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Using games in English Language Teaching

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

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ABSTRACT

This diploma thesis deals with the use of games in English language teaching. The theoretical part is focused on the importance of games in human culture and development. It also describes games as one of the effective ways of teaching English language and shows their basic classification. The aim of the practical part is to evaluate the use of games in English teaching from the viewpoint of teachers and students and to evaluate games, which were created by the author and played with the students of the second grade. To summarize the view on the use of games in English language teaching, the author uses questionnaires, which were filled by the students and also teachers of English.

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Introduction

This diploma thesis describes the concept of game like activities and its use in the process of English language teaching. It is not a new idea to use a game in teaching of English, however, not everybody might know how exactly such a game should look, in which situation it is adequate to use it or how exactly both teacher and students can benefit from such an activity. These few points are clearly only fragments of wide scale of difficulties that a teacher may encounter during teaching via game-like activities. This thesis thus deals with various rigours regarding the use of game-like activities, reveals its strong and weak points and puts an emphasis on the necessity of the involvement of teachers and their own creativity.

The aims of the thesis is to discover effectiveness and the applicability of games in teaching English, to test in practice the games invented by the author and to get a feedback on the use of games from both teachers' and students' perspectives.

To find out what is the teachers' and students' attitude towards the use of games in education, the author of the thesis uses three types of questionnaires. The first questionnaire is asking the students how much they enjoyed the games the author created. The second questionnaire is aimed on the students' fondness for games in teaching English and the frequency of their use in English lessons. The third questionnaire is designated for teachers to have a knowledge of their preferences in using various methods or approaches to teaching English, how often they use games in their lessons and how demanding is for them to prepare and realize such activities in their lessons.

The work is divided into two parts. The theoretical part explains the importance of games in human life and the purpose of application of active learning approach and game like activities in education. It also describes their classification from the viewpoint of methodology. At the end of the first part the characterization of games further explains how games could be divided according to the skills they develop. The typology of games suitable for English teaching with given examples, could serve as suggestion for the beginning teachers or simply for anyone who needs an inspiration for lesson planning.

In the practical part, there are ultimate analyses of several games, which had been practiced with the second grade students. To evaluate the potential success of these activities, the students were asked to fill several short questionnaires to give a feedback on the activities they were involved in and their overall viewpoint on playing games in English teaching. To enable a comparison of viewpoints of the students and teachers, the practical part also presents the results of the questionnaire, filled by the teachers of English, who had been asked to answer several questions about their preferred way of teaching, especially games, their preparation and the frequency of their use.

The results of the questionnaires helps the author to summarize his view on the use of games in teaching English and enables him to compare the teachers' and students' fondness for the use of games in teaching English.

THEORETICAL PART

Introduction of theoretical part

This part contains an overview of theories of play in which several most commonly quoted authors, dealing with games in connection with education, are introduced. It shows how games could be divided, into which methodological category game belongs and further explains the terminology in connection with classification of games. The end of the theoretical part is dedicated to the use of games in English language teaching and their typology.

1 Historical overview of play

This part is dedicated to the explanation of the term play and its importance in human life. To play a game is undoubtedly one of the most crucial activities when it comes to children's development (Duplinsky, 2001, p. 434, Skalková, 2007, p. 199). Scientists and philosophers struggle to describe games and their effects on human's behaviour since the ancient Greece (Duplinsky, 2001, p. 433).

One of the first notes about positive effects of children's play is recorded in Plato's *Laws* and the *Republic*. He saw the play as a way of preliminary socialization and supported the idea that the play has its place in the school system. In practice the play was supposed to be aimed at the future job of the child and the teacher was supposed to control the right direction of such a play. (Brehony, 2017)

This could be explained by an example where future soldier used to play with wooden sword when he was a kid to prepare himself for his occupation (Duplinsky, 2001, p. 433). This approach could be criticized for being quite manipulative and thus cannot be completely accepted in context of modern didactics. Nevertheless, the idea of playing with children, rather than impel them to learn something, is worth considering. (Brehony, 2017)

The middle ages was not very prolific period regarding theories of play, (Zormanová, 2012, p. 23) nevertheless the better times were yet to come. In the end of the sixteenth century was born a future teacher, educator, writer and philosopher Jan Amos Komenský, who is nowadays called a father of modern education as he hugely contributed to its system. Among many significant works, he wrote his famous *Schola Ludus*, which was a collection of plays designed for the practicing Latin language. These plays were actually meant as drama scenarios and some people misinterpret the meaning of this book, thinking of it as the Komenský's view on playing games as a way of teaching. Nevertheless, he should be at least mentioned for his opinions, usage of examples from real life in education and support of the idea that education should be accessible to all people. (Kopecký, 2015, spisovatele.cz)

In the same century an English philosopher, John Locke, described play in his *Some Thoughts Concerning Education* and he put the emphasis on a positive motivation rather

than physical punishment, which was common back then. (Locke, 1693, p. 44) Locke studied a children's play and encouraged the idea that play has a hugely positive effect in education. He believed that through the spontaneous activities like playing *dibstones*, for instance, children can learn highly effectively. (Locke, 1693, p. 181)

Half a century later, one of Locke's greatest followers, Jean-Jacques Rousseau, had a radical theory that education should be structured according to children's development, which he divided into several different stages. His vision of children learning with respect to their age, described in *Émile*, was revolutionary at that time. He agreed with Locke's theory, in which children were supposed to be driven by instincts during their play. (Brehony, 2017)

Even though Rousseau agreed with Locke's idea that play has its educational value, he was inclined more towards Plato's opinion that play does not have to be depended only on the children spontaneity, but it also can be directed by teacher to achieve desired skills (Doyle, Smith, 2007). Rousseau's work *Émile* was written as a novel, however, some of his points are still valid in modern education system and inspired next generations dealing with this topic (Brehony, 2017).

In the nineteenth century a German pedagogue and the founder of a kinder garden, Friedrich Fröbel, wrote several publications in which he stresses the importance of play. He invented a game based on building wooden blocks and then described in detail, how this game, called *Gifts and Occupations*, should be played. (Pgpedia.com)

Fröbel, so as Rousseau, was convinced, that children's play have to be controlled and his ideas are still influential up to now (Froebelweb.com).

In the second half of the nineteenth century, Charles Darwin's *Origin of Species* arose interest in human evolution, and his theory also had an impact on people dealing with the theory of play (Tonkin, 2014, p. 8).

For instance, an English philosopher, Herbert Spencer interpreted the play as a discharge of an excess energy. He advocated his theory by comparison with the lion, who roars not to threaten any animals, but just to discharge an extra energy. (Duplinsky, 2001, p. 434, Tonkin, 2014, p. 8)

One of the best known theories of play at that age was explained by Karl Groos, who described children's game as a preparation for real life situations, similar to games of young animals. According to Groos, play is an instinctive activity, which leads to the development of various skills. (Gray, 2009, Johnson et al., 2015, p. 171)

Since the Groos's ideas were introduced in United States, many American psychologists and educationalists started to write their own theories. Among them was a philosopher John Dewey, who devised a syllabus designed for playing games that were supposedly simulating activities that our antecedents had to do in order to stay alive. For example, the children should throw sticks at a certain object similarly to Stone Age hunters. In his theories of play and education, Dewey supported the use of experiments and its analysis. (Brehony, 2017)

He believed that children are not supposed to be learning only via text books, but also they should be allowed to feel the experience with all their senses, like touch, smell, hear, etc. (Dewey, 1915, p. 255).

In the twentieth century, psychoanalysis and its pioneers hugely contributed to the topic with their new theories. The pioneer of psychoanalysis, Sigmund Freud, assumed that children's play is a manner of compensation of various unfulfilled desires. In his theories, Freud argues that play helps children to free themselves from stress or anxiety. He used the expression catharsis to describe an exemption of negative feelings. The play was supposed to be a way how to reach this state of mind. Realizing this, Freud applied his findings in psychoanalysis and treatment of post traumatic disorders. (Mheducation.co.uk)

Another significant person interested in theory of play was Swiss psychologist Jean Piaget. He believed that the whole process of children's development is influenced by accommodation and assimilation. (Johnson et. al. 2015, p. 230)

Assimilation is the use of already acquired knowledge; accommodation, on the contrary, occurs when children adjust to external influence (Sochorová, 2011). For a positive development, these processes are supposed to be in harmony. Piaget pointed out, that children's cognitive development changes over time and divided stages of cognitive maturity into four stages:

1. Sensory motor stage: 0–2 years,
2. Preoperational or intuitive stage: 2–7 years,
3. Concrete operations stage: 7–11 years,
4. Formal operations stage: 11–15 years.

(Mcleod, 2015)

According to the Piaget's four stages of development, it is easier to organize the whole curriculum. In other words it helps to decide when it is adequate to teach writing, reading, counting, etc. His thoughts about education were clearly very close to the present educational systems. He preferred active engagement of children, and as well as many of his ancestors, he wanted learning to be supported by a sensational experience. (Enose, Simatwa, 2010, p. 370)

Although Piaget's ideas were indispensably confronted with criticism during the time, for example for having only three participants in one of his researches, his influence on present school systems is essential (Hopkins, 2011).

Whereas Piaget stressed the symbolic representation in play, Lev Vygotsky, another important psychologist, emphasized that play, as a main activity of childhood, is not based on symbolism, but on motivation and it influences the whole development of the child. He stated that with the development of play comes the awareness of its sense and its rules. The rules become more stringent and there is an emphasis on its observance. Vygotsky points out the importance of objective which needs to be accomplished in any game. He believed that any play without purpose does not motivate children and becomes boring. (Ballantyne, 2007)

In connection with human culture, the importance of play was stressed by Dutch historian Johan Huizinga. In his book *Homo ludens* he denoted play as an activity, which helps us to escape from everyday difficulties. Huizinga rejected the functional theory of play and considered it as a free activity and as such it is supposed to be realized for the feeling of

pleasure rather than any other purpose. It could be explained on children playing basketball, for example. The players play it because of pleasurable feeling from scoring or winning and not to improve their stamina, although it is a valuable side effect of this game. According to him, this behaviour had led to the foundation of our culture. (Rodriguez, 2006)

As well as many of his predecessors, he believed in biological function of play. He shared an opinion with Spencer, that it is a way of ventilation of an extra energy, but except this fact he also claimed that, children's play is specific by other various attributes such as:

- game is a voluntary activity and nobody can force one to play a game,
- it is an escape from ordinary life to a temporary activity with its own nature,
- game has its boundaries as for the time and place where it occurs,
- game and its parts could be recapitulated,
- game has specific order and rules,
- game can bring rhythm, harmony and thrill. (Sochorová, 2011)

Huizinga's main critique Roger Caillois later came with similar definition. According to him the play is an activity which is: free, separate, uncertain, unproductive, governed by rules and make-believe. (Caillois, 2001, p. 9-10)

These features clearly reflect their general view of games, but in Huizinga's definition of play he claims that there is no profit from playing a game, which could be arguable (Sochorová, 2011). The whole definition stands that: "*Play is a free activity standing quite consciously outside 'ordinary' life as being 'not serious,' but at the same time absorbing the player intensely and utterly. It is an activity connected with no material interest, and no profit can be gained by it. It proceeds within its own proper boundaries of time and space according to fixed rules and in an orderly manner.*" (Huizinga, 1949, p. 13)

Huizinga's theory was criticized by Roger Caillois at the point concerning profit (Caillois, 2001, p. 5). The material profit cannot be neglected if professional players of poker or athletes are considered (Caillois, 2001, p. 6). In fact, the profit from a play could be enormous, because children, young animals or even adults can actually gain loads of skills via games, as it was described in several theories above (Brehony, 2017, Sochorová, 2011). Thus the profit should be expected when planning a game like activity as every game planned by teacher should have certain aim which needs to be accomplished.

It could be said that both teachers and students can profit from a thoroughly planned game and it is only a question of what type of game they choose (Fontana, 2003, p. 57).

2 Typology of games

In the previous part, several theories and definitions of play were described in order to clarify what the term means and how the play was perceived by scientists. It is not an easy task to describe the typology of games, as they can be divided by so many attributes. However, it could be useful to know how games and their divisions are characterized by different authors.

One of the generally accepted classifications order games according to the development of human brain during ontogenesis:

- functional games,
- manipulative games,
- imitation games,
- receptive games,
- task games,
- productive games. (Langmaier, 2006, p. 101)

Opravilová (2011) differentiates the types of games according to:

- skills they develop – that could be intellectual development, dexterity, etc.
- kind of activity – imitations, dramas, creative games
- place – indoor or outdoor activities
- number of players – individual play, pair game or group game
- age – games of infants, toddlers, pre-school kids, school children and adults
- sex – girls and boys (Opravilová, 2011)

A comprehensive typology of games was described by French sociologist and anthropologist Roger Caillois, who was mentioned in the previous chapter. He defined four principles of games and claimed that the cultural life is organized by the same four principles. In his book *Man, Play and Games*, Caillois praised Huizinga for his contribution to the study of games and their connection with culture, but in his opinion games have many different functions, which could occur separately or in a combination.

Hence games, according to Caillois (2001, p. 4), have to be divided into several categories corresponding with their function. He made his own typology of games and labeled the types of games with Greek names. The first one is called *agon*, which are types of games with a competitive character. These are games like football, boxing and any other sport, but it also includes chess or billiard. (Caillois, 2001, p. 14).

Another type of game is *alea*, which is basically any game that is based on good luck. Among these could be named roulette, lottery or dice. Unlike *agon*, these games are not only about intelligence or certain skills, but the winning of player depends on destiny. (Caillois, 2001, p. 17)

Caillois adds, that some games are combination of both as it is in a game of poker, for instance. He also points out, that in *alea* games, every player has the equal opportunity to win (Caillois, 2001, p. 18). As Sochorová (2011) points out, these games should be occasionally used by the teachers, who want to strengthen the self-esteem of slow learners and to reinforce their positive approach towards studying (Sochorová).

Third type of game is called *mimicry*, which is based on the illusion and imagination of those who participate at this activity. This kind of games usually requires appropriate requisites, to help children imitate the adults. Toys like wooden sword, police hat or plastic cups helps them to create an illusion of acting like adults. (Caillois, 2001, p. 21)

Caillois suggests, that playing mimic games makes a border line between childhood and adulthood, but he also claims that this kind of behaviour could be found even in the world of adults. To give an example, he offers a comparison with theatre. The aim of an actor is not obviously to convince audience that he is a real Hamlet, but the pleasure is to impress

he audience and to provoke a thrill. Similarly the children playing with costumes feel the pleasure when pretending they are someone else. (Caillois, 2001, p. 21-22)

The last type of game is called *ilinx* (Caillois, 2001, p. 23) derived comes from the Greek word *ilingos*, which means vertigo. Caillois is convinced that these games are played for the pleasure of feeling dizzy and compares this kind of behaviour to human desire for chaos and devastation, which is usually suppressed by the individual. He found many examples of people's inclination to activities that leads into such a state of mind like vertigo. Whether it is a spinning dervish, Mexican voladore or children sliding on a toboggan, the desire to escape from reality seems not to be natural only for human race, but for animals as well. To support his argument, Caillois (2001) gives examples such as dog chasing its tail or chamois, who tries to slide on precipitous wall of rock. (Caillois, 2001, p. 24-26).

Caillois's comprehensive typology is also completed by two terms, which refer to a player's approach to an individual game. The first is *paida*, which stands for the enjoyment and spontaneity typical for children, and the second is called *ludus* which occurs in games that require concentration and logic thinking. (Caillois, 2001, p. 28-29). Ludus can be found in agon games like chess, nevertheless, a game like racing, which belongs to the same category, is associated with *paida* (Caillois, 2001, p. 30).

Caillois believed, that human choice of games and the overall approach to them is what defines civilization. (Caillois, 2001, p. 35) Sochorová (2011) adds, that according to the typology presented by Caillois, the behaviour of children during the play should be carefully observed as any conspicuous deviation could lead to a child's disorder. Agon games could bring immoderate aggression, desire for alea games can develop into gambling issues, psychologically disturbed person could reject to differentiate play from reality and the pleasure from vertigo games could reveal the individual's low inhibition in participating in dangerous activities or taking drugs. (Sochorová, 2011)

As the Caillois' theory indicates, the desire for playing games is natural for people of any age and the approach to play could be very different. With the notion of Sochorová, that observation of the third person is important during children's play, it could be said that teachers, who want to use game in their lessons, should pay the attention to all situations

that can occur during the games they choose to play with their students. Sochorová's other notion that games using dice creates an opportunity even for slower learners to win, is also worth considering as teachers could sometimes struggle to motivate some students to participate on the activity because they do not see the chance for winning.

There are many games that people can enjoy and learn something by playing them. The division of games is quite variable as every author has different point of view on it. Nevertheless, this thesis is aimed on the games that are designated especially for teaching English language and its classification is described at the end of the theoretical part.

3 Approaches and methods in teaching

In the previous text, there was described the importance of games in human development, their educational value and basic division. The following part is predominantly dedicated to teaching methods and approaches in general, as the educational game is only a fragment of wide scale of ways of teaching that can be used in education.

To facilitate an orientation in the topic and to show into which methodological category games belongs, an overview of some currently used methods and approaches will be presented first.

The current school system struggles to stimulate students' creativity, communication, activity, independent thinking, etc. To arouse these attributes in nowadays students, there is a need to improve the old-fashioned approaches to teaching. The overused teacher-centered approaches had to be combined with more innovative methods such as school projects, cross curricular relations, game-like activities, etc. (Sochorová, 2011, Červenková, 2013, p. 23, Garrett, 2008, p. 34)

3.1 Explanation of terms

To explain the exact terminology could be quite difficult as linguists or authors of publications dealing with the topic are not always in agreement about the use of terms method or approach. Some of them even use only one term, suggesting that approach and methods are two identical terms, but on the other hand, there are authors, who use these terms separately. (Harmer, 2007, p. 63, Jasmine, 2017)

3.1.1 Approach to teaching

This term is usually neglected by the Czech authors like Maňák or Zormanová dealing with various ways of teaching as they use mainly the term *method*, although they refer to the same thing as the English authors. Nevertheless it is important to at least mention how

differently could be these two terms viewed by various authors. (Maňák, Švec, 2003, p. 21, (Zormanová, 2012, p.13)

An approach refers to a theoretical view on learning. It comprehends basic principles of how the language works and how could be learned. An approach is connected with methods, which offers some concrete suggestions about types of activities and ways of syllabus organization. (Harmer, 2007, p. 62)

3.1.2 Teaching method

The term method comes from the Greek word *meta hodos*, which means way towards the aim (Zormanová, 2012, p.13). In other words, the term method comprehends certain means, procedures or instructions to accomplish aim in any activity. (Maňák, Švec, 2003, p. 22)

Similarly, the term teaching method could be described as an intentional arrangement of curriculum, activities of teacher and student, which are oriented on accomplishment of teaching process aims (Ušiak, Gosiorovský, 2016, p. 29). Teaching method, as one of the basic terms is not employed in isolation (Zormanová, 2012, p. 7). Contrary, it is connected with other agents, influencing the whole process of learning, which help teacher to accomplish aims of the lesson (Maňák, Švec, 2003, p. 21). A proper method should comprehend concrete procedures and techniques based on the principles and theories that are connected with a particular approach. (Harmer, 2007, p. 62, Ur, 2012, p. 7)

3.1.3 Technique

As it was mentioned, techniques are single activities that students are learning thorough according to chosen method or approach. (Harmer, 2007, p. 62)

3.1.4 Procedure

It is a fixed set of techniques that are used to accomplish the aim of the lesson. (Harmer, 2007, p. 62)

Although Harmer (2007) points out, that all these terms are sometimes mis-used by methodologists and thus the comparison among wide range of methods, techniques, procedures and approaches could be quite confusing, he believes that most important question for the teacher is what effect it has on the students and how much it is appropriate for an achievement of the given aim. (Harmer, 2007, p. 63)

3.2 Methods and approaches to teaching

There are many ways to the study of teaching methods or approaches and their classification. The wide scale of factors that could be considered in attempt to create a classification of teaching methods and approaches makes it extremely difficult.

With the awareness of the problem of many different classifications of methods and approaches, the below division was created to be understandable for the most of teachers and to be corresponding with the questionnaire used in this research.

The common presentation of teaching methods or approaches and their techniques or procedures could divide them like this:

A) Classical teaching methods and approaches

Although these methods or approaches exist for a long period of time, they are still used and occasionally innovated. They are characteristic by usage of frontal teaching, where teacher has a dominant role and the emphasis is on transfer of information from teacher to students. They could be further subdivided into:

1) Talking

- Monologues (lectures, narration, explanation, instructing...)

- Dialogues (interview, dramatization)

2) Demonstrations

- Observance of objects and phenomena
- Demonstration of items, activities, experiments
- Projection (static and dynamic)

3) Practical teaching

- Practice of movement and working abilities
- Experiments and laboratory activities
- Working activities (in workrooms)
- Graphic and art work

B) Active Learning Approach

This approach is typically based on solving problematic situations that might occur during teaching process. Their employment has a stimulating effect and supports creative thinking. More information about active learning approach is in the next chapter. Active learning approach uses:

- Discussions
- Heuristic methods, problem solving
- Role plays
- Games

- Situational teaching

(Petty, 2009, p. 247, Zormanová, 2012, p. 15-17, Maňák, Švec, 2003, p. 49, Červenková, 2013, p. 82, Oer.educ.cam.ac.uk, serc.carleton.edu, Cambridgeinternational.org)

3.3 Active learning approach

With respect to an immensely complex classification of teaching methods and approaches, the limited extent of this thesis does not allow closer description of all individual ways of teaching. Nevertheless, it could be convenient to characterize at least active learning approach more thoroughly, as the educational game is an integral part of it and as such, most of the information in this part is applicable to the use of games.

The active learning approach used in education could be realized in various forms such as, games, discussions, problem-solving, etc. (Dadach, 2013, Lacina, Kotrba, 2015, p. 98). As the name indicates, the active learning approach put an emphasis on the direct engagement of students in teaching process. To define the term specifically, activate learning could be characterized as concrete steps that lead students to accomplish the educational aims independently and on the basis of their own chosen learning strategy. (Maňák, Švec, 2003, p. 105, Morris, 2016)

Another important aspect of this approach is a requirement of creativity and critical thinking. The critical thinking is basically an ability to evaluate various solutions and options, which could be supported with reasonable arguments. (Patton, 2015, p. 135, Lacina, Kotrba, 2015, p. 97)

Critical thinking is not the only positive feature of active learning techniques. They are highly motivating and enable individual approach to student's learning styles, because they allow students to partially influence concrete aims of the subject. (Patton, 2015, p. 138, Lacina, Kotrba, 2015, p. 97)

Another advantage of active learning is the positive influence of the school climate, as the active self-realization of the students and openness of the school activities towards social

environment makes school more connected with the real life. This connection attracts students and becomes more interesting, because the students' focus of the attention is the overall orientation of the school and used methods, rather than facilitated curriculum. (Maňák, Švec, 2003, p. 106, cambridgeinternational.org, 2015)

Although all these features of this approach are very positive, there had been researches, which show also the negative side of their excessive use. Some of the comparative researches show, that the employment of active learning, typical for alternative schools, effects the students' creativity, supports individuality, curiosity and positive approach to school and whole study. However, those schools, which use more traditional approaches, reach better results in tests and their students have better general knowledge. (Maňák, Švec, 2003, p. 106, Průcha, 2001)

It is clear, that although active learning is very beneficial in modern education, it needs to be combined with other methods or approaches and it depends mostly on the teacher's methodical competences to find the perfect balance between them and create the best conditions for development of student's personality. (Maňák, Švec, 2003, p. 106)

3.4 Preparation of active learning activities

Whenever the teacher decides to implement any of the mentioned active learning activities, there are two options. First option is to choose from one of the already existing activities and the second one is to create a whole new technique which could enrich the educational process by its innovative character. (Eison, 2010, p. 3)

The creation of a new technique could be quite demanding process, compared to another ways of teaching like lecture, for instance. Both approaches require the preceding study of the concrete problem, embedding of the theme into concept of the lesson and processing the problems into form of notes or powerpoint presentation. (Lacina, Kotrba, 2015, p.55)

Nevertheless, the preparation of an active learning technique becomes more difficult, when teacher needs to choose the right way of knowledge transfer, as even the most basic forms

of activities, such as crosswords or pairs, require the creation of the technique, its testing and adjustment into form suitable for the target group. (Lacina, Kotrba, 2015, p.55-56)

In the case, when a teacher wants to create his or her own activity instead of using the one that already exist, the advantages and disadvantages of concrete techniques should be considered (Lacina, Kotrba, 2015, p. 56).

The usual negative side of many active learning activities is the huge amount of time they take in general. These activities are not only time consuming from the viewpoint of their preparation, but also their realization in the lesson takes a lot of time. It is highly recommended to make a pilot version of the activity, which could help in realization of how much time it will really take. (Bonwell, 1991, redlands.edu, 2017)

The biggest mistake would be to neglect the fact, that only the explanation of an activity and its rules takes a serious amount of time. Also the time, which takes for students to read the materials or worksheets needed for the activity, should be considered. Time management is very important skill that teachers need to have, as a poorly organized lesson could eventually become completely worthless. (Lacina, Kotrba, 2015, p. 56).

Thus one of the important roles of teacher is to watch the time, because every activity needs to be evaluated at the end of the lesson, otherwise it would lost its educational value. (Lacina, Kotrba, 2015, p. 58, Byrne, Rixon, 1979, p. 8)

For the application of an already existing technique, the teacher has to find an appropriate systematic plan for its preparation. This plan should serve as a guide for the teachers who want to use the approach and it helps them to understand how it works. The systematic plan should comprehend these points:

- description of the method and its aims,
- time needed for its preparation,
- necessary requisites,
- time for its realization,

- suitability for its use,
- requirements for its realization,
- steps during its realization,
- possible modifications. (Lacina, Kotrba, 2015, p. 164)

These points direct the teacher an appropriate and correct use of the technique even if it was created by someone else. The teacher, who wants to prepare his or her own activity, should follow the same points during its preparation, as the creation of the systematic plan could make it accessible to other pedagogues and possible to share the ideas with them. This is highly recommended, especially in preparation of the active learning activities, as it was mentioned that every technique needs to be tested and alternatively modified to become functional and effective. (Lacina, Kotrba, 2015, p. 56–57)

4 Games in teaching

In the education process the game should have its place, but although the claim that the use of games could be enormously beneficial is supported by so many authors, there are still a huge number of teachers, who consider games as a waste of precious time, or they are worried about discipline issues. (Tikalská, 2008, Getcleartouch.com)

However, it would be certainly regressive not to employ games in education as not many other methods can increase the interest, involvement and focus of students so heavily. (Petty, 2009, p. 188)

The educational game could be defined as an activity of cooperative or competitive character, which has to be accomplished without breaking its rules (Byrne, Rixon, 1979, p.7-8). Thanks to games and their motivation factor, they could be helpful even in solving complex tasks, as they stimulate students' cognitive thinking, which occurs mainly during competitive games. (Kalhous, Obst, 2002, p. 323, Wit, 2012)

Maňák (2003) stresses the fact, that in the employment of games in an education process, it is vital to distinguish between playing and learning. Although these activities have many similar features there could be found a contradiction. Unlike playing, the learning involves the set of aims, thus teacher needs to avoid situations, in which either the game loses its spontaneity and playful character by emphasizing the aims, or on the other hand, the original aim of education could disappear if the game is too unrestricted. (Maňák, Švec, 2003, p. 126)

Maňák (2003) further points out, that games compensate the lack of social stimulus and relationships more than it used to be. Except this argument, according to him, games are nowadays more affected by commercial interest of toy manufacturers and video games producers, who made games preferably aimed to competitiveness and rivalry. Teacher thus has a difficult task to make educational games as much attractive as possible, because today students could get easily bored. (Maňák, Švec, 2003, p. 126 - 127)

To suppress the tendencies of the instrumentalization of play, which leads to lack of their original purpose, the teacher should make the connection between playing and learning more natural (Maňák, Švec, 2003, p. 127). Although educational games, which are bound

by rules or aims, partly lose its original spontaneity and freedom, Kalhous (2002) believes that a disruptive educational factor could be easily reduced, if a game and the timing of its employment are sensitively chosen (Kalhous, Obst, 2002, p. 324). In other words, a properly executed game could help students to forget that they are actually learning without being distracted by the teacher's intentions (Maňák, Švec, 2003, p. 127). Nevertheless, the games used in education cannot be aimless, because otherwise they would have lost the effect of developing students' social, cognitive, creative, physical and aesthetical competences (Maňák, Švec, 2003, p. 127).

In connection with play and work, Maňák criticizes the dualistic thinking of people and believes that play and work do not have to be necessarily two diverse terms. (Maňák, Švec, 2003, p. 128) On the contrary, even work could be enjoyable and bring the relaxing feeling. It is important to make a connection between these two activities rather than separate them. (Dewey, 1915, p. 384) It could be said, that playing games allows children to naturally transfer from play to work. (Maňák, Švec, 2003, p. 128, Dewey, 1915, p. 385)

Because of the natural exuberance of children, educational games could become very motivational for students (Červenková, 2013, p. 88, Uberman, 1998) and they could also arouse the interest in learning in general (Wit, 2012). Additionally, the knowledge gained by playing games takes a much more permanent character in comparison with a common lecture (Červenková, 2013, p. 22). Thanks to games, students have the opportunity to get inside social relationships and improve their communication abilities (Wit, 2012). It also supports imagination, self reliance, activeness, creativity and engagement (Maňák, Švec, 2003, p. 129, Patton, 2015, p. 138, Zormanová, 2012, p. 64). Games could even evolve team spirit and individual learning strategies of students (Červenková, 2013, p. 88, Espada, 2014, p. 35).

They are also a great diagnostic tool for teachers, who can observe students whereas they have any concrete difficulties during the activity, thus they could adjust their lesson plan (Hadfield, 1998, p. 4).

The selection of a concrete game is mainly in control of the teacher and in this case, there is a general rule that pupils, who are not used to play educational games, should begin with calm and easier games like distinguishing cards, as they could be sometimes too much

excited or distracted by the game and the difficulty of it should be increasing with their age. (Lacina, Kotrba, 117, Petty, 2009, p. 256)

Petty (2009) adds that teacher should not be discouraged from the apathetic class at the beginning, because later on the pupils could eventually become very fond of it. (Petty, 2009, p. 256) As the young learners could get easily bored, Hadfield (1998) suggests that it is vital to use as many various techniques as possible (Hadfield, 1998, p. 4). In other words, the teacher should not persist in playing the same activities for a long period, as the use of variety of activities gives the teacher the flexibility to deal with many problems that might occur during the teaching career (Petty, 2009, p. 141).

4.1 Preparation of games

In preparing such activities, it is important that it has to be thoroughly planned and the preparation of lesson, where educational games are supposed to be employed, requires elaborated organization, necessary materials and students' gradual preparation (Kalhous, Obst, 2002, p. 324, Lacina, Kotrba, 2015, p. 117). The teachers who want to enrich their lessons with educational games can follow several practical guidelines, which represent a combination of useful tips for the preparation and the usage of games in teaching process, described by various authors:

- Rationalization of the application a concrete game, the aims for chosen activity should be clear whether they are cognitive, social or emotional
- Awareness of the diagnosis of students' abilities and level of their skills to prepare an appropriately difficult activity
- Definition of the supervisor of the activity, who controls the game and evaluates it (with the increasing experience of students, the role of supervisor could be assigned to one of them)
- The method of the evaluation of the activity has to be planned in advance
- Adjustment of the place where the game is supposed to be played

- Attractive presentation of the game to rivet students' attention
- Clear explanation of the rules
- Reassurance before the start of any activity, that everybody understood the rules
- The most convenient time for the application of a game during the lesson (activating games at the beginning of the lesson, etc.)
- Determination of the time limit for a concrete activity
- Preparation of teaching aids and requisites necessary for the realization of the game
- Evaluation of the progress of the activity and the students' performance
- Consideration of potential modifications of the game
- Minimization of teacher's interruptions with unnecessary correction of students' mistakes during the activity

(Hladík, 2013, p. 11, Maňák, Švec, 2003, p. 129, Zormanová, 2012, p. 65)

Another practical advice offers Jill Hadfield (1998), who argues that whether the game involves pairwork or whole-class activity, it is advisable to adjust the organization of the classroom as there are many activities that require certain flexibility in the constitution of groups.

Hadfield (1988) claims that best arrangement of desks is to place them in U-shape, which enables students to switch from pair work to group work by moving chairs to the inner circle of the U, opposite to another pair. Another advantage of such an arrangement emerges during whole-class activities, as the students can move freely in the empty area in the centre of the U-shape. (Hadfield, 1998, p. 4-5)

Although the efficiency of the U-shape is undisputable, not every teacher has the opportunity for its realization, as the traditional arrangement is front-facing desks. Nevertheless, the group work is still easily realizable, as two students can turn their chairs round to face the school mates behind them. (Hadfield, 1998, p. 5)

To be prepared for a lesson is an essential part of teachers' work. It is not always necessary to come up with a new game in every lesson as it is possible to reuse the most successful ones. Kalhous suggests that teacher should make his or her own card file of games for the concrete subject. The arrangement of games in card file should be classified according to skills it develops. (Kalhous, Obst, 2002, p. 324)

4.2 Use of games in classroom

Once the structure of an activity and all the materials for its realization are prepared the teacher can introduce the game to the classroom. When it comes to an explanation of the game, Hadfield (1998) recommends, that demonstration is much more effective than lengthy explanation. After a brief explanation of what the game is about, students should be handed materials to study them and then the whole game is best to be demonstrated with a volunteer in front of the class. With more complicated games it is advisable to provide sheet with rules for each group. (Hadfield, 1998, p. 5)

To motivate the students into playing, the game has to be not only fun or interesting, but also its objective needs to be clear. Thus except the rules of the game have to be explained, they also have to be obeyed, which means that in every activity has to occur the moment when it is completed or won by someone. Without the end point, the game could easily loose the character of a game and the students could start to perceive the activity as a normal drill exercise. (Byrne, Rixon, 1979, p.8-9)

During the game the teacher's job is to monitor the development of the activity, circulate around the class, listen to students, note errors and to provide any necessary vocabulary if needed (Wright et al., 2006, p. 3). Hadfield (1998) points out, that instead of disturbing the atmosphere by correcting errors, the teacher should make the notes on a piece of paper, which could be lately used for a feedback once the game is over. (Hadfield, 1998, p. 6)

4.3 Classification of educational games

Similarly to typology of games in general, the educational games could be also divided into several subcategories thus the teacher has an opportunity to choose the concrete game that can fulfill the aim of the lesson. It is difficult to submit a complete classification of educational games as the authors interested in this topic has usually differ in their point of view of their division. (Maňák, Švec, 2003, p. 126)

For instance, educational games could be divided according to:

- 1) Time – short-term, long-term games
- 2) Place – classroom, playground, forest
- 3) Prevailing function – acquirement of knowledge, improvement of physical abilities, etc.
- 4) Evaluation – quantity, quality, time of the achievement, person who evaluates the performance (teacher or students)

(Maňák, Švec, 2003, p. 128, Lacina, Kotrba, 2015, p. 118-119)

Jill Hadfield, who wrote several publications concerning games suitable for language acquisition, divides games into two main categories. Competitive games, in which the winner is the first player or team to accomplish the task and co-operative games, in which students cooperate to reach the collective aim. (Hadfield, 1984, p. 4)

However, the authors concerned by use of games in teaching English usually divide them according to prevailing function or the way they are organized, which enables the others to choose the activity that could help in fulfilment of aims of the concrete lesson.

Here is the list of games, which combines classifications of several different authors:

4.3.1 Activating games

Activating games should serve as warm up activities. The purpose of these games is to create a friendly and relaxed atmosphere, which could help teacher to accomplish the aims of the lesson they planned. The correctly executed activating game could help individuals to integrate into group, reduce the stress and break down barriers that could occur in learning foreign language. Activating games are suitable for both, individualized or group form of teaching and they positively affect the teaching process thanks to its simplicity, originality and playfulness. (Hladík, 2013, p. 13)

Example: *Bomb*

In this game pupil can practice their word stock. The purpose of this game is to make a sentence with the use of a concrete word as quickly as possible while holding a cooking minute. Once the one with the bomb says a sentence, he or she has to think of other word and pass the bomb. Next student has to make a sentence using the word, before the cooking minute stops running. (Hladík, 2013, p. 14)

4.3.2 Meeting games

This kind of game allows pupils to introduce themselves, meet each other and to gain a confidence. Hladík (2013) suggests to use meeting games at the very beginning of the school year or course, which is useful as people still do not know even the names of their class mates. (Hladík, 2013, p. 45)

In meeting games or as Petty (2009) calls them *Ice – breakers* the students practice their listening skills and also their memory.

Example 1: The students make pairs and asking each other questions like: What is your name? Where do you live? And so on. The two pairs then make a group of four and their task is to introduce their partners. As the game continues, the group of four make group of eight and each pair introduces the pair of students they just met and so on. (Petty, 2009, p. 256)

Example 2: *Finish the sentence!*

The students will be given small pieces of paper with, each with a beginning of a sentence, and their task is to complete them. The answers could be written or spoken according to a number of participants. To ensure that this game could bring the coveted effect, which should be meeting each other, the teacher could prepare sentences like: *Hi, I am..., I live in..., I don't like ..., because..., I would like to live..., My favorite food is, I like..., etc.* (Hladík, 2013, p. 47)

4.3.3 Conversational/Communicative games

As the name indicates, these games are based on speaking skills and on a play with words. Conversational games develop students' concentration, word stock, readiness and language creativity, in an amusing way. (Hladík, 2013, p. 57)

The competitive element could be occasionally distracting in playing communicative games, thus these activities are mainly aimed on cooperation than competition. Communicative games could be also distinguished from grammar games in a way that these games are not aimed on grammatical correctness as much as grammar games. Thus the aim of the communication games is rather development of fluency than accuracy (Hadfield, 1984, p. 4, Byrne, Rixon, 1979, p.7-8)

Hadfield (1984) further divides communication games, ordering them according to their difficulty, starting from the most basic one.

a) Information gap

These games are based on students' investigation of information from each other and could be played in pairs or in small groups. Usually student A has the information and student B needs to obtain the information from him or her, using communicative skills. The games could be one-sided or reciprocal, which means both players have some information and need to communicate to solve a common task.

b) Matching

In these games a transfer of information is realized via matching identical pairs of cards or pictures. It could be played as a whole class activity and the task of the game is usually to find a player who has the same picture or it could be played in pairs, where players have to choose from various pictures to match those chosen by their partner from the same collection.

c) Matching-up

These games share the same principle as so called *jigsaw activities*, where each player has a list of viewpoints or suggestions and only one of these is shared by everyone in the group. Their task is to communicate among each other to make a decision about which opinion they have in common. The task is completed once they come to a collective agreement on the choice of restaurant for instance.

d) Exchanging and collecting

As the name indicates, they are based on principle of trade. Players have in possession certain articles or cards, which they can exchange among themselves to complete a set. It could be played as a whole class activity, which means players are individuals and can freely exchange their cards or articles with others, or it could be played as a team activity, where players are collecting the articles as one team and then they trade with other groups.

e) Combining

In this kind of activities, players have to act on certain information in order to arrange themselves in groups such as families or people living in the same flat.

(Hadfield, 1984, p. 4-5)

Example 1: *Detective*

The teacher sets the mood with a story that yesterday there was committed a crime, which someone from the class did, so everybody is a suspect. The teacher is a detective and asks students several questions. The suspects could ask the same questions among themselves and the guilty becomes the student, who is not able to answer. The questions could be:

Where were you yesterday evening? What were you doing? What time you go to bed?
(Hladík, 2013, p. 59)

To give at least a one example from Hadfield's list of communication games, a typical *matching game* could be described.

Example 2: *Home Sweet Home*

The function of the game is a practice of house or flat description. It could be played as a whole class activity and except the students' knowledge of an essential vocabulary it requires a preparation of two copies of pictures for each in the class. In the first picture should be their old house and in the second one there is their new house. Every new house has to match one old house and each student has to have two different houses. The object of the game is for everyone to find the person now living in the house where they used to live. To accomplish the goal, the students have to circulate around the class and keep asking their classmates to describe their present houses to find out who lived in their former house. (Hadfield, 1984, p. 9)

4.3.4 Grammar games

Hladík (2013) stresses the necessity of grammar in teaching foreign language. He believes that students need to know grammar properly to appreciate a foreign language. To penetrate into its system, he believes that grammar games can help students to understand grammar rules in enjoyable way. (Hladík, 2013, p. 107)

Hadfield (2003), who dedicated one of her publications only to the topic of grammar games describes their further division. In her opinion, every student has a different approach to the language acquisition, which can be divided in two main types of learners. (Hadfield, 2003, p. 4)

First type is an *analyst*, who prefer the thorough study of language by its deconstruction into small fragments to understand how it works and the second type is an *absorber*, who can absorb a huge part of subject matter without the need for the knowledge of its comprehensive rules. (Hadfield, 2003, p. 4)

According to these two basic approaches, Hadfield (2003) differentiates the types of grammar practice. Concretely, gap-filling, multiple choice or word-order exercises suits the analysts, because it enables students to practice grammatical forms by disintegration of the language and analyze its constituents. As for the absorbers, the most useful type of exercise could be grammar drills, which help students to absorb the language via repetition and imitation of grammatical patterns without being interrupted by its analyses. (Hadfield, 2003, p. 4)

The first type of grammar games could be labeled as *choice games*, which are mostly based on the analytical abilities as they require the conscious application of a grammar rule. Unlike in more traditional grammar exercises such as gap-filling, sentence completion, multiple choice and so on, these games are different, not only by the fact, that they are realized in form of a game, but also by the employment of a context. In this kind of games the students have to choose the correct linguistic form and the context helps them to keep the matter in memory as it is often the students' own experience and preference. The personal element is important and allows students to memorize the grammatical rules much easier than it could be during most grammar exercises that are just a set of random sentences.

Hadfield's list of choice games comprises:

- matching – e.g. matching two words or phrases, half-sentences or matching words and pictures
- finding – e.g. finding missing words or finding other words to make a sentence
- sorting – e.g. sorting words or phrases into categories
- ordering – e.g. ordering words to make a sentence
- collecting – e.g. collecting words of a kind, collecting words that collocate or collecting words to make a sentence
- completing – e.g. completing incomplete sentences or questions

(Hadfield, 2003, p. 4)

The second type of grammar games is based on repetition of patterns, which works as a drill for students, who need to memorize the grammar rules and Hadfield calls them conveniently *reinforcement games*.

Similarly to the first type of games, even the repetitive exercises have to provide a context that makes the activity meaningful. Unlike regular drill exercise, which is completely autotelic, in the game the purpose of playing is not only the repetition itself, but also to win the game and defeat the other players or teams. (Hadfield, 2003, p. 5)

Example: *Find six differences*

This game develops observation skills and helps to practice the use of correct prepositions. Teacher shows students two similar pictures with six differences and their task is to exactly describe the differences using the proper prepositions. When playing the game in pair, both students can get only one picture each, without showing it to the partner. To find out how different their pictures are, they have to ask each other questions about them, thus they could also practice sentence structures *How much/How many*. (Hladík, 2013, p. 106)

4.3.5 Games developing writing skills

In learning a foreign language the writing is an important skill. Students need to be able to communicate not only orally but also they have to know how to write a letter to a friend, employer or how to write a proper essay in the target language. (Hladík, 2013, p. 123)

Example: *Shopping List*

Every player will be given an empty shopping list for a concrete person. Their task is to write a list of 7 items that they think is typical for the person. Once the list is completed the rest of the classroom can guess whom it was written for. The lists they have to prepare could be for: vegetarian, millionaire, body-builder, etc. (Hladík, 2013, p. 127)

4.3.6 Quiz games

It is a competitive kind of game that can serve as a revision of the lesson. Quizzes could be realized as competitions between groups or individuals. The questions are usually asked by the teacher, but it is possible to make two groups questioning each other. In this case, for the teacher it is necessary to have a chance to reformulate the question to provide fair play.

The quiz games could have many modifications like:

- groups answering questions in turn, (conferring allowed)
- questions for individuals,
- questions which are progressively easier but also lower in points that one can gain.
(Petty, 2009, p. 253)

4.3.7 Role plays

In these games, students identify themselves with a fictional character they play and act according to a given scenario. They could also play themselves and imaginary could be only the situation in which they are. Role plays are useful in cultivation of relationships and social skills. Petty argues that role playing is an opportunity for people to test their skills and abilities without taking risk of an actual real experience. It is also useful for provoking the empathy of people playing the role of someone else. In role playing there is usually one group of actors and the rest of the classroom are observers. It is also possible to have several groups playing the same scenario simultaneously, which could reduce the stress for those students who are rather shy. (Petty, 2009, p. 258)

To give some tips for the realization of Role-play Budden (2004) emphasizes, that the students need to be prepared for this kind of activity as it requires the knowledge of a specific vocabulary or sentence structures. The best way how to facilitate the support for the students is to make some pre-teaching exercises before the start of the actual activity. Another way is to write some useful words and phrases on the board so everyone can use it if necessary. When the game is being already played, the teacher could help the students

with the vocabulary putting him or her into a role of facilitator. If the teacher is in a role of spectator, he or she could give some tips at the end of the activity. Finally, the teacher could also participate in the activity and play one of the characters in the scenario.

As for the correction, Budden points out that many students could become demotivated by a teacher, who corrects pupils immediately during the activity. She describes three more appropriate ways how to correct the students' mistakes. First one is self-correction, which requires an audio recorder, to enable the students to listen to themselves and hear their own mistakes. Second way is to let the students to be corrected by their peers. And the last way is to make notes of common mistakes and present it after the activity or even next lesson to keep the students being motivated. (Budden, 2004)

4.3.8 Vocabulary games

The process of learning new vocabulary might be difficult for many of students (Uberman, 1998). In seeking for the answer of how the process of vocabulary acquisition works, Hadfield (1998) came to realize that there are three phases that students have to go through, to keep new words in their memory.

- Memorizing is the first process students have to go through as they have to fix the meaning of the word in their mind.
- Personalizing is the second process, in which student need to make the word their own.
- Communicating is the third process, as students have to use the word to communicate with others. In other words, they have to use the word in the context they are familiar with, which could help them to memorize it. (Hadfield, 1998, p. 4)

The task for the teacher or anyone, who prepares vocabulary games, is to make it as attractive and enjoyable as possible (Uberman, 1998). In her collection of vocabulary games Hadfield introduces activities that takes student through all three processes as each game has three stages. (Hadfield, 1998, p. 4)

In first stage the games are aimed on memory as their function is fixing the meaning of the word in the student's mind. It is a type of linguistic games and their focus is on accuracy rather than fluency. The student is usually ought to produce only single words rather than whole sentences. The game, used at this point of learning process, should be simple versions of matching, sorting, ordering, guessing and collecting. The aim of these games is to help students to keep the new words in memory and to produce the words in a correct form. (Hadfield, 1998, p. 5)

Examples: Matching words to pictures, guessing which word is mimed or sorting words into two lexical sets.

The second stage is focused on the personalizing are not games in a true sense. Their aim is to create an opportunity for relation of students to the new words. To support the familiarity, a personal experience with the use of the new word is required. Thus the students are ought to make an association or visualization of the new words with something that is personally close to them. They could be also asked to tell their school mates what they associate the word with. At this point students need to produce whole sentences.

In the third stage the games are based on communication and the aim is to accomplish a goal such as solving a puzzle, finding a person or completing a drawing, rather than correctness of grammar structures. The accuracy is sidelined by the requirement of creativity and flexibility. (Hadfield, 1998, p. 5)

4.3.9 Board games

Board games could bring an immense joy into an education. During these activities, students could easily forget that they are actually learning. As board games could be played in pairs or groups, there is an advantage of students helping each other with more complicated sentence structures or vocabulary. (Mills, 2017)

The competitive element of board games makes them highly motivating for the students and the chance of winning the game could raise the interest in the activity. Using board

games is a good way to either introduce or revise the new vocabulary and the challenging opportunity to beat an opponent could really make most of learners focus on the activity. (Verner, 2017)

When the teachers want to use a board game in the lesson, they could choose a game specifically made for teaching, like scrabble for instance or they could just pick one of many other board games and modify it to make it educational. (Geikhman, 2017)

Example: *Jenga*

In its original version, the players have to pull wooden bricks from the middle of a tall tower and then place them on the top without destroying it. To modify it for the purposes of teaching English, the wooden blocks could have a question on each of them. When the player pulls a block, they have to answer a question before it could be placed on the top of the tower. The questions could be about anything and thus Jenga could serve for practising vocabulary, past simple, present simple, etc. (Verner, 2017)

5 Summary

With so many authors, who regard games as a beneficial way of teaching foreign language or other subjects, their use should not be neglected by any teacher as their students would certainly appreciate activities that are fun and not educational only. However, using games could also bring some problems, which was slightly indicated in the theoretical part.

As the practical part, which follows is aimed on the application of games, it could be more convenient to speak about advantages and disadvantages right after the evaluation of the author's experience with the use of games in English language teaching, thus the summary about this topic is described in the practical part.

PRACTICAL PART

Introduction of the Practical Part

While in the first part, a study of materials concerning various educational games and many others ways of teaching were presented, the following part presents the author's personal research aimed on the use of games in English language teaching.

The games, which are described in the following text, were either invented by the author, or taken from quoted books, dealing with the employment of the games in education. During the teaching practice, the author came to conclusions, not only that students enjoy game like activities, but it is also highly enjoyable for the teacher to play these games with them, or simply observe the potential success of the activity, prepared by him.

Because of the author's fondness for games and his belief that people should do the job they like and be able to enjoy the moments of the life even while at work, there appeared a need to a further study of games to deepen the knowledge about this kind of activities and its employment in education.

After an intensive study of materials concerning games as one of ways of teaching, the author decided to contact a school, which could enable him to test his knowledge about games, as one of the active learning techniques, used in education.

The school, which enabled the realization of the research was a primary school ZŠ Dr. Hrubého 2 in Šternberk, where the author have had his first practice and where some of the games were created in their basic form and were played even before the author started to write this thesis. Thanks to a great atmosphere, helpful school staff and useful tips from his supervising teacher, the author contacted the school the following year to realize his research.

1 The aims of the research

The research comprehends the evaluation of the six different games, practiced with the two student age groups (7. B and 8. C). To find out how popular are games among students and teachers, there are three types of questionnaires for the complete analysis of the use of games in teaching. To maximize the validity of the research, a several colleagues from the field of pedagogy were asked to participate on the research too.

The first questionnaire was created for the evaluation of the individual games from the viewpoint of the students, who played them, to find out which game was the most successful. The same students were also given the second questionnaires to examine how often they play games and their fondness for playing them in English lessons.

Finally the third one was sent to teachers from various schools to get the information about their preferences in selection of teaching approaches, creativity in preparations for lesson, how often they use games and to find out how demanding is for them to prepare and use games in their lessons.

The answers of second and third questionnaires could be eventually compared to find out, whether the students and teachers agree on the use of games in English teaching and its frequency.

2 The Games used in practice

The games that are listed below are described in three main sections. The first one is its basic characterization, which also serves as an introduction of the game and explains the reasons for its creation and use.

The second one further explains its rules and the third one is the analysis of the game, used in practice, based on the author's observation, which also offers some useful tips for its next realization in the future career of the author or for the other teachers, who might want to use the game to enrich their lesson.

To enable a quick orientation, the games are characterized in several points before its own introduction and explanation, which could help other pedagogues interested in this topic to find out whether the game could help them to fulfil the aims of their lesson. The short characterization of the games comprehends these points:

- Type of game – this point includes characterization of the game according to classification described in the theoretical part.
- Forms of organization – to show whether it is a whole class activity, a group work, a pair work or an individual work.
- Age – the age of students who were involved in the activity (also serves as a recommendation).
- Aims – to have a clear idea of what is the purpose of the game.
- Topic area – to show a topic, in which the usage of the game is the most suitable.
- Lexical area – to show what kind of vocabulary will be needed for the realization of the game.
- Essential vocabulary – knowledge of exact words or phrases that is needed to play the game.

- Time for the preparation – how much time it takes for the teacher to prepare the game once the materials are already made, photocopied and ready to use. It does not include the time needed for preparing materials or buying them.
- Time for the realization – for estimating the minimum time interval that the activity takes (it depends on the number of pupils in the class).
- Materials for the preparation – list of things that are essential for the usage of the game.

2. 1 Game 1: *Test your taste buds*

Type of game	vocabulary game, competition (see Chapter 4.3.8)
Forms of organization	whole class
Age	12–13
Aims	to revise vocabulary
Topic area	food and drinks
Lexical areas	flavors, food, drinks
Essential vocabulary	sweet, bitter, salty, spicy, sour, hot
Time for the preparation	10 minutes
Time for the realization	25–35 minutes
Materials for the preparation	hygienic gloves, spoons, a strip of cloth, chili powder or crisps with chilly spice, spicy crisps, salt, sugar, dark chocolate, milk chocolate, lemon, grapefruit, etc.

2.1.1 Description of the game and its aims

This game was created during the author's practice in Šternberk, when the new topic Food had to be presented to seven graders. It is a common part of many English textbooks and the topic is usually reappearing during the whole curriculum, starting with the simple vocabulary, like names of vegetables and fruit, for the young learners and continues with gradually more difficult sentence constructions, for example how to order a food in the restaurant.

The idea of this game came from an assumption that this topic is very convenient for bringing the element of sensual experience to a lesson, which is always much more interesting for students than just read or listen about the topic. A game called Test your taste buds was invented quite quickly with the help of a supervising teacher, who thought

that it would be a great idea to make a little competition, which could be a good rest from a typical lesson for both students and teacher.

According to the classification of games, this is a typical vocabulary game, as the aim of the game is to revise vocabulary of different kinds of food and to introduce new vocabulary concerning the different kinds of taste. Because this game is realized in a form of competition, the teacher holds a post of a referee and a degustation provider.

2.1.2 Rules of the game

After a brief introduction of new vocabulary, the competition begins by choosing a volunteer, who will taste different kinds of food while blindfolded. The competitor has to answer in one or two full sentences. The answer could sound like this: *“I think it is a lemon, because it tastes sour”*. After each successful guess, the one point will be received and the game continues until all the food has been tasted. The next volunteer has to taste the same things, but this time in different order, to make it more difficult. The winner is the one with the best score and the prize could be the one selected item from the competition requisites.

2.1.3 Analysis of the game and useful tips

The game brought some great moments and students seemed that they are having fun. Also the teacher enjoyed the lesson as it was a good refreshment of the ordinary day in school. The preparation itself did not take a long time, but playing this game more often could be quite costly, if the purchase of all the food is considered. Nevertheless, it was worthy, as the students were really happy about this competition and were one-upping each other when came to choosing the volunteers.

An important thing that needs to be ensured before the competition could be started is to find out all the necessary information about students' allergies, to make playing this game safe for everyone.

It is also good to know, that this game could take a lot of time, especially if the vocabulary necessary for the competition needs to be presented first. To present the new vocabulary will take at least 10 minutes and it is advisable to characterize flavours during the demonstration of the objects, which will be tasted.

The game was realized according to Hadfield's three stages of vocabulary games, thus in the first part the students were supposed to repeat the names of the kinds of food prepared for the activity, then they were asked about their favourite food and meals and lastly the tasting game was played.

The positive thing about the game is that students, who are shy or do not want to compete from whatever reason can still learn from the observation of the competition, as they see the food and listen to a description of how it tastes, so the teacher do not have to push them into active playing the game or insist on tasting things that they do not like.

To make the competition more challenging, there could be always presented more than one food of one flavor. For example, there could be dark chocolate and tonic water to have two bitter things or sweet chocolate and sweet orange to make it more difficult because otherwise they could recognize the texture of a citrus and automatically say that this is sour lemon. It is only a matter of time the teacher is willing to sacrifice by the preparation, but also the time that can be spent with the competition as it can easily take the whole lesson.

Another modification of the game could be the omission of the vocabulary for flavours and simply guess the kind of food, which could be more suitable for younger learners with limited vocabulary.

This game had been played three times, with different students and every time it seemed to be very attractive for students, as almost all of them wanted to try it out. The atmosphere of the classroom felt great and students were cheerful, but not too noisy to disturb the progress of the lesson. During the competition, they could easily forgot, that they play the game for the practice of vocabulary and not only for tasting the food, which is positive, as there is an assumption that the game should have an educational effect without students being aware of the fact, that they are actually learning. On the other hand, if the game was

uncontrolled by the teacher, students would be playing it only for the pleasure of eating or simply because of the fact, that they do not have to work with their text books.

Thus the teacher's main task is to control the game, insist on the speaking in whole sentences, while still pretending, that this is a tasting food competition and not only a way of teaching the new vocabulary.

2.2 Game 2: *Ludo*

Type of game	board game, competition (see Chapter 4.3.9)
Forms of organization	group work
Age	12–13
Aims	to revise vocabulary
Topic area	food, dining, home
Lexical areas	food, drinks, meals, kitchen equipment
Essential vocabulary	kinds of food (carrot, broccoli, butter, meat, flour, etc.), kinds of drinks (milk, soda, juice, etc.), kinds of meals (pizza, steak, mashed potatoes, etc.)
Time for the preparation	3 minutes
Time for the realization	15–25 minutes
Materials for the preparation	figures of four colours, dice of two colours, game boards (see appendix I)

2.2.1 Description of the game

This game is the author's version of the popular desk game called *Člověče nezlob se* in Czech and its rules are modified for the purpose of teaching English language. Although it is based on the revision of vocabulary it differs from other vocabulary games by the

coincidence factor, which brings the usage of dice in this case. During the teaching practice, the author realized that there are immense differences in skills and abilities of the individual learners. This could be quite demotivating for the slow learners and sometimes they seemed to lose their enthusiasm for the subject completely. To increase the equality of all learners, the author came up with the game that requires knowledge, but also a fortune.

While in the original game, the results are left to chance and the winner is the most lucky one, as the only way of progression is to throw a dice, in this modified version, the players need to use their language skills too.

Because the game is played in maximum of four players, it could be regarded as a group work, but also as a competition as the group work is typically based on the team work and this one is not.

2.2.2 The rules of the game

Similarly to the original, the game is played on the special board, containing a circle of white fields on which players move with their figures in clockwise direction, three fields of each colour in the middle of the circle (“home”) and three fields of each colour outside the circle (“start”). Each player has three figures and the aim of the game is to move the figures according to the number of dots on the throwing dice to reach the field marked with the same colour as are the player’s figures, which automatically send them “home”.

This version becomes more complicated, because players have to throw two dice instead of one. The number of dots on the white dice shows the number of fields that the player has to move with the figure and the number on the red dice indicates how many words from one lexical field or topic the player have to say to be enabled to move. If the player fails to come up with appropriate number of the words, he or she cannot move the figure until the next turn, in which he or she has to throw the two dice again.

To make the game more challenging the words used by the previous players cannot be used, until the new round. In every new round all the words can be used again.

Once a player reaches the “home” field, he or she can continue with another figure, but the lexical field changes and so the words that the player, who has the figure at home, have to say to move another of his or her figures.

To get the figure from the start field to the circle, the player has to throw six (has three attempts) or say six words that have not been mentioned in that round. If the player stands on the same field as the opponent, they have to throw a red dice and the one with the lower number has to go one field backwards.

The winner is the one with all three figures at “home”.

2.2.3 The analysis of the game and useful tips

The rules of the original game had to be modified to make it shorter, otherwise this game would be too long, thus even almost everyone knows this game, the rules of this version need to be introduced very carefully. It is not easy to explain the rules of such a complex game. The best way how to explain it, is to do one demonstrational round with the whole class.

The reason of the use of this game was to make students more equal, as it was described below and it seemed to be working as one of the students, who was usually getting low marks in exams, had reached a second place in her group.

The advantage of the game from the viewpoint of the teacher is that each group has the desk and the atmosphere of the classroom is quite calm, thus the teacher only circulates around the groups and controls the progression of the game and occasionally helps with the misunderstandings among students.

The author’s biggest concern was about the observance of the rules, because the teacher cannot control all the groups in the same time. Fortunately this was not a problem at all, because the students proved themselves to be very competitive and the frequent exclamations like; “This had been already said” or “you can’t say that”, showed that the system of students correcting themselves works well.

The lexical fields used in this game were corresponding with the topics from the textbook. The first lexical field was things that we can find in the kitchen (chair, coffee machine, cook, etc.), the second was kinds of food and drinks (beef, milk, soda, flour, bread, etc.) and the third was the meals (pizza, hamburger, steak, risotto, spaghetti, dumplings, etc.).

The possible modifications of this game are based on the lexical fields that the teacher can choose for the purposes of the concrete lesson. It could be animals, colours, months, ordinal numbers, etc.

It would be naive to claim that everybody enjoyed this game equally. Despite the initial enthusiasm of the students that they can play a board game, for some students the game was a bit boring, too simple or they were unhappy about their result even though they knew the vocabulary well, however, this was partially the purpose, to give a chance even to slow learners, as many of them seemed to have a good time. From the viewpoint of the author, who played the role of the teacher at that time, it was nice to see that the game worked and although this is not a group work in a true sense, in this case at least everybody had to do something, which is not always the desired effect of a typical group work.

Even though there were some negative responses during the realization of the game, the author is convinced that the use of board games is a good way to practice a foreign language, as the natural competitiveness of the pupils could be easily turn into an advantage, which lies in the aspect of students being motivated to play them and thus to learn the skills, which are usually gained by simple drills or exercises.

2.3 Game 3: *Say, draw, show*

Type of game	Activating game, vocabulary game, competition (see Chapter 4.3.1 and 4.3.8)
Forms of organization	whole class, group work
Age	12–13
Aims	to revise vocabulary
Topic area	daily routine
Lexical areas	chores, furniture, household appliances
Essential vocabulary	dish, to wash, to walk the dog, vacuum cleaner, to clean, house, to tidy, room, table, cupboard, wardrobe, chair, bed, etc.
Time for the preparation	5 minutes
Time for the realization	15–25 minutes
Materials for the preparation	marker, cards (see appendix II)

2.3.1 Description of the game

To verify the functionality of the games described by the authors quoted in this thesis, this game was taken from the Hladík's collection of the activating games. It should create a relaxed atmosphere in the classroom and help pupils to overcome the fear of using foreign language.

This game is based on the pupil's ability to express three words in three different ways. Pupils have to express themselves by drawing, mimicking and describing an object or activity in other words. The other players have to guess what the words on the card are. The game could serve as a revision of the vocabulary from the previous lesson and although the author of the game describes it as a warm up activity, it could be played even at the end of the lesson as a relaxation after a demanding work.

2.3.2 Rules of the game

The player takes the cards from the pile with three different words on it. Each word has a symbol next to it. The symbols are: pencil for the drawing, smile for the mimicking and mouth for describing the words without using its stem. The students have to go in front of the class one by one and their classmates have to guess, what kind of words were on the card. Each successful guess is counted as one point and the winner is the player with the highest score.

2.3.3 The analysis of the game and useful tips

The game was played during the time, when the topic of the lesson was daily routine, which was convenient for its realization, as the vocabulary of the topic is full of activities, suitable for mimicking. The activity brought a nice relaxed atmosphere and pupils seemed to have fun with it. The author of the game claimed, that it could be played in groups, however, this is not recommended as the teacher has to control the groups constantly if there is someone who cheats, either unintentionally (e.g. using stem of the word in its description) or deliberately (e.g. speaking instead of mimicking). To control five groups of four people is nearly an impossible task, thus the best way how to play it is to ask them to take in turns to show their drawings and mimic in front of the class.

To make the progression of the game quicker, there was a suggestion that the cards were given to every student in one time, thus the students can prepare their drawings beforehand and instead of drawing the picture on the white board, they could just show the already drawn picture. Nevertheless, this suggestion was proven as a wrong one as the pupils seemed to be too much distracted by their drawings and did not focus on the performance of the players.

Once the cards were taken away from the students, they were much more active in guessing the words, presented by the player in the front of them.

The game is quite time consuming as especially the drawing part takes some time. For this reason, the words that need to be drawn have to be simple. To stick with the topic, the

things to draw could be different types of furniture or household appliances. According to the author of the activity the game should take about 20 minutes, but in this case, it took much longer, at least 25 minutes as there were 22 students in the class. From this reason, it could not be recommended as a warm up activity, which purpose is usually to activate the students before some serious work.

It could be said, that there is quite a disproportion in the time it takes and the acquisition of the language. Nevertheless, the positive side of the game is that even the slow learners can be engaged and have chance to win. This is very important, because even if the game itself does not have the highest educational value and it is quite simple, it could encourage the slow learners to engage in other, more challenging activities next time, if they are given the opportunity to experience the feeling of achievement. Another positive aspect of this game is the variability of ways of how to express one word, which also helps pupils to have an equal opportunity to win the game, as someone, who struggles with description of the word, might be better in mimicking or drawing and vice versa.

The games from the Hladík's collection are usually described quite briefly and in this case it needed creativity and imagination to think how to adjust the rules to ensure that it will have a smooth progress. On the other hand, playing games is based on creativity, so does its preparation and the teachers, who want to use them in their lessons, have to count with that.

2.4 Game 4: *Find the burglar's stash*

Type of game	communicative, information gap, cooperative game (see Chapter 4.3.3)
Forms of organization	whole class
Age	13–14
Aims	to learn asking for and giving directions
Topic area	giving and asking directions
Lexical areas	polite questions, directions, building types, traffic
Essential vocabulary and useful phrases	– turn left/right, take a turning, go, straight, up, down, opposite, next to, in front of, across, traffic lights, roundabout, corner. Excuse me, Where's the nearest (post office) please? How do I get to (cinema)? Take the first (second, third) turning right (left). Go across the roundabout. Go straight. Etc.
Time for the preparation	5 minutes
Time for the realization	15–30 minutes
Materials for the preparation	powerpoint presentation (see appendix III), pieces of paper with traffic light drawing, roundabouts and names of different types of buildings and streets, candies, coins, picture cards, car models, etc.

2.4.1 Description of the game and its purpose

The basic principle of this game was invented during the authors practice in Šternberk, when it came to the topic of giving directions, which is another significant part of many English textbooks. It is very useful, to know how to give and follow directions. The learners of foreign language are expected that sometime they will encounter a foreigner or visit a country, speaking the language they study. In teaching English, it could be one of the huge motivational factors, that English is an international language and thus the skill of giving and following instructions, how to get somewhere, could be regarded as essential for the people interested in travelling.

The usual practice of this skill is done via the textbooks, in which students are supposed to work with the blind maps. The topic comprehends questions about directions like: “*Excuse me, where is the nearest police station?*” and following answers that require knowledge of the new vocabulary like: *turn right, behind a corner, etc.*

To simulate reality, the author came with the idea, that instead of moving on the map with the finger, the students could actually move, when they practice the following of the directions. From an organizational point of view, it would be difficult to go out with students and let them practice their sense of orientation somewhere in the city, but fortunately it is not the only option.

For the purposes of the practice, the classroom can serve as a city, with desks as blocks of buildings and empty space between them as streets and avenues.

The names of the buildings and streets could be written on the piece of paper, which could be folded in the middle to stand and be visible across the whole classroom.

To make it more interesting, the author decided to introduce the game as a detective investigation. The detective tries to find the place, where the burglar, who had been already arrested, hid the loot, with the help of the citizens of the city.

The role of the detective could be played by one of the students or even the teacher. The detective needs to ask people if they saw the burglar and where did he or she go. The several students are standing at different points of the city (classroom) and some of them

have the information about the direction, where the burglar went, until he lost behind a corner, hill, etc. The detective comes from one witness of the crime to another, to find out where is the burglar's stash, until finds the loot.

2.4.2 The Rules of the Game

The classroom is prepared with names of buildings on the desks and names of streets and avenues on the floor.

One volunteer is chosen as the detective and the other one as the burglar. The rest of the class is given the roles of witnesses. They will randomly take a card with a name of the job, which will send them to a matching place (eg. post man to a post office) Detective must cover his or her eyes, not to see where the burglar hides the loot. Once the burglar goes across the classroom, the witnesses have to remember the direction, which the burglar went until he or she turned to another street, where the other witnesses are. The detective needs to ask the witnesses one by one until he or she finds the one who was the closest to the burglar's stash.

Once the burglar hides the loot, the investigation can begin. The detective approaches the witnesses, starting with the one who sits closest to the place of the crime scene and follow their instructions until finds the loot, which is under one of the pieces of paper.

The detective has only one chance to find the right place. If the detective fails to follow directions and uncover a piece of paper without the loot underneath, he or she is dismissed and there must be chosen another detective and the whole game is repeated.

2.4.3 The analysis of the game and useful tips

This game had turned the students' attention, right from its beginning. They were supposed to make the names of the streets and buildings on their own, which already made them happy. It was evident that they like to create things and enjoy themselves during this activity. However, it is better for the teacher, to make the "buildings" and other parts of cities beforehand, as the activity is quite time consuming. Another reason for the teacher's preparation of the pieces of paper is that some students write less neatly than the others, so

the teacher can make it more transparent using a computer and a printer to make the preparation easier.

It is important to stress the fact that this game serves for practicing the already presented vocabulary, so it could not be played at the beginning of the topic. For this reason, a powerpoint presentation was used to teach the concrete ways of direction before the actual game could have started.

One of the biggest positives about this activity is the physical movement of the students, which could be applicable especially if there are hyperactive students, who get easily bored, while sitting the whole lesson.

On the other hand, it could be demanding for the teacher to control the organization of the game if there are more students with this disability. Because of the unexpected chaotic progress of the game during the first attempt, it is highly recommended to sit all the witnesses down to their places right after they pick the card with their occupation.

Another useful advice is to make sure, that number of occupations as well as buildings is corresponding with the number of witnesses. Even though not everybody might be asked by the detective to be directed, the students have some role and they could at least answer that they do not know where did the burglar go and suggest to try the banker or butcher, who is in the next street and direct the detective there. This makes everybody to focus and minimize the students' indiscipline.

To make a game more variable, the crime scene could be anywhere in the city and thus the card with the loot has to be matching to the building, which was robbed. For example if the burglar robs the museum, the loot might be a picture of *Mona Lisa*, which could be symbolized by a small picture. If the burglar robs candy store, the loot can be a piece of chocolate or if the burglar robs a car dealership building, the detective can be finding a model car and so on. Even this searching for the real item could raise the motivational factor, thus the creativity of the teacher can be unlimited.

This game is not the easiest one from the organizational point of view. Every student wants to play the role of the burglar, who does not need to follow any instructions or at least the detective, because it sounds attractive, especially when the candy store was robbed.

Sometimes students start to shout at each other, when the detective goes a wrong way or the witness is not able to direct the detective correctly. The arguments about the division of the roles and whatever else, needs to be suppressed quickly and strictly, otherwise the students are able to waste a huge amount of precious time just before the game has actually started.

Although the activity is presented as a game, the teacher's aim is to practice the ability of giving and following directions, thus it is vital to observe the progress of the game carefully and be able to control the game without any unnecessary interruptions. After each game there should be an evaluation and this is the time to correct any mistakes that the teacher noticed during the activity, because the correction would not only disturbed the fluent progress of the game, but also denied the possibility of the detective dismissal, which makes the game more challenging.

The complex character of the game could be intimidating for teachers to play it with their students, but anyone who wants to employ the complex activities like this into their lesson, should be aware of the fact, that every time the game is played, it becomes easier to control it. Even the failure of the first attempt does not necessarily mean that the game is not suitable for the class and with effective evaluation and self-reflection the teacher can eventually achieve a huge success with this game.

2.5 Game 5: *Finding a date*

Type of game	communicating, information gap, cooperative game (see Chapter 4.3.3)
Forms of organization	pair work
Age	13–14
Aims	to learn how to make arrangements, inviting, accepting and refusing
Topic area	arrangements, entertainment
Lexical areas	social activities, polite invitations and refusals
Essential vocabulary and useful phrases	dinner, party, coffee, evening, cinema, drink, dance, days of week, times, etc. Can you/Would you like to come to....on....? How/What about....? I am sorry I am I'd love to. Etc.
Time for the preparation	1 minute
Time for the realization	15–20 minutes
Materials for the preparation	pieces of paper with diaries (see appendix IV), two old mobile phones

2.5.1 Description of the game

This game was chosen for practicing arrangements, which was the topic of the previous lesson. In this case it is a game, which was not created by the author, but it was taken from the collection of Jill Hadfield's communicating games.

The game is obviously based on the communication between two students, who simulates the casual dialogue between two friends, who make an arrangement for a date, invitation to

a party, dinner, etc. To make it more realistic, the students are given pieces of paper, which should serve as their engagement diaries.

2.5.2 The rules of the game

Students are divided into pairs in which both of them are given the diaries. They have to make an arrangement using their diaries. Student A has to invite student B for a dinner, lunch, etc.

The object of the game is for the two to find a mutually convenient date. To do this, they should pretend that student A makes a telephone call to the student B and take it in turns to suggest possible dates.

To make the game more interesting, the students have only three attempts to make an arrangement with the person sitting next to them, if the all three suggestions does not suit to the other person, they have to call (go to) to another classmate until the arrangements are complete. The first pair to make an arrangement wins.

2.5.3 The analysis of the game

Although this activity is taken from the Hadfield's collection of games, according to the author of the thesis, the original version did not appeared as a game in a true sense, thus the last part of the rules explained above was added by him.

The rule, that after three attempts the players have to switch, was added for the reason that movement of the hyperactive students during the lesson helps them to focus. This was an advice of the supervising teacher and eventually it was a good decision, as some of the students seemed much happier, when given a chance to make an arrangement with their real friend as they usually sit separately, because of their disorderliness.

In the original version there was not explained how a player of the game can become a winner, which had been solved by the additional rule, as the author of the thesis believe, that games should have its winners whenever it is possible.

Because the author did not have two plastic telephone toys, which was a requisites needed for the game, he thought that the students could use their own mobile phones to pretend a call. Nevertheless, this was not a good idea at all, as at least a half of the students started to play with their phones and do anything else, except the thing they were supposed to do. Thus it is highly advisable to prepare two plastic toy phones or old mobile phones to suppress the distraction of the students to a minimum.

Although this game was originally meant to be played by all the pairs in the same time, its basic original version lately served as an examination, where pairs of students were asked to come in front of class and show what they learned. Their performance was observed by the teacher and the students were eventually marked according to correct usage of the phrases practiced during the game.

The suggestion of examining the students by the application of the game came from the supervising teacher and as the author did not like the idea of ruining the playful character of the activity, they decided to make it voluntary only. Those student, who felt confident enough to be examined were successful and given mark 1 or 2 as the worst. The rest of the class, who felt they need some more practice, was given some homework to improve their skills.

The game does not take too much time and that makes it a perfect choice for a revision of the lesson or warm up activity before the introduction of the new topic, to find out whether the students retained the knowledge.

Nevertheless, if the teacher wants to extend the game, one suggestion is to give the students a blank version of the engagement diary and let them make their own time schedule.

2.6 How much do you know London?

Type of game	competition, quiz game (4.3.6)
Forms of organization	group work, whole class
Age	13–14
Aims	to learn about London sights and the correct usage of articles
Topic area	London
Lexical areas	names of buildings, places of interest, tourist attractions
Essential vocabulary and useful phrases	Trafalgar Square, Buckingham Palace, The London eye, Westminster Bridge, Big Ben, The Palace of Westminster, The Houses of Parliament, Madame Tussauds, The Natural History Museum, Hyde Park, Picadilly Circus, etc.
Time for the preparation	3 minutes
Time for the realization	15–25 minutes
Materials for the preparation	powerpoint presentation (appendix V), bells or buzzers, postcards of London, stickers with England theme, bags of black tea, etc.

2.6.1 Description of the game

This game is a form of quiz in which was used a powerpoint presentation, originally made for the purpose of presenting the most popular sights of London as it was the new topic in the pupil's textbooks. The lesson was aimed mainly on the names of London's tourist attractions, the correct usage of articles and capital letters. Once the powerpoint

presentation was made, the author came up with the idea, that it could be used for the kind of competition in which the players has to guess what kind of sight is in the picture.

2.6.2 The rules of the game

The game could be played as a whole class activity, however, the recommended number of players is two or three to simulate a sort of TV quiz.

They have to sit in the front desks and watch the presentation with pictures of London sights. Each picture is on the two slides of the presentation. On the first one there is only a picture and on the second slide there is a picture with the name of a sight in correct form.

The first one, who clicks the pencil, can guess the name of the tourist attraction. If the player fails to answer correctly, the others can guess too. The player, whose answer is right, receives one point for the name of the place, building, etc. and two points if the usage of the article was correct too.

The winner is the one with the highest score and receives a prize of his or her choice (good mark, postcard of London, bag of black tea or sticker with the union jack)

2.6.3 The analyses of the game and useful tips

The game had a huge success as the pupils were prepared quite well from the previous lesson in which the presentation was used. They were already familiar with the pictures from the presentation, thus there was a lot of volunteers for the competition. However, most of them struggled with the correct usage of the articles, thus a minimum of them received two points for one answer.

Probably they were motivated mainly by the winning prizes and because of the high number of volunteers, thus the teacher had to play each quiz with four players.

The only problem during this activity was the choice of pencils instead of the typical quiz buzzer. Because of the disobedience of some students, who were constantly clicking, even

they were not playing at the moment, the teacher had sometimes a problem to recognize, who clicked the first. It would be great to make some homemade buzzers as the quiz could be used with many variations of the topics.

Although the game was probably the simplest one from the all activities described above, the enjoyment that it brought was enormous as the competitiveness of the pupils appeared to be very strong.

3 The evaluation of the questionnaires (See appendix VI–VIII)

This part shows the results of the three types of questionnaires. The first type gives the feedback from the students about the games they played, second type shows how often the students play games in English lessons and their fondness for this kind of activities in general. The third type informs the reader about the teachers' most preferred ways of teaching English language, their creativity in preparation for lessons, opinion on games, difficulty of their preparation or realization and the frequency of the use of games in their lessons.

3.1 The evaluation of games 1–3: results (See appendix IX)

The results of the questionnaires for the evaluation of the games 1–3 have shown that the students from 7. B enjoyed mostly the game number one: *Test your taste buds*. It is not very surprising as it could be seen during the game, that pupils were having a good time and wanted to actively participate in the competition. The biggest motivation factor was clearly the degustation part and that is probably the reason why the game received such a high score from the students. The two other games have slightly worse rating, however, according to the score, they were quite successful too.

At their age, the students are willing to play almost any game or activity that brings some physical activity, but that could also lead to problems with the discipline in the classroom and thus the original purpose of the game can be easily disrupted.

From that point of view, the best game to control was the game number two: *Ludo* as everybody was engaged in the same time and the atmosphere in the classroom was rather calm. This enabled the teacher to observe the abilities of the students one by one, without being distracted by the rest of the students.

The third game: *Say, Draw, Show* seems to be the least successful, however, some students clearly enjoyed it very well and from the observance of the teacher, it was especially

thanks to the mimicking part, which enabled even the slow learners to show, that they can be engaged even in the subject which is normally very difficult for them.

3.2 The evaluation of games 4–6: results (See appendix X)

The results of the questionnaires for the evaluation of the games 4–6 have shown that the students from 8. C enjoyed mostly the game number 6, *How much do you know London?*. The differences in the rating were not huge, however, it showed that even simple games can bring almost an unexpected joy to a classroom and the most thoroughly planned games, does not have to be the most enjoyable.

The slightly lower rating of the game number 4: *Find the Burglar's Stash* was probably because of the excessive complexity of the game, which could be confusing for some of the learners.

The lowest rating of the game number 5: *Finding a Date* makes it the least enjoyable for the students, even though there were still plenty of students who liked it. The biggest demotivating factor was probably the fact that the students were rather shy to speak and even using phrases they were not completely familiar with, especially if the teacher came to listen to their dialogue.

3.3 The evaluation of the second type questionnaire: results (See appendix XI)

This questionnaire was aimed on the students' general opinion on the use of games in English teaching and asking them how often they would like to play games in English lessons.

Results of the second questionnaire have shown that almost all the students, who were asked to fill the questionnaire like games or similar activities and also that their teachers play games with them at least once a month. The usual frequency is concretely once a week.

The reason, why the students like to play games is obvious, as most of them find games as an enjoyable way of learning.

The most of the students also feel that playing games has a positive effect on their language acquisition and only a small percentage of them were not able to make a judgment about it.

Finally, although they play games usually once a week, almost all of the students would like to play games even more frequently.

From the results it could be seen, that the students attitude toward using games in teaching English is very positive.

3. 3 The evaluation of the third type questionnaire: results (See appendix XII)

This questionnaire was aimed on the teachers preferences in using various ways of teaching English, how often they use games in their lessons, how effective they think games as a way of teaching are, how creative they are in preparation for lesson and how demanding is for them to prepare and realize such activities in their lessons.

According to the results of the questionnaire, most respondents consider games (65,9 %), demonstrations (56,8 %) discussions (43,2 %) and as their three most favourite ways of teaching English.

Although not all of the respondents had chosen games as one of their three mostly used ways of teaching, 93 % of respondents use games and even more than a half of them use games quite frequently. To be precise, 56 % of respondents answered, that they use games in their lessons at least once a week and 29,5 % of respondents use games even in every of their lessons. Only 4,5 % of the respondents use games less than once a month and 9,1 % once a month. The high frequency could be explained by the fact, that almost 93 % of the respondents more or less reckon the use of games as an effective way of teaching.

Less unequivocal are the answers to the question of difficulty from the viewpoint of preparation of games as almost a half of the respondents believe that preparing these activities is more or less demanding, but 52,3 % claim it is not.

A similar result brings the question about its difficulty of its realization in lessons. Here again almost a half of the respondents answered that the realization of games in lesson is more or less difficult and 43,2 % of them claim that it is not.

As for the answers about creativity of teachers, 45,5 % of respondents claim, that they sometimes create their own games, 43,2 % of them rather use the already existing games, 9,1 % use mostly their own games and 2,3 % of them never create any games.

The level of teacher's creativity could be also considered according to use of text book during the preparations for lessons. In this case, 65,9 % of the respondents answered that they usually use other sources than textbooks, 29,5 % of them use only sometimes different sources and only 4,5 % almost never use anything else than textbook.

4 Summary

From the experience, the author gained by studying and playing games, it could be confirmed, that this kind of activities are very popular among the students, who play them as well as the teachers, who use them for teaching.

The students' fondness for playing games is probably caused by their competitiveness, joy of being awarded and the feeling of success that could be experienced by winning. All these things encourage students to be actively engaged in a lesson which is highly beneficial for a teacher, who could sometimes struggle to motivate students to learning.

The huge diversity of games enables teachers to use them for teaching various skills and abilities, thus their employment is possible in almost every lesson of English. It is only up to teachers to choose the most appropriate one according to the skill that needs to be developed.

Many teachers could be discouraged by the demanding process of the creating or inventing games, however, those, who are too busy to make their own games or simply lack of ideas, could easily just pick one from the many collections of games, which this work refers to.

It is not always easy to keep calm mind, when the game used in lesson does not work as expected. Nevertheless, if a teacher is able to learn from mistakes he or she made, then even the game that failed for the first time, could become eventually successful.

Although games are so popular among teachers and students, they are mostly designed for practicing language rather than its introduction, thus there must be also other ways of teaching, as every game usually require some skills that need to be pre-taught.

This fact makes it clear, that games have to be combined with other ways of teaching, which could be regarded as one of their disadvantages. Another negative side of the use of games could be the huge amount of time that takes their preparation as well as their realization. The occasional occurrence of discipline issues could be also the problem, as the students could get sometimes too excited during these activities. Nevertheless, this excitement should not be totally suppressed because otherwise the game could loose its

spontaneity and discourage the students from its playing. A difficult task for teachers is thus to find a perfect balance between learning and playing to make a game an effective tool for teaching.

On the other hand, their employment should be as frequent as possible, because among the other activities, games are one of the most favourite ones.

4.1 Conclusion

The amount and variability of teaching approaches that can be used in connection with teaching English is enormous as well as the amount of knowledge and the information that teachers need to pass onto their students.

The aim of the theoretical part was to collect all the necessary information about games and its place in the classification of the commonly known teaching approaches. Thanks to the thorough study of materials concerning several publications dealing with various methods or approaches and most importantly active learning activities, the author became very knowledgeable in variety of games, its purposes and its positive and negative aspects.

As the publications, dealing with the use of games in education, stress the indispensability of creativity, the author decided to challenge himself to make his own games to be played and critically analyzed.

This leads to the practical part, which aim was to find out how students and teachers perceive the use of games in English language teaching. The practical part offers a comprehensive description of four games invented by the author and two taken from the collections of the other authors, mentioned in the theoretical part. Except the author's analyses of the games, the practical part contains the questionnaires evaluating the games from the viewpoint of the students who played them.

According to collected questionnaires, the students more or less enjoyed all the games they played. Concretely the best rating received the games *Taste your taste buds*, played with 7.B and 8.C mostly appreciated the game *How much do you know London*.

The same students were asked to fill the questionnaire asking them, how often they play games in their lessons and how much they like games as a way of teaching English, which showed very positive reception of this way of teaching.

The third questionnaire was aimed on the teachers' preferences in teaching approaches, their creativity during preparations for lessons and their overall view of the use of games in teaching process. Here the results also have shown the respondents' positive perception of games as they chose games as one of their most preferred ways of teaching and although many of them find their preparation and realization demanding, they use games quite frequently which means that teachers and students are clearly in agreement about this way of teaching and the frequency of its use.

Despite the immense variability of games and its practicality that helps in acquisition of many skills and abilities, it is not an ultimate way of teaching that can be used at any time of any lesson, with whichever students and its use does not have to meet always the desired success. However, the students like to play, it motivates them to be involved in learning and thus teachers should consider its use in their lessons as frequently as possible.

The participants of the research were twelve to fourteen years old, but it could be interesting to make a survey, collecting data about the use of games in all age groups as the publications dealing with games are usually aimed on young learners only. However, this is a question of another research.

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Appendix II



	Dishwasher
	Walking a dog
	Blender
	Cupboard
	Washing dish
	Fridge
	Table
	Making a bed
	Kettle

Appendix III

Slide 1

Giving Directions

- Go straight on Elm Street
- Go along Elm Street
- Go down Elm Street
- Follow Elm Street for 200 metres




Slide 4

Turn right into Oxford Street




Slide 2

Turn left into Oxford Street



Slide 5

Take the first turning on the right



Slide 3

Questions (excuse me..)

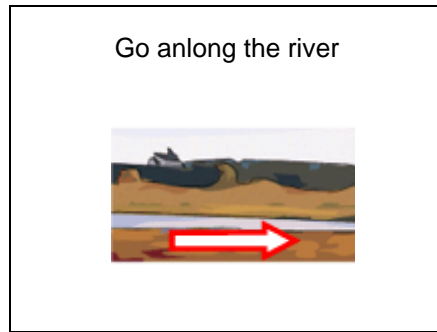
- Can you please tell me how I can get to Oxford Street?
- Where is the nearest supermarket?
- How can I get to the local market?
- I'm trying to get to Downing Street.
- How do I get to the office?
- What's the best way to get to your house next ?
- Where is Mc Donalds can you tell me

Slide 6

Go past the pet shop



Slide 7



Slide 10



Slide 8



Slide 11



Slide 9



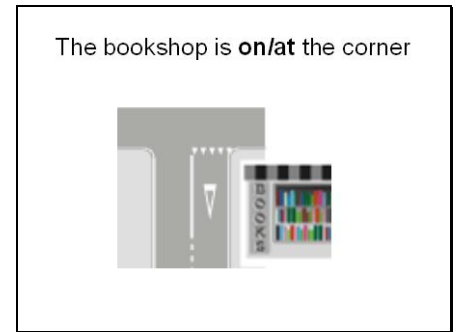
Slide 12



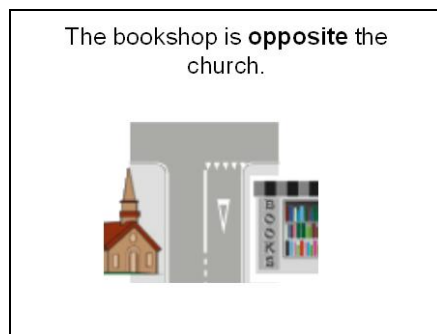
Slide 13



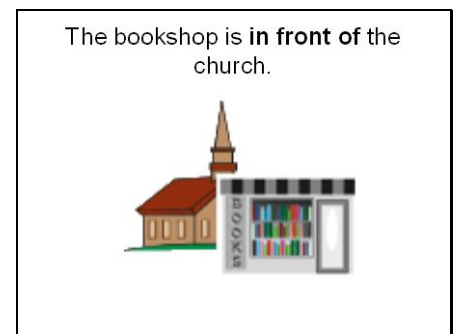
Slide 16



Slide 14



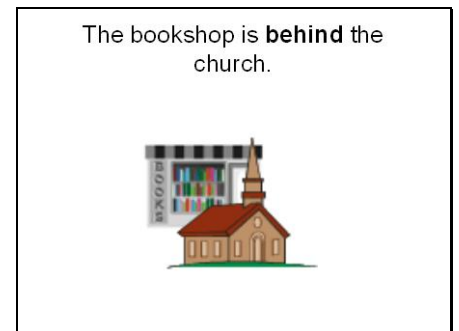
Slide 17



Slide 15



Slide 18



Slide 19

The bookshop is **next to** the church.



Slide 22

Another useful phrases

- Go across the roundabout
- You'll come to a (bank)
- you'll pass a (supermarket)
- you're going the wrong way
- Go back
- Just around the corner

Slide 20

The bookshop is **beside** the church.



Slide 23

Questions (Excuse me..)

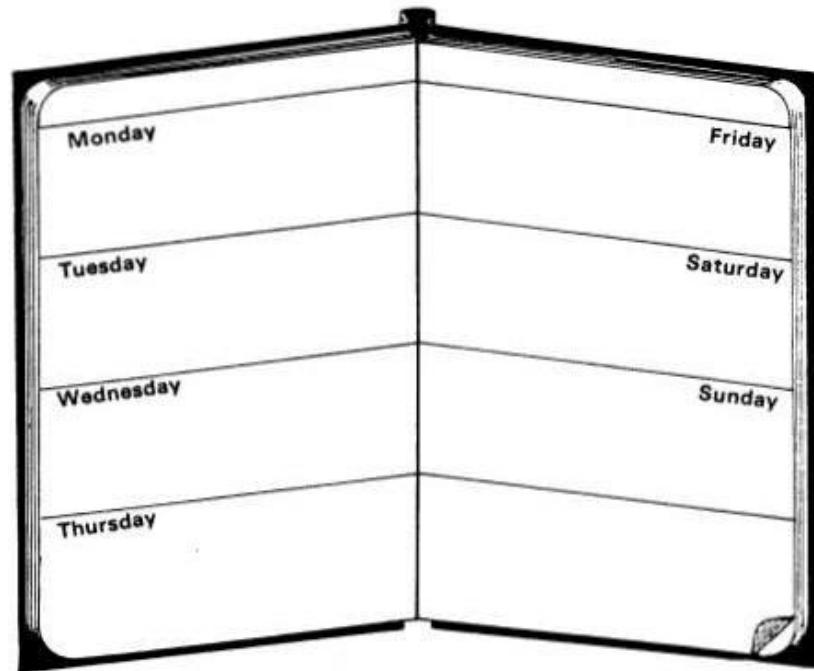
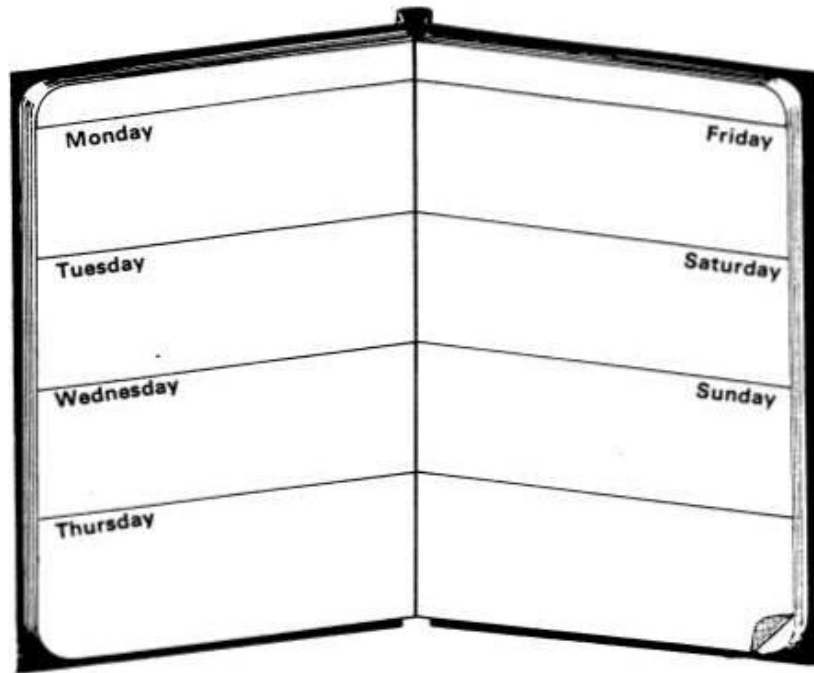
- Can you please tell me how I can get to Oxford Street?
- Where is the nearest supermarket?
- How can I get to the local market?
- I'm trying to get to Downing Street.
- How do I get to the office?
- What's the best way to get to your house next ?

Slide 21

The bookshop is **near** the church

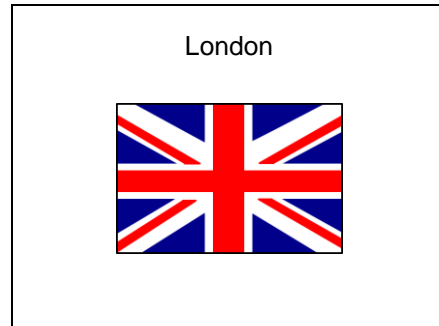


Appendix IV

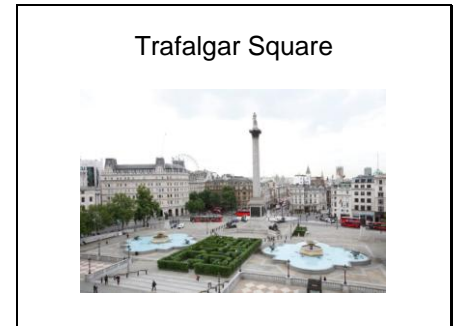


Appendix V

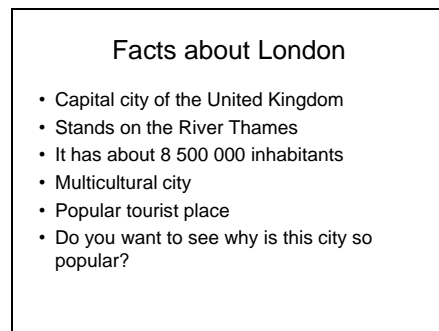
Slide 1



Slide 3



Slide 2



Slide 4



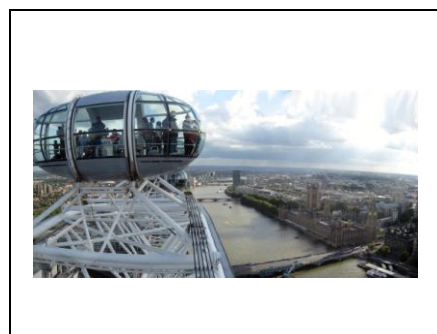
Slide 5



Slide 8



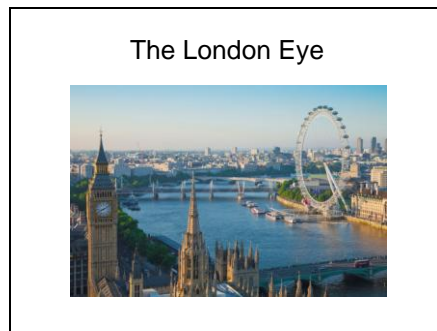
Slide 6



Slide 9



Slide 7



Slide 10



Slide 11

Madame Tussauds



Slide 14



Slide 12

The Victoria Palace Theatre



Slide 15



Slide 13

Oxford Street



Slide 16



Appendix VI – Questionnaire for evaluating games played with the students

English version:

Please rate the game

1 Did you like the game used in this lesson?

- a) yes
- b) moderately
- c) no

2 Was the game chosen appropriately in connection with the theme of the lesson?

- a) yes
- b) moderately
- c) no

3 Would you like to play it again?

- a) yes
- b) maybe
- c) no

4 Do you think that this game helped you to deepen your knowledge of the English language?

- a) yes
- b) moderately
- c) no

Czech version:

Prosím ohodnoťte hru

1 Líbila se vám hra použitá v této vyučovací hodině?

- a) ano
- b) středně
- c) ne

2 Byla podle vás hra vhodně zvolená k danému tématu vyučovací hodiny?

- a) ano
- b) středně
- b) ne

3 Chtěl/a byste ji hrát někdy znovu?

- a) ano
- b) možná
- c) ne

4 Myslíte, že vám tato hra pomohla rozšířit znalosti anglického jazyka?

- a) ano
- b) středně
- c) ne
- d) nevím

Appendix VII – Questionnaire aimed on the students' opinion on the use of games in English language teaching

English version:

Games in teaching English

1 Do you play games in your English lessons?

- a) yes
- b) no

2 How often do you play games in English lessons?

- a) every lesson
- b) once a week
- c) once a month
- d) less than once a month

3 Do you find this way of learning entertaining?

- a) yes
- b) usually yes
- c) usually no
- d) no

4 Do you think that playing games can help you with learning English language?

- a) yes
- b) no
- c) I am not sure

5 Would you like to play games more often?

- a) yes
- b) no
- c) I don't care

Czech version:

Hry ve výuce anglického jazyka

1 Hrajete někdy hry ve výuce anglického jazyka?

- a) ano
- b) ne

2 Jak často hrajete hry ve výuce anglického jazyka?

Pokud odpověď na předchozí otázku byla ne, prosím nevyplňujte tuto otázku.

- a) každou hodinu
- b) jednou týdně
- c) jednou měsíčně
- d) méně než jednou měsíčně

3 Zdá se vám tento způsob vyučování zábavný?

- a) ano
- b) většinou ano
- c) většinou ne
- d) ne

4 Myslíte, že vám jejich hraní pomáhá osvojit si vaše jazykové dovednosti?

- a) ano
- b) ne
- c) nevím

5 Chtěl/a byste hrát hry ve výuce angličtiny častěji?

- a) ano
- b) ne
- c) je mi to jedno

Appendix VIII – Questionnaire aimed on teachers’ opinion on the use of games in English language teaching

English version:

Using games in English language teaching

1 What is your preferred way of teaching?

- a) Lecture and explanation
- b) Dialogue
- c) Demonstration
- d) Practical
- e) Discussion
- f) Problem solving
- g) Situational
- h) Role plays
- i) Games and competitions
- j) Other

2 Do you use other sources than textbooks in preparation for a lesson?

- a) Usually yes
- b) Sometimes yes
- c) Usually no
- d) Never

3 Do you use games in your classes?

- a) Usually yes
- b) Sometimes yes
- c) Usually no
- d) Never

4 How often do you use games in your classes?

- a) Every class
- b) Once a week
- c) Once a month
- d) Less than once a month

5 Do you consider the use of games in teaching to be effective?

- a) Yes
- b) Rather yes
- c) Rather no
- d) No

6 Do you consider preparation of games to be difficult?

- a) Yes
- b) Rather yes
- c) Rather no
- d) No

7 Do you consider realization of games to be difficult?

- a) Yes
- b) Rather yes
- c) Rather no
- d) No

8 Do you prefer to invent your own games or do you rather choose them from other sources?

- a) I create my own games more often
- b) Sometimes I create my own games
- c) I use other sources more often
- d) I never create any games of my own

Czech version:

Použití her ve výuce anglického jazyka

1 Jakým metodám výuky dáváte přednost?*

*Vyberte prosím nejvíce tři

- a) Výklad a přednáška
- b) Rozhovor
- c) Názorně demonstrační
- d) Dovednostně praktické
- e) Diskuzní
- f) Metody řešení problémů
- g) Situační
- h) Dramatické
- i) Didaktické hry a soutěže
- j) Jiné..

2 Používáte při přípravě na výuku i jiných zdrojů než učebnici?

- a) většinou ano
- b) někdy ano
- c) většinou ne
- d) nikdy

3 Používáte hry ve svých vyučovacíh hodinách?

- a) většinou ano
- b) někdy ano
- c) téměř nikdy
- d) nikdy

4 Jak často používáte hry ve svých vyučovacíh hodinách?

Vyberte jednu odpověď

- a) každou hodinu

- b) jednou týdně
- c) jednou měsíčně
- d) méně než jednou měsíčně

5 Zdá se vám použití her ve výuce efektivní?

- a) ano
- b) spíše ano
- c) spíše ne
- d) ne

6 Zdají se vám hry náročné z hlediska jejich příprav?

- a) ano
- b) spíše ano
- c) spíše ne
- d) ne

7 Zdají se vám hry náročné z hlediska jejich realizace ve výuce?

- a) ano
- b) spíše ano
- c) spíše ne
- d) ne

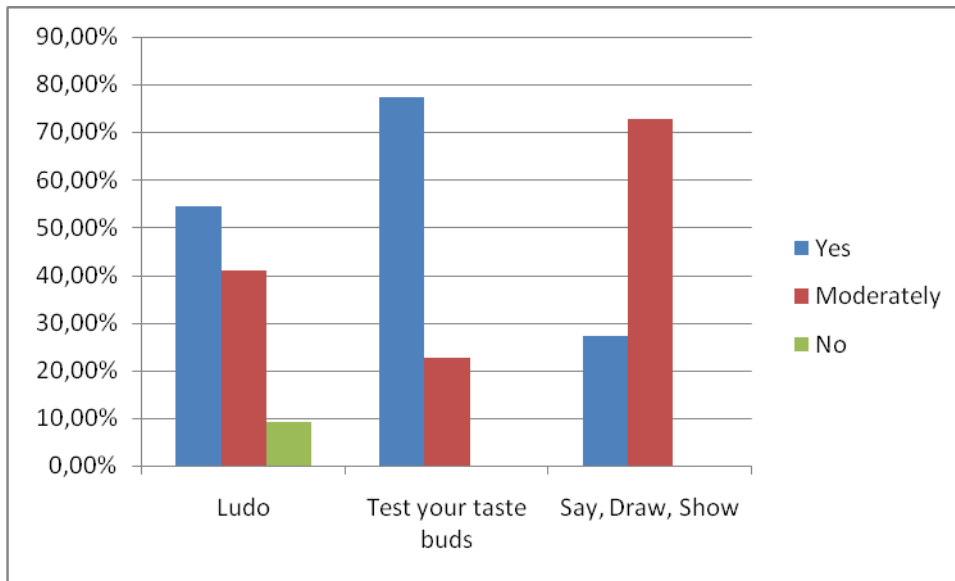
8 Vymýšlíte vlastní hry a podobné aktivity, které následně používáte ve výuce nebo je raději vybíráte z jiných zdrojů?

- a) častěji vytvářím vlastní
- b) občas vytvářím vlastní
- c) častěji používám jiných zdrojů
- d) nikdy nevytvářím vlastní

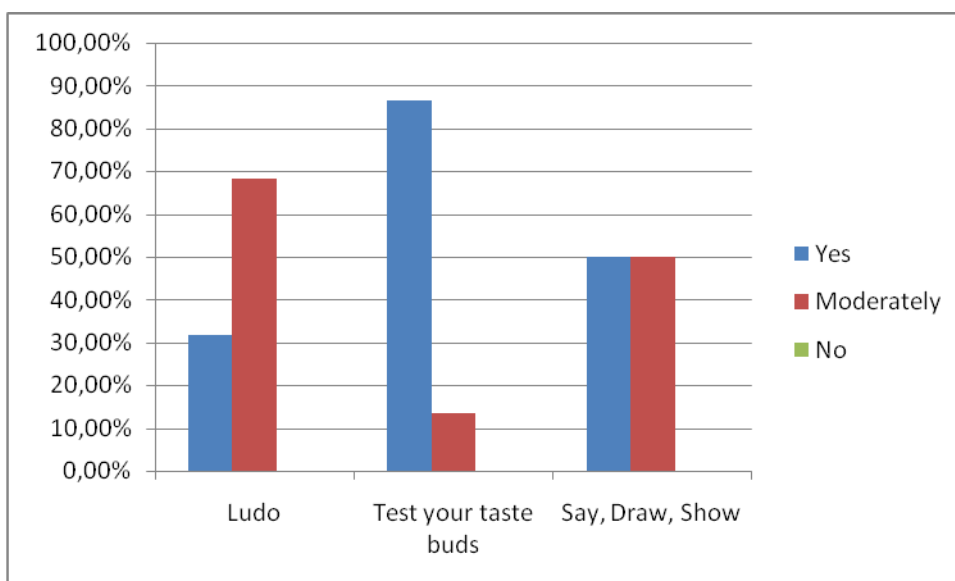
Appendix IX – Graphical representation of the collected data

1 Games played with pupils of 7.B

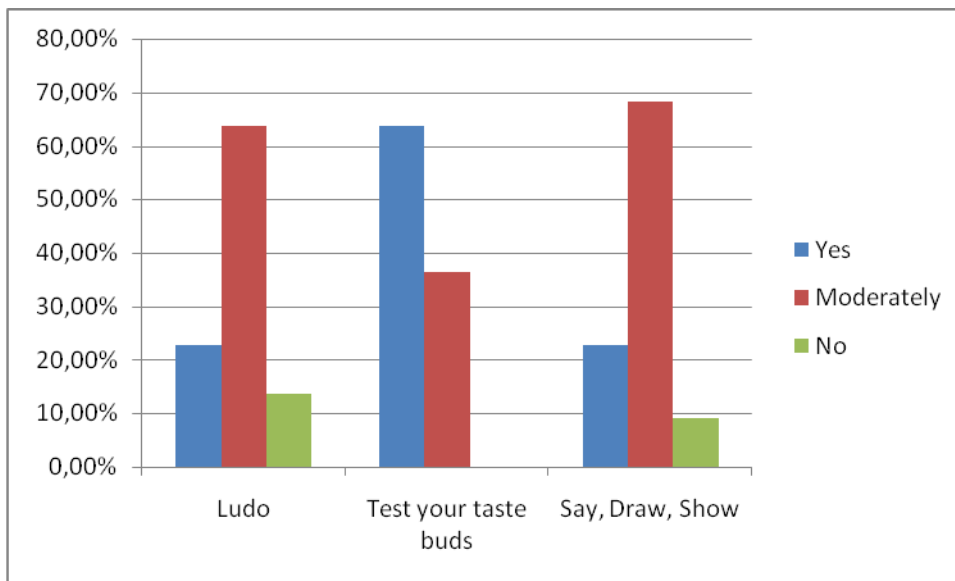
1.1 Do you like the game used in this lesson?



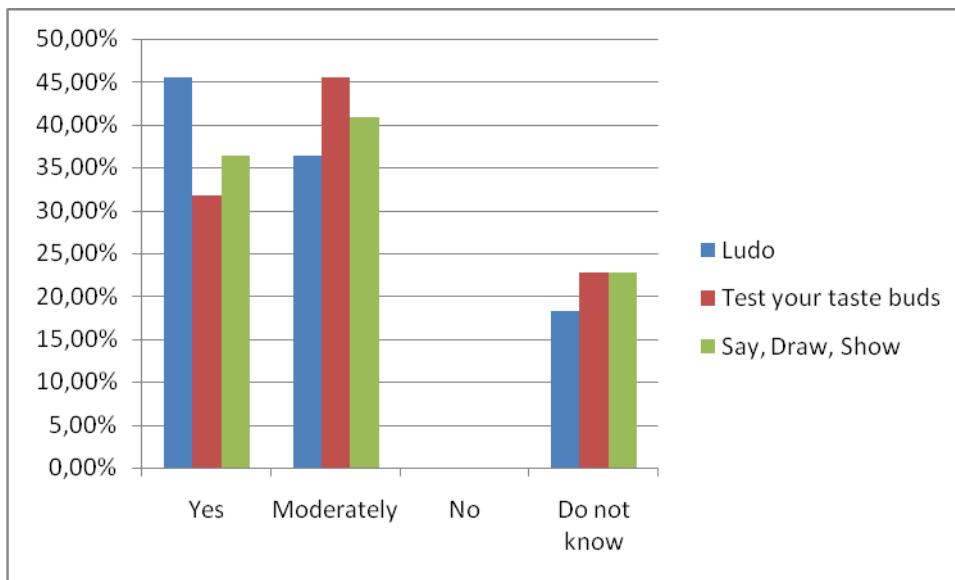
1.2 Was the game chosen appropriately in connection with the theme of the lesson?



1.3 Would you like to play it again?



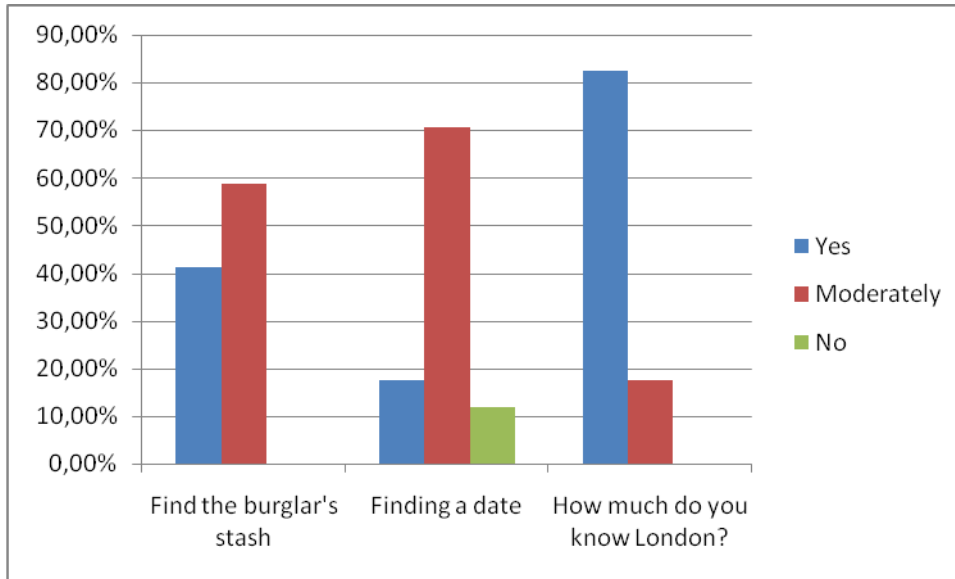
1.4 Do you think that this game helped you to deepen your knowledge of the English language?



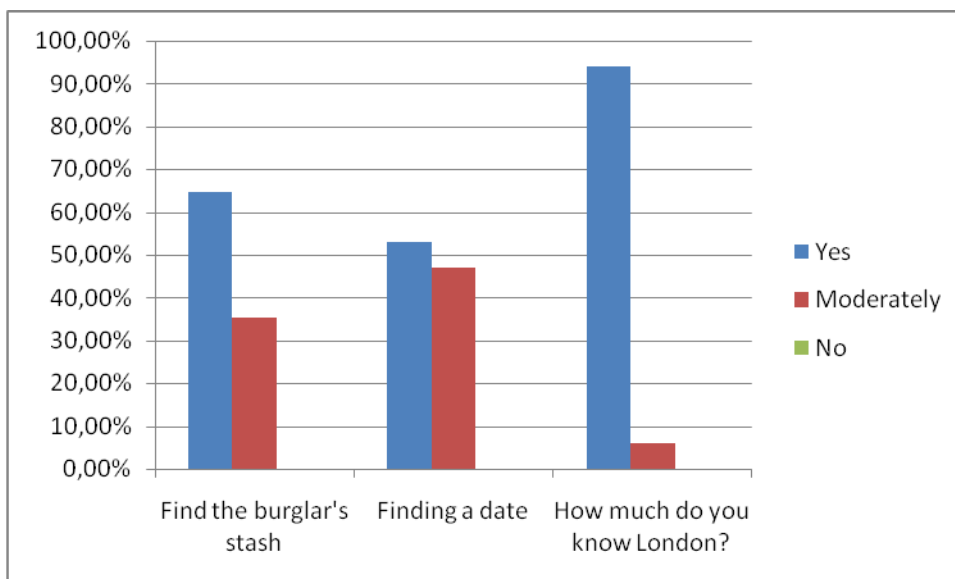
Appendix X – Graphical representation of the collected data

1 Games played with pupils of 8.C

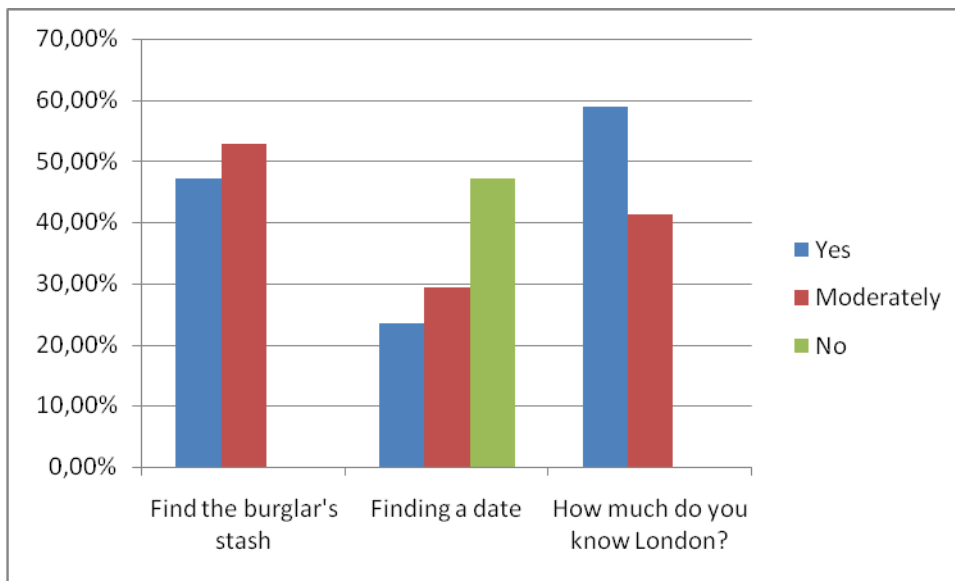
1.1 Do you like the game used in this lesson?



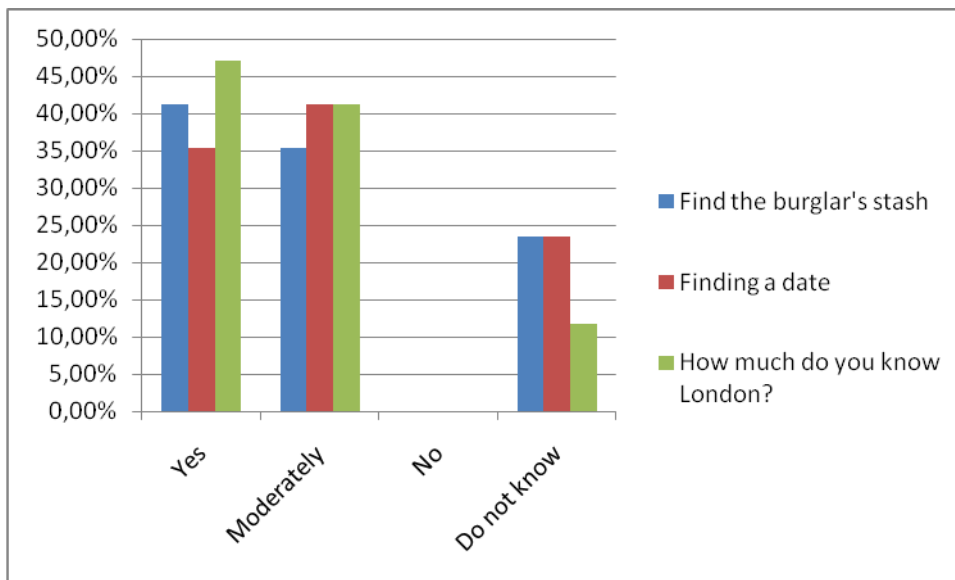
1.2 Was the game chosen appropriately in connection with the theme of the lesson?



1.3 Would you like to play it again?



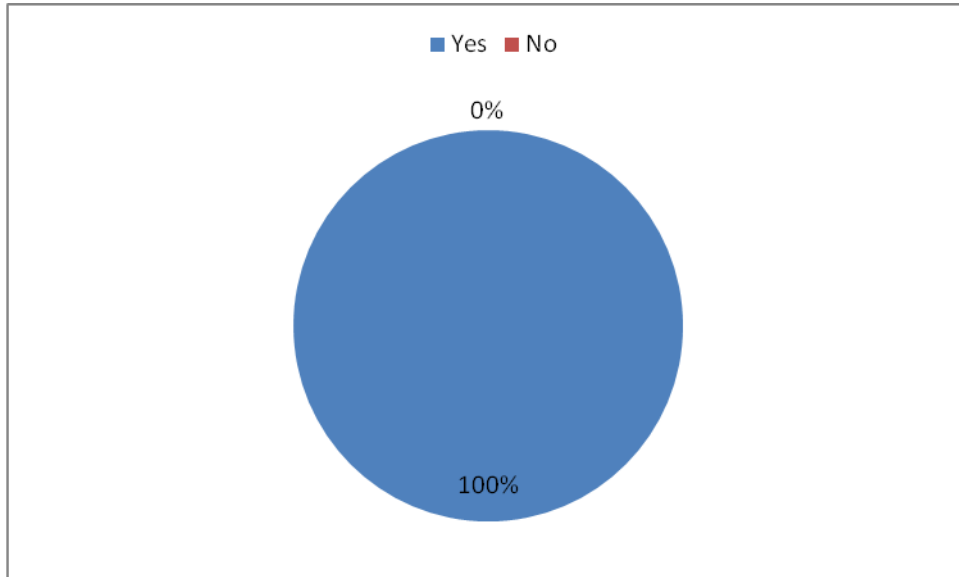
1.4 Do you think that this game helped you to deepen your knowledge of the English language?



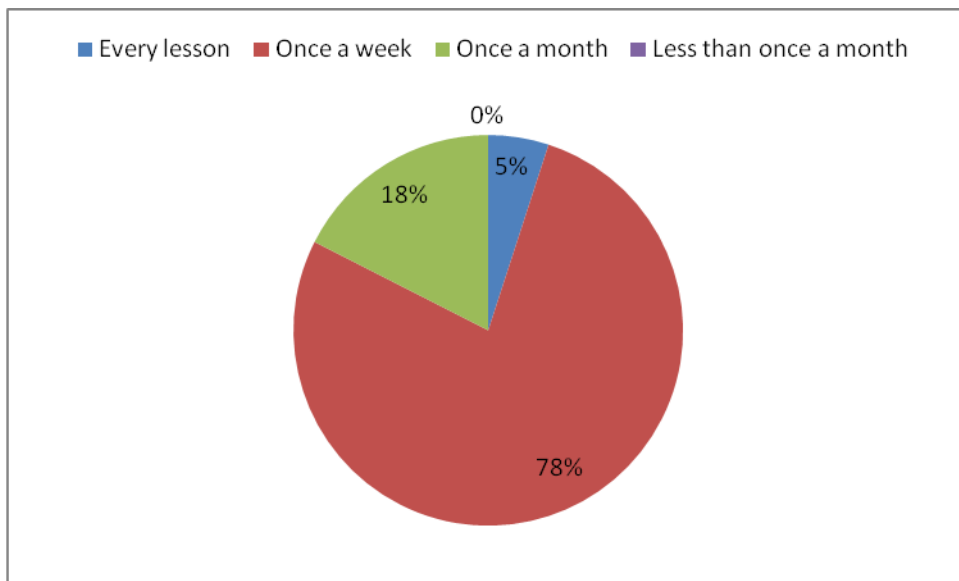
Appendix XI – Graphical representation of the collected data

1 Games in teaching English Language from the viewpoint of the students

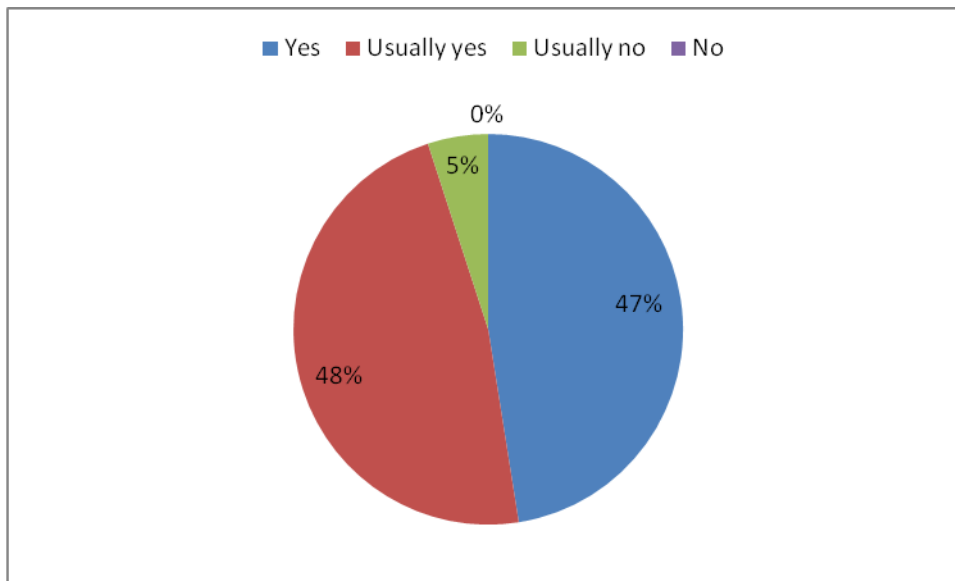
1.1 Do you play games in your English lessons?



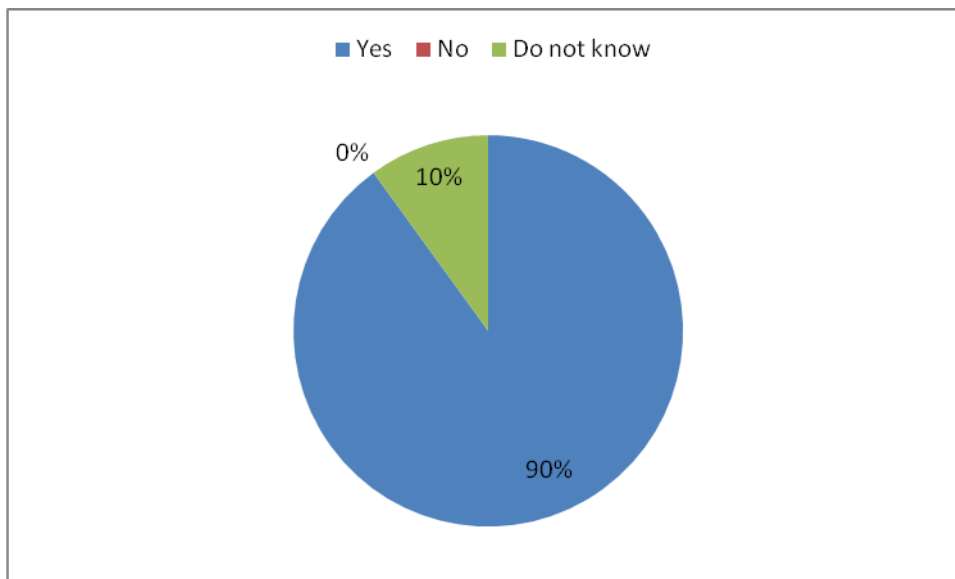
1.2 How often do you play games in English lessons?



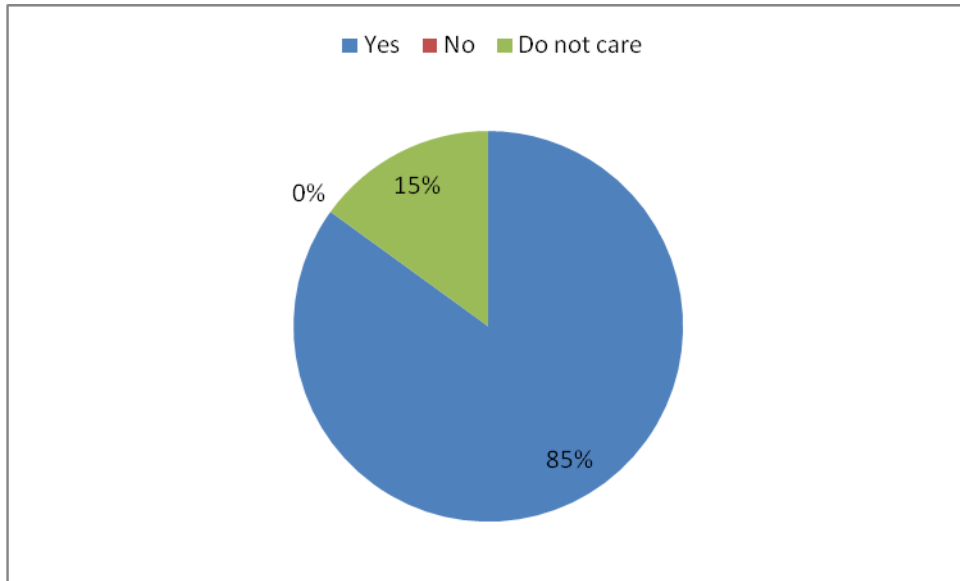
1.3 Do you find this way of learning entertaining?



1.4 Do you think that playing games can help you with learning English language?



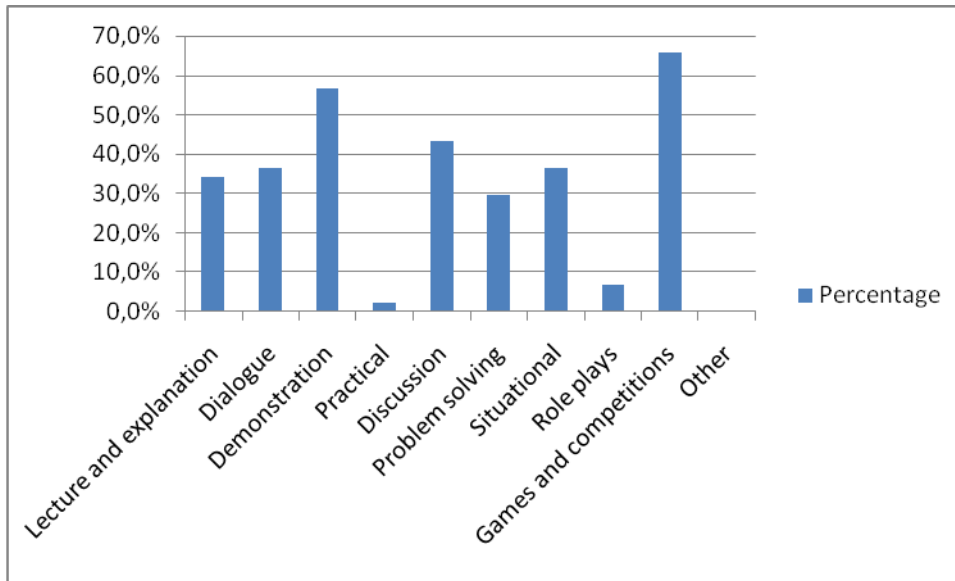
1.5 Would you like to play games more often?



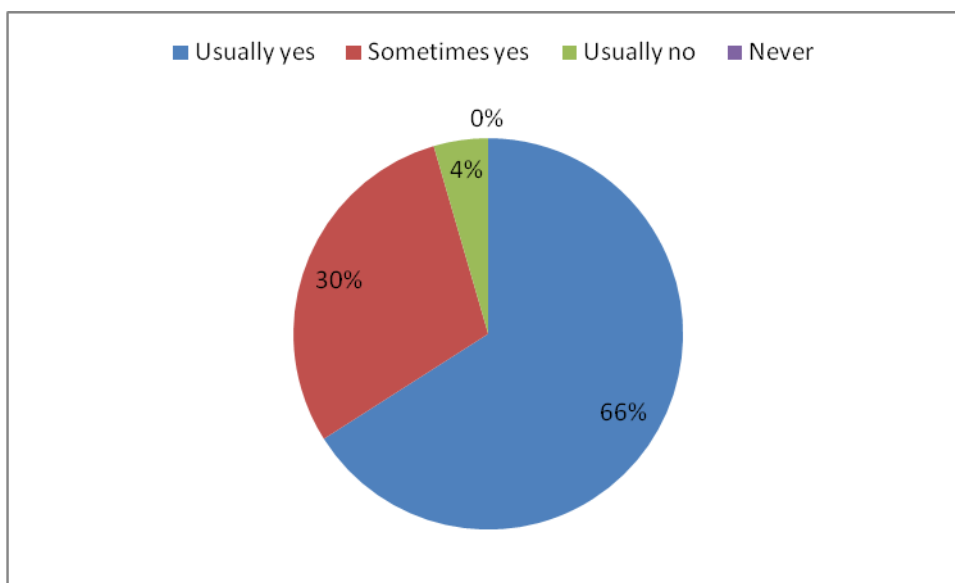
Appendix XII – Graphical representation of the collected data

1 Questionnaire aimed on the teachers' opinion on the use of games in English teaching

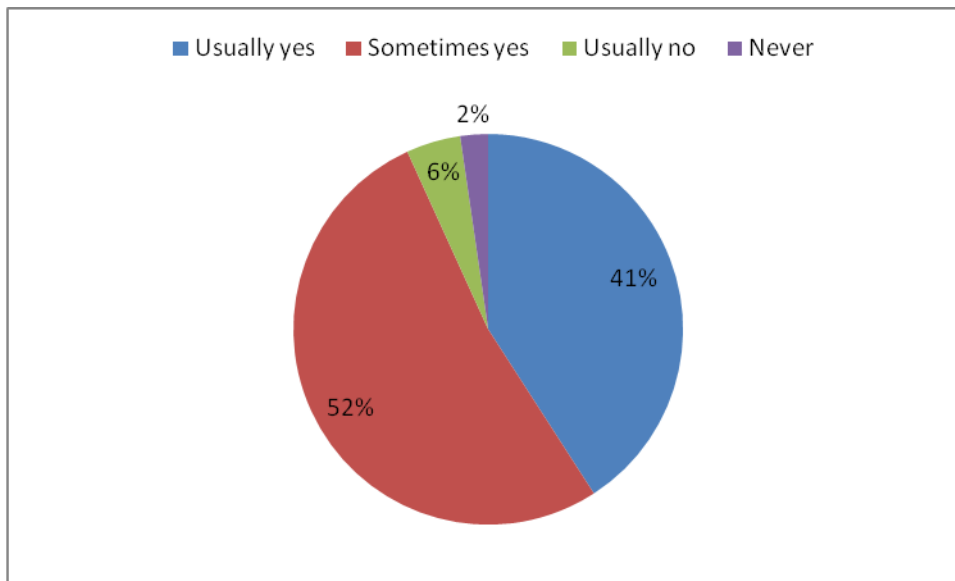
1.1 What is your preferred way of teaching?



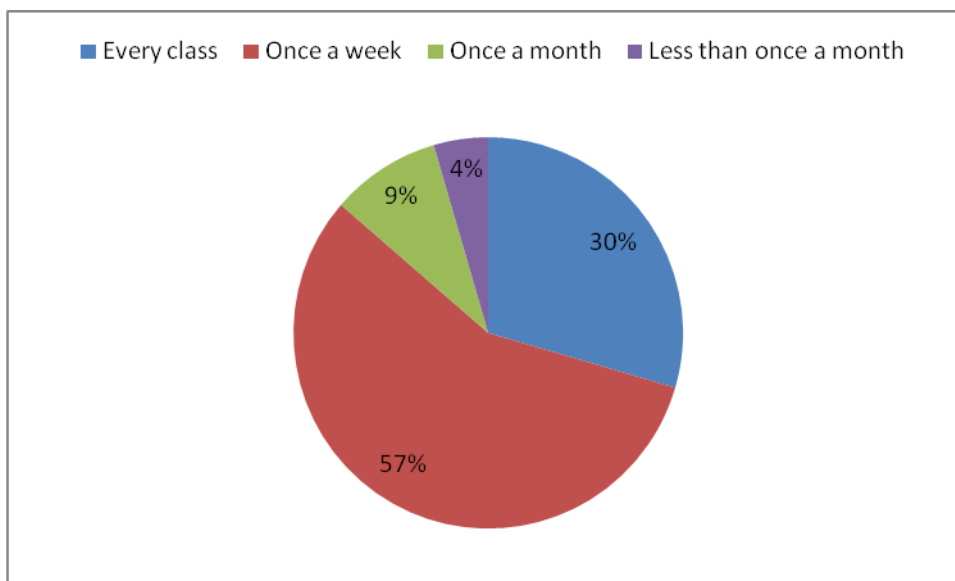
1.2 Do you use other sources than textbooks in preparation for a lesson?



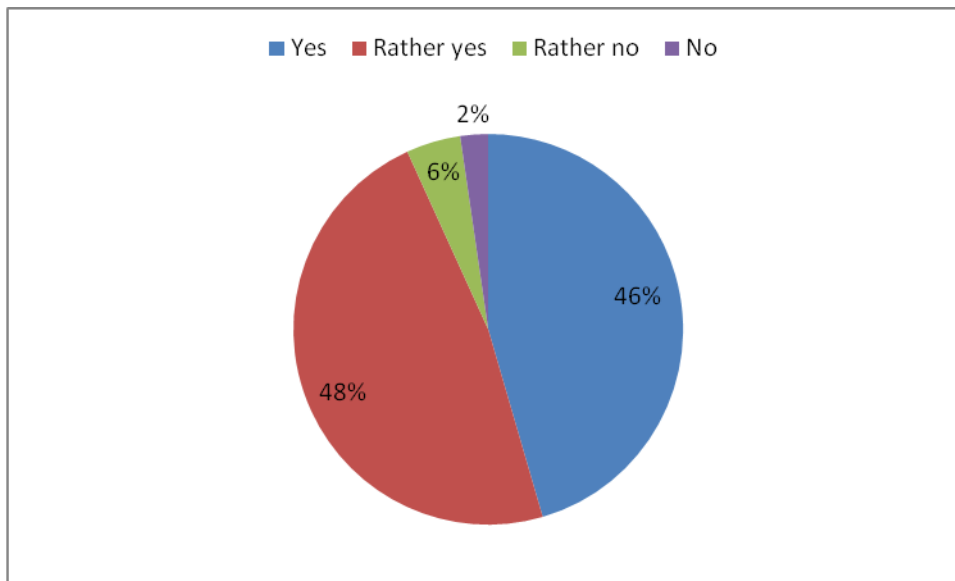
1.3 Do you use games in your classes?



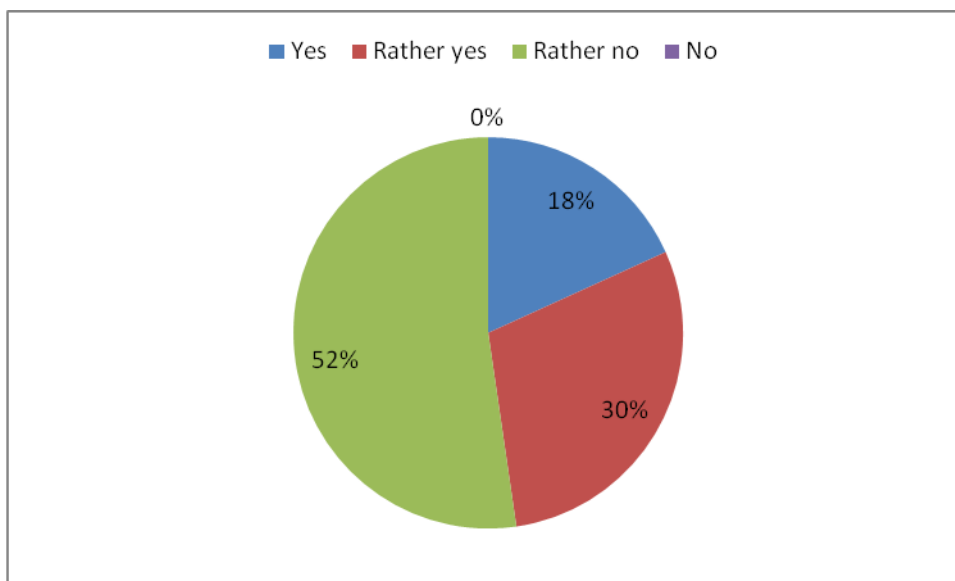
1.4 How often do you use games in your classes?



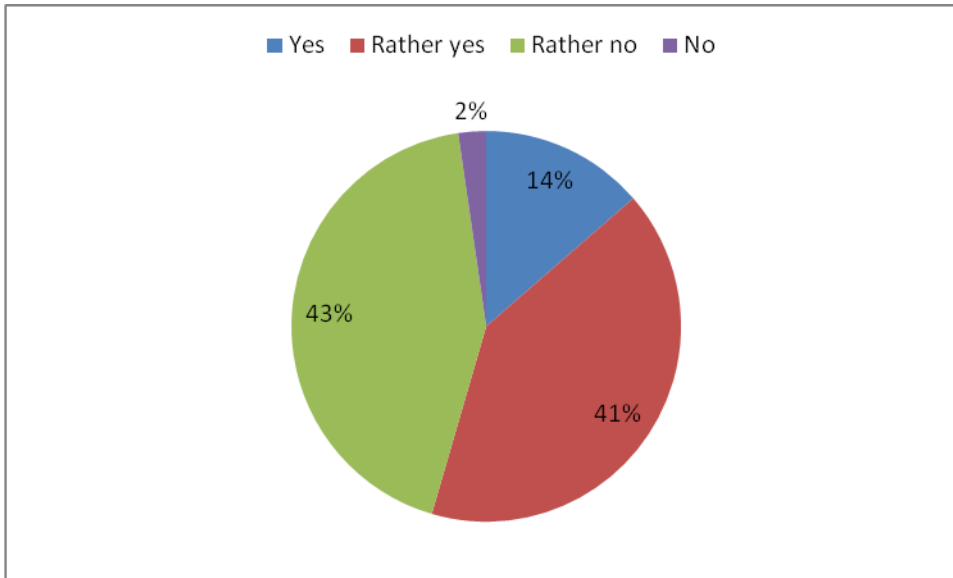
1.5 Do you consider the use of games in teaching to be effective?



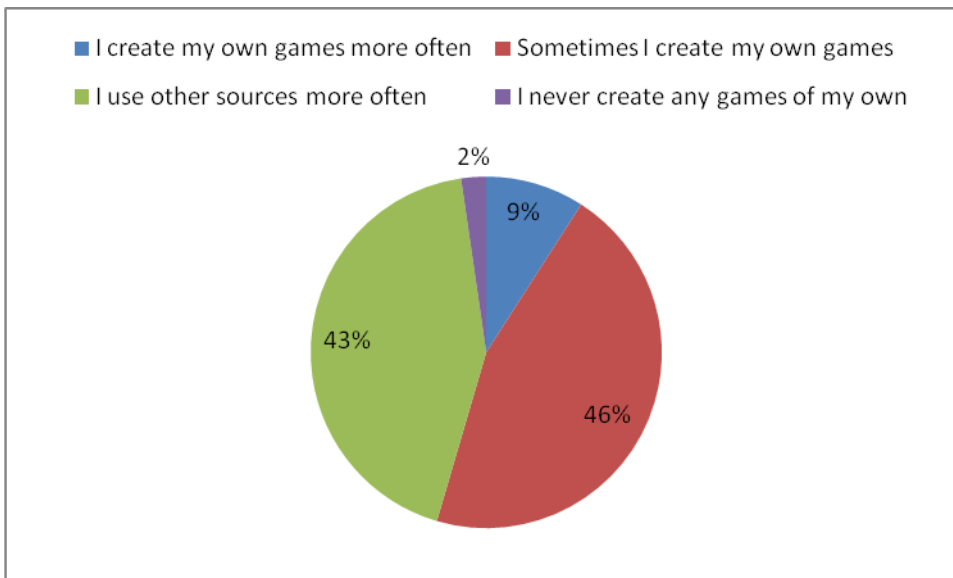
1.6 Do you consider preparation of games to be difficult?



1.7 Do you consider realization of games to be difficult?



1.8 Do you prefer to invent your own games or do you rather choose them from another sources?



RESUMÉ

Tato diplomová práce se zabývá použitím her ve výuce anglického jazyka. Teoretická část je zaměřena na zdůraznění důležitosti her v lidském vývoji a kultuře. Dále popisuje hry jako jednu z efektivních způsobů výuky anglického jazyka a jejich základní rozdělení. Cílem praktické části je obecné zhodnocení použití her ve výuce anglického jazyka a her, které autor vytvořil a hrál se studenty druhého stupně základní školy. Pro závěrečné shrnutí pohledu na použití her ve výuce anglického jazyka autor využívá dotazníků, vyplněných jak studenty tak učiteli anglického jazyka.

ANOTACE

Jméno a příjmení:	Aleš Novotný
Katedra:	Ústav cizích jazyků
Vedoucí práce:	Mgr. Josef Nevařil, PhD.
Rok obhajoby:	2018

Název práce:	Použití her ve výuce anglického jazyka
Název v angličtině:	Using Games in English Language Teaching
Anotace práce:	Diplomová práce se zabývá použitím her ve výuce anglického jazyka. Teoretická část je zaměřena na zdůraznění důležitosti her v lidském vývoji a kultuře. Dále popisuje hry jako jednu z efektivních způsobů výuky anglického jazyka a jejich základní rozdělení. Cílem praktické části je zhodnocení her, které autor vytvořil a hrál se studenty druhého stupně základní školy ve výuce anglického jazyka. Pro závěrečné shrnutí pohledu na použití her ve výuce anglického jazyka autor využívá dotazníků, vyplněných jak studenty tak učiteli anglického jazyka.
Klíčová slova:	Hra, anglický jazyk, metody výuky, aktivizační, komunikační hry, gramatické hry, hry na slovní zásobu, deskové hry, kvízy, seznamovací hry,
Anotace v angličtině:	This diploma thesis deals with the use of games in English language teaching. The theoretical part is focused on the importance of games in human culture and development. It also describes games as one of the effective ways of teaching English language and shows their basic classification. The aim of the practical part is to evaluate games, which were created by the author and played with the students of the second grade during their English lessons. To summarize the view on the use of games in English language teaching, the author uses questionnaires, which were filled by the students and also teachers of English.
Klíčová slova v angličtině:	Game, English teaching, approach, method, technique, active learning, grammar games, communicative games, vocabulary games, meeting games, board games, quiz, meeting games
Rozsah práce:	116 stran
Jazyk práce:	Anglický jazyk

