62 respondents (31%) claim that their relationship was excellent. 10 of them (5%) labelled their relationship with their teacher as unsatisfactory and 14 students selected the option – no comment with exclamative mark. It can be assumed that the relationship is really bad due to the negative connotation of this option.
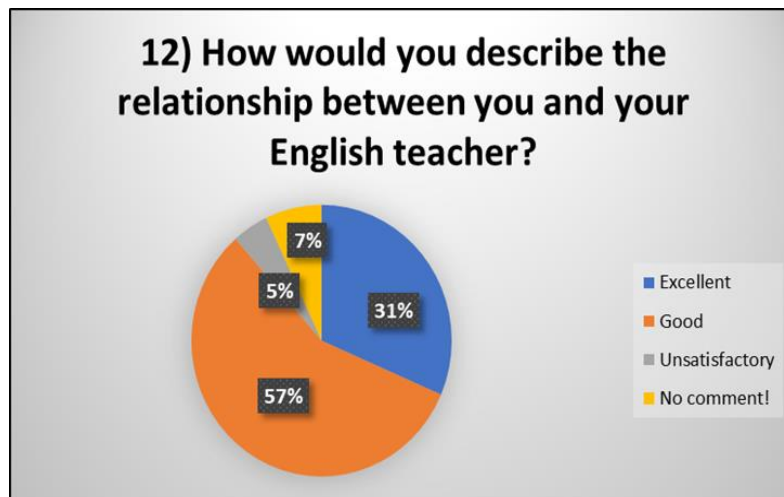

Figure 13: The relationship

QUESTION 13: DO YOU LOOK FORWARD TO YOUR ENGLISH LESSONS?

The last question was dedicated to students´overall impression of their English lessons by asking them whether do they look forward to their English lessons or not. 52 respondents (26%) looked forward to their lessons, 84 (42%) of them looked forward to English only sometimes and 44 (22%) of them selected an option – hardly ever. 10 students did not look forward to their lessons. It can be assumed that they did not enjoy English lessons at all.
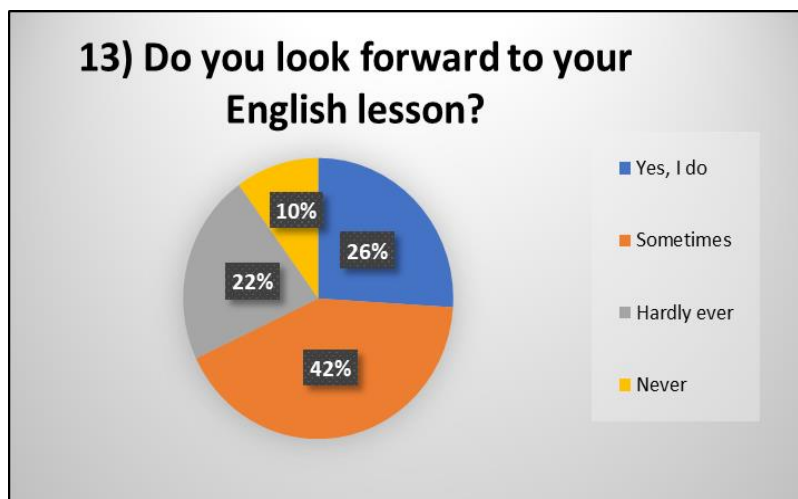
Figure 14: Looking forward to English lessons

SUMMARY OF THE QUANTITATIVE RESEARCH

It is great that 91 respondents from the sample of students have a positive approach to learning English and 86 of them are neutral. Only a small number of them expressed some kind aversion or indifference towards studying this language. When the question was aiming at specific activities during their lesson, it was discovered that the students most enjoy game-like activities and communication in the target language, whether in pairs or groups. This finding corresponds with the experience and expectations of the author of this work. Not surprisingly, the highest number of students least enjoy testing. Also completing exercises in the workbook and translation of sentences or texts were listed among the most unpopular activities.

Regarding the beginning of the lessons, only 21 students stated that their lessons start with some kind of warm-up. Based on my teaching experience (10 years at language school) I must confess that starting the English lesson with a short conversational exercise or game-like activity is not only entertaining but also very effective. When the lesson starts in such a way, students enjoy themselves and are motivated to survive the most complicated grammar explanation. As expected, the majority of students receive homework in a form of translation or they have to complete a page or two in a workbook. Only 44 students usually prepare a presentation or make a project, which is much more creative.

The highest number of respondents claim that their English teacher speaks half Czech, half English during the lessons. Needless to say, that the English teachers should have a high

level of proficiency in the target language and the students should be exposed to English and they should be made to use English as much as possible. The use of the Czech language should be restricted to necessary moments, in my view. As each student is a unique human being, the preferences of the teaching style differ a lot. Based on my lessons, extroverts give preferences to being active during the lessons while introverts favour not speaking in front of their school-mates, to work on worksheets and write things down. According to the respondents, unknown words are either directly translated into their native language by their teacher or some other student who is familiar with the meaning of the word define the English word for others. It can be also done by the teacher himself/herself when there is no other option.

Most of the Students do not deny the importance of the textbook but they do not fancy the one they currently use. They also strongly preferred game-like activities as an important complement of the lessons. I could not agree more. The lesson should not be based only on the coursebook. As far as my experience goes, the personality and approach of the teacher plays a significant role in the teaching process. According to quantitative research, 114 students describe the relationship between them and their teacher as good. 61 of them selected the description – excellent and 10 respondents labelled it as unsatisfactory. Interestingly, 14 students refused to comment on their relationship at all. My personal experience confirms the assertion that the relationship between teacher and pupil has a major influence on the pupils´ attitude toward English. It can be assumed that the 24 students that admitted dissatisfaction with their teacher have a negative relationship with English as well.

As far as the last question is concerned, the majority of the students confessed that they only sometimes do they look forward to their English lessons. Sadly, 32 % of the respondents never look forward to their lessons or at least hardly ever. As it can be cardinal, these students tend to lack motivation and enthusiasm for studying and cooperating during the lessons.

9 TEACHING ENGLISH WITH THE HELP OF MODERN MEANS:

The third section of the practical part of this diploma thesis is dedicated to two lessons taught in a modern way with an emphasis on practical language and game-like activities. In two presented lesson plans that were not based on coursebooks, the communicative approach was applied and the native language was avoided as much as possible. Both lessons were taught in a basic school in Stupkova Basic school in Olomouc by the author of the work. The materials are attached in the appendix of this work as well as the feedbacks of the students.

LESSON PLAN 1

Language level of the students – pre-intermediate (7th grade)

The number of the students – 15 pupils

Duration of the lesson – 45 minutes

Materials – worksheet *Food and eating out* (see Appendix 2), worksheet *Menu* (see Appendix 3) CD and CD recorder, pieces of paper, an envelope with words for *Time is up*

Vocabulary – *Food And Eating Out*

Grammar – Practical English

Linguistic aims of the lesson

The students will revise the vocabulary of food from the previous lesson. The vocabulary will be expanded for new words such as – prawns, beetroot, and beef. The students will also become familiar with phrases used in ordering food in a restaurant. They will also be able to form questions in the present simple time tense.

Other aims

The aim of the lesson is also to create a pleasant and playful learning environment and eliminating learning prejudices – learning is hard work, and lessons at school are arduous and boring.

Forms of interaction

Individual work, pair work, and group work, also teacher-students interactions

Lesson procedure

The lesson starts with a 5 minute long warm-up in the form of the *Alphabet Game*. All the letters from the alphabet are written on the whiteboard. This game can be played ideally in two or three teams, it depends on the number of students. Each team receives a whiteboard marker of a different colour. The teacher keeps determining the word categories (for example – professions, unhealthy food, wild animals, winter clothes, vegetables, sweets, etc.) and always one member of each team writes a word from a specified category to one of the letters. The letters with words next to them are taken and next time the students have to look for different letters. The game is over when all the letters are taken or one of the teams do not know what to write down.

It is followed by a worksheet dedicated to the topic of *Food and Eating Out*. It consists of a matching exercise and a crossword where the related vocabulary is practised and a little dialogue with shuffled sentences called – *Eating Out*. Students have 10 minutes for completing the exercises in pairs.

The next activity is a whole class activity that is realized at the back of the classroom. The students sit in a circle. Pieces of paper are distributed among them and they have to sign them. The pupils are invited to write down three sentences about their likes and dislikes regarding food and drinks. Two sentences are supposed to be true and one of them false. They are encouraged to use phrases such as (to be mad about, dislike, can not stand, to fancy, do not mind, etc.). Afterwards, they pass the paper in the circle as many times as it takes before they get their paper again. Each time they receive a new paper with three sentences on it they have to mark the sentence they believe was made up. At the end of this activity, the false sentences are revealed. The teacher can play this game as well and correct the mistakes and the most common mistakes can be noted down by the teacher. Additional correction can be done in the following lesson in the form of auction. The teacher prepares twenty sentences on papers. Ten will be correct and the remaining ten will contain the mistakes that students made. Students are told that each pair has an imaginary 1000 crowns. Sentences are read by the teacher, one by one, and students are supposed to buy the correct sentences by bidding. The auction starts at 50 crowns, and students can bid only after fifty. The highest bid wins. The pair of students with the most correct sentences at the end wins. If there are two pairs with the

same number of correct sentences, the winners are the ones with the most money left. It is a playful way of how to correct the mistakes.

The Next 10 minutes are dedicated to short scenes. Students can see the dialogue they ordered before on the whiteboard. They receive the menus in pairs and they practise the conversation at the restaurant.

Last but not least, the old and new vocabulary is revised in a game called Time is up. It is a modification of an original Time is up with celebrities. Students are divided into four teams. In each team, there are two pairs and the teams receive envelopes with 30 little cards with words on them (tip, fork, knife, starter, waitress, salmon, dessert, etc). A game is played using a set of randomly chosen cards. Each pair gets 30 seconds to guess as many words related to *Food and Eating Out* as possible, with one player giving clues to his teammate. In the first round, the clue-giver has to define the word in as many words as he or she wants. In the second round, only three words can be used and the guesser has to come up with an answer. He os she has got three guesses. In the third round, the clue-giver is not allowed to say anything, he or she uses pantomime and gestures. Only miming is allowed, no sounds. After each round, all the words are put back in the envelope. The pair with the highest score of words guessed correctly wins.

Reflection

In the classroom, there was a boy with autism. As a part of this illness, he has a communication problem that prevents others from understanding well to what he is saying. That is why it was a little bit challenging, but the lesson went well. It seemed all the children enjoyed themselves during the first activity. Only the boy with autism spectrum disorder did not take part in it. It was a little bit surprising to find out that four students did not like this activity very much. It was the only activity some students objected to. One girl mentioned that she felt stressed because she is not very good at English and she did not want her team to lose because of her. When the students worked in pairs on worksheets, in the classroom there was a very good atmosphere of cooperation. They dealt with the words matching and with the crossword very well. Some of them had difficulties with ordering the dialogue but after a little advice, they succeeded as well. The boy with autism wanted to work alone and at one point he had some conflict with his teaching assistant. However, he did great work and he seemed very pleased with his success. There was an option to work individually and then compare their

answers in pairs but I selected a pair work from the beginning as I thought it would be more enjoyable. The next activity *True or False* was a little bit difficult regarding time. It took a little bit longer to create sentences for some students. It was obvious that they enjoyed the possibility to sit down in the circle for a while because they were sitting for too long. One student wrote down one true and two false sentences. Based on this experience, I will repeat the rules of this activity more times. As more time was spent on the previous activity I decided to dedicate a shorter time to the scenes. The dialogue students studied before appeared on the whiteboard and they also received a simple menu with drinks and meals. In pairs, they had to choose roles (waiter and client) and order a drink and menu according to the dialogue. The final revision of vocabulary was an absolute highlight of the English lesson. Everybody enjoyed the game Time is up, except for the boy with speaking difficulties. He decided not to take part in the activity as no one might understand him. Overall, I was very satisfied with the lesson.

LESSON PLAN 2

Language level of the students – pre-intermediate (6th grade)

The number of the students – 16 pupils

Duration of the lesson – 45 minutes

Materials – worksheet *Clothes and Accessories* (see Appendix 6), worksheet (crossword) *Clothes* (see Appendix 7), text for visualisation (see Appendix 8), self-stick notes for *Running Dictation* (see Appendix 5).

Vocabulary – *Clothes and hobbies*

Grammar – Present continuous

Linguistic aims of the lesson

The students will revise the vocabulary of clothes from the previous lesson. The vocabulary will be expanded for new words regarding the topic of clothing. The students will also practise present continuous and learn new phrases for expressing likes and dislikes.

Other aims

The objective of this lesson is also to create a pleasant learning environment that will contribute to effective learning. The aim of initial visualisation, that is an essential part of suggestopedia (see Chapter 5.6), is to evoke the feeling of relaxation and tune in for an English lesson.

Forms of interaction

Individual work, pair work, and group work, also teacher-students interactions

To utilise teacher-students interactions individual work, pair work, and group work were also incorportated

Lesson procedure

The lesson would start with visualisation. The teacher instructs the students to sit, close their eyes, and relax their bodies. To create the perfect ambience relaxing music is played in the background and the students are able to still listen to the teacher´s voice.

Initial introduction: The students should sit calmly and close their eyes. Listen to music and Relax. Their initial focus should be on their breathing. Breathe in and breathe out, In and out. The concept is for them to let go of everything (stress, emotion) and just breathe. Relax their bodies and relax their minds. Imagine, it is a lovely sunny day with an ideology to feel relaxed, calm, and happy. To speak English very well and to enjoy everything we will do, It will be fun. The students are informed that they will hear a short text twice. First, it will be read very slowly and then again at a normal speed. They are invited to remember as many details as possible.

Visualisation – *You wake up. It is Sunday morning. You get up and take off your pyjamas. You put on your T-shirt, your favourite blue trousers and your lucky socks. You have pancakes with vanilla ice-cream for breakfast and a glass of orange juice. The best breakfast ever! You want to go out but it is chilly outside so you put your woollen jumper and your leather jacket on. You also put your orange scarf around your neck and take a pair of gloves just in case. You go out. It is snowing. Everything is white and beautiful. You feel sorry for not taking a cap as your ears are freezing. You hear birds singing and your neighbour´s dog is barking. You go for a short walk and return home. You sit by the fire and Relax. You feel happy and calm.*

The students are instructed to open their eyes and they are asked these three questions:

1) What season it is?

2) What sounds did you hear?

3) What was the weather like?

The questions are discussed in a whole class talk and afterwards, the students receive the text of visualisation (see Chapter 8) with follow-up tasks. At first, they have to circle all the pieces of clothes. Then, they have to write opposites to the underlined words. This activity is done in pairs and checked again as a whole class activity. The whole visualisation usually takes about 5 to 7 minutes.

Following this, the students receive a worksheet called *Clothes and accessories* (see chapter 6) that consists of a matching exercise, a crossword and a short dialogue – *Buying Clothes*. There are missing words in the dialogue and students have to fill them in. The activities should take no longer than 10 minutes. This activity is ideal for pairs or groups of three.

The next activity is called *Running Dictation*. Before the rules are explained there is a short revision of phrases for expressing likes and dislikes such as to enjoy, dislike, cannot stand, do not mind, to be keen on and fancy. The students work in pairs. One is the writer and the other one is the runner. They can change roles in the middle of the activity. There are 8 sentences on sticky notes attached to the walls and doors in the hall (see Appendix 5). They cannot be touched, just read and retold. The only three rules are – no running, no shouting, no cheating. When the activity is over the teacher writes on the whiteboard – Top part of the body/bottom part of the body and students are invited to write down all the pieces of clothes from the papers on the correct part of the board. This activity takes about 15 minutes.

The activity *Guess the Word* serves as a final revision of new words. The students are divided into 4 teams. Only one member of each team is looking, others have to close their eyes. The teacher writes the word on the board and then erases it. Then it is up to the representative of each team to describe the word for their team-mates. The quickest member of any team that guesses it correctly wins the first round. Only 8 words will be written on the board one by one (mittens, tights, bracelet, changing room, boots, anorak, jumper, trainers).

If there is some time left, the game *Alphabet Game* can be played. This activity was described during the first lesson plan.

Reflection

I have much experience with visualisation (see Chapter 8) in adult classes, and it has always been welcomed and enjoyed. However, to my great surprise, the younger students I taught did not like it very much. In the written feedback, most of the pupils stated that they enjoyed every single activity. Although few of them mentioned visualisation as the only thing they did not enjoy (see Appendix 8), as you can see in the appendix. One of the students claimed that is was difficult, especially the first part. Others told me that they prefer to be active and this activity was not. The rest of them who were satisfied commented that they enjoyed something new and unusual and, in their words that it is a way better than filling in exercises in their workbook. Any kind of text can be used for visualisation and in this way the lessons are innovative and interesting for students.

The students coped with the tasks on the worksheet very well. The only problem was that they occasionally made comments in Czech. On the other hand, there was a productive and friendly working environment.

During the third activity – *Running Dictation*, there were some organizational problems, but once the students were in pairs, the atmosphere changed completely and there was a working, competitive spirit in the class. In some pairs, the runner and the writer changed roles. This is a lively activity that practises speaking, listening, writing, walking, and remembering and it can be adjusted to any topic that the teacher wants.

The activity – Guess *the Word* went well as well. Some students complained that it was too short. They apparently enjoyed themselves and so did their teacher. With younger pupils, words or pantomime can be used to describe the target words.

In this classroom, the final activity – *Alphabet Game* was a source of much fun. It is my firm belief, and it was confirmed by diverse feedback in two different classes, that each classroom is unique and what works in one does not necessarily have to work in another.

To sum up, the lessons were based on both my theoretical knowledge of didactics (see especially Chapters 5.4, and 5.5 in the Theoretical part) and years of teaching practice. I have been teaching English and Spanish at a language school for 12 years. Both lessons were very pleasant and fluent. To my delight, the students were not ashamed or passive and cooperated very well. Not surprisingly, the activity that was not very popular in the first lesson went well in the second one. Some students also claimed that visualisation was either too passive or too difficult for them. I came to the conclusion that it is much more popular with older students. I

gained the experience for the student with autism for the first time and although the boy did not take part in all the activities it seemed he enjoyed himself. When the students were asked to write feedback based on their impressions from my lesson, he folded a little boat out of paper and gave it to me with a huge smile on his face. I explained to them that they can be as honest as they want that I appreciate the criticism as much as praise. Admittedly, some of their notes touched me. My overall impression from both of my lessons was good. I must confess that I enjoyed working with both groups.

CONCLUSION

At the beginning of this work, the significance of the English language is highlighted and the psychological character of the target group of learners is described in depth. In the subsequent chapter, the fundamental terms of *method*, *approach*, *procedure*, and *technique* are described as well as the modern and traditional methodologies that are compared and contrasted. The ensuing chapter is dedicated to the main teaching methods and approaches that are used and discussed in the practical part of this work. The techniques considered effective and enjoyable for learners are presented in the last chapter of the theoretical part.

The purpose of this work was, in part, to validate that using fun elements and games is effective and to determine whether the teachers are using fun elements and game-like activities to spice up their English lessons and motivate their students. It was mentioned in chapter 6 of the theoretical part that fun elements such are games enable teachers to combine learning and entertainment and thus make the learning process more effectual and enjoyable for learners. All of the interviewed teachers concurred with that point. They all claimed that these kinds of activities are very beneficial for the learners and that they try to insert them into their teaching. Although some teachers explained why they sometimes try to avoid these activities (disobedience of some students, a larger number of learners in the classrooms, the inclusion of students with learning difficulties, etc.) they were still deemed crucial by all to achieving greater success and better results in the teaching process. This was concurrent with the data from the questionnaire (see Appendix 1) that was filled in by 200 pupils. It was discovered that the students most enjoy game-like activities and communication in the target language, whether in pairs or groups.

A weakness of this thesis can be that only six teachers were selected for the qualitative research so the results cannot be generalised. However, that was not the aim of the author of this work. The objective was to select teachers from different backgrounds, ages and, personalities to provide different points of view and raise questions for further consideration.

The practical part introduces two types of research (qualitative and quantitative) and the second aim of this thesis was to present obtained data and evaluate whether teachers and students enjoy English lessons. As it came to the outlook of students towards English lessons (see the conclusion in Chapter 8), nearly half of the respondents claimed that they have a positive view of learning English and only a small number of them expressed some kind of

aversion. Some of them (24 students) even expressed dissatisfaction with their English teacher. In my personal experience, this can affect negatively not only the school results but also the approach to English in general. The highest number of students least enjoy testing, completing exercises in workbooks, and the translation of sentences or texts. (see summary of Chapter 8)

The last section of the practical part was dedicated to two model lessons where the communicative language teaching (see Chapter 5.4) and lexical approach (see Chapter 5.5) were applied. In one of the lessons, the visualisation, which is a part of the suggestopedia (see Chapter 5.6) was inserted. I enjoyed both lessons as the students in both classes were active and pleasant to work with. As far as I am concerned, a teacher must be flexible and have a collection of filler activities and games ready. As it was observed, what works very well in one classroom does not have to be successful in others. To my surprise, visualisation was ranked as the least popular activity in the classroom where it was implemented. In all my classes at language school where I currently teach, visualisation is very popular, especially among older teenagers and adults. I concluded that younger learners prefer stimulating games and competitive activities and older learners enjoy more relaxing ones. My overall impression from both lessons was really good and I was even more encouraged by very nice feedback that I received from the pupils. I created all the materials used in the model lessons and they can be assimilated for different ages.

Finally, based on my research and observations I came to the following conclusion. Teachers who are keen on working with children and consider this profession fulfilling are less likely to be stressed and feel overburdened. The teachers with such an approach enjoy the teaching in contrast to those who are dissatisfied and complain about many things. My personal feeling is that some teachers with many years of teaching practice experience some kind of burnout syndrome due to pressure around testing, lack of appreciation and working conditions. One of the interviewed teachers mentioned – You remind me of me when I was your age and still had the energy and motivation to be active and creative. Perhaps, this is an area for further research (how to prevent teacher burnout and motivate both learners and teachers.) Writing a lot of tests and assigning students with individual work in workbooks is the easiest way of teaching for a tired and unmotivated teacher but this kind of lesson is highly unpopular and ineffective as it was mentioned before. When there is a good, enjoyable and productive atmosphere in the classroom, the lesson has a good flow and both teachers and students are energised, not worn out.

RESUMÉ

Tato diplomová práce se zabývá výukovými metodami a přístupy ve výuce Anglického jazyka na druhém stupni základních škol v České republice. V teoretické části práce se autorka zaměřuje na vývoj Anglického jazyka a jeho aktuální postavení ve světě i u nás. Dále je v ní objasněna základní terminologie a je zde nabídnut základní výčet a stručná charakteristika vybraných metod a přístupů ve výuce. Práce nabízí i charakteristiku žáka na druhém stupni základní školy a zaměřuje se na pár technik, jimiž může být výuka okořeněna.

Praktická část cílí na učitele i na žáky. Práce obsahuje jak kvalitativní, tak kvantitativní výzkum. Kvalitativní výzkum probíhal formou rozhovoru s šesti učiteli základních škol. Kvantitativní výzkum je založen na dotazníkovém šetření a má za cíl nastínit názory žáků na hodiny Anglického jazyka. Pro inspiraci jsou v práci rozebrány dvě modelové hodiny, které byly autorkou aplikovány na základní škole v Olomouci. Součástí je i zpětná vazba žáků na výuku která probíhala hravou a zážitkovou formou.

Cílem práce bylo zjistit, jestli jsou hry a zábavné aktivity efektivní, jak je učitelé využívají ve výuce Anglického jazyka a zda jsou spokojeni s průběhem svých hodin. Cílem je i vyzpovídat velký vzorek žáků na druhém stupni, aby práce poskytla ucelený obraz aktuální situace a modelové hodiny slouží k inspiraci.

SUMMARY

The diploma thesis deals with methods and approaches of teaching English in a lower secondary school in the Czech Republic. The theoretical part is focused on the development of the English language and its current position in the world and also in the Czech Republic. Furthermore, it casts light on basic terminology and offers a selected list of methods and approaches in English. Characteristics of a lower-secondary pupil are presented as well.

The practical part of this work aims at both teachers and pupils. Qualitative research uses an interview to question six teachers from different basic schools. Quantitative research is carried out through a questionnaire towards pupils of the English language at the lower-secondary school level. Two model lessons of teaching with the help of game-like activities and students´feedback are used for inspiration. The lessons were applied by the author of this work at a basic school in Olomouc.

The objective of the diploma thesis was to determine whether using games and fun elements is effective, whether the teaching public is using such activities for teaching English and what their lessons are like. The thesis addresses the pupils as well as including their opinion and contentment or discontentment. The model lessons are included for inspiration.

RESUMEN

Esta tesis de diploma trata sobre métodos y enfoques de aprendizaje experiencial, llena de juegos en la enseñanza del inglés en el segundo nivel de las escuelas primarias en la República Checa. En la parte teórica, el autor se centra en el desarrollo del idioma inglés y su posición actual en el mundo y en el país. Además de explicar la terminología básica ofreciendo una lista de características breves de métodos y enfoques seleccionados en la enseñanza. El trabajo también ofrece las propiedades del alumno en la segunda etapa de la escuela primaria.

La parte práctica está dirigida a profesores y alumnos y contiene ambas metodologías de investigación cualitativa y cuantitativa. La investigación cualitativa tomó la forma de una entrevista con seis maestros de primaria y la investigación cuantitativa se basa en una encuesta por cuestionario que tiene como objetivo describir las opiniones de los alumnos sobre las lecciones de inglés. Para inspiración, hay dos horas modelo analizadas, que fueron aplicadas por la autora en una escuela primaria en Olomouc, la cual incluye la retroalimentación de los alumnos a las lecciones que tuvieron lugar de forma lúdica.

El objetivo de este trabajo fue descubrir si son efectivos los juegos en la enseñanza y cómo los maestros están familiarizados con este tipo de enseñanza del idioma inglés y si están satisfechos con el curso de sus lecciones, así como también entrevistar a una gran muestra de alumnos en la segunda etapa para proporcionar una imagen completa de la situación actual. Dos lecciones modelo sirven de inspiración.

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APPENDICES

Apendix 1: Questionnaire

QUESTIONNAIRE FOR CHILDREN AT BASIC SCHOOLS

School: Grade:
Sex: Girl/Boy   Age:

QUESTION 1: WHAT IS YOUR ATTITUDE TOWARDS LEARNING ENGLISH?

a) I enjoy it

b) I am neutral

c) I don´t enjoy it

d) I don´t care about it

QUESTION 2: WHAT DO YOU MOST ENJOY ABOUT YOUR ENGLISH LESSONS?

_____

QUESTION 3: WHAT DO YOU LEAST ENJOY ABOUT YOUR ENGLISH LESSONS?

_____

QUESTION 4: HOW DOES YOUR ENGLISH LESSON USUALLY START?

a) Checking of homework, tests, and exams

b) Game or conversation

c) Work in a book

d) Revision

e) Song

QUESTION 5: WHAT IS THE TYPICAL SCENARIO FOR YOUR ENGLISH LESSON?

a) The teacher introduces the topic or grammar, it is then followed by practising, and finally there is a time for questions and tests.
b) The teacher introduces new grammar, then they summed up the rules together, then they practised grammar and play.
c) The teacher talks and students write everything down. Students are passive, they work in a workbook a lot and they write a lot of tests.

QUESTION 6: WHAT KIND OF HOMEWORK DO YOU USUALLY GET?

a) I usually get homework in a workbook

b) I ordinarily have to translate some sentences into English at home

c) I sometimes get an exercise, presentation or project for homework

d) I do not get any homework

QUESTION 7: HOW OFTEN DOES YOUR TEACHER SPEAK ENGLISH DURING THE LESSONS?

a) Nearly all the time

b) Grammar and disciplinary issues are communicated in Czech, the rest of the lesson is in English

c) Half of the lesson is in English and half is in Czech

d) He/she uses mostly Czech language

QUESTION 8: WHAT HELPS YOU TO LEARN ENGLISH?

a) Memorising at home as well as memorising at school
b) Fear of a bad mark, I study only for tests
c) When I practise the grammar and vocabulary in game-like activities or practical situations such as scenes
d) When I am exposed to a variety of activities, including visual aids, games, sketches, competitions, videos, etc.

QUESTION 9: WHICH TEACHING STYLE DO YOU PREFER?

a) The teacher explains the grammar and monitors the discipline and if there is a need he or she intervenes and helps the students

b) The teacher speaks English a lot because we believe that we should be exposed to English as much as possible, we are passive

c) The teacher monitors and advises, students are active, they speak in pairs and groups a lot.

QUESTION 10: HOW DOES THE TEACHER TRANSLATE UNKNOWN WORDS?

a) The teacher translates new words directly into the Czech language

b) We are asked to find translation in the dictionaries

c) New words are translated through miming and competitions in teams

d) A student who knows the word is asked to define it in English. If noone knows the word then the teacher defines it

QUESTION 11: IS THE COURSEBOOK IMPORTANT?

a) Yes, very important
b) Yes, it is. But I don´t like the one that we use

c) It is, but we should work with the book only half time of the lesson, there should be songs, games, etc.

d) Absolutely not

QUESTION 12: HOW WOULD YOU DESCRIBE THE RELATIONSHIP BETWEEN YOU AND YOUR TEACHER?

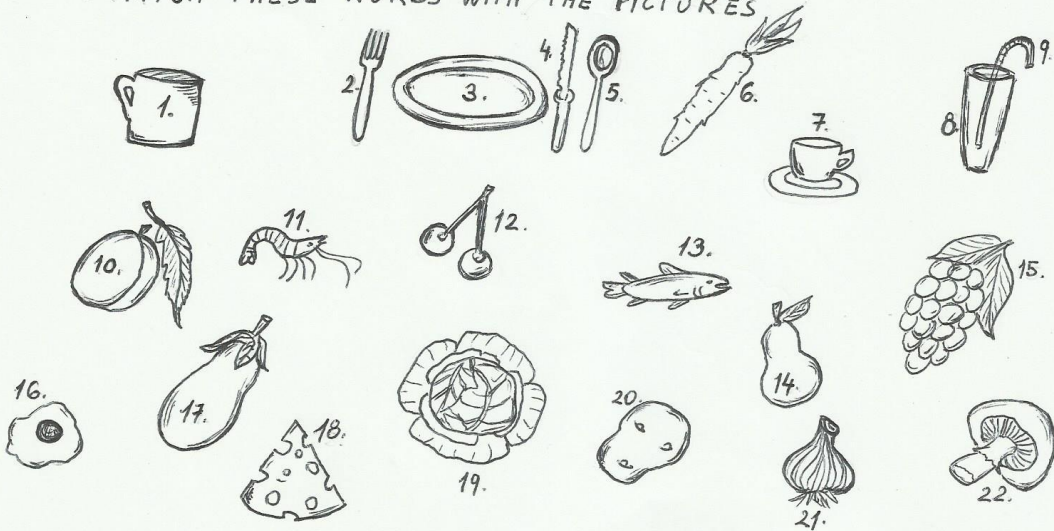a) Excellent

b) Good

c) Unsatisfactory

d) No comment! ☹

QUESTION 13: DO YOU LOOK FORWARD TO YOUR ENGLISH LESSONS?

a) Yes, I do

b) Sometimes

c) Hardly ever

d) Never

Apendix 2: Worksheet – Food and Eating out

FOOD AND EATING OUT

1) MATCH THESE WORDS WITH THE PICTURES

PRAWN ___
EGG ___
CHERRIES ___
GLASS ___
MUG ___
CUP & SAUCER ___
SPOON ___

KNIFE ___
FORK ___
PLATE ___
STRAW ___
GRAPES ___
ONION ___
MUSHROOM ___
GRAPES ___

CHEESE ___
AUBERGINE ___
CABBAGE ___
CARROT ___
PEACH ___
PEAR ___
TROUT ___

2) AT THE RESTAURANT

Order the dialogue.

|		
A	Are you ready to order?	1
B	Still.	___
A	Still or sparkling?	___
B	Yes, please.	___
A	And how would you like your steak? Rare, medium or well done?	___
B	A baked potato, please.	___
A	Can I get you something to start with?	___
B	Rare, please.	6
A	Here's your steak, madam.	___
B	Water, please.	___
A	Would you like that with fries or with a baked potato?	___
B	I'm sorry but I asked for my steak rare and this is well done.	___
A	OK. And to drink?	___
B	No, thank you. Just a main course. I'd like the steak, please.	___
A	I'm very sorry, madam. I'll take it back to the kitchen.	15

Appendix 3: Worksheet – Menu

MENU

STARTERS

PRAWN COCTAIL	£3.25
SOUP OF THE DAY	£2.75
GARLIC BREAD	£2.50

MAIN COURSES

ITALIAN PIZZA SERVED WITH SALAD	£7.50
FISH & CHIPS	£7.00
BEEF STEAK SERVED WITH BAKED POTATO OR CHIPS	£8.50
CHICKEN WITH RICE	£6.90

DESSERTS

HOME MADE APPLE PIE	£2.50
ICE CREAM (CHOCOLATE OR VANILLA)	£2.30
FRESH FRUIT SALAD	£3.00

DRINKS

WATER (STILL OR SPARKLING)	£1.25
TEA / COFFEE	£1.50
JUICE (ORANGE OR APPLE	£1.80

Appendix 4: Worksheet – Crossword Eating out
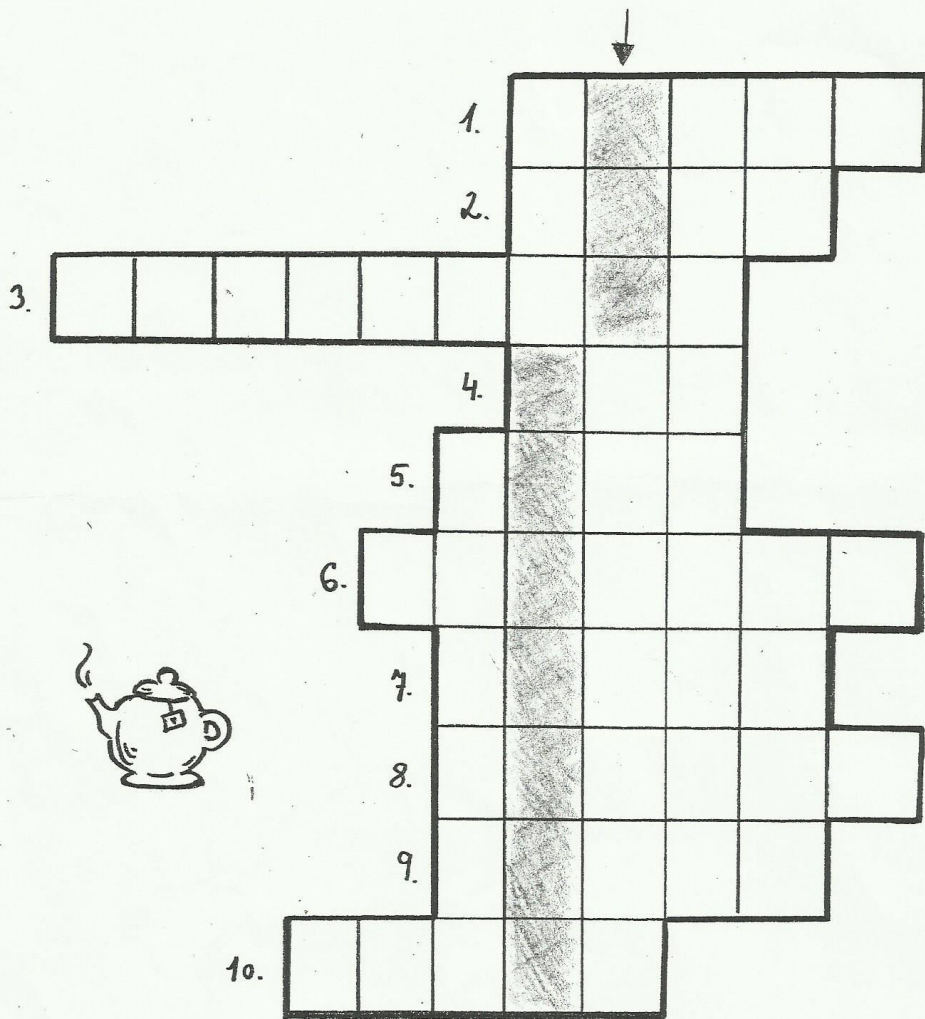
CROSSWORD – *Eating out*

1. Chips = British English / French F_ _ _ _ = American English
2. The book or list which tells you what food there is
3. First meal of a day
4. Extra money you leave if you are happy with your meal or with the service
5. When you are ready to pay you can say: "Can I _ _ _ _ the bill?
6. The three parts of a meal
7. Are you ready to _ _ _ _ _? Yes, please. I will have…
8. The person who serves you the food
9. You use it for cutting your meat
10. Your food is served on it

Appendix 5: Running dictation

RUNNING DICTATION

I AM KEEN ON WEARING LONG SKIRTS.

SHE IS NOT MAD ABOUT WEARING HIGH-HEELS

WHY ARE YOU WEARING A SHORT-SLEEVED T-SHIRT?

PEOPLE SHOULDN'T WEAR CAPS AND HATS INSIDE.

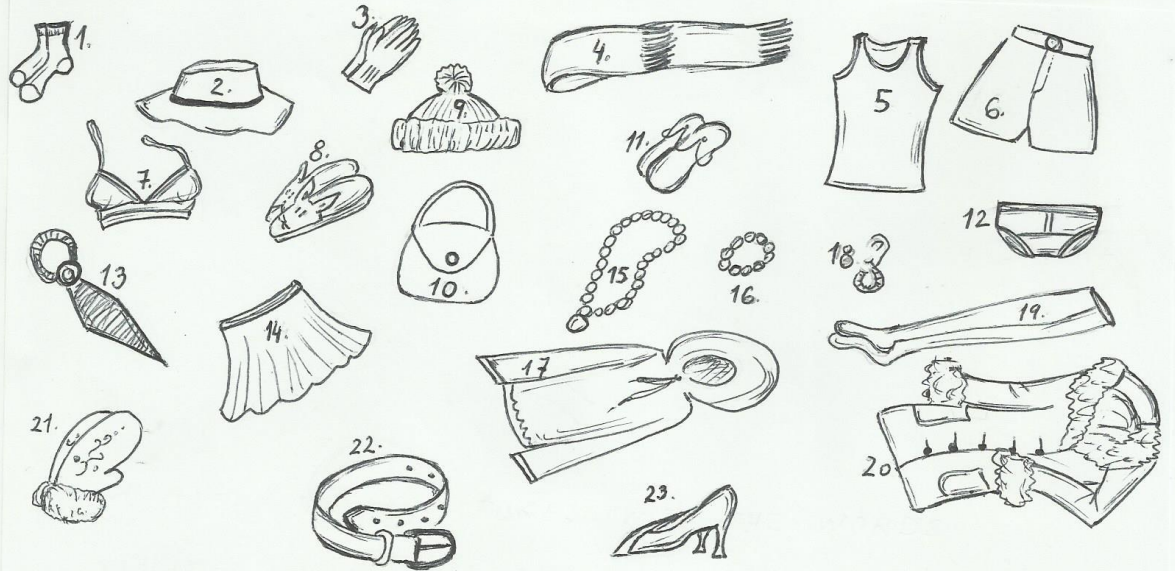I PREFER COATS TO JACKETS.

I AM NOT MAD ABOUT WEARING TROUSERS.

TAKE OFF YOUR BOOTS, PEASE.

I FANCY YOUR NEW SCARF. WAS IT EXPENSIVE?

Appendix 6: Worksheet – Clothes and Accessories

CLOTHES & ACCESSORIES

1) MATCH THESE PICTURES WITH THE WORDS

HIGH HEELS ___	TIE ___	SLIPPERS ___
SCARF ___	BELT ___	CAP ___
HAT ___	VEST ___	MITTONS ___
TIGHTS ___	GLOVES ___	SKIRT ___
SHORTS ___	BRA ___	KNICKERS ___
NACKLACE ___	BRACELET ___	HANDBAG ___
FLIP-FLOPS ___	SOCKS ___	EARING ___
COAT ___	ANORAK ___	

2) **BUYING CLOTHES**

Complete the missing words in the dialogue.

A Can I¹ h___ you?
B Yes. What ²s_____ is this T-shirt?
A It's a medium. What size do you need?
B I need a ³l_____.
A Here you ⁴a_____.
B Thanks. Where can I try it on?
A The ⁵c_____ rooms are over there.
B ⁶Th_____ you.
A How is it?
B It's fine. How ⁷m_____ is it?
A It's £15.99.

VIII

Appendix 7: Worksheet – Clothes - crossword
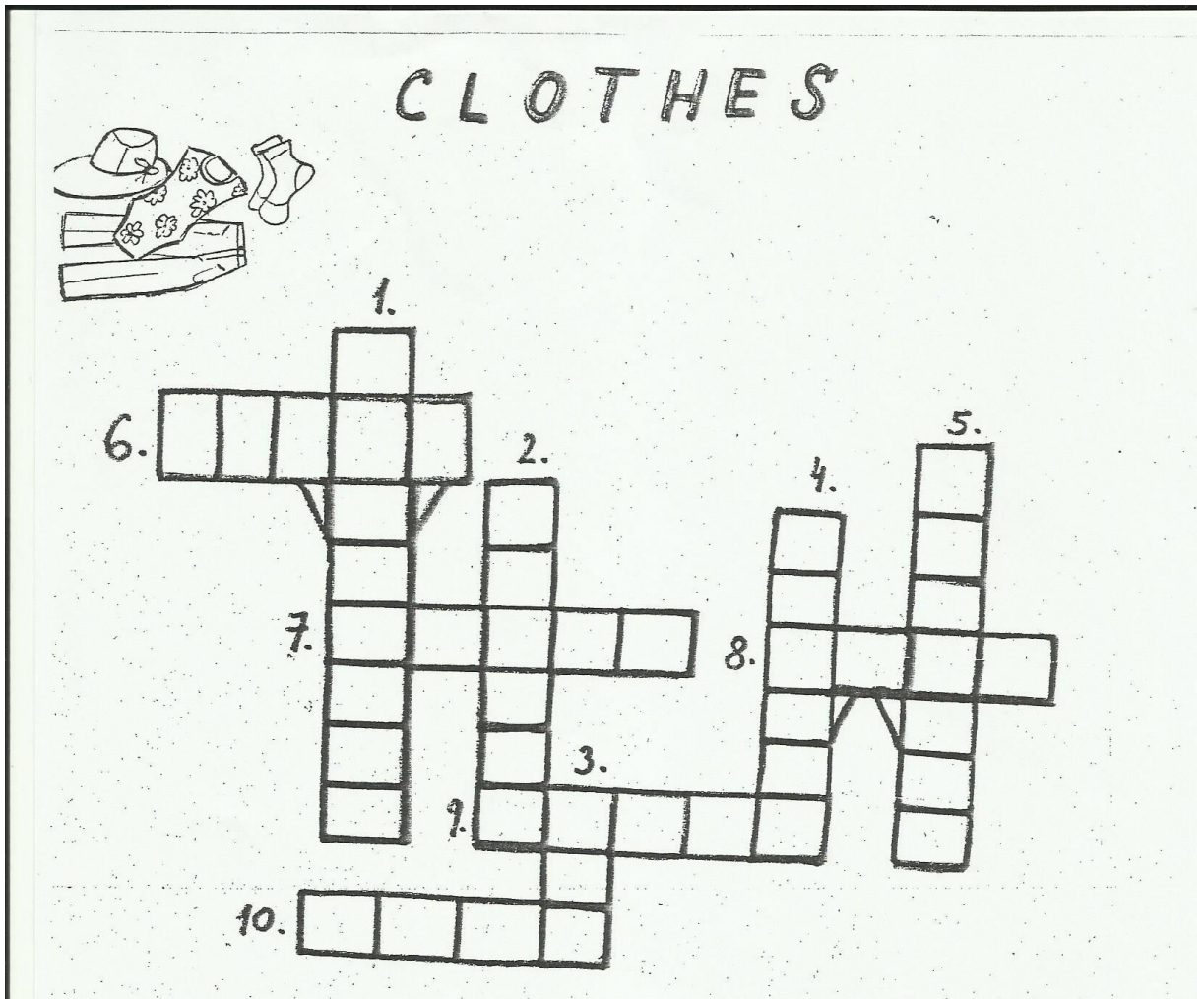
1) You put them on your legs. Some time ago only men wore them

2) You put them on your hands when it´s cold

3) You put it on your head in the summer

4) When it gets colder you wear a J _ _ _ _ _

5) When you go to bed you wear….

6) When it gets colder you put it around your neck

7) You wear them on your feet

8) In the winter people wear c _ _ _

9) Men wear s _ _ _ _ _ to work or to bussines meetings

10) When trousers are too big we can use a b _ _ _

X

Visualisation

You wake up. It is Sunday morning. You <u>get up</u> and take off your pyjamas. You <u>put on</u> your T-shirt, your favourite blue trousers and your <u>lucky</u> socks. You have pancakes with vanilla ice-cream for breakfast and a glass of orange juice. The best breakfast ever! You want to go out but it is chilly <u>outside</u> so you put your woollen jumper and your leather jacket on. You also put your orange scarf around your neck and take a pair of gloves just in case. You go out. It is snowing. <u>Everything</u> is white and beautiful. You feel sorry for not taking a cap as your ears are freezing. You hear birds singing and your neighbour´s dog is barking. You go for a <u>short</u> walk and return home. You sit by the fire and relax. You feel happy and <u>calm</u>.

1) Circle all the pieces of clothes.

2) Write opposites to the underlined words

Appendix 9: Lesson 1 – Reflections of students

(+) Byla dobrá (hodina)

(-) skončila moc brzo ta (hodina)

♡ MĚL JSEM SRANDU

(+) zábava, hry
(-) Alphabet game

(HNĚDÁ RÝŽE)
!!
▽

Že jsme tu dělali plno aktivit.
Asi jsme tahle hodina byla super moc se mi to líbilo

zábavné, příjemné, milé,

ZÁBAVNE
BYLO FAJN POSLOUCHAT
TAK DOBROU
DOBŘÍ
PŘÍZVUK ♡

(+) everything
(-) alphabet game

Vyměnil bych vás za paní učitelku ♡

PODLE MÉ
DOBRÉ HODINY

(+) Hodně her a zábavy.
(-)

It was great.

Appendix 10: Lesson 2 – Reflections of students