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INTEGRATION OF DIDACTIC GAMES INTO ENGLISH TEACHING

(INTEGRACE DIDAKTICKÝCH HER DO VÝUKY ANGLICKÉHO JAZYKA)

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Prohlašuji, že jsem tuto bakalářskou práci vypracovala samostatně a uvedla úplný seznam použité a citované literatury.

V Olomouci dne

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Jitka Kasíková

ABSTRACT

This thesis deals with a process of integrating language didactic games into English lessons, concentrating primarily on teenagers. The work is focused on language games as a means of raising students' motivation and interest in English, as well as improving their language skills. The main purpose of the thesis is to analyse positive and negative aspects of game integration into English lessons and compare the attitudes of learners and teachers to language games.

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INTRODUCTION

With the very fast development of modern technology also the position of the English teacher becomes more and more demanding in terms of attracting students' attention. It is very difficult to teach students who are not interested in the subject and pay no attention during the lesson. For that reason, the teachers permanently search for new ways how to improve effectiveness of their lessons and encourage students' concentration. From that point of view, activating teaching methods in form of language didactic games are widely used by English teachers for a long time.

I have chosen this topic for two reasons. Firstly because of my personal experience during my studies at Palacký University when I started to give private English lessons. From the positive feedback from my students it was visible that using language games in my English lessons proved to be useful and brought pleasant time to spend. This experience inspired me to study the general view of students on playing games in English lessons, accompanied by teachers' point of view. The second reason for my choice was definitely the subject of my study, which is closely related to application of activating methods into lesson.

The bachelor thesis is divided into theoretical and practical part. The first chapter of the theoretical part deals with definition of game and didactic game, followed by division of didactic games. The chapter also deals with interpreting didactic games as a means of activating methods, followed by influence of games on students' motivation. The emphasis is also put on the role of age in the process of game integration into English lessons.

The second chapter is concentrated on the role of teacher in the process of game integration. The chapter also deals with management of students during the language game, importance of game management and lastly rules for integrating language games into English lessons. The third chapter includes evaluation of language games with regard to positive and negative effects of games on process of education in English lessons.

The practical part of the bachelor thesis is focused on the survey analysis. The aim of the survey was to analyse attitudes of English teachers and teenage students from elementary schools in Zlín region to integrating language games into English lessons. According to the answers of respondents was analysed the overall situation of game implementation during the English lessons.

I. THEORETICAL PART

1. GAME INTEGRATION INTO TEACHING ENGLISH AS A FOREIGN LANGUAGE

1.1 Game definition

Speaking about games, the first thing that comes to our mind is an entertaining activity connected with childhood times full of competitiveness, enthusiasm and enjoyment. Games, in general, lead to relaxation, increase motivation, bring enjoyment and train memory, but may also educate. The question is: Why not to connect useful with pleasant and make the lesson both efficient and enjoyable? In this chapter, a general definition of game will be provided, afterwards the topic of didactic games and their division will be dealt with.

At the very beginning, it is very important to define the term "game" properly with regard to teaching English as a foreign language. Longman Dictionary of Language Teaching and Applied Linguistics (2002, p. 219) offers the following description: *„Games are often used as a fluency activity in communicative language teaching and humanistic methods."* The term game is then defined as: *"an organized activity that usually has the following properties:*

- *a particular task or objective,*
- *a set of rules,*
- *competition between players,*
- *communication between players by spoken or written language"*

*(*Richards and Schmidt, 2002, p. 219)

It should also be taken into consideration that games may be implemented with computer support, which Thornbury (2006, p. 90) calls *"computer-assisted language learning"*. In this case Richards and Schmidt (2002, p. 219) define games as: *"rule-based competitive activities usually involving a time limit and/or visual display features in which the player must acquire and/or manipulate knowledge in order to succeed."*

To conclude, games make interaction between learners in English meaningful, it motivates learners, makes them use the target language, improves their reading and-or

listening comprehension as they try to understand the set rules and co-operate or compete with their peers.

A special category of games form so called didactic games. Kotrba and Lacina (2007, p. 97) describe didactic games as educational games based on solving of problematic tasks and situations. According to them, didactic games primarily function as a means of motivation and practising and revising curriculum. Nevertheless, they should never fully replace teaching itself. Each didactic game should include a didactic goal, which determines what the teacher wants to achieve by means of a game, game rules and game content.

Coming back to 16th – 17th century, John Amos Comenius, a significant educational reformer, generally considered as "father of modern education", devoted an essential part of his life to the study of pedagogy, efficient educational process and school didactics. Comenius as one of the first educators introduced the process of learning by fun. (Valečková, 2010, p. 19 – 26)

In effort to make the process of learning for students easier and more efficient, Comenius introduced the process of education in form of play. In this respect the idea of Comenius about learning by fun differs from nowadays view on teaching by fun using didactic games. The vision of "School by Play" Comenius consisted in dramatization by students' presenting the curriculum in public in a form of theatre performance. This kind of methodology not only led to knowledge acquisition, but also offered learner an experience to speak in public. On the other hand, this method also discouraged learners to underestimate learning process by possible failure in front of eyes of audience (Jůva and Veselá, 1970, p. 84). There is no doubt that Comenius laid the foundations of nowadays form of teaching by activating methods, which became very effective and popular teaching method.

1.2 Division of didactic games

There are many ways, how can be didactic games divided. Games differ according to the game target, setting of a game or duration of a game, such as short-term and long-term games. Polívková (1963, p. 10) divides games into four groups. The first group of games is focused on words and terms as individuals. This type of games trains memory, quick reaction

and recall, spelling of words, creating words from their combinations or practising and widening a vocabulary. Second group of games deals with quick revision and independent creating of sentences. The third group of games are conversational games in form of dialogue between student and teacher or students themselves. The last group of games includes games in form of fluent narration. (Polívková, 1963, p. 10)

Kotrba and Lacina (2007, p.97-100) offer a general division of games based on students' interaction rate into - interactive and non-interactive didactic games. Interactive didactic games, above all, develop students' cooperation. The key element consists in students' mutual cooperation. Students communicate together and agree on next steps. Students by their decisions, either consciously or unconsciously influence acting of other players that have to react on the course of game. The examples of interactive games are role-play or simulation games. (Kotrba and Lacina, 2007, p. 98-100)

Non-interactive games put emphasis on autonomy development, which means that final results are less affected by collaboration of students than students acting on their own. As an examples of non-interactive games can be mentioned various crosswords, quizzes, anagrams, pairs, closes, dominos, board games with tasks, coded texts or hidden words. The principle of non-interactive games is that either playing individually or as a member of a team, students still act independently, which prevents to be influenced or affected by each other. (Kotrba and Lacina, 2007, p.97-98)

Apart from previous division, Polívková (1963, p. 10) also mentions games, divided according to the skills and systems they focused on, such as games training pronunciation, writing, grammar, vocabulary,spelling or games focused on speaking.

1.3 Games as a means of involving learners

Didactic games are generally considered as a means of activating methods. Kotrba and Lacina (2007, p. 39) define activating methods as a methodological steps focused on achieving educational goals by students themselves, working and trying to solve problems on their own. The main principle of learning by activating methods is focused on personal experience and human senses, which enable learners to remember better what they saw or

practised on their own. Valečková (2010, p. 21-25) compares this theory to illustrative teaching introduced by Comenius. Human senses, according to him, were the primal source of cognition. Comenius then compared human brain to wax, where all the pictures, impulses and impressions received from the surroundings get imprinted and remain further in one's memory.

One of the aims of an activating method is also to change the relationship between the teacher and students. Activating methods tend to change the teacher-monologue lessons and offer more space for students, however the teacher does not lose their authority. The main target is to turn learners from the passive listeners into active participants (Kotrba and Lacina, 2007, p. 36 – 41). Moreover, activating methods in a form of game offer possibility to students to work in teams, train their ability of understanding others, negotiate and cooperate in teams, which is efficient not only during a lesson but learners might benefit from that in their future careers.

1.4 Games as a tool of motivating learners

The main goal of language games in English lessons is primarily motivating learners. Motivation as one of the most important aspects of a teaching and learning process is directly connected with an achievement. For that reason, the teacher should not underestimate lesson arrangement and learning activities in order to attract students and increase their motivation. But firstly it is necessary to define what the term "motivation" actually means.

Motivation as an abstract term is not so easy to describe. Thornbury (2006, p. 137) offers the following definition: "*Motivation is what drives learners to achieve a goal, and is a key factor determining success or failure in language learning.*" Ur (1996, p. 274) then describes the motivated learner as: *"one who is willing or even eager to invest effort in learning activities and to progress"*. Therefore when playing a game it is very important for learners to set a specific target and benefits when achieving this target in order to motivate them. Success in a game only confirms a sense of the whole effort and pushes the borders further towards another success next time. (Naiman et al.,1978).

Different types of motivation are defined according to what the motivation is caused by. Ur (1996, p. 276-283) distinguishes four basic types of motivation – integrative,

instrumental, extrinsic and intrinsic. However, with regard to language games, the attention will be focused on the last two types.

An extrinsic motivation is influenced by an external impulse. This impulse during the game may be teacher as an evaluator. The extrinsic motivation then comes together with desire of students to be positively evaluated, which can encourage their intrinsic motivation. As Ur (1996) claims, students somehow need a feel of pressure in order to be active and productive, nevertheless an authority of a teacher should never be misused. Raising the extrinsic motivation can be realized in a form of competitive games as also classmates can function as an external impulse to increase students' activity. Competition supports the feel of rivalry and effort to outdo the other classmates (Ur, 1996, p. 279).

Nevertheless, the most stimulated by the games is an intrinsic motivation. The intrinsic motivation during the game comes from learners' positive attitude and innate interest. This interest is important to encourage not only at the beginning of a game but throughout the whole process of a game. The teacher should also take into account the age of a target group of students. As Ur (1996, p. 288) says, an intrinsic motivation occurs more frequently by younger learners, however with an increasing age this impulse slowly decreases. Raising motivation of teenagers support, for example, conversational activities in form of information gap or activities connected with learners' personal experience. Students like to share their own ideas and opinions, which can offer quite interesting and pleasant atmosphere. For this reason the open-ended game activities are more popular than the close-ended one. (Ur, 1996, p. 281).

To conclude, motivation is one of the key elements of a successful teaching and learning process. Motivating students by language games leads to encouragement their interest in English and better co-operation during the lesson. The class of motivated learners contributes to more efficient and also more enjoyable lessons, which means half of the teacher's success.

1.5 The role of age during game implementation

The age of learners is an important factor during a learning process, which significantly affects the whole process of a foreign language acquisition. According to Ur (1996, p. 286-288), motivation is considerably dependent on the age of learners.

In general, scientists agree with the age of 7-9 as a suitable age for beginning of foreign language acquisition. Children at this age tend to learn more easily foreign language by form of imitating and so called "imprinting", which is ability to subconsciously remember things without any effort being made. Games usually provide learners with meaningful context for repetitive use of English no matter how limited it might be in terms of language resources. This ability to subconsciously retain prefabricated English is caused by a higher sensitivity to surroundings but as the time goes on, this ability gradually weakens and finally disappears (Hendrich et al., 1988). Speaking about elementary school children, intrinsic motivation dominates primarily by younger school age learners (6-12 years old), who are also much easier to be stimulated. As a result, game implementation into the lesson is mostly very positively accepted by them. The fact that it is impossible to make children pay attention for a longer time is very debatable. Ur (1996, p. 286-288) claims that children are able to concentrate even for hours, everything just depends on a right organisation of a game, teacher's personality, pleasant and friendly atmosphere and definitely an interesting and attractive topic. The use of various pictures in games is very useful and efficient means of attracting younger learners. Nevertheless, teacher should be aware of the fact that as quickly as children of that age are able to get excited by a certain game, so quickly they are also able to lose their interest in it (Ur, 1996).

The older elementary school learners, on the other hand, as Lewis (2007, p. 6-10) defines "young teenagers" (12-14 years old) and "middle teenagers" (14-17 years old), are characterised by a longer natural concentration span and thus better ability to focus on game tasks. Lewis (2007, p. 6-10) also points out development of independency and ability to think more abstractly and critically at that age. Speaking about game implementation, teenagers are more open to team cooperation. While young teenagers still tend to form the same-sex groups, middle teenagers tend to form heterogeneous groups. However, Kořínek (1984, p. 36) describes adolescents as a possible problematic group, which often tend to express unwillingness to subordinate to the educational process, so that teacher may meet with a possible protest or reluctance of teenagers to participate in a game. For teenagers it is important to be treated with respect- not as children anymore, and choose games that offer them enough space to self-expression, preferably based on topics connected with their experiences or hobby. Ur (1996) views advantage of teenage learners, in contrast to younger learners, in ability to cope psychically better with possible failure or loss during the game.

2. ASPECTS OF TEACHING PROCESS RELATED TO GAME INTEGRATION INTO TEACHING ENGLISH AS A FOREIGN LANGUAGE

2.1 Roles of the teacher when using games

The teacher is one of the basic elements of an educational process. Teacher is a qualified person, responsible for preparation, management, organization and results of an educational process. The traditional role of a teacher is passing the knowledge further on learners (Podlahová et al., 2007). But apart from that teachers are expected to perform many other roles, such as, role of an innovator, facilitator, organizer, leader, controller, paragon, assessor, observer, participant and motivator.

The teacher should be always interested in students' needs, try to adapt lessons to them and be always enthusiastic to search for a new ways and methods of teaching. In this respect, the teacher using various didactic games appears in a role of "innovator", trying to make a lesson more attractive, enjoyable and not monotonous (Kotrba and Lacina, 2007, p. 29). This role is closely related to the role of a teacher as "facilitator", whose purpose is to make students the process of learning easily by using language games, to help learners understand language matters much better and remember English more effectively (Harmer, 1991, p. 57).

Because each game requires some way of management, it is necessary to use a role of an "organizer". This responsibility is actually one of the most important, as the teacher is responsible not only for the right time of game implementation, but actually for the whole structure of a lesson. The teacher leads the lesson from the very beginning till the end and looks after its smooth course, tempo and rhythm, including right choice of activities that both educate and entertain. Teacher leads the course of a game and constantly makes sure that everything works according to their plan and rules. This is also connected with class discipline during a game. Finally, the teacher should be able to finish each game appropriately and at the right time, and make students concentrate again on the following activities (Harmer, 1991, p. 58-62).

Although a good organization and careful planning of a game are very important in a teaching process, all of it do not mean success of a teacher. The overall class atmosphere together with the course of a lesson hugely depends also on teacher's personality, which significantly affects the attitude of students to foreign language games. The teacher appears in a role of "paragon", such as the fair judge during a game or acting of the teacher themselves in the process of a game. An issue of fairness is a main part of this role. Teacher as an "assessor" represents a very important role that hugely affects learners' motivation and also attitude to English in general. The role of an assessor is based mainly on evaluating learners' activity during a game, language abilities and task achievement. The results of evaluation are represented either in the form of spoken feedback or reward in the form of bonus. Not only is it important to approach to every student as an individual but it also sets clear rules of evaluation, which are strictly followed in a same way by everyone. The teacher as an assessor is obligated to explain their requirements and set what students are supposed to do (Harmer, 1991).

The function of a teacher during the process of a game is rather an "observer", which means analyser of students' activity during the game, their attitude to various games and overall effectiveness of chosen games. Not only does the teacher notice if students make mistakes during a lesson, but s/he also takes into account their progress. All these aspects should be taken on board very carefully in order not to disrupt the course of a game or make students nervous. As Hendrich et al. (1988, p. 358) claim, teacher controls the course of a game but does not intervene too much. At the end of a lesson, the teacher processes feedback, which might also serve as a valuable source for future lesson planning and possible changes in teaching methodology (Harmer, 1991). The feedback may also include revision of mistakes made by students during the game, accompanied by teacher's explanation. The issue of correcting students during the game will be discussed in detail in chapter 2.4.

As already said, the teacher mostly functions as an observer. However, the teacher has sometimes possibility to appear also as a "participant" of a game. Even though the teacher is primarily taken as a dominant element of educational process, sometimes the teacher taken as an equal partner is change for better. This role can be applied during the activities such as role-play or various games, which encourage pleasant and friendly atmosphere. Students always appreciate to get to know their teacher from other perspective. What is more, the participating teacher has an opportunity to inconspicuously regulate the course of an activity.

But the teacher should be always aware of the language level of students, should not be too demanding and, of course, give enough space to students presentation (Harmer, 1991).

The teacher during the game also appears in a role of a motivator. In this way, teacher should never underestimate not only to praise learners for their achievement but also encourage their effort. Success of learners in a game positively supports motivation, which is a way to a success again (Ur, 1996).

2.2 Management of learners during a game

For realization of a game it is usually necessary to divide students into pairs or smaller groups. According to Ouroda (2000), each smaller group consisting of about five to six students should include at least one outstanding student, two or three average students and one or two below-average students in order to make the teams balanced and give all students the same chance to win. It is also better to form heterogeneous groups. However, because of the limited amount of time, it is better to let the teacher divide students in order to avoid losing time by students' indecision. Kotrba and Lacina (2007, p. 63-68) distinguish two ways to divide students, randomly or by targeted division.

Dividing students randomly does not consider the team composition. Students are divided without any specific criterion. One of the ways how to divide students randomly is by using colourful cards. Each student picks card of a specific colour and the teams are then formed according to the same colour. For division of students randomly into pairs there is also an effective way of pair cards, when each student picks up one card with a Czech word and makes pair with a student possessing the card with an English translation of the same word. For faster division of students can be used a method of strings when each student grasps one string from a teacher's hand and makes pair with a holder on the other side of a string. There are countless amounts of ways of sorting students into either pairs or groups, it all depends on teacher's enthusiasm, creativity and time to spare.

The second way of division into pairs or teams is a targeted division, which usually requires better knowledge of students. The teacher divides students according to language skills, knowledge and communicative abilities in order to form equal teams. It is also better to be aware of students' relationship in order to prevent any inconvenience - such as students refusing to cooperate or possible quarrels. Kotrba and Lacina (2007, 63-68), however, admit

that it may be an opportunity for students to train cooperation in team with anyone, regardless of their sympathy.

Because working in teams can lead to situation when only few members of teams are really active, it is necessary to set specific borders and rules in order to involve all of the students in the process of a game. The teacher should emphasize the value of team cooperation and activity of each student leading to success of the whole team.

2.3 Rules of using games in a lesson

Not only game itself but also using a game in lesson requires specific rules, which are necessary to follow. Firstly, Hendrich et al. (1988, p. 357-358) emphasize the importance of the right choice of a game. It is necessary to choose a game, which corresponds not only with students' age, foreign language level and abilities, but also the current topic of a lesson. Polívková (1963, p. 14) also adds that not every game type is suitable for all languages, thus teachers have to consider the suitability of a game for the target language and alternatively adjust a game to lesson needs.

Secondly, careful preparation should never be underestimated, which means also preparing enough requisites for a game. Good preparation also includes to get fully acquainted with the rules of a game and time needed for that activity. This may partly influence, whether to use a game at the beginning, during, or at the end of a lesson. The teacher should be always flexible and ready to improvise, in case, that students will be finished sooner, or game will not meet with approval (Hendrich et al., 1988, p. 357-358).

At the beginning of a game comes short description. The teacher is supposed to introduce the aim of the game and briefly but clearly explain the rules. Instructions must be clear in order to avoid any ambiguity, which might result in later interruption of the game. The rules are necessary to be followed during the whole game, any change of the rules in the process of a game may lead to students' demotivation or loss of respect towards the teacher. To make sure, the teacher may ask students to repeat the rules so that everything is clear. Some illustrative example given by a teacher at first can be helpful too (Hendrich et al., 1988, p. 357-358).

When dividing students into groups, teacher should also divide students according to their level of skills in order to create balanced teams (as already mentioned in 2.3) This gives all the students the same chance to win, so they feel much more motivated. Students are also more motivated, if they know the prize of the winner, small bonus point. For younger learners it is better to notice the bonus points visually on a board in order to support their encouragement to try harder (Hendrich et al., 1988, p. 358).

The last but not least is the issue of students making mistakes during the game, which brings about the question of the importance of correction students' English. The question is whether to correct students each time they make a mistake, or whether do not interrupt the course of the game. It is clear that students making mistakes and being not corrected by the teacher tend to make the same mistakes over and over again. On the other hand, teacher correcting students each time any mistake appears may disturb the whole atmosphere and demotivate students to continue. For that reason it is necessary to set certain borders.

Hendrich et al. (1988, p. 357-358) warns that didactic games serve mainly as a means of revision. The teacher therefore should not use games for explaining a new grammar topic in order to prevent too many mistakes. Minor mistakes caused by quick speech or lack of attention is according to Polívková (1963, p. 8-9) not necessary to correct immediately in order to keep the tempo of a game. According to her, a fluent and independent speaking is more important at that moment than constant focusing on grammar, which would only lead to interruption and discourage students from speaking. Nevertheless, the important mistakes made during the game are important to be analysed and discussed with students once the activity is over.

Finally, each game is necessary to include a specific timetable. The teacher is supposed to recognize the right time for end of the activity. Reasons for finishing a game are various, from students already being finished, through other activities and tasks planned for the lesson, up to possibility that game did not meet with a success during the lesson. The teacher analyses the results of the game during the game conclusion, explains again the purpose of the game played, and explains mistakes, which are necessary to clarify.

3   EVALUATION OF DIDACTIC GAMES INTEGRATION

3.1 Positive effects of language games

It is sometimes almost impossible to attract students' attention, let alone to teach them something. Using didactic games provides non-traditional method of interactive teaching, which involves many advantages.

Firstly, didactic games make a lesson more varied and function as a relaxing lesson supplement. With a game implementation, teacher enlivens the English lesson in a way that students even do not notice they are learning. Games in lessons function as an intermediate stage between demanding exercises and enable students to take a breath for a while still using English language (iteslj.org, 2002).

Secondly, didactic games as a means of activation method encourage students' creativity and develop independent logical thinking. Students are very often exposed to unknown situations and it is up to them how do they react and how will they affect the following course of the game, which strengthens their curiosity. Students then tend to be more active, excited how the game will continue. Playing games also brings entertainment and enjoyment, which raises students' interest in English and arouses their intrinsic motivation. Students feel motivated to learn English even in their free time in order to "sell what they know" during the lesson (Kotrba and Lacina, 2007, p. 28).

Playing language games also results in elimination of stress. Students focus on fluency rather than on grammar and making mistakes. *"Since students know that they are playing games and want to communicate efficiently they do not worry about making mistakes and do not try to correct themselves in every single sentence. When students are free from worry and stress, they can improve their fluency and natural speaking styles."* (iteslj.org, 2002). Lesson then becomes relaxing and imitates a real communication which is useful for future application in praxis.

Most of the language games are realized in groups, which supports classroom co-operation, sets a friendly atmosphere and strengthens not only students' relationship but also relationship between teacher and students. Students have a chance to get to know the teacher from the different point of view. It is necessary to admit, that not only grades but also the

efforts of students should be taken into account when evaluating each student. Active involvement in a game gives teacher an opportunity to get to know students more personally, understand them better and get to know with internal relationships among students (Kotrba and Lacina, 2007, p. 37, p. 47). Moreover, competitive games between teams require to a considerable extent also speed and readiness, which put a pressure on students not only to speak but also think in English (Polívková, 1963, p. 7).

3.2 Negative influence of games on educational process

Integration of didactic games into English teaching is generally considered as an efficient tool how to make the lesson more creative and entertaining. But despite prevailing amount of positive effects, using language games may also have some disadvantages, which may negatively influence the course of a lesson. The teacher should definitely take into consideration all the possible risks and try to avoid them.

First of all, term "game" is by students very often understood as the end of study time and start of free time. As Polívková (1963, p. 11) warns, games during the lesson may weaken class discipline. Games should serve as a break from demanding exercises to slow down and regain energy, nevertheless it does not mean the end of concentration. Polívková (1963) recommends the use of games only in case that teachers are confident about their ability to cope with possible indiscipline. Also using games during the lesson without clear description of the rules at the beginning of a game leads to confusion of students, which mostly results in loss of interest and of the aim of the game in general (khoaanh.org, 2009). The loss of interest causes that students do not focus on the activity and start to look for another way of entertainment, which ends by disorganization of the whole class.

Secondly, activating methods in a form of various games offer students much more space for their own self-realization. Teacher, as already said, appears rather as a partner, which may be easily misused by students. Students tend to think that teacher has no authority during the game and they sometimes try how far they can go. This may result in situation that students refuse to take part in a game and stop to co-operate. It always depends on classroom climate, teacher's personality and his relationship with students. The teacher should always consider the appropriate time for implementing language game (Kotrba and Lacina, 2007, p.

41). Teenagers especially may often consider language games as unnecessary or boring. For that reason it is important to use various games and try to avoid constant repetition of already known games in order not to demotivate learners at the beginning of the activity.

Speaking about class cooperation, it is necessary to be aware of a risk that students, when divided into pairs or groups, may not do what they are supposed to or they do not speak in a target language (khoaanh.org, 2009). What is more, division of students into larger groups may result in activity of just few members of a team, while the other members do not participate in the game. Wrong division of students into groups with no awareness of the inner relationship of a class can even cause ignoring or social exclusion of an unpopular member from the group, which may cause a negative impact on student's psyche and later isolation from the rest of the students. (Kotrba and Lacina, 2007, p. 65)

PRACTICAL PART

4. RESEARCH OF ATTITUDES TO LANGUAGE GAMES INTEGRATION

4.1 Research design

Based on a theory of game integration into English teaching, the aim of the research was to find out nowadays situation at elementary schools with regard to using language didactic games during the English lessons. The main purpose of the research was to get acquainted with attitude of teenage learners, as participants, to English language games played during the lessons in contrast with teachers, as creators of lessons, and their attitude to integrating language games into English lessons.

Questionnaire for students includes questions connected with frequency and time of game implementation, preferences of students with regard to class cooperation, impact of games on class relationship and learners' motivation, effectiveness of language games with regard to learning process and other possibilities of language games, apart from the games played in the lessons.

Questionnaire for teachers investigates the overall attitude of teachers to using games during the English lessons, their opinion about possible advantages and disadvantages of using language games, examples of most popular games used during the lessons, frequency of game implementation and its reasons, rate of motivating students of various age by language games and attitudes of teachers to correcting students during the game.

4.2 Research instrument

For my research were used questionnaires because of anonymity of participants, minimum of financial cost and a huge amount of data collected in a short time. In order to compare and analyse opinions of both teachers and their students in the most effective way, questionnaires were created in two versions.

Questionnaires for teachers consist of 21 questions, including 8 multiple choice questions, 2 yes-or-no questions, 1 close-ended question and 8 open-ended questions. For questions number 17 and 19 was used a method of rating scale. Questionnaires for students consist of 15 questions, including 7 multiple choice questions and 2 questions offering space for students' examples. 7 questions are designed in a form of Likert scale in order to give students opportunity to express rate of their agreement or disagreement.

4.3 Subjects

I visited 5 elementary schools from Zlín, Malenovice, Otrokovice and Tlumačov in Zlín region. In total, 8 classes, primarily of lower-secondary schools, participated in the survey, in total 241 students. Students consisted of 112 girls and 129 boys at the age from 10 to 15.

For the purpose of the survey 11 teachers of English language from elementary schools in Zlín region were asked to fill in the questionnaire and over 49 questionnaires were sent by e-mail to English teachers all over the Czech Republic. However, the return rate of questionnaires was very low. In total, 17 English teachers including 14 women and 3 men filled in the questionnaires. Only 3 out of 17 asked teachers were qualified for teaching English language.

4.4 The analysis of questionnaire results

4.4.1 Students' questionnaire

Figure 1: Frequency of game implementation

In the first question, students were supposed to answer how often they play language games in English lessons. According to the questionnaire 32% of students play language games in English lessons 3-5 times for the half year and 20% of students only 1-2 times for the half year. 22% of students stated that they play games in English lessons more often - at least once a month and 8% percent of students even once a week. Only 5% of students stated that language games are part of their every English lesson. 13% of students answered that they do not play any games in English lessons.

The answers to the first question show that teachers in general, although not so frequently, tend to integrate language games into lessons. However, it should be taken into consideration that answers may slightly differ from reality, as students are sometimes not able to recognize they play some language game.

In the second question, students were supposed to mention some examples of language games they play in English lessons. Only 56 out of 241 respondents answered this question. In most cases students mentioned games such as Chinese whispers, hangman and word soccer, which are generally very popular. Other mentioned games were, for example, various crosswords and pixwords, pantomime, role-games, dramatization of various stories, "Simon

says", guessing games, "Find in picture", "Noughts and crosses", "Bingo", picture description, "Bomb", theme brainstorming, pairs or alphabetical games.

Most games mentioned are very active, quick and do not take too much time, which is very useful for teachers. Games mentioned are primarily focused on training vocabulary, speaking. 17 respondents also mentioned listening to songs, which are considered as activating method, however, not as a game, unless realized in a form of competition.
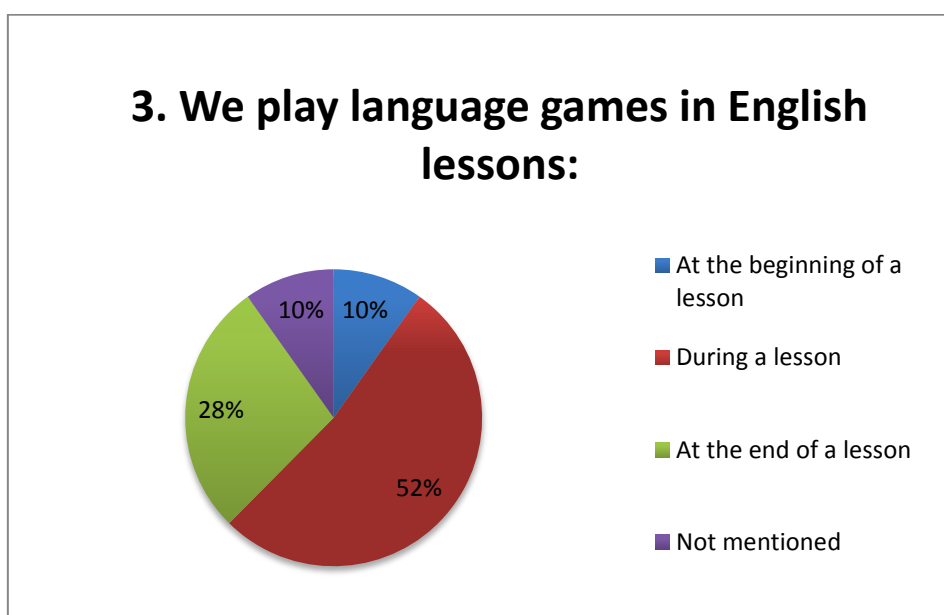
<figure>

3. We play language games in English lessons:

- At the beginning of a lesson: 10%
- During a lesson: 52%
- At the end of a lesson: 28%
- Not mentioned: 10%

</figure>

Figure 2: Time of game implementation

In the third question students answered in what part of English lessons they play games. More than half of respondents (52%), according to their answers, play games in the course of a lesson. Fewer students (28%) play language games at the end of lesson and only 10 % of respondents play games at the beginning of a lesson. Remaining 10% of respondents did not answer the question. From the answers it is evident that games in English lessons are primarily used for refreshing students and reactivation of their attention.

4. I prefer to play language games:

In pairs ■
In groups ■
Everyone for themselves ■
Not mentioned ■
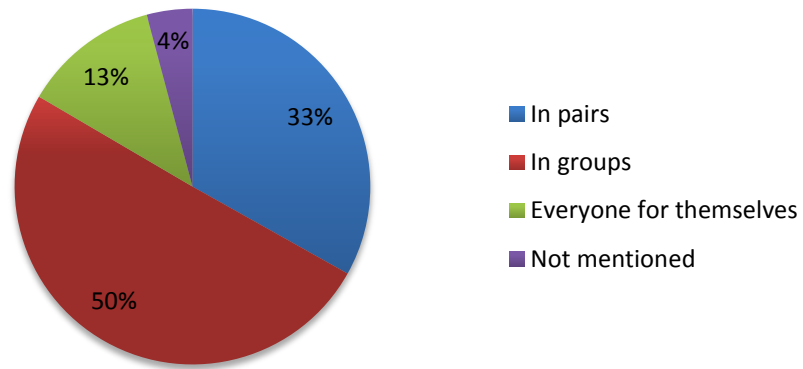
33%

50%

13%

4%

Figure 3: Students' preferences in class cooperation

The fourth question dealt with students' preferences with regard to game cooperation. 50% of respondents prefer to play language games in groups and 33% prefer to play games in pairs. The rest of respondents include 13% of students voting for independent participating in a game and 4% of students who did not express their opinion.

Altogether 83% of respondents prefer game cooperation to playing alone, which is not a surprising fact with regard to students at that age of -teens, searching for their own identity by integrating into teams and groups in order not to be different. Students feel much more confident in teams.

5. What do you think about language games in English lessons?

38%

45%

11%

6%

- I absolutely love them.
- I like them.
- Boring, but I am not against them.
- I don't like them.

Figure 4: Students' attitude to language games

Question number 5 concentrated on personal opinion of students about integrating games into English lessons. 38% of respondents love games during the lesson and 45% of respondents simply like them. 11% of respondents do not take language games as entertaining but still are willing to participate. Only 6% of students have negative attitude to games during the lesson, which can be caused, for example, by fear of embarrassment.

The overall attitude of respondents to games in English lessons is very positive, which is great advantage for teachers as students of that age are still open towards those activities. It should be also taken into consideration, however, that some students may prefer games only because they understand games as an escape from learning.

6. Language games in English lessons strengthen relationships among students :

- I agree. — 46%
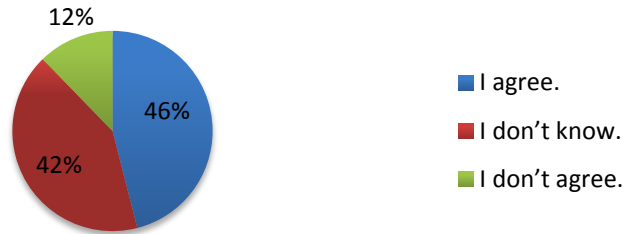- I don't know. — 42%
- I don't agree. — 12%

Figure 5: Impact of games on class relationship

The aim of the questions number 6 and 7 was to find out the influence of language games on relationships among students and between teacher and students. In fact, it was very difficult to deduce any conclusion, as the answers were almost equal. 46% of respondents agreed that a game has positive effect on relationship in a class. Only 12% of respondents disagreed with the statement but 42% were not sure about their answer.

7. English language games strengthen relationship between teacher and students:

- I agree — 49%
- I don't know — 44%
- I don't agree — 7%

Figure 6: Impact of games on teacher-students' relationship

Speaking about the effect of game integration on the relationship between the teacher and students, 49% agreed that games during the lesson bring the teacher and students together. Only 7% of respondents disagreed with that statement and 44% were not able to answer the question.

27

All in all, the positive attitude of students to the statements of questions number six and seven prevails over the negative one. Nevertheless, it is true that games should serve primarily as teaching aids, not as a way of solving innate problems in a class. In case that the teacher is highly unpopular among students, games hardly change the attitude of students to their personality.
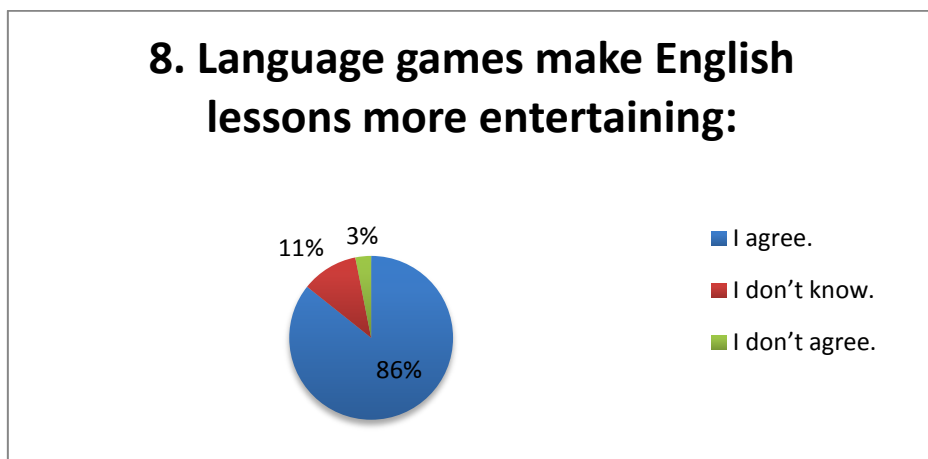
Figure 7: Impact of games on lesson attractiveness

In question number 8 students expressed their opinion about the attractiveness of English lessons including language games. The whole 86% of respondents agreed that integrating language games into English lessons results in more interesting, amusing and attractive lessons. Only 3% of respondents did not agree with that statement and 11% did not express their opinion.

The main goal of every English lesson should be to attract students' attention and encourage their desire to learn English. This finding is important, as it proves the significance of didactic language games in pupils' positive feelings.

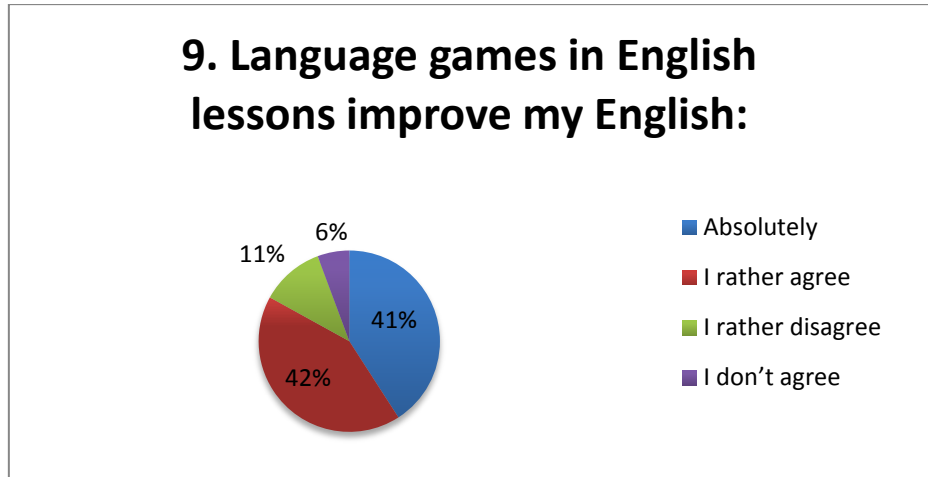## 9. Language games in English lessons improve my English:

Figure 8: Language improvement by playing games

In question number 9 students expressed their opinion about the effectiveness of playing games on their English language improvement. 41% of students admit that playing language games help them to enhance their English language abilities. 42% respondents confess that participating in language games may play an important role in foreign language improvement, 11% rather disagree and 6% of students deny any importance of games in the process of improving their English language abilities.

In this respect most of students agreed on the fact that language games contribute to progress in their English language abilities.

10. Language games raise my attention during the lesson:

Figure 9: Influence of games on students' attention

Question number 10 dealt with the effect of language games on students' attention during the lesson, which refers to possible disadvantages of game implementation. 25% of respondents absolutely agree that language games played during the lesson help them to concentrate better, 46% of respondents rather agree with that fact and 21% of students disagree.

Although only 8% of students stated that games do not help them recover from declining concentration, the teacher should not underestimate that possibility because one inattentive or distracted learner is enough for possible disruption of the whole class. For that reason it is important to monitor students carefully and be prepared to change the activity. However, 71 % of positive answers may be interpreted as a success of language games in terms of raising their attention.

11. I consider English language games as a necessary part of an English lessons:
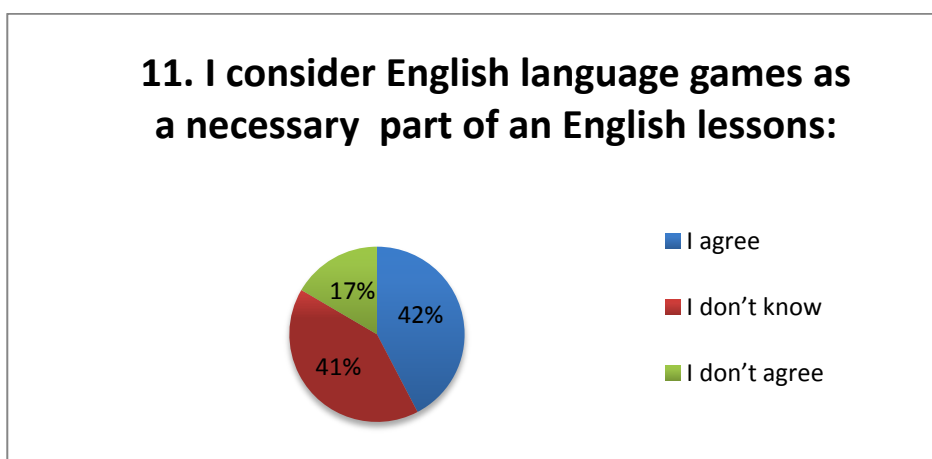
- I agree
- I don't know
- I don't agree

42%
41%
17%

Figure 10: Importance of language games

Although 86% of students agreed that language games make lessons more attractive, their opinion about importance of language games as a part of English lessons in question number 11 was not so unequivocal. 42% of respondents agreed that language games should not be omitted from the educational process, 17% of respondents do not attach big importance to language games and 41% of respondents were not sure about that question.

This result shows that although the positive attitude of students to game implementation prevails, students maybe still consider game as an entertaining activity connected with free-time rather than with school and learning.

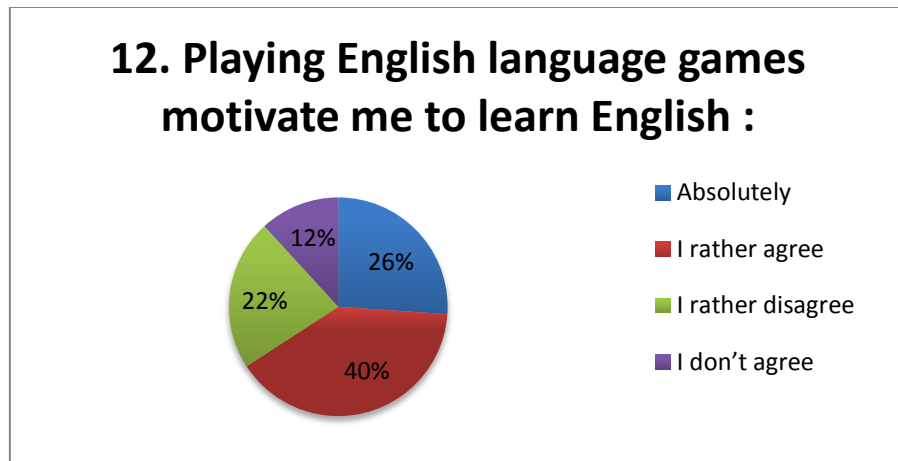## 12. Playing English language games motivate me to learn English :

Figure 11: Relation of games on students' motivation

Question number 12 was connected with the influence of language games on students' motivation. 26% of respondents absolutely agree that language games motivate them to learn English language, 40% stated that language games may play role in motivating them to learn English, 22% of respondents do not consider language games motivating them to learn English and 12% deny any interrelation of language games and motivation to learn an English language.

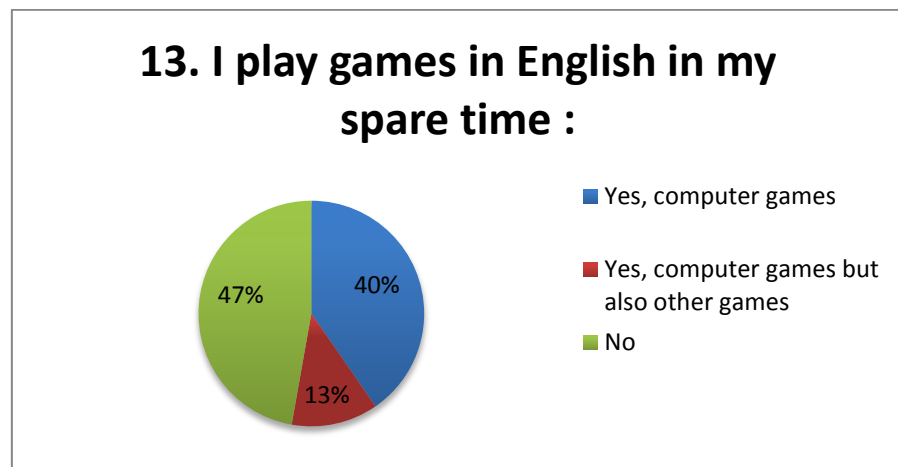## 13. I play games in English in my spare time :

Figure 12: English games in students' free time

It is generally known that teenagers spent a lot of time on the internet or playing games. But question is how many of them play games or computer games in English language in their free time? This was the purpose of question number 13, when 40% of respondents answered that they play computer games in an English language, 13% mentioned that apart from computer games they also play other games in an English language and 47% do not play any games in an English language. The most often mentioned computer games played by boys were primarily battle games, shooter games, detective or strategy games, such as "League of Legends" (LOL), "World of Warcraft" (WOW), "Minecraft", "Call of Duty" (COD), "Counter-Strike" or "Grand Theft Auto" (GTA). Girls mentioned primarily "The Sims", which is life simulation game based on creating virtual people, building their houses and planning their everyday activities. As an educational online game was often mentioned "PixWords", which is nowadays very frequent also as an application on tablets.

As the answers show, primarily boys play English computer games in their spare time. Most of games mentioned are focused on strategy, action but also violence, which has often negative affect on children, however, this type of games is also not designed for educational purposes. The vocabulary of this kind of games is very limited and focused on the topic of game, including often just short expressions and commands. Girls, on the other hand, play English computer games less frequently. The type of games mentioned by girls is more focused on phrases useful for future application, including ordinary vocabulary learned in English lessons, which comply with educational purpose. The most appropriate type of game mentioned is PixWords, which is primarily based on training vocabulary and develops logical thinking at the same time.

When playing computer games in English:

- I understand exactly everything what is said or written
- I don't understand exactly everything what is said or written, but I still understand
- I don't understand what is said or written, I usually look up the English words in dictionary
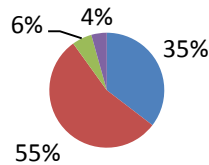- I don't understand what is said or written, I ignore the unknown English words

6% — 4%

35%

55%

Figure 13: Students' English language comprehension in games

Question number 14 depicted the main difficulty connected with understanding ability when playing a game in a foreign language. 55% of respondents stated that they do not understand exactly what is said or written in a game, however, they are still able to understand the overall meaning. 35% of respondents, which is quite a high number, understand everything what is said or written when playing game in English and 6% of respondents use dictionary to search for unknown vocabulary. Only 4 % of respondents admitted that although they do not understand everything what is said or written in a game, they did not look up the meaning of unknown vocabulary in a dictionary.

The results showed that most respondents value the ability to understand the overall content more than translating each unknown word. It is also natural that student cannot catch every spoken word exactly, so it is very difficult to find the word in dictionary.
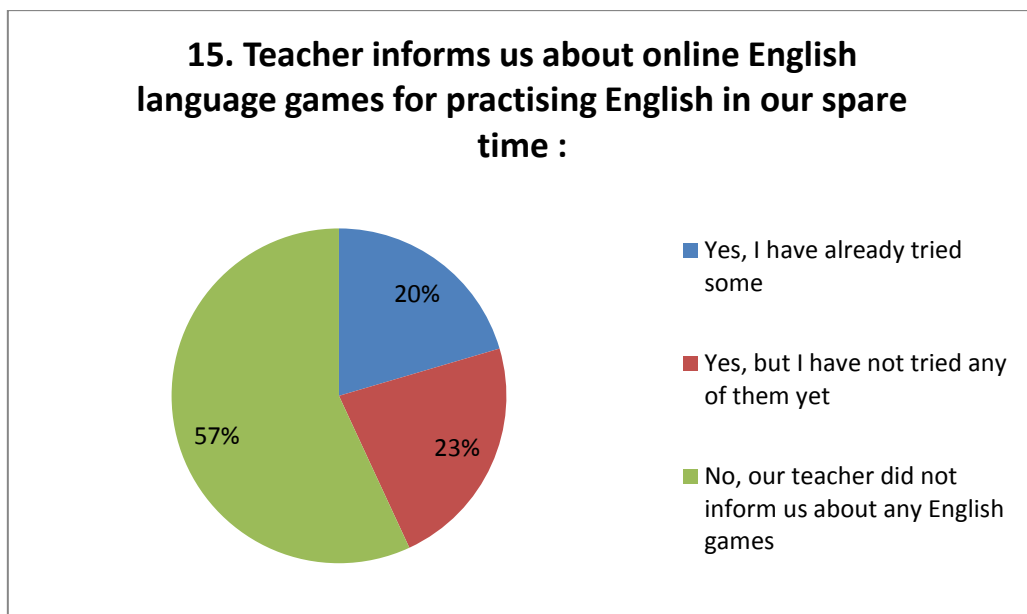
15. Teacher informs us about online English language games for practising English in our spare time :

20%

23%

57%

- Yes, I have already tried some
- Yes, but I have not tried any of them yet
- No, our teacher did not inform us about any English games

Figure 14: Students' awarenes of online games for practising English

Because the internet offers a large variety of websites offering language games, question number 15 investigated learners' awareness of those possibilities. The answers of respondents were almost equal. 57 % of students asked are not informed by teachers about any internet sources for practicing English by means of language games. On the other hand, 43% of respondents mentioned that English teachers inform them about that possibility, including 20% of students, who have already used that opportunity, however the rest 23% have not.

This fact shows that students do not voluntarily do what is not necessary, depicting that although some students are informed about other possibilities for practising English in an entertaining way, only half of them tried them in their spare time. For that reason, spending English lesson once or twice for the half year in a computer lab informing about and trying some computer games would not have to be waste of time as many students may get inspired by practising it a lesson.

4.4.2 Teachers' questionnaire

English teaching practice

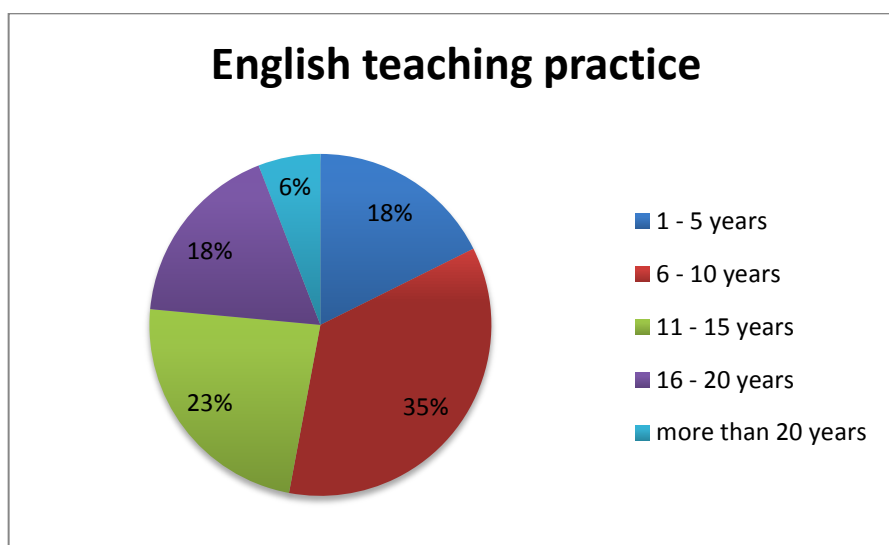|	
■	1 - 5 years
■	6 - 10 years
■	11 - 15 years
■	16 - 20 years
■	more than 20 years

18%
35%
23%
18%
6%

Figure 15: Length of teachers' English teaching practice

According to the answers to question number 2, teachers were divided into 5 groups with respect to the length of their English language teaching practice. The first group of respondents (18%) includes 3 teachers (18%), who have been teaching English language only for 1 year. The second group of respondents (35%) includes 1 teacher with a 6-year practice, 2 teachers with an 8-year practice and 3 teachers with 10-year-practice. Third group of respondents (23%) consists of 1 teacher with an 11-year-practice, 1 teacher with 13-year-practice and 2 teachers with 15-year-practice of English teaching. The fourth group of respondents (18%) comprises 1 teacher with 19-year-practice and 2 teachers, who have been teaching for 20 years. One of the respondents has been teaching for 25 years.

It is evident from the chart that most teachers asked are very experienced, which is beneficial for work with students and for the implementation of proved methods of teaching. All 17 teachers teach students at the age of 13–15 year of age, 15 out of 17 teachers teach students between 11-12 year of age and 4 teachers asked also teach students younger than 10 years.

Question number 3 was connected with teacher's qualification for teaching English language. As already mentioned, only 3 out of 17 respondents are appropriately qualified for teaching English language at elementary school, which is necessary nowadays. 3 teachers

added that they have already been completing or planning to complete required qualification in the next few years.

At the beginning of questionnaire, teachers were supposed to express their opinion to the statement that: "There is no time for playing language games in English lessons". The opinions were various. In general, all 17 teachers agreed with the fact that language games require some time for preparation and a lot of time during the lesson. 1 teacher agreed with the statement but said that even in case there was some time for games, students do not appreciate that. 4 teachers disagreed with the statement, explaining that there is always time for games, it just depends on the right organization of a teacher and the choice of games, when sometimes just 10 minutes are enough for a game. 8 teachers deny this opinion, saying that no matter how well prepared the teacher is, this all depends on students' attitude and cooperation during the lesson. One teacher explained that even two groups of students from the same class differ very often, when one group manages the lesson plan without any problem and even there is time for a game, while the second group of students hardly manages to fulfil all the obligatory tasks.

All in all, most teachers admit that games are very hard to implement into the lesson, however, from time to time they try to use some games. This was also confirmed by answers to question number 6, where 16 out of 17 teachers stated that they used various language games in English lessons and 1 teacher explained that language games are waste of time.

According to answers to question 7, 3 teachers try to implement language games into every lesson. 2 teachers use language games at least once a week, 4 teachers implement games into lessons at least once a month and 7 teachers use games 3-5 times for the half year.

The answers bring about the evidence that teachers suffer from lack of time during lessons and few teachers also explained that many lessons are cancelled. However, they still try to find some time for more entertaining activities than translating texts or learning grammar.

English language games are based on:

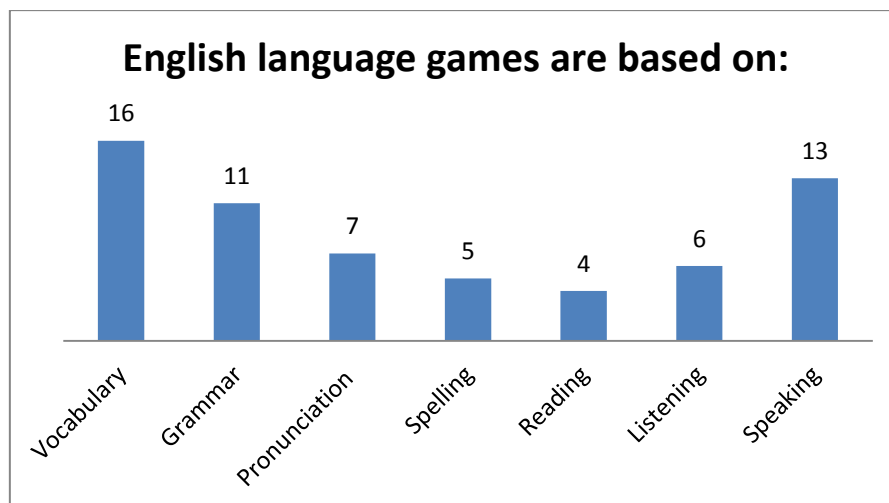| Vocabulary	Grammar	Pronunciation	Spelling	Reading	Listening	Speaking
16	11	7	5	4	6	13

Figure 16: The main focus of games

According to the answers to question number 8, as seen from Figure 16 above, most English language games used in English lessons concentrate on vocabulary. 13 out of 17 teachers also choose games training speaking and 11 teachers choose games training grammar. 7 teachers focus on training pronunciation during the game and 6 of them on listening. The least votes gained games focused on spelling and reading. Because most of language games are usually focused not only on one element, teachers had possibility to select more options.

As the results show, teachers put an emphasis mainly on elements focused on the practical use of language systems and speaking is applied as a means of practising English vocabulary, grammar or speaking as a skill.

Teachers mentioned as the most frequently or most popular language games the ones which were already mentioned by students, such as Chinese whispers, various crosswords, bingo, word soccer, hangman or pairs for widening a vocabulary or "If I go for trip I take…" or "Simon says…" for practising speaking. For both, practising vocabulary and speaking, teachers use game called "Time flies" based on pantomime, drawing or explaining some words and students guessing. The game called "Hot seat" is the example of a guessing game, when the students from the teams try to describe that word, using various synonyms, antonyms or definitions to their team mate, sitting in the hot seat, who tries to guess the word written on a table behind him. Another activity practising vocabulary and grammar is based on teams creating sentences including words selected by other teams. "Running dictation"

was mentioned as a very enjoyable game among students. This game is based on setting of strips with sentences around the whole class. Students play either in pairs or teams, where one student plays role of a writer and other students are speakers. Speakers run walk around the class and try to remember the sentences in order to dictate them to the writer. Students then have a time limit for organizing sentences in a right order and creating some story. Not only does this game train memory, but it also focuses on reading, speaking, listening, vocabulary, understanding a written text and practising word order.

Speaking about time of game implementation, most teachers use games during the lesson in order to relax for a while between other lesson activities, for raising students' concentration and also for practicing what was learned before the game. Using games at the end of a lesson was mentioned in case, when some time is left or as a reward for students. Most of teachers, however, warned that there may not be enough time for the game, which may lead to the situation that game will not be completed and students will not perceive the lesson as finished and/or will not pay attention. On the other hand, teachers use games at the beginning of a lesson very often as a "warm-up" activity or for revision of the newly introduced language content in the previous lesson.

As the main advantages of language games teachers mentioned raising students' concentration and activity, when students tend to be tired and non-violent way of teaching students. As some teachers claimed, thanks to games students easily and better remember vocabulary or grammar. Students learn subconsciously and are more willing to participate during the lesson. What is more, speaking inhibitions gradually vanish. Teachers also admit that language games set a relaxed and friendly atmosphere, which has a positive effect on students' relationship and their cooperation. One of the teachers also mentioned the importance of competitive games, which teach students to cope with possible defeat. Last but not least advantage of games is, in teachers' view, raising students' motivation, which increases their interest in an English language. Other benefits of language games stated by teachers expressed are playfulness, joy, entertainment or enlivening.

Teachers stated weakened class discipline when students take game as a free time as the main disadvantage of language games. Teachers also warned that students often speak in their mother tongue instead of in English. Language games then miss their purpose. Teachers also complained about large groups of students lately, which makes using particular games impossible. The last disadvantage of games was lack of time during the lessons and attitudes

of some groups to language games, as many students are not aware of the main purpose of didactic games and refuse to participate when playing in teams.

Speaking about students making mistakes during the language games, 16 teachers agreed on the fact that they do not consider mistakes as disadvantage. Most teachers explained that students learn even by making mistakes. 5 teachers pointed out that they make students correct themselves, which trains both speaker and listeners' involvement. 1 teacher explained mistakes as a negative effect only in case when game is based on the revision of already taught grammar issue.

Questions number 14 and 15 were connected with correcting students during the game. Although the original purpose was to choose one answer, teachers sometimes agreed with more possibilities. All in all, the majority (11 out of 17) of teachers agreed that it is necessary to note students' mistakes and explain them at the end of the game or lesson, however, at the same time 5 teachers agreed that students should be corrected immediately, in case that students make serious mistake. 1 teacher warned that students should be corrected always, no matter how serious the mistake was in order to avoid making the same mistake all the time. 4 teachers stated that they do not point out students' mistakes during the game focused on speaking in order not to discourage them. Finally, 5 teachers give students opportunity to correct themselves, which makes listeners focus on speaker more carefully.

In question 16 teachers evaluated language games as various ways of their application. Teachers evaluated using language games as a way of teaching, supplementing English teaching and reward for students' work by giving points. Supplementing English language teaching scored 69 points, using games as a reward for students' work came second with 54 points and using language games as a way of teaching English came third with 52 points. Although results confirmed that games should serve mainly as a means of enlivening and improvement of a lesson, it is obvious that teachers take language games as an important part of an English teaching methodology.

As far as interaction is concerned, teachers see it primarily in team cooperation and opportunity for self-expression. Teachers also view interaction as important feedback, when students are evaluated or corrected by the teacher who, on the other hand, gets feedback from students, which shows how effective and successful the chosen game was. This was aim of question number 17, however only 4 teachers answered it. 5 teachers referred to already mentioned advantages of language games instead.

In a following question teachers evaluated the extent, giving from 1 to 5 points, of motivating students by language games in various periods of age. In summary, teachers consider as the easiest way to motivate learners by language games up to 10 years of age (78 points), less easily in case of 11/12-year-olds (63 points), followed by learners at the age range from 13 to 15. Learners older than 15 years of age turned out to be the most difficult to motivate by language games. The results show that the older learners are the more difficult to motivate by using various games. However, motivation is also influenced by teacher's personality, class atmosphere or the character of a learner, thus the results should not be taken so seriously.

Teachers were also asked whether they use computers when playing games in lesson and the answers of teachers varied a lot. 4 teachers admitted that they do not use computers in lessons saying that either they are not good at work with computers or because children play enough games at home and the purpose of didactic games should be primarily based on students' interaction, not passive sitting and clicking. 9 teachers use computers in lesson very rarely because of a lack of time or no available computer lab, and 4 teachers use computers during the lesson very often, not only for language games but also for other language programmes and exercises offered by school.

Question number 20 asked teachers, whether they apply games during the lesson, which are mostly included in CDs or DVDs accompanying English textbooks. 3 out of 17 teachers answered that they always use this opportunity, 3 teachers use CD/ DVD games sometimes or very rarely using also other games, and 2 teachers are aware of that possibility but do not use it.

Computer technique already mentioned, 12 out of 17 teachers inform students about various computer games or games, which can be available online for practising English in their spare time and 5 teachers do not inform students, explaining that students would not play them or that students play enough games in their free time. 3 teachers, on the other hand mentioned that any time they find some interesting online exercises or games for practising a current topic of a lesson, they put them on a school webpage, which they use also as a way of setting homework for students.

5. CONCLUSION

This bachelor thesis dealt with a process of integrating didactic games into English lessons, concentrated on impact of language didactic games on process of teaching and learning English. The theoretical part was followed by a survey of students and teachers of elementary schools in Zlín region in order to analyse nowadays situation of using games in English lessons and comparison of students' and teachers' attitudes to language games.

From the survey emerged that teachers generally agreed on the minimum of time available for game application in lessons, however, despite the lack of time almost all teachers try to set some time for games, mostly in the course of a lesson. The frequency of using games varied, however most of teachers manage to play games with students several times for the half year.

The main purpose of the language games in the teachers' view is subconscious learning of students, enlivening the monotonous lessons, warming the students up, raising their concentration and revision of current topic of a lesson together with raising students' motivation in English. The positive opinion about raising motivation by games confirmed students, together with the fact that language games improve their English in general. However, the motivation is not so substantial to make students train foreign language at home in their free time, which also followed from the fact that minority of informed students take advantage of online sources recommended by the teacher. Students playing English online games in their spare time prefer rather aggressive or action games, mostly of low educational value, apart from that ones who at least look up the unknown words in dictionary.

Speaking about training language skills and systems, games played in English lessons primarily focus on training vocabulary and speaking, which I personally consider as most important in process of learning foreign language. What is more, most games mentioned by both students and teachers are to a certain extend time-saving but still very popular and useful.

Minor divergence appeared in opinions about influence of games on inner class relationship and relationship between teacher and students, where teachers agreed with positive influence on class relationship, whereas students' answers seemed rather uncertain. This fact may refer to age of students, when teachers unequivocally agreed with difficulty to influence students by games together with rising their age.

As most frequently mentioned disadvantages of games played in lesson was lack of time, indiscipline during the activity or after the game, overcrowded classes which makes sometimes very difficult to apply some games, and lastly using mother tongue instead of English. However, making mistakes by students during the game are not considered as negative effect in teachers' view. The teachers, on the other hand, claim that mistakes are way of learning. They consider correcting students as necessary only in case of serious mistake made, the minor mistakes they explain at the end of game. During speaking activity teachers appreciate the effort of students and try not to intervene too much, if not necessary.

To summarise, despite the lack of time in English lessons, there is still effort of teachers to implement some games into lessons in order to make them more attractive and encourage efficiency of educational process during the lesson. Students, on the other hand, confirm success of game implementation with respect to positive effect on their English development and attracting their attention. Although students put no significant value on importance of language games as a really necessary part of educational process, their attitude to playing games is for the most part very positive and students are willing to participate in those activities.

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Appendix 1: Questionnaire for students

Integration of didactic games into English teaching
Questionnaire for students

Age: _____   **Girl   /   Boy**

1. **We play didactic games in English lessons :**

   ☐ In every lesson
   ☐ At least once a week
   ☐ At least once a month
   ☐ At least 3-5 times for the half year
   ☐ Very rarely, 1-2 times for the half year
   ☐ Never

2. **Name examples of games you play in English lessons:** _____

3. **We play language games in English lessons:**

   ☐ At the beginning of a lesson
   ☐ During a lesson
   ☐ At the end of a lesson

4. **I prefer to play language games:**

   ☐ In pairs
   ☐ In groups
   ☐ Solitary

5. **What do you think about language games in English lessons?**

   ☐ I absolutely love them.
   ☐ I like them.
   ☐ Boring, but I am not against them.
   ☐ I don't like them.

6. **Language games in English lessons strengthen relationships among students :**

   ☐ I agree
   ☐ I don't know
   ☐ I don't agree

7. **English language games strengthen relationship between teacher and students:**

   ☐ I agree
   ☐ I don't know
   ☐ I don't agree

8. **Language games make English lessons more entertaining:**
   - ☐ I agree
   - ☐ I don't know
   - ☐ I don't agree

9. **Language games in English lessons improve my English:**
   - ☐ Absolutely
   - ☐ I rather agree
   - ☐ I rather disagree
   - ☐ I don't agree

10. **Language games raise my attention during the lesson:**
    - ☐ Absolutely
    - ☐ I rather agree
    - ☐ I rather disagree
    - ☐ Never

11. **I consider English language games as a necessary part of an English lessons:**
    - ☐ I agree
    - ☐ I don't know
    - ☐ I don't agree

12. **Playing English language games motivate me to learn English :**
    - ☐ Absolutely
    - ☐ I rather agree
    - ☐ I rather disagree
    - ☐ I don't agree

13. **I play games in English in my spare time (If your answer is YES, please, name examples):**
    - ☐ Yes, computer games
    - ☐ Yes, computer games but also other games
    - ☐ No

    Examples of games: _____

14. **When playing computer games in English:**
    - ☐ I understand exactly everything what is said or written
    - ☐ I don't understand exactly everything what is said or written, but I still understand
    - ☐ I don't understand what is said or written, I usually look up the English words in vocabulary
    - ☐ I don't understand what is said or written, I ignore the unknown English words

15. **Teacher informs us about online English language games for practising English in our spare time :**
    - ☐ Yes, I have already tried some
    - ☐ Yes, but I have not tried any of them yet
    - ☐ No, our teacher did not inform us about any English games

Appendix 2: Questionnaire for teachers

Integration of didactic games into English teaching
Questionnaire for teachers

I am student of a Faculty of Education of Palacky University in Olomouc, studying English and German language with an emphasis on educational aspects. In this way I would like to ask you for your help with my bachelor theses research called „Integration of didactic games into English teaching". I appreciate your help and willingnes.

<div align="right">

Jitka Kasíková

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1. **Female / Man**

2. **Length of practice in English teaching : _____**

3. **Do you have qualification for teaching English language?** Yes / No

4. **Please, choose age of your target group of students of English classes?** (More options possible)

   ☐ Students up to 10 years old
   ☐ Students at the age of 11 – 12 years old
   ☐ Students at the age of 13 – 15 years old

5. **What is your attitude to the statement that: „There is no time for playing language games in English lessons" ?**

   _____

6. **Do you integrate English language games into your English teaching? If your answer is „No", please, state the reason of your answer.**

   ☐ Yes

   ☐ No _____

7. **If your previous answer was „Yes", how often do you integrate language games into English lessons?**

   ☐ Every lesson
   ☐ At least once a week
   ☐ At least once a month
   ☐ Not regularly, 3-5 times for the half year
   ☐ Very rarely, 1-2 times for the half year

8. **The English language games you usually use in lessons, are primarily based on**: (More options possible)

- ☐ Vocabulary
- ☐ Grammar
- ☐ Pronunciation
- ☐ Spelling
- ☐ Reading
- ☐ Listening
- ☐ Speaking
- ☐ Other:

_____

9. **Do you regularly use any of English language games that always proved to be useful and efficient? Please, write the name of games. In case, it is not well-known game, please, write also a brief description.**

_____
_____

10. **In what cases do you use English language games:**

- At the beginning of a lesson:

_____

- During the lesson:

_____

- At the end of a lesson:

_____

- In other case:

_____

11. **According to you, what are the advantages of using language didactic games in English lessons?**

_____
_____

12. **According to you, what are disadvantages of using language didactic games in English lessons?**

_____
_____

13. Do you consider students making mistakes during language games as a negative effect? Please, state reason of your answer.

_____

_____

14. In case that students make mistakes during a games focused on practising pronunciation, spelling, grammar or vocabulary:

☐ Students should be corrected immediately, regardless of seriousness of mistakes

☐ Students should be corrected immediately just in case the mistakes are serious

☐ It is necessary to note the mistakes of students, correct students at the end of a game

☐ It is useful to note the mistakes for teacher's analysis, however it is not necessary to correct students

☐ Students are led to correct themselves

☐ Students are led to ignore mistakes

15. In case that students make mistakes during a games focused on speaking, listening, reading or writing:

☐ Students should be corrected immediately, regardless of seriousness of mistakes

☐ Students should be corrected immediately just in case the mistakes are serious

☐ It is necessary to note the mistakes of students, correct students at the end of a game

☐ It is useful to note the mistakes for teacher's analysis, however it is not necessary to correct students

☐ Students are led to correct themselves

☐ Students are led to ignore mistakes

-> Please, write a reason of your answers to questions number 14 and 15 :

_____

_____

16. How much do you consider English language games as: (1=the least, 5= the most)

	1	2	3	4	5
• Way of teaching English language	1	2	3	4	5
• Supplement of English language teaching	1	2	3	4	5
• Reward for students' work	1	2	3	4	5

17. What is the key element of didactic game's interactivity?

_____

18. **How much do you think it is possible to attract students' attention using language didactic games?** (1=the least, 5= the most)

- Students till the age of 10 years old   1   2   3   4   5
- Students of the age of 11-12 years old   1   2   3   4   5
- Students of the age of 13 – 15 years old   1   2   3   4   5
- Students older than 15 years old   1   2   3   4   5

19. **Do you use computer games during your English lessons?**

☐ Yes, very often

☐ Yes, but very rarely

☐ Never

Please, state your reason: _____

20. **Do you use didactic games from CDs/CD ROMs that are often part of a textbooks used during your English lessons?**

☐ Yes, I always use this opportunity

☐ Yes, sometimes I use this opportunity

☐ I use this opportunity very rarely

☐ I know about that opportunity but I don't use it

☐ I don't know about that possibility

Please, state your reason: _____

21. **Do you inform students about large variety of didactic games for practising English language, which can be found online in their spare time?**

☐ Yes, always
☐ Yes, occasionally
☐ No

Please, state your reason: _____

I would like to thank all teachers for their willingness, kindness and help with my research. I appreciate that very much.

RESUMÉ

Bakalářská práce se zabývá tématem začleňování didaktických jazykových her do výuky anglického jazyka. Na základě vymezení termínu didaktické hry a motivace se práce soustředí na vliv procesu učení žáků druhého stupně základních škol v průběhu výuky anglického jazyka. Dále se bakalářská práce zaměřuje na samotný proces výukové hry v průběhu hodiny a případné výhody či nevýhody užití didaktických her, jejich dopad na proces výuky anglického jazyka. Práce poskytuje pohled na nynější situaci využití didaktických her jako součást hodin anglického jazyka a celkový pozitivní postoj žáků druhého stupně základních škol a jejich učitelů k začlenění těchto her do hodin anglického jazyka.

ANOTATION

Jméno a příjmení:	Jitka Kasíková
Katedra:	Katedra anglického jazyka PdF UP
Vedoucí práce:	Mgr. Jaroslava Ivanová, M.A., Ph.D.
Rok obhajoby:	2014

Název práce:	Integrace didaktických her do výuky anglického jazyka
Název v angličtině:	Integration of didactic games into English teaching
Anotace práce:	Tato bakalářská práce se zabývá začleněním didaktických her do výuky anglického jazyka. Teoretická část se věnuje vlivem her na motivaci a interakci žáků, rolí učitele v průběhu hry a pravidel začlenění her do výuky. Práce také definuje výhody a nevýhody využití didaktických her v hodinách anglického jazyka. Praktická část je zaměřen na analýzu postoje žáků a učitelů pěti základních škol k začlenění didaktických her do výuky anglického jazyka.
Klíčová slova:	Začlenění her, motivace, jazykové hry, didaktická hra, aktivizující metody, výuka anglického jazyka
Anotace v angličtině:	This thesis deals with integrating didactic games into English teaching. The theoretical part concentrates on influence of didactic games on motivation and interactivity of students, roles of teacher during the game and rules by using didactic game in English lessons. The work also defines advantages and disadvantages of using didactic games in English lessons. The practical part is concentrated on students and teachers from five elementary schools and analysis their attitudes to integration of didactic games into English lessons.
Klíčová slova v angličtině:	Game integration, motivation, language games, didactic game, activating methods, English teaching
Přílohy vázané v práci:	**Appendix 1**: Questionnaire for students

Appendix 2: Questionnaire for teachers |
| Rozsah práce: | 53 stran |
| Jazyk práce: | Angličtina |