Univerzita Hradec Králové

Pedagogická fakulta

Katedra anglického jazyka a literatury

Výuka angličtiny na 1. stupni ZŠ zábavnou formou

Diplomová práce

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Studijní program: M7503 Učitelství pro základní školy

Studijní obor: Učitelství pro 1. stupeň základní školy

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Univerzita Hradec Králové
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Zadání diplomové práce

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Cíl, metody, literatura, předpoklady:

Diplomová práce se zaměří na možnosti zábavných forem výuky angličtiny na prvním stupni základní školy. Z charakteristiky dětí mladšího školního věku vychází předpoklad práce, že děti na prvním stupni základní školy se učí cizí jazyk podvědomě, pokud jsou zaujaté a baví se. Teoretická část práce tedy pojedná mj. o charakteristikách dětí mladšího školního věku a jak se tyto charakteristiky odrážejí ve vlastním vyučovacím procesu. Práce stručně pojedná o výuce jednotlivých řečových dovedností a jazykových prostředků, jak jsou doporučeny odbornou literaturou. Praktická část se pak zaměří na typy aktivit a jejich využití v konkrétním školním prostředí. Součástí práce bude sborník takových aktivit a současně i reflexe na proběhlé aktivity ze strany žáků, učitelů i autorky materiálů. Návrhy doporučení pro praxi budou součástí závěru práce.

Phillips, S. *Young Learners*. OUP 1993.

Scott, W. A., Ytreberg, L.H. *Teaching English to Children*. Longman 1990.

Vale, D., Feunteun, A. *Teaching Children English*. CUP 1995.

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Prohlášení

Prohlašuji, že jsem diplomovou práci Výuka angličtiny na 1. stupni ZŠ zábavnou formou vypracovala pod vedením vedoucí práce samostatně a uvedla jsem všechny použité prameny a literaturu.

V Hradci Králové dne 13.4.2022   …………………………...

Poděkování

Touto cestou bych ráda poděkovala vedoucí práce Mgr. Vladimíře Ježdíkové, Ph.D. za všechny cenné rady, které mi v průběhu psaní této práce poskytla a za její trpělivost. Zároveň velké poděkování patří mé rodině a nejbližšímu okolí, kteří mě po celou dobu studia podporují.

Anotace

Diplomová práce se v teoretické části zabývá problematikou výuky anglického jazyka zábavnou formou na prvním stupni základních škol. Teoretická část shrnuje poznatky o znalostech a dovednostech žáků mladšího školního věku ve vztahu k učení se cizímu jazyku. Popisuje jednotlivé jazykové dovednosti, a jakými způsoby je rozvíjet. Praktická části se zabývá vybranými aktivitami, které by měly rozvíjet jednotlivé řečové dovednosti zábavnou formou a zhodnocením těchto aktivit. Součástí je také sborník obsahující další univerzální aktivity využitelné v praxi.

Abstrakt

Diplomová práce se zabývá v teoretické části charakteristikou dětí mladšího školního věku, jejich motivací, rozvojem jednotlivých řečových dovedností a podmínkami efektivního a zábavného vyučování.

Žáci mladšího školního věku jsou dle prostudované literatury vybaveni několika schopnostmi, které by se měly vzít v potaz při vyučování anglického (nebo jiného cizího jazyka). Jde především o krátkou dobu, po kterou jsou žáci mladšího školního věku schopni udržet pozornost. Protože se nedokážou koncentrovat po delší dobu, aktivity by se měly častěji střídat a měly by být doplňovány zábavnými prvky. Neméně důležité je také žáky vhodně motivovat a vzbudit jejich zájem o učení.

Žáci jsou v tomto věku schopni porozumět významu věty i přes to, že neznají či nerozumějí všem slovům, která jsou v ní obsažena. Tato jejich schopnost může být v hodinách anglického jazyka vhodně využita. Učitel také může například podpořit svůj výklad gestikulací, výrazem tváře či dalšími neverbálními projevy. Díky pravidelnému opakování různých frází, vět a pokynů se žáci časem naučí plnit mnoho pokynů, byť jsou říkány pouze v anglickém jazyce.

Dalším faktem je, že žáci v tomto věkovém období mají rádi zábavné aktivity. Vzhledem k předchozí zmíněné krátkodobé pozornosti mohou být tyto aktivity klíčem k tomu, aby žáci nejen udrželi pozornost, ale také se toho spoustu bezděčně naučili. Pravidelné střídání různých typů aktivit dokáže žáky zaujmout a motivovat je k učení.

Právě motivace je jedním z předpokladů efektivního učení; jedná se o nezbytnou součást vyučovacího procesu. Je důležité si uvědomit, jak moc velký efekt motivace na učení a celkový postoj ke škole jako takové má. Například neustále opravování chyb může žáky snadno demotivovat; je třeba brát chybu jako součást vyučovacího procesu.

Učitel má na prvním stupni klíčovou roli – žáci k němu vzhlížejí a vztahy mezi ním a žáky výuku velmi ovlivňují. Díky faktu, že v tomto období bývá pro žáky jejich učitel vzorem, může u nich vzbudit touhu a zájem o učení se cizímu jazyku. Kromě vhodně zvolené motivace je také nezbytné, aby výuka probíhala v přátelském, pozitivně laděném prostředí, kde se žáci cítí dobře. Učitel by měl být schopen zajistit optimální podmínky; mezi které patří právě přátelská atmosféra; ve vyučování jako takovém je nutné si nastavit pravidla a důsledně je dodržovat, například ohledně chování; žáci by se sobě navzájem neměli smát, ale naopak se podporovat.

Pro výuku cizího jazyka jako takovou je důležité si uvědomit, jakým způsobem jsou u žáků mladšího školního věku rozvíjeny jednotlivé řečové dovednosti – poslech, mluvení, čtení a psaní. Poslech a čtení patří mezi receptivní dovednosti, zatímco mluvení a psaní jsou dovednosti, při kterých jedinec něco vytváří – jedná se tedy o dovednosti produktivní. Dle názorů autorů se žáci učí mluvit díky poslechu a psát skrz čtení; dalo by se tedy říci, že díky ovládnutí receptivních dovedností se žáci naučí dovednostem produktivním.

Dle prostudované literatury by aktivity, které učitel používá, měly být přiměřené jejich vývoji a jazykové úrovni. Měl by se ujistit, zda jsou pro žáky vhodné a zda jsou schopni je zvládnout. Aktivity by měly odpovídat jejich schopnostem, ale zároveň by měly kromě již probrané a známé látky obsahovat také něco nového; učitel by měl být schopen vybalancovat poměr mezi opakováním a přidáváním dalšího, nového učiva. Je jisté, že učení se cizímu jazyku je dlouhodobou záležitostí a žáci by měli mít prostor pro jejich jazykový růst.

Co se týče vhodného věku, kdy začít s výukou cizího jazyka, dle autorů je brzká výuka vhodná; tím, že jsou mladší žáci ještě schopni oživit mechanismy, které jim dopomohly k naučení se mateřskému jazyku. Kromě vhodných aktivit je nezbytné vybudovat stimulující prostředí, které žákům umožní dostatečně procvičovat nabyté dovednosti. Může být také vhodné při seznamování se s novou látkou využít více smyslů a ozvláštnit aktivity zábavnými prvky. Mnozí autoři zmiňují, že je vhodné, aby bylo u žáků mladšího věku podpořeno jejich vyučování např. pohybem po třídě.

Co se týče rozvíjení poslechu, je vhodné začít s kratšími výrazy, které by měl učitel často opakovat. Učitel by měl co nejvíce mluvit anglicky a podporovat své výroky gestikulací či výrazy tváře, popř. vizuálními materiály tak, aby žákům porozumění co nejvíce usnadnil. Nejdříve je vhodné začít s krátkými rutinami, ve kterých učitelé opakovaně používají dané fráze; právě opakováním výrazů se je žáci lépe naučí.

Při výuce čtení, což je hned po poslechu druhý nejdůležitější zdroj informací, je také vhodné začínat s kratšími výrazy. Je vhodné používat vizuální podporu, žáci se tak mohou seznámit s psanou formou textu, která bývá v angličtině od mluvené formy odlišná.

Schopnost mluvit je u těchto žáků rozvíjena jednoduchými frázemi, větami, kratšími říkankami či písněmi. Všechny tyto formy jsou pro žáky zábavné a vhodné. Poslední z dovedností, tedy psaní, by také mělo začínat od nejjednodušších forem po samostatné psaní. Vždy je nezbytné žáky vhodně motivovat a podporovat.

Ve výuce angličtiny jsou nezbytné také vhodné podmínky, které by měly zajišťovat bezpečné prostředí, ve kterém se žáci cítí dobře. Učitel by si měl být vědom potřeb svých žáků, provázanosti učiva a vhodných metod. Aby žáky plně rozvíjel, je vhodné, aby co nejvíce používal anglický jazyk, a to už od začátku. Díky pravidelnému užívání různých frází si je žáci mohou lépe zapamatovat, a navíc se seznamovat s výslovností, intonací atd.

Co se týče vhodného prostředí pro výuku, měla by panovat přátelská atmosféra; především by se žáci neměli bát dělat chyby, učitel by je měl podporovat a poskytovat jim stimulující prostředí, které rozvíjí jejich dovednosti. Kromě vhodného používání pomůcek a organizačních forem je také klíčovým úkolem pro učitele angličtiny vytvořit pozitivní vztah k tomuto jazyku. Jedním způsobem, který mu může pomoci s tímto nelehkým úkolem, je užívání zábavných aktivit. Tyto aktivity nejenže redukují stres, žáky zaktivizují a zaujmou, ale především se díky nim toho mohou mnohé naučit. Jsou také vhodné jak pro procvičování již probraného učiva, tak pro budování přátelského vztahu mezi spolužáky.

Při výběru aktivit na jednotlivé řečové dovednosti je důležité, aby učitel dodržoval jistá pravidla; například začít od jednodušších věcí až po samostatnou práci žáků, aktivity přizpůsobit potřebám a jazykovým dovednostem. Dále by měl využívat rozmanitých typů cvičení, a především nezapomínat na nutnost motivace.

Všechny tyto nabyté vědomosti byly zužitkovány v praktické části. Tato část je zaměřena na 12 konkrétních aktivit, které rozvíjejí jednotlivé řečové dovednosti. Aktivity byly vyzkoušeny ve 3 ročnících v rámci prvního stupně, konkrétně od 3. do 5. třídy, v každém ročníku ve třech skupinách; celkově tedy v devíti různých skupinách, které čítaly 112 žáků. Skupiny byly pro tuto práci rozděleny pro lepší přehlednost a nazvány A-C v každém ročníku, stejně tak jako paní učitelky vyučující v těchto třídách.

Cílem praktické části bylo vyzkoušet různé aktivity v rozmezí 3.- 5. třídy a zhodnotit, zda jsou dané činnosti efektivní pro procvičení daného učiva. Hypotézou tedy bylo, že aktivity jsou vhodné, zábavné a zároveň efektivní.

V rámci každého ročníku byly vyzkoušeny 4 aktivity (na poslech, mluvení, čtení, psaní), uzpůsobené na aktuálně probírané téma. Ve třetím ročníku se jednalo o jídlo, ve čtvrtém o hláskování (spelling) a v páté třídě se aktivity týkaly zvířat.

Aktivity byly vybírány nejen vzhledem k probíranému tématu, ale také s přihlédnutím k vědomostem žáků. V každé skupině byly aktivity vyzkoušeny v rámci jedné vyučovací hodiny, následovala reflexe ze strany žáků i učitelů.

Pro obě skupiny byly sestaveny dotazníky, které kvantitativně hodnotily následující aspekty: u žáků se jednalo o délku aktivity – zda byla přiměřeně zvolená, další otázka směřovala k tomu, zda by si žáci danou aktivitu chtěli zopakovat. Třetí otázka se týkala zábavnosti – zda je aktivita bavila, čtvrtá ohledně činností žáků (zda byli aktivní) a poslední se zaměřila na míru upevnění probírané látky. Žáci měli v prvních dvou otázkách na výběr z emotikonů. Tři následující otázky hodnotili na stupnici od jedné do pěti (kde pět bylo nejvíce bodů – tedy nejlepší výsledek).

Pro učitele byly využity obdobné dotazníky skládající se z pěti otázek. První byla zaměřena na (ne)vhodnost aktivity pro žáky, další na efektivitu dané aktivity z hlediska procvičení tématu. Třetí otázka se týkala délky aktivity, ve čtvrté otázce se učitelé měli vyjádřit k tomu, zda žáci byli aktivní. Poslední byla čistě osobní – zda by si danou aktivitu učitelé sami užili.

U učitelů kromě dotazníků byly vedeny také krátké rozhovory o daných aktivitách, ve kterých se řešily stejné otázky; učitelé se však mohli lépe vyjádřit, nebyli limitováni pouhými čísly; bodování u daných otázek bylo stejné jako u žáků – ve škále od jedné do pěti.

Dle odpovědí žáků i učitelů byly aktivity převážně vhodně zvolené, odpovídající jazykovým možnostem žáků. Z odpovědí vyplývá, že díky těmto aktivitám si žáci danou látku (probírané téma) efektivně procvičili.

Cíl praktické části byl tedy splněn a autorkou zvolená hypotéza byla potvrzena. Součástí práce je také v přílohách umístěna sbírka univerzálních aktivit, které učitelé mohou kdykoliv využít v případě potřeby. Aktivit je v kolekci celkem 15. Mimo tyto aktivity je 12 dalších přímo odzkoušeno v praktické části. Celkově tedy práce čítá 27 aktivit, které mohou být využity k zábavné formě výuky anglického jazyka.

Dle autorčina názoru je na prvním stupni vhodné (ba přímo nutné) žákům ukázat, že se angličtiny nemusí bát. Především je důležitá vhodná motivace, která žáky podnítí k dalšímu učení.

Annotation

This diploma thesis is focused on teaching English in an enjoyable way at primary school level. The theoretical part deals with knowledge and abilities of young learners, connected with foreign language learning. Language skills are described along with the ways how to develop them. The practical part deals with the chosen activities which should extend the language skills in an enjoyable way and with the evaluation of these activities. The thesis also contains a collection of universal activities for practice.

Key words: English, activities, primary school level, language skills, enjoyable way

<u>Prohlášení</u>

Prohlašuji, že diplomová práce je uložena v souladu s rektorským výnosem č. 13/2017 (Řád pro nakládání s bakalářskými, diplomovými, rigorózními, dizertačními a habilitačními pracemi na UHK).

Datum: 13.4.2022   Podpis studenta: …………………….

CONTENTS

1 INTRODUCTION

"One language sets you in a corridor for life. Two languages open every door along the way."

Frank Smith

(BSC Team, 2015)

Teaching a second language the most effective way and making it enjoyable at the same time has always been a question. Pupils, especially the youngest ones, are naturally playful - and easy to lose their attention too. In my opinion, that is the reason why using different short activities which are funny and attractive is the key to make pupils learn something. Ideally, they can learn something without even realising they are studying.

When I was at primary school as a child, I always had fun while studying through games and other enjoyable activities. What I did not like was just sitting in one place at my desk not being active. I have a feeling I learned much more when the content was supplemented with some entertaining activity. As for my future job, I would like to entertain pupils during my classes and help them learn the most at the same time. While teaching English, especially young learners at primary school, a collection of various activities is truly convenient. A beginning teacher like me should have something inspirational to make the lessons more engaging. That's why one part of my thesis is a collection of activities which teachers might use if needed.

This fact made me decide to create a set of different exercises and activities which might be handy in the future. The main reason for choosing this topic is my personal interest. The aim of the work is, besides characterising pupils, to create a set of activities and to get feedback from pupils to see if the activity was suitable, appropriate and entertaining for them. This thesis will examine the way of pupils' learning and their opinions on different types of actions.

In the theoretical part, there are discussed facts about young learners, what is typical of them, how we should work with them and teach them. It is important to make clear which factors should be taken into account.

In the practical part of my diploma thesis, I deal with the application of the knowledge gained in a particular school through activities focused on the language skills. The activities are supplemented with the reflection of pupils and teachers. Besides these activities which were used in practice, there is a set of fifteen universal activities which can be used anytime during English lessons.

2 THEORETICAL PART

The theoretical part is firstly focused on teaching young learners. It gives an account of their motivation, skills, and their needs. Secondly, it deals with the language skills teaching and involving them in lessons. Also, the thesis describes and provides a conceptual theoretical framework based on the assumption that using enjoyable activities in English lessons is convenient and it affects and improves pupils' knowledge acquisition. Tips for and principles of positive classroom atmosphere, the importance of using classroom language and aids during our lessons regularly are also included.

2.1 YOUNG LEARNERS

According to Sarah Philips (1993, p. 5), the young learners are "from the first year of formal schooling (five or six years old) to eleven or twelve years of age". It corresponds to the lower primary level which the thesis is focused on.

Firstly, it is important to think of a young learner's needs and abilities. When a teacher gains knowledge of facts about their skills, how they absorb them and finds out something about characteristics of learning, (s)he can provide the content just the right way (Pinter, 2006, p. 13). As Dunn (1983, p.1) emphasises, when the teacher can get a pupil's interest, adapt the content to their needs and level, children should get better at English.

In the following chapters, characteristics of young learners will be described, and what is typical of them. Besides these facts, the aim of motivation is highlighted. (Pinter, 2006, p. 36; McKay, 2006, p. 23). Teachers should be aware of all the aspects they should consider when teaching a foreign language. The thesis aims to reflect opinions of various kinds of enjoyable activities and to prove they have an irreplaceable role during first years at school. Except for the entertaining factor, they need to have a language pay-off to achieve teaching aims (Dunn, 1983, p. 63).

2.1.1 CHARACTERISTICS OF YOUNG LEARNERS

Even though there are some generally applicable characteristics that are common for these pupils, it is necessary to realise all learners are unique. Pupils come from different social conditions, they are distinctive in their expectations, needs, interests, preferences, or possible problems. (Edge, 1993, pp. 9-10). All these factors should be taken into consideration.

In the Czech Republic, in the lower primary level, a form teacher has a big advantage because s(he) usually spends more hours with her/his pupils every day. Thanks to this fact, (s)he can get to know them much better and faster – and (s)he can adapt the content just exactly to his/her pupils' needs.

Young learners can be characterised by their "very short attention and concentration span" (Scott and Ytreberg, 1990, p. 2). It means pupils tend to lose attention quite fast; that is why we should motivate them and catch their interest. Harmer (2001, p. 37) highlights that "unless activities are extremely engaging they can easily get bored, losing interest after ten minutes". Thanks to this fact, teachers are aware of the need to choose entertaining activities which correspond with children's interest to attract them and keep them attentive (Harmer, 2001, p. 38). Slattery and Willis (2001, p. 4) emphasise that teachers have a huge impact on their learners – such as building and influencing their stance to learning a language. As it was mentioned before, pupils cannot concentrate for a very long time. According to Cameron (2001, p. 15), unlike adults, children get distracted easily and their focusing on the task does not last so long. Therefore, the activities should be rather short, variable and thrilling.

Another thing that is typical of young learners is their ability to understand the meaning of a phrase or sentence even if they are still not familiar with the particular words. Pupils can grasp the content thanks to the gestures, intonation, or facial expressions (Halliwell, 1992, p. 5). This is not the only thing they are good at; pupils are also skilled at imitating; when using English properly, they can not only estimate what teachers talk about, but they can easily copy the way they talk, copy their accent, and even the structures they use regularly (Slattery and Willis, 2001, p. 4). Like this, pupils can understand the content even before it is explained very often when it is supported nonverbally (Halliwell, 1992, p. 5). Both characteristics can be used and taken into account during teaching. Teachers should also keep eye contact with their learners when they are expressing something as it helps to catch their attention. If doing so, teachers can convey the meaning of what they say. Pupils generally love when adults act, play with their voice, support their speaking with a little bit of funny aspects (Ur, 2016, p. 92).

Another characteristic typical of young learners is their being naturally playful (Slattery and Willis, 2001, p. 4). Because of this, we should make our lessons enjoyable; if pupils are feeling good and okay with the way the content is taught, as Harmer (2001, p. 52) reports, "success is much more likely". This statement is also supported by Scott and Ytreberg

(1990, p. 3), who claim pupils gain the knowledge the best if they are having fun. To make it more entertaining, we should use a variety of different teaching methods, types of activities or organisation (Slattery and Willis, 2001, p. 4).

Another thing which Halliwell (1992, p. 7) remarks is that learners like to discover things and use their imagination. They are usually very curious about everything around them. Pupils should be surrounded by stimulating, diverse and inviting environment combined with wide language sources. As Cameron (2001, p. 20) maintains, "the broader and richer the language experience that is provided for children, the more they are likely to learn". Halliwell (1992, p. 7) describes that teachers should not forget that young children have very magnificent fantasies as it naturally belongs to the pupil's world.

According to Halliwell (1992, p. 5), another important skill of young learners is their "capacity for indirect learning". It should be taken into consideration while preparing activities; this author highlights using guessing activities. According to her, it has been shown to be very effective; pupils are focused on the task itself and not on the language and they learn it indirectly (Halliwell, 1992, p. 5).

Also, one of the skills pupils have, is their "creativity while using limited language resources" (Halliwell, 1992, p. 3). They often help themselves by using the structures they already know and adding something new to it, or somehow express themselves; pupils need to have enough space and time for communication (Byrne, 1986, p. 5). In addition, pupils are ingenious for being able to somehow explain the content they want to share, helping themselves with familiar structures (Harmer, 2001, p. 42).

To sum it up, generally, young learners can be characterised by several skills which they already have when they come into a primary school. Teachers should be aware of all these skills and characteristics which were mentioned. They can benefit from these facts and use them appropriately.

2.1.2 MOTIVATION

In Edge's words (1993, p. 15), "the key to learning is motivation.". Being motivated during the learning process and being in a positive environment is indispensable. According to her, when the learner is motivated, he is ready for a personal investment in learning. Pupils should work in a healthy classroom atmosphere, feel safe and comfortable. (Edge, 1993, p. 19).

Pupils might lose motivation if they are being corrected all the time. Of course, while pupils are being taught new grammar or new vocabulary, we insist on teaching them the content

properly. But this is not the case when pupils are trying to say something in their own way. Especially in the beginning of learning a new language, pupils might feel very shy to even try to say something – they might be worried about being embarrassed, pronouncing the words incorrectly and so on. If they want to express their feelings or opinions, we should support them and accept it even with the mistakes. Teachers should tell students making mistakes is a common and normal thing especially while learning a new language (Scott and Ytreberg, 1990, pp. 10-11).

I hold the view that classmates should not definitely be allowed to laugh at each other because of some mistakes as pupils can lose their confidence easily. Their motivation and effort might be seriously affected or damaged. Therefore, teachers should make sure they focus on developing the right sources of motivation and give pupils enough stimulus. (McKay, 2006, p. 257). Teachers should realise that correcting mistakes all the time might be frustrating for the pupils. Making mistakes is a natural part of the learning process (Edge, 1989, p.29). That is why teachers should be careful with constant correction; as Rivers and Temperley (1978, p. 58) emphasise and claim that "nothing dampens enthusiasm and effort more than constant correction when students are trying to express their ideas within the limitations of their newly acquired knowledge of the language."

The role of the teacher is vital. One of the prerequisites of being motivated in the English classroom is the teacher's enthusiasm for teaching. Especially in a primary school, the pupils look up to their teacher. They love being surprised, guessing, playing varied games and activities or working with new facilities (McKay, 2006, p. 186). Many varied activities should be used during the lesson as it helps our learners' concentration and keeps them observant. When the teacher is inventive, (s)he certainly gains the attention and admiration of the young pupils. (Ur, 2016, p. 61)

Generally, teachers should make their lessons (not only English) at primary school interactive and funny. Enjoyable activities provide learners with memorable and worthwhile praxis (Halliwell, 1992, pp. 6-7). Some pupils and learners gain more success than others as they have some characteristics in common (they can have only a few of them). Such pupils have a positive attitude to learning and motivation to learn the language, confidence about being successful in terms of the language. She also adds that they are trying to find strategies of learning and they like to use English as much as possible. (Edge, 1993, pp. 10-11).

In Edge's words (1993, p. 19), a "positive emotional involvement leads to effective learning". This argument is supported by Harmer (2001, pp. 51-53) who remarks the importance

of teacher's behaviour and relationship with students. He concludes that, above a convenient and rich environment, the atmosphere combined with suitable emotional conditions which teachers can create and maintain is above everything else. These are the reasons why motivating pupils and teaching in a positive classroom environment influence learners' results and they help to make the lessons more effective. Among other things, pupils' motivation is affected by the way teachers teach and the methods they use.

However, things are much more difficult. As Williams and Burden (1997, p. 141) remark, motivation is very complicated and it does not depend on one thing; they emphasise that if one attitude is not that prosperous, there might be another which can be.

To sum it up, motivation generally has a wide impact on pupils, including their feelings or desire for learning. There are several things, which can be affected by teachers through appropriate utilisation. One of the ways to do so is using entertaining, suitable activities.

2.2 LEARNING ESL

Nowadays, English is everywhere around. Even very small children are surrounded by English songs, word phrases or vocabulary. Even many kid's toys are equipped with voice recordings in English. This foreign language has become an inseparable part of our everyday lives. The need of being able to understand and to communicate in English has rapidly grown recently.

According to most authors, for learning English as a second language (ESL) or English as a foreign language (EFL) it is vital to learn and practise the four language skills. This chapter deals with them; with the ability to listen, speak, read, and write. When you can control these skills, you can perceive and produce the information in a foreign language (Edge, 1993, p. 104). The process of gaining each of these skills will be described in the following sub-chapters and provided with the tips on how to help the pupils to learn them easier.

As mentioned, most authors differ in four basic language skills – listening, speaking, reading, and writing. This sequence is usually the way of teaching a foreign language; children learn how to speak by listening and they learn how to write through reading (Slattery and Willis, 2001, pp. 54- 55). These skills can also be divided into two groups; listening and reading can be named receptive skills because they are utilised for receiving information and the other two skills, speaking and writing, can generally be called productive skills. In general, the productive skills are learned through receptive skills. (Edge, 1993, p. 105).

Firstly, the activities used should be suitable for pupils, according to their level and development. Pupils tend to express their opinions and construct meaningful sentences. As they are limited to their vocabulary bank and knowledge, teachers must always make sure that the activities are appropriate for children and consider if they are skilled enough to manage it (Cameron, 2001, pp. 19-20). If pupils are exposed to participation in conversations which are above their development, they might only repeat without real reasoning. It is the reason why we should work with recognizable, familiar contents. The proportion between what the pupils already know and adding a little bit of something new must be balanced (Moon, 2000, p. 82).

Secondly, learning a foreign language needs some time; it is a difficult and long-term process. Learners need space for their language growth. They can gain knowledge gradually by using routines and language (Cameron, 2001, p. 19). Even if pupils are acquainted with the topic

from previous times, teachers can extend it a bit so that pupils can gather new information (Slattery and Willis, 2001, p. 54).

Also, there is not set a proper age for starting to learn a new, foreign language. There is a hypothesis dealing with the critical period; it says that before puberty, children learn the language effectively; because in this period, "their brains are still able to use the mechanism that assisted first language acquisition" (Cameron, 2001, p. 13). Another important aspect of foreign language learning is enough stimulus and language experience. Teachers should build a positive and rich environment which provides sufficiency of practice and opportunities to grow linguistically (Moon, 2000, p. 78).

According to Cameron (2001, p. 142), teachers should involve more than one sense while explaining or providing content. She mentions multisensory actions to build proper mental connections of the knowledge.

Besides involving the senses, according to Scott and Ytreberg (1990, p. 5) young pupils are enthusiastic about learning something new while dancing or moving. Funny experience and enjoyment are much more amplified. Movement and using senses should appear in most of the activities. Usually children love music, and they are happy when the content is supported with some action instead of just staying at their desks.

2.2.1 ABILITY TO LISTEN – LISTENING SKILLS

"Listening is an active, purposeful process of making sense of what we hear" (Helgesen in Nunan, 2003, p. 24). From a very young age, children are getting familiar with their mother tongue by listening to their mother. She (with other members of the family) reads fairy tales, sings lullabies to them, and talks to them from the beginning – often even in the prenatal period. It is the same with teaching a second language – listening skill is the first one which is attained. Slattery and Willis (2001, p. 12) emphasise that it is suitable to use English as much as possible, supporting the phrases with gestures, facial expressions or with pictures to help pupils understand the meaning.

Firstly, it is good to start with simple routines, reusing the same phrases. Like this, pupils get familiar with it (McKay, 2006, p. 46). There are several reasons why teachers should use English frequently; pupils can gain so much knowledge through their speech and it is a great source of a foreign language for them. Another big advantage is that teachers can adapt the language to the pupils' needs. (Ur, 2016, p. 92). Also, teachers can respond and react to their pupils if they do (not) understand the content presented (Pinter, 2006, pp. 45-46).

It is essential to repeat the content various times. The more times pupils hear the instruction, the bigger the probability of remembering the phrase is (Scott and Ytreberg, 1990, p. 21).

According to Read (2007, p. 17), pupils should be supported by the contents which are meaningful for them. While having many opportunities to hear a foreign language phrase, instructions, they can learn so much knowledge, even if they are not capable of using it by themselves yet.

Even though it seems that using mother tongue might be much easier and faster for teachers, as Slattery and Willis (2001, p. 20) point out, they should not focus only on speed. Contrarily, it is much more important to make pupils familiar with the foreign language, even though it might take some time. Also, as Caroline Scott (2009, p. 13) emphasises, it is important for teachers to pronounce the words clearly and correctly as they are models for their learners.

2.2.2   ABILITY TO READ – READING SKILLS

"Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning" (Anderson in Nunan, 2003, p. 68).

Reading written content is essential while learning English. After listening, reading is the most important source of gaining knowledge and information. Children are very proud when they finally learn how to read in their mother tongue. Being able to read even in a foreign language must be heart-warming for them (Scott and Ytreberg, 1990, p. 49).

As with any other skill, it is essential to start with simple words or phrases. Gaining ability to read is not easy and putting too much pressure on pupils is not appropriate. The skill needs gradual acquisition and patience. (Slattery and Willis, 2001, p. 66).

Scott and Ytreberg (1990, p. 50) talk about the fact that pupils learn so much visually and that is the reason why one way of starting with developing a reading skill is through flashcards. Pupils usually have problems with recognising and getting used to different spelling and pronunciation of English words. Starting slowly, without stress and any pressure is, especially in young learners' classes, adequate. Teachers can start by adding some flashcards or charts and place them into the classroom so that pupils can see them constantly. For example, (s)he can put a list of instructions (draw, listen) on the wall.

First of all, a great way to start is to practise when teachers read with pupils aloud. Like this, children get familiar with the print version of the text, and as Read (2007, p. 48) highlights, the teacher can show them his model enthusiasm for reading. It is not only about reading; as Harmer

(2001, p. 131) mentions, teachers should think of their manners and keep in mind that they are role models their learners take the example of.

Starting with reading, we should consider if the learners are already capable of reading in their mother tongue. Also, as Scott and Ytreberg (1991, p. 51) highlight, teachers generally should consider whether their learners are using Roman script (Latin). If not, the process of reading (and writing) takes more time as it needs to be explained. Generally, in the Czech Republic, the issue of not knowing Latin is eliminated and makes the teaching of English much easier.

Scott and Ytreberg (1990, p. 54) divide learners by their age, according to when they start reading. They point out that when starting with very young learners (five to seven years old), as they cannot read at all, they probably do not even know the direction (from left to right), the symbols or letters. Starting off with older learners would certainly take less time than in the previous case. With the older ones who can read in their mother tongue it is, for English teachers, much easier.

There are some principles of teaching reading, such as pointing at the particular text when reading a text as pupils can see "the connection between the spoken and written word" (Scott and Ytreberg, 1990, p. 54).

When thinking of reading aloud or in silence, according to Ur (2016, p. 81), the first method should be used in the beginning, but later, when our learners are more advanced, teachers should let them read it by themselves. She claims that it happens quite often that pupils are not able to paraphrase the text they have just read; as they are focused on the technique, pronunciation and not on the text's meaning itself. In Read's (2007, p. 66) words, "meaning is the most important element in reading just as it is in listening".

In the Czech Republic, it is common to start with English in the second or third grade in which pupils are already capable of reading in their mother tongue. And even though they are able to recognize letters of the alphabet, it is sometimes a very difficult skill to learn reading a foreign language. A very helpful thing for the pupils is the flashcards as it is recommended in the literature by most authors. It is proved by many teachers' practice that pupils can get used to them quickly, the cards or pictures can be in the class, located on the wall or on the blackboard during English lessons.

Even during the possible tough starts, thanks to the great materials, books, and activity workbooks for pupils, which are nowadays available, reading can be truly motivating

and pleasing. Pupils are overall very proud when they can read and get the meaning at the same time. Again, as in any other activities, having a positive atmosphere, letting children make mistakes or being patient enough is vital.

2.2.3 ABILITY TO SPEAK – SPEAKING SKILLS

Read (2007, p. 18) describes speaking as a complex skill and divides it into two areas; spoken interaction and spoken production. The first one means that pupils are able to ask and answer questions and exchange some phrases. The second one is their skill to produce the language, for example a description, retelling a story etc.

An ability to speak is one of the productive skills (Edge, 1993, p. 105). First, pupils start to learn simple sentences about themselves – their name, their age, the country they come from, about their mood and so on. This corresponds with the that fact they like to talk about themselves a lot (Moon, 2000, p. 119). Also, Phillips (1993, p. 38) agrees with this point and recommends using songs or short rhymes, especially supported with movement, that are truly enjoyable and suitable for young learners.

Besides these simple structures, Phillips (1993, p. 38) suggests that teachers start with simple rhymes, songs, and chants. One of the reasons for starting with speaking skills through simple same time. As Read (2007, p. 18) highlights, pupils do not have to fear incorrect pronunciation or embarrassment. She adds the importance of not forcing pupils when they are not ready; to start with choral repetition which is not threatening. Another thing she mentions is that we should start with the simple routines and phrases in English, even with the very young learners.

As the children are growing up and gaining confidence and skills in English, we can add more complex activities. However, pupils should always know why they do such activities; it is vital to motivate the pupils properly (Phillips, 1993, p. 38).

One of the things which can be very motivating for young learners is to have a feeling they already know some phrases in a foreign language. According to Read (2007, p. 44), pupils like to learn them as they can show and perform a short song or rhyme to their parents at home. She claims that parents or grandparents when praising a kid can show them their effort in learning is worth it; in this way, pupils can be highly motivated for further learning.

2.2.4   ABILITY TO WRITE – WRITING SKILLS

According to Sokolik (in Nunan, 2003, p. 88), writing is both a physical and a mental activity which helps writers put their thoughts into words in a meaningful form.

This productive skill is usually the last one which is taught but it has no less importance. Firstly pupils can start with copying the words from the box. Thus, they have a visual aid in front of them as they can see the correct written form. It is convenient to use attractive exercises – for example some crosswords, gap-filling exercises with pictures and so on. (Pinter, 2006, pp. 74 -77).

Generally, when teaching writing skills in the first grade, pupils are proud that they are finally capable of writing something (to someone). It is believed suitable to show pupils the benefits of being able to write in a foreign language in practice. One way to do so can be through modern technologies. Penny Ur (2016, p. 117) talks about the fact that pupils nowadays are usually very skilled in using computers, tablets, or mobile phones. She adds that using mobile phones during our classes is a combination of entertainment and connection to reality. According to her, a texting group containing all classmates (the condition for everyone is to have their own mobile phone), is a good way to practise writing in English. She also claims that at the same time, teachers can show their learners differences between formal and informal language and teach them some abbreviations.

Amanda Pinter (2006, p. 77) agrees with her and talks about connecting classmates via emails. It is a great way of how to teach pupils and entertain them at the same time. As mentioned before, children like to learn things they can use in the future, and which are close to their interests.

Sometimes, teachers generally insist on correcting mistakes. Julian Edge (1993, p. 115) says overused correction might be very demotivating for pupils. It is better to mention what should be done differently and use it as encouragement instead of demotivating instant correcting which pupils can feel like a punishment. According to Slattery and Willis (2001, p. 124), one way to deal with mistakes is the method of rephrasing. It means that we change the thing the pupil said into grammatically correct one without telling any possible negative comments.

2.3 EFFECTIVE AND ENJOYABLE TEACHING

Besides focusing on the four basic skills, it is important to consider other aspects for effective and enjoyable teaching.

Many authors talk about the fact that for teachers it should be one of the greatest issues to provide the content effectively and entertain at the same time. They should pay attention to the conditions that might help their learners to feel secure in their classes and help them gain the knowledge in an effective way. Teachers should adapt the classroom language, types of aids, the organisation of class to their pupils to feel secure during their lessons. All these aspects are described in the following subchapters.

2.3.1 OPTIMAL CONDITIONS

There are several factors we should focus on if we want to create optimal conditions for pupils' language learning. One of the tools which might help is a C-Wheel – as all the eight segments start with the letter C; "context, connections, coherence, challenge, curiosity, care, community, and creativity" (Read, 2007, pp. 8-11). Above them, there are other important factors which create optimal conditions – the teacher's personality, methods (s)he uses provided with materials, the evaluation or curriculum.

To focus on aspects which are connected closely to the child, all these segments are going to be described in greater detail.

Picture 1 – The C-Wheel

(Read, 2007, p. 8)

- Context

For young learners it is important for the content and context to be familiar and close. It should be obvious, simple, meaningful; above these things, using the proper context, the education ought to be entertaining and active. Lastly, it should be supportive in the meaning of understanding (Read, 2007, p. 8) When picking the topic, teachers can ask their learners about their preferences and interests (Moon, 2000, p. 120).

- Connections

Teachers should think of previous contents (what pupils are already familiar with and what they are going to deal with in the future), the connections between their learner's personal life, cultural aspects, or different subjects. (Read, 2007, p. 8). Teachers can involve pupils' interests and preferences in the lesson – for example, by adding some extra vocabulary which relates to their favourite things (Moon, 2000, p. 121). Cameron (2001, p. 20) puts emphasis on the pupil's previous experiences.

- Coherence

Connected with the previous segments of C-Wheel, coherence is another vital factor of optimal condition in the foreign language learning. According to Read (2007, pp. 8-9) the content should be divided into small pieces but be coherent at the same time to provide a meaningful language system. Slattery and Willis (2001, p. 131) claim that the content should be developed in small steps, but repeated regularly.

- Challenge

"If activities are too easy, children will simply become bored, de-motivated and possibly disruptive. If activities are too difficult, children are likely to become anxious, and also demotivated and possibly disruptive." (Read, 2007, p. 9) Therefore, teachers should use activities which are a little bit above pupils' abilities to motivate and challenge them at the same time. (Harmer, 2007, p. 20)

- Curiosity

Pupils at a young age are naturally curious about the world around them. Teachers should provide the content to make pupils want to learn something. Using catching and various activities, pupils can stay attentive and engaged. It is important that pupils should not be afraid to ask something, conversely, it is an effect which is required (Read, 2007, pp. 8-9).

Moon (2000, p. 118) says that pupils' curiosity should be supported, and she also adds that pupils can gain more knowledge if they are interested in the topic.

- Care

Teachers should focus on pupils as individuals. Lessons should take place in positive, non- threatening conditions and pupils should feel secure (Scott and Ytreberg, 1990, p. 10).

- Community

Pupils develop their cooperating and communicating skills. These skills are important for real life and teachers should involve them in their lessons. Also, pupils should be respectful, support each other. (Read, 2007, p. 10). Moon (2000, p. 80) says that the support between classmates is perhaps even more important than it is from the teacher. Pupils can help each other by watching, listening and practising with each other.

- Creativity

As this aspect is a natural part of young learners, it certainly has its place in a foreign language lesson. Therefore, the activities teachers should think of activities which support developing this ability (Read, 2007, pp. 10-11). Moon (2000, p. 140) talks about the creativity of the aids teachers can use in their lessons, which have a motivating effect on pupils.

Above all these aspects in a C-Wheel, Peter Westwood (2004, p.58) talks about the classroom environment. According to him, pupils should learn in suitable, non-distracting conditions to be able to concentrate and keep themselves attentive.

In summary, there are several factors that build optimal conditions for learning. When pupils learn in convenient conditions, feel secure, motivated and they are in a positive class environment, it can help their learning process.

2.3.2 USING CLASSROOM LANGUAGE

From the beginning, pupils might feel a little bit stressed by the second language. According to Scott and Ytreberg (1990, pp. 10-11) hearing phrases which they already know surely helps them and makes them feel more secure. Therefore, teachers can start with set phrases and familiar structures and use classroom language. Sarah Phillips (1993, p. 9) claims that "classroom language is one of the most realistic communicative situations in which children find themselves." Pupils generally feel more secure when they know what they should do and what is going to happen next.

Pupils will gradually get used to classroom language and therefore, translation is not necessary. Teachers can start with greetings and basic instructions. Using everyday classroom language from the beginning of the teaching and learning process is a way how pupils get familiar with the language earlier. Thanks to that, pupils will feel more independent and confident in English classes. It is recommended to use gestures, puppets, mimes, or other nonverbal actions to support the meaning. Teachers should make sure that the pupils are able to understand the meaning. (Slattery and Willis, 2001, p. 18).

As it was mentioned in chapter *Characteristics of young learners*, pupils can understand the content without exactly knowing the particular words. After a short time, pupils really can grasp the meaning of so many structures when teachers use them regularly. They do not have to know exactly all the words, but they are still capable of understanding (Halliwell, 1992, pp. 3-4).

One of the ways of how to periodically use some familiar structures is involving routines – such as a weather chart, talking about the current day, making a calendar – thus, everyday pupils hear something new and at the same time something which is already known and experienced (Scott and Ytreberg, 1990, p. 11).

2.3.3 CLASS ATMOSPHERE

A positive class atmosphere is an essential part of a healthy education. Pupils should feel alright and safe as it provides better learning chances. As Philips (1993, p. 141) says, even though it might be time demanding, having some routines which are familiar to children saves in the end lots of time and it helps them to feel comfortable. Read (2007, p. 11) points out that lessons should take place in suitable conditions. One of them might be insisting on class discipline and rules. Especially young learners; and children generally; still need to learn how to behave. Rules must be set and followed and at the same time, teachers need to balance it with the pupils' enjoyment.

When talking about rules, according to Scott and Ytreberg (1990, pp.10-11), one of the basic rules should be not laughing at other classmates (and their possible mistakes). Sometimes, children might be very unkind to each other (even without knowing what they might cause or not realising how hurtful their behaviour might be). Pupils might lose confidence and feel insecure about themselves because of it. Also, teachers should avoid unhealthy competitive behaviour. Winners might often laugh at the losing team; they might feel superior.

It could be a problem and it possibly might affect the class atmosphere. Because of that, it is better for pupils to know that everyone can be a winner.

Scott and Ytreberg (1990, p. 11) claim that all the pupils should experience the feeling of being successful - that is why teachers should avoid visibly showing who had not won and who had lost. In Ur's (2016, p. 30) words, "In games that involve competition and there can be only one winner, some students will often be disappointed, and less likely to enjoy the game". For a positive class atmosphere, it is much better, for example, to praise a pupil verbally as it does not visibly exclude the other pupils (Scott and Ytreberg, 1990, p. 11).

Read (2007, p.11) talks about the role of relationships between learners and teachers; they are very important in creating a healthy environment and pupil's positive feeling about the lessons. Teachers should be patient about explaining or waiting for the answer, trying to build children's confidence and make them sure they can succeed. Teachers should be supportive, fair, and to show them how s(he) wants them to behave as teachers are models to their students. In Branson's (in Goodwyn and Branson, 2005, p. 44) words, "relationships are what make good teaching, and especially good English teaching, so the sooner you can forge a relationship, preferably one based on mutual respect and enjoyment of learning in English, the better."

Friendly atmosphere is one of the factors which affect student's motivation. Teachers have many roles during teaching, but the motivating one is crucial. (Byrne, 1986, pp. 2-3).

2.3.4 GROUPING THE PUPILS

To focus on grouping the pupils, we must remember that the younger the pupils are, the less grouping we should use. Pupils at this age rather work in small groups as they have all the items almost for themselves (Scott and Ytreberg, 1990, p. 15). Sometimes, when pupils are working individually on their own, as Harmer (2001, p. 116) mentions, it might be less stressful for them. Another big advantage, according to him, is that the activities took place in a quiet environment where it is much easier to concentrate without disturbing elements.

One of the most common forms of grouping pupils is working in pairs. For teachers it is almost effortless to organise as pupils at schools are sitting at desks in pairs so they can work together. During pair work pupils can learn the rules of group work; for example, pupils should talk only as loud as necessary to avoid disturbing other classmates. Pupils should not, of course, be forced to work with someone if it is visibly clear they do not like each other very much as their work might not be that effective (Scott and Ytreberg, 1990, pp. 15-16). The solution for this case

might be dividing pupils into pairs randomly. Teachers can, for example, draw lots. Using this technique guarantees more diverse grouping as well.

Byrne (1986, pp. 76-77) claims that pupils can be with someone else every lesson – they can get to know each other better, and it might help to unite the class. Also, pupils have more opportunities to speak and practise talking while working in pairs; it promotes their independence. Teachers can work individually with one pair – when others continue working. To talk about the role of the teacher during pair work, David Cross (1992, p. 49) mentions two of them; teacher as a monitoring person who remarks any mistakes that may appear, and a teacher with a helpful role who provides information if needed.

Despite many advantages of using this type of work, it might be truly noisy and there is a risk that pupils are not engaged in the activity, and they can rather talk about something else (and possibly in their mother tongue). Another big advantage could be when pupils do not like each other so much as there is a risk they will not cooperate properly (Harmer, 2001, pp. 115 - 116).

Working in groups develops cooperation and communication skills. Pupils can feel more free, comfortable and they can make their own decisions. According to Ur (2016, p. 87) it is very natural to speak with someone close, in small groups. It is not that stressful for pupils as for example talking in front of the whole class. She also mentions the helpful aspect of this type of organisation. Group working can be very helpful when solving a problem as pupils can think of different ideas thanks to their various opinions and contributions. Another thing she points out is that using group or pair work provides the opportunities to speak much more than when the teacher works with the whole class.

Of course, there are not only advantages; there are some negatives why putting students in larger groups might cause problems. Firstly, it might be truly disturbing and quite difficult for the teacher to control it and sometimes it may be chaotic. Secondly, pupils can complain about being with certain classmates instead of their favourite ones. Lastly, some pupils tend to be more dominant at the expense of others who remain inactive because of them (Harmer, 2001, pp. 117-118).

To sum it up, every type of grouping has some advantages and disadvantages. Choosing a particular type should fit the pupils, the relevant activity as well as the characteristics of the pupils (and the actual mood of the class). Teachers' goal is to find out the proper type and activity to make our teaching the most effective and satisfying.

2.3.5   USING AIDS IN LESSONS

Interpretation of the content should be supported with some aids, such as pictures, flashcards, puppets, videos, cards, dice, and other objects. For example, Cross (1992, p. 119-129) divided these types of aids according to the simplicity of the preparation. Vallikat (2020) talks about aids divided into three types - visual, audio and audio-visuals. She describes the advantages of using these aids such as catching pupils' interest (as pupils love to work with new things), they can help pupils understand the content better and it makes the lessons more attractive. Lastly, pupils can remember the content easier and longer.

Vale and Feunteun (1995, p. 106), point at the fact nowadays people are surrounded by visual materials, including young children. They talk about connections pupils can get through visual support which can help them achieve the language and vocabulary. According to these authors, the visual aids are not only some flashcards or pictures, but also the teacher him/herself. That corresponds with the fact teachers can visually support through gestures the meaning they want to present.

Scott and Ytreberg (1990, p. 5-6) emphasise that "variety is a must – variety of activity, variety of pace, variety of organisation, variety of voice" as a kid's attention span is so short at this age. Simply, when the aids are fascinating and unusual, pupils should not get bored so easily and stay entertained and attentive. Demonstrating, playing with the language and changeover of activities is one of the keys of successful teaching (Scott and Ytreberg, pp. 108-109).

Another thing is the decoration of our classroom. Cameron (2001, p. 140) believes that having a picture or a poster with text included is highly motivating and stimulating for them. Gradually, as they are getting familiar with the content, it boosts their confidence and interest as they understand more words. Vale and Feuteun (1995, p. 210) mention the possibility of pupils making some visual aids themselves; it can motivate them, and they can see their effort is worth it.

Overall, any kind of aids during lessons have their place. It can help pupils when learning for example the vocabulary. It can motivate them and finally, it can make them attentive. Teachers should work with different kinds of aids to provide stimulating and rich environment for learning.

2.3.6 ENJOYABLE ACTIVITIES

Having fun and feeling good is vital, as mentioned in the previous chapters. All the authors mentioned in this thesis agree on the fact that enjoyable activities are irreplaceable at primary school teaching. Reasons for using such exercises are obvious; new content is being practised or taught, memorization and learning skills are trained.

When the content is experienced, enjoyed, it is better remembered; "the more students use their language skills for enjoyment, the more language ability they are likely to acquire" (Edge, 1993, p. 106). Phillips (1992, p. 8) also talks about easier ways of memorising the content when it is enjoyable; according to her, if pupils feel successful and positive during learning, they gain the motivation for further learning. This is not the only advantage; Cross (1992, p. 153) also talks about the unconsciousness of getting knowledge and language acquisition; as pupils are entertained, it is more like the way they learn their mother tongue. However, there are several things to focus on while preparing or introducing activities.

Dunn (1983, p. 51) talks about simplification of activity rules. According to her, the simpler activity's instructions are, the more enjoyable it is for pupils. If the teacher explains the activity in a complicated way, pupils might lose their motivation. Donn Byrne (1986, p. 100) adds that pupils should know the purpose and the aim of the activity. In Phillips's view, pupils "are usually prepared to enjoy the activities the teachers have prepared for them" (1993, p.7). However, she adds some advice for teachers they should consider and remember; the activities should be simple for pupils to handle but stimulating at the same time, and ideally focused on speaking.

Involving those activities in lessons have many advantages; such they can reduce stress and help to create a positive atmosphere. During these activities, pupils learn how to cooperate and build healthy relationships as the competitive behaviour is being controlled. Also, they encourage active participation. Pupils can develop and practise social skills, which are needed for everyday life nowadays. Through cooperation and participation pupils' confidence can be build. And finally, they help to promote positive attitudes towards learning English. (Read, 2007, p. 151).

Slattery and Willis (2001, p. 4) emphasise the importance of enjoyable activities; in their words, teachers should realise they have a huge impact on their pupils as they are "influencing their attitude to language learning". Therefore, while using remarkable contents, pupils can get attracted and enjoy themselves more. As Vale and Feunteun (1995, p. 33) claim, during

these years pupils are starting with English; they have several years of studying of this language ahead of them. Therefore, teachers should provide the opportunities for pupils to build a positive attitude on a foreign language learning. One of the ways is through enjoyable activities as it shows pupils learning English can be a lot of fun.

Generally, to conclude, enjoyable activities have many advantages. Pupils can not only through entertaining activities to gain the knowledge or practise. It can help them to remember the content better. Teachers can build positive attitudes to learning English through providing a motivating and stimulating environment with enjoyable activities.

2.4 HOW TO CHOOSE PROPER ACTIVITIES FOR LANGUAGE SKILLS

Teachers should choose the activities while considering a few aspects. Firstly, it should fit pupils' needs and their language level. Secondly, it is important for the activity to be suitable for the content and topic and it should connect old and new language items. (Dunn, 1983, pp. 33-36). Edge (1993, p. 91) adds activities should be reused as they provide pupils with a familiar experience. In this way, pupils can enjoy the activity better. Branson (in Goodwyn and Branson, 2005, p. 43) claims teachers should be flexible in adapting the activity (make it more difficult or easier) according to the current condition.

2.4.1 LISTENING SKILLS ACTIVITIES

As it was mentioned before, listening belongs to the receptive skills. Most authors agree on the fact that teachers primarily should choose the activity to make sure pupils gain the content required through it.

According to Scrivener (2005, p. 170), there are several rules to keep when doing listening activities. It is important not to speak too fast, make some pauses for pupils to be able to catch the word. The instructions should be clear, without too much detail. Pupils should get the general meaning of the activity. Scott and Ytreberg (1990, p. 21) point out that it is necessary to support the content visually to help pupils grasp the meaning.

Listening activity should be rather short as pupils tend to lose concentration quite fast (Byrne, 1986, p. 14).

Slattery and Willis divide listening activities in two main groups according to the activity which is required. They talk about listening and doing as pupils respond to the teachers' instructions, such as performing or responding. Another type of activity they talk about is focused on making things - such as colouring or drawing (2001, pp. 20-41).

Harmer recommends revising or pre-teaching the vocabulary before the activity starts and he claims that the activities should be focused on the things which correspond with the pupils' interests (2001, p. 203).

To sum it up, when planning the listening activity, teachers should make sure the activity provides the content required. The activity should not be too long or complicated and it should be supported visually.

2.4.2 READING SKILLS ACTIVITIES

Reading skill also belongs to receptive skills. There is a similar aim as mentioned in the previous subchapter; pupils should gain some information through the text. Scrivener emphasises that pupils need enough time for reading as their speed is individual. He recommends the text should mainly contain familiar words and pupils should have a dictionary to find anything if needed. The texts should be rather short, especially for young learners. (2005, p. 184)

Harmer (2001, pp. 200-202) claims that predicting is a very useful method for getting to know the text. The pleasure pupils should achieve while reading is another thing Harmer points at - teachers should deal with the texts which correspond with the learners' needs and interests. The texts should be visually attractive.

Byrne (1986, p. 36) points out that reading aloud is not as beneficial as it might appear; it does not help practise the pronunciation properly and it is not the natural way people read. She (1986, p. 47) highlights that through reading activities pupils should get the reading comprehension ability rather than focusing on separate vocabulary.

Slattery and Willis (2001, pp. 66-80) recommends teaching this ability through small steps; starting with connecting the words with phrases to support independent reading where pupils look for some information on their own.

In conclusion, reading activities should fit the pupils' interests and their level, texts should not be too long and teachers ought to begin with simple activities and by small steps to gain the independent reading comprehension.

2.4.3 SPEAKING SKILLS ACTIVITIES

Speaking belongs to productive skills which are considered to be more difficult to gain than receptive skills. Therefore, they are taught after some training of listening.

Scrivener (2005, p. 152) talks about the aim of speaking activities which should be supportive and guiding to the use of the real language. He recommends exchanging information and opinions in activities for young learners. He gives some tips which teachers should consider, such as repeating useful phrases, oral drills (chants and songs), and to give pupils some time for their preparation before speaking. According to him, the visual support is suitable.

Edge (1993, p. 121) says it is useful to use speaking activities when teachers pre teach the phrases for pupils to be able to communicate more freely.

According to Scott and Ytreberg (1990, pp. 33-39) teachers should not only involve activities which are set, but also provide pupils the opportunity to speak more freely. They recommend starting with role plays or dialogues. The activity should be adapted to be suitable and provide a secure atmosphere and environment for learning. Especially when starting with speaking, pupils should be gently corrected in a non-demotivating way.

Harmer (2001, p. 271-272) claims the dialogues should be done with several participants (and not only with a teacher). Speaking activities should reach the thinking in a foreign language. For young learners, it is suitable to work only with one important piece of information - as it is less complicated. One of the types of the activities he talks about is the information gap activities.

To summarise, when preparing speaking activities, teachers should provide a positive class environment where pupils are not afraid to express themselves. Authors recommend starting with activities containing some set phrases. Later, teachers should involve activities which provide the opportunities to speak freely. Of course, they cannot forget to focus on pupils' needs and interests when choosing the topics.

2.4.4 WRITING SKILLS ACTIVITIES

Writing is a productive skill, and it is considered to be the most difficult one. Even in the mother tongue, pupils can write longer texts after a few years at school. Although it seems to be difficult, "it is still a useful, essential, integral and enjoyable part of the foreign language lesson" (Scott and Ytreberg, 1990, p. 69).

Scrivener (2005, p. 192) talks about how this skill has changed recently. That is why teachers should choose the goal of the writing activity very carefully. He recommends using modern technologies which correspond with present needs and pupils' interests. In addition, it can affect their motivation positively. According to him, shorter tasks are more useful - notes, messages or answers. Another possibility is using mind maps, group writing or writing in pairs. It is good to work with samples. Scrivener emphasises it is suitable to find some skilled readers who can give feedback and politely point at the possible improvements.

Slattery and Willis (2001, pp. 82-91) describe the process of writing activities. Teachers should start with the alphabet and continue in small steps until they achieve the ability to write freely.

Teachers should choose the activities which are connected with real life as pupils can see the purpose of doing them.

Harmer (2001, p. 257) recommends not to correct all the mistakes, but rather focus on the ones that can lead to misunderstanding. He says that creative writing is appropriate as pupils find it more challenging and attractive. He puts emphasis on doing some pre activities before getting familiar with the vocabulary and grammar as well.

Carol Read (2007, p. 50) claims it is useful to provide activities focused on various genres. She, among other things, talks about group writing which she described as "working with others and the final product is a joint effort".

In conclusion, writing skills activities should be connected with real life. Teachers should start with short phrases and continue up to free writing. As with any other skill, motivation is vital and pupils should know the purpose of the activity. Moreover, the activity should fit pupils' needs, interests and be more or less enjoyable. Nowadays, it is suitable to work with modern technologies as they are part of pupils' everyday life.

The theoretical part dealt with characterising young learners, what is typical for them and how to utilise these facts in teaching and planning lessons. One chapter was fully focused on pupils' motivation as it is an inseparable part of the learning process. The four basic skills were described - how learners achieve them, how to practise them and what teachers should be aware of. In addition, there was an emphasis on building proper conditions for learning, the importance of using aids and various materials. Usage of classroom language, the need for a positive classroom atmosphere and the suitability of enjoyable activities were mentioned as well. Lastly, there were described activities focused on the language skills and what teachers should take into account when planning lessons. The practical part with concrete activities and their application in a particular school follows.

3 PRACTICAL PART

In the practical part, there is a description of the process of testing of activities in a particular school. As mentioned in the theoretical part, there are some differences between younger and older pupils. Not only because of their age and abilities, also there are divergences in the content and learning skills they are capable of.

3.1 THE AIM OF PRACTICAL PART

The aim of the practical part is to try different types of activities in the third to the fifth grade to see if the activities are effective for practising the content.

HYPOTHESIS: I expect the activities are enjoyable, suitable, effective for pupils, and the actual content is practised by them.

3.2 THE PROFILE OF THE SCHOOL

For the practical part and my activities, I chose the primary school Wolkerova in my hometown, Havlíčkův Brod. The school was established in 1970 and it is situated in Wolkerova Street 2941. I attended this primary school from the first to fifth grade and have accomplished there almost all the practices during my university studies.

This school supports and is focused on the foreign language teaching. Pupils start with foreign English in the third grade. As my diploma thesis deals with teaching at a primary school level, I decided to test the activities from the third to the fifth grade – in all the classes which have English at a primary school level.

Each grade is divided in three separate classes – for my thesis, to make it simpler, I decided to divide them into "Group A, Group B, and Group C".

All A groups are taught by "teacher A", "teacher B" teaches "B groups" and "teacher C" teaches in C groups. Also, each group and grade has its own characteristics. These characteristics are described in the following subchapters.

3.2.1 TEACHERS' CHARACTERISTICS:

Teacher A

This teacher likes to use variable activities, pupils are used to playing games, working in groups, using pairwork. She is kind and friendly to pupils, she is more like a guide than a leader.

Teacher B

This teacher has a more traditional style of teaching, she insists on following the rules, she doesn't like noisy activities, she prefers individual work instead of group work. Pupils in her classes usually work with the activity book and student's book.

Teacher C

This teacher does not have much experience in teaching English, her specialisation is music. She tries her best, but she feels nervous and insecure about teaching English and I feel like older pupils see it.

3.2.2 GROUP DESCRIPTION:

3rd grade – GROUP A

There are twelve pupils in this group (seven girls, five boys). They generally enjoy English lessons as it is a new subject for them. They are active, cooperative and curious about learning a foreign language. There are no visible differences among pupils yet.

3rd grade – GROUP B

There are thirteen pupils in this group (nine boys, four girls). The teacher is quite strict because, according to her, boys' group can be disruptive. Owing to the fact, pupils usually sit at their desks. They are not used to activities including movement, songs etc.

3rd grade – GROUP C

There are eleven pupils in this group (six girls, five boys). Even though the teacher is not that skilled and experienced in teaching a foreign language, pupils like her classes and enjoy themselves. She often uses songs and music in her classes (as it is her qualification), which pupils admire.

4th grade – GROUP A

There are fourteen pupils in this group (seven girls, seven boys). Pupils enjoy themselves during English lessons, the teacher involves different types of activities to keep them active and attentive. However, one girl often does not want to cooperate no matter how attractive the activity is.

4th grade – GROUP B

There are twelve pupils in this group (six girls, six boys). There are two boys who are slower and the teacher does not take it into account. She often continues working even though they are not finished. The boys due to that, lose their motivation and tend towards disturbing other classmates.

4th grade – GROUP C

There are twelve pupils in this group (seven girls, five boys). The teacher tries her best, but she often uses Czech instructions and Czech language itself. The fact English is not her original specialization seems to be more visible.

5th grade – GROUP A

There are fifteen pupils in this group (eight boys, seven girls). As the puberty begins to appear, pupils are naughtier. Teacher says that pupils' fighting often ruins the whole activity. The bigger number of pupils is also apparently more disturbing, and it is more difficult to entertain them.

5th grade – GROUP B

There are thirteen pupils in this group (eight girls, five boys). The group is quite similar to group A. Their behaviour is sometimes very disruptive; however, thanks to her skills, the teacher is able to manage. She can catch their attention because of her strictness.

5th grade – GROUP C

There are twelve pupils in this group (five girls, seven boys). The teacher is unhappy in this group - pupils feel she is not that skilled, they often do not respond to her requests, they do their own things. The only thing which helps is working with students' books and using tests.

3.3 THE METHODOLOGY AND PROCESS OF TESTING CHOSEN ACTIVITIES

For my research, I chose a few different methods to gain wide range of data. I used both types of research – quantitative and qualitative. Combining those types of research provided me the best possible feedback. For the quantitative type of research, there were questionnaires with scale questions (for pupils and teachers). For the qualitative type, I used an observation of pupils and short interviews with teachers.

I chose observation because it is purposive, systematic, and planned way how to get information about connections and relationships in the chosen groups. Before the testing of activities, I made a small observation in the English lessons for a few weeks in the groups chosen.

Thus, I met the teachers of those classes, and I could see the content they were currently going to work with. In the third grade, they talked about food, in the fourth grade the alphabet and in the fifth grade about animals. Therefore, I focused the tested activities on the planned content.

In the course of teaching, I tried to observe pupils to see their reactions to the activities. After each lesson, I wrote down notes about the process of the lesson. This observation helped me with the evaluation of the questionnaires.

Another method of qualitative research was a structured interview. I prepared five questions focused on suitability, effectivity for practising, length, activity of pupils and whether teachers would enjoy it or not. I made short interviews with teachers using the same questions as in questionnaires. During the interviews, teachers were asked to explain their answers in more detail. The interviews were recorded and according to teachers' wishes, they were conducted in Czech language.

To focus on the quantitative method of the research, there were used questionnaires for pupils and teachers to get their reflection. For pupils, I prepared a questionnaire with five questions. The first two questions are closed questions with the option to choose among three emoticons. These questions were dealing with pupils' feelings about the length of the activity and whether they would like to do it again or not.

The three following questions are also closed questions with the assessing scale. They deal with the entertainment value of the activity, pupils' activity and if they were able to practise it.

These questions should be reflected by selecting the points (from one to five depending on how much they agree with the statement).

I decided to use Czech version of the questionnaire for pupils for them to be able to understand all the questions properly. The English version is in the Appendices (*See Appendix A*). Before filling in the questionnaire, I and the pupils discussed all the questions to make sure they were able to understand them properly.

Skupina	Listening – název aktivity	Speaking – název aktivity	Writing – název aktivity	Reading – název aktivity
1. Připadala Ti tato aktivita přiměřeně dlouhá?	😊 😐 ☹️	😊 😐 ☹️	😊 😐 ☹️	😊 😐 ☹️
2. Chtěl/a by sis tuto aktivitu zopakovat?	😊 😐 ☹️	😊 😐 ☹️	😊 😐 ☹️	😊 😐 ☹️
3. Jak moc Tě aktivita bavila?	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
4. Jak moc jsi byl/a aktivní?	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
5. Jak moc sis upevnil/a danou látku?	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Ohodnoť otázky 3 – 5 bodově. Zakroužkuj jednotlivé body (1 bod – nejméně, 5 bodů nejvíce)

Picture 2 – Questionnaire for pupils

I also prepared a questionnaire consisting of five scale questions for teachers. After the activities had been tried, all the teachers were asked to tell me what they thought of them. I wanted to know if the activity was suitable and if they thought pupils had practised the content effectively. Another question was focused on the length. The fourth question dealt with the activity of pupils. The last one was personal; I was curious if they would enjoy the activity themselves and why. As it was mentioned, those questions were discussed in the interviews.

GROUP	L – NAME OF THE ACTIVITY	S – NAME OF THE ACTIVITY	R – NAME OF THE ACTIVITY	W – NAME OF THE ACTIVITY
1. Was the activity suitable for pupils?	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
2. Was the practice for pupils effective?	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
3. Was the length of the activity appropriate?	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
4. Were the pupils active during the activity?	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
5. Would you enjoy the activity yourself?	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Rate questions. Circle the number (1 means the least, 5 the most)

Picture 3 – Questionnaire for teachers

During the research, I used both languages (Czech and English). While I was teaching, I always used English because its importance was recommended in the theoretical part. The Czech I used during explanation of questionnaires and during interviews with teachers. I tried a model activity for each language skill. I took into account the teachers' advice on what pupils need. I tried to use activities including movement, group work and other important aspects. All the activities were tried during one lesson in each group.

As for the evaluation of the questionnaires from the quantitative point of view, all the answers were counted and converted into graphs. For creating the graphs, I used the Microsoft Excel programme combined with the Microsoft Word. After getting the responses, all the points (in questions 3-5 in pupils) were counted – each question separately - and divided by the number of pupils in a group. The first two questions were made separately in another graph. To focus on teacher's responses, their answers were transformed into graphs, too. Both quantitative and qualitative methods results are described and compared in the following chapter in more detail.

3.4   ACTIVITIES USED IN THE RESEARCH

I focused on activities which I personally like, and which worked for me during my practice. Because of it, I wanted to see how different types of activities were reflected by diverse groups. Following the description of the activity there are my reflections which were supplemented by pupils' and teachers' evaluation.

The division is according to the skill practised and by the grade as well.

3.4.1   LISTENING ACTIVITIES

THIRD GRADE

Activity: I crazy cook put something to soup

This activity practises listening skills. Pupils are divided into three teams. For this game, it is needed to have some pictures (or flashcards) showing food – one set for each team. Because of it, three sets of pictures are needed for this activity. *(See Appendix B).*

Pupils quickly draw a picture of a pot. Each of the teams is sitting in a circle, with this picture in front of them. The teacher says the funny rhyme "I crazy cook put something in soup, and it was *(cheese)*." Pupils, when hearing the instruction, grab the picture of cheese and put it in the pot.

Similarly, the game continues until all the items are in the pot – the crazy soup is finished!

<u>My reflection:</u>

This activity was quite successful in all groups. Pupils were laughing at the idea of crazy soups which contain, for example, an apple, carrots, honey… As far as I am concerned, pupils enjoyed the group work. Most of the pupils were active and waiting for the instructions attentively.
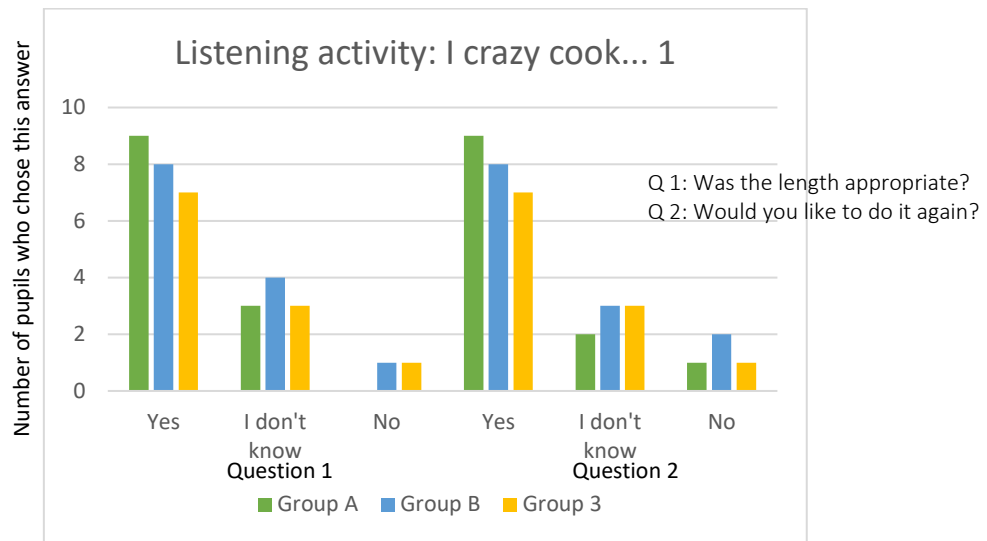
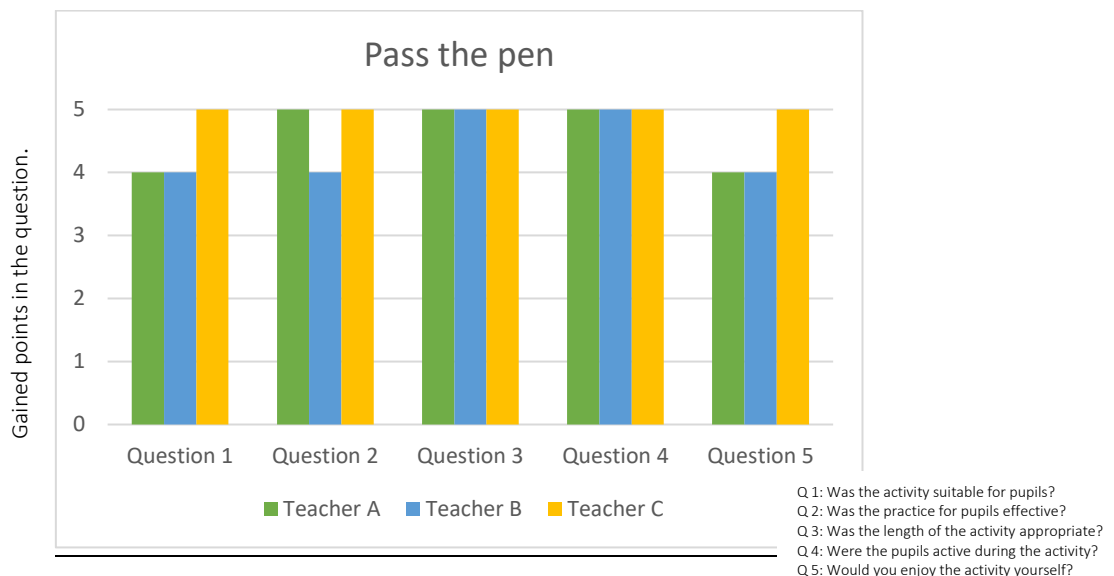*Graph 1 - Pupils' reflection of listening activity (3rd grade)*
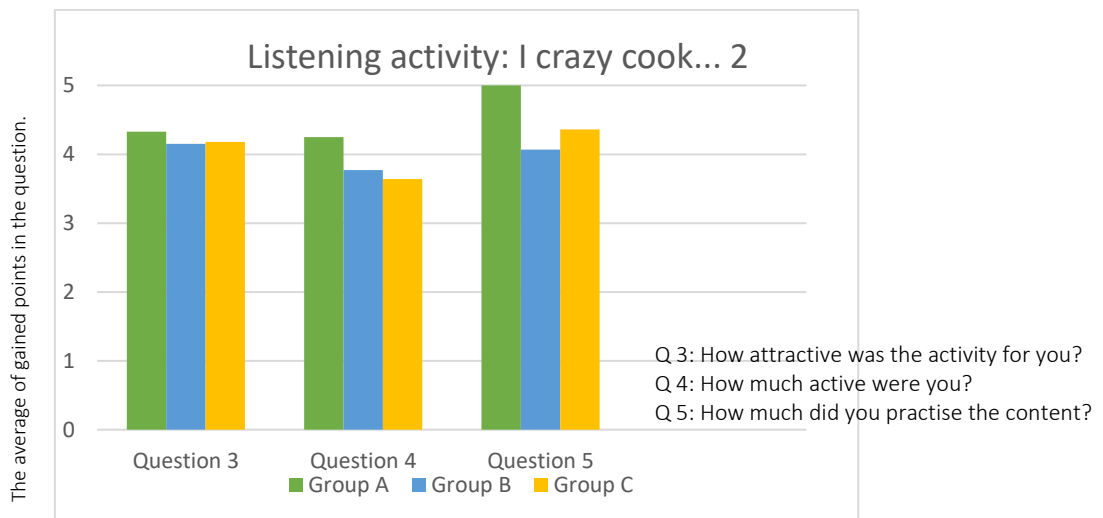
Graph 2 - Pupils' reflection of listening activity (3rd grade)

This activity was, according to the pupils, appropriate to timing and most of them would like to play it again. In all groups, the activity was evaluated as relatively attractive. In the fourth question, group C marked they had been the least active compared to other two groups. However, both C and A group were satisfied with the depth of the practice.

Teachers' reflections:
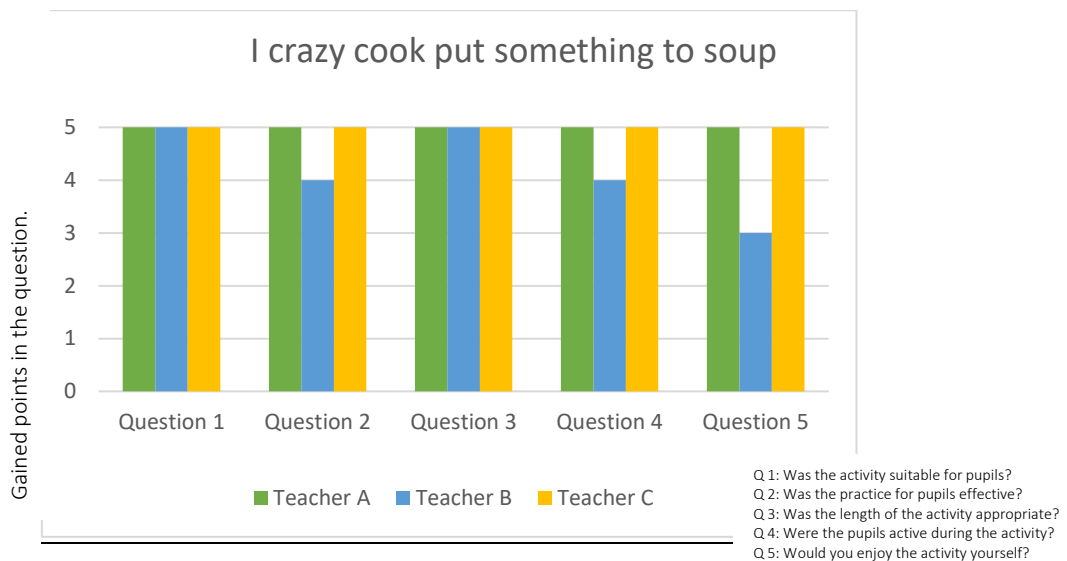
Graph 3 - Teachers' reflection of listening activity (3rd grade)

Teacher A:

According to her, it was a great, entertaining and convenient activity which effectively practised the content. Pupils were very active during it. She agreed with the length of the activity, too. She had the feeling she would enjoy the activity herself as crazy soup was a funny idea in pupils' eyes.

Teacher B:

She liked the way pupils listened to the instructions and it was, their age considered, suitable and effective. However, she felt pupils would have been more active if all the pupils had had their own pot. She would not like the activity because of the stereotype.

Teacher C:

This teacher enjoyed the activity as it contained a little bit of drama and rhythm. She believed it was effective and suitable for the third-grade pupils at the same time and the length was appropriate. She thought she would enjoy it herself if she were a young learner.

Comparison of pupils' and teachers' reflections:

In the questionnaires, there were two identical questions for teachers and pupils. Both were asked to rate how active pupils had been and if they had practised the content. To focus on the first question, pupils did not feel they were that active, but still this question was quite highly rated. Teachers evaluated pupils' activity to be very high. Only teacher B felt they could have been a little bit more active. However, according to the answers, pupils were

active enough. To focus on the practice of the content, pupils (especially in group A) evaluated the depth of practice very high. In all pupils' groups there was no smaller score than 4. Teachers also agreed on the fact this activity was suitable and effective for practising – it was the same result as in the previous question. To sum it up, the practice was effective, and pupils were active during it from both teachers and pupils' points of view.

FOURTH GRADE

Activity: I spy with my little eye

As the topic of fourth grade is currently the alphabet, I decided to use this activity for listening – pupils listen carefully to teacher's instructions. She says the rhyme "I spy with my little eye something *(someone) beginning with P*". After hearing it, pupils should run to something/someone that begins with this letter and point to it.

(Roberts, 2013, p. 16)

My reflection:

In my opinion, pupils should have more practice of the spelling and the alphabet. They liked the principle and the system of the activity. However, they needed more time to realise which letter they should focus on. Because of it, they were not sure about which objects/people to look for. I practised about seven letters in each group as I feel it was an appropriate number.

Pupils' reflection:
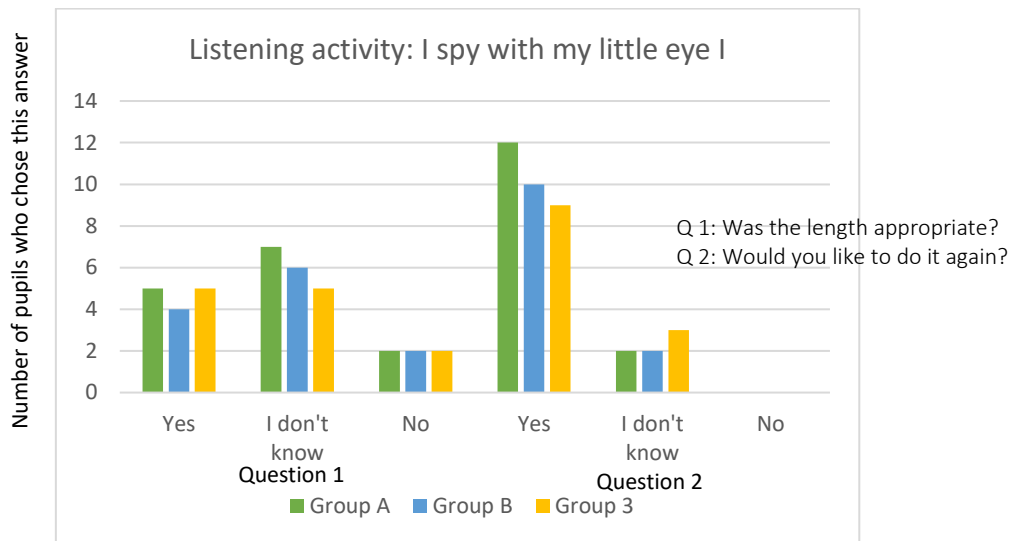
Graph 4 - Pupils' reflection of listening activity (4th grade)
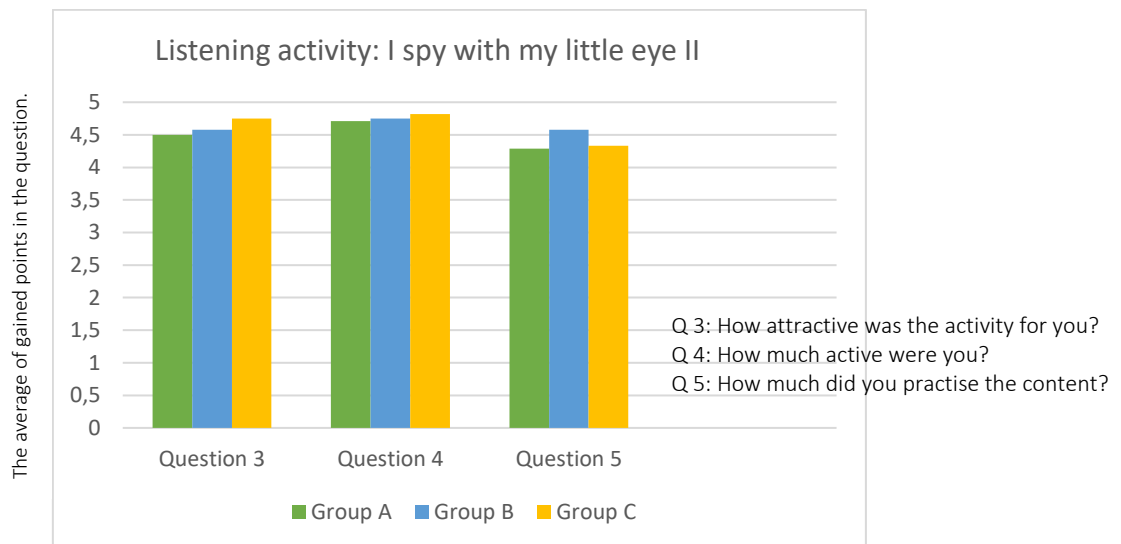
Graph 5 - Pupils' reflection of listening activity (4th grade)

In all groups, a lot of pupils picked the emoticon in the middle, and they wanted the activity to be longer. They would like to play it again with more letters. The attractiveness of the activity was very high, which means it was successful and entertaining. As pupils in group C found the activity most attractive, they also rated themselves to be the most active. The depth of the practice was, according to the pupils sufficient.

I spy with my little eye

Q 1: Was the activity suitable for pupils?
Q 2: Was the practice for pupils effective?
Q 3: Was the length of the activity appropriate?
Q 4: Were the pupils active during the activity?
Q 5: Would you enjoy the activity yourself?
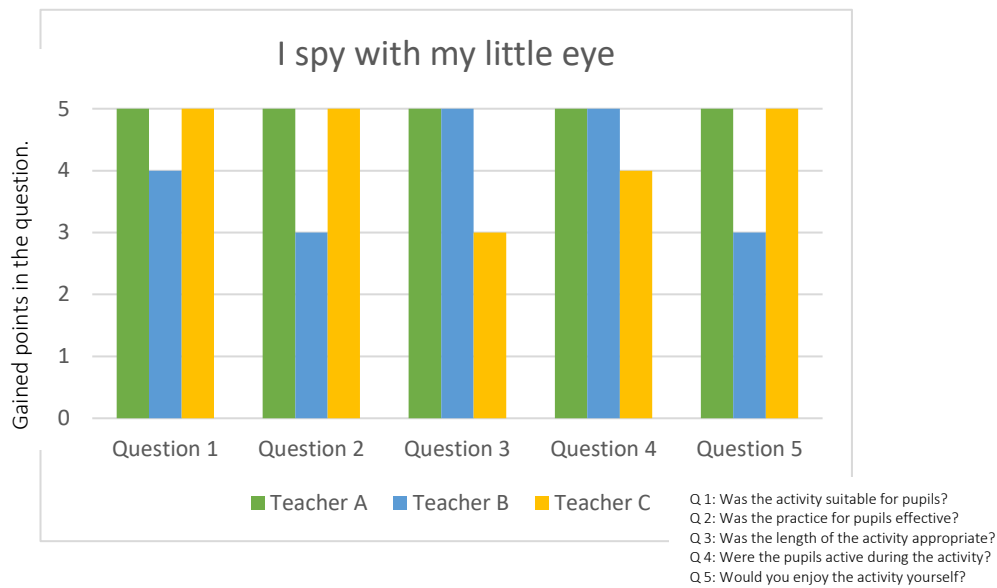
Graph 6 - Teachers' reflection of listening activity (4th grade)

Teacher A:

The teacher liked the activity because of the movement and connection to real life. Owing to these reasons, she believed this activity was effective for practising the content and enjoyable. She also mentioned this activity is certainly suitable as it is in the book (Happy Street) they work with. According to her, the activity could have been a little bit longer as pupils were visibly having fun and they were active.

Teacher B:

The teacher did not feel this activity was that suitable for pupils. In her opinion, it would be more effective if pupils just thought of something beginning with a particular letter. She did not think it was that effective for practising either. The length was, according to her, appropriate and the pupils were active. She could not decide whether she would enjoy the activity or not.

Teacher C:

The teacher answered the first two questions positively. Talking about the length, she would not mind the if the activity was longer to practise more letters, for example ten to fifteen letters. She liked the pupils' need to think of the letter before the action and that they were moving around the classroom.

Comparison of pupils' and teachers' reflections:

To focus on the questions on practising the content effectively and activity of pupils, all three groups of pupils evaluated their activity to be high. Teachers in their responses (Question 4) were also highly satisfied with their pupils' activity. To talk about the opinion of pupils' practising of the content effectively, the pupils' score was around 4. The teachers A and C gave this question the highest point, teacher B, as it was mentioned in the interview, though it would have been more effective if pupils just thought of some letter. To conclude, both groups agreed on the fact pupils were active and the activity was suitable for practising the content.

FIFTH GRADE

Activity: Pass the pen

This activity combines listening skills with music. Pupils sit in a circle with the music playing, while they pass the pen. There is a sheet of paper inside the circle. When the music stops, the one holding the pen follows the teacher's instruction. (S)he can tell him/her to write something or draw something. The activity ends when the whole object is drawn or written down – or according to the teacher's needs and the number of objects (s)he wants to practise.

Adaptation to the topic animals:

Teachers can say instructions like *"Draw a long neck".* Later, *"draw four legs".* And continue like this until the whole animal is drawn and the whole group tells what kind of animal it is.

My reflection:

For my purposes, to involve more pupils, I divided them in three separate groups. Pupils had not been allowed to guess the animal until I told them so. This activity was successful, pupils were actively passing the pen, curious when the music stopped playing. I needed to be careful not to call the same pupil again and again.

Pupils' reflection:
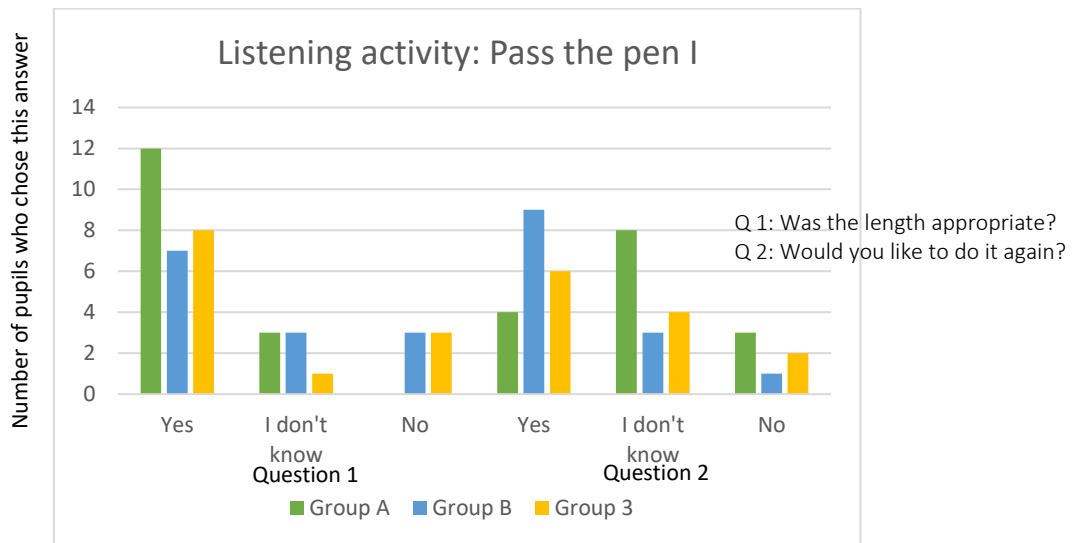
Graph 7 - Pupils' reflection of listening activity (5th grade)
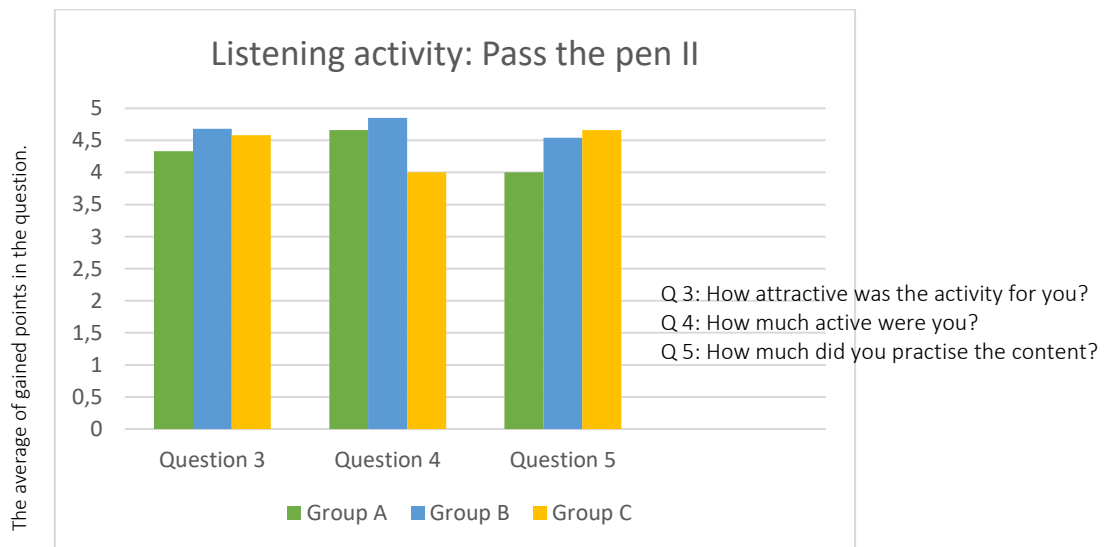
Graph 8 - Pupils' reflection of listening activity (5th grade)

The length was, in pupils' view, suitable. In groups B and C, they would like to play it again; in group A, their decision whether they would like to play it or not was not clear. However, in all the groups, the activity was positively rated. The activity of pupils was quite high, especially in group B. Even though pupils in group A rated their activity and activity high, the practice was, according to them, quite low.

Graph 9 - Teachers' reflection of listening activity (5th grade)

Teacher A:

The only thing this teacher would do differently was not dividing pupils in separate groups, she would do the activity in one whole group because one group had finished much sooner, so they had to wait for other groups to draw the content. However, she was satisfied with pupils' activity and the way they listened carefully to the instructions.

Teacher B:

The teacher liked the way pupils were practising listening skills. She answered the questions mostly positively. However, she thought it would have been better if pupils had done the drawing just at their desks - she would prefer individual work. She especially highlighted pupils' activity as they were very attentive.

Teacher C:

The teacher liked involving music in class. She admired the way pupils responded to the rhythm, she believed the activity was suitable and effective for pupils. Additionally, she claimed pupils were active and the length was convenient as well. In her words, she would certainly enjoy this activity.

Comparison of pupils' and teachers' reflections:

Pupils except from the group C thought they were active enough during this activity. According to teachers' point of view, all three teachers gave pupils' activity the highest score. Pupils reflected they practised the content quite deeply, only in group A the results were not

that high. Teachers overall evaluated this question positively. To sum it up, both groups of respondents agreed on the fact this activity is appropriate for practising the content and pupils are active during it.

3.4.2   READING ACTIVITIES

THIRD GRADE

Activity: Picture reading

This activity helps pupils to read in an entertaining way – with pictures. The text is combined with small pictures; the vocabulary to be practised can be replaced with pictures so pupils must remember the name of the word.

An adaptation to topic food:

I used the favourite text called "The very hungry caterpillar" who was always hungry and ate everything he saw. It is a great story which can be perfectly used for picture reading and practising the food vocabulary *(See Appendix C and D).* Pupils show the name of the food *(See Appendix D)* at a proper moment. Another possibility would be the normal text; pupils would show the flashcards of food (they are a part of *Appendix D*).

My reflection:

I used the text shown on the interactive screen, pupils also had their own copies. While I was reading the text, pupils were asked to show the card with the right word at a proper moment. All pupils were active, in my opinion they practised the vocabulary effectively. In one group, pupils wanted to continue playing, so I was wondering about other food a caterpillar eats. I drew other kinds of food on a blackboard and pupils told me what it was. In all groups, I played them a video which is available on YouTube.
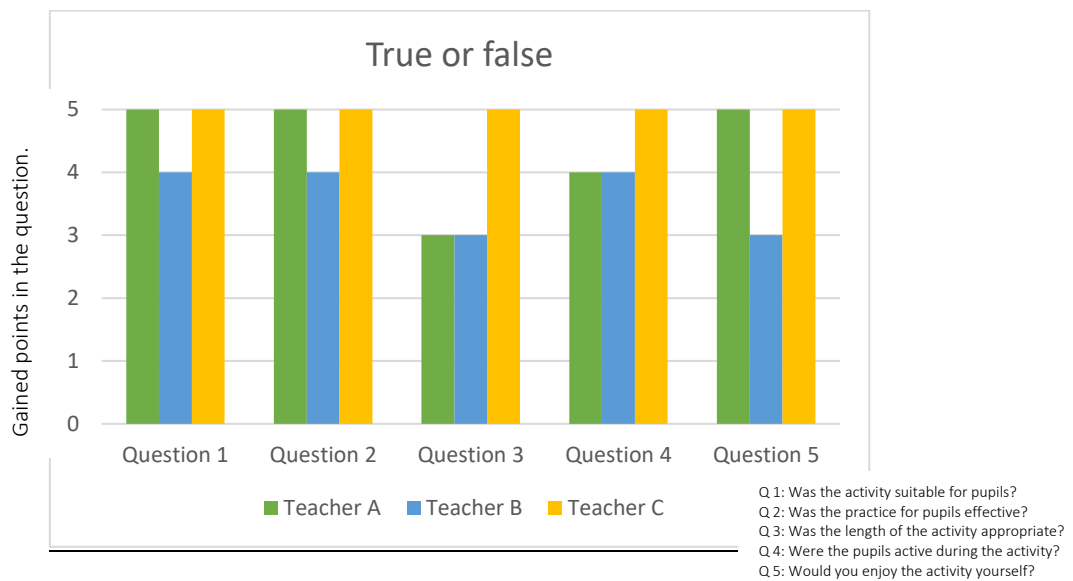
Pupils' reflection:
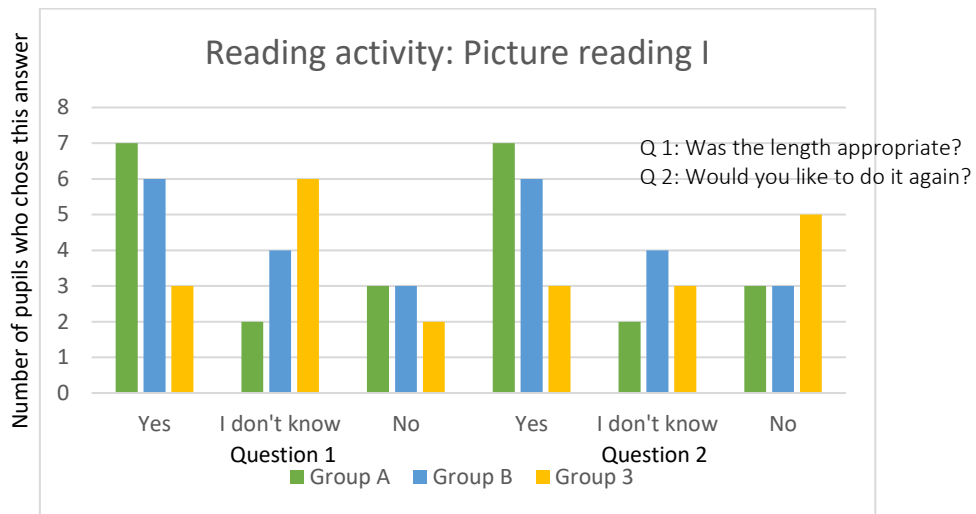
Graph 10 - Pupils' reflection of reading activity (3rd grade)
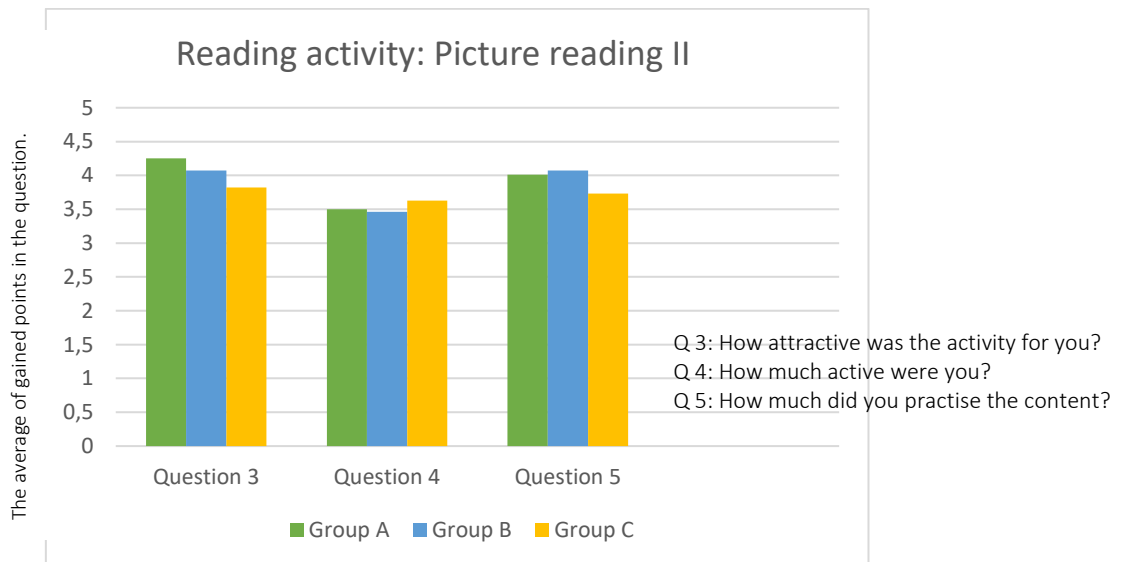
Graph 11 - Pupils' reflection of reading activity (3rd grade)

Pupils were not so satisfied with the length of the activity and in group C, in most cases, they would not like to do it again. In pupils' view, the activity was quite attractive. However, in all groups, they felt they were not very active. On the other hand, they evaluated the depth of practice quite high. In my opinion, the text was too long and complicated to keep pupils' attention and to be more active.

Q 1: Was the activity suitable for pupils?
Q 2: Was the practice for pupils effective?
Q 3: Was the length of the activity appropriate?
Q 4: Were the pupils active during the activity?
Q 5: Would you enjoy the activity yourself?
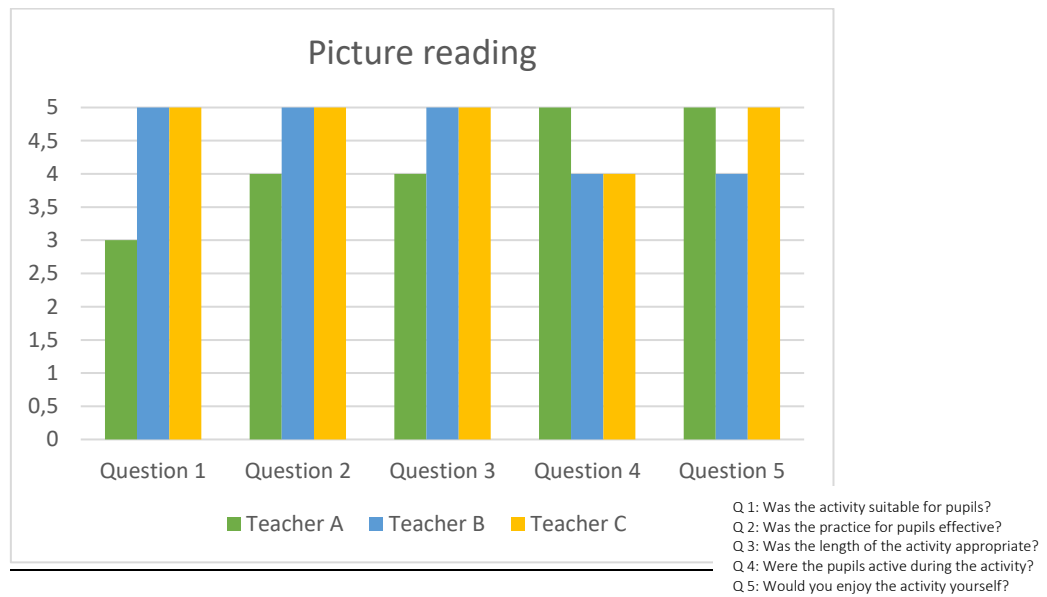
Graph 12 - Teachers' reflection of reading activity (3rd grade)

Teacher A:

She told me she liked the story of a hungry caterpillar, and she often used it, but in the fourth or the fifth grade as it contains the past simple. Therefore, it would be more suitable and effective for older pupils. She liked the idea of pupils showing the cards because it kept them attentive and active. However, she would make the text easier and shorter.

Teacher B:

This teacher agreed with all the questions. She felt all the pupils were active enough and they practised the content properly even though she mentioned it was quite difficult for third grade pupils. She said she would have used this type of activity if there had been some time left.

Teacher C:

Teacher really liked the way a reading skill can be practised. She told me she had never seen this type of activity and she was going to use it in the future. She considered it a suitable, effective, and stimulating type of activity. However, she mentioned the text was quite difficult for pupils.

<u>Comparison of teachers' and pupils' reflections:</u>

Pupils did not feel they were that active, the results in all three groups were similar. Teachers had a little bit different opinion; actually, teacher A gave this question the highest score and both teachers B and C were satisfied with pupils' activity, too. To talk about the practice of the content, from pupils' point of view, it was quite high; they evaluated this question around 3.5 to 4. Teachers B and C gave this question the best evaluation, teacher A thought that it would have been better with older pupils. However, in summary, the activity fulfilled its purpose, especially the activity of pupils from teachers' point of view.

FOURTH GRADE

Activity: Can you read it?

Each pupil gets a worksheet with words written in phonetic transcription (*See Appendix E*). Each of them also gets a set of pictures (*Appendix F*) which corresponds with the words. Their goal is to read the transcription correctly and stick the proper picture to it.

<u>My reflection:</u>

In the first group, I did not practise the phonetic transcription and some pupils had problems with it. Therefore, in the second and third group I practised it with them. I wrote the symbols on the board to make it easier for them. To my mind, it was an entertaining activity for pupils - they had to decode it. It just took much longer than I expected. I do not think it was a problem as it was motivating for them.

Pupils' reflection:
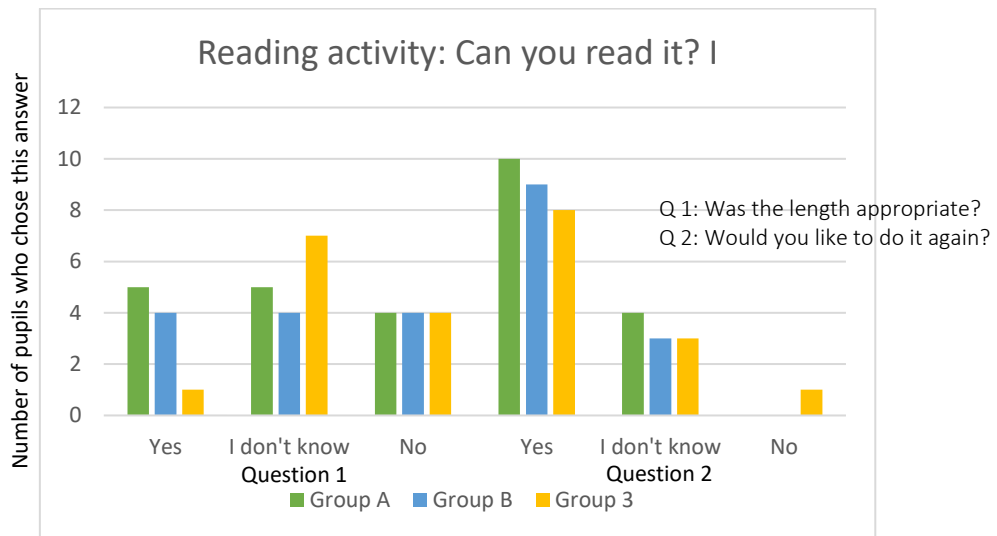
Graph 13 - Pupils' reflection of reading activity (4th grade)
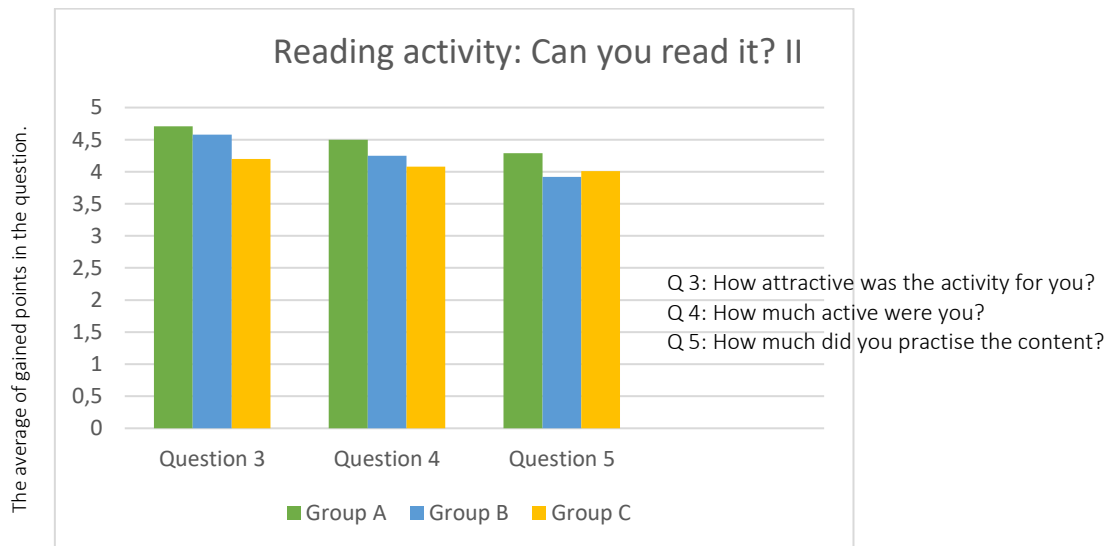
Graph 14 - Pupils' reflection of reading activity (4th grade)

To talk about the length of the activity, pupils did not rate it either positively or negatively. Nevertheless, all the groups would like to play it again. The questionnaire showed that group C had some problems with this activity as they were not familiar with the phonetic transcription.
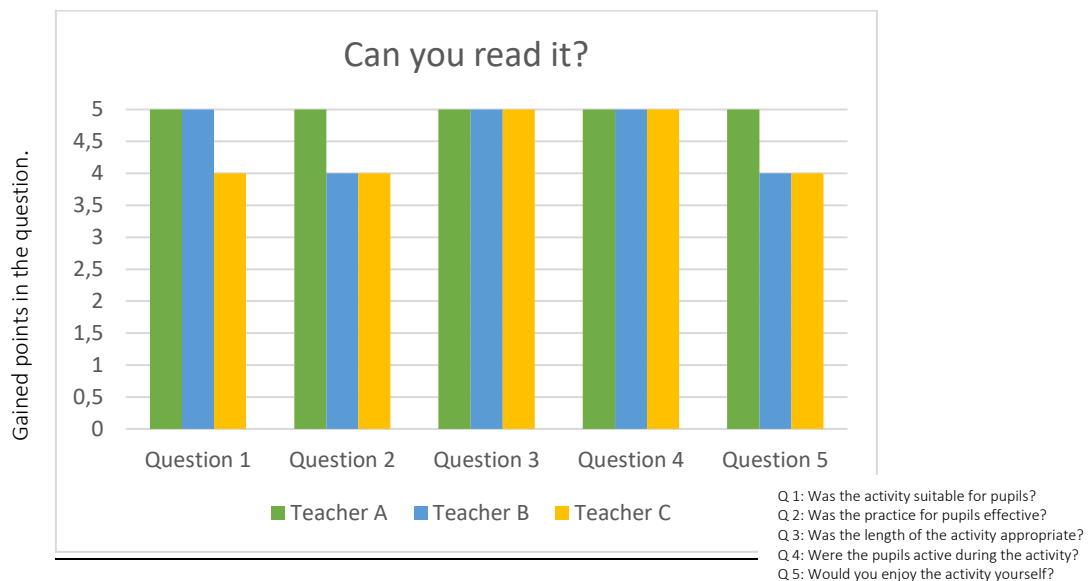
Graph 15 - Teachers' reflection of reading activity (4th grade)

Teacher A:

This teacher, at the beginning of the activity, felt it was too difficult for pupils but after all, she was pleasantly surprised how they dealt with it. According to her, it was an effective way to practise the content. She told me she was going to reuse it in her classes, and she was going to recommend this type of activity to her colleagues which really encouraged me. She rated all the questions with the highest score possible.

Teacher B:

This teacher liked this type of activity and she thought it was suitable. However, she was unpleasantly surprised by the fact pupils did not remember the rules for phonetic transcription. On the other hand, she was glad to find out it needed more practice and that it was an effective way to make pupils active. This was the group in which I did not practise the symbols before the activity. Maybe, if I had practised it before the activity, the teacher would not have been so strict with her pupils.

Teacher C:

She told me she was not sure about the opinion about this activity as it was brand new content for the pupils. In her words, they had never used it before, so she could not reflect it properly. She was surprised the pupils were able to solve the worksheet even though they did not know some of the symbols.

Comparison of teachers' and pupils' reflections:

Accordion to the questionnaires, pupils highly evaluated the question dealing with their activity. Teachers had the same opinion; all of them rated the highest. Comparing the depth of practice, pupils' score was around the score 4, so they evaluated the effect of practice quite highly. Teacher A evaluated this question the best. However, teachers B and C gave this question a high evaluation, too. To conclude, pupils and teachers agreed on this activity was suitable for practising the content and pupils were truly active while doing it.

FIFTH GRADE

Activity: True or false

There are placed sentences around the classroom. There is a picture clue connected with the sentences; pupils read the sentences below and decide whether the sentence is true or not. There can be a few different sentences.

<u>Adaptation to the topic animals:</u> There are sentences connected with thirteen animals *(See Appendix G)* Each animal, under its picture, has three different sentences – two of them are true and one of them is false. Each sentence has a different letter. (*For example: This animal can swim (A).* Pupils walk around the classroom with a table to fill the letters in. The goal is to read sentences connected with animals and write down the letter of the false sentence. When all the letters are correct, pupils get a new sentence.

<u>My reflection:</u>

Even though the pupils were active, it would be better to make the activity shorter. As I wanted them to get a new sentence We love English, I needed them to solve thirteen animals. Next time, I would use a shorter sentence or a compound word. Another possibility would be that pupils could get more letters per one animal. However, I am convinced the activity was appropriate, effective and suitable; it included more practice than just the vocabulary connected with animals.
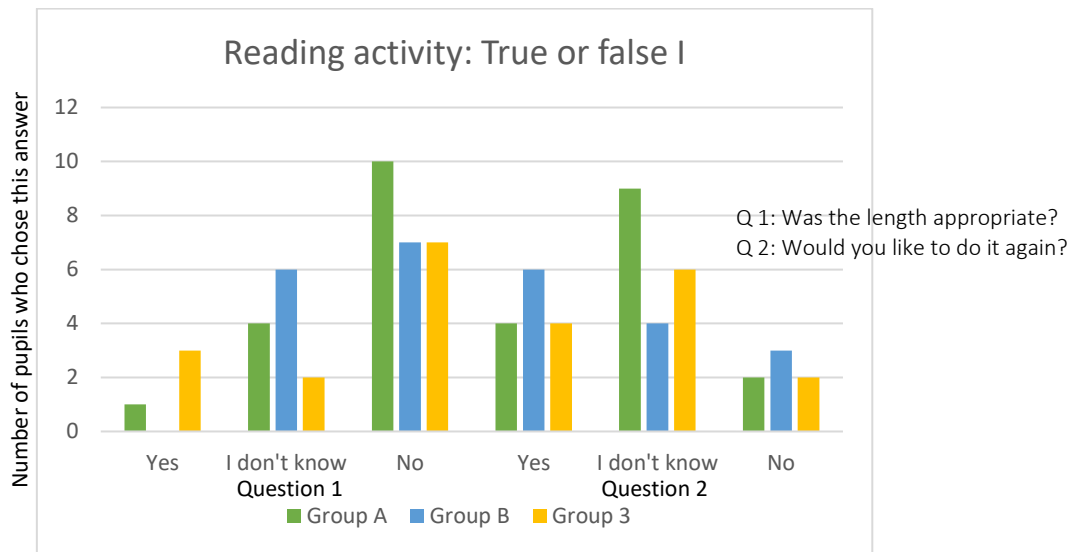
Graph 16 - Pupils' reflection of reading activity (5th grade)
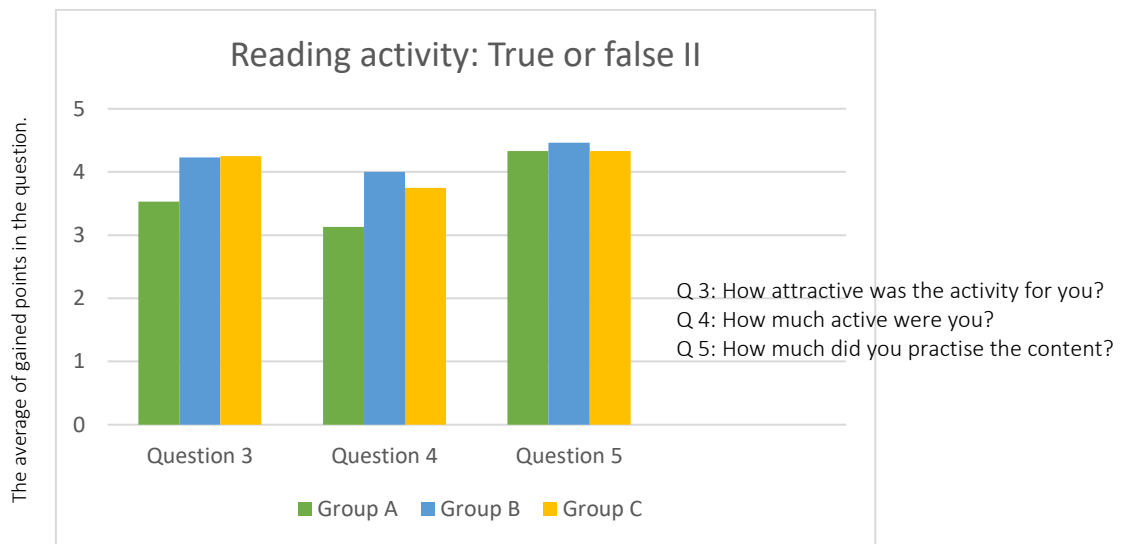
Graph 17 - Pupils' reflection of reading activity (5th grade)

Pupils did not like the length of the activity which corresponds with the low-rating for the activity. Pupils were obviously losing motivation to finish it. However, all the groups felt they practised the content properly, even though the attractiveness and pupils' activity were not so high, especially in group A.

Graph 18 - Teachers' reflection of reading activity (5th grade)

Q 1: Was the activity suitable for pupils?
Q 2: Was the practice for pupils effective?
Q 3: Was the length of the activity appropriate?
Q 4: Were the pupils active during the activity?
Q 5: Would you enjoy the activity yourself?

Teacher A:

This teacher thought of a similar problem with the length of the activity. In her opinion, pupils practised lots of content. However, she felt they were losing their motivation to finish it as this activity was too long. Nevertheless, in her opinion, the activity was suitable, effective for practising reading. She especially liked the solution and the way it was organized. She would enjoy the activity herself.

Teacher B:

She pointed at the same problem as teacher A, she would use fewer sentences. She recommended making the sentences more difficult. In her group, there were a few pupils who were just guessing the right sentences. She noticed they were not solving the sentences properly, so she started to control them. During the feedback, she pointed out that problem might appear during these types of activities.

Teacher C:

She liked the activity, she agreed with all the sentences. She also joined the activity and helped some pupils who needed it. Because of it, she said she enjoyed it herself and she also admired the new sentence. She evaluated all the questions with the highest score.

Comparison of pupils' and teachers' reflections:

From pupils' points of view, especially in groups A and C, they did not feel they were active while doing this activity. In group A their teacher said they were losing motivation as the activity was too long. However, in group C, their teacher evaluated pupils' activity with the highest score. To talk about practising the content, pupils rated this question highly in all groups. Also, teachers' answers were very high. To sum it up, this activity was effective for practising and pupils were active.

3.4.3   SPEAKING ACTIVITIES

THIRD GRADE

Activity: Find someone who

Pupils draw quickly a table with six boxes (each pupil has his/her own table). The number of boxes depends on the skills of pupils or how many questions the teacher wants pupils to practise. After writing down the questions, pupils walk around the class, and ask their classmates those questions. The aim is to get an answer to each question, but pupils should not ask the same person twice. The activity ends when the pupil has all the answers.

An adaptation to the topic food:

Pupils draw the table with six boxes in their exercise books. They quickly draw one kind of food in each box. The aim of this activity is to practice vocabulary connected with food and the questions *(Do you like? – Yes, I do x No, I don't).* Teachers should make sure that pupils speak English and that they change their conversation partners.

My reflection:

The activity was quite noisy in all the groups, but it is natural for pupils to be talkative. Of course, there is a difference when only two pupils and more than ten pupils were talking at the same time - but it is the purpose of the activity to practise speaking skills. I do believe it was suitable, I walked around the conversation groups and most pupils were using English. However, some conversation pairs tried to use Czech so I had to be careful about them and remind them to speak English. To be sure they memorise the structure properly, I wrote down the sentences on the blackboard.
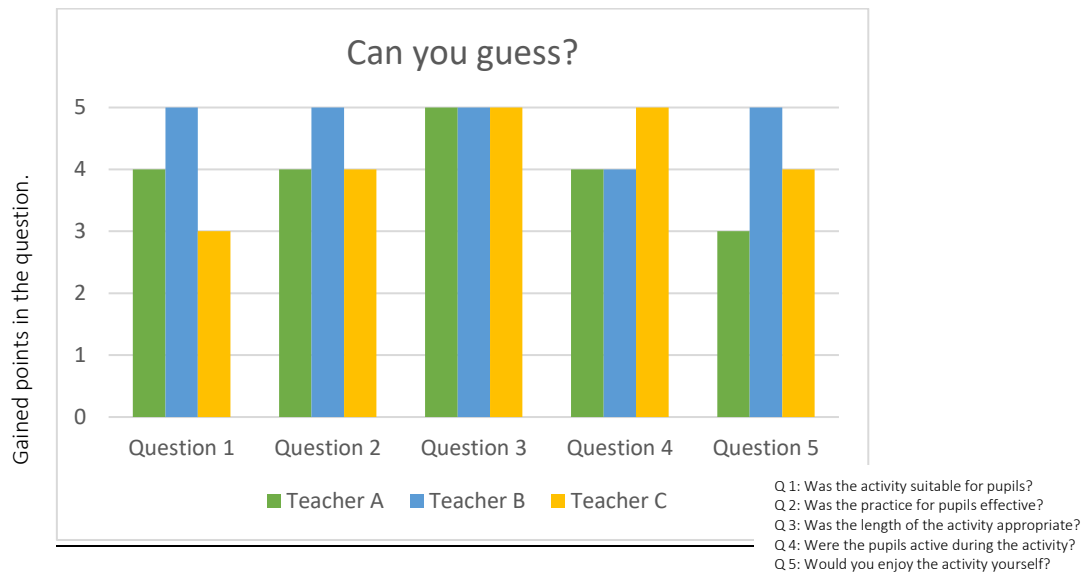
Pupils' reflection:
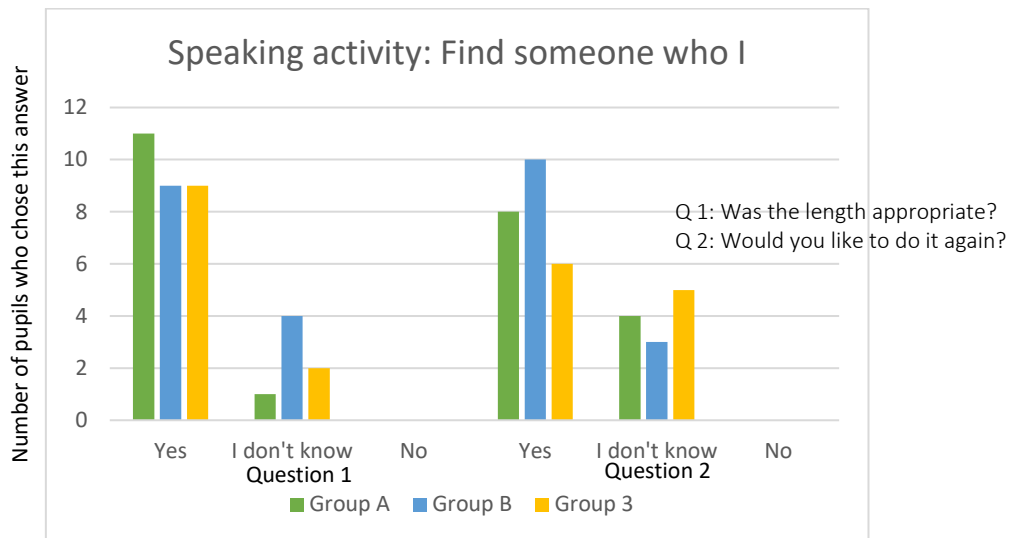
Graph 19 - Pupils' reflection of speaking activity (3rd grade)
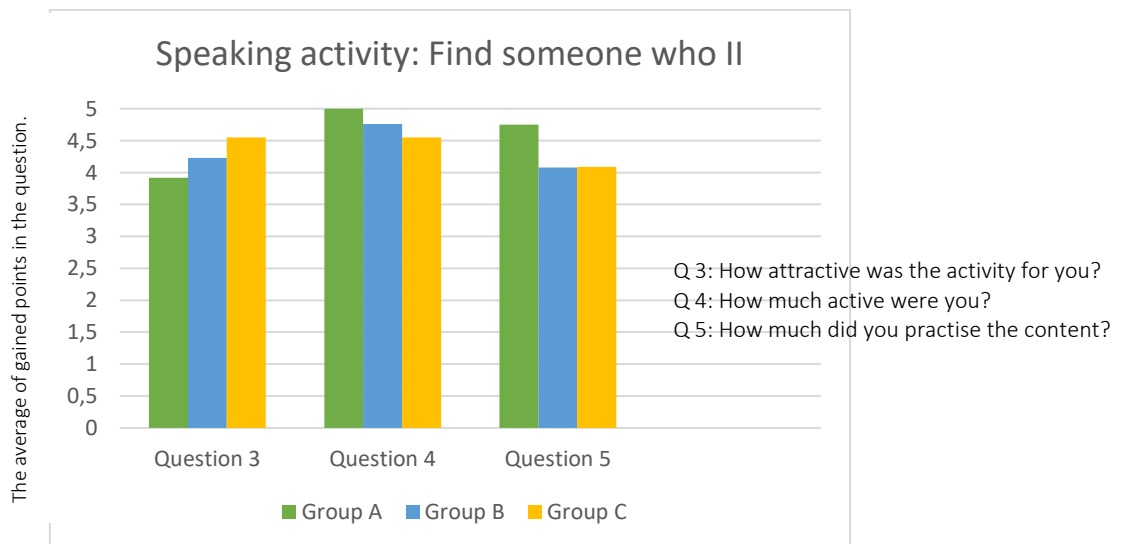
Graph 20 - Pupils' reflection of speaking activity (3rd grade)

In all the groups, pupils would like to do this activity again and the length was suitable. Although group A found its attractiveness to be low (I suppose it is because they were already familiar with it), their activity and practice were very high. Pupils were satisfied with their activity; however, both in groups B and C the practice could have been higher.
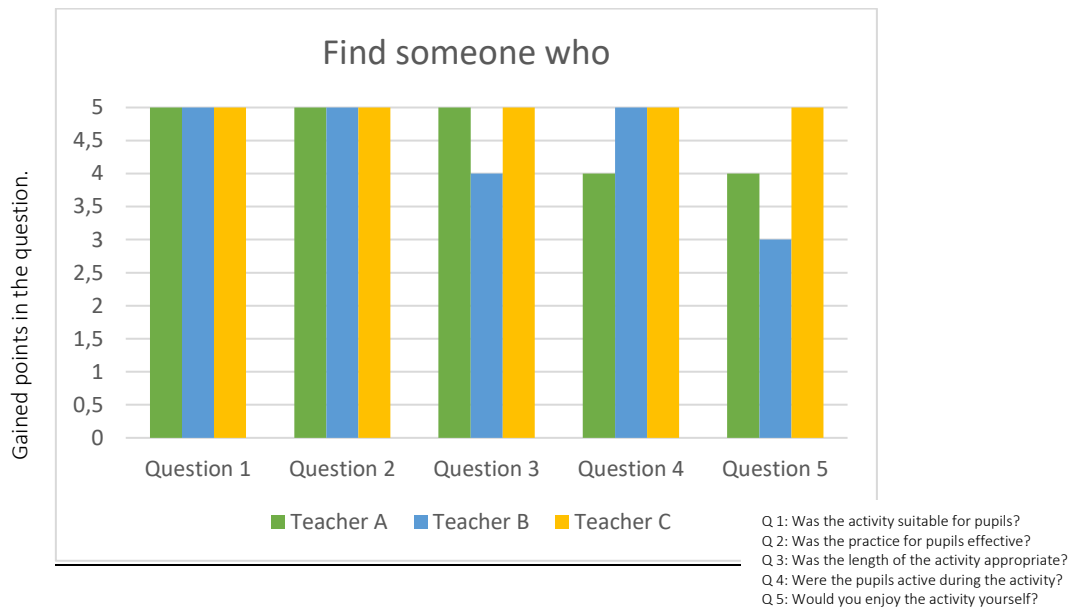
Graph 21 - Teachers' reflection of speaking activity (3ʳᵈ grade)

Teacher A:

This teacher knew the activity and she often used it in her English classes and she admitted she regularly played it with pupils. Because of it, she agreed with all the answers, including the time allotment. She believed it was a great way to involve all the pupils at the same time and practise speaking skills.

Teacher B:

The teacher liked the way pupils needed to change their conversation partners, which she found really effective for practising speaking skills. Therefore, the activity was, in her point of view, suitable and effective for practising. However, she would make the activity a little bit shorter. The only thing she answered very negatively was about enjoying herself during the activity - she pointed out the noisiness which would disturb her.

Teacher C:

This teacher liked the activity and mentioned she would like to use it in her classes. According to her, all the aspects were implemented successfully. She also joined the activity so she enjoyed it very much.

From pupils' point of view, they were very active, especially in group A. Teachers agreed on the fact they were active too as both teachers B and C rated the highest. All three teachers and pupils evaluated the depth of practice to be very effective; in pupils' point of view, the group A rated this question the best. All of teachers gave this question the best evaluation. In summary, during this speaking activity pupils were active, and it was suitable, and it was visibly convenient for practising the content.

FOURTH GRADE

Activity: Spelling game

This game is both suitable for practising the alphabet and for revising the vocabulary. The pupils get divided into two teams, standing in two lines in front of the blackboard. A teacher shows a picture of familiar content. The aim is to spell the word. One team starts. If someone makes a mistake, then it is the turn of the second team (and the pupil goes to the end of the line). The teacher writes the letters on the board.

My reflection:

In my opinion, the activity was not that successful. Pupils often had problems when remembering the letters, the activity took much longer than expected. Many pupils did not pay attention; they were disturbing each other. The reflection really surprised me as they found it to be a good activity. In my opinion, it would be better to use shorter, easier vocabulary (for example words with three letters - a cat, a dog…). In one group, there was a boy who was excellent at spelling so he was answering a few words in a row which made the others inattentive and bored. Because of it, I would add the rule not to answer more than two words in a row per pupil. This pupil could be a referee to help me check the correctness.
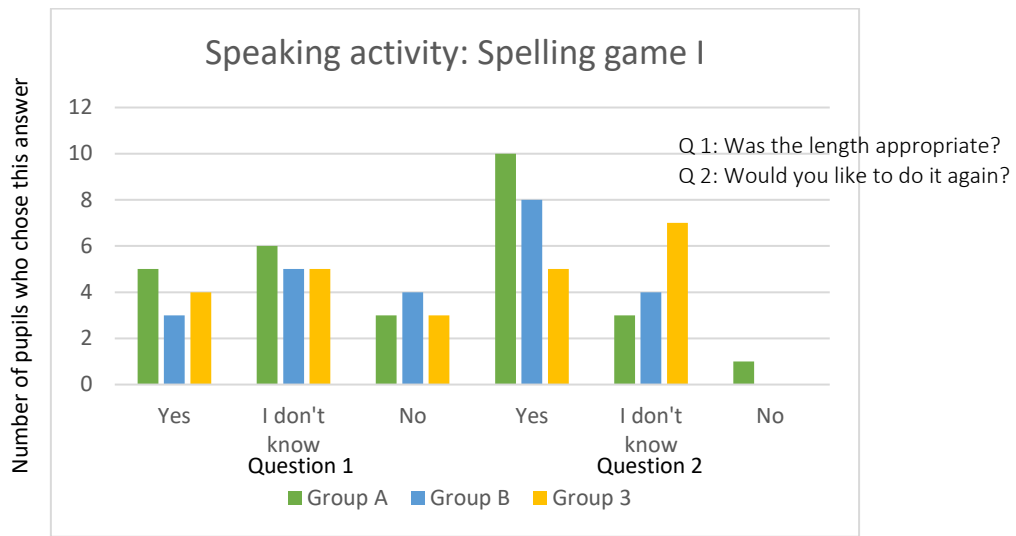
Graph 22 - Pupils' reflection of speaking activity (4th grade)
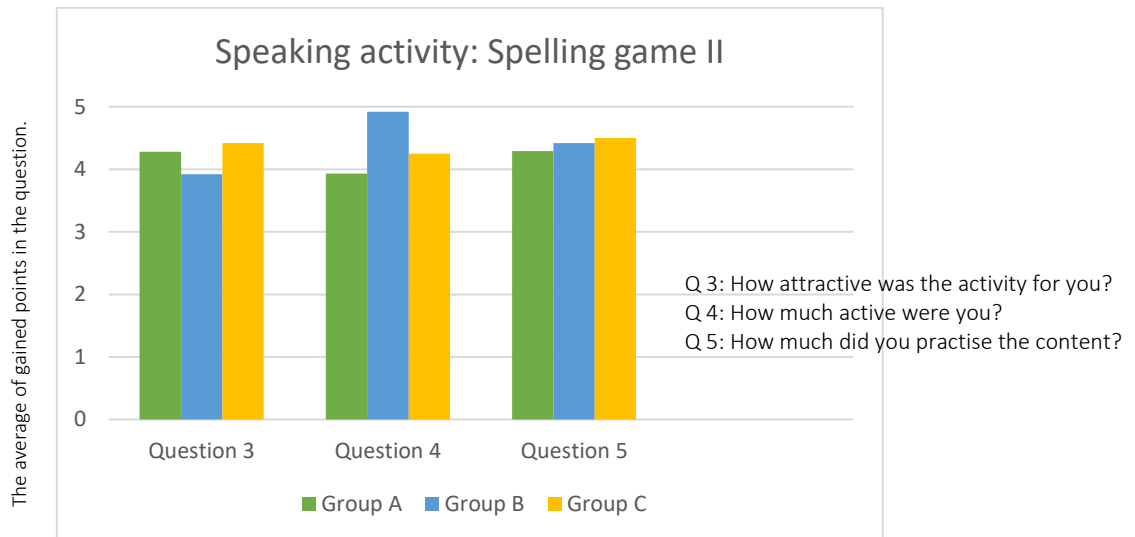
Graph 23 - Pupils' reflection of speaking activity (4th grade)

Pupils, according to their responses through emoticons, did not agree with the length of the activity. However, they would they like to play it again. The attractiveness was overall highly rated. Group B evaluated their activity very highly. The practice of the content was evaluated similarly to other two groups by their point of view. All of them were also quite satisfied with the attractiveness of this activity.
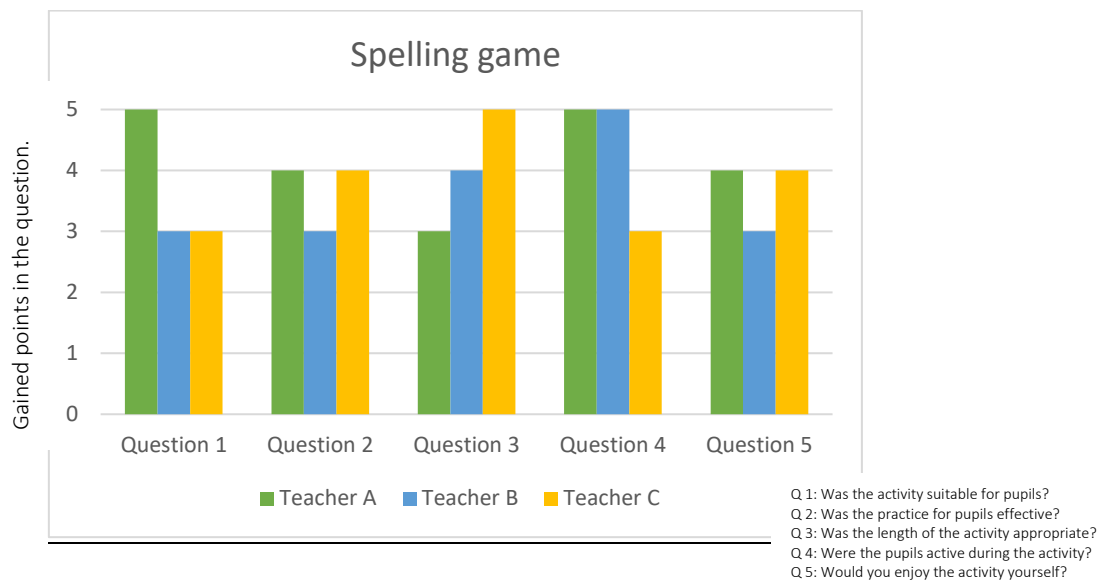
Graph 24 - Teachers' reflection of speaking activity (4ᵗʰ grade)

Teacher A:

This teacher agreed with me that it was much longer and complicated than it should be. The vocabulary was quite difficult. In her point of view, this activity should have been shorter and according to her, the vocabulary should have been easier, and it would be more effective.

Teacher B:

The teacher did not see the sense of this activity, she did not feel they practised the content properly. She did not find the activity to be suitable or effective. She mentioned the length of the activity to be inappropriate, she would make it shorter. However, she was pleasantly surprised by the activity of pupils, who were paying attention.

Teacher C:

For this teacher, the activity was too difficult. She felt pupils were not practising the content effectively and the activity was not convenient because of the difficulty. Due to this reason, she would not enjoy the activity herself. In this group, there was the skilful boy.

Comparison of pupils' and teachers' reflections:

Teacher B appreciated her pupils' activity which corresponds with pupils' point of view; they rated this question the best comparing to the other groups. According to teachers, except for teacher C, they evaluated pupils' activity to be very high. Teacher C talked about the difficulty of activity in the interview, so her evaluation corresponds with it. To focus on the practice of the content, teachers were quite negative. Later, it would probably be better to make this activity shorter or easier. The depth of practice was, according to pupils' reflections, quite high and it was almost the same in all groups.

FIFTH GRADE

Activity: Can you guess?

One pupil thinks of something or someone. (S)he stands in front of the blackboard. Classmates ask him/her various questions to find out what (s)he thinks of. The only possible answer they can get is yes or no. When someone guesses the item/person correctly, he/she replaces the previous pupil and thinks of a new word.

Adaptation to topic animals:

One pupil represents some animal, standing in front of his classmates. They are going to ask questions to find out what (s)he is. The questions should be specifically formed so that the only possible answer is YES/NO (such as - *Do you have four legs? Are you grey? Do you live near water?).* The pupil who guesses the animal correctly replaces the previous one and is going to represent a different animal.

(McKay and Guse, 2007, p. 17)

My reflection:

This activity was rather successful; the pupils were curious about what an animal their classmate was representing. In the first group I tried with pupils who were not sure about the questions they might use. In my opinion, we should have revised possible types of questions before the activity so that pupils could create them easily. According to me, it would be suitable to write down the beginnings of the sentences which pupils are familiar with - so that they could have a visual support. Such as – *Can you…? Have you got…? Are you…?* Therefore, I wrote

the sentences in the other two groups which made the activity more effective. Otherwise, in my opinion, it went well, and the feedback was positive.

Pupils' reflection:
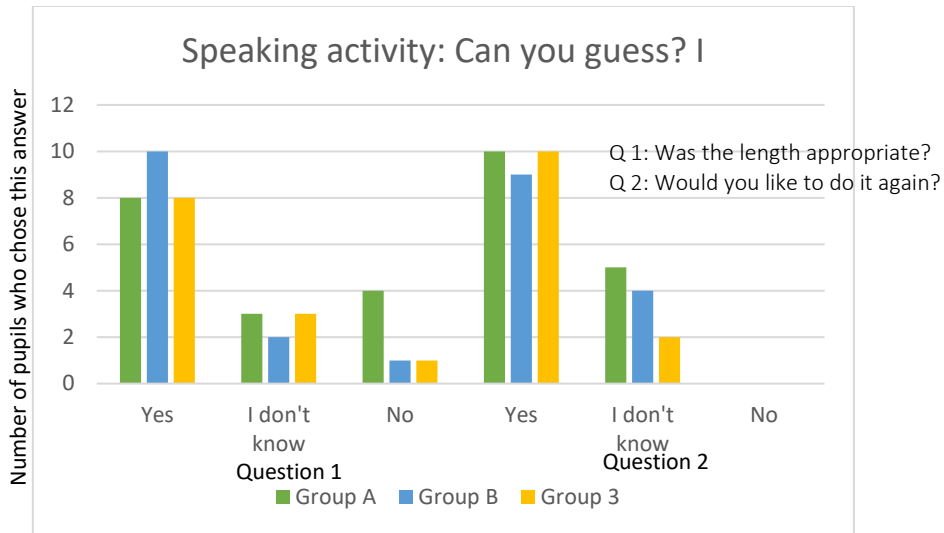
Graph 25 - Pupils' reflection of speaking activity (5th grade)
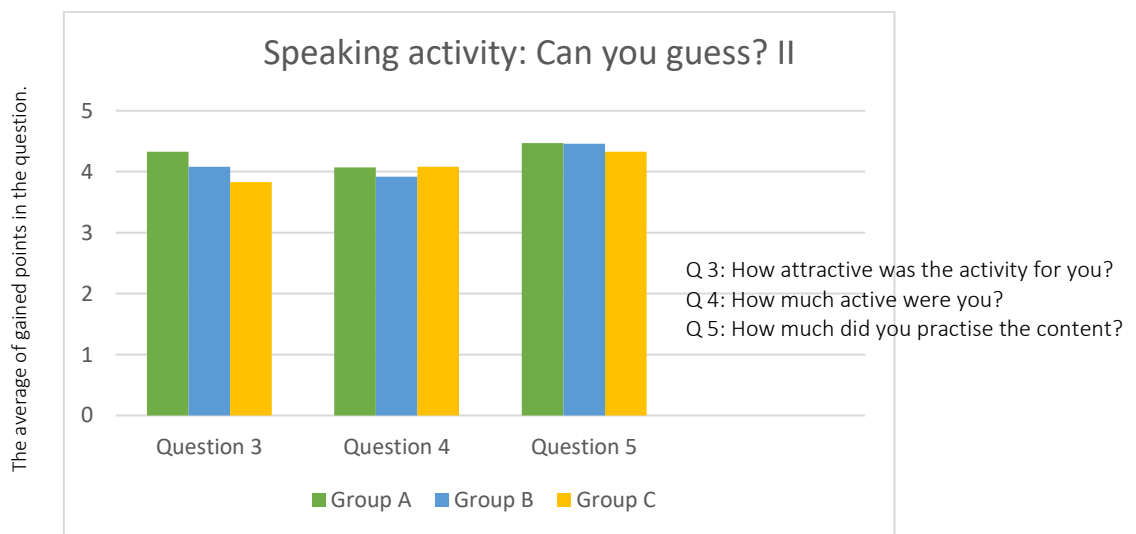
Graph 26 - Pupils' reflection of speaking activity (5th grade)

Pupils found the length to be suitable and they would like to do it again. The attractiveness, activity and practice were rated quite high by all groups. For group C it was not that attractive as they had problems with creating questions. However, they rated themselves active and according to them, they practised the content.

Teachers' reflections:

Graph 27 - Teachers' reflection of speaking activity (5th grade)

Teacher A:

The teacher was not enthusiastic by the activity because she felt all of the pupils were not active. She felt the slower pupils did not have enough time to create the questions and they did not have the opportunity to ask. She recommended me to call on pupils to involve all of them. Like this, this activity could have been more effective for practising the content and speaking.

Teacher B:

This teacher liked the activity. According to her, it was suitable, effective and the pupils were active. She appreciated that the teacher was aware of pupils' activity. I noticed she was smiling during the activity as she was proud of her pupils and their skills.

Teacher C:

This teacher admitted pupils were not that skilled in making questions and word phrases. Due to that, in her words, the activity at that moment was not that convenient. However, she liked the activity, and she was planning to use it further ahead.

Comparison of pupils' and teachers' reflections:

From pupils' point of view on their activity, they agreed on almost the same rating around the score 4. Teachers thought they were active enough as both A and B gave this question 4 points and teacher C even rated this question 5 points. Teacher A talked about pupils not having enough time to make questions. The depth of practice was in pupils' responses very high and almost the same in all groups. To focus on teachers' reflections, teacher

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B evaluated this aspect the best. To sum it up, pupils were active, and they practised the content properly.

3.4.4 WRITING ACTIVITIES

THIRD GRADE

Activity: Label!

This activity combines teamwork and writing skills. According to the teacher's instructions, pupils write down the word on labels and stick it somewhere (where the teacher tells them to). Teams can be grouped by the number of label colours.

Adaptation to the topic food: Pupils get the picture of a full shopping cart (*See Appendix H*). They are divided into four teams – four different coloured labels are needed. Each team gets one set of labels. Their goal is to write down the food items which they can see properly on the label and stick it to the shopping cart. Teacher's aim is to observe pupils and give them advice if needed.

My reflection:

In one group, they did not understand the instructions, so I had to stop the activity and re-explain it. Otherwise, pupils were listening carefully, they were active and attentive, and I think they enjoyed the group work. Almost every group was able to name the objects on their own. If they did not know the vocabulary, they could ask another group. In the end, we checked all the shopping carts to see whether the objects were written correctly.

Pupils' reflection:
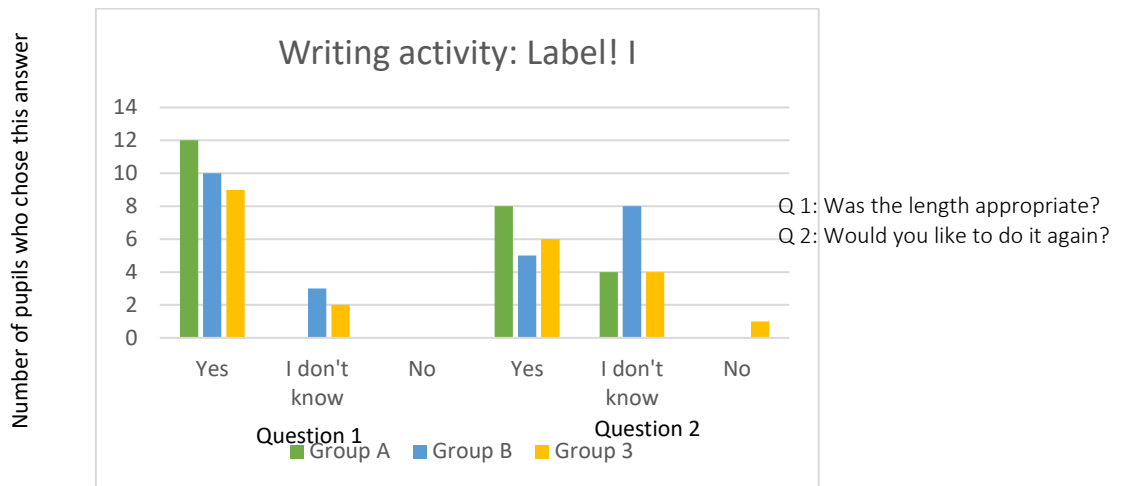
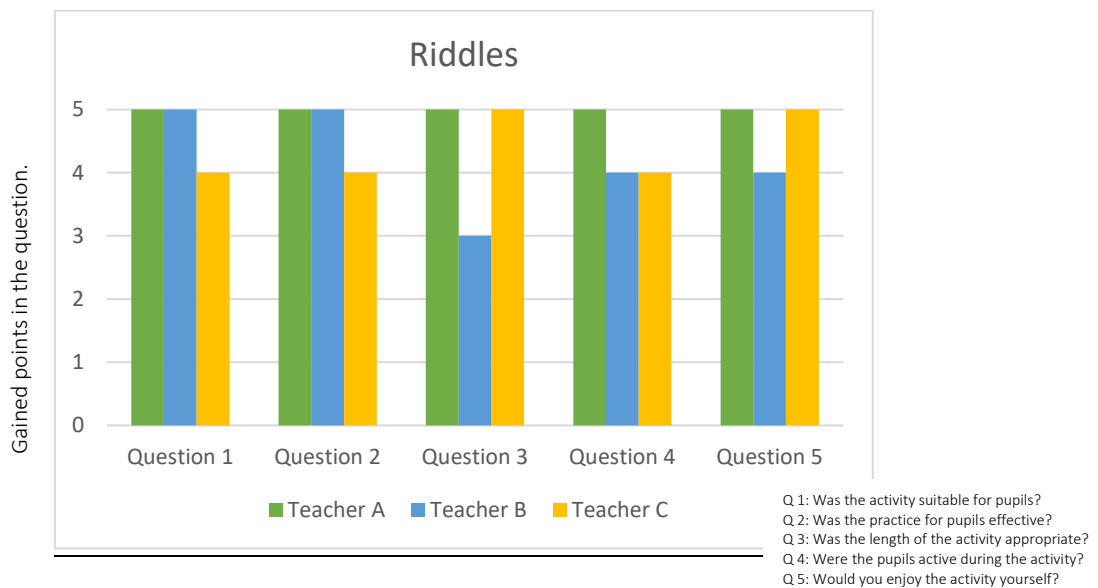

Graph 28 - Pupils' reflection of writing activity (3rd grade)
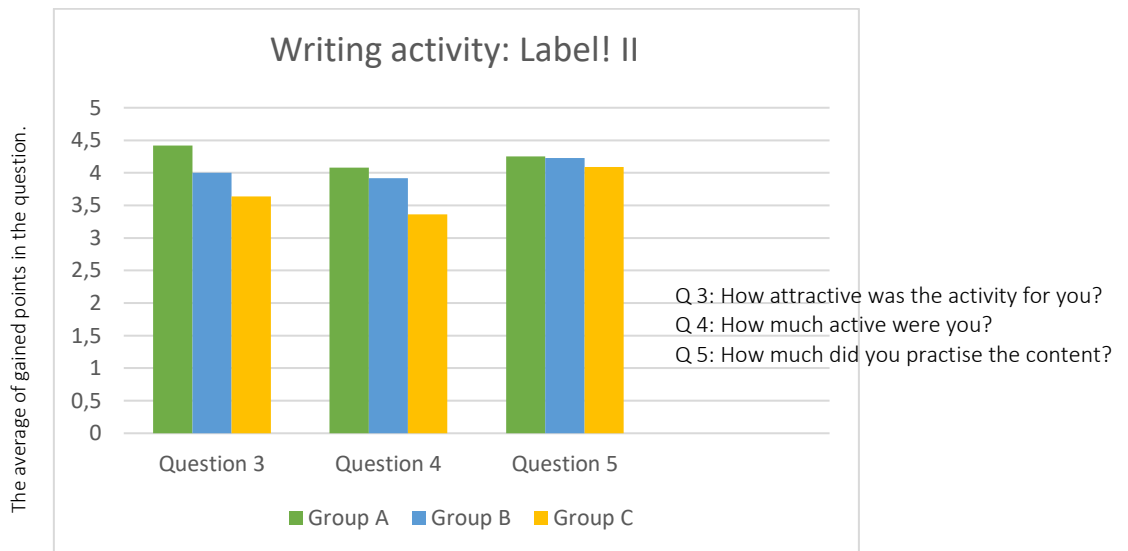
Graph 29 - Pupils' reflection of writing activity (3rd grade)

The length was rated suitable. Pupils did not vote so much positively on the options whether they would like to do it again. Group C did not feel they were that active and they did not like the activity that much. On the other hand, they rated the depth of practice quite high and similarly to the other two groups.

Teachers' reflections:
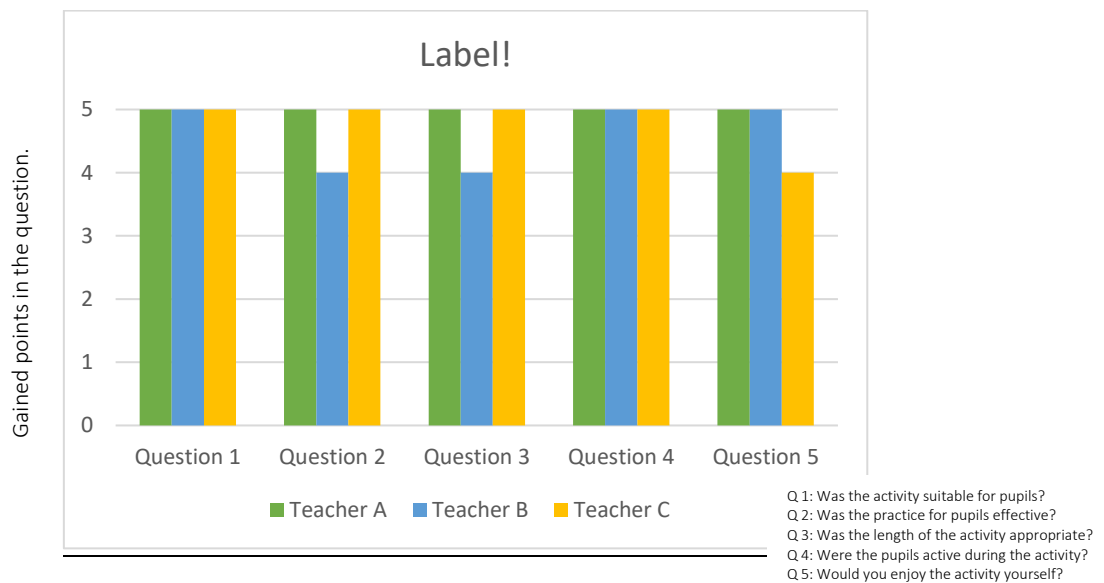
Graph 30 - Teachers' reflection of writing activity (3rd grade)

Teacher A:

She liked this type of activity as pupils had to cooperate. It was, according to her view, convenient and effective activity for practising writing skills and pupils learned some new vocabulary. She mentioned pupils were the most active compared to previous activities.

Teacher B:

She liked the way to connect it with the real life, so this activity was suitable for pupils. She told me it would be great to add another vocabulary - which other items we could buy in a shop. She said she would enjoy this activity herself. During the activity, she was walking around pupils to check mistakes. Thus, in my opinion, there was no sense in this activity as the teacher told them what to write. She especially highlighted the fact she would enjoy it herself and that pupils were very active.

Teacher C:

This teacher appreciated the group work and the way pupils joined the activity. All the pupils were active enough and tried to finish the activity as soon as possible. For her, the activity went so fast she could not see all the group's results. She would not enjoy it herself that much because of the speed.

To focus on the level of activity, pupils in group C did not feel they were that active even though their teacher in the interview was enthusiastic about their level of activity. All teachers evaluated this question the best. To move to effectivity of practising, teacher C rated this the best, but the other two also evaluated this question highly. Pupils reflected the depth of practice very positively and almost the same in all groups. According to both pupils' and teachers' responses, this activity was suitable for practicing the content and writing skill and pupils were active while doing it.

FOURTH GRADE

Activity: Write it down!

The teacher tells pupils a letter and their goal is to write down the name of an animal, a colour, food or drink, clothing, school supplies, and anything which begins with this letter. For example, the teacher says the letter "C". Pupils work in pairs. Firstly, they must remember the letter, and then start writing. The pair work makes this activity easier for them – they can help each other. The items might be *"a cat, a chalk, a cinema"*. The teacher must think of the items (s)he wants the pupil to write and the letters – to make sure that pupils are able to think of some words. The teacher sets time for one round.

My reflection:

In my opinion, the activity is good, and pupils do not have problems with it as they are working in pairs and cooperating with each other. However, pupils were sometimes arguing during the checking, it was noisy as they wanted to present their word. Also, it was difficult to check the correct spelling.
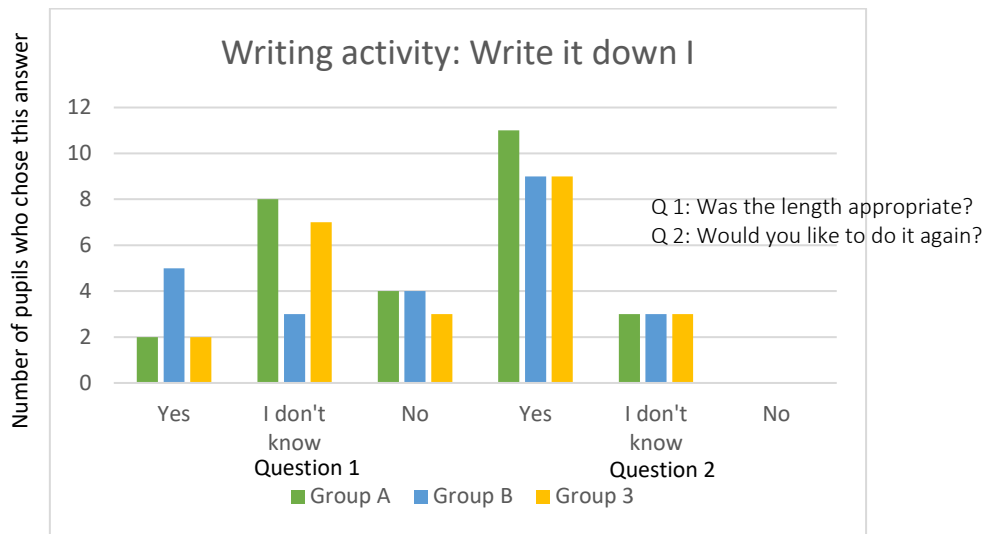
Graph 31 - Pupils' reflection of writing activity (4th grade)
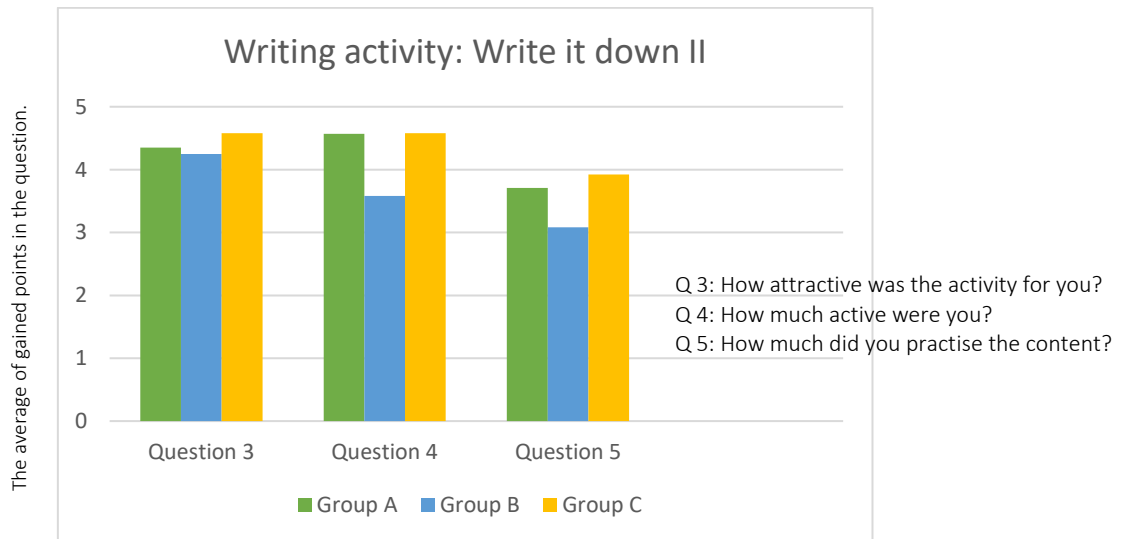
Graph 32 - Pupils' reflection of writing activity (4th grade)

All groups liked the activity and would like to play it again as far as the length of the activity is concerned, they chose the sad emoticon. Judging by to pupils' reactions during the activity, I suppose they would like to play for a longer time. They found the activity attractive. However, group A thought they could have been more active. All three groups agreed on not practising the content so much.
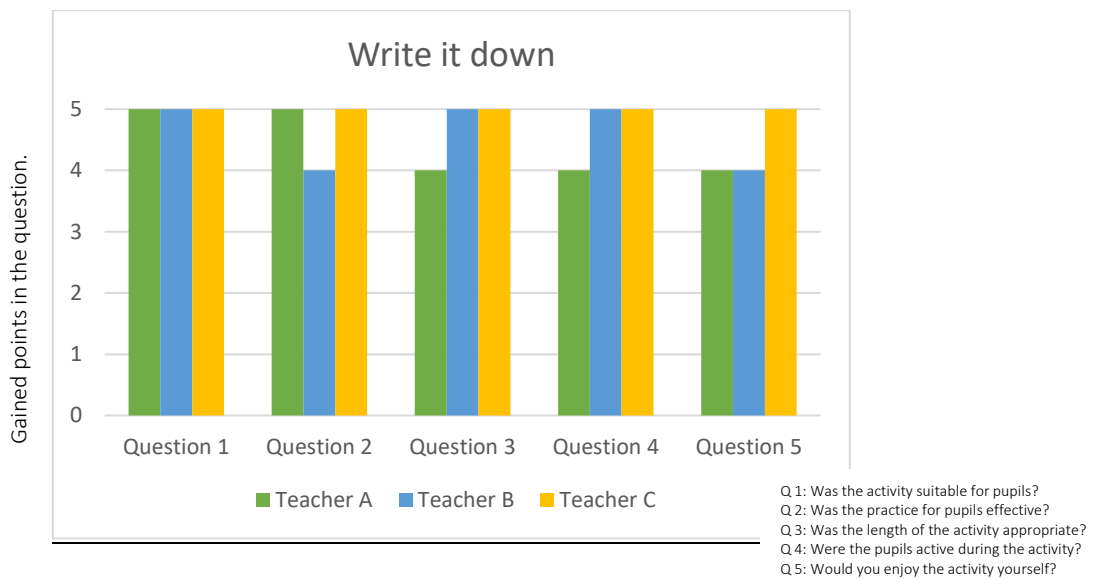
Graph 33 - Teachers' reflection of writing activity (4th grade)

Teacher A:

This teacher knew this activity and used it quite often. Therefore, she finds this activity suitable and effective. For checking, she picked up all the worksheets and corrected them at home as it takes too much time during the lesson. The following lesson, she said who was the most successful. In my opinion, it would be better for pupils to find the mistake on their own. According to her, the activity could have been a little bit shorter as pupils were disruptive when checking the answers.

Teacher B:

The teacher did not like the noise and the pairwork. She thought pupils could work on their own, individually, and not to rely on the other classmate. Otherwise, she found this activity good for both practising vocabulary and writing skills at the same time. Also, she would add more difficult topics (for example - verbs, adjectives, etc.)

Teacher C:

She was afraid of pupils not being able to cope with this activity. Luckily, she was surprised by her pupils' skills. She appreciated the way I helped pairs who were not able to think of a word by giving them a clue (for example - It is an animal which lives in the zoo…). She wanted to use this activity in the future to revise vocabulary.

Comparison of pupils' and teachers' reflections:

According to pupils' responses, in group B they do not feel they were active during this activity. However, their teacher evaluated their effort the best she could, the same as teacher C. In groups A and C pupils were more satisfied with their level of activity. To talk about the depth of practice, the evaluation was rather low, especially in group B. On the other hand, teachers felt it was great for practising the content and writing.

FIFTH GRADE

Activity: Riddles

Pupils work in small groups. Their goal is to think of some sentences, and the clues for other teams. For one riddle, the number of sentences corresponds with the number of pupils in the group. For example, if the group consists of four pupils, they need to think of four sentences. They say the sentences to others who guess what they all talk by.

Adaptation to the topic animals:

Pupils should think of riddles connected with animals. For example:

This animal has four legs. It looks like a horse. It has white and black stripes. The English and Czech words for this animal are the same.

My reflection:

This activity was, from my point of view, very entertaining and enjoyable for pupils. I think they appreciated that they could think of any possible animals. Sometimes I helped to construct the sentences to be understandable. For others, it was great to guess and think of possible animals. There was a slight problem with the speed of pupils who were too active, and they were shouting the names of animals almost immediately after the sentence was read. That is why I decided to give pupils some time to think of possible answers.
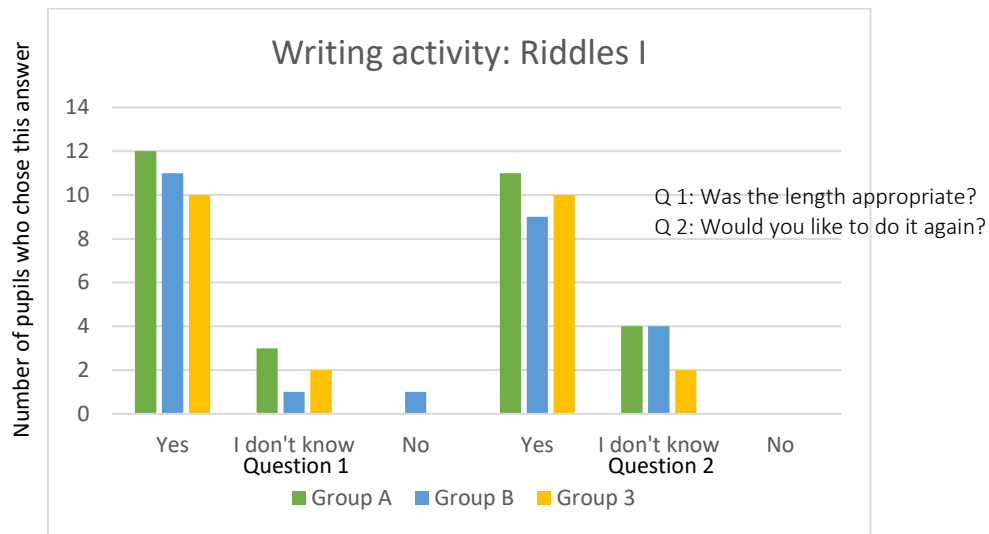
Graph 34 - Pupils' reflection of writing activity (5th grade)
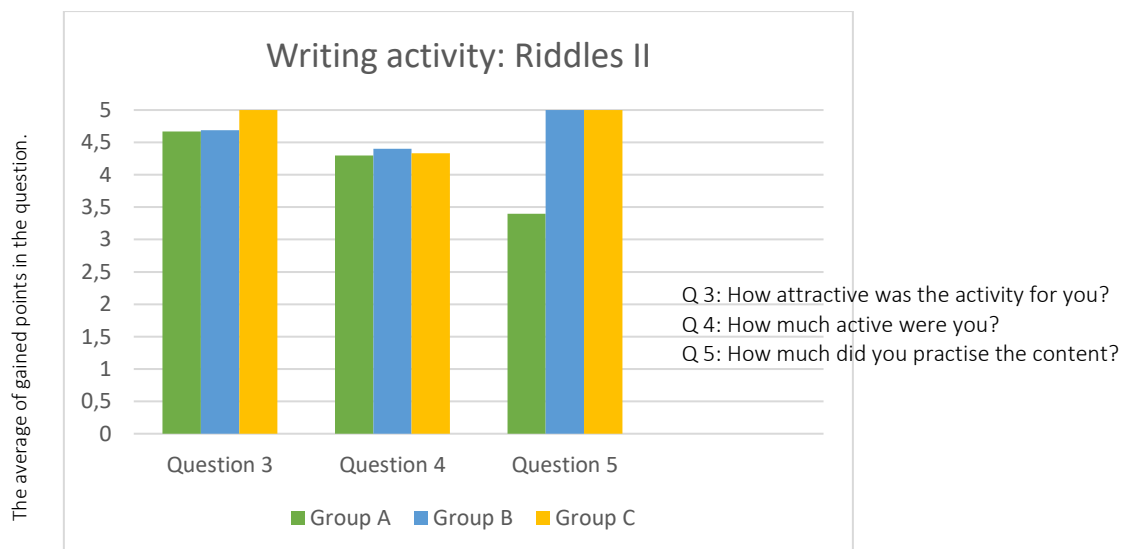
Graph 35 - Pupils' reflection of writing activity (5th grade)

Pupils liked the length of the activity, and they would like to play it again in the future. This writing activity was attractive in all groups. In pupils' point of view, they were active. However, group A felt they did not practise the content so much. On the other hand, group B and C was very satisfied with the depth of practice.

Graph 36 - Teachers' reflection of writing activity (5ᵗʰ grade)

Teacher A:

She did not see any problems with this activity. She liked it very much. In her words, it was suitable, effective, and pupils were active, and they practised not only the vocabulary, but also the grammar. She liked the way all the pupils were involved in the activity. She only recommended me to have sentence starters for pupils who were not that skilled.

Teacher B:

This teacher liked the activity, but she had the idea for pupils to create the riddles at home. Like this, she would not waste time waiting for slow pupils to think of some sentences. However, she found this activity good for practising writing skills and the current topic. The thing she did not like was the length of the activity – in her words, it could have been shorter.

Teacher C:

In her opinion, she thought it would be too complicated for some pupils to create those types of sentences. And it was a problem for some of them indeed. As they were working in groups, they could help each other and finally, all the groups had a riddle. However, sometimes the waiting for pupils to finish was quite long.

<u>Comparison of pupils' and teachers' reflections:</u>

Pupils had similar responses to the question dealing with their level of activity. Teachers B and C talked about the fact some pupils had to wait to others to finish so the pupils' activity could have been better. To focus on the second question about the practice, pupils in group A evaluated it very low. On the other hand, their teacher had a different opinion; from her point of view, it was appropriate – the same with the teacher B. Pupils in group B and C evaluated it very highly.

3.5 SUMMARY OF THE PRACTICAL PART

To talk about the results of the research, most activities were suitable, effective and chosen appropriately. Pupils practised the language skills, which was the main aim. They were active, they cooperated, and all the activities were fulfilled; there was no need to finish an activity before the end required.

The listening activities were overall popular and successful; pupils were listening carefully to the instructions. I noticed if there was a movement (with the activity I spy with my little eye), pupils were way more active and enthusiastic about the activity. On the other hand, the activity was noisier and the listening was more difficult because of it. To talk about the Pass the pen activity, pupils liked the randomness of the choice, for they were picked by accident. Owing to this fact, pupils needed to be attentive.

To focus on reading activities, in my opinion, these activities would need the most improvements. The first activity (Picture reading), according to the teachers, would be more suitable for older pupils because the text was too difficult and it contained the past simple tense (which pupils are not familiar with). On the other hand, my presentation and combining the text with gestures helped pupils to understand and grasp the meaning. In my opinion, the second reading activity, called "Can you read it?", was entertaining for pupils, moreover, the revision and practice of the phonetic transcription symbols would be convenient. The third activity - "True or false" was too long, so next time I would use a shorter version with fewer letters to keep pupils motivated till the end.

The speaking activities are overall more challenging for pupils because they need to talk, create questions and be able to respond orally. The "Find someone who" activity was useful as pupils were changing their conversation partners. Again, it was quite noisy, but it reflects the real life. To focus on the "Spelling game" activity, in my opinion, it would be better to shorten it and play it more times during several lessons. The "Can you guess" activity was successful, but for practising the sentences, it may be useful to work with sentence starters. This way, pupils have the clue which helps them.

I expected the writing activities to be the most difficult for pupils. However, it was obvious pupils were able to manage them much easier and more quickly (compared to the speaking activities). The first one, "Label" activity, was motivating and stimulating. Pupils were enthusiastically writing the labels to be the first group to finish the whole shopping cart. The "Write it down" activity was appropriate; pupils were cooperating with each other.

The only problem was with checking the words - if pupils thought of a proper word according to the category and the particular letter. Talking about the last activity used, the "Riddles", I was pleasantly surprised by the pupils' originality and creativity.

To sum it up, the main problem for the activities was not the content, motivation, type of the activity, pupils' skills, but its length. I found out it is sometimes better to prepare the shorter activity and repeat it more often rather than one long activity for once. Surprisingly, I found out from the responses that it truly depends on the teachers and their way of teaching. In the groups where the teacher uses various kinds of activities and pupils are used to them, it is way easier to involve those activities. On the other hand, I did not have a problem with other groups. However, it may take longer to explain the activity and the groups are noisier as they have the opportunity to enjoy themselves and not be that quiet.

Generally, I am very satisfied with the activities and pupils' feedback. In my opinion, pupils did enjoy the activities which were used, they liked the way the content was presented. I have a feeling they especially appreciated the group working. The opportunity to try all these activities was priceless; it ensured me that even the time demanding preparation is worth it. As far as I am concerned, seeing pupils enjoying themselves is irreplaceable and heart-warming and it gives you so much happiness and the will to continue trying more entertaining activities.

Also, I added other fifteen universal activities *(See Appendix L)* because during my studies and working on this diploma thesis, I came across many interesting activities. However, they were usually focused on a set topic, so that is why I decided to create a compilation of universal activities for teachers who can adapt them for any content if needed. The criteria for choosing activities were their universality (those activities can be adapted for various contents), their suitability for learning skills and that they are convenient for pupils at primary school level.

4 CONCLUSION

I set the aim of the thesis to try different types of enjoyable activities which I adapted to the language skills of young learners to see if they are effective for practising the content of the set topic.

I hope the aim of the thesis was fulfilled as in the theoretical part I gained much information about pupils, their behaviour, characteristics and needs. Thanks to these facts, I learnt that the pupils' motivation is crucial. Also, I realised that teachers should use various aids and use the classroom language regularly.

I found out some ways to develop language skills and the way learners absorb the content. There is particular emphasis on using aids, different types of activities and providing the content as varied as possible. Throughout my studies, I met many pupils in different classes, at a distinguished English level and temperament. I had taught several times before my university studies and had many opportunities to teach English without activities, just using a workbook and an activity book.

Even though the materials are great - colourful and catchy, just supported with audio recordings – songs, rhymes, chants, I had the feeling that something was missing. And during my practice while observing English lessons, I found what it was. The content should be made more attractive through activities, games, movement; it helps to start up pupils and activate them and keep their attention. During these activities pupils enjoy themselves, they help them to concentrate more. Therefore, it is necessary to involve them in lessons as often as possible.

In the practical part, I tried to choose and adapt activities which correspond with the theory. I hypothesised that the activities would be suitable, effective and enjoyable for pupils and appropriate for practising the content. Afterward, I tried to use them from the third to the fifth grade, in three separate groups per grade. I got feedback on the activities thanks to the small questionnaires for both pupils and teachers. The teachers' reflections were combined with short interviews. Besides these things, I involved feelings about activities. All the responses were transformed into graphs combined with the written reflection.

I found out thanks to this research that some of the chosen activities were more enjoyable, according to pupils' feedback than others. Results have shown that it depends on the length, the grouping, instructions, visual aids, and sometimes on the pre-teaching. I noticed while testing the chosen activities that they have a huge impact on pupils' concentration, motivation, mood and enthusiasm about the English subject itself even though the activities do

not need to last long (5 minutes can be enough). This was proved by the teachers' and pupils' feedbacks.

Nevertheless, although I am satisfied with the research, there are some things I would do differently. Firstly, I would use the short verbal answers for the length in the questionnaire (and not only the emoticons). It would be better if pupils had the option to choose between too short, appropriate and too long. However, when they picked the unhappy emoticon in the activity, I was able to recognize if they wanted the activity to be shorter or longer. Secondly, it might be interesting to do an interview with all teachers together.

Also, as mentioned before, I would change the length of some of the activities. I would use pre activities if needed (for instance, revision of sentences in "Can you guess?" activity or practise the phonetic transcription symbols in "Can you read it?" activity) as was recommended by teachers.

Another thing I would do differently relates to the "Picture reading" activity. I would follow the advice of teachers and use the activity with older pupils, or I would make it easier. All the teachers' opinions were valuable, and it definitely expanded my horizons. Comparison of both teachers' and pupils' responses gave me great feedback on particular activities. According to both respondents, activities were overall suitable.

Even though there are surely other possible improvements, as far as I am concerned, the aim of the thesis was fulfilled, and the hypothesis was confirmed; the activities were entertaining, effective and convenient for practising the topics. Both pupils and teachers were satisfied and so was I. The collection contains activities I saw during my studies or which I gained from the bibliography items in a part of appendices *(Appendix L)*. In my opinion, it is vital to have a set of different activities that teachers can use anytime when needed. Each activity contains the name of the skill practised, the organisation, the tools, the time estimated, the description and the instructions. Also, there are tips for possible adaptations in some activities. The activities are listed chronologically.

To my mind, during these years in primary school it is vital to create a positive view on English language, show the pupils they do not have to worry about it. Pupils can be motivated for further learning through using entertaining activities.

Generally, the teaching profession is wonderful and worth it. In my opinion, it can generally be sad that it is sometimes tiring, and exhausting, but the experiences and the positive energy gained from the pupils is irreplaceable. The job is everything but stereotype. Teachers need to

explore what is suitable for their learners according to their needs. It is related to every class they teach. Even though it might be time demanding, it is definitely worth it.

My recommendations for the teaching practice are to firstly motivate pupils and make them feel safe during the lessons. Secondly, do not be afraid of using English as much as possible. Thirdly, provide pupils with various types of activities to make the lesson more enjoyable. Last but not least, I am aware of the fact that learning and teaching a foreign language is sometimes complicated. In my opinion, it is vital to show pupils they do not have to be worried about the English subject itself, especially during the primary school level. Teachers should show pupils that learning a foreign language can be fun and they should motivate them properly. I am sure it may influence them for a very long time. It would be a big pity if pupils disliked it or felt an aversion towards this language because of some kind of demotivation.

While working on this diploma thesis, I realised how wonderful the teaching profession is and I am grateful for all the effort I could put into this work. I gained so much knowledge of pupils, my horizons were broadened. I am going to do everything to make my pupils see the beauty of English and to show them that they do not have to worry about using it.

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Pictures for the practical part were taken from *www.eslflashcards.com/*, *https://pixabay.com/*, *https://www.pexels.com/*

6 LIST OF GRAPHS

7   LIST OF PICTURES

8 LIST OF APPENDICES

APPENDICES

Appendix A - The English version of questionnaire for pupils

GRADE	L – NAME OF THE ACTIVITY	S – NAME OF THE ACTIVITY	R - NAME OF THE ACTIVITY	W - NAME OF THE ACTIVITY
1. Was the length of the activity appropriate?	😊 😐 ☹️	😊 😐 ☹️	😊 😐 ☹️	😊 😐 ☹️
2. Would you like to do this activity again?	😊 😐 ☹️	😊 😐 ☹️	😊 😐 ☹️	😊 😐 ☹️
3. How attractive was the activity for you?	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
4. How much active you were?	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
5. How much did you practice the content?	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Rate questions 3 - 5. Circle the number (1 means the least, 5 the best)

Appendix B - Food flashcards – "I crazy cook put something to soup activity"
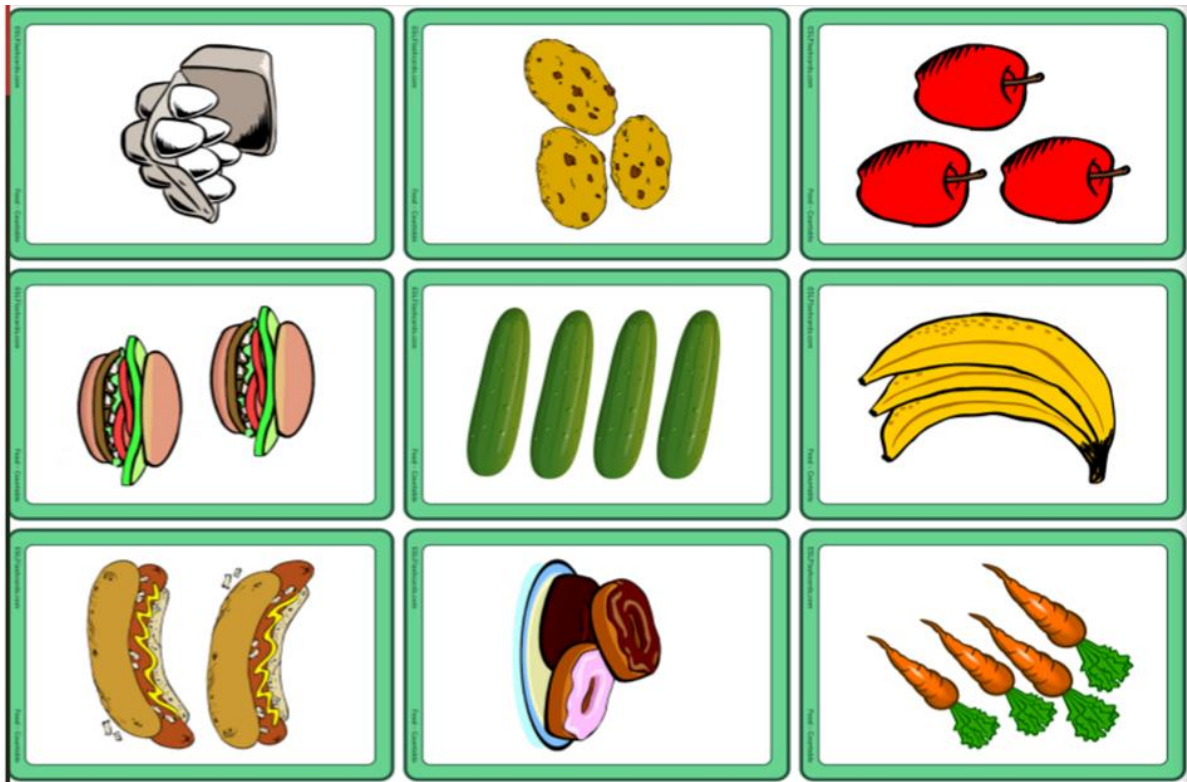
(Pictures are free, taken from www.eslflashcards.com/)

Appendix C - The very hungry caterpillar text – "Picture reading activity"

THE VERY HUNGRY CATERPILLAR

In the light of the moon a little ⬤ lay on a 🍃

One **Sunday** morning the warm sun came up and pop! – out of the ⬤ came a tiny and very hungry 🐛

He started to look for some food.

On **Monday** he ate through and . But he was still hungry.

On **Tuesday** he ate through ; but he was still hungry.

On **Wednesday** he ate trough ; but he was still hungry.

On **Thursday** he ate through but he was still hungry.

On **Friday** he ate through but he was still hungry.

On **Saturday** he ate: one piece of , one slice of ; one slice of ; one a piece of pie, one ; one ; and one slice of

That night he had a stomachache!

The next day was **Sunday** again. the caterpillar ate through one nice green ; and after that he felt much better!

Now he wasn't hungry any more – and he wasn't a little caterpillar any more. He was a big, fat caterpillar.

He was a beautiful

(The original book is written by Eric Carle, but this text I used is available on https://busyteacher.org/12638-the-very-hungry-caterpillar-additional.html, the pictures are free, taken from https://pixabay.com/)

Appendix D - Words and flashcards for "Picture reading activity"
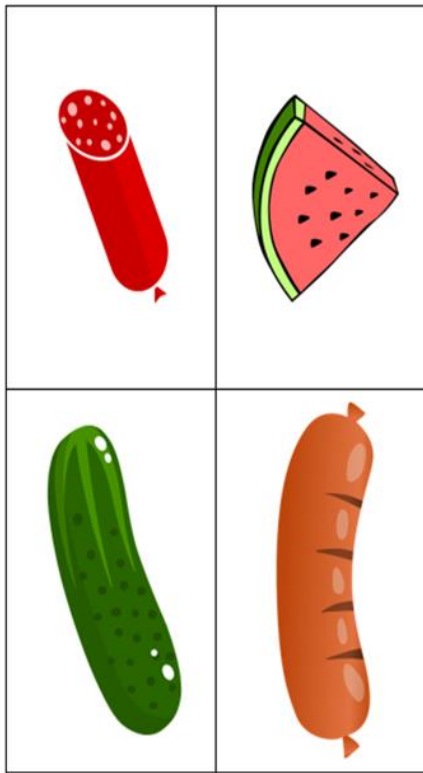
CATERPILLAR	PLUMS	CHEESE	SUN
LEAF	STRAWBERRIES	CHERRY	LOLLIPOP
APPLE	ICE CREAM	WATERMELON	ORANGES
EGG	CHOCOLATE CAKE	SAUSAGE	SALAMI
PEARS	CUPCAKE	PICKLE	BUTTERFLY
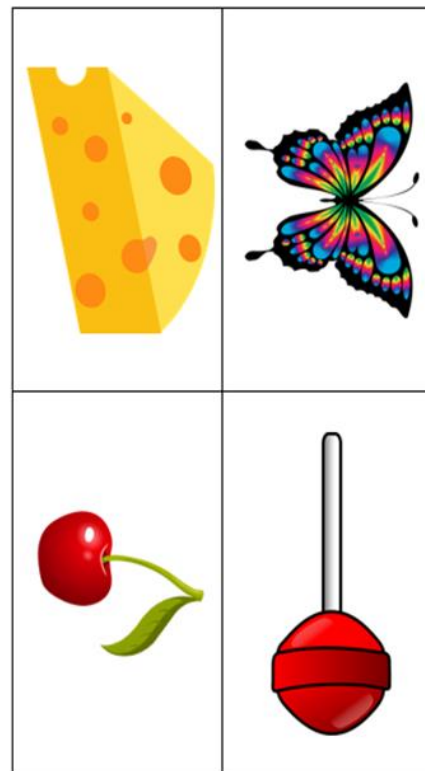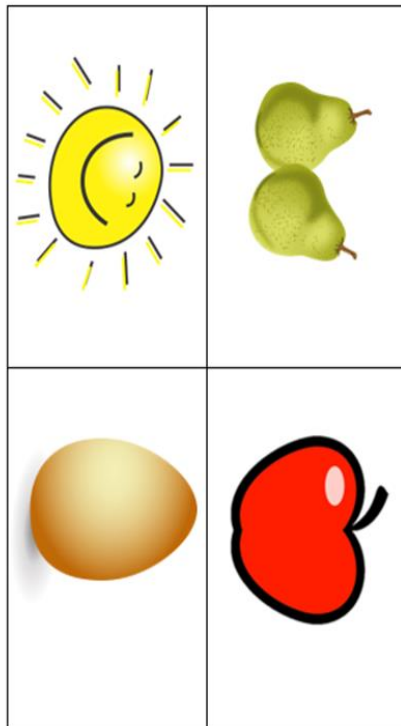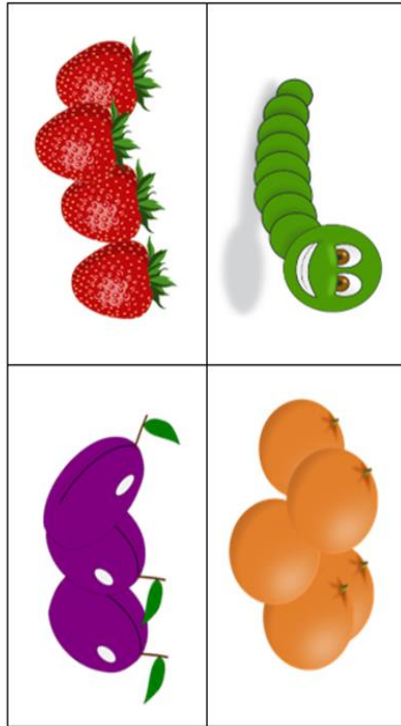
(Pictures are free, taken from https://pixabay.com/)

Appendix E - The phonetic transcription for the "Can you read it?" activity

/skɜːt/	/brɛd/
/pleɪn/	/ˈteɪbl/
/ˈpɛnsl/	/bəˈluːn/
/dʒiːnz/	/ˈtæksi/
/tʃiːz/	/ˈkærət/

Appendix F - Pictures of words for the "Can you read it?" activity
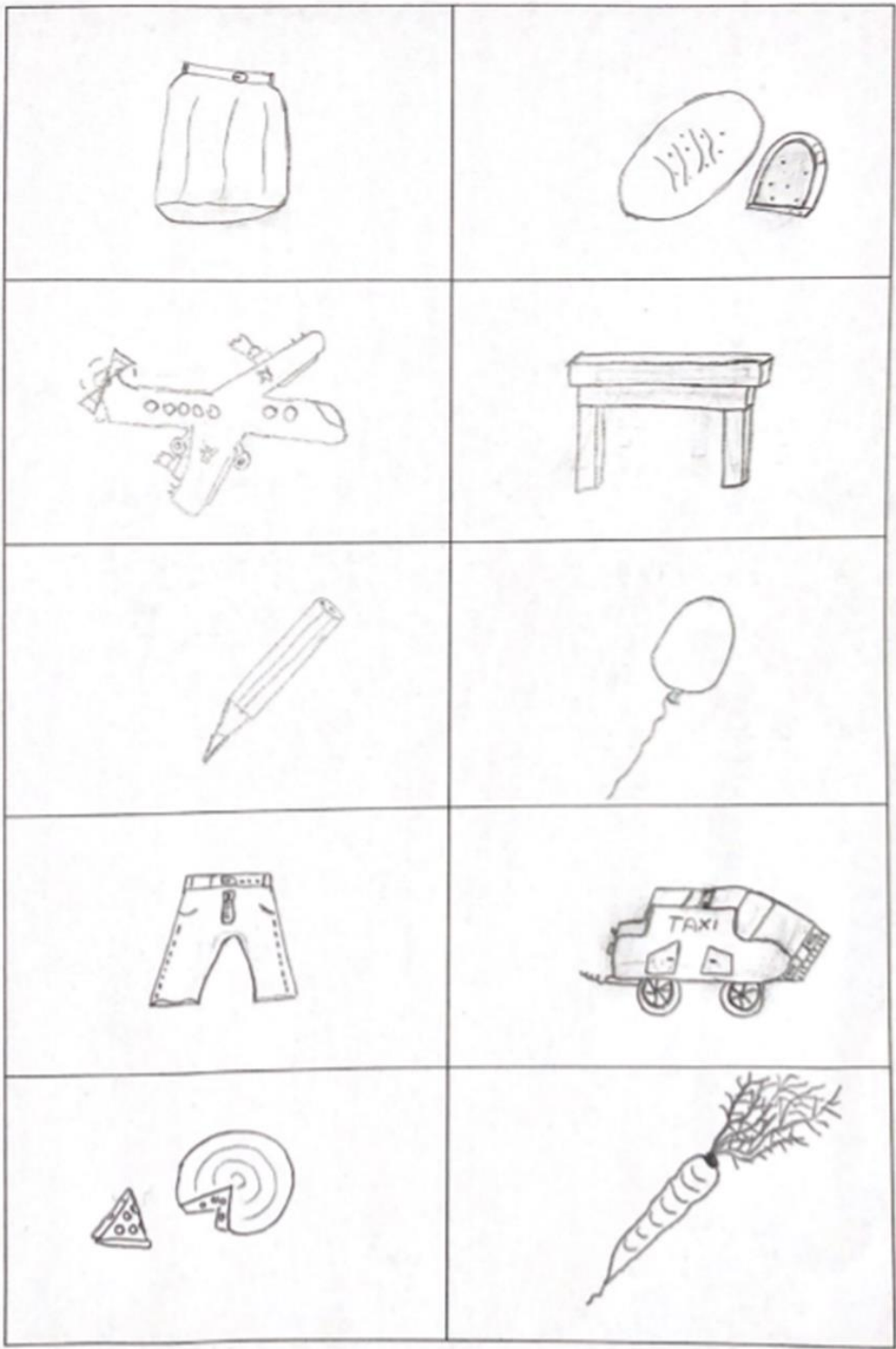
Appendix G - Pictures for "True or false" activity

1

L) THIS ANIMAL LIVES IN AUSTRALIA.

M) IT HAS GOT A VERY LONG NECK.

N) IT LIKES EATING LEAVES FROM TREES.

2

J) THIS ANIMAL HAS GOT VERY BIG EARS.

K) IT DRINKS BY HIS LONG TRUNK.

L) IT DOESN'T LIVE IN AFRICA.

3

R) THIS ANIMAL LOVES EATING BANANAS.

V) IT CAN'T SPEAK ENGLISH.

W) IT HAS GOT VERY LONG TAIL.

4

T) THIS ANIMAL IS DANGEROUS.

V) IT CAN'T RUN VERY FAST.

X) IT LIKES BATHING IN MUD.

5

A) THIS ANIMAL CAN SWIM VERY WELL.

I) IT HASN'T GOT VERY BIG EARS.

E) IT LIKES COLD SNOWY WEATHER.

6

U) THIS ANIMAL LOVES SWIMMING.

O) IT HAS GOT A HARD SHELL.

I) IT CAN FLY VERY WELL.

7

H) THIS ANIMAL DOESN'T LIVE IN WATER.

B) IT HAS GOT VERY SHARP TEETH.

D) IT LIKES EATING MEAT.

8
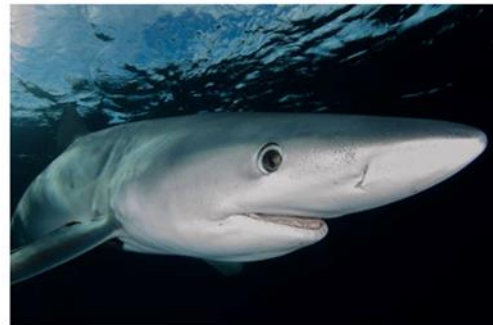
E) THIS ANIMAL LIVES ONLY IN RIVERS.

Y) IT HAS GOT A LOT OF TEETH.

O) IT CAN'T CLIMB TREES.

9

U) THIS ANIMAL IS VERY CLEVER.

A) IT HASN'T GOT LEGS.

E) IT IS A KIND OF FISH.

10

Z) THIS ANIMAL LIVES ONLY FEW DAYS.

S) IT HASN'T GOT COLOURFUL WINGS.

P) IT LIKES FLYING.

11

P) THIS ANIMAL LIVES IN THE JUNGLE.

K) IT CAN FLY VERY WELL.

N) IT LIKES EATING FISH AND CHIPS.

12

G) THIS ANIMAL CAN SWIM.

H) IT MAKES HONEY.

J) IT LIVES IN A HIVE.

X

13

E) THIS ANIMAL LIVES IN FORESTS.

A) IT HAS GOT AN ORANGE FUR.

O) IT IS BIGGER THAN A WOLF.

CLUE:

1) L		8) E
2) L		9) E
3) W		10) S
4) V		11) N
5) E		12) G
6) I		13) O
7) H		

3	9	2	13	4	5	8	11	12	1	6	10	7
W	E	L	O	V	E	E	N	G	L	I	S	H

CHART FOR FILLING LETTERS

3	9	2	13	4	5	8	11	12	1	6	10	7

3	9	2	13	4	5	8	11	12	1	6	10	7

3	9	2	13	4	5	8	11	12	1	6	10	7

3	9	2	13	4	5	8	11	12	1	6	10	7

(Pictures are free, taken from https://www.pexels.com/)

XI

Appendix H - The shopping cart – "Label!" activity

(Pictures are free, taken from https://pixabay.com)

Appendix I - The table for the "Write it down" activity

WRITE IT DOWN!	LETTER	ANIMAL	CLOTHES	COLOUR	FOOD/DRINK	SCHOOL	POINTS

Appendix J – Examples of pupils' questionnaires

3rd grade Group A	L – I crazy cook put something to soup	S – Find someone who	W – Label!	R – Picture reading
1. Připadala Ti tato aktivita přiměřeně dlouhá?	😊 😐 ☹️	😊 😐 ☹️	😊 😐 ☹️	😊 😐 ☹️
2. Chtěl/a by sis tuto aktivitu zopakovat?	😊 😐 ☹️	😊 😐 ☹️	😊 😐 ☹️	😊 😐 ☹️
3. Jak moc Tě aktivita bavila?	1 2 3 4 (5)	1 2 3 (4) 5	1 2 3 4 (5)	1 2 3 4 (5)
4. Jak moc jsi byl/a aktivní?	1 2 3 4 (5)	1 2 3 4 (5)	1 2 3 (4) 5	1 2 (3) 4 5
5. Jak moc sis upevnil/a danou látku?	1 2 3 4 (5)	1 2 3 4 (5)	1 2 3 4 (5)	1 2 (3) 4 5

Ohodnoť otázky 3 – 5 bodově. Zakroužkuj jednotlivé body (1 bod – nejméně, 5 bodů nejvíce)

4th grade Group B	L – I spy with my little eye	S – Spelling game	R – Can you read it?	W – Write it down
1. Připadala Ti tato aktivita přiměřeně dlouhá?	😊 😐 (☹️)	😊 😐 (☹️)	😊 😐 (☹️)	(😊) 😐 ☹️
2. Chtěl/a by sis tuto aktivitu zopakovat?	(😊) 😐 ☹️	😊 (😐) ☹️	(😊) 😐 ☹️	(😊) 😐 ☹️
3. Jak moc Tě aktivita bavila?	1 2 3 (4) 5	1 2 3 (4) 5	1 2 3 (4) 5	1 2 3 (4) 5
4. Jak moc jsi byl/a aktivní?	1 2 3 4 (5)	1 2 3 4 (5)	1 2 3 (4) 5	1 2 (3) 4 5
5. Jak moc sis upevnil/a danou látku?	1 2 3 4 (5)	1 2 3 4 (5)	1 2 (3) 4 5	1 2 (3) 4 5

Ohodnoť otázky 3 – 5 bodově. Zakroužkuj jednotlivé body (1 bod – nejméně, 5 bodů nejvíce)

Appendix K – Examples of teachers' questionnaires

4th grade Group C	L – I spy with my little eye	S – Spelling game	R – Can you read it?	W – Write it down
1. Was the activity suitable for pupils?	1 2 3 4 (5)	1 2 (3) 4 5	1 2 3 (4) 5	1 2 3 4 (5)
2. Was the practice for pupils effective?	1 2 3 4 (5)	1 2 3 (4) 5	1 2 3 (4) 5	1 2 3 4 (5)
3. Was the length of the activity appropriate?	1 2 (3) 4 5	1 2 3 4 (5)	1 2 3 4 (5)	1 2 3 4 (5)
4. Were the pupils active during the activity?	1 2 3 (4) 5	1 2 (3) 4 5	1 2 3 4 (5)	1 2 3 4 (5)
5. Would you enjoy the activity yourself?	1 2 3 4 (5)	1 2 3 (4) 5	1 2 3 (4) 5	1 2 3 4 (5)

Rate questions. Circle the number (1 means the least, 5 the most)

5th grade Group B	L – Pass the pen	S – Can you guess?	R – True or false	W - Riddles
1. Was the activity suitable for pupils?	1 2 3 (4) 5	1 2 3 4 (5)	1 2 3 (4) 5	1 2 3 4 (5)
2. Was the practice for pupils effective?	1 2 3 (4) 5	1 2 3 4 (5)	1 2 3 (4) 5	1 2 3 4 (5)
3. Was the length of the activity appropriate?	1 2 3 4 (5)	1 2 3 4 (5)	1 2 (3) 4 5	1 2 (3) 4 5
4. Were the pupils active during the activity?	1 2 3 4 (5)	1 2 3 (4) 5	1 2 3 (4) 5	1 2 3 (4) 5
5. Would you enjoy the activity yourself?	1 2 3 (4) 5	1 2 3 4 (5)	1 2 (3) 4 5	1 2 3 (4) 5

Rate questions. Circle the number (1 means the least, 5 the most)

Appendix L – The collection of activities

There are 15 universal activities which can be adapted to any content if needed. In my opinion, teachers sometimes need some inspiration to provide the current content with some entertaining activity. I created this compilation combining activities I had known since my studies at primary school and the ones recommended by literature.

- **CUBES**

Skills practised: Speaking
Organisation: Teams
Tools: Cubes (one per each team)
Time: 5 minutes

Description: Pupils are divided into several groups, depending on the number of cubes the teacher has (each group has one). On the cubes, there are several questions the teacher wants to practise and a space for pupils' own completion *(See Appendix J)*. One pupil throws the cube, reads the sentence (or the task), and asks another pupil who answers. Next round, this pupil throws the cube and asks another one. The activity ends when all pupils have asked someone else and also if all of them answered a question.

An adaptation: Pupils are throwing the cube in a time limit set by the teacher.
Instructions: "I've got four cubes for you. Now, get split into 4 groups. One of you is going to throw the cube like this. (S)he reads the sentence and asks another pupil in a group who answers back. Next round, the one who has answered before, throws the cube and reads the sentence and so on. Is it clear? Ready, steady, go!"
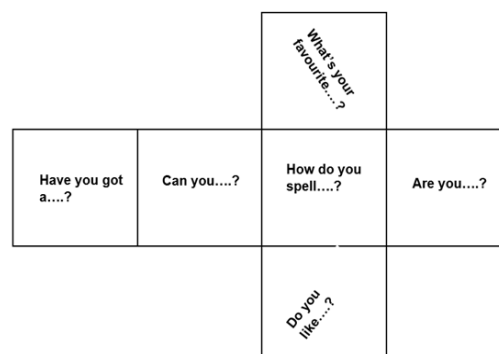
- **DICTATION**

Skills practised: Writing, speaking, listening

Organisation: Whole class

Tools: Cards with the written vocabulary

Time: 10 minutes

Description: One pupil stands in front of the blackboard, being a teacher for a while. (S)he is reading the words carefully, while others are writing them down. Another pupil can write the words on the blackboard so that his/her classmates can check spelling afterwards. Both pupils in front of the blackboard are replaced by other pupils after a few words are practised.

Instructions: "I am going to pick one of you to be a teacher! Come to the blackboard. Here I have some cards for you. Your goal is to read it aloud, and all of you (to other pupils), write it down. Also, another one, come to the blackboard to write it there so that everyone can check it. Are you ready? (...)"

- **DON'T YOU REMEMBER?**

Skills practised: Writing

Organisation: Whole class

Tools: Flashcards with various objects, sheets of notepaper and a pencil for each pupil

Time: 5-10 minutes

Description: The teacher shows pupils a picture (containing many objects) for a few seconds. Their goal is to remember as many objects as possible and write them down on the sheet correctly. The goal is to practise spelling and revising the vocabulary.

An adaptation: Pupils can revise the names of the objects orally to practise speaking skills.

Instructions: "I've got some special flashcards for you! There are many wonderful objects on them… Everyone, take a sheet of paper and a pencil. I am going to show you a flashcard, and you are going to watch it for a few seconds, trying to remember all the objects on it. After a while, I am going to hide the picture and your goal is to write down as many objects as possible. Any questions (…)?"

(McCallum, 1980, p. 105)

- **DRAWING COMPETITION**

Skills practised: Speaking

Organisation: 2 teams

Tools: No tools needed

Time: 10 minutes

Description: Pupils are divided into two teams. One of each teams goes to the blackboard. Both get the same word they should draw. They start drawing and the others are guessing. They should ask questions which can be answered yes/no. When the word is correctly guessed, other 2 pupils go to the board and get a new word.

Instructions: "Make 2 teams now. Great. One of each team, come here to the blackboard. I am going to whisper a word to you. Your goal is to draw it and other classmates are going to guess what it is. If they guess correctly, other 2 pupils go to the board and get a new word."

- **DRAWING ON THE BACK**

Skills practised: Speaking

Organisation: Pair work

Tools: No tools needed

Time: 5 to 10 minutes

Description: Pupils are working in pairs, sitting in 2 lines. Pupils from the first line, turn round to their partners. The partners get the word from a teacher. They should try to draw the word on their partners' backs with their fingers. Their goal is to guess what the word is. In case someone needs more time to guess the word, pupils should not shout the word out when they are finished (they should just ask their partner quietly, and he/she confirms his/her idea or not). Next round, the pupils who were guessing are going to draw the word on their partner's back.

Instructions: "Let's make pairs and sit in two lines like this. Perfect. Pupils in this line, turn round. Pupils from the second line, listen to me carefully. I am going to give you a word and your goal is to draw it on your partner's back. (S)he is going to guess the word. But mind; do not shout out the word until I give you the instructions to do so. Is it clear? Do you have any questions? (...)"

- **FACT OR FICTION?**

Skills practised: Listening, speaking

The aim: Practising the vocabulary

Organisation: Whole class

Tools: No tools needed

Time: 5 minutes

Description: The teacher says sentences, either true or not (for example - *The elephant can fly*). Pupils' goal is to decide whether it is a fact or fiction.

Instructions: "Right now, we are going to play a game with sentences. I am going to tell you a sentence, and you have 5 seconds to decide whether it is a fact (if the sentence is true), or if it is a lie (a fiction). Any questions? (...)"

(Eibenová et al., 2013, p. 37)

- **JUMPING REVISION**

Skills practised: Speaking

Organisation: 2 teams

Tools: Flashcards (twice, one pack for each team)

Time: 5 minutes

Description: The class is divided into 2 teams. In front of each team there are flashcards in a row. Pupils jump close to their pack of cards, saying the name of the items shown aloud. When the pupil finishes correctly, (s)he goes back to the team and another one starts jumping.

Instructions: "Make up two teams now. Perfect. Each team, make a line. Now, I am going to put these cards in front of you. You are going to jump like this. When you are close to the picture, your goal is to shout it out and jump to another one. When you are finished, go back to your team and another one starts jumping."

- **PASSING THE BOX**

Skills practised: Speaking, reading

Organisation: Whole class sitting in a circle

Tools: A list of words (pictures) to translate/name hidden in a box, a song

Time: 5 minutes

Description: Pupils sit in a circle, listen to some music while passing a small box with papers. When the music stops playing, they must stop passing the box; the one who is holdings it opens it and reads the word aloud. His/her goal is to translate it.

An adaptation: Another version could be with English words to be translated into Czech. Then there is another possibility, after the game is over (with one version of words – English or Czech), to match them correctly; the teacher gives pupils another pack of cards so that they can put both cards (Czech and English) together. Pupils can be also divided into teams, sitting anywhere in a circle (not exactly next to each other). When a pupil translates the word correctly, (s)he gets a point for his team. Pupils should be (depending on the number of pupils present), for example, divided into groups of three. When one of them opens the box, (s)he reads the task for the second one, who answers, and the third one controls if it is correct, or not. Like this, many more pupils are involved.

Instructions: "We are going to play a game now. Make a circle. Great. I've got a special box for you today and we are going to combine it with music. You are going to pass it to the person next to you. When the music stops, you stop passing the box, and the one holding it opens the box and reads the text aloud and must translate it correctly. Do you understand (...)?"

- **PASS THE SECRET**

Skills practised: Speaking

Organisation: Whole class

Tools: No tools needed

Time: 5 to 10 minutes

Description: This well-known game is based on sharing a word or a message by whispering. Pupils are sitting in a circle or standing in a line. The first pupil (or a teacher) says to the second one some sentence or a word. The second pupil says it to the third… Like this, the activity continues until the last pupil gets the message. His/her goal is to say it aloud. The first one tells if it was the correct message or not. The activity can be repeated again.

An adaptation: The first one can ask some questions and the last one answers. Another possibility is that the last one draws a picture of the word (s)he reached.

Instructions: "Come here, make a circle. We are going to play a game called Chinese whispers. Let's see if you can retell the right message! I am going to start with a phrase and whisper it quietly into someone's ear. His/her goal is to whisper it to another pupil. The activity ends when the last pupil sitting in a circle gets the message and says it aloud. Do you understand? Let's start!"

(Hanšpachová and Řandová, 2005, p. 101)

- **SENTENCE MAKING**

Skills practised: Speaking, listening, writing

The aim: Practising the vocabulary and grammar

Organisation: Whole class

Tools: No tools needed

Time: 5 minutes

Description: Pupils say a few words in a row (3 or 4). The words can be written down on the blackboard. Pupils' goal is to think together and create some sentences which include those words.

Instructions: "Now, we are going to play a sentence making game. Can you tell me any words you can imagine? Good. I am going to write them down. Our goal is to think of a sentence which includes those words. For example, we can have words: supermarket, animal, pencil. One example could be "*One animal went to the supermarket and used a pencil for writing…*"

(Eibenová et al., 2013, p. 78)

- **SHOWING THE FLASHCARDS**

Skills practised: Listening

Organisation: 2 teams

Tools: Flashcards with any content

Time: 5-10 minutes

Description: The class is divided into 2 teams. In front of each team there are flashcards. The teacher says the name of the item, and the first pupil standing in a line picks up the proper card. Both pupils go to the end of their line. The one who finishes first, gets a point. The team which has more points wins.

Instructions: "Make two lines like this. Great. There are some flashcards lying on the floor as you can see. I am going to tell you the name of the item you can find there. You are going to find the flashcards with the object as soon as possible and show it to me like this. The one who is quicker and finds the flashcard correctly, gets a point. Any questions? (...)"

- **SUITCASE**

Skills practised: Writing

Organisation: 2 teams

Tools: No tools needed

Time: 10 minutes

Description: Pupils are divided in 2 teams. One team gets a word from a teacher (written on a piece of paper). Their goal is to present the word by pantomime in 30 seconds. If the other team guesses the word correctly, they get one point. Another point they can get if they can write it down correctly. Next round, this team presents another word. The team which has more points at the end, wins.

Instructions: "I've got a pantomime game for you! Get divided into 2 teams. Excellent. Team A, come here. I am going to show you a word and your goal is to present it without words to another team. If they can guess the word in 30 seconds correctly, they get a point. Another point can be given if they can write the word down. Both the teams alternate in each round. The one who has more points in the end, wins. Is it clear? (...)"

(Hanšpachová and Řandová, 2005, p. 31)

- **TRANSLATE IT!**

Skills practised: Writing

Organisation: 2 teams

Tools: A list of words written on a board for each team

Time: 5 minutes

Description: The class is divided into two teams. Each team is standing in a line in front of a black board which is divided into two parts – with two identical lists of Czech words. Those words are related to any vocabulary, and the aim is to translate them correctly.

An adaptation: Another possibility is that each team has its own space for writing on the blackboard (there are no words prepared). The aim of this would be to write down as many words as possible – connected with any topic.

Instructions: "Let's make two teams. Great. Behind me, on the blackboard, there are two lists of Czech words. Your goal is to, one by one from both teams, to go to the blackboard, write the English name correctly. The team which translates more words correctly, wins. Is it clear? Ready, steady, go!"

(Adapted from Lander, 2018)

- **WILD SENTENCES**

Skills practised: Writing, speaking

Organisation: 2 teams

Tools: Flashcards, a sheet of paper for each team

Time: 10 minutes

Description:

Pupils are divided into 2 teams. The teacher shows them a flashcard. Both teams make a sentence which includes the word, but their goal is to write down a crazy, wild sentence (such as *The tiger is eating a chocolate*). Afterwards, the sentences are compared. If the sentence is grammatically correct, the team gets a point. Also, they can get points for their originality.

Instructions: "Make two teams now! Great. Now, you are going to be writers for a while. I am going to show you a picture, and your goal is to write down a crazy, unexpected sentence connected with the object shown. You should work in a team, giving advice to each other. The team who has it correct, gets a point. The one who has a crazier sentence gets another. Is it clear? Let's start with (…)"

(Lewis and Bedson, 1999, p. 113)

- **WORD FOOTBALL**

Skills practised: Speaking

Organisation: Whole class sitting in a circle

Tools: No tools needed

Time: 5 to 10 minutes

Description: Pupils are sitting in a circle. The first one thinks of a word. The second one, who is in turn, has to say another word, which starts on the last letter of the previous word and so on. (For example – *car – train – number...*)

Instructions: "Let's play a word soccer! You already know a lot of words...and now you can use any you want! Let's start with the word *car*! And because the word car ends with the letter *R*, so think of a word beginning with the letter *R* now! Any questions? Are you ready? (...)"

<div align="right">*(Hladík, 2013, p. 19)*</div>