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MODERN ACTIVITIES IN ENGLISH LANGUAGE TEACHING

Diploma thesis

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I hereby declare that this diploma thesis is completely my own work and that no other sources were used in the preparation of the thesis than those listed on the works cited page.

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ABSTRACT

This diploma thesis focuses on the usage of modern teaching activities in the study of the English language, particularly emphasizing playing computer games in English and listening to English music with lower secondary school students. In our modern world, technological equipment significantly more advanced than it used to be and internet connectivity is widely available in every school. These advancements provide students with new opportunities.

The thesis comprises two parts, the theoretical and the practical. The theoretical part draws on both printed and electronic sources. The primary objective of the practical part is to discover the interest of students in this contemporary approach to foreign language learning. This is achieved through the use of questionnaires, which were filled out by pupils from the Komenium Elementary School in Olomouc.

Ultimately, the purpose of this thesis is to raise awareness of modern styles of learning and teaching the English language. The study explores how contemporary practices contribute to the enhancement of language learning and teaching, aiming to inspire teachers to incorporate unconventional methods into their classes for a more comprehensive approach to knowledge acquisition.

1. THEORETICAL PART

INTRODUCTION

I chose this topic based on my own experiences in learning the English language. During my studies, I observed that many students encountered difficulties with traditional methods of learning English vocabulary and grammar. I shared a similar experience. Memorizing new vocabulary was a challenge for me, and I struggled to grasp the intricacies of grammar. The reason was that the theory was too abstract to comprehend it at a young age. In my opinion, the demands of these modern times require a fresh approach. Therefore, I believe, it is essential to explore new, modern methods to make language learning more engaging and effective.

After five years of teaching at a lower secondary school, I continue to be surprised by the extensive vocabulary young pupils possess, vocabulary we had not covered in our lessons. They effortlessly use sophisticated phrases, often without realizing the grammatical structures involved. It is common for them to unconsciously mimic the phonetic transcriptions of expressions heard while playing computer games or listening to songs. They realize the meaning of the phrases without understanding the grammar behind. Not only they employ correct grammar, but they also reproduce utterances with the appropriate intonation and stress. This led me to the conclusion that learners, especially those at young age, seem to absorb language more naturally when immersed in a familiar context. Moreover, when language expressions align with an interest of learner, acquisition occurs effortlessly. Young children, in general, have a remarkable ability to learn rapidly, with their brains absorbing information quickly. They can use English naturally without memorizing the rules. Perhaps this is due to the fact that if you do something with pleasure, it usually works better.

At that age I was not very much different. I did not understand the grammar and I could not remember the vocabulary we were supposed to learn because it was out of context of the topics that I was interested in that time. Interestingly, computer games played a significant role in helping me use English. I found myself unconsciously repeating phrases

from the games. I was not just only the games that enriched my vocabulary. My passion for English music and songs had a similar impact. I vividly recall downloading lyrics whenever I discovered a song I liked. Translating and singing along became a routine, and in the process, my brain absorbed wealth of information which I later used instinctively.

Both of these activities were also my hobbies. It is great to combine something that you like with something useful. Now as a teacher, I incorporate these modern methods into my lessons. I also encourage my pupils to apply their foreign language skills beyond the classroom, emphasizing how it can broaden their horizons in all aspects of their lives.

1. 1. LEARNING

Learning is fundamental aspect of human cognition and behaviour that allows individuals to adapt to their environment, solve problems, make decisions, and improve their performance in various tasks. It is a lifelong process that continues throughout our whole life, enabling us to adapt to new challenges, acquire new skills, and expand our understanding of the world.

Mareš (1988) claims that learning is a general term which can be studied according to its "bearer", that is a live organism or a technical system (Mareš, 1988, p. 15). Traditionally, learning has been primarily associated with living organisms, particularly humans and animals. This perspective considers learning as a process of acquiring knowledge, skills, or behaviours through experience or training. It also involves learning of language. Learning a language involves different parts such as vocabulary, grammar, pronunciation and listening, speaking, reading and writing skills. Language learning process starts at birth and it continues through the whole life. People can begin learning one language or learn more languages at school or in their natural environment. It is important to learn and understand native language to be able to start with another one. Basics of one language can be beneficial for other language learning. There is a variety of views on how to learn languages quickly and effectively. Generally, people get better at it by hearing and reading the language and by practising speaking and writing. It is helpful to learn in real-life situations and talk to others. Being motivated and interested also helps a lot. It is hard to choose the most appropriate method because every person is original and has their own specific learning needs and learns in their own way. As the topic of this diploma thesis is related to learning of language, it will be discussed in more detail.

1.1.1. Language Learning Process

An influential behavioural psychologist B. F. Skinner had a unique perspective on language learning. He claimed that people learn through society and culture and experience that gain through lifetime (Mitchel, 2013, p. 61). In Skinner's view, language is learned through environmental interactions and experience. He suggested that individuals learn language through exposure to linguistic environment and through interactions with others. However, it is important to note that his perspective on language learning was somewhat controversial and differed from other prominent theories of his time.

Language in all its essentials could be and was taught to the young child by the same mechanism which he believed accounted for other types of learning. In Skinners' case, the mechanisms were those envisaged by general behaviourist learning theory – essentially, the shaping of "habits" through repeated trial, error and reward (Mitchell, 2013, p. 61).

B.F. Skinner develops the theory which focuses on the modification of behaviour through the use of rewards and punishments. According to him, behaviour is shaped by its consequences. He believed that we can shape language and habits through a process of rewarding and encouraging of small steps of progress. During learning language, we are motivated by even the simplest attempts of communication. He adds that when positive feedback and rewards are provided, it can be very helpful for improving people´s language skills and development fluent habits of understanding. According to Skinner, people do not have natural understanding of language and it has to be experienced. On the contrary, we have the view of Noam Chomsky, a linguist and cognitive scientist.

Chomsky, on the other hand, has argued consistently for the view that human language is too complex to be learned in its entirety from the performance data actually available to the child; we must, therefore, have some innate predisposition to expect natural languages to be organized in particular ways and not other. For example, all natural languages have word classes such as nouns and verbs, and operations which apply to these word classes. It is this type of information which Chomsky doubts children could discover from scratch, in the speech they hear around them. Instead, he argues that there must be some innate core of abstract knowledge about language form, which pre-specifies a framework for all natural

human languages. This core of knowledge is currently known as Universal Grammar (Mitchell, 2013, p. 61).

Universal Grammar states that there are basic rules and structures of language in the human brain at the time of birth. These rules are not specific to any particular language. UG believes that all languages have similar laws and systems and despite the differences between languages, there are universal features that guide language learning. For example, there are principles how to make questions or answers or how to make sentence positive or negative in every language. In addition, in every language there is a way how to express that something happened in the past or something will happen in the future. UG claims that the basic grammar laws are simply the same in all languages and the only necessity for children is to learn the basic rules.

Chomsky believes that people have abstract knowledge of a language from their birth. Still, there is not exact evidence of what view is more truthful. These various thoughts can be more or less appropriate for learning language via computer games. Chomsky's Universal Grammar does not have to affect the potential of games as didactic tools, but there is a thought that if a learner is exposed to a second language via games, it could bring effectiveness from an early age. If any part of language is innate, one could thing that exposure to a second language via games could be affective without the introducing the language by the teacher (Chomsky, 1965, p. 53).

The third approach to language learning which will be discussed was developed by a Russian psychologist and a key figure of development and educational psychology, Lev Vygotsky. He believed that learning and development are socially mediated processes. He emphasized the importance of social interaction and collaboration in the learning process. "Vygotsky believed that children could co-construct their learning and their eventual development with the assistance of an "expert" and appropriate mediating artifacts. The difference between what an individual achieves by themselves and what they might achieve when assisted is known as the zone of proximal development or the ZPD" (Swain, 2011, p. 16).

Vygotsky believed that learning and development occur most effectively when a learner is engaged in activities within their ZPD, where they are challenged just beyond their level of competence. Through interaction with an expert or even a peer, the learner is able to scaffold their understanding and eventually gain the new knowledge or skills. ZPD can be

imagined as a learning zone where a learner makes the most progress with the competent support and emphasizes that learners can do more when they receive guidance. The ZPD concept had a significant impact on education because it emphasizes the role of social interaction in learning. Vygotsky's theory differs from both Chomsky and Skinner.

Each of the views proposed by Chomsky, Skinner and Vygotsky has its own strengths and has contributed significantly to our understanding of different aspects of human cognition and learning. Chomsky emphasized the innate and biological aspects of learning, particularly in the context of language. Skinner focused on behaviourist principles and the role of environmental reinforcement in learning. Vygotsky highlighted the importance of social interactions, culture, and the role of others in guiding learning through the Zone of Proximal Development.

The landscape of language acquisition theories has evolved over time, and contemporary perspectives often challenge traditional theories like Chomsky's and Skinner's. One emerging view that contrasts with Chomsky's emphasis on innate structures and Skinner's behaviourist approach is the usage-based learning theory.

Tomasello (2003) asserted that "Chomsky has strongly influenced the science of child language. One of the major principles of Chomskian linguistics (known as generative grammar) is that children's capacity to acquire language is "hardwired" with "universal grammar"— an innate language acquisition device (LAD), a language "instinct"— at its core" (Tomasello, M., 2003, p. 388). According to this perspective, language acquisition is considered an intrinsic feature of human kind, shaped by universal grammatical principles shared across all languages. This theory finds support in the argument that the linguistic input children receive is often limited and of lower quality compared to the sophisticated language they produce when they are older.

Without a doubt, Tomasello presents a contrasting theory to the traditional Chomskian view of language acquisition. His approach emphasizes the social and pragmatic aspects of language development. "It is not a universal grammar that allows for language development. Rather, human cognition universals of communicative needs and vocal-auditory processing result in some language universals, such as nouns and verbs as expressions of reference and predication" (Tomasello, 2003, p. 19). Tomasello argues that language acquisition is driven by human cognition, universals related to communicative needs and vocal-auditory processing. According to this perspective, the use of nouns and

verbs to express reference and predication emerge from these cognitive abilities and communicative necessities rather than from an innate grammar. This theory is connected to the concept of "input" in the context of language acquisition. "In the context of teaching a second language, input refers to what a learner hears and processes in the target language. The importance of input was developed by the linguist Stephen Krashen. According to Krashen, input is a necessary part of second language acquisition, but only if used correctly. The input must reflect real life processes and be produced naturally by the teacher" (Learn, Travel, Teach, 2020). The idea is that learners benefit from exposure to authentic, contextually relevant language input that reflects real-life language use. This should reflect the natural processes of language communication. There is a connection between Tomasello's theory, which underscores the importance of input in language development, and Krashen's perspective, which extends this idea to the realm of second language acquisition. It emphasizes the need for meaningful, authentic input in language teaching.

In summary, the evolution of language acquisition theories challenges traditional views, with the emergence of usage-based learning. Tomasello's theory contrasts Chomsky's, emphasizing social aspects. Language acquisition, according to Tomasello, is rooted in human cognition fundamentals, not in an innate grammar. This aligns with Krashen's perspective in learning a new language, emphasizing authentic language input. Together, these views highlight the interconnected role of cognition, social factors, and input in language development.

1.1.2. Different Theories Applied to Learning English via Computer Games

When it comes to learning English through computer games, Chomsky's theory does not provide specific guidance on how to create effective language learning experiences using computer games. It is more focused on theoretical principles of language acquisition. While Chomsky's work has been incredibly influential in linguistics, it may not offer a direct framework for practical language learning through computer games.

As for Skinner's theory of learning, his principles of reinforcement and punishment can be applied in some learning contexts. Nevertheless, they may not offer specific guidance on how to create effective language learning experiences using computer games. His behaviourist principles have been influential in certain areas of education and learning, however, they may not fully capture nuances involved in language acquisition, through dynamic and interactive medium such as computer games.

Lev Vygotsky's approach could be well-suited as his ideas emphasize the importance of social interactions. Computer games can be played online within many players and each of them can enrich other players with some experience. This aligns with interactive nature of using games for language learning. Learners can benefit from activities that are challenging, with the help of more knowledgeable person or a tool. This fits well with the idea of using games to provide engaging and interactive language learning experiences.

1.1.3. Different Theories Applied to Learning English via Songs

When it comes to learning English via songs, Lev Vygotsky's theory is particularly suitable. Songs provide opportunities for learners to engage with language in a way that is relevant and meaningful.

Using songs for language learning allows rich cultural and social interactions, which is in accordance with Vygotsky's framework. Songs, being a form of cultural expression, provide a natural platform for language learning. Songs can be adapted to suit learner´s levels of proficiency which allows a differentiation with the ZPD. Learners can challenge a level just above their current proficiency with suitable support, as Vygotsky proposed. Teachers can guide learners in understanding the lyrics, discussing the meaning, and exploring vocabulary and grammar.

Chomsky's learning theory may not be the most applicable framework for learning English through songs. His theory does not put emphasis on the cultural and contextual aspects of language learning. Songs often contain a variety of linguistic features, including vocabulary, syntax, rich cultural elements and idiomatic expressions that are integral to understanding. Learning language through songs is often a dynamic process, involving listening, singing and interpreting lyrics. Chomsky's theory is more focused on the theoretical principles of language acquisition and may not offer practical guidance.

Skinner's learning theory may not also be the most effective approach to learning English through songs. Language learning involves more than just simple associations. It requires the understanding of grammar rules, vocabulary, syntax, and cultural context, which may not be effectively used through behaviourist principles. Another reason is that language learning often involves social interaction, and songs can be a way to engage with others through music. This social aspect may not fit into a behaviourist model, which typically focuses on individuals.

While both Skinner's behaviourist principles and Chomsky's theories have their advantages, they may not be applicable or effective for learning English through songs. Skinner focuses primarily on reinforcement and punishment, which may not fit with the expressive and artistic nature of songs. Chomsky's theory of Universal Grammar may also not be suitable for using songs as a language learning tool.

1.2.4. Different Learners

Learning a second language can be influenced by various factors, including the age at which people begin to learn. Lightbown and Sprada are two prominent researchers in the field of second language acquisition who have extensively studied the effects of age on language learning and the understanding of how people learn and use second languages, particularly in educational settings. They researched the connection between the Critical Period Hypothesis (CPH) and second language acquisition. CPH is hypothesis that says that "there is a period of growth in which full native competence is possible when acquiring a language. This period is from early childhood to adolescence" (British Council).

Lightbown and Spada (2013) argue that this hypothesis applies also to second language acquisition. They suggest that past a certain age 'it is either difficult or impossible' to successfully acquire a first or second language, due to 'developmental changes in the brain'. According to their hypothesis, children have an advantage in acquiring language compared to adolescents and adults. They claim that brain undergoes structural and functional changes during childhood, and therefore learning languages is more efficient and natural at the early age. Children gain better pronunciation, bigger language sensitivity and understanding of grammatical rules. They are also willing to use the language without being scared of making mistakes (Lightbown and Spada, 2013, p. 92). It suggests that if we want to gain language ability, the age of the learner plays an important role for the process of learning second language.

All in all, despite the fact that older learners have some advantages of their own such as better strategies and deeper understanding of grammar, in general, it is valid that there is a specific window of time during which it is the most optimal for the learner to acquire a first or a second language. Beyond this period, it is believed that it is more challenging to achieve proficiency.

1.1.5. Incidental and Intentional Learning

Understanding the interplay between incidental and intentional learning is crucial for designing effective language learning strategies. Hulstijn, a prominent figure in the field of second language acquisition, has contributed to research on various aspects of language learning. Firstly, he mentions that one view suggests that learners deliberately decide to acquire specific knowledge or skills and theirs process is intentional. In language learning, this could involve studying vocabulary, practicing grammar, or seeking out opportunities to practice speaking or writing in the target language. On the other hand, incidental learning refers to unplanned acquisition of knowledge or skills. This happens when learners pick up new words or language structures without specifically trying to do so. For example, the learner might learn a new word by hearing it in a conversation or reading it in a book, even if he was not actively trying to learn that word (Doughty, 2003, p. 37). In other words, incidental learning is when a person learns something without specifically trying to do so. On the contrary, intentional learning is purposely set out to learn something.

Richard Schmidt was critical of the concept of incidental learning, particularly in the context of second language acquisition. Richard Schmidt is known for his "Noticing Hypothesis", which suggests that learners must consciously notice certain linguistic features in input in order for them to be acquired. Schmidt's Noticing Hypothesis posits that, as a crucial first step in the language learning process, learners must consciously pay attention and become aware of specific linguistic forms in the input before they can effectively process them. He argues that "noticing is the necessary and sufficient condition for converting input into intake" (Schmidt, 1990, p. 130). Schmidt argues that incidental learning may not be as effective in promoting language development. He believes that learners need to consciously perceive linguistic elements in order for them to be learned. The hypothesis emphasizes the role of attention and awareness in the language.

To conclude, both types of learning play important roles in second language acquisition. Incidental learning allows learners to absorb language naturally from their environment, while intentional learning provides a more structured and focused approach. A combination of both can lead to proficiency in the second language.

Learning English through computer games and songs falls under the category of incidental learning. When you play a computer game or listen to a song in English, you are often exposed to a variety of vocabulary, phrases, and sentence structures which is not only engaging but also enjoyable. You do not have necessarily intention to learn those specific elements, but it is a natural consequence of your interaction with the game or song. This type of learning is considered incidental because you are absorbing the language in a more passive and indirect manner. It can be amusing and effective to combine this strategy with more intentional learning methods such as studying vocabulary or practicing grammar exercises.

1.2. COMPUTER GAMES

The idea to integrate so-called edutainment games into education was first suggested in the 1980´s as a good innovative idea. Educational entertainment (also referred to as edutainment) is media designed to educate through entertainment. The term was used as early as 1954 by Walt Disney. Usually it includes content intended to teach but also has incidental entertainment value. It has been used by academia, corporations, governments, and other entities in various countries to disseminate information in classrooms and/or via television, radio, and other media to influence viewers' opinions and behaviour (Balloffet, Pierre; Courvoisier, François H.; Lagier, Joelle, 2014, p. 16). However, there was still cynicism against video games, as it was believed that the games would influence players in a damaging way. This association may be based on the fact that computer games have become such a significant leisure activity for many people (Whelchel, 2007).

In the last decade of the previous millenium, the world experienced a fast developement of information technologies. In the Czech Republic, after the Velvet Revolution, the country opened its borders and Czech society gained access to Western European technologies which, besides other things, led to a rapid raise of the popularity of gaming. Companies started to focus on the higher production of the games that entertain people more than the games that were educational. The reason was pure financial. The aim was to earn money, not to educate people. Games in general have become a favourite activity among young people and since the last decade even the interest for educational games has increased.

The educational systems are in a constant pressure to develop so as to effectively prepare students to meet the challenges of the 21st century. That technology has penetrated all aspects of our lives, including the education. The instructional use of computers is reality that slowly but steadily shapes new teaching methods, redefines the existing ones, and also changes the content and the context of courses (Larsen et al., 2012).

There are new tools as well as new innovations. The aim is to motivate students as much as possible. It can be achieved by making English language learning amusing and effective. From the variety of the new tools I will now focus on computer games.

1.2.1. Games in Teaching

Generally, computer games in learning English can be effective. There are various factors. The language is used in a natural way and context, especially when we talk about online games with multiple players. This way of gaming can also be very effective because users can learn from their mistakes.

Moreover, the games are able to create enjoyable atmosphere decreasing the stressful situations which students might experience during traditional education and learning the language that is not their native. It is very important for students not to be stressed. When they feel relaxed, studying can be much more effective. From my experience, I know how students can be motivated and successful when they feel relaxed in the class. However, in the past studying used to be much more strict and it was not so important how a child or a student felt in the class. It is not so nowadays. In the modern times, the schools put more effort into their students' wellbeing. They are trying to expose them to everyday situations while react naturally at the same time.

Millions of people around the world play computer games. Playing games can be a huge source of amusement. Games are not only for entertainment but they also develop a lot of skills. However, they can also be damaging because extreme usage of anything can cause problems. Now advantages and disadvantages will be discussed.

1.2.2. Advantages:

Our generation live in a modern world and we should adjust to the development of new technologies. People should not forget about traditional things which are essential for the mankind but as the progress goes forward, we are becoming aware of advantages of modern technologies and we realise that there are a lot of them. Generally, computer games can offer a lot of advantages.

- **Games improve your memory**

Craig Stark and Dane Clemenson of UCI's Center for the Neurobiology of Learning *&* Memory (Orange County, California) conducted research with students and adults in 2015. These people were studied during playing the game Super Mario 3D World and Angry Birds. Their task was to play for thirty minutes per day during fourteen days. Their brain was tested before and after the experiment. The two scientists discovered that the memory of participants really improved but only for players who took experiment with "Super Mario 3D World". The interactive nature of videogames can engage multiple cognitive processes e.g. attention, active memory and decision making which leads to improvements in memory. The study discovered that 3D games improved the memory of players significantly, although the extent of improvement may vary from a person to person as well as duration, intensity and individuality of players.

- **Games help with development of creativity**

Creativity plays the main role in learning a foreign language. One must invent their own expressions using an unfamiliar tool while trying to express the intended.

Creativity is defined as an idea or action that is original and useful, as well as cognitive processes and overt behaviours that result in new ideas, products or performances and that

are judged by some audience to be new, original, useful and/or aesthetically pleasing (Sannino; Ellis, 2015, p. 95).

- **Games develop cognitive skills**

Cognition is the collection of all psychological abilities and methods related to knowledge, attention, working memory, evaluation, problem solving and decision making. Cognitive methods make use of existing knowledge and help generate new ideas. The use of video games in young population has exponentially grown in recent years with claims that such computer based games can enhance cognitive functions of the concerned individual (Papastergiou M, 2009, p. 615).

Chinese scientists discovered that there are many cognitive benefits which people can reach by playing computer games. These benefits improve reactions, mental flexibility and spatial memory. They also improve attention and affect the speed of making decisions. The best demands on our brain have strategy games such as Age of Empires, World of Warcraft or Total War. According to Dr. Diankun Gong, Associate Professor in the Ministry of Education Key Laboratory for Neuro information at the University of Electronic Science and Technology of China, millions of people all around the world play these games and improve their cognitive skills by planning the strategy, paying full attention using sensomotoric skills and work in groups. The study has found that professional players of real-time games, where you must use strategy, had quicker process of information processing and it also developed their problem-solving skills (Gong D, 2020).

- **Games reduce stress and anxiety**

Reducing stress can improve the language ability. Students are able to understand and educate much better and quicker when the process of learning information is held in a relaxed environment. I experienced that personally in the past when I was a lower

secondary and secondary school student. I felt more comfortable and I was able to learn more effectively.

Professor Regan Mandryk from University of Saskatchewan thinks that video games can help with reducing stress and improving mental health. When people play video games it actually has a lot of benefits to our emotional health or social health and our mental well-being (Mandryk R. 2020). Mandryk examined all age groups and found that playing games has benefits for mental health and that various features in games have various advantages. She discovered that action games help with cognitive functions and ability to socialize better. Games that you can play online with many other competitors are also very beneficial. Games that allow you to connect with other people and work together toward a shared goal or compete in a friendly environment also have lots of benefits for helping you socialize (Mandryk R, 2020).

I can personally confirm that computer games can help reduce stress and anxiety. When I was engaged in playing a game I could feel a temporary feeling of escape from real-life stress. I was immersed in the virtual world which directed my attention away from my worries. In addition to this, I can also confirm that playing games can offer a feeling of achievement which can improve your mood and self-esteem. Some games provide relaxing music, calming environments or story-telling, which can bring even more pleasure and reduce stress.

According to Mandryk, it is true that playing games really helps you feel relaxed. It allows you to escape psychologically, have a little bit of psychological detachment from what' is going on around you. It helps you feel like you are mastering challenges and it also helps you feel like you have control over your environment — which are three main pieces to help you recover from stress. Games help us with recovering when we do not feel well. Moreover, they help us to feel in control. However, Mandryk says that researchers do not know yet how much time people need to spend playing until the playing is beneficial (Mandryk R, 2020).

- **Games improve hand-eye coordination**

Hand-eye coordination or visuomotor control is the way that one's hands and sight work together to be able to do things that require speed and accuracy such as catching or hitting

a ball (Merriam-Webster, 2023). It is widely known that hands and eyes work simultaneously which is necessary in almost all situations where using our hands.

Research which was conducted in the University of Toronto discovered that participants who played computer games regularly (e.g. Call of Duty or Assasin´s Creed) had better results in sensorimotor tasks and improved their hand-eye coordination. The results suggest that people who play computer games could be treated from problems with hand-eye coordination or sensorimotor skills in general. The focus of the research was to find if playing frequently can affect sensorimotor control. There were eighteen participants who were supposed to play at least thee times a week for two hours for six months period. The participants of the study used a computer mouse to track a white square which was moving. The aim was to keep the cursor inside the white square. From the start, both groups (the gamer and non-gamer group) were on a similar level with difficulties in keeping the cursor on the square but finally, the gamers had better results (Mandryk R, 2022).

1.2.3. Disadvantages

Apart from the advantages, there are also certain disadvantages of playing computer games which are necessary to point out. Now several of these will be discussed. Addiction belongs among the most severe ones.

- **Addiction**

There is a growing concern among researchers, educators, and parents about the addictive potential of video games. Video games have the potential to be addictive. The term "gaming disorder" is recognized as an addiction by the World Health Organization. Gaming disorder is defined in the 11th Revision of the International Classification of Diseases (ICD-11) as a "pattern of gaming behaviour ("digital-gaming" or "video-gaming") characterized by impaired control over gaming, increasing priority given to gaming over other activities to the extent that gaming takes precedence over other interests and daily activities, and continuation or escalation of gaming despite the occurrence of negative consequences" (WHO).

Now some of my students' experience will be mentioned. Many of my pupils admit that they spend several hours a day playing games on various platforms including a PC, a game console, a tablet or a mobile phone. The pupils confirm that due to playing games they find out that they have less time for fulfilling their daily duties which is a symptom of a growing addiction. Apart from the duties there are also other things which are neglected such as hobbies and leisure time activities. This fact causes fatigue among the pupils which is easily recognisable in the classes. They have problems with concentration, they are easily distracted and their mental performance is significantly lower. This phenomenon is clearly visible especially early in the morning when the pupils are literally apathetic. To conclude, the addiction for video games can result in excessive gaming which can lead to various negative consequences, i.e. neglecting school, destroying relationships and physical and mental problems. There is a probability that everyone may develop an addiction to a certain degree, and young people are especially vulnerable to this. Unfortunately, addiction is not the only potential risk accompanying playing games.

Another disadvantage related to frequent playing of games can be a negative change of lifestyle which can result in health problems.

- **Health problems**

Extensive gaming requiring large amounts of time can lead to physical inactivity. Lack of exercise, together with other unhealthy lifestyle choices, contributes to obesity of youngsters which is becoming more and more serious issue these days. Chelsea L. Kracht and Elizabeth D. Joseph, B. carried out research from 2013 to 2018 observing children between 2 – 18 years old which proved a relationship between obesity and video games and vice and versa (Chelsea L. Kracht and Elizabeth D. Joseph, B., 2020). Not only obesity is injurious to health but it has also a negative impact on the pupils' performance at school.

Besides, when playing games using electronic devices people adopt a position which is not physiologically natural and which can cause pain in certain parts of a human body. Especially cervical spine is exposed to this danger. Pain is a common sign for almost any injury or ailment. However, not all types of pain mean the same thing. Daniel Carlin, Jordon Centofanti and Corey J. Csakai from Esports Healthcare state that professional game players often suffer from these cervical spine symptoms: sharp, throbbing and burning pain and dull ache. They explain that the pain affects also others areas of the body and they add that this usually results in fatigue. Therefore, the incorrect posture during gaming once again contributes to deterioration of both pupils' health and their school work (Daniel Carlin, Jordon Centofanti and Corey J. Csakai, 2023).

Another disadvantage connected with gaming is a possibility of developing a visual problem. Unlike in the past, this issue does not concern only adults who have to use computers for their work but it is a widespread problem across all generations, and nowadays, even more so among the young ones. With the rapid progress of technologies in recent years, the young generations are the ones who have been facing screens on a daily basis since their early childhood. Researchers from National Institute for Health have defined so called "Computer vision syndrome" which was originally "related to the few

professionals exposed to long hours of work in front of a computer screen". Subsequently, with the development of technologies, they came up with a new clinical term "digital eye strain" – a "syndrome that affects every individual who spends a large period of time fixated on multiple screens, for work or leisure." Eventually, they defined a more specific subcategory of "video game vision" which addresses specifically to visual impairment caused by long periods of continuous watching of screens while playing video games (Ioanna Mylona, Emmanouil S. Deres, Georgianna-Despoina S. Dere, Ioannis Tsinopoulos, and Mikes Glynatsis, 2020). In conclusion, pupils who spend too much time in front of screens can suffer from visual problems.

- **Social isolation**

Intensive gaming can cause less social connections, and thus it can have a negative impact on relationships and social development. Text messages are the main means of communication among the young these days. Nevertheless, this simplified way of interaction lacks many benefits of face to face conversation which still remains to be the main communication tool between human beings, and the way to establish and maintain the interpersonal relationships, despite the technological development. The communication during gaming is usually restricted to basic statements of the simplest form with only one purpose – to convey the factual information. They lack the aspect of face to face conversation which develops social skills such as appropriate intonation or facial expressions and gestures. Even though it is not rare these days for gamers to use headphones with a microphone via which they communicate with one another, it can hardly be a sufficient replacement for the real-life interaction. There has been a study researching the connection between social skills and computer gaming. The results of the study have shown that "addiction to computer games may affect the quality and quantity of social skills" and that "normal students had a higher level of social skills in comparison with students addicted to computer games" (Eshrat Zamani, Ali Kheradmand, Maliheh Cheshmi, Ahmad Abedi, and Nasim Hedayati, 2010).

In other words, the more addicted the pupils are, the less social skills they have. Gamers physically isolate themselves from other people, shutting themselves from their close relatives in their rooms, thus consequently isolating themselves socially in general.

1.2.4. ICT as a Tool for Computer Games

Information and communication technologies are very important in this modern world. "Information and communication technologies (ICT) are defined as a set of technological tools and resources used to transmit, store, create, share or exchange information. These technological tools and resources include computers, the Internet (websites, blogs and emails), live broadcasting technologies (radio, television and webcasting), recorded broadcasting technologies (podcasting, audio and video players, and storage devices) and telephony (fixed or mobile, satellite, visual/video-conferencing, etc.)" (UIFS, 2009). We use these tools and resources to share and exchange information. These technologies are crucial in today´s world for things such as communication, learning, business and much more. They have changed the way we live.

ICT helps with distribution of a didactic content of interactive multimedia which is available not only at school but also at students' home. The teaching content is not bound to the school environment anymore. A number of electronic learning materials might be even developed by teachers themselves – if they have an available technical environment in the place where they prepare for the teaching, and relevant skills (Herrtwich, 2012, p. 315). Learning is not limited to the classroom anymore. It is more flexible and students can go at their own pace. Plus, it can be a helpful way to keep learning going even when students cannot be at school in person.

ICT tools can create a digital work active environment for both the teacher and the student. Using technology in education creates a digital space for both teachers and students to work. The work and achievements of both of them can be saved digitally. This makes it easier to review the content, use it for future learning and also to assess how well the teaching and learning process is going. However, it is important to note that while ICT tools offer many benefits, they should be integrated thoughtfully.

ICT can present the means of communication which is fundamental for educational process. The teacher can communicate with students or with parents, or students can communicate among themselves. Experts from various fields (artists, politicians, etc.) might participate in the teaching process by means of ICT tools, and they might talk with

pupils about topical problems and results of their scientific research (Pleva, Kršková, 2011, p. 23). Information and Communication Technology in education has a significant role. Nowadays, it is almost essential for communication within the educational process. According to Pleva and Kršková, it includes interactions between teachers and students, as well as facilitating communication between students and their parents. Furthermore, they acknowledge the potential for experts from diverse fields such as artists and politicians, to contribute to the learning experience through the use of ICT tools. These experts can engage with students, discussing current issues and sharing the outcomes of their research. Overall, they claim that ICT might enrich and expand educational opportunities and the scope of knowledge-sharing.

Computer is one of the most known ICT. In these days most schools are equipped not only with PC classrooms, but computers can be found in casual classrooms as well. Moreover, virtually any teenager in the western world possesses their mobile phone or a tablet which can be used as an effective substitution.

Computer games play an important role in lives of not only adults but also children as well. These days, children, teenagers and also many adults use computer games mainly for the amusement and communication but they are also important for the education process. This fact is nevertheless rarely taken into account. Prensky even said that they are the most powerful learning tools (Prensky, 2004). I must agree with Prensky as I can witness such a phenomenon basically every day. It is caused by the fact that nowadays pupils are educated how to use computers from a very early age – at primary school. "The educational systems are in a constant pressure to change so as to effectively prepare students to meet the challenges of the 21st century. Given that technology has penetrated all aspects of our lives, the education included, the instructional use of computers is a reality that slowly but steadily shapes new teaching methods, redefines the existing ones, and also changes the content and the context of courses" (Larsen et al., 2012, p. 313). Nowadays, the employment of information and communication technologies (ICT) in education at basic and secondary schools is becoming a very natural thing. It is necessary to still develop the usage and employment of ICT at elementary schools, secondary schools and universities. When we consider the global development of ICT, it is expected that the employment will grow.

Teachers are supposed to integrate Information Technology into the curriculum of most of the school subjects. It is strongly recommended and almost compulsory by the school management.

"The main argument why it is appropriate to use computer games during education is that they can provide a lot of experience, they have fortune, they are full of sophistication, interaction and are similar to real-life condition. Therefore, the learning experience, which is considered to be the basis for the construction of knowledge, is not simply transmitted but it is the result of reflection and interaction with the (game) environment" (Braghirolli, Ribeiro, Weise & Pizzolato, 2016). The learning experience is indeed a complex process that goes beyond simple transmission of information. It involves an active engagement and interaction, which can include various educational tools and methods. In addition, pupils are motivated to explore and experiment new methods and strategies. Learning can be very effective when it is active and experimental. These learning approaches can greatly enhance the learning experience.

Another standout feature of using computer games as a tool for learning is the quick feedback which can be provided. Pupils instantly know if they answered correctly or if their answer is a misstep. "Students can quickly see the results of their actions or if they answered correctly to a question" (Prensky, 2001a). Immediate feedback is a crucial aspect of computer games that sets them apart from many other forms of learning. It can be a powerful tool that enhances the learning experience, making it more effective, engaging to the individual needs of each learner.

Another positive aspect of learning via computer games can be the improvement of their perception. When learning feels like a game, pupils may pay better attention. Games make learning naturally fun and engaging. Pupils may give clear goals and as mentioned above, a quick feedback. "Moreover, students pay more attention to a learning activity when it occurs within a game" (Garris, Ahlers, Driskell, 2022). Games can create amusing, interactive worlds for learning. Integrating learning activities into computer games can be a powerful tool for educators to enhance pupils' engagement. However, it is important to carefully select or design games that align with educational goals and provide meaningful learning experiences, which can be difficult to provide. Especially for teachers, it can be a difficult task to fulfil. From my experience, I know that not every activity is suitable for

everyone. Fortunately, there are more positively tuned pupils who are grateful for unconventional ways of learning the language.

There was research named Computer Games and English as a Foreign Language at the University of the Aegean in Rhodes by Emmanuel Fokides and Anna Foka, where the target was to discover how process of learning English via computer games works (Foka, Fokides, 2017). There were 65 primary school pupils who were divided into three groups. The first group learned conventionally and used a coursebook. In the second group a contemporary teaching method was used, but instructions were not supported by technologies. The third group was allowed to use computer games without any support of the teacher.

The study discovered that the method using computer games was the most amusing one for the pupils. When they were learning, they were motivated and had more positive attitudes. They absorbed the same amount of knowledge as by the traditional way but they enjoyed the lessons much more. "The attitude of students towards games was very positive. The results can be attributed to students' enjoyment, motivation, and positive attitude towards the use of games as well as to the teaching methods. The results also lead to the need to examine ways that would allow digital games to be even more effective in the teaching of English as a foreign language" (Foka, Fokides, 2017). When pupils are motivated, they are likely to be more actively involved and retain information better. Games can make the learning process more engaging, interactive and enjoyable. They provide a relaxed and non-threatening way for students. Generally, balancing positive learning atmosphere into the class with effective education can be crucial. While in the past, stricter methods might have been more common, my experience has shown that more relaxed and enjoyable environment can lead to better learning outcomes. It is also important to consider each student's individual needs and preferences. Ultimately, finding the right balance between positive atmosphere and effective learning methods is essential for the success and well-being of pupils. I daily witness that it is important to adapt teaching approaches to suit the needs of an individual or a group, and refine strategies based on feedback and outcomes.

Nowadays, it is clearly visible that computer games are almost essential in people's lives and they play an important role for them. For older generations it is something incomprehensible but for this generation, it is almost a necessity. The connection between amusement and learning English as a second language arises every day. That is the reason

why there are more and more new studies which are dedicated to this topic. These ideas suggest that incorporating digital games into the curriculum can be a valuable tool for enhancing learning outcomes. In my opinion, games should be used only as a supplementary tool to traditional teaching methods, not as a replacement. By integrating them thoughtfully, a dynamic and engaging learning environment with lots of benefits could be created.

1.3. MUSIC

In this part of the thesis, I will focus on music and on its influence on learning English via songs. Music is a universal form of human expression that includes a wide range of sounds, rhythms and melodies. It has been an integral part of human culture for thousands of years and can be found in every society around the world. Pilka (1959) claims, that every piece of art is a gift. Music deals with social ideals as well as the most inward matters of people and the language accompanying the music in the form of lyrics is intelligible to everyone. Music is full of emotions and fills the gap between nations (Pilka, 1959, p. 275-277). Pilka emphasizes the universal and unifying nature of art. According to this perspective, art serves as a form of communication that transcends cultural, social and individual boundaries. It conveys social and personal emotions, making it accessible to a wide range of people. In the case of music, Pilka highlights its unique ability to evoke and convey emotions. Music has the power to connect people on a deep emotional level, often by breaking down language barriers. This can lead to a sense of shared experience and understanding among individuals from different cultures and backgrounds. Pilka also suggests that art, including music, has the capacity to bring people together and create a sense of unity through its ability to communicate ideas and emotions in a way that resonates with everyone.

Merriam-Webster defines music as "the science or art of ordering tones or sounds in succession, in combination, and in temporal relationships to produce a composition having unity and continuity" (Merriam-Webster). The definition highlights the organized arrangement of tones or sounds. It encompasses various elements that contribute to the creation of music, including melody, harmony, rhythm and structure. Different instruments, such as the guitar, piano, or saxophone and styles contribute to the diversity of music. Each instrument lends its unique timbre and character to the music.

In summary, according to Pilka's perspective, music is a powerful force that has the capacity to transcend differences and create connections. It is a gift that holds the potential to touch the hearts and minds of people across the globe.

1.3.1. Music Teaching

Music can be a powerful tool in education. Its ability to enhance mood and create a positive learning environment is great. Additionally, music can stimulate various areas of the brain, including those responsible for language processing, which can lead to improvement of language acquisition. Despite these benefits, it is true that not all teachers incorporate music into their lessons as much as they could. However, for those educators who do recognize the value of music in education, it can be a highly effective strategy and it can help create a more engaging and dynamic learning atmosphere for students.

With the advancement of technology of portable devices, music has become an everyday part of our lives. Whether we are in public spaces, at home, in the car, or even at work, music is often present in some form. Murphey, an American linguist and educator, believes that "in our time, it is hard to escape music and song as it occupies ever more of the world around us" (Murphey, 1992, p. 8). Murphey's assertion highlights the pervasive influence of music in our daily lives. Indeed, in contemporary society, music is present in various forms and as mentioned above, has become an integral part of our cultural landscape. Music constantly surrounds us, from the radio and streaming platforms, to advertisements, movies and social media.

Cranmer and Laroy claim that listening to music can "bring us to a more receptive state of mind for the language lesson ahead" (Cranmer, Laroy, 1992, p. 1). Their statement underscores the positive impact that music can have on the learning process. The idea that listening to music can help create a receptive and open mindset aligns with the notion that music can influence mood and cognitive functions. When students are in a relaxed state, they are likely to be more engaged and open to learning. This can be particularly beneficial in a language learning context where being in a positive state of mind can help with the absorption of new information. By incorporating music into language lessons, educators can provide students with a more conducive environment for language acquisition.

Incorporating music into English teaching can be a dynamic and effective way to supplement traditional language methods. It appeals to a wide range of learners and provides a unique opportunity for linguistic and cultural exploration. Hopefully, more teachers will be encouraged to explore this valuable resource in their classrooms.

1.3.2. Advantages

There are many advantages why to use music in education of language. By using it, teachers can create a highly effective and enjoyable way to learn. Here are some of the reasons why music can be beneficial for language learning. As mentioned above, music can relax and stimulate students through a positive environment.

- **Music an create a positive atmosphere**

Music can relax, stimulate students and it brings a positive atmosphere. Creating a welcoming environment in the classroom can significantly enhance the learning experience, especially for young learners. Thagard, from the Oxford University Press, claims that "just as we take great care in decorating our classrooms to make them warm and conducive to learning, we should think about how we are decorating our classrooms with audio. Learning a foreign language can be stressful for anyone, especially young learners. Fun, simple English songs playing as students enter the classroom help create a welcoming environment" (Thagard, 2011). Using feel-good audio, for example a simple English song in the background, can be an effective way to set a positive tone and make the learning process more enjoyable. It can also help reduce stress and anxiety similarly to using computer games with learning a foreign language. Providing a warm atmosphere is an important aspect for all students.

- **Music practise intonation**

When learning a new language, understanding the prosody of that language is essential for effective communication. This includes not only pronouncing of individual words correctly, but also mastering the flow and melody of the language. Murphey suggests that it is easier to put intonation into a text that is sung than merely read (Murphey, 1992, p. 6). Because of the fact that music inevitably carries its own intonation patterns through

melody, rhythm and other music elements, it is easier for learners to reproduce the correct intonation in a natural way. Incorporating music into language learning can be a powerful tool for improving intonation and overall fluency in a language. It provides a context where learners can naturally integrate prosody with the text they are working with.

- Music is catchy

Songs are often catchy which means that they are easily memorable and have a tendency to stay in our minds. This is due to a combination of factors, including the rhythmic and melodic elements of music which can make lyrics easier to remember. Thagard claims that "when students learn with music and songs, they are assured to remember it long after the class is over. The same cannot be said for most other teaching tools. A classroom full of songs is a warm classroom where students are getting lots of quality English input in a fun and easy-to-understand way" (Thagard, 2011). The musical structure, catchy melodies and repetitive nature of many songs can help imprint the lyrics in our memory. This catchiness of music and songs can be used as a learning tool, particularly for language acquisition. Singing along in a target language can help reinforce vocabulary, pronunciation, and even grammar in a fun way. From my experience, my pupils find that they remember words and phrases from songs long after they have listened to them. They are also enthusiastic to sing the songs again and again and they often ask me to let them sing them before we even start the lesson.

- Music is easy to obtain

In today's digital age, music is incredibly accessible. With the availability of streaming services, online music stores and various platforms for sharing and downloading music, it is easy for people to find and listen to a wide range of music in different languages and genres.

This accessibility is a significant advantage for using songs as a learning tool. Learners can easily access to a library of songs, which allows them to choose music that aligns with

their interests and preferences. They can then incorporate these songs into their language learning routine. Furthermore, the availability of lyrics and translations online makes it even easier for learners to follow along and understand the content of the songs they are listening to. This opportunity makes songs convenient resource for language learners of all levels.

- **Music balance energy levels**

Thagard claims that some children come to class bouncing off the walls, while others are quite reserved. Starting class with an active song allows the higher energy students to "get the wiggles out" and the lower energy students to "pep up a little" (Thagard, 2011). Thagard suggests that starting class with an active song can be beneficial because it helps the higher energy students release some of their excess energy and it can also help the lower energy students become more alert and engaged. This approach takes into consideration the fact that children have varying levels of energy and attention, and providing an active start to the class can help create a more balanced and focused learning environment for all students. This is a common strategy used by educators to help set a positive tone and prepare students for learning.

- **Music encourages everyone to participate**

Nowadays, it is quite common that some learners may be learning English since their birth, while others may be learning English for the first time. "Singing is an activity that children of all levels can enjoy equally. Students with low English levels will be able to follow along with gestures and dance as they gradually learn the language in the song. More advanced students can also enjoy singing and dancing while improving their rhythm, intonation, and pronunciation, even if they already know all the words" (Thagard, 2011). Music is a universal language that can help bridge communication gaps and provide an inclusive and enjoyable learning experience. It not only helps with language acquisition but also has a sense of community and creativity. This approach can be particularly

effective in language education, as it engages multiple senses and encourages active participation.

In conclusion, incorporating singing into language learning offers a lot of benefits for learners of all proficiency levels. It provides dynamic environment that engages multiple senses, fosters creativity and strengthens language acquisition. Through music, students not only learn vocabulary and grammar, but also gain cultural insights and emotional connections. By embracing music, educators can create an enjoyable learning environment that inspires love for language.

1.3.3. Disadvantages

While there are clear advantages of using music as a tool for language learning, it is important to recognize that there are also a few disadvantages.

Murphey provides a summary in his book to highlight issues that teachers should consider before incorporating music into their lessons. These concerns include potential disruptions to neighbouring classes, challenges in finding songs with appropriate themes due to the prevalence of violence and sexism in some lyrics, the risk of introducing, that students many not like, and the possibility of some students becoming overly enthusiastic while others may become disinterested and refuse to participate in singing (Murphey, 2013, p. 17). Murphey outlines several considerations for teachers before using music in lessons, such as the challenge of finding songs with suitable themes, the risk of introducing unpopular songs, and the potential for varied student reactions, ranging from excessive excitement to disinterest of refusal to participate in singing. Indeed, many of these challenges can be addressed with straightforward solutions. Managing volume, dedicating sufficient time and effort to find suitable songs, involving students in the song selection based on their preferences, and explaining the purpose of the activity can contribute to a more effective and engaging use of music in language learning. Communication and thoughtful planning can help with potential issues and enhance the overall learning experience.

Hancock suggests that teachers should allow students who may initially struggle with speaking along with the melody to first practice speaking without the musical elements. As their comfort level increases, instructors can gradually introduce rhythm and melody into learning process (Hancock, 1998, p. 9). This step-by-step approach can help students become more at ease with integrating spoken language and musical elements over time.

- **Vocabulary and Sentence Structure**

Lewis (2021, p. 1) claims that "songs are really poems set to music. They're art. Because they're meant to be art, songwriters often don't design lyrics to be exactly like real speech. Indeed, often they're intentionally quite *different* from real English speaking or writing". In the context of language learning, it is important to note that songs can provide valuable exposure to authentic language use, vocabulary, and cultural expressions. However, learners should also be aware that creative liberties taken in song lyrics, such as poetic language, metaphors, and non-standard grammar, may differ from formal or conversational grammar.

Lewis (2021) claims that "an artist might choose a certain word not because it's the best word, but because it rhymes or has the right rhythm. That's great - it's what makes them art. But it's not ideal for learning *accurate* English. Learning language from songs may not give you the best understanding of how to talk in a real conversation. It would be pretty weird if we spoke in the same way as we sang, right?" (Lewis, 2021). This statement emphasizes that while songs offer a rich linguistic experience, it is important to acknowledge that song lyrics often prioritize artistic elements over linguistic accuracy. Depending on songs for language learning might not provide a comprehensive understanding of how to communicate effectively in everyday conversation. As mentioned above, the poetic and artistic nature of song lyrics may lead to language choices that differ from standard conversational language. Language learners can benefit from a balanced approach. This can include exposure to authentic conversations, formal language instruction, and supplementary materials.

- **Pronunciation**

Pronunciation in music can differ significantly from everyday conversation. When people sing, they often modify vowel sounds and even accents to fit the musical context. Lewis claims that "pronunciation in music can be quite different than in conversation" (Lewis, 2021). Individuals may during singing alter their pronunciation, intonation, and even adopt

different vowel sounds compared to their spoken language. "Different pronunciation in music than speaking may be confusing to the English learner and may be one reason that music shouldn't be your only exposure to spoken English "(Lewis, 2021). As mentioned before, exposure to music and music lyrics may feature altered poetry or vocal delivery to fit the rhythm and melody of the song. To develop a well-rounded understanding of spoken English, learners should also engage in activities that expose them to natural conversation, such as watching movies, TV shows, or listening to podcasts. Interacting with native speakers through conversations, language exchange, or language learning apps can provide a more accurate representations of how English is spoken in everyday situations. In summary, it is essential to complement it with exposure to various forms of spoken English to ensure a comprehensive grasp of pronunciation and language nuances.

- **Difficulty with Understanding**

Songs can be difficult or be challenging for learners to understand. "Some songs use lots of slang or cultural references that you may not understand as an English learner. In other cases, the song may be metaphorical or using language poetically in a way that makes it hard to understand" (Lewis, 2021). While songs can be rich forms of artistic expressions, they may not always align perfectly with the goals of language learners, especially beginners or those focusing on more formal language acquisition. The use of slang, cultural references, metaphorical language, and poetic expression can indeed make songs challenging for them.

Despite these drawbacks, the previous part of this chapter has presented the overall positive impact of incorporating music into language learning remains noteworthy. In conclusion, while songs can be a valuable and enjoyable component of language learning, they can become a potential challenge for learners, especially beginners, and teachers should consider integrating them into a broader language strategy that includes a mix of formal materials and interactive experiences. It ensures a more comprehensive development of language skills across various contexts. For English learners, a balanced approach involving a variety of resources can be more effective in building a suitable skill

set. Incorporating songs is still valuable for cultural immersion and improving listening skills might be best used in conjunction with more structured language learning materials.

2. PRACTICAL PART

2.1. INTRODUCTION
2.2. RESEARCH

In today's technical world, students are constantly surrounded by computer games and music. Within the realm of education, technology is everywhere, and students are no strangers to the world of computer games and music. This study delves into whether these digital elements play a role in helping students learn English language. It is an exploration into the everyday habits of students and how they might be using these forms of entertainment to enhance their language skills.

We are in an age where screens are everywhere, and students are growing up with technology as an everyday part of their lives. Thus, the larger question is: does playing computer games or listening to music actually make a difference when it comes to picking up a new language?

In the part of the thesis that follows, I will look at the methods we used, what data we collected, and, most importantly, what was discovered. The goal is to uncover practical insights that teachers can use to make language learning more effective, considering the way students engage with technology in their everyday lives. I attempt to discover if and how computers and music contribute to the exciting journey of language learning.

2.3.   Research Participants

The study comprises 51 participants who are pupils at Komenium, currently enrolled in the lower secondary school, with a diverse representation from grade six to nine. These students have been exposed to English classes since their first year of school. The English classes are organized with a half the amount of pupils, allowing them a more focused learning environment.

As part of this research, all 51 participants were administered a questionnaire. A part of the questions were about what they think about learning English through computer games, and the remaining focused on their thoughts about learning English through music.

I have specifically chosen this group of students because they offer a glimpse into the larger dynamics of our school community. With their extensive experience in learning English and the distinctive feature of smaller class sizes, their insights promise to provide a richer understanding of how various teaching methods, such as computer games and music, impact language acquisition. They allow me to explore the broader implications of our research within the unique context of our school´s environment.

The goal behind asking these questions is to unravel the pupil's perspectives in a straightforward manner. It will be seen if pupils see these methods as useful, enjoyable, or perhaps a bit uninteresting. By looking into whether they see computer games as helpful or if music is a source of fun in learning English, my goal is to capture their opinions.

Ultimately, their responses will provide insights into the practical aspects of incorporating technology and music into language education at lower secondary school. By exploring their views on computer games and music for learning English, I aim to capture their real feelings.

2.4.   The Aim of the Research

These are the aims of the research of this diploma thesis.

1. **Effectiveness of Learning Methods:** Assessing the effectiveness of using computer games and music as educational tools for learning English. This involves comparing the language acquisition outcomes of pupils who use these methods with those who use traditional methods.

2. **Engagement and Motivation:** Investigating the level of engagement and motivation among students when learning English through computer games and music. Understanding whether these modern approaches make the learning process more enjoyable and appealing can be a key aspect of the research.

3. **Discovery and Adoption:** Investigating how pupils discovered the use of computer games and music for learning English. Understanding the pathways through which pupils are introduced to these methods can provide insights into the factors influencing their adoption.

4. **Preference and Satisfaction:** Exploring whether pupils have a preference for learning English through modern tools and assessing their overall satisfaction with these methods.

5. **Time:** Investigating the amount of time pupils spend on learning English via these tools compared to traditional methods. This can provide insights into the importance and impact of these modern approaches.

2.5. Survey Questions and Design

In this chapter, I will delve into the practical aspects of survey design. Survey questions are the backbone of any study, and it is essential to construct effective survey questions. The formulation and design of survey questions are crucial for ensuring the quality and reliability of gathered data. This chapter describes construction, purpose, and impact of a questionnaire. Each question within my survey serves a specific purpose, shaping the collected data.

Creating a questionnaire to assess the effectiveness of learning methods, with a specific focus on computer games and music for learning English, involves crafting clear questions that encourage respondents to provide meaningful feedback.

The survey was conducted online in computer classrooms, with pupils completing it as a part of their English lessons. When students faced difficulties understanding certain parts of the questionnaire, I provided assistance by offering translations or permitting them to use online dictionaries for vocabulary help. This was my introduction to the questionnaire for my pupils.

Dear pupils,

I am conducting a survey to explore the effectiveness of different methods in learning the English language, specifically focusing on computer games and music. Your responses will provide valuable insights into the preferences, motivation, and experiences of pupils regarding these modern approaches compared to traditional methods. Please answer the following questions honestly, and your feedback will contribute to our understanding of language learning strategies. This survey is divided into five sections, each containing two or three questions. Feel free to ask for clarification if there is any word or structure you are uncertain about; I am here to help you better understand it.

Thank you for your input.

I appreciate your contribution.

2.6. The first section of questions: Effectiveness of Learning Methods

The initial section of my questionnaire which assesses the effectiveness of learning methods, begins with questions about computer games, followed by inquiries about songs. In total, there are four questions, with two focusing on computer games and the remaining two on songs.

Question number one addresses the frequency of using computer games as a tool for learning the English language. Respondents were provided with five response options, ranging from "daily" to "never", to indicate the frequency of their engagement. According to the survey findings, 37 % of respondents play computer games infrequently, while 8 % engage in gaming activities once a week. The results suggest that a majority of respondents fall into the category of infrequent gamers. Additionally, 8 % of respondents indicated engaging in gaming activities once a week, indicating that a significant portion of the surveyed individuals are rare or occasional gamers, with only a small percentage participating in weekly gaming sessions.

The second question assesses the confidence levels of pupils in their English language abilities after incorporating computer games into their learning process. Respondents used a scale of one to five, with one indicating 'not confident at all' and five indicating 'very confident'. The survey results reveal an interesting distribution, with 33 % of respondents expressing confidence at level three and another 33 % reporting confidence at level four. This indicates an equal distribution of confidence in their English language skills after incorporating computer games into their learning process.

The third question focused on whether respondents observed any enhancements in their English language skills since incorporating computer games into their learning. Over half of the respondents, 51 %, affirmed experiencing an improvement, while 20 % indicated that they did not observe any notable enhancement in their English proficiency. This suggests that, for a substantial portion of the respondents, the utilization of computer games as a learning tool has proven beneficial for enhancing their English language abilities.

The second part within the initial section of my questionnaire, which delves into the effectiveness of learning methods, specifically focuses on the utilization of songs. The question is based on frequency of using music as a resource for English language learning.

The responses indicate a diverse pattern in the frequency of using music as a tool for learning English. While a notable percentage (31 %) reported incorporating music into their language learning routine on a daily basis, another segment (10 %) indicated a weekly engagement. This suggests that a substantial portion of the surveyed pupils finds value in integrating music into their English learning process.

Moving on to the second question related to music and frequency of using music as a tool for learning English: Do you believe that learning English through music has helped you with vocabulary and pronunciation?

Based on the responses, the majority of pupils (53 %) either strongly agree or agree that learning English through music has helped them. This suggests a positive correlation between using music as a learning tool and improvement in vocabulary and pronunciation skills among the respondents. In contrast, a relatively small percentage (12 %) either disagree or strongly disagree, indicating that a minority of pupils do not believe that this kind of learning has been beneficial for their vocabulary and pronunciation. Therefore, a significant portion of the pupils find value in learning English through music, while a smaller proportion has reservations or does not perceive it as helpful.

The third question inquires about effectiveness of using music for learning English compared to traditional methods. According to the responses, 29 % of respondents believe that learning English through music is more effective, while 43 % believe it is equally effective. Another 27 % express uncertainty about the comparative effectiveness. The data reveals a mixed perception among the respondents. While a significant portion sees music as equally effective as traditional methods, there is also a notable group that perceives it as more effective. The uncertainty from 27 % of respondents may indicate a need for further exploration or clarification in research. In conclusion, the majority of respondents view music as at least equally effective as traditional methods, suggesting potential support for the integration of music into language learning programs. However, it is essential to consider individual preferences, learning styles, as well as potential factors influencing uncertainty among some respondents.

2.6.1. Conclusion of the first section

In conclusion, the first section of the questionnaire which focuses on the effectiveness of learning methods, provide valuable perspectives on the use of computer games and songs as tools for learning English.

Regarding computer games, the majority of respondents play them infrequently, with only a small percentage engaging in gaming activities on a weekly basis. Despite the infrequent use, confidence levels in English language abilities after incorporating them into the learning process are distributed among respondents. Furthermore, a substantial portion of participants reported enhancements in their English language skills as a result of integrating computer games into their learning.

Turning to the use of songs, the frequency of incorporating music into English language learning routines varies among participants. The majority of pupils believe that learning through music has positively impacted their vocabulary and pronunciation, indicating a correlation between using music as a learning tool and improvement in language skills. However, a minority of participants holds a contrary opinion. The final question in this section explores the perceived effectiveness of learning English through music compared to traditional methods. The responses suggest a mixed perception among the participants, with some considering music more effective, some believing it to be equally effective, and others expressing uncertainty.

In summary, regarding effectiveness, the overall trends suggest that both computer games and songs can be valuable tool for English language learning, with varying levels of frequency, confidence, and effectiveness among the surveyed pupils.

2.7. The second section of questions: Engagement and Motivation

The second section of my questionnaire is dedicated to exploring engagement and motivation in both computer games and music. The following three questions collectively address these aspects in both domains.

The first question assesses the motivation of pupils to learn English through computer games and music compared to traditional methods. According to the questionnaire results, 27 % of respondents feel much more motivated, while 39 % feel more motivated. Additionally, 14 % express that they are equally motivated across both methods, 14 % feel less motivated and 6 % report feeling not motivated at all. These results highlight varying levels of motivation among pupils, with the majority expressing heightened motivation with these non-traditional methods. Conversely, a noteworthy percentage reports decreased or no motivation.

The second question in this second section is: On a scale of one to five, how enjoyable do you find the process of learning English through computer games and music? Based on the results, a substantial percentage of respondents find learning English through computer games and music enjoyable. Specifically, 29 % of participants gave the highest rating of five, indicating that they find the process very enjoyable, 17 % rated it a four, 25 % rated it a three, 10 % rated it a two, and 8 % gave the lowest rating of one. While the majority of respondents find this learning process enjoyable, a portion of expressed lower levels of enjoyment. Despite this, the overall trend indicates a positive perception.

The final question related to motivation and engagement investigates whether pupils are more engaged in the learning process when using computer games and music compared to traditional methods. The majority of respondents (69 %) believe that they are more engaged in the learning process when using computer games and music, while 27 % are unsure about the impact of these methods, and 4 % feel that they are not engaged. These results suggest a generally positive perception among the pupils. The significant majority responding positively may indicate a potential interest or preference for these alternative methods of learning.

2.7.1. Conclusion of the second section

The second section shows that pupils generally welcome learning English through computer games and music, indicating increased motivation and engagement.

It terms of motivation, it is apparent that a significant number of respondents express increased motivation when using computer games and music compared to traditional methods.

Examining enjoyment shows that a majority of respondents find the experience highly enjoyable. Nevertheless, a significant minority expressed lower levels of enjoyment. In terms of engagement, a majority of respondents feel more engaged, showing a positive shift from traditional methods. While some remain uncertain about the impact and small percentage does not feel engaged, overall, the results suggest a positive outlook.

In conclusion, the second section of the questionnaire paints a positive picture of motivation, enjoyment, and engagement among pupils in learning English through computer games and music.

2.8. The third section of questions: Discovery and Adoption

In this segment, I will investigate how pupils discover and integrate computer games and music into their English learning journey. My aim is to understand how students encounter these tools and the factors that influence their decision to use them in their learning process. I will explore how these multimedia resources become integrated into their educational process.

The first question in the third part of my questionnaire asks pupils how they first learned about using computer games and music for learning English. The majority of respondents (49 %) reported discovering the use of computer games and music for learning through online platforms. Friends and peers played a significant role as well, with 37 % indicating that they learned about these methods through interpersonal connections. A smaller percentage, 10 % mentioned other unspecified sources, while 4 % cited teacher recommendations as the source of their introduction to using these tools. The pupils' varied routes to exploring computer games and music for English learning highlight the positive impact of online platforms and peer connections, suggesting an optimistic trend towards a more engaging approach to language education.

The second question asks why pupils decided to use computer games and music for learning English. It explores the reasons behind their choice and aims to understand what factors influenced them to try these unconventional methods in their language learning process. A majority of students, 59 % pointed to the fun and entertainment factor as the primary influence behind their decision. Additionally, 25 % mentioned curiosity as a significant motivator, while 10 % attributed their choice to improved results of others. A smaller percentage, 2 %, noted that teacher endorsement played a role, and 4 % feel into the "other" category, where specific reasons were not specified. Pupils primarily chose the enjoyment factor and curiosity. A portion considered potential improvement in results, teacher endorsement or other unspecified reasons.

2.8.1. Conclusion of the third section

In summary, the investigation into the discovery and adoption of computer games and music in English language learning reveals a diverse spectrum of influences on pupils. The first question highlighted the important role of online platforms and interpersonal connections, indicating a contemporary approach to discovering these educational tools. The diverse ways students discover and use digital platforms and connect with peers highlight the positive influence of technology and social interactions, signaling a move towards more engaging language education.

Turning to the second question, pupils' decisions to use computer games and music primarily lean towards enjoyment and curiosity. This approach indicates a dynamic evolution in language education, emphasizing the importance of engagement and personal interest. Factors such as potential improvement in results, teacher endorsement, and unspecified reasons provides an understanding of the decision-making process.

In essence, the findings show that pupils are adopting diverse and engaging ways to use multimedia resources in their language education, reflecting a positive trend.

2.9. The fourth section of questions: Preference and Satisfaction

In this segment, I delve into the preferences and satisfaction levels of pupils regarding their English language learning experiences through the use of computer games and music. The aim is to explore how satisfied they are with these unconventional methods and how well these interactive tools align with their learning expectations.

The initial question inquires about individual preferences for acquiring English proficiency: specifically, whether respondents favor learning through computer games and music or through traditional methods. The majority of respondents, 51 %, lean towards learning English through computer games and music, highlighting a modern and engaging approach. In contrast, a mere 8 % prefer traditional methods. Interestingly, 33 % express an equal fondness for both methods. Another 8 % indicate no particular preference for either method. Most respondents prefer learning English through modern methods. Traditional methods have less appeal.

The second question explores the satisfaction level of students regarding the effectiveness of modern methods. The responses indicate a positive sentiment among pupils, with 20 % being very satisfied and 43 % satisfied. Additionally, 33 % are neutral, suggesting a lack of strong dissatisfaction. Dissatisfaction is minimal, with only 4 % expressing dissatisfaction, and no respondents indicating very dissatisfaction. Overall, the majority of pupils seem content or neutral, reflecting a positive outlook on the effectiveness.

2.9.1. Conclusion of the fourth section

The exploration into pupils' preferences for English language learning methods highlights a clear trend favouring modern approaches, particularly through computer games and music. A majority express a preference for these interactive tools, therefore signalling a shift away from traditional methods. This underscores a growing inclination among pupils for this learning experience.

Moving to the second question regarding satisfaction levels, the responses portray a positive trend among pupils regarding the effectiveness of modern methods. A majority are very satisfied or satisfied, and the minimal number of pupils report dissatisfaction, with no respondents indicating very dissatisfied.

In conclusion, the overall findings reflect a positive outlook. The majority of pupils express a clear preference for these modern methods, and they are satisfied with the use of computer games and music in their English learning.

2.10. The fifth section of questions :Time

In the final section of my questionnaire, I focus on a crucial aspect that greatly influences the learning process: time. Every moment spent engaged in the learning process holds the potential for skill development and proficiency. Understanding the importance of time is essential for comprehending how different methods impact language acquisition. I will explore how time influences the effectiveness of learning English through computer games and music as well as how pupils manage their time within these modes.

In the first question of the last section, pupils were asked about the average weekly time they spend learning English through computer games and music. This inquiry aims to provide insights into the regularity of their engagement. The results reveal diverse weekly commitments. Pupils invest varying amounts of time in this learning approach. A majority, 37 %, invest less than an hour weekly, while 22 % invest 1-2 hours, 24 % dedicate 3-5 hours, and 18 % devote more than five hours. This highlights a substantial group of pupils engaged in this learning method. In simpler terms, a noteworthy number of students are investing significant time in learning English through computer games and music.

The last question in the survey asks pupils whether they perceive learning English through computer games and music to be a more time-effective method compared to traditional approaches. Results indicate a notable and positive trend in pupil's perceptions regarding time-effectiveness. A significant majority, 69 % express a favorable view, suggesting that they believe this unconventional method is more time-efficient. On the other hand, the 4 % who responded negatively indicate a small minority of pupils who do not perceive learning through computer games as a more time-effective method. In summary, a significant majority sees learning through computer games and music as a time-efficient method.

2.10.1.   Conclusion of the fifth section

In the final segment of the questionnaire, the focus was on a critical element influencing the learning process: time. My aim was to see how learning English through computer games and music affects skill development and how students manage their time in these activities.

In the initial question, pupils were asked about their average weekly time dedicated to learning English through computer games and music. The intent was to uncover the regularity of their engagement. Many pupils are spending a considerable amount of time learning English through unconventional methods.

The final questions inquired about perceptions of pupils regarding the time-effectiveness of learning English through computer games and music compared to traditional approaches. There is a notable and positive trend, with a significant majority expressing favor. This suggests that the majority of students believe this unconventional method is more time-efficient. On the other hand, a small minority holds a negative view. In summary, the findings emphasize that, overall, a significant majority sees learning through computer games and music as a time-efficient method.

CONCLUSION

The first section is dedicated to the exploration of learning, particularly within the context of language acquisition. It reveals the multifaceted nature of this cognitive process. Learning is a lifelong pursuit that allows individuals to adapt, solve problems, and enhance their performance across various tasks. The study of learning acknowledges its diverse manifestations.

Language learning is a dynamic process than spans a lifetime. Perspectives on language acquisition vary, with influential figures such as B. F. Skinner emphasizing interactions and rewards, Noam Chomsky proposing the existence of a Universal Grammar innate to human cognition, and Lev Vygotsky highlighting the social mediation of learning. These theories offer distinct views on understanding the mechanisms underlying language development.

The traditional theories of Chomsky and Skinner created the way for newer perspectives, such as usage-based learning theory. Tomasello's emphasis on social and pragmatic aspects challenges the notion of a universal grammar, suggesting that language acquisition is rooted in human cognition and communicative needs. Stephen Krashen's concept of input reinforces the importance of authentic language exposure in the learning process.

As I delve into the application of these theories to language learning through different mediums, such as computer games and music, it becomes evident that a singular approach is inadequate. While Skinner's principles of reinforcement and punishment may find some application, Vygotsky's emphasis on social interaction appears to fit for the interactive nature of computer games. Similarly, learning English through songs aligns well with Vygotsky's framework, as songs provide rich cultural and social interactions that enhance language learning.

Moreover, considering the influence of age on language acquisition, Lightbown and Spada's research on the Critical Period Hypothesis underscores the significance of early exposure to language. The interplay between incidental and intentional learning can complicate our understanding of language acquisition. Richard Schmidt´s Noticing Hypothesis highlights the role of conscious attention in the learning process.

The second chapter is dedicated to the integration of computer games into education. There is a transformative evolution, particularly in the realm of language learning, such as English. The educational benefits of well-designed games are increasingly apparent. The dynamic and interactive nature of computer games, especially those made for educational purposes, presents numerous advantages.

Throughout this chapter, I explore the positive aspects of using computer games in education, from improving memory to fostering creativity and enhancing cognitive skills. These benefits highlight the potential of computer games as valuable tools in education. However, it is essential to recognize disadvantages like the risk of addiction, potential health issues, and the chance of social isolation. This stresses the importance of a balanced approach, where computer games complement traditional teaching methods instead of replacing them.

In the dynamic world of education influenced by information and communication technologies (ICT), computer games become a valuable tool. These games provide quick feedback and align well with the preferences of modern students. In English language learning, positive outcomes such as increased motivation, positive attitudes, and enhanced enjoyment indicate the effectiveness of well-designed educational games. It is crucial to thoughtfully integrate them and carefully weigh both the pros and cons. As technology progresses, the potential for games as a potent learning tools grows. It is essential to apply these tools wisely, combining tradition and innovation for the benefit of learners.

As for the chapters dedicated to music in language learning, it reveals both advantages and challenges. Music has universal nature and a powerful force that brings people together, making a positive atmosphere in educational settings. Its widespread accessibility makes it practical and captivating tool for language education.

Exploring the good side of music in language learning, it becomes a helpful tool. The classroom feels welcoming and enjoyable and it lifts the mood. Music goes beyond just being fun. It helps with language development by improving intonation for everyone, no matter their language skill. Its dynamic and widespread appeal makes it a great resource for teachers looking to enhance their language teaching methods.

However, using music for language learning comes with its challenges. Teachers must handle possible disruptions, choose songs that fit educational themes, and be aware of how students react. Also, song lyrics can be artistic and not always follow regular grammar, and the way words are pronounced in music may differ from everyday speech. It is important for teachers to balance the benefits of music with these challenges.

Adding music to learning has many benefits, but it needs to be done carefully. Teachers can create an exciting learning environment by using music wisely in lessons. The combination of language and music adds a beautiful touch to education, helping with language skills, cultural understanding, and emotional connections. When it is done properly, the integration of music and language can create a fulfilling learning experience for students. When it is done properly, music and language can offer students a satisfying learning experience.

To conclude the practical part, the analysis of the questionnaire show us information about the effectiveness, engagement, discovery, preference, satisfaction, and time considerations associated with using computer games and music as tools for learning English.

In the first section, which focuses on the effectiveness of learning methods, it is evident that both computer games and songs have their place in language education. Despite the infrequent use of computer games, a significant portion of respondents reported enhancements in their English language skills. Music, on the other hand, showed a positive correlation with improved vocabulary and pronunciation skills, with a majority noticing it as at least equally effective as traditional methods.

Moving to the second section, which explores engagement and motivation, the findings paint a positive picture. Pupils express increased motivation and enjoyment when learning English through computer games and music, and a significant majority feels more engaged in the learning process compared to traditional methods.

The third section, focusing on discovery and adoption, highlights the role of online platforms and interpersonal connections. The majority of pupils are motivated by the fun and entertainment when they decide to use computer games and music for language learning.

The fourth section examines preferences and satisfaction. There is a noticeable inclination towards these modern approaches. A majority of respondents express both a preference for and satisfaction with these interactive tools.

Finally, the fifth section, which delves into the aspect of time, indicates that a significant number of pupils are investing considerable time in learning English through computer games and music. Moreover, the majority believes this method to be more time-efficient compared to traditional approaches.

In summary, the findings suggest that both computer games and music are valuable and engaging tools for learning English, with pupils expressing positive attitudes towards their effectiveness, motivation, and time efficiency. However, it is crucial to acknowledge individual preferences and variations in learning styles. The results suggest that using of multimedia resources in language is beneficial. This diverse approach adapts to the different needs and preferences of language learners, making the learning process more effective and inclusive.

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APPENDIX 1

Questionnaire

1. Effectiveness of Learning Methods:

a. Computer Games

1. How frequently do you use computer games to learn English?
    - Daily
    - Several times a week
    - Once a week
    - Rarely
    - Never

2. On a scale of 1 to 5, how confident do you feel in your English language skills after using computer games as a learning tool?

    (1 being not confident at all, 5 being very confident)

3. Have you noticed any improvement in your English language skills?

    - Yes
    - No
    - Not sure

b. Music

4. How often do you use music as a tool to learn English?

    - Daily
    - Several times a week
    - Once a week
    - Rarely
    - Never

5. Do you believe that learning English through music has helped you with vocabulary and pronunciation?

    - Strongly agree
    - Agree
    - Neutral
    - Disagree
    - Strongly disagree

6. In your opinion, how effective is using music for learning English compared to traditional methods?

- More effective
- Equally effective
- Less effective
- Not sure

2. Engagement and Motivation:

7. How motivated are you to learn English through computer games and music compared to traditional methods?

- Much more motivated
- More motivated
- Equally motivated
- Less motivated
- Not motivated at all

8. On a scale of 1 to 5, how enjoyable do you find the process of learning English through computer games and music?

   (1 being not enjoyable at all, 5 being very enjoyable)

9. Do you feel more engaged in the learning process when using computer games and music compared to traditional methods?
- Yes
- No
- Not sure

3. Discovery and Adoption:

10. How did you first learn about using computer games and music for learning English?

- Teacher recommendation
- Friends/peers
- Online platforms
- Other (please specify)

11. What factors influenced your decision to try learning English through computer games and music?

- Fun and entertainment
- Improved results of others
- Teacher endorsement
- Curiosity
- Other (please specify)

4. Preference and Satisfaction:

12. Do you prefer learning English through computer games and music or traditional methods?

- Computer games and music
- Traditional methods
- Both equally
- Neither

13. How satisfied are you with the effectiveness of computer games and music for learning English?

- Very satisfied
- Satisfied
- Neutral
- Dissatisfied
- Very dissatisfied

5. Time:

14. On average, how much time do you spend per week learning English through computer games and music?

- Less than 1 hour
- 1-2 hours
- 3-5 hours
- More than 5 hours

15. Do you feel that learning through computer games and music is a more time-efficient way to acquire English language skills compared to traditional methods?

- Yes
- No
- Not sure

APPENDIX 2

How frequently do you use computer games to learn English?
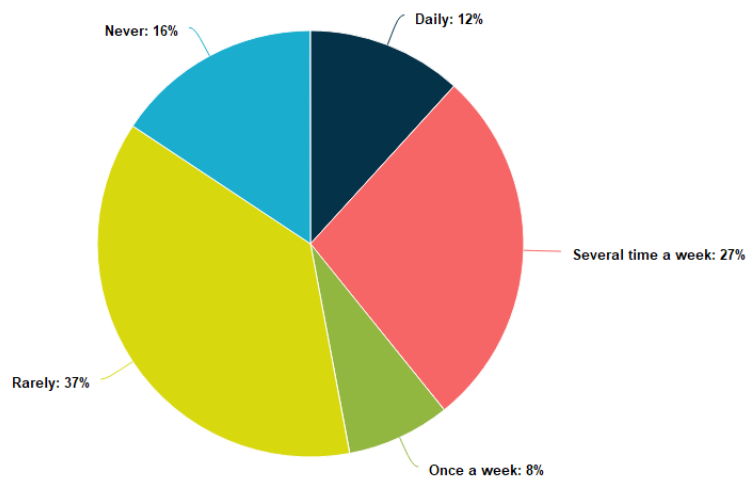
Hodnota	Procent	Odpovědí
■ Daily	12 %	6
■ Several time a week	27 %	14
■ Once a week	8 %	4
■ Rarely	37 %	19
■ Never	16 %	8

Celkový počet odpovědí: 51

APPENDIX 3

On a scale of 1 to 5, how confident do you feel in your English language skills after using computer games as a learning tool? (1 being not confident at all, 5 being very confident)
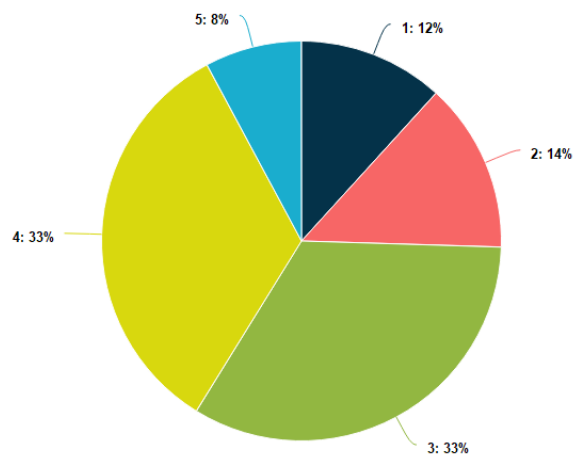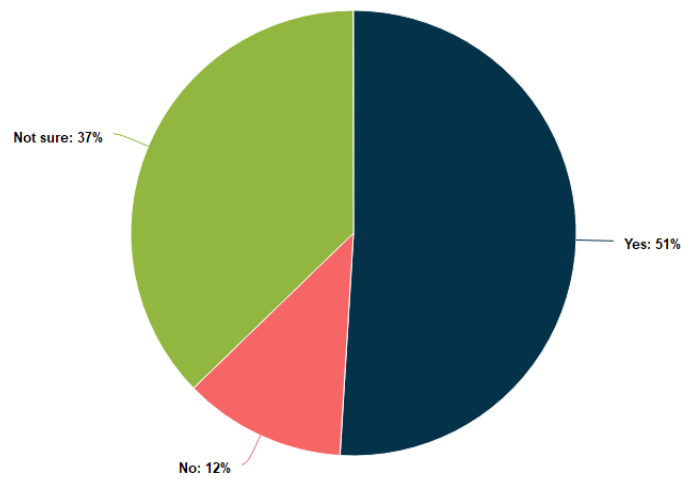

Hodnota	Procent	Odpovědí
■ 1	12 %	6
■ 2	14 %	7
■ 3	33 %	17
■ 4	33 %	17
■ 5	8 %	4

Celkový počet odpovědí: 51

APPENDIX 4

Have you noticed any improvement in your English language skills since incorporating computer games into your learning?

Hodnota	Procent	Odpovědí
■ Yes	51 %	26
■ No	12 %	6
■ Not sure	37 %	19

Celkový počet odpovědí: 51

APPENDIX 5

How often do you use music as a tool to learn English?
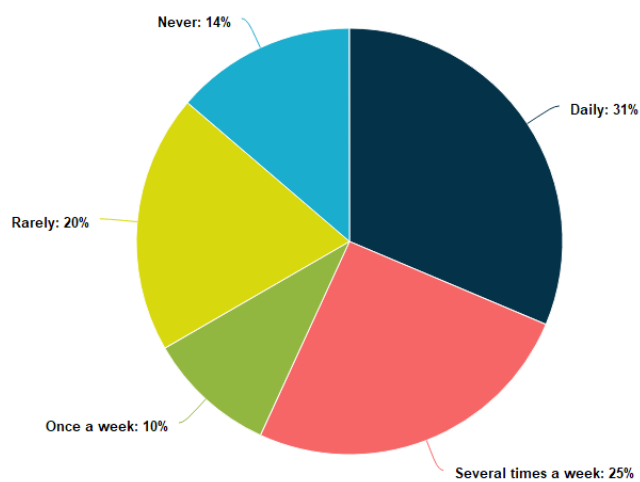
Hodnota	Procent	Odpovědí
■ Daily	31 %	16
■ Several times a week	25 %	13
■ Once a week	10 %	5
■ Rarely	20 %	10
■ Never	14 %	7

Celkový počet odpovědí: 51

APPENDIX 6

Do you believe that learning English through music has helped you with vocabulary and pronunciation?
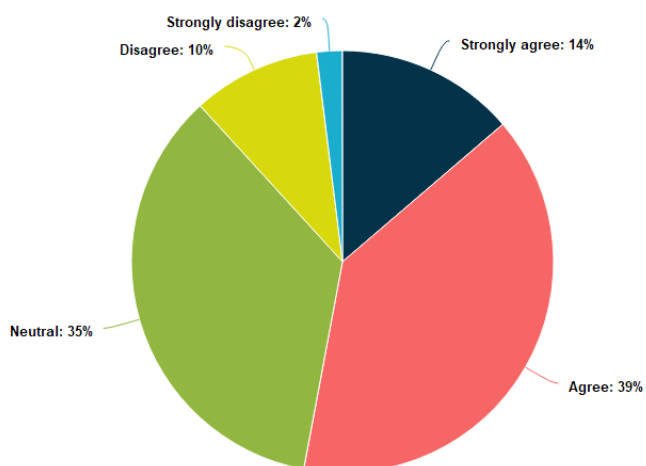
Hodnota	Procent	Odpovědí
Strongly agree	14 %	7
Agree	39 %	20
Neutral	35 %	18
Disagree	10 %	5
Strongly disagree	2 %	1

Celkový počet odpovědí: 51

APPENDIX 7

In your opinion, how effective is using music for learning English compared to traditional methods?
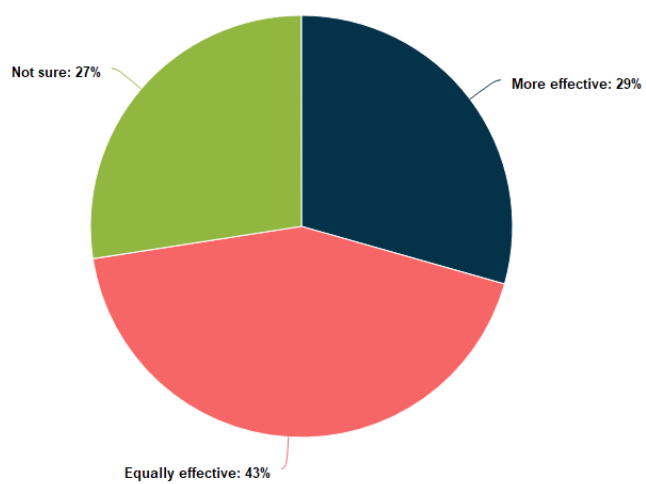
Hodnota	Procent	Odpovědí
■ More effective	29 %	15
■ Equally effective	43 %	22
■ Not sure	27 %	14

Celkový počet odpovědí: 51

APPENDIX 8

How motivated are you to learn English through computer games and music compared to traditional methods?
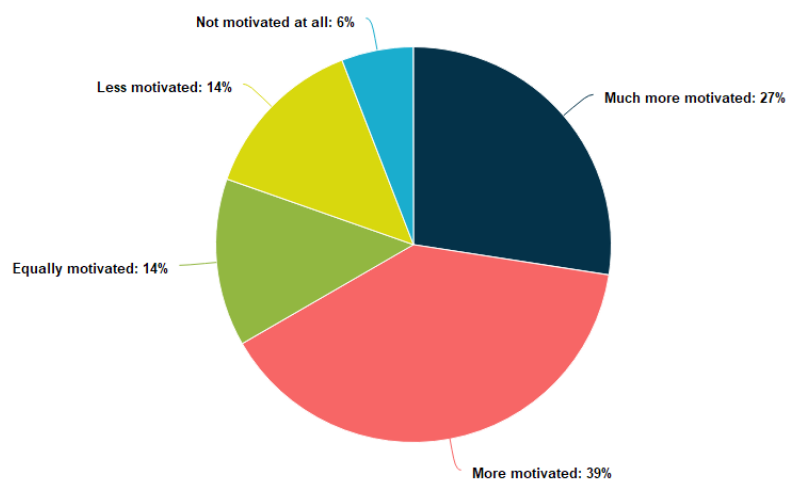
Hodnota	Procent	Odpovědí
Much more motivated	27 %	14
More motivated	39 %	20
Equally motivated	14 %	7
Less motivated	14 %	7
Not motivated at all	6 %	3

Celkový počet odpovědí: 51

APPENDIX 9

On a scale of 1 to 5, how enjoyable do you find the process of learning English through computer games and music? (1 being not enjoyable at all, 5 being very enjoyable
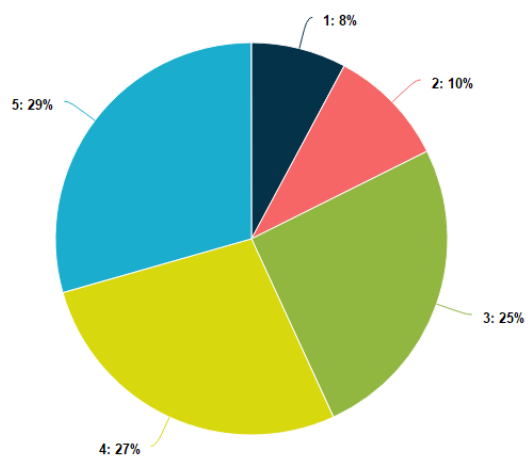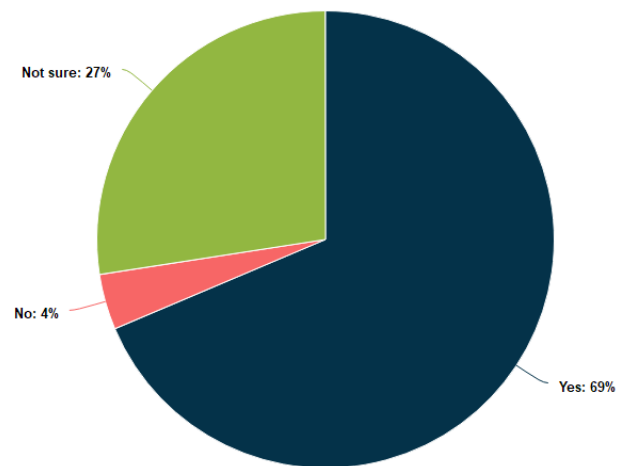

Hodnota	Procent	Odpovědí
1	8 %	4
2	10 %	5
3	25 %	13
4	27 %	14
5	29 %	15

Celkový počet odpovědí: 51

APPENDIX 10

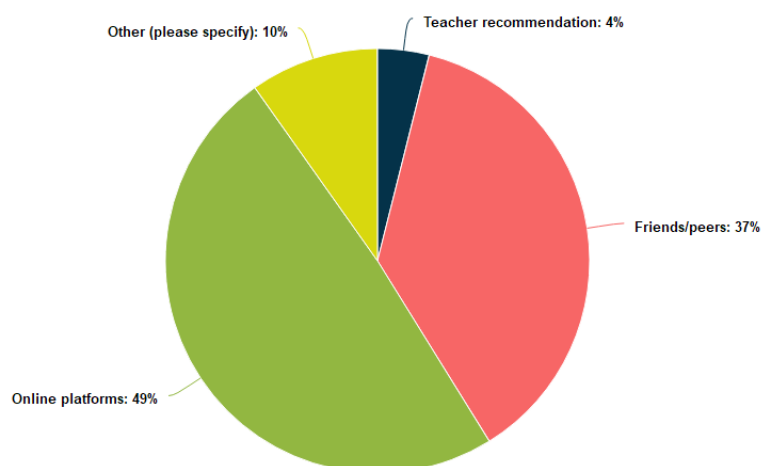Do you feel more engaged in the learning process when using computer games and music compared to traditional methods?

Hodnota	Procent	Odpovědí
■ Yes	69 %	35
■ No	4 %	2
■ Not sure	27 %	14

Celkový počet odpovědí: 51

APPENDIX 11

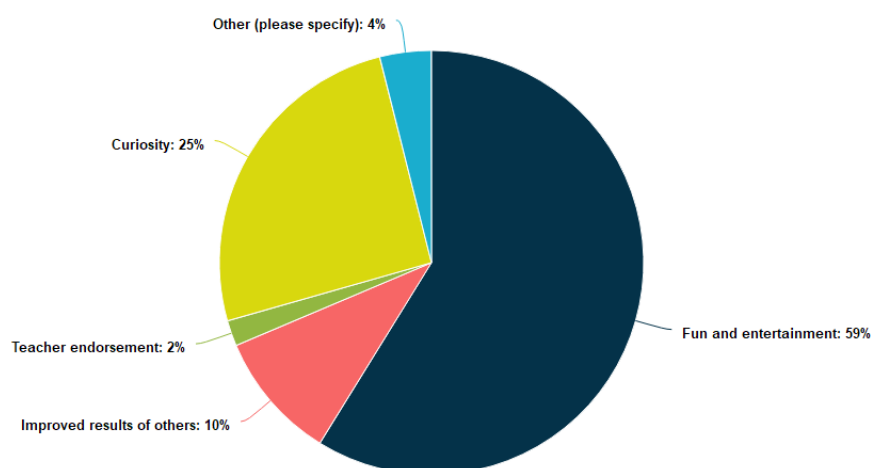How did you first learn about using computer games and music for learning English?

Hodnota	Procent	Odpovědí
Teacher recommendation	4 %	2
Friends/peers	37 %	19
Online platforms	49 %	25
Other (please specify)	10 %	5

Celkový počet odpovědí: 51

APPENDIX 12

What factors influenced your decision to try learning English through computer games and music?

Hodnota	Procent	Odpovědí
■ Fun and entertainment	59 %	30
■ Improved results of others	10 %	5
■ Teacher endorsement	2 %	1
■ Curiosity	25 %	13
■ Other (please specify)	4 %	2

Celkový počet odpovědí: 51

APPENDIX 13

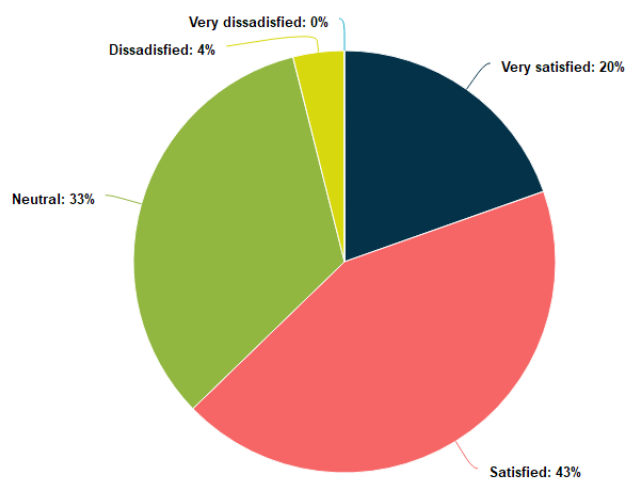Do you prefer learning English through computer games and music or traditional methods?

Neither: 8%

Both equally: 33%

Computer games and music: 51%

Traditional methods: 8%
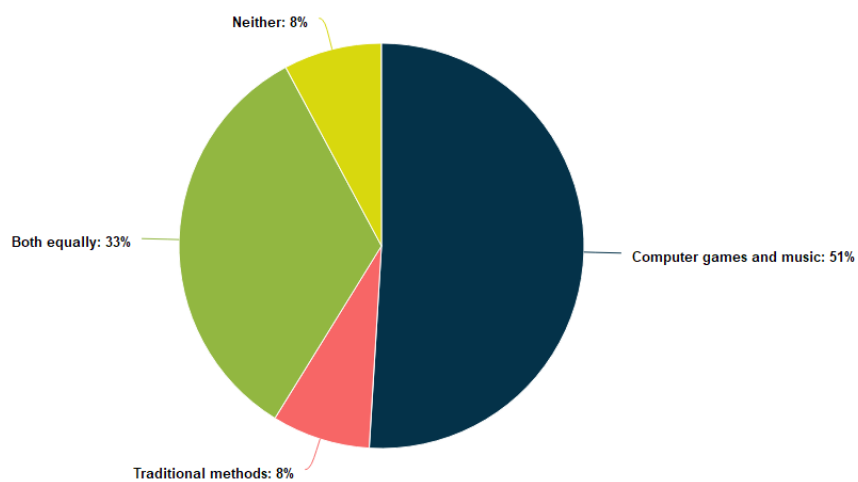
Hodnota	Procent	Odpovědí
◼ Computer games and music	51 %	26
◼ Traditional methods	8 %	4
◼ Both equally	33 %	17
◼ Neither	8 %	4

Celkový počet odpovědí: 51

APPENDIX 14

How satisfied are you with effectiveness of computer games and music for learning English?

Very dissadisfied: 0%

Dissadisfied: 4%

Neutral: 33%

Very satisfied: 20%

Satisfied: 43%

Hodnota	Procent	Odpovědí
Very satisfied	20 %	10
Satisfied	43 %	22
Neutral	33 %	17
Dissadisfied	4 %	2
Very dissadisfied	0 %	0

Celkový počet odpovědí: 51

APPENDIX 15

On average, how much time do you spend per week learning English through computer games and music?
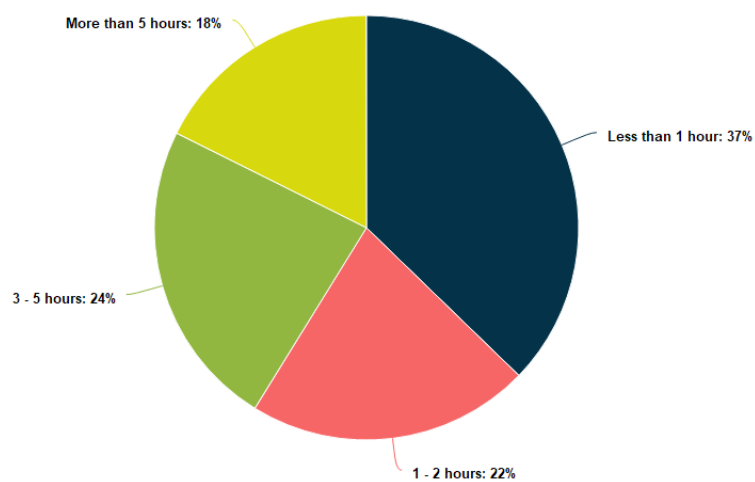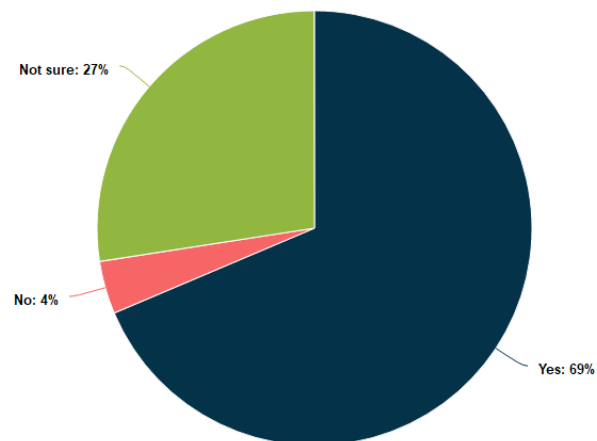

Hodnota	Procent	Odpovědí
Less than 1 hour	37 %	19
1 - 2 hours	22 %	11
3 - 5 hours	24 %	12
More than 5 hours	18 %	9

Celkový počet odpovědí: 51

APPENDIX 16

Do you feel that learning through computer games and music is a more time-efficent way to ecquire English language skiils compared to traditional methods?

Hodnota	Procent	Odpovědí
■ Yes	69 %	35
■ No	4 %	2
■ Not sure	27 %	14

Celkový počet odpovědí: 51

ANNOTATION

The primary objective of the thesis is to investigate the interest of pupils and raise awareness in modern learning and teaching styles in the context of English language education. It aims to explore how contemporary practices contribute to language learning enhancement and to inspire teachers to integrate unconventional methods into their classes for a more engaging language acquisition.