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**Games Aimed at Teaching Vocabulary  
to Lower – Secondary Learners**

**DIPLOMOVÁ PRÁCE**

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## Contents:

Introduction .....	1
1 THEORETICAL PART .....	2
1.1 CHARACTERISTICS OF LOWER-SECONDARY LEARNERS.....	2
1.1.1 Puberty.....	2
1.1.1.1 Physical and kinetic evolution.....	3
1.1.1.2 Cognitive processes evolution.....	3
1.1.1.3 Personality evolution .....	3
1.1.1.4 Social relationships .....	3
1.2 GAMES .....	4
1.2.1 What are games? .....	4
1.2.1.1 Aims of the games .....	5
1.2.1.2 Who are games for?.....	6
1.2.2 The significance of games in foreign language teaching .....	8
1.2.2.1 Why do not English teachers use more games at schools?.....	8
1.2.2.2 Why should we play games?.....	9
1.2.2.3 How to play games?.....	10
1.2.3 Vocabulary teaching through communicative activities - games .....	12
1.2.4 Organization of games in foreign language teaching .....	14
1.2.4.1 When to use games? .....	14
1.2.4.2 Organization of the class.....	17
1.3 TYPES OF GAMES.....	19
1.3.1 Classification of games.....	19
1.3.1.1 Code-control games .....	20
1.3.1.2 Communicative games.....	20
1.3.1.3 Vocabulary games division .....	22
1.3.1.4 Lee's classification of games .....	22
1.4 TEACHING VOCABULARY.....	26
1.4.1 How to teach to be successful? .....	26
1.4.2 What is vocabulary? .....	26
1.4.3 Aspects concerning vocabulary.....	26
1.4.3.1 Spelling and pronunciation .....	26
1.4.3.2 Grammar .....	27
1.4.3.3 Meaning .....	27
1.4.3.4 Word formation .....	28
1.4.3.5 Active and passive vocabulary .....	28
1.4.3.6 Interaction with words .....	28
1.4.4 What vocabulary is good to select?.....	28
1.4.4.1 Learnability .....	29
1.4.5 How is vocabulary learned?.....	31
1.4.6 Remembering vocabulary.....	32
2 PRACTICAL PART .....	33
2.1 DATA PRESENTATION .....	34
2.2 EVALUATION OF THE TEXTBOOK.....	41
2.3 COLLECTION OF VOCABULARY GAMES AND ACTIVITIES .....	48
Conclusion .....	60
BIBLIOGRAPHY: .....	61
APPENDICES.....	
ANOTACE.....	

## **Abstract**

This thesis tries to describe important information concerning games aimed at teaching vocabulary. It provides the reader with characteristics of lower-secondary learners, offers some theories of games and focuses on the matter of teaching vocabulary. The work concentrates on various ways how vocabulary can be taught and also practised through games.

It deals with types of games, the classification of vocabulary games mainly and also the other authors' ordering of games.

The practical part offers the questionnaire used in the research which was done at different lower-secondary schools. On the basis of the research, various graphs which show the teachers' responses were produced. It also gives the list of lower-secondary schools where the research was carried out.

Another matter the practical part deals with is the evaluation of the textbook which tries to describe the individual approaches to evaluation of the coursebook, the aims of Project 2, the way the book is organized, how the content and new vocabulary items are sequenced, to what extent the skills are balanced etc. As the book does not offer any vocabulary games and activities, a collection of such games and activities is offered. Some of the games and activities proved to be very useful.

Appendices include some worksheets that are necessary for playing particular games listed in the practical part.

## **Introduction**

The reason I have chosen the topic Games aimed at teaching vocabulary to lower-secondary learners is that in my opinion there is not a sufficient amount of games played at schools. Therefore teachers should use games in teaching a foreign language more frequently. Games offer the learners not only fun but also an ability to learn a particular language skill or a language component. This diploma thesis focuses mainly on games aimed at teaching vocabulary.

The first section of my diploma thesis, the theoretical part, tries to express the characteristics of lower-secondary learners and highlights the fact the games should be varied during these students' development and moreover emphasizes that such learners should be treated with understanding.

The following issue is the topic of Games. Its point is the reason why more games are not played at schools, the sufficient need of varied games, when it is good to play games or how the class should be organized. Classification of vocabulary games is also given there, which is very important.

Teaching vocabulary is described in more detail in the next section.

I investigated the problem how to teach successfully, what vocabulary is good to select, how to present new vocabulary etc.

The second part, the practical part, shows the research which was done at various lower-secondary schools. The respondents were English teachers. A data presentation displayed in graphs clearly demonstrates the teachers' responses.

The evaluation of a text book is the following matter dealt with. The main idea is to aim at vocabulary games or activities presented in the Student's book PROJECT 2 by Tom Hutchinson. As this book does not provide teachers with a sufficient amount of such games, this diploma thesis offers and suggests a number of games and activities that can help them to teach, remember and revise vocabulary.

I hope this thesis will encourage teachers to use games in foreign language lessons to make them more motivating and effective.

# **1 Theoretical part**

## **1.1 Characteristics of lower-secondary learners**

The following part deals with an issue concerning Characteristics of lower-secondary learners. As this period of time regarding students' evolution is rather difficult mainly as far as their concentration is concerned, it is recommended to use variety of vocabulary games (see Chapter 2, 1.2.2.3 How to play games). This fact prevents them from an unpleasant situation of playing one game all the time.

The importance of games plays a crucial role here as it highly motivates the students. Also the data presentation in the practical part of this thesis clearly shows the significance of vocabulary games including the lower – secondary learners' development.

### **1.1.1 Puberty**

The article: Characteristics of developmental stages (online, 2) and PhDr. Michaela Paterková (online, 3) were the basis for the presentation of the following issue. Puberty is a time of human evolution in which a process of physical changes occurs. It is a period of people's development where the evolution of children's body becomes a body of adults.

It is a period of time characterized between 11 to 15 children's age. Growth can be named as the main feature concerning this period of human evolution.

The individuals are interested in sex issue they are curious and like to spend their time with a certain group of people that is close to them. Lewis & Bedson (1999) maintain that in this particular time of their development it is very advisable to integrate the games into the foreign language lesson as much as possible. The game context can highly motivate them therefore the proper games should definitely be included.

As regards movement of the body, it is not coordinated and the individual becomes tired easily.

As far as their psyche is concerned, they are emotionally imbalanced and moreover, they are not satisfied with their own personality. The way of their thinking is mainly aimed at "thinking about thinking manner", formal thinking and idealism.

As for socialization, the individuals are critical to authorities and prefer their friends to their family and also school.

#### **1.1.1.1 Physical and kinetic evolution**

This area of development includes the following: growth, growth of secondary genitals, limbs lengthening, high degree of tiredness.

#### **1.1.1.2 Cognitive processes evolution**

As the article: Characteristics of developmental stages (online, 2) points out, “A fifteen year-old boy is able to think scientifically – the main element of the progress is ‘thinking about thinking’. The individual in the period of puberty considers not only the reality but also his own judgements saying “Yes, I think. And I am also aware of the fact that I am thinking...”

Another feature is thinking about unreality. The individual compares the reality with ideals. It is attended by logical memory and the ability to perceive the significant things.

#### **1.1.1.3 Personality evolution**

The development of personality relates to the following features:

The individual is emotionally imbalanced. This time is the period of uneasiness, the individual reacts in an annoying way, his/her mood is not balanced, his/her thoughts are very changeable, mainly negative feelings like restlessness or annoyance are presented. The person has also difficulty with concentration and feeling of anxiety. Moreover, they hate the situations when they are treated by their parents as if they were small children.

In addition, a very important feature is the parents’ attitude to their children. These people have emotional problems as well. They are also not confident of their body, character, various features concerning their personality etc. Change of character is also possible.

As far as the emotional life is concerned, the individuals perceive some events with deep feelings. The intensity the individual people go through puberty differs. Some can go along with it having no difficulty while the others may undergo an uneasy period of time.

#### **1.1.1.4 Social relationships**

The relationships between boys and girls are of a sexual character. The criticism of authorities is increased.



The first chapter of the diploma thesis outlined the issue relating to the lower secondary learners' evolution and its most significant characteristics concerning their development. As can be seen, the initial paragraph highlights the importance of using and varying vocabulary games during this learners' development, which is very important. Therefore the following chapter, Games, continues discussing the issue mentioned above. Furthermore, it tries to emphasize the fact why there is not a sufficient amount of games played at schools, the reasons why the games should definitely be integrated into the lesson and, among others, the importance of activities focused on teaching vocabulary.

## **1.2 Games**

### **1.2.1 What are games?**

The definition of games might not always be described by various authors in the same way. According to Lee, "A vocabulary game is one in which the learners' attention is focused mainly on words" (1979, p. 37). He also adds, "Games in the strict sense, which have a definite beginning and end are governed by rules, shade off into game-like activities which have a less formal design. There is no clear-cut line of division in language teaching between games and non-games" (1979, p. 3).

Jacob Richman (online, 4) says, "The fun of English vocabulary games can help both native and foreign speakers of English build their English language vocabulary skills."

Rixon points out very similarly to Lee, "Games are closed activities. In other words they have a very clearly marked beginning and end" (1981, p. 4).

Hadfield keeps a comparable idea saying, "A game is an activity with rules, a goal and an element of fun" (1990, p. v). Richard - Amato mentions, "...they are often highly motivating, relevant, interesting, and comprehensible" (1988, p. 147). Also Brumfit declares, "Games are activities that children naturally and universally engage in" (1994, p. 143). Moreover, he remarks slightly differently, " .... Games may be seen as tasks" (1994, p. 145).

Having described various definitions of games characterized by individual authors it is important to provide the reader with an idea of the particular role games play in vocabulary learning and to come across the certain goals of the games.

### **What roles can games play in vocabulary learning?**

O'Dell and Head (2003) advise that in order to learn vocabulary properly it is necessary to come across it at least seven times. Students remember the words most easily when they make their own way of recalling them. These two features are very important as far as the games and their role in vocabulary learning is concerned. Games give a possibility to afford a pleasant way how to revise words and they offer a chance to use them in a memorable context.

Hadfield (1999) gives reasons why he started writing vocabulary games. He was mainly interested in the process how vocabulary is acquired. He deals with questions like "How do we remember words?" or "How do we expect our students to remember them?"

Jacob Richman (online, 4) says, "The fun of English vocabulary games can help both native and foreign speakers of English build their English language vocabulary skills."

#### **1.2.1.1 Aims of the games**

Games are aimed at having fun during the lessons of English. The target of them is to please students, to relax them but still try to keep them involved in a topic taught. The purpose of games aimed at teaching vocabulary is that a variety of new words concerning some topic can be taught through them. It is very important to take into consideration that students remember a new word much more easily through playing games than in the form of drills. Students can practise vocabulary in a lot of ways. In this way a real teaching is taking place (the students are not always aware of this fact) and moreover they have fun.

Games are also an important feature of communicating among learners (see Chapter 3, 1.3.1.2, Communicative games).

They are to interest the students during their participation. In this case they perceive teaching some topic in a more relaxed way, having fun rather than strictly sitting and focusing on a teacher's theme. Brumfit says, "Games are for playing and this element of *play* is crucial" (1994, p. 143).

However, it is still very important to bear in mind that even if the games are played, learning and practising the topic is still involved.

Hadfield, who focuses mainly on communication games, states, “The emphasis in the game is on successful communication rather than on correctness of language. Games should be regarded as an integral part of the language syllabus, not as an amusing activity for Friday afternoon or for the end of term” (1990, p. v).

Another important feature shown through games is the knowledge and skills of the students. Here they can prove how good at a certain game they are (Lee, 1979). Moreover, they can show here the range of vocabulary they acquired. All skills can be practised through games, i.e. listening, speaking, reading and writing.

However, another language component such as vocabulary can be taught and practised as well. It is important to realize that as far as the process of teaching vocabulary is concerned, students should be provided with some key words before introducing a particular topic. A good example is the textbook PROJECT 2, third edition, by Tom Hutchinson. Here the author clearly presents the vocabulary chart included not only at the beginning of each unit but also in at least one more section within the unit. In addition, there is an activity practising vocabulary at the beginning of each unit in Workbook (Project 2, third edition) as well. It should also be emphasized that even when playing the games students go through the process of teaching vocabulary.

Coming across the important aims of the games and having emphasized the significance of games as the feature of communicating among learners, the following chapter will try to outline the question whether the people’s age is essential to consider when choosing the appropriate games.

#### **1.2.1.2 Who are games for?**

Lee (1979) declares that the games are not divided according to people’s age. In fact, the games enjoyable for young learners may be pleasant for adults as well, especially in case they can see the game has some features that are worth learning.

Also Rixon agrees giving a comment, ”Games can be used with a very wide range of students. They are not just for children and beginners. The key to making games acceptable to any group of students is suitability” (1981, p. 34).

Games aimed at teaching vocabulary which are presented in this thesis are limited by age. The level suitable for playing the games is from elementary to intermediate.

The important feature that also matters is appropriateness of the game and the position the student holds. Interest and willingness to play games therefore do not

depend on the student's age. However, a certain age of the learners (early teenagers, for example) should definitely be taken into account.

Rixon (1981) clearly states that they are exactly teenagers who might be the most difficult group to use games with. She continues saying that it may be a good idea to use the word 'activity' instead of the word 'game' with them. The reason is that they might feel treated like children.

Adults, on the other hand, welcome a lot of fun connected with games.

What Rixon (1981) also emphasizes is the fact the class mood is necessary to take into account. Moreover, she suggests that in case the mood seems not to be appropriate, it is advisable to stop an activity.

This is a period of time when these individuals need to be understood as far as their behaviour and evolution is concerned. Hence the choice and variety of the games needs to be considered appropriately (see Chapter 1, Characteristics of lower-secondary learners).

Rixon (1981) adds that the choice of the games depends on students' age, language level, interests and educational background.

In addition, she declares that a matter of general sophistication and knowledge of the world are important facts when deciding whether the particular game is suitable to use for the group of learners or not.

The section above solved the issue concerning the appropriateness of the games related to the suitable group of people differently aged. Furthermore, it clearly showed the particular learners difficult to be dealt with when playing the games. Even though there are learners uneasy to cope with during playing the games they should realize the importance of including games into the lesson. The fact how crucial it is to integrate the games into the foreign language teaching will be described in the following section.

## **1.2.2 The significance of games in foreign language teaching**

### **1.2.2.1 Why do not English teachers use more games at schools?**

The article: Why do not English teachers use more games at schools? Kozák, K. (2010) tries to outline the issue concerning using small proportion of games at schools. The author states that the playing itself is something children are really interested in. Consecutively, he sets the question “What causes the fact that children like playing so much?” (2010, p. 17) He continues declaring that it is mainly caused by a feeling that they have a possibility to appear in a different world for a while where different rules are to be followed. The children themselves can therefore decide what to do. The vast majority of games will finally show whether the particular approach was successful or not. To provide the children with a particular space for playing makes the game exciting.

The author adds that playing games also develops various competences. An extensive amount of games develops mainly problem solving competences. It is because the child must be able to deal with the rules of the game and to select the progress, which will lead to the success.

The games also aim at communicative competences. In this case the children feel free to utter their opinions within the game.

One of the reasons games are not used more frequently is a strong opinion that the game is only fun. The idea a lot of teachers keep is a fact that the school ought to take into account serious learning primarily. Unfortunately, this idea is mainly based on a boring grasp of a piece of information given. However, this type of game is not very funny for children.

Another reason of using a small proportion of games is an erroneous idea that playing games is a waste of time. Instead of playing games the time can be used more effectively, the author declares. However, in case the game is well prepared it can save time. This way the students learn the key words more easily and thoroughly.

The third reason exploring why a bigger amount of games is not presented in schools is not only the lack of appropriate games but also an insufficient amount of a proper methodology; it means the ability to integrate games into the lesson properly and effectively. The author highlights that the teacher ought to be familiar with the particular aim of the game, it means to clearly know the specific goal students should reach when playing the game. The students should clearly be told what particular language pattern/item is to be reached through playing the certain game etc.

Kozák (2010) concludes the article maintaining that only in this case the integrating games into the lesson will save both time and teacher's work and more importantly students will learn useful things.

The article mentioned above dealt with a matter of not integrating more games into the lesson. It presented various competences that can be evolved on the basis of games. It primarily investigated various reasons why the teachers do not use games more frequently in the lesson and attempted to suggest possible implications. The following section continues treating the question "Why games ought to be definitely included into the lesson".

#### **1.2.2.2 Why should we play games?**

According to Wright (1979) games mainly assure the pupils to support their attention during language teaching. Cunningsworth (1995) holds the similar opinion. The presence of activities and games make the students be actively and fully involved in the lesson. Also the supplementary vocabulary learning materials give the prominence to this matter. These materials should be linked with topic areas associated with the particular course book. Therefore the students can widen their vocabulary in connection with topics they find appealing.

They also provide a means of communication which is very important for students' development of language. According to Lewis and Bedson, "Playing games is a vital and natural part of growing up and learning. Games add variation to a lesson and increase motivation by providing a plausible incentive to use the target language" (1999, p. 5). These authors also add that a fact games are fun and students are interested in playing them give the prominence for including them in the English foreign language teaching.

In addition, they suggest that the integrating games into the classroom are very important as the children need to understand their world; the world the language teacher wants to enlarge through the foreign language experience.

The extent of practice individual games offer is not always the same. The most important is the quality of the practice used in the games. Wright, Betteridge and Buckby talk about so-called *drill exercises*. They declare, "The contribution of drilling lies in the concentration on a language form and its frequent use during a limited period of time. By making the language convey information and opinion, games provide the

key feature of “drill” with the opportunity to sense the working of language as living communication” (1937, p. 1).

As the games are mainly aimed at practising the language they ought not to be used only at a certain period of a school year.

The fact that games and activities, stated in the article above, make it possible for students to be entirely involved in the lesson clearly shows the reason why games should be included in the lesson. The question of varying games, their consecutive demonstration and the way the instructions should be given is the subsequent issue to deal with.

### **1.2.2.3 How to play games?**

Brewster (1992) says that one of the advantages of using games is that they can be played not only at the end of the lesson but also during the lesson. Games can be considered as an ease after a demanding test or a way of relaxing students. He adds each game should be very well and entirely prepared. Moreover, he emphasizes that varying games is a matter that should definitely be taken into account.

The fact that teachers should use different games from time to time is also recommended by Lewis&Bedson (1999). They claim that teachers should vary their repertoire. It is natural that the students will be most interested in playing their favourite games and those that are familiar to them.

Lewis&Bedson (1999) continue stating that even in spite of this fact teachers should not give in. Moreover, they ought not to overdo the games. The fact of over-using the game on one level can cause difficulty in motivating the children when trying it another way.

As it has been already stated, the authors mentioned above assert that varying games from lesson to lesson is a wise thing to do. Furthermore, they supplement that it is essential to vary the order in which games are played. Teachers should mix the order in which games and songs, for instance, are played and surprise children from time to time.

Lewis & Bedson point out similarly to Brewster, “You can use language games to introduce new material..., to introduce or practise certain themes, or to relax or energize a class” (1999, p. 6).

A very good way how vocabulary can be learned and reinforced is the method of arranging words into groups. Watcyn – Jones (1993) provides the teachers with such an activity. The class is divided in groups of three to five students. A list of words

(provided in Appendix) which is cut out and mixed is given to each group. Students' task is to go through the words and put five of them under each heading. In this game they learn and practise names of house equipment. The heading phrase may be, for example, *In the bedroom*. According to this key phrase they have to arrange the appropriate words which fit the phrase best.

In case the students do not know the games very well, it is advisable to explain the rules. Also Rixon (1981) mentions that even though it is wise to explain and mainly demonstrate a new game, the teacher should also make sure that clear and written instructions for colleagues and students are provided. Not only Hadfield (1999) and Lewis & Bedson (1999) but also Brewster (1992) agrees with Rixon (1981) declaring that an explanation of a game should always be followed by its thorough demonstration with the help of one or more students.

Instructions in the classroom are very important as well. They must be clear and to be understood without any problems. Therefore it is advisable to give them in the mother tongue (Brewster, 1992). Also Rixon (1981) states that the instructions should be given, if necessary, in the mother tongue.

When giving instructions, also other factors (apart from giving them in mother tongue) should be taken into account. The instructions ought to be presented simply. The teacher should always make sure that the students understood the instructions properly. If not the instructions should be repeated more than once. The best way how to grasp the game is its demonstration. Rixon (1981) affirms that the teachers should make their demonstrations 'as lively and appealing as possible'.

Gestures, a pleasant voice and an eye contact are the elements the teacher should bear in mind to ensure a good progress of the lesson. Discipline and paying attention are the facts the students should be aware of.

Having discussed the proper way of playing games, the issue of vocabulary teaching, presentation of vocabulary and both integrating vocabulary into communicative activities and the subsequent learning through such activities will be negotiated in the following section.



### **1.2.3 Vocabulary teaching through communicative activities - games**

Coady & Huckin (1997) maintain similarly to Harmer (1991) that before vocabulary teaching it is necessary to decide what vocabulary will be selected, how the sequencing will be dealt with, and how it will be presented. The issue of including vocabulary development into communicative activities through playing games and improving the students' access to vocabulary that has already been learned to some point will also be discussed.

There are two approaches to vocabulary teaching. The first is direct and the second is indirect. When taking into account the direct approach to vocabulary teaching it is necessary to state that the emphasis is given on vocabulary itself. Word-building exercises, matching words with various types of definitions or several games focusing on vocabulary will certainly belong to this approach. As an example of the previous ones the game for vocabulary practice called All in a day by O'Dell & Head (2003, p. 11) or a vocabulary building game Words in a word (online 6) is appropriate to mention here.

As far as the indirect approach to vocabulary teaching is concerned, learning vocabulary is not the primary matter to focus on. Vocabulary learning is included here in various activities like information gap activities, listening to stories etc.

It is recommended by Coady & Huckin (1997) that in any language course it is valuable to look at the opportunities for direct and indirect vocabulary learning mainly to see that vocabulary development is clearly presented. Such development is effective primarily through particular vocabulary games mentioned not only above but also in the practical part of this thesis (see Chapter 2.3, Collection of vocabulary games and activities).

The following section will further deal with the presentation of vocabulary. Furthermore, it will try to outline how vocabulary can be included both directly and indirectly into communicative activities.

The goal of communicative activities is mainly to improve the fluency when using the language. Gaining confidence in communication skills and improving grammatical accuracy belong among other goals of such activities.

Vocabulary learning through communication activities may be either incidental or as a primary goal. Hall (1992) indicated some vocabulary activities through which the vocabulary learning was greater than that of a casual learning with a reading focus. It was the acquisition of mathematical vocabulary based on the split information activities. Hall (1992) consecutively suggests that the split information activities provide opportunities for talk.

Simcock (1993) made a survey of the students' performance in activities. Students work in pairs, read a story and then answer the questions from their partners about what happened in the story. The author found later on that the new vocabulary met in the reading text was used productively and accurately by the students even in case their partners have not asked about the particular items. This characterizes incidental vocabulary learning because the students' focus is on meaningful performance of a particular communicative activity.

The incidental vocabulary learning is indicated also by Elley (1989), whom Cunningsworth (1995) mentions in his publication *Choosing your coursebook*, in listening to stories where the repetition of the new words and illustration of the words were involved. It was shown that 15% of vocabulary gains counted where there was no explanation of the new words and 40% gains where explanation was presented. Even though these results relate to listening mainly, it moreover shows the acquisition of vocabulary in a context where the attention is paid to meaningful communication.

The various features of communication activities that encourage vocabulary learning will be the subsequent section to deal with.

The fact that communication among students familiar to each other is natural; it makes it possible to communicate on a particular level that is suitable for students.

Moreover, in case some words are unfamiliar to them it is possible to adjust them to their needs. It is natural that communication activities furnish the reader with a meaningful context where the new vocabulary can be faced. What is more important is the fact that according to the meaningful context students are able to reveal the meaning of unfamiliar words. Coady & Huckin (1997) state that students will also be exposed to the repeated use of the new items during the activity and therefore likely to remember new words better. From a psycholinguistic viewpoint, the fact that students work in groups knowing each other makes them feel free to make errors without being ashamed of it etc.

Coady & Huckin (1997) declare that there are strong psychological and pedagogical reasons for including communication activities into the lesson to improve students' vocabulary knowledge and extension. However, to what extent the students' vocabulary knowledge will be enriched through such communication activities depends on the factors of the activities themselves that are following: the choice of vocabulary and its placement within the text when doing the activity, the students' ways how to come across the meaning of unfamiliar words.

The choice of particular vocabulary that will be included into the communicative activities depends on the principal factors such as the choice of the topic, the students' proficiency and needs. To place suitable and appropriate vocabulary in an activity it is necessary to take several options into account. When giving instructions, for instance, new vocabulary should occur as little as possible. Otherwise, it can cause an undesirable flow of information. The next case is that vocabulary that is not known to students very well needs to be presented in a meaningful context. This helps the students to discover the correct meaning of the word.

This article coped with the individual approaches to vocabulary teaching and the importance of vocabulary development through vocabulary games and activities mainly. It also outlined the significance of integrating communication activities into the English lesson chiefly in order to enlarge students' vocabulary. The following section will describe the individual stages the students have to go through when teaching new language and the appropriate way the class should be organized.

#### **1.2.4 Organization of games in foreign language teaching**

##### **1.2.4.1 When to use games?**

As Rixon maintains, "Language games are often used to fill in a few minutes at the end of a lesson or to occupy some of the faster students while the others catch up on an exercise" (1981, p. 69). According to Richard – Amato, "Games are sometimes used in classrooms to develop and reinforce concepts, to add diversion to the regular classroom activities,....Occasionally they are used to introduce new ideas. Perhaps their most important function, however, is to give practice in communication skills" (1988, p. 147).

## Teaching new language

This chapter will mainly be focused on integrating games into a certain lesson.

When *teaching new language* is taken into account, three different stages should be pointed out through which the students have to go to learn the particular language appropriately.

The stages Rixon (1981) deals with are:

- I. presentation of the new language item
- II. giving the students controlled practice in its use
- III. giving them the chance to use the language in a situation in which they have to communicate

Jay K. Maurer (online, 1) states similarly to Rixon (1981) that when teaching a new language it is necessary to deal with three stages mentioned above. Moreover, he adds similarly to Gairns and Redman (1986) that there are two kinds of presentation models: *receptive* and *productive*. The former shows that the language is presented to students to make them understand it. The aim is not to make the students produce the language. The latter one is the opposite. To make the students produce the language is the main intention.

Also Hadfield (1999) deals with three questions that would help the pupil to acquire the word. He deals with the following three issues:

- i. whether the meaning of the word will be fixed in students' minds
- ii. to learn the word
- iii. use the word for communication

As the Hadfield (1999) says, the primary aim here is to provide the students with the language they will use. When the game is integrated in the lesson, it is very important to take into consideration whether the way the game is played and other circumstances (interaction between teacher and pupils, the role of the teacher etc.) correspond with the particular aim of the lesson that is to be reached.

Ad I.

When the presentation is taking place, the whole attention is paid to the teacher. It is natural as all the students are eager to be familiar with not only the form of the new language taught but also its meaning (Rixon 1981).

The best way how to introduce the particular structure of the language or certain vocabulary is to provide the students with some models (drawn pictures, etc.). A good example is a picture activity called *The face Wright* (1989). This activity enables the students to learn and afterwards practise vocabulary relating to face. It is based on the folded parts of the face that the students must uncover to see a certain word. The point is to make them understand its meaning and the way it is used.

The repetition of the language pattern is the best way how to achieve this goal. Teaching vocabulary with the picture provided is a very good way how the new words can be learned and mainly remembered (a visual matter).

#### Ad II.

At this stage the students are trying to demonstrate the new language. One way how to achieve this is in the form of drill. Similarly to Rixon (1981) also Wright, Betteridge and Buckby (1937) mention so-called *drill exercises*. The game *Which one is it?* can be played here again slightly differently. It is not the teacher who describes the picture to be guessed but the student. The aim of the game is to practise vocabulary concerning face description, for example: *a big nose, small ears, the man with dark hair* etc. A representative of one team prompts the student competing in another team to estimate the picture. To make the teacher sure the students do not change their minds what picture to describe in the middle of doing so, they are asked to write down, for example, the name of the picture or the particular number of it (Rixon, 1981).

#### Ad III.

When this stage is reached, students should be quite familiar with using the new language without the necessary help of the teacher. To check the mistakes students make, some visual methods are proper to use. In this case two indistinguishable pictures are recommended. Each student has one of these pictures and his task is to go around the class and ask questions such as “*Do you have.....in the left corner of your paper?*” etc.. and describe their own picture to his fellows. The students are not allowed to see the pictures of one another. Here the students practise structures *Do you have* when forming questions and the answers *Yes, I do, No, I don't*.

The teacher's role is mainly to monitor. There is nothing wrong when he provides the students with some help they need. As it happens that the students make some mistakes, the teacher makes the notes and comments on them later (Rixon, 1981).

“Little-and-often” practice

This category deals with games that can be practised repeatedly.

The skills are the main characteristic the stress is put on. To practise the particular language skills the corresponding game providing this is necessary to use. When there is need to practise making sounds, pronunciation games are convenient then. The games like *Hangman* or *How many Words can you make?* are good to exercise when the student has difficulty with spelling. As this thesis is focused on games teaching and practising vocabulary, the favourite *Crossword* or a vocabulary game *I spy with my little eye* can be mentioned.

Another game focusing on vocabulary practice is the one called *The minister’s cat*. This game concentrates on practising adjectives. Each student says one short sentence where an adjective is included describing the Minister’s cat. They go in a line one by one saying a letter from the alphabet starting from the initial up to the final one (Rixon,1981). Another game practising adjectives is attached in the practical part of this thesis (see Chapter 2.3, Collection of vocabulary games and activities).

#### **1.2.4.2 Organization of the class**

The way the class is organized is very important. When the students are playing a game, they may be divided into groups, teams or they can work in pairs (PW).

Dunn (1983) maintains that as far as the number of the students in the class is concerned, the classes are not recommended to be too big. An advisable number is between twelve and twenty students.

In spite of this fact, classes with a great number of students can still occur nowadays. Rixon (1981) tries to deal with such situation, particularly setting the question whether there are some games suitable to be used with very large classes.

The game suitable to be used in such circumstances is the one called ‘Ship or Sheep? Here the students do not have to say anything during the game. They may only gesture or sign their choice between two answers. The game mentioned above can therefore be played as follows: If the students hear the /I/ sound they put up their hands. In case they hear the /i/ sound they put their heads on their desks.

Bingo-types games are other kinds of games that assure a full participation in very large classes. The bingo chart usually consists of numbers. In case it includes the pictures on the cards, the game is called Vocabulary Bingo. Other types of Bingo are for

instance Opposites Bingo or Verb Bingo. The latter is to practise present and past forms of a particular verb.

Another possibility how to guarantee a full participation in large classes is to let students play the game by themselves in small groups and use such games that do not need any materials necessary to be prepared by the teacher. Such games are for instance I spy with my little eye or Hangman (Rixon, 1981).

As it has already been stated the Bingo-type games are recommended to use in very large classes. However, it is still necessary to bear in mind that such type of games can be used with smaller classes as well.

To remember each group or team easily they should be named appropriately according to their age. According to Rixon (1981) it is not wise to refer to students 'the first player', 'the second player', etc. It is recommended to mark them 'A', 'B', etc. instead.

As far as the division of the students in the group or team is concerned, it ought not to differ during the year. McCallum (1980) moreover adds that as for division already mentioned, it is always very good that the number of weaker and stronger students is equal. Separating the students into groups of boys and girls or the girls with girls only is possible.

The chapter 2, Games, outlined the issue dealing with the topic of the significance of games necessary to be integrated into the English lesson. It also emphasized the need of varying games during the lesson and a matter of low-frequency incorporation of games when teaching a foreign language. Moreover, this chapter described the importance of including and learning vocabulary through communication activities. It also stated the individual relevant approaches to vocabulary teaching. The necessity of going through the certain stages when teaching new language and the matter of coping with occurrence of very big classes are the last sections the chapter of Games manages with.

Having discussed the games from the individual point of view the subsequent matter to cope with is the division of games. Therefore the following chapter precisely looks at not only the principal classification of games but also, more importantly, at the thorough classification of vocabulary games.

### 1.3 Types of games

As Brewster says, “There are different kinds of games which can be grouped under three headings. These headings include those which relate to the overall purpose of the game; the different groupings required to play the game; the resources required or the language items (vocabulary, pronunciation etc.) or skills (listening, reading, speaking, writing) practised” (1992, p. 180).

Hadfield (1999) states that there are two types of games: competitive games and cooperative games.

Also Rixon (1981) provides the reader with two kinds of game. The first ones are those having some special materials like cards, boards or dice, which need to be stored. The second group of games is the one that needs no other equipment than that usually found in the classroom, it means blackboard or chalk for instance.

As mentioned above, Brewster (1992) talks about resources required to play the game. When we take a deeper insight in this issue we will find out that in talk and listening games such as Simon Says or I Spy no resources are needed.

A game like Hangman is considered to be ‘pencil and paper’ game which is possible to present on the blackboard to the whole class. Games where cards with pictures or words are needed are called Bingo or Domino. ‘Board games’ are less common types of games. In such games a board, dice and counters, with ‘chance’ cards are needed.

The Five Senses Game is an example of such a game type.

Monopoly, where Chance or Penalty cards are necessary, is another type of a board game that is acknowledged by Rixon (1981, p. 86).

In addition, Rixon (1981) mentions ‘pencil and paper games’ in which the students have a possibility to learn from each other’s answers. Moreover, they can extend the range of vocabulary and writing skills as well.

#### 1.3.1 Classification of games

This chapter is focused on the classification of games. The attention will be paid to the principal classification into *Code control games* and *Communicative games*.

The major focus will be maintained on the classification of *Vocabulary games*. Another author’s classification of games will also be mentioned.



### 1.3.1.1 Code-control games

The aim of this type of games is correctness of the language.

According to Brewster, "The former aim is to practise new language items and develop accuracy" (1992, p. 180). Repetition without mistakes is a very important element. Therefore drills are the main characteristic.

It is necessary to point out that these types of games involve competition. It is advised that when these games are played, the class should be divided into teams.

A good example of a code-control game is a well-known spelling game called *Hangman* or a game called *Ship or Sheep?* where recognition of a sound is the main principle of the game (Rixon, 1981).

Brewster (1992) gives an example of a game called *I went to the market and I bought....* Students are supposed to remember and repeat as many things bought in the market as they can. The one who remembers the most items is the winner. The purpose of this game is to practise the past tense of the verb *buy* and vocabulary concerning *food*.

### 1.3.1.2 Communicative games

These games do not put stress on the absolutely correct form of the language which is spoken. As Hadfield says, "Communicative games have a goal or aim that is not linguistic: successful completion of the game involves carrying out a task such as exchanging information, filling in a picture or chart ....., rather than the correct production of language" (1999, p. 4). Their attention is paid on "what is said" rather than in "what form" it is uttered.

S. Rixon states, "...it should not be thought that communication games do not improve correctness: firstly, language that is too distorted by mistakes will fail to communicate anything, and secondly, the range of language needed in many of these games can be limited so that students are repeating structures many times" (1981, p. 27). Also Lee (1979) mentions communication games in which the interaction among students is important.

The example of such games which is worth mentioning is a game called *Describe and Draw*. There are two people necessary for playing this game. Player 1 has a picture which he describes to player 2. Player 2 is supposed to follow his/her partner's instructions and to draw the picture that will be as similar as possible to the version of player 1. Player 2 is not allowed to see the picture of Player 1.

On the other hand, player 1 can have a look at the picture of player 2 and make comments on his/her drawings in order to make the picture being drawn comparable to the original. At the end of the game both pictures are compared to see the difference between them.

These games are based on giving information and making conversation among pupils.

As Rixon mentions, "The language used as the two sides try to solve the problem will be much freer and more varied than that used in a code-control game" (1981, p. 27). The essential thing that ought to be taken into account is that the goal reached at the end of the game is obtained by the effectual communication rather than by the excellent use of language.

It should be pointed out that communication games can be played no matter what the participants' level of language is.

Rixon also says, "In a communication game, the language used by the players may be formally less than perfect, but if the message is understood the objective will be reached" (1981, p. 30).

Communication games are based on the "information gap" which means that in order to get the information/the answer to the question we need, the means of communication is necessary to use again.

One of the games in which the questioner must ask the particular person questions to get a response is *Find your partner*. In this case the student must ask questions to find out what is written on the other cards. Another example is the game *Describe and Draw* in which the student who wants to draw a picture needs to be given the instructions so that he/she could do so. Brewster (1999) also provides a reader with a similar game to Describe and Draw which is called Describe and Arrange. He tries to emphasize here that students need to be aware of the knowledge of the particular language to be able to cooperate with each other.

On the contrary, the game which does not require any information gaps is, for example, *Picture Dominoes*.

The length of words used in communication games is not as restricted as it is in code-control games. In this type of games students carry on talking until they reach the target (Rixon, 1981).

Another difference between code-control and communication games is that in communication games there are always more ways how to reach the target. According to Rixon, "The two types of game are not in conflict. Each has its place on a teaching

programme. Ideally, students will be able to use the correct language promoted by the code-control games in the flexible and effective way encouraged by communication games” (1981, p. 32).

### **1.3.1.3 Vocabulary games division**

Hadfield (1999) provides the reader with the simplest vocabulary games division such as sorting, ordering, or arranging games. Further he offers the precise classification of games with respect to teaching vocabulary:

*Information gap games* – there are usually two players here. It is based on a principle that one player has an information the other player is unaware of.

To do the task properly the second player has to gain certain information.

*Guessing games* – on the similar basis of the Information gap games. A player keeps some information in his/her mind while the others have to guess it.

*Search games* – the whole class is involved in this type of a game. Each student is given a piece of information. Students must gain as much information as possible to be able to fill in a chart or handle a certain problem.

*Matching games* – based on a principle of matching corresponding pairs of cards or pictures. The whole class may be involved when playing this game. It is played in a way that students go round the class until they find a partner with a corresponding card or picture. These games are also possible to be played in pairs or small groups.

*Labelling games* – include matching labels to items in a picture.

*Exchanging games* – students have some cards or ideas which they want to exchange with other students. The aim of the game is to make an exchange to satisfy both sides.

*Exchanging and collecting games* – students have some cards or articles which they need to exchange for others to complete a set.

*Board games and card games* – familiar types of games. The aim is to collect the most cards, or to dispose of the cards first, or to set up a story.

### **1.3.1.4 Lee’s classification of games**

Also Lee (1979) offers, apart from vocabulary games, other games division:

*Structure games* – games providing the use of a certain language pattern in communication.

Example: What is it? Is it....?

The game is based on such a principle that one person in the class thinks of an object or a person the rest of the class is aware of. The students ask various questions until they guess the correct answer.

*Vocabulary games* – are such games where the primary focus is maintained on words. The individual games listed here paying attention to different language aspects or language skills always provide the student with vocabulary practice. Thus all the games offered here may be considered to be vocabulary games (apart from spelling ones).

Example: I spy

This game is not a game used to teach new vocabulary. It is just to freshen up vocabulary that is already learned.

It is based on a principle that some student says a sentence ‘I spy with my little eye something beginning with a B’. Now it is the students’ turn to guess what the object might be. The object must be clearly seen somewhere in the room. The students ask questions like: ‘The blackboard?’ and the person who spies will answer ‘No, not the blackboard’. Another one asks: ‘A biscuit?’ and a real answer may be No, not a biscuit/Yes, a biscuit. It is then the student’s turn who guessed the object correctly.

Students name individual letters from the alphabet and brush up on their known vocabulary. It is a very good way to practise words they already have in their minds.

Another vocabulary game where the vocabulary can be brushed up on is the one called the Coffee-pot. A student thinks of some object and others ask questions such as Is your coffee-pot big? Can we eat your coffee-pot? Is your coffee-pot in the room?

The coffee-pot can be anything. A hat, a pencil, a wall, a street, etc.

*Spelling games* - What we need to take into consideration here is the visual form of the new word we see for the first time. Moreover, it is not recommended to provide the students with the words given in a random order to sort them out. They can do so only in case they are sure of a correct spelling of the word.

Example: Write what you see

This game has more variants how it can be played. One of them is the following: the teacher provides students with a list of words orally and their task is to find them in a dictionary and copy them.

Other example of spelling games: Crossword

*Pronunciation games* - the students should be taught that even if the small difference of sound occurs it may very much change the whole meaning. The lesson

should definitely include the pronunciation drills which ought not to be longer than five minutes.

Example: The same or different

Pronunciation bingo

*Number games* – a lot of games make it easier for the learners to get used to the spoken forms of numbers.

Example: Guess how many

The students work in pairs. Each has a number of beans or any other suitable object in their hands. Their task is to guess how many e. g. beans they keep.

Other examples: Missing numbers

What's the time now?

*Listen – and – do games* – to do some action properly, the students must first listen and understand what to do.

Example: Doing what you're told

In this game the commands are given and the students are supposed to follow them. The commands like: "Point to a tall girl" or "Touch a window" are uttered.

Other examples: Face to face

Listen and draw

*Read - and - do games* – it can happen that some students may need pre-reading activities mainly to discover what reading is. Reading itself should not definitely be considered to be the same as reading aloud. The important thing is to understand the meaning no matter whether the text is spoken or the other way round. Therefore not only sentence-recognition but also word-recognition skills are necessary to be developed.

Example: Games with flashcards

Treasure hunt

*Games and writing* – writing as a language skill is very important as it can help with the preparation of oral questions. Spelling is also significant as it is an aspect of writing. The students should be firstly aware of recognizing the difference between words and after that writing should be presented. However, some language teachers teach writing as the first language skill.

Example: Dictation

Letter writing

*Miming, role – play and 'language club' games* – these types of games enable the students to move around the class instead of the usual sitting behind their desks.

As Lee (1979) mentions the attention is paid to the use of role – play and mime mainly in order to make the teaching of adults interesting. Role – playing as such makes it easier for students to use the language in communication.

Example: What are they doing?

What are you doing?

As regards “Language Club”, being students’ voluntary activity, it is good to mention that this Club is attended by those who are particularly interested in studying languages and intend to keep in touch with foreign languages more often.

Example: Blind man’s buff

Have you seen my sheep?

*Discussion games* – in these types of games the discussion takes a prominent role.

Example: Who am I?

Find someone who

Now you know – this game is suitable rather for adult students. Its aim is to get to know each other. The teacher / student begin the game saying ‘I am going to tell you something about myself. Look. This is a photograph of my husband – so now you know that I am married. And this is my car key – so you know that I come to school by car. According to a piece of information the students now know to ask questions to find out more about a particular person such as ‘How long have you been married?’ ‘What kind of car do you have?’ etc.

As we can see not only this game belonging to the group of discussion ones enables to practise a wide range of vocabulary and forming sentences but also the rest of the games listed above clearly show that practising vocabulary in various ways is still involved.

Chapter 3 focused on the division of games from the individual authors’ point of view. It further defined useful items some games are necessary to be provided with. More consequentially, it put emphasis on the primary division of games; it means code-control and communicative games and on the classification of vocabulary games mainly.

The following section will describe the useful criteria when evaluating the textbook from the point of view of vocabulary.

## **1.4 Teaching vocabulary**

### **1.4.1 How to teach to be successful?**

The students will understand the words better if the teacher's explanation will be clear and the new items will be connected with those already known to learners. It is also recommended that the new words should be taught at the beginning of a lesson and revised in the following one. This should be done at least once more (Ur, 1996).

### **1.4.2 What is vocabulary?**

In this section attention will be paid to games through which vocabulary can be taught and practised.

According to Ur, "Vocabulary can be defined, roughly, as the words we teach in the foreign language" (1996, p. 60). As Harmer states, "Teaching vocabulary is clearly more than just presenting words" (1991, p. 159). Thornbury adds, "...vocabulary is largely a collection of items..." (2002, p. 14). The article *Building Vocabulary Words – Games & Activities* (online, 5) mentions a definition of vocabulary, ".....the words students must know to communicate effectively."

### **1.4.3 Aspects concerning vocabulary**

There are quite a lot of aspects concerning vocabulary that need to be taught. Some of them will be mentioned:

#### **1.4.3.1 Spelling and pronunciation**

The learner has always to be aware of the fact what the word looks like and how it sounds, therefore both these conditions must be taught perfectly. Harmer (1991) expresses almost the same idea of students' spelling and sounding word awareness.

As Lee asserts, "Words are best introduced to the class in the context of sentences. To focus on the spelling, it is necessary to list them out of context now and then, but not for long. Words like *their* and *there*, *wait* and *weight*, should always be put into a phrase" (1979, p. 49). Moreover, he mentions a spelling game called *Write what you see* which shows how well the students were taught writing the words correctly. The game is based on an article which is written on the board. There are two teams. One team copies the words coloured in green and the other those words in red. The students are asked to copy these words. Those having the most words written correctly win.

### 1.4.3.2 Grammar

This language component needs to be taught properly as well. Taking grammar into consideration according to Cunningsworth (1995) it is necessary to realize that students are able to communicate more effectively with knowledge of vocabulary rather than with knowledge of grammar. This related to the students at lower levels mainly. Students must be informed of such items that have some particular change in form or must be given an explanation of an irregular form of verb if needed. It is also advisable to provide them with the examples of irregular plural forms of nouns. Other items such as verbs that go together with a corresponding preposition or the nouns that have no plural form may be presented (Ur, 1996).

Harmer (1991) talks about *grammar* as well and emphasizes that even at this stage there are a lot of components that must be taken into account. He mentions countable and uncountable nouns, singular and plural form of them etc. Moreover, he refers to such nouns that are neither countable nor uncountable. The difference between *tell* and *say* or what follows after modal verbs is what students should also be aware of.

### 1.4.3.3 Meaning

As this section deals with synonyms, antonyms, etc., the game Word Matching McCallum (1980) could be offered through which synonyms and antonyms can perfectly be practised. The teacher dictates the words and the students write the opposites.

*Synonyms*: items that have nearly the same meaning. Example: *nice-good*. As McCarthy suggests, "...synonymy in an absolute sense has no validity in vocabulary study. And yet there is no doubt that it has great psychological validity for the majority of language learners..." (1990, p. 17).

*Antonyms*: items that have the opposite meaning. Example: *short-tall*.

McCarthy (1990) points out that there are also so-called *unmarked* or *neutral form* of the opposites. He gives an example with the question "*How big is your flat?*" In this case pupils' answers may vary – their flat can be either small or quite large. The word *big* is neutral in this context.

*Hyponyms*: items that represent a specific example of a particular group of words. Example: *wardrobe, table, chair* are hyponyms of furniture.

*Co-hyponyms/Co-ordinates*: the items that belong to the "same group". Example: *cauliflower, tomato, garlic* are co-ordinates.



*Superordinates*: general ideas that represent a specific item. Example: Furniture is the superordinate of *wardrobe, table and chair* (Ur, 1996).

#### **1.4.3.4 Word formation**

As Harmer says, “Word formation means knowing how words are written and spoken and knowing how they can change their form” (1991, p. 157).

Students should be aware of common prefixes and suffixes to understand a particular word and to be able to form a new word with the help of such affixes.

A game which offers practising such prefixes and suffixes is called *Simple and Compound* offered by P. McCallum (1980). It is based on the principle that the teacher writes a word, a prefix or a suffix on the blackboard. The students then write compound words that include the words and suffix or prefix.

#### **1.4.3.5 Active and passive vocabulary**

Active vocabulary is considered to be the one students are taught and are familiar with. The passive vocabulary indicates the words learners identify just in case they come across them but they will probably not be capable of using them (Harmer, 1991).

#### **1.4.3.6 Interaction with words**

Harmer (1991) points out that students learn and remember better words they like or when the teacher’s presentation of particular items is interesting or maybe amusing for them. Learners remember most in the situation they “work” with the word that has just been taught. To form the word in various ways, try to find synonyms, antonyms to it etc. so that the word is kept in student’s memory as long as possible is recommended (Harmer, 1991).

#### **1.4.4 What vocabulary is good to select?**

Harmer (1991) states that the matter of selecting proper vocabulary is difficult. There are, of course, some established rules setting the amount of vocabulary that should be taught but it is not easy to secure that it will fit the students’ level of English.

McCarthy (1990) says that teachers should be interested in the syllabuses and set materials according to which they are supposed to teach. He also mentions that as far as frequency of using words is concerned, it is obvious that the words used most repeatedly are the most useful ones for students and thus such words should be the first the teacher starts teaching.

However, frequency is not such an easy matter to deal with. Harmer holds almost the same idea as McCarthy (1990), “The words which are most commonly used are the ones we should teach first” (1991, p. 154).

Gairns and Redman state slightly differently from McCarthy and Harmer, “The high frequency of an item is no guarantee of usefulness, but there is obviously a significant correlation between the two ...” (1986, p. 58).

#### **1.4.4.1 Learnability**

Students may have difficulty with learning and remembering vocabulary because of various reasons. Some words are quite difficult to spell. Therefore it is good to provide them with some game which enables an enjoyable way of teaching vocabulary they have difficulty with. A frequent use of playing the particular game enables the students to learn and remember the words easily.

Also pronunciation can cause some problems. Thornbury explains similarly to McCarthy, “...words that are difficult to pronounce are more difficult to learn” (2002, p. 27). He adds that it is also difficult to remember whether the verb is followed either by the *infinitive to* or *-ing form*. Another example is items that are very similar in meaning and therefore difficult to distinguish. Both McCarthy (1990) and Thornbury (2002) give the same example of the verbs *make* and *do*.

To solve the ‘pronunciation problem’ a game concerning this matter is good to use. Lee (1979) provides teachers with such a game, called *Pictures and sounds*. It is based on using pictures because an illustration can help with some pronunciation difficulties. In this case a few pairs of words are illustrated, for instance, *sheep and ship*, *pot and port*, *hat and hut*. According to the pictures students can distinguish the word and think about the right pronunciation in more detail.

#### **Presenting new vocabulary in the classroom**

This section will try to emphasize the different ways in which new vocabulary may be introduced. It will also offer activities for consolidating vocabulary.

Brewster, Ellis and Girard (1992) claim that before introducing new vocabulary items, it is important to decide which ones will be necessary for students to be produced. This usually depends on the language learning materials the teachers use.

Brewster, Ellis and Girard (1992) continue similarly to Cunningsworth (1995) stating that the new vocabulary items are the best to be presented in some text/context

that is known to students. Also the visuals are recommended to be very important and helpful when expressing the meaning and consecutively memorizing a particular word. Students are also encouraged to grasp the meaning of the unknown words mainly when listening to spoken English or when reading.

Not only Cunningsworth (1995) but also Brewster, Ellis and Girard (1992) suggest that the new words should be introduced for instance in lexical sets (shops, fruit), rhyming sets (bat, rat, hat) or grammatical sets (adjectives, verbs, prepositions). Furthermore, the latter authors encourage the teachers to let students use their senses to help remember the words better. For instance, students find something hot or cold in the classroom.

As far as the amount of new words to be introduced in a lesson is concerned, it is recommended not to introduce more than ten. The matter of introducing a particular amount of words to be presented in a lesson depends on factors such as the linguistic level of the students, how easy it is to illustrate the meaning etc.

As regards consolidating vocabulary, Brewster, Ellis and Girard (1992) suggest again that at a time the new vocabulary has been introduced and practised, students should not hesitate to revise the words in order to keep them in their memories. To do so, they can be encouraged to create their own vocabulary books or picture dictionaries.

### **Form and meaning**

McCarthy (1990) talks about the form and meaning comparably with Thornbury (2002) and Carter & McCarthy (1988). He states that it is not the only way of presenting new items to start with the meaning and then continue teaching the form.

Brewster, Ellis and Girard (1992) maintain that teachers should not write the word on the board until its pronunciation is practised.

Ur (1996) gives some examples of presenting the meaning of new words: he says that *detailed description* of an item is necessary as well as the *examples* or *illustration*. He also considers *demonstration* and *translation* to be very important. Some text where the new items occur is also a way how to introduce new vocabulary.

Also Gairns and Redman (1986) offer the most usual means in which new vocabulary is presented. Opal Dunn (1984) suggests that using flash cards is very useful as well.

*Visuals* – presentations through the blackboard, photographs or flashcards are the main aids for teaching students new vocabulary. Various topics like sport or furniture

providing relevant vocabulary can be presented. The advantage of such visuals is the fact that students cooperate easily with each other.

*Contrasts and opposites* – students are not usually sure of the correct opposite words. Some contrasting words are obvious and easy to define but it is not the same with the others. Therefore it is always good to have some context in which the opposites can be identified clearly.

The question that follows is *how* the meaning will be introduced. There are many ways to do so. Similarly to Gairns and Redman (1986) and Harmer (1991), also Thornbury (2002) offers the method how vocabulary can be presented. It is through *pictures, actions/gestures* etc.

Thornbury (2002) clarifies that not only the *meaning* but also the *form* of a new word is necessary to know.

When the teacher is determined to provide the students with new vocabulary relating to some topic, he/she firstly needs to know how many words should be offered. There are some principles that help to deal with this fact: *the level of the learners, the extent the learners are familiar with the words, word difficulty, how easily/difficult they can be explained* etc.

When the teacher has set the amount of items being taught, the presentation should be arranged. It is possible to present the *meaning* of a word first and then the *form* or *the form* firstly and *the meaning* afterwards. As Thornbury (2002) explains, when taking into account the first choice, the teacher can present the picture of *a shirt* (=meaning) and then to express orally “*It is a shirt*” (=form).

When the *form* is presented as the first element, the teacher may say *shirt* many times, make the students to repeat it and later point to the picture.

#### **1.4.5 How is vocabulary learned?**

Thornbury (2002) keeps the idea that the very first words that children come across and learn are those that are marked. They need to have the items to be labeled in order to be able to identify the object.

He gives an example of a word *dog*. As the thing is named *dog*, the children can now be aware of its existence. On the other hand, the child needs to know that not all animals having four legs are *dogs*. Therefore we come to the conclusion that not only labelling objects is necessary but also so-called *categorizing skills*. Later the student

needs to know that words like *cows, cats, goats, pear or apricot* can be substituted by the words *animals* and *fruit*. Such classifying words is subsequently called *network building*.

#### **1.4.6 Remembering vocabulary**

It is interesting how we can remember some words more easily than others. The reasons are various. The way we remember words may be influenced by the teaching method that does not have to suit everybody or under what conditions the topic is taught. Viney (1990) holds the similar opinion. He says that there does not exist a certain way of teaching. He also adds that not only the students have different learning styles but also teachers have different teaching styles. In other words every teacher varies in his/her methods and all these methods do not have to suit every student. As Hadfield stresses, "Remembering new words is hard" (1999, p. 4).

Coady and Huckin (1997) assert that reading comprehension is a possible way how vocabulary can be taught.

Thornbury (2002) emphasizes that if the learner just acquires a lot of words it is not enough. He/she also needs to remember them. As he asserts, "...learning is remembering" (2002, p. 23).

The last chapter of the theoretical part of the diploma thesis outlined the issue of teaching vocabulary. It emphasized the individual aspects including vocabulary, the way new vocabulary should be presented, the matter of learning, remembering vocabulary and many others. In my opinion, these useful criteria should definitely be taken into account when teaching vocabulary. Therefore the teachers ought to consider them properly.

## 2 Practical Part

The practical part focuses on the research which was done at thirteen lower – secondary schools. The respondents of the research were teachers of English at those lower-secondary schools. Fifty of them were provided with the questionnaires which they were asked to fill in. Thirty-nine of them returned to the author of this thesis. The questionnaire was written in the Czech language in order to compile the data more easily.

As a result of the teachers' responses twelve graphs were produced which display teachers' individual answers.

The schools where the research was carried out were: Základní a Mateřská škola Nenkovice, Nenkovice 222; Základní škola Archlebov, Archlebov 357; Základní a Mateřská škola Žarošice; Masarykova Základní škola Ždánice, Městečko 18; Fakultní Základní škola Olomouc, Hálkova 4; Základní škola Olomouc, Heyrovského 460/33; Slovanské gymnázium Olomouc, tř. Jiřího z Poděbrad 13; Základní škola dr. Milady Horákové Kopřivnice, Obránců míru 369; Evropská Základní škola, Čejkovická 10, Brno Vinohrady; Základní škola Šitbořice, Nikolčická 531; Základní škola Brno, Tuháčkova 25; Gymnázium J. A. Komenského, Uherský Brod.

As the main object of this thesis is concentration on games aimed at teaching vocabulary, I decided to do the evaluation of the textbook PROJECT 2 by Tom Hutchinson. The evaluation of the textbook describes the aims of Project 2, the way new vocabulary is sequenced and staged, the balance of individual skills, the variety of topic etc.

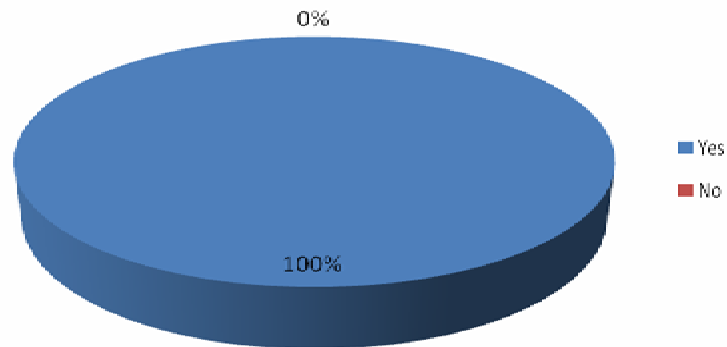
Because of the fact that this book does not offer teachers a sufficient amount of vocabulary games and activities a collection of them is suggested here that can help the students with learning, practising and enriching vocabulary. All the games and activities are provided not only with the proficiency levels of students but also with the aim of each game. Necessary equipment and materials required within some games are also mentioned. However, only some games offer time required for playing the game, key and vocabulary focus. Key vocabulary and the size of groups are given rather scarcely.

Presenting some games in class is a good idea as students like playing them so they would certainly welcome them.

## 2.1 Data presentation

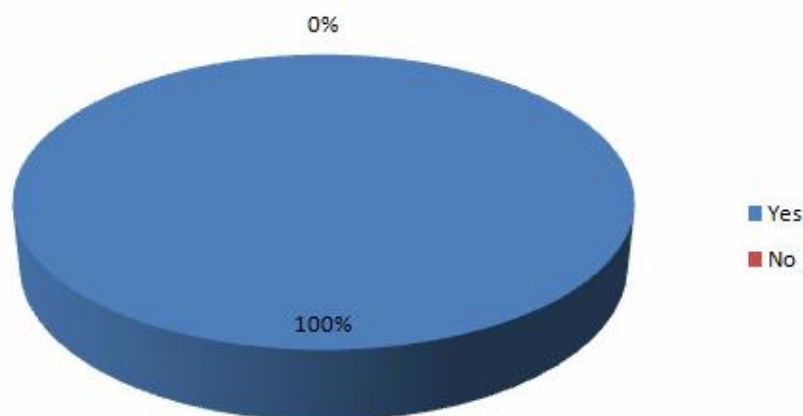
Fifty questionnaires were distributed to thirteen lower – secondary schools. 39 of them returned to the author of this thesis. On their basis the following graphs were produced.

1. Do you use games during the lesson?



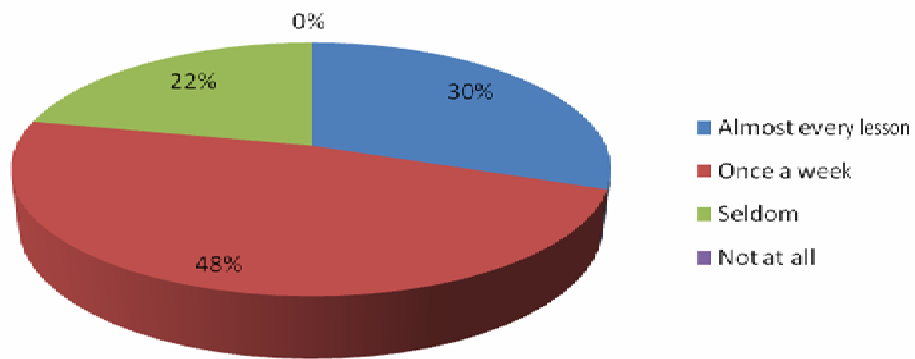
It is not surprising that all the teachers use games during the English lessons as games in general are very enjoyable.

2. Do you suppose that using games during the lesson is useful?



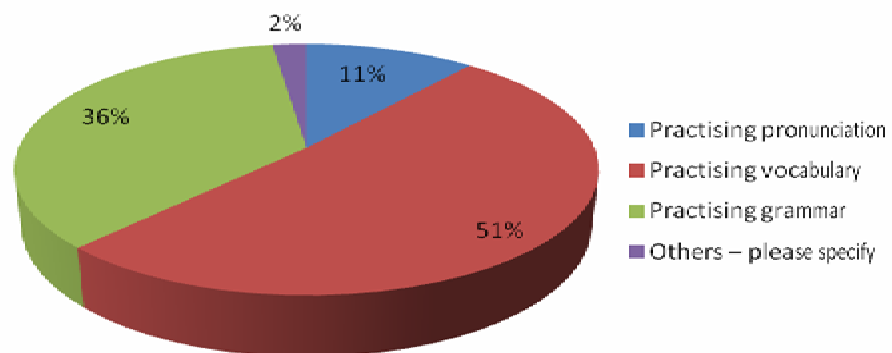
It is obvious that all the teachers suppose games to be useful during the lesson as all of them incorporate the games into the foreign language lesson.

3. How often do you use games in the lesson?



The fact that almost 50 per cent of the respondents use games during their teaching minimum once a week is not astonishing again.

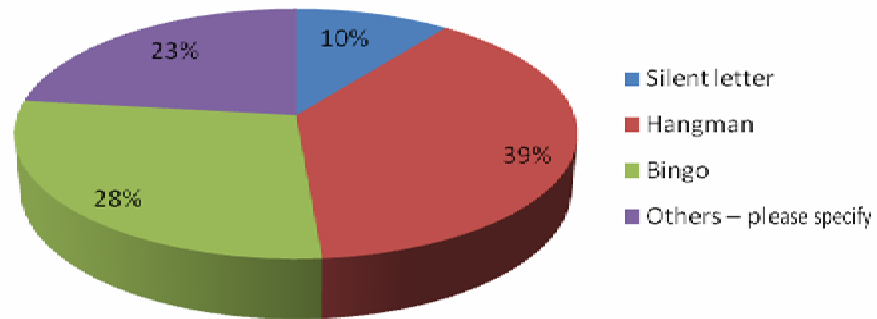
4. What type of games do you focus on?



I believe that it is right that more than 50 per cent of the respondents focus on practising vocabulary. This fact proves that knowledge of a word is an essential element to know. A lower percentage of them concentrate on practising grammar. Rather a low number of the respondents put emphasis on the pronunciation matter. The rest of them are interested in other aspects of language components.

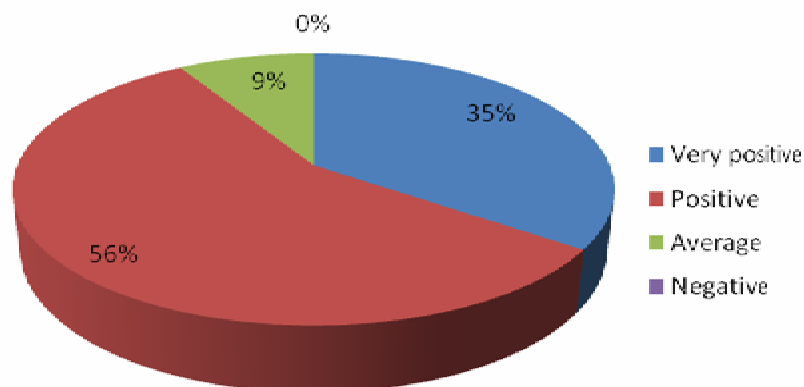


5. What kind of games do the students consider to be the favourite?



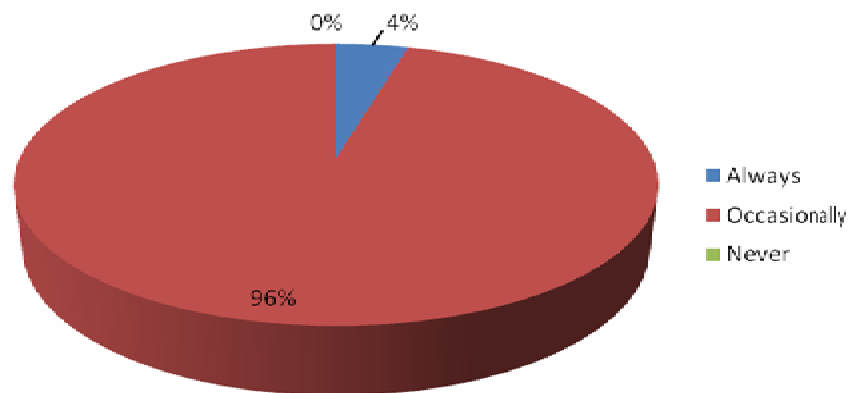
It is obvious that the favorite games during teaching the language are Hangman and Bingo. Students also like playing other games like *guessing various things (person, animal, object, profession etc.)*, *various cards practising vocabulary*, or *One, two, three – ten must sit down*. Other popular games are *Sandwiches* (Students sit in a circle and according to the English instructions they move right / left and sit onto each other's knees), *Simon says*, *1, 2, 3...*, *I spy with my little eye*, *“Martan” – vocabulary definitions*, *Word soccer*, *Snake*, *Shark*, *crosswords*, *domino*, *cube and ball games*, *various riddles* or *computer games*.

6. What attitude to games do the students have?



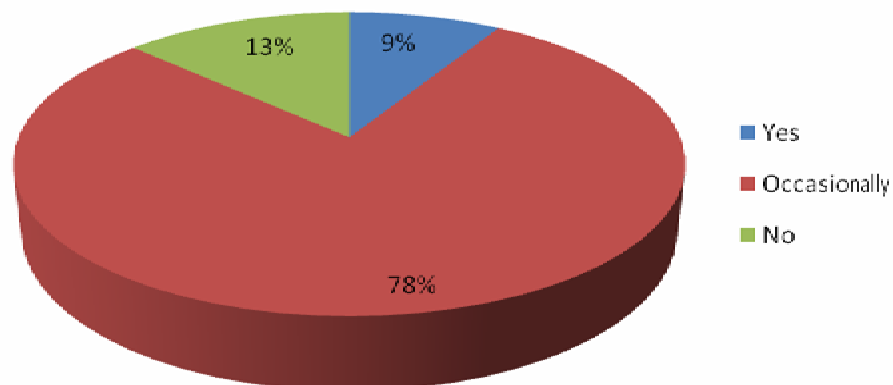
More than a half of the students have a positive attitude to games. Almost 40 per cent of the teachers consider games to be highly effective.

7. Is it demanding for you to prepare the games for the lesson as far as the didactic matter is concerned?



It is clear that almost all the respondents regard the preparation of games, as far as a didactic matter is concerned, to be occasionally demanding. A negligible percentage of them state that such preparation is always difficult.

8. Is it difficult for you to prepare the games for the lesson as far as the time matter is concerned?



It is evident that a predominant number of the respondents consider the preparation of games to be sometimes highly time-consuming. Rather a few respondents believe that the preparation of games is always time-consuming.

9. What kind of materials do you gain the games from?

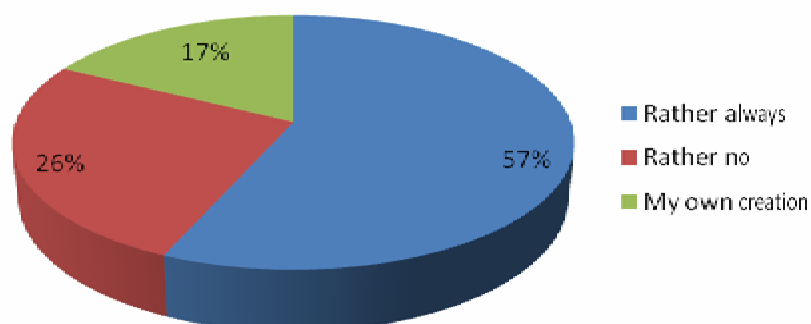
Please specify

R+R
Various educational courses
Children's magazines (Ufin)
Chit Chat I, II – Have fun
101 Language games
Various sources gained from BC
Teachers' own practice, <a href="http://www.helpforenglish.cz">www.helpforenglish.cz</a> , <a href="http://www.komen1.cz">www.komen1.cz</a> , sources from INFOA publisher
Project 2, Veselá angličtina, Dagmar Plevová
Zig – Zag – Flashcards
Hádanky a doplňovačky 1, 2 Brawn, A., Butselkow, R.
Books including various games
Internet
Exchanging ideas with colleagues
Information gathered from various seminars
Various English course books for teachers
Teachers' own creativity
Colleagues' recommendation

A vast majority of the teachers are inspired by the Internet source and their colleagues' ideas. A lot of them gain useful information attending various seminars.

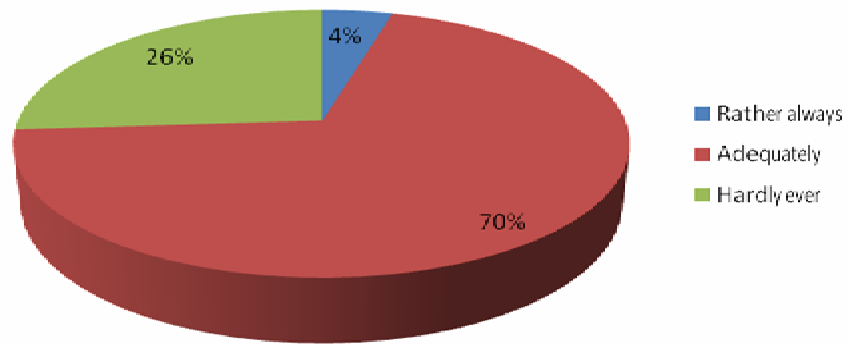
Many of them focus on the textbook Chit Chat and other coursebooks (they did not state their titles). It is also necessary to point out that a lot of them rely on their own creativity as well.

10. Do you suppose there is a sufficient amount of materials necessary for preparing games?



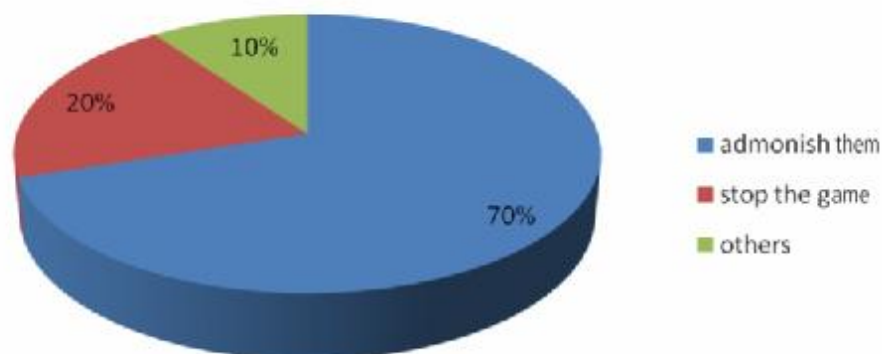
More than a half of the respondents suppose that there is a sufficient amount of materials necessary for preparation of games. About a third of them do not think so.

11. Is it difficult for you to keep the students' discipline when playing games during the lesson?



It is not surprising that only 4 per cent of the respondents claim it is rather difficult to keep discipline during playing games. On the other hand, a fourth of them state it is very easy to do so. The rest of them assert that they rarely come across this problem.

12. How do you treat the students when the discipline is not good during playing games?



It is clear that a vast majority of teachers raise a warning finger when the discipline is not proper during playing games. However, I expected that more than a quarter of respondents would stop the game when playing games is not going in a desirable way. A minor amount of teachers claim something different.

### **Evaluation**

The fact that all the teachers use games is evident. Moreover, it is not surprising at all that the students' favourite games are Hangman and Bingo. However, I would expect that more than a half of students have a very positive attitude to games rather than only positive. As the Internet is a widespread source I was not surprised that a vast majority of the teachers gain information from it.

## **2.2 Evaluation of the textbook**

This section of the practical part deals with the evaluation of the student's book PROJECT 2 by Tom Hutchinson. The reason why I have chosen this book is the fact that I used it when I was teaching English as a trainee teacher. Moreover, it does not provide the teachers with any vocabulary games and activities. As the topic of this thesis includes games aimed at teaching vocabulary I decided to suggest some of such games. This issue will be emphasized in the last segment of the practical part.

**PROJECT 2**  
**Student's Book**  
*Tom Hutchinson*

Cunningsworth (1995) mentions that choosing the appropriate coursebook is not only very important but also rather difficult. Nowadays students demand a high quality of coursebooks, particularly those where visuals are presented. The topic and activities should be enjoyable for them as they are easy to lose interest in a material that does not impress them. Therefore they should still be motivated by interesting topics and activities.

The book PROJECT 2 is intended for lower – secondary students of English. It presents the Introduction at the very beginning and contains six units. Each unit presents grammar, vocabulary and a topic which is introduced by a boy or a girl. A cartoon story can also be found in each unit. Furthermore, each of them provides the students with five parts. Sections A-D provide input, practice and skills work.

The final section emphasizes in two pages the topic dealt in a particular unit. Moreover, it provides the students with a project, song or poem, pronunciation chart and Progress diary that list all the matters taught in a certain unit. It is followed by REVISION of each two units in this book.

The course book Project 2 by Tom Hutchinson was evaluated on the basis of the individual criteria provided by Cunningsworth (1995). Some of the criteria chosen are the following: aims of the course book, its design and organization, language content, skills, topic.

### **Approaches to evaluation**

As Cunningsworth (1995) maintains, our general impression of a course book can be done very quickly just by having a look at it and realizing its strengths and weaknesses. Then we can clearly see the individual features of the course book such as the quality of the visuals or how the items in the book are sequenced. This is so called an impressionistic overview.

To examine how specific items or different aspects of language are dealt with it is necessary to consider so called in – depth evaluation.

According to Cunningsworth, “Inevitably evaluation will involve elements of comparison, especially when course books are in competition for adoption or where existing materials are being challenged by newly produced material” (1995, p. 14).

The latter is the reason for the further discussion.

Project 2 – third edition by Tom Hutchinson is a course book that follows Project 2. The third edition seems to be a real competition of the book Project 2.

Its strengths are for instance in the presence of games included in the third edition that has already been mentioned. In Project 2 there are no games offered for students. Another advantage of the third edition is the fact that it provides the students with much more vocabulary practice appearing at least twice within each unit. Furthermore, in workbook (Project 2, third edition) there is an activity practising vocabulary at the beginning of each unit.

Both Project 2 and Project 2, third edition, provide the students with the WORDLIST section at the end of the books. Moreover, a Revision section follows each unit in the third edition, whereas it is two units that are followed by Revision in Project 2.

What is additional in this third edition is English across the curriculum page. This edition offers a very good balance of skills in comparison with Project 2 and gives a further and thorough revision of all the skills.

Furthermore, Pronunciation chart is presented in at least three sections within each unit.

As regards course book package of the third edition, it can offer more than the Project 2. The whole set of the studying material includes not only the students’ book, teachers’ book, workbook and CDs, but also Culture DVD, i-tools for interactive blackboard and a CD - ROM. The i-tools provide the students with vocabulary practice aimed at spelling of the word, for instance.

## **The aims of Project 2**

The predominant aim of the whole course is to make the students be able to use the language as a living tool, it means not only within the classroom but also outside and to use it as much as possible. The course book tries to present the language in as realistic and motivating contexts as possible.

Moreover, Project tries to bring English to life. It is true when the students go through the Project work where their English is used actively. Furthermore, in this case they are also creative and imaginative. The significant point here is the fact that their vocabulary becomes expanded. This course emphasizes its cultural focus which is a big advantage for students. It is meant in a way that by comparing the lifestyle of Britain and other English speaking countries they are encouraged to show a contrast with their own background. Therefore it can clearly be said that the aims of the course book correspond closely with the aims of the teaching programme.

Additionally, the course book is appropriately suited to the teaching situation and it is considered to be flexible.

The course book in general includes almost all of what is needed. Apart from the lack of games which I will mention later the course book covers most of what is needed (various topics ranging from the easiest ones to the more difficult topics, the four skills, language items, vocabulary practice and a pronunciation chart, a big amount of visuals and cartoons, a lot of practice accompanied by workbook, songs, jokes, revision section within each two units etc.)

## **Design and organization**

As far as the course package is concerned, there are components such as students' book, teachers' book, workbook and class CDs.

The content is organized mainly according to topics that are sequenced from the simplest ones to the more difficult which are of course advisable for students' development.

As regards sequencing of newly presented words, they are registered at the end of the Workbook in the WORDLIST section. They are sequenced in an alphabetical order in the particular section of the unit. It is very good for students that they have all the new words together; therefore they do not have to look them up somewhere else. On the other hand, if they can not remember to find the new word later it is difficult to find what section the item was in. Therefore they have to use dictionary.



As for staging of the new items, they are presented according to the topic. However, they are not balanced when taking account their number in the individual sections. For instance, the section 1 B in the Workbook does not present very much items as this part of the unit deals with data. The following part of the unit presenting the description of the whole year, on the other hand, provides the students with much more vocabulary. The amount of vocabulary is so large that the game practising the particular topic is suitable to use here.

Concerning usefulness, vocabulary in Project 2 is appropriate to use in everyday situations. The vocabulary presented in the course book enables students make themselves understood in everyday life. The language in Project 2 is presented in stimulating, realistic contexts reflecting the real life situations in which students will want to use their English.

As for concrete and abstract lexical items, the course book uses both these items. In both cases they are items students are familiar with. They are familiar with them in their mother tongue.

There are very nice photographs accompanied with texts involving the individual topics which again enable the students to imagine what the text is about. The visuals are used for presentation and practice so as to provide meaningful context. The visuals presented in Project 2 are considered to be an integral part of the teaching material. The visuals are part of vocabulary mainly. The stories and texts are also accompanied by visuals in order to provide a better imagination of a certain situation. None of the illustrations is for decorative purposes.

There are all four skills covered in each unit that are highlighted in an orange colour to be clearly visible for students. They are usually presented with pictures and always put on the right page of the book.

As regards revision and recycling, the course book revises the new grammar and vocabulary well. Moreover, it always provides the students with the possibility to meet the new items more than once and consecutively to practise them in order to fix them in memory and gain fluency in using them.

Cunningsworth (1995) holds the opinion that, as for recycling the grammar items, they are possible to turn up again. However, it is not the case of vocabulary items which are likely to occur, apart from the most common words, once or twice only and then not to be found anymore. To prevent this fact, a list of vocabulary games offering a deeper practice of individual vocabulary items, is provided in the practical part of the diploma project.

The revision of grammar is done either through completing the dialogues from the story/sentences with various grammar items, filling in the grammar charts or by finding out what the student eats or drinks (Project 2, p. 45) (speaking skill) etc.

Consequently, the student writes down what he/she found out about his/her partner (writing skill).

The significant point to state is the fact that the further and thorough practice of the language is presented in the workbook. Grammar activities, vocabulary practice or amusement activities such as puzzles or crosswords are elements included in the workbook.

There are complete reference sections for grammar (grammar summary) at the end of the workbook. The whole grammar summary presented within each unit is described very clearly provided with a box following each section. Moreover, the grammar summary is appropriate for individual study as it very clearly presents every grammatical section beginning with a grammar box, the explanation in Czech language, following with examples in English and ending with a translation task.

### **Language content**

The course book is provided with a pronunciation chart in the section YOUR PROJECT after each two units. The pronunciation activities practise some aspects of English pronunciation that are worth studying, such as past tense endings, nouns endings, the difference between long and short vowels, individual sounds, homophones, weak forms, word and phrase stress, silent letters etc.

The coursebook covers some grammar items such as pronunciation of nouns/verbs endings, irregular verbs or countable/uncountable nouns. However, it does not include items such American vs. British spelling. The whole book uses British English.

### **Skills**

Although not every particular section in the coursebook deals with all the skills (there is an absence of at least one skill), there are still activities in each unit that cover practising all four skills. These activities enable the students to practise not only grammar and vocabulary of the particular section in real life communication, but also to express themselves in English. The speaking skills are practised by acting various interviews/dialogues, communication activities or pair work. Reading and writing activities are well designed, accompanied by suitable pictures.

As Cunningsworth says, “Reading can be linked to other skills work, particularly listening and writing” (1995, p. 73). It is clear evidence concerning the course book Project 2. Reading and listening skills are neatly woven together and are frequently presented as follows: “Read and listen to the story and complete the sentences” (1999, p. 22). Moreover, writing skill is demanded here as well.

The topics included in the book are also necessary to be mentioned. The choice of them is very important as only attractive topics can impress the students and mainly motivate them. Some of them to be named are Animals, Food or Entertainment. The topics are very interesting and challenging. The genre of the text used should also vary to prevent a stereotype.

The types of text used are as follows: recipes, photograph albums with comments, frequent cartoons, letter, a menu list, picture stories with bubbles or information leaflet concerning sports centre.

The reading comprehension is usually accompanied by the questions to be answered according to the text or pre-reading activities (pre-teaching of vocabulary items that are not familiar to students), post-reading comprehension questions or activities based on the text to be completed. The process of vocabulary learning when reading the text takes a significant role here. The reading texts are also presented to come across new vocabulary and grammar items.

The skills in Project 2 are not balanced very well. There is usually an ascendancy of one of the four skills. On the contrary the complete absence of skills also occurs (the reading skills are not presented in units 4 and 6 at all). However, in some cases the units show the balance of some skills.

It usually happens through the coursebook that students have a possibility to practise not only individual skills but also to use the skills in association with one another. Therefore the integration of skills is included. It is true in case when the students are for example supposed to listen to the conversations (listening skill) and then complete the chart (writing skill). What follows next is working with a partner and making the conversations (speaking skill). The last skill to be practised is writing again, it means that the students are supposed to complete the paragraph and write about two men. Another example of how the skills can be ordered when practising them is firstly looking at the pictures to see what is happening, then reading the story and numbering the pictures (reading skill), after that answering the questions about the story (speaking skill).

Project 2 also links with other subjects like geography in the section Cultural page.

The listening material is recorded very well. The speed of speaking is appropriate to the students' level, but the pronunciation seems to be rather difficult at some places. It is always accompanied by pictures, questions to be answered according to story, tasks in a form of grammar boxes, and activities like matching the words to the names, ticking the correct things during the listening, numbering the pictures in the correct order or completing the text or sentences that help comprehension.

### **Topic**

The course book offers a variable material to interest the students. For instance it covers some activities practising different skills which I find to be suitable.

Also the workbook presents some funny activities such as crosswords or puzzles. However, as I have already mentioned the book lacks of some games which would motivate the students. Particularly vocabulary games would be very useful to be included. It is necessary to point out that even though there are no vocabulary games presented in Project 2 it still offers a thorough practice of vocabulary.

The absence of games aimed at teaching vocabulary in Project 2 lead me to the idea to provide the teachers with the list of vocabulary games and activities that would add to the teaching material. Nevertheless, there are some games practising vocabulary in Project, but it is true only in the third edition of this book. As Hutchinson (2008) claims the game included in Project 2, third edition, concerning talking about likes and dislikes is suitable to be presented. It is the game played in groups. The first student says what activity he/she likes, e.g. *I like running*. The second student continues saying *She likes running and I like canoeing*. The following student repeats previous sentences with activities his/her classmates have already said and continues stating what he/she likes.

This game is based on the same principle as a vocabulary game called *I went to the market and I bought* which has already been mentioned in the diploma project. Some student says a sentence *I went to the market and I bought e.g. a tomato*. Another student follows him/her saying *I went to the market and I bought a tomato and a carrot*. The third student thinks about another piece of fruit/vegetable that he/she bought in the market. And they continue playing the game this way. Students therefore practise various fruit and vegetable that is likely to be bought in the market.

This chapter of the practical part clearly showed that choosing a coursebook is not an easy matter to deal with. To interest the students it must fit a number of criteria. It described what the course book consists of, outlined the strengths and weaknesses of the Project 2 in comparison with Project 2, third edition, it also depicted the main aims of the coursebook being evaluated and furthermore the way the content and vocabulary is organized. In addition, it defined the usefulness of vocabulary and the balance of skills. The variability of the topic of the Project 2 is another matter this section coped with.

In my opinion the book PROJECT 2 is good. I dealt with it as a trainee teacher so I had a possibility to go through it in detail. I liked the book arrangement, especially the section *Your project*. However, I missed some games, activities and quizzes that would bring a sense of a pleasant atmosphere to the class.

I believe students love games; therefore I am going to suggest some of them, particularly those focusing on teaching vocabulary.

### **2.3 Collection of vocabulary games and activities**

The last section of the practical part will offer a list of games, activities and quizzes aimed at teaching vocabulary. The collection of games, activities, quizzes and crosswords are selected on the basis of similar topics, vocabulary and structures reflecting the course book Project 2. Though this collection is rather descriptive in order to know how it is possible to follow the instructions when playing the games, I found the games and activities listed below suitable for students' development of vocabulary.

I am aware of the fact that some games which are going to be mentioned are not verified. However, I used some of them as a trainee teacher. They proved to be useful and the students really liked them, therefore I recommend teachers to use them.

The students were keen on playing the following games: I packed my Bag for Alaska, Sports, Mime game, Adjectives game, Simon says and Entertainment.

Several criteria were used to include a game in the collection. The main criterion was the students' level. Other criteria were the time necessary to play the game, the number of students involved in the game and availability of aids.

The criteria for including a game in the collection are the following:

- i. To test the students' memory and vocabulary range
- ii. To teach and practise vocabulary concerning various topics
- iii. To make the students familiar with some patterns
- iv. Games based on the students' readiness to act
- v. Games training the students to understand vocabulary from the context

### **8.1 I packed my Bag for Alaska**

Level: all

Aim: To increase the students' vocabulary by using a wide variety of common nouns and to provide practice with the indefinite articles, *a* and *an*.

Equipment and materials: blackboard

This is a vocabulary game that can be played at any language level. It starts with providing the students with a model sentence 'I packed my bag for Alaska and in my bag I put *an apple*.' The student who starts the game repeats the sentence and adds another object that begins with the letter *B*. For example: 'I packed my bag for Alaska and in my bag I put *an apple and a book*.' The game continues around the class in the way that each student repeats the sentence that has already been said and adds another object that begins with the next letter of the alphabet.

The first time the game is played it is possible to write the names of all the objects on the blackboard. (Students can do so as well)

Not only are the names of the subjects practised here but also the indefinite articles *a, an*.

Note: the game mentioned above is similar to the vocabulary game I went to the market and I bought

(Inspired by McCallum, 1980)

## 8.2 Clothes

Level: Elementary/Intermediate

Aim: to show knowledge of vocabulary concerning clothes

This board game contains 30 drawings of clothes. Students work in pairs and their task is to match the drawings with the words in the boxes below.

Each pair is given a copy of the board and a die. Having different coloured pencils or pen is also recommended.

Player 1 throws the die, e.g. he/she throws 5. He/she looks at the words in Box 5, chooses one and writes it down under a suitable drawing. Moreover, he/she crosses out the word from the list. It is now Player's 2 turn and the play continues in the same way.

When a player throws a number of the box where all the words have been used, he/she misses a turn. In case he/she does not know the word, he/she "passes" and it is his/her partner's turn.

The teacher sets a time-limit and stops the students at the end of it. The teacher reads the answers and the students check. They are given one point for every word which is placed correctly and lose one point for every word placed incorrectly.

**Key** (from left to right)

Cardigan, boots, nightdress, belt, bow tie, blouse, pyjamas, dressing gown, socks, suit, tights, apron, tie, jeans, shoes, skirt, T-shirt, waistcoat, jumper, overalls, coat, scarf, shirt, jacket, trousers, gloves, hat, dress, raincoat, vest.

Note: the copy of drawings of clothes is provided in the Worksheet section.

(Inspired by Watcyn-Jones, 1993)

## 8.3 Sports

Level: intermediate

Aim: to enlarge vocabulary concerning sports

Equipment and materials: one copy of a sports words set

Vocabulary focus

Equipment: shuttlecock, hockey stick, bat, ball, skates, skis, running shoes, racquet, golf club, net, goal, cap, pole, boots, stumps

Places: slopes, court, pitch, golf course, track, rink, diamond

People: team, players, competitors, opponent, referee, umpire

Events: match, round, tournament, championship, cup

The class is divided into pairs. Each pair is provided with a set of SPORTS WORDS. The students are supposed to place the cards face up on the table. Their task is to sort the cards out into four sections: equipment, places, people, and events.

Note: the copy of the SPORTS WORDS set is provided in the Worksheet section.

(Inspired by Hadfield, 1999)

#### **8.4 Reporters**

Level: elementary

Aim: to practise present simple structures (questions, answers)

Equipment and materials: none

Time: 10 – 20 minutes

Key vocabulary: personal information

Students work in pairs. One of them is a reporter whose task is to find out as many information as possible.

(Hadfield, 1992)

#### **8.5 Mime game**

Level: elementary

Aim: to practise present continuous structure

Time: 5-8 minutes

The students are divided into small teams. They are given a copy of mining actions. Moreover, team secretaries are also selected. They write down the actions being mimed in the pictures. The rest of the team helps the team secretary. The team having the most correct sentences is the winner.

The extension of this game is as follows:

One of the players is asked to write an action on a slip of paper and hand it to the teacher. It is important that any of the other players can not see it. The teacher mimes the action for the rest of the group. The group is supposed to guess: Are you combing your hair? Are you brushing your hair? The answers are 'Yes, I am / No, I am not'.

The student who guesses correctly has a chance to mime an action and the others have to guess.



Key:

He is shaving.

She's playing the piano.

He's cleaning his teeth.

He's going upstairs.

5. She's combing her hair.

6. She's drinking a cup of tea.

7. He's driving.

8. She's telephoning.

Note: the copy of the Mime game is provided in the Worksheet section.

(Inspired by Granger&Plumb, 1993)

## **8.6 Family tree**

Level: elementary

Aim: to practise and enlarge the vocabulary of family relationship

Equipment and materials: one copy of the sheet for each student

Time: 40 - 45 minutes

Warm – up

It is always advisable to check in advance whether the students understood the concept of a family tree. Then the teacher gives each student a copy of the sheet and tells them that the diamonds are male relatives and the ovals are female relatives. The students look at the list of relatives and are asked to find some of the relatives on the family tree. To achieve this they are asked some questions, e.g. Where is Steve's aunt? The students do the task and then the answers are checked with the class. At the end, the students are asked what relation Steve is to his wife.

Main activity

The teacher is supposed to divide the board into two columns that will be labeled with two headings. One heading will be called English male names and another one English female names. The teacher writes nine male names and nine female names on the board. Afterwards, the students are divided into pairs. Student A is told to write a man's name from the board in each diamond space on his/her copy of the family tree. Similarly, student B is told to write a woman's name from the board in each oval space on his/her family tree. The students ought not to look at each other's family tree.

There are practiced the question forms during the game, such as 'What is the name of..? What is ... called?

Students take turns when asking each other questions. Student A asks student B questions concerning the women in Steve's family, e. g. What is the name of Steve's

mother? What is Steve's niece called? Student B asks student A likewise, it means questions about the men in Steve's family. Students write the replies in the spaces of their tree. When students have finished their task, they compare their trees with each other to check whether their answers are correct or not.

Key vocabulary:

Aunt	grandfather	niece
Brother	grandmother	sister
Brother-in-law	husband	sister-in-law
Cousin	mother	son
Daughter	mother-in-law	uncle
Father	nephew	wife
Father-in-law		

Note: the copy of the Family tree is provided in the Worksheet section.

(Inspired by O'Dell & Head, 2003)

### **8.7 Weather crossword**

Level: elementary/Intermediate

Aim: to fill in the crossword and practise vocabulary concerning weather

Note: the copy of crossword and the links saying what is going to be filled in the crossword are attached in Worksheet section

(Inspired by Brown, 1987)

### **8.8 Opposites Quiz / Adjectives game**

Level: elementary

Aim: to learn and practise opposite adjectives and to be able to form the sentences with different adjectives

Time: 3-5 minutes

The class is divided into small teams. Team secretaries are selected again. Each team is given a copy of a list called The opposite Quiz. The team secretaries, helped by the rest of the team are given the time to write the opposites according to the pictures on the copy. The team that has the most correct answers is the winner.

Key:

happy/sad	7. young/old
good/bad	8. wrong/write
poor/rich	9. strong/weak
small/big	10. heavy/light
ill/well	11. cold/hot
old/new	12. short/tall

**Adjectives game**

This game shows the students' knowledge of adjectives used in a sentence.

The teacher writes the basic structure 'He's got a/an ..... car' on the board. The teacher starts the game by saying 'He's got a blue car'. The students' task is to say the same sentence but always with a different adjective. The example is as follows:

Player 1: He's got an old car.

Player 2: He's got a fast car.

Player 3: He's got a comfortable car.

Players get any points if they can not think of a new adjective or repeat the adjective which has already been used. Moreover, they are not given the points in case they use an inappropriate adjective or can find any proper adjective for a long time.

The game is also suggested to be modified in a way that a new base sentence and a different vocabulary area are given. The students play the game similarly as in the previous one.

Note: the copy of the Opposite Quiz is provided in the Worksheet section.

(Inspired by Granger and Plumb, 1993)

**8.9 Whatever is that?**

Level: intermediate

Aim: to enlarge vocabulary concerning animals

Time: 5 minutes

Each group is given a copy of creatures and their task is to sort them into three categories, namely animals, birds and fish. The individual sections take following labels: Feather / Fin / Fur. It is necessary that the students are told there are some creatures that do not fit into any of the categories. The example in each category is given. The groups exchange papers for marking, and check the answers orally. The group, having the most creatures sorted correctly, wins.

Note: the list of creatures is accompanied in the Worksheets section.

Key:

Feather	Fin	Fur
Ostrich	carp	kangaroo
Parrot	cod	jackal
Robin	dolphin	jaguar
Sparrow	shark	mink

(Inspired by Barnes, Hines and Weldon, 1996)

### **8.10 Parts of the body crossword**

Level: elementary/Intermediate

Aim: to fill in the crossword and practise vocabulary concerning human body

Note: the copy of crossword and the links saying what is going to be filled in the crossword are attached in Worksheet section

(Inspired by Watcyn-Jones, 1992)

### **8.11 Simon says...**

Level: elementary

Aim: to practise and enlarge vocabulary of movements, actions, and instructions

Equipment and materials: a need of enough space inside the classroom or outside and a list of instructions for movements

Time: 10 minutes

The teacher stands in front of his/her students and explains that the students are going to follow his/her instructions. The instructions are as follows:

Put your hands on your head	Touch your elbow
Touch your ears	Touch your knee
Clap your hands	Take two steps forward
Stamp your feet	Sit down
Click your fingers	Stand still

The students can move only in case the teacher says 'Simon says'. If the teacher do not say 'Simon says' the students must keep still.

The variations of the game are following: (a) the teacher can use other key words apart from 'Simon says', for instance 'Please' (b) when the classes are too big it is advisable to choose actions that children can do sitting down.

(Inspired by Slattery, 2004)

## 8.12 Memory 5 (Was/were + Preposition of place)

Level: elementary

Aim: to practise existencial sentences There was/were, things usually found in the room and prepositions of place

Equipment and materials: the copy of pages 77 and 95

Time: 5 – 10 minutes

The class is divided into small teams. As usually, the secretaries are also appointed. The teams are given one copy of pictures (p. 77) and two minutes to study the pictures. Then the teams are supposed to cover p. 77. The teacher provides them with page 95 and goes through the examples with them. Now it is the team secretaries' turn. Their task is write down what things are missing after the burglary. The team having the most correct answers is the winner.

Key:

There was a video recorder under the television.

There were some paintings on the wall.

There were some watches in the drawer of the small desk.

There was a portable computer on the desk.

There was a video camera on the shelf.

There were some glasses in the wall display cabinet.

There was a handbag on the chair.

There was a briefcase under the chair.

There was a vase on the top of the cabinet.

There was a guitar behind the door.

Note: the copy of pages 77 and 95 are provided in the Worksheet section.

(Inspired by Granger and Plumb, 1993)

### 8.13 Illness

Level: intermediate

Aim: to practise and enlarge vocabulary including illnesses

Vocabulary focus

Ailments: cold, cough, sore throat, headache, earache, toothache, stomach ache, rash, backache, flu, temperature, swollen, pain, black eye, burn/burnt, lost my voice, broken, cut, sprain/sprained, feel sick, hurts, bruise

People: doctor, dentist, nurse, patient

Structures: have got, simple present (I feel ..., my ... hurts), need a ..., need to, should/ought to, present perfect (I've lost my voice)

Equipment and material: a copy of ailments words

The class is divided into two teams. Each team is given a set of AILMENTS WORDS. Each set is recommended to be placed face down on a table. The teacher is supposed to tell the students that he/she is a patient and they are doctors and nurses. The teacher mimes for instance 'I've lost my voice' and the students try to guess it. When they have guessed, one student from the team comes to the front. This student is a new patient who has lost his voice as well. The new patient takes the next card from the table and mimes the ailment. The next one guessing the ailment correctly takes turn in miming another ailment. The team that finishes first is the winner.

Note: The set of ailment words is attached in the Worksheet section.

(Inspired by Hadfield, 1999)

### 8.14 Food and drink (What I had for dinner last night)

Level: elementary

Aim: to practise and enlarge basic vocabulary concerning food and drink + past tense of the verb *to have*

Time: 30-35 minutes

Materials: For Warm-up, one copy of the sheet not cut up, for each student. One copy of the sheet, cut up, for each group of four to eight students.

Key vocabulary: apple, banana, bar of chocolate, biscuits, bowl of pasta, bowl of rice, cake, carrot, chicken, chips, cup of coffee, fish, garlic, glass of milk, glass of orange juice, grapes, hamburger, ice cream, lemon, loaf of bread, mushroom, onion, orange, pineapple, pizza, sausages, sweets, tomato.

### Warm-up

The teacher asks the students what they had for dinner last night. The aim is to elicit as many different items of food and drink as possible. The students are given a copy of the sheet and are supposed to write the names of the individual items beside them. Moreover, students responsibility is write 'a', 'an', 'some' next to each items.

The answers are then checked with the whole class.

### Main activity

The students are divided into groups. Each group is given a set of picture cards that are cut up. Four blank cards are also included.

The game is played in a way that a student chooses the card, for instance lemon, and says 'I had a lemon for dinner last night'. The student holds the card. The next student picks the card, for example bowl of rice, and says 'I had a lemon and a bowl of rice for dinner last night'. And the game follows in this way. Each student has to name all the previous cards in the correct order before he/she says how his/her card is labeled.

In case the student takes the blank card, he/she can choose the item on his/her own.

The game is finished when all the cards have been picked.

Note: The copy of a handout is attached in the Worksheet section.

This game is based on the same principle as both the games I went to the market and I bought and I packed my bag for Alaska.

(Inspired by O'Dell & Head, 2003)

## 8.15 Entertainment

Level: intermediate

Vocabulary focus

Places: theatre, cinema, concert hall, opera house, dance hall/ballroom, disco, pub, restaurant

Events: play, film, meal, drink, ballet, concert (classical/rock/pop/folk), disco, dance, opera

People: barman, waitress, actor, film stars, dancers, musicians, disc jockey, band, singers

Structures:

Simple present, like/hate + ing, would like, going to, I think/imagine (that)

The teacher copies and cuts into pieces one set of PLACES, PEOPLE and EVENTS per each pair of students.

The aim of the game is to match places with people and events and therefore to expand vocabulary concerning the topic above.

Students are divided into pairs. Each pair is given a set of PLACES, PEOPLE and EVENTS cards. It is recommended that the students ought to lay the place cards word-side up to be mixed in the middle of the table and the same with EVENTS and PEOPLE cards. They go in turns to take a card trying to identify the event and people connected with each place (theatre – play –actors). The player having the most cards is the winner.

The game can also be varied in a way that the students play it with all the cards picture-side up and this time they have to remember the particular vocabulary.

Note: The set of cards will be provided in the section Worksheets.

(Inspired by Hadfield, 1999)

The last section of the practical part, Collection of vocabulary games and activities, provided the reader with a list of games, activities and quizzes that help with learning, practising and enlarging vocabulary. As has already been mentioned above, the collection has been offered to enrich the students with vocabulary games and activities as the Project 2 has not observed any of them. I used some of these games as a trainee teacher and they confirmed to be very useful. Therefore I highly recommend the teachers that they should integrate more games and activities into the foreign language lesson to contribute to the teaching material and more importantly to provide the students with more vocabulary knowledge and practice. The research that was carried out at various lower – secondary schools clearly shows the results that students in general have a positive attitude to games. Moreover, the students need to feel that the topic and vocabulary is somehow relevant to their lives. That is the reason why the Collection of games and activities reflecting Project 2 was provided. It was also done in order to meet the students' needs.



## Conclusion

This thesis tries to give information concerning games aimed at teaching vocabulary. In the research, which was done at various lower-secondary schools, it was found out that all the teachers use games during the foreign language lessons.

The research showed that the games which students like best are Hangman and Bingo. The possible reason is that those games are easy, quick and funny, so when choosing a game for the class teachers should consider these factors. Competitiveness might also be another important factor for a game to become popular.

The work also indicates that not all the textbooks are accompanied with vocabulary games, activities and quizzes. This is true about the textbook PROJECT 2 by Tom Hutchinson, which was evaluated in the thesis. In order to enrich the textbook material a collection of vocabulary games, activities and quizzes is provided here. This collection might be useful for my future teaching and also for other teachers, who can use it as inspiration.

The study of a number of books concerning this topic helped me to realize the importance of games in the foreign language teaching and their usefulness. Moreover, I learnt a lot of various games which can be used at lower-secondary schools.

Hopefully, this work will help teachers to realize that using games in English lessons is useful and motivating for their students. It can also help them to enlarge the range of vocabulary games they already use.

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# Appendices

## 1. The questionnaire for a foreign language teacher at the lower – secondary school

Dear colleagues,

My name is Jana Výletová and I am graduating this year. I study English and Music at the Palacký University in Olomouc. I would like to ask you to fill in this questionnaire which is a part of the diploma thesis Games aimed at teaching vocabulary. This questionnaire is anonymous, therefore, please, write neither your name nor your personal information.

Thank you in advance.

Note: You can tick more answers when coming across the questions having their answers marked with small squares. Please circle only one answer concerning the remaining questions.

1. Do you use games during the lesson?
  - Yes
  - No
  
2. Do you suppose using games during the lesson is useful?
  - Yes
  - No
  
3. How often do you use games in the lesson?
  - Almost every lesson
  - Once a week
  - Seldom
  - Not at all
  
4. What type of games do you focus on?
  - Practising pronunciation
  - Practising vocabulary
  - Practising grammar
  - Others – please specify

5. What kind of games do the students consider to be the favourite?
- Silent letter
  - Hangman
  - Bingo
  - Others – please specify
6. What attitude to games do the students have?
- Very positive
  - Positive
  - Average
  - Negative
7. Is it demanding for you to prepare the games for the lesson as far as the didactic matter is concerned?
- Always
  - Occasionally
  - Never
8. Is it difficult for you to prepare the games for the lesson as far as the time matter is concerned?
- Yes
  - Occasionally
  - No
9. What kind of materials do you gain the games from?  
Please specify
10. Do you suppose there is a sufficient amount of materials necessary for preparing games?
- Rather yes
  - Rather no
  - My own creation

11. Is it difficult for you to keep the students' discipline when playing games during the lesson?

- Rather always
- Adequately
- Hardly ever

12. How do you treat the students when their discipline is not good during the lesson?

- Admonish them
- Stop the game
- Others

If you have any questions do not hesitate to contact me. My e-mail address is [vyletovajana@seznam.cz](mailto:vyletovajana@seznam.cz)



## 2. Worksheets

Worksheet 1.....	8.2 Clothes
Worksheet 2.....	8.3 Sports
Worksheet 3.....	8.5 Mime game
Worksheet 4.....	8.6 Family tree
Worksheet 5.....	8.7 Weather crossword
Worksheet 6 .....	8.8 Opposites Quiz/Adjectives game
Worksheet 7.....	8.9 Whatever is that?
Worksheet 8.....	8.10 Parts of the body crossword
Worksheet 9.....	8.12 Memory 5
Worksheet 10.....	8.13 Illness
Worksheet 11.....	8.14 Food and drink
Worksheet 12.....	8.15 Entertainment

## ANOTACE

<b>Jméno a příjmení:</b>	Jana Výletová
<b>Katedra:</b>	Anglického jazyka, PdF UP, Olomouc
<b>Vedoucí práce:</b>	Mgr. Zuzana Bartsch Veselá, Ph.D.
<b>Rok obhajoby:</b>	2010

<b>Název práce:</b>	Hry, zaměřené na výuku slovní zásoby na druhém stupni ZŠ
<b>Název v angličtině:</b>	Games aimed at teaching vocabulary to lower – secondary learners
<b>Anotace práce:</b>	<p>Práce se zabývá problematikou her, zaměřených na výuku slovní zásoby na druhém stupni základní školy. Poukazuje na charakteristiku vývoje dětí středního školního věku. Pojednává o rozdělení her, zaměřených na výuku slovní zásoby a charakterizuje výuku slovní zásoby. Graficky znázorňuje výsledky výzkumu, provedeného mezi učiteli. Evaluluje učebnici a poskytuje kolekci her a aktivit, zaměřených na výuku slovní zásoby.</p>
<b>Klíčová slova:</b>	Žák druhého stupně Hry Organizace Vyučování Slovní zásoba Typy her Materiály Výzkum Evalulace učebnice Kolekce her
<b>Anotace v angličtině:</b>	The diploma thesis deals with games aimed at teaching vocabulary to lower-secondary learners. It gives

	<p>characteristics of the pupils. It gives classification of vocabulary games and describes teaching vocabulary. It illustrates the results of the research among teachers with graphs. The thesis evaluates a textbook and provides the reader with a collection of vocabulary games and activities.</p>
<b>Klíčová slova v angličtině</b>	<p>Lower – secondary learner  Games  Organization  Teaching  Vocabulary  Game types  Materials  Research  Evaluation of the textbook  Collection of games</p>
<b>Přílohy vázané v práci:</b>	<p>Appendix 1: Questionnaire  Appendix 2: Worksheets</p>
<b>Rozsah práce:</b>	64 stran
<b>Jazyk práce:</b>	Anglický jazyk