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Learning Vocabulary through Didactic Games

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Z á s a d y p r o v y p r a c o v á n í :

Studentka se bude ve své bakalářské práci zabývat osvojováním slovní zásoby prostřednictvím didaktických her. V teoretické části popíše proces osvojování slovní zásoby v cizím jazyce (se zaměřením na anglický jazyk); charakterizuje zvolenou věkovou skupinu a zaměří se na problematiku didaktických her ve výuce anglického jazyka. Na základě teoretických východisek poté studentka v praktické části navrhne soubor didaktických her, které se dají použít pro výuku slovní zásoby u zvolené věkové skupiny žáků.

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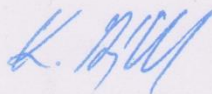
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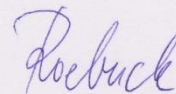
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Souhlasím s prezenčním zpřístupněním své práce v Univerzitní knihovně.

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ABSTRACT:

The topic of the bachelor thesis is learning vocabulary through didactic games. The theoretical part begins with a look into the primary learners who are described from the point of view of psychological development, language learning, and second language education. Secondly, there is described vocabulary learning with all its aspects. Then the thesis focuses on didactic games, especially on the definition, types of didactic games, and their use in the classroom environment. The thesis then identifies the didactic principles regulating the process of teaching and learning. The practical part includes a set of eight didactic games designed for primary learners to learn English vocabulary.

KEY WORDS: vocabulary, didactic games, learning, primary learners

ABSTRAKT:

Hlavním tématem této bakalářské práce je osvojování slovní zásoby prostřednictvím didaktických her. Teoretická část práce začíná charakterizováním vybrané věkové skupiny mladších žáků. A to z pohledu jejich psychologického vývoje, výuky slovní zásoby a vztahu k výuce cizího jazyka. Druhá část práce nahlíží do výuky slovní zásoby a všech jejích aspektů. Práce se pak dále zaměřuje na didaktické hry, zejména na definování tohoto pojmu, typy didaktických her a jejich využití ve školním prostředí. Tato práce dále pak také rozebírá didaktické principy, které upravují proces výuky. Praktická část obsahuje soubor didaktických her vytvořený pro výuku slovní zásoby se zaměřením na mladší žáky.

KLÍČOVÁ SLOVA: slovní zásoba, didaktické hry, učení se, žáci prvního stupně základní školy

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INTRODUCTION

In the recent years, English has been demanded at primary schools even at the lower grades. Thus, teachers must suggest new methods of learning as the primary learners need different approaches than other age groups of learners. The vocabulary acquisition takes a significant part in school educational programmes, especially in lower primary grades.

In foreign language learning, having a wide vocabulary range is extremely important, because learners cannot express themselves or understand the language without sufficient vocabulary. That is why I have chosen the topic concerning vocabulary learning.

This paper deals with the learning through didactic games from the learners' perspective. The thesis is divided into the two parts.

The theoretical part focuses on the topics of primary learners, vocabulary, didactic games, and didactic principles.

The first chapter deals with the topic of primary learners. The psychological development of primary learners is explained there, as well as their ability to learn a foreign language and the language education of those learners. They learn and think differently and it is inevitable to take all of this into account when creating new classroom activities. The second chapter focuses on vocabulary learning and its features, for instance, the process of learning new words and possible difficulties. There is also mentioned child's vocabulary knowledge and aspects which make a word difficult or easy to learn. In the third chapter, the didactic games are analysed in detail, because it is important to define what didactic games are and also mention their classification as the games don't need to be used for vocabulary learning only. The last, fourth chapter of the theoretical part is dedicated to individual didactic principles that are a fundamental source of knowledge for the teachers who use them to prepare lesson plans for their learners.

The Practical part provides a set of games which are appropriate for vocabulary learning and their evaluation. These games also correspond to the age of primary learners and their language development. The rules, instructions, and the process of each of the games are described individually. Above that, each game is analysed from the viewpoint of didactic principles, specifics of primary learners' characteristics, and according to the theory of vocabulary learning.

THEORETICAL PART

1. PRIMARY LEARNERS

1.1 Definition of Primary Learners

It is important to investigate learner age as being one of the major factors in lesson planning and designing activities. As this bachelor thesis studies primary learners, their development and needs will be discussed in this chapter.

According to Phillips (1993, p.5):

Young learners are supposed to be children from the first year of formal schooling (five or six years old) to eleven or twelve years of age. Nevertheless, the age is not a necessarily determining factor in detecting how mature they are. The development of children is very individual.

Learners differ in their levels of English language learning proficiency due to different aspects, such as cultural background, parents, peers, or personal experiences. Apart from these factors, age is a fundamental criterion which must be considered during the process of teaching and learning. In the context of this paper, the six-to-twelve-year age group will be examined, as compulsory school attendance only begins at the age of six in the Czech Republic.

1.2 Psychological Development of Primary Learners

Psychological and physiological development together is a crucial factor in a child's growth. Generally, a child's skills and all the psychological processes that contribute to learning are continually developing. At an early age, cognitive development is at its fastest, but the processes of learning and the development of a child's physiological maturity are lifelong (Piaget, Inhelder, 1997, p. 7; Sternberg, 2002, p.602, Vágnerová, 2000, p.15). The stage of cognitive development plays an important role in learning because at each stage learners learn and process new information differently. Education must thus be adapted to each individual age group.

1.2.1 Thinking and Learning

Primary learner thinking changes at the start of this period and can perform cognitive operations which Piaget (1997, p.86) names as concrete operations. These logical operations enable learners to imagine the consequences of something happening without it needing to happen. A primary learner also respects some basic logical rules and concrete reality, because at this stage, their thinking always operates with the reality they know rather than hypothetical or abstract concepts they do not yet understand (Vágnerová, 2000, p.148). This fact is also very important

for vocabulary learning which needs to use as much specific vocabulary as possible. Concerning activities in class, Ytreberg and Scott (1990, p.1-2) state that primary learners can plan activities and talk about what they are doing or what they hear. They also know they have to obey some rules and sometimes understand situations more quickly than they understand the language used in those situations. Halliwell (1993, p.3) also discusses a child's clear understanding of meaning without understanding individual words. Piaget and Vágnerová (1997, p. 86-87; 2000, p.149-152) point out other changes in thinking. The first change is decentralization, which is assessing reality from various points of view. The second is conservation, where learners become aware of an object's permanence even though circumstances may be changing. Another change in thinking is reversibility, which refers to the ability to recognize that numbers and objects can be changed and returned to their original condition.

Additionally, Vágnerová (2000, p.156) shows that some logical operations can be developed by learning primarily if the activity has an aim. Thus, activities should focus on understanding relationships and connections to develop problem-solving skills and the ability to search for appropriate strategies, or aimed simply at repeating new pieces of information.

To summarise, adjusting education to the primary learner's stage of cognitive development is necessary. Such education should be designed in a way to reflect newly developed cognitive operations and concurrently teach children how to use these operations.

1.2.2 Memory

Memory is another attribute important for language learning and memorising of the vocabulary items is one of the most problematic issue in second language acquisition and that is why learners should be offered by possible ways of learning new words, e.g. mnemonics (Williams and Burden, 1997, p.16) to remember them effectively and in the long term. The new vocabulary items need to be remembered by learners so that they can use them efficiently. Researchers differentiate short-term store, working memory, and long-term memory.

Short-term memory is the first stage of remembering new items which is very limited in time and space. The short-term memory holds temporarily a small amount of information, typically about seven items, usually for a few seconds (Thornbury, 2002, p.24). Čáp, Thornbury and Sternberg (1993, p.46; 2002, p.23; 2002, p.85) acknowledge that short-term memory is a system of storing and managing information for a limited period of time. This system is required to carry out complex cognitive tasks, e.g. learning or reasoning. To create more specific awareness of this kind of memory, Thornbury (2002, p.23) adds an example of short-term memory that is

working with a given information for a specific task in order to finish the task, for instance, to hold in dictated information until it is written down. Although the short-term memory does not ensure that learners will remember those items it is a necessary step toward the next phases of intercepting them and transferring it to long-term memory.

Secondly, working memory is another step which comprises many cognitive tasks, such as: reasoning, leaning, and understanding. This stage of remembering new items creates a transition between the first moment when the items are studied and its permanent establishment (Thornbury, 2002, p.23).

The last stage of memorising new items is a long-term memory, which Thornbury (2002, p.24) presents as: “A kind of a filling system which has unlike a working memory has an enormous capacity and contents durable over time,” Theoretically, the capacity of long-term memory could be unlimited (Čáp, 1993, p.46). Both Thornbury and Čáp (2002, p.24;1993, p.46-47) share the same opinion that a lot of factors decide whether an information will be stored in the long-term memory for a long time or whether will be quickly forgotten. The most basic factors for long-term memorization are: repetition, retrieval, spacing, pacing, use, cognitive depth, personal organising, imaging, mnemonics, motivation, attention, and affective depth. All those factors are necessary to be considered in creating a set of games for learning vocabulary, they will help to specify criteria for game-like activities in order to help learners remember new vocabulary items.

However, the items are not always directly transformed into long-term memory and are quickly forgotten, bearing in mind that vocabulary might be forgotten easily, several further principles must be obeyed. The most cardinal one is repetition and usage which can manage to fix the acquired items permanently (Čáp, 1993, p.47). Repetition of the items, while they are in the working memory, helps to memorise them permanently. Similarly, the conscious use of new items helps the memory to remember them and it is preferable to use the newly acquired items several times to make certain that the items are stored in memory (Thornbury, 2002, p.23-25.). Obviously, long-term memory can apparently preserve unlimited number of information in the memory for a long period of time, nevertheless acquired pieces of information can be excluded from the memory and be forgotten which refers back to the importance of repetition. Forgetting is faster in the short-term memory and is slowly reduced in the long-term memory.

According to Škoda and Doulík (2011, p.18-19), it means that if a word is already fixed in the long-term memory, the probability of forgetting is lower compared with the short-term store.

The information processing in the short-term memory can be vitiated by newly incoming information, so the repetition can help to create a stable linkage and strong connections with existing memory traces. Without the process of connecting isolated pieces of information will be created. This leads to misunderstandings of the subject matter and incorrect associations.

1.2.3 Attention and Perception

Generally, children have much shorter attention spans than adults and it is therefore appropriate if an activity is not too long or complex. Sternberg (2002, p.605) defines attention as a concept of how people actively process specific information in their environment. In other words, learners experience numerous visual cues, sounds, or feelings simultaneously yet they must still concentrate on a specific task. Of course, attention span can differ. For example, Harmer (1991, p.38) shows that young children have a very limited attention span and can become bored after ten minutes even though the activity may be extremely engaging. Williams and Burden (1997, p.15-16) also share this view, that the ability to focus a child's attention depends on age as well as situation. Situation is, however, important too and modifies the attention span. Serious obstacles to attention in an assigned task may also have a negative impact on learning (Williams, Burden, 1997, p.15-16). Thus, attention is the ability to maintain concentration on a task. The length of the attention span depends on age, situation, or on the task itself. Primary learners certainly possess shorter attention spans than adults or older learners and therefore classroom activities should be short, varied, and specific to keep their attention.

Perception is also closely related to attention because both concepts relate to cognitive development. Perception is defined as an active process of perceiving something with the senses, thanks to which we can recognise, sort, and associate sensations, this also being an aspect of meeting reality (Sternberg, 2002, p.133, Piaget, 1997, p.33).

In fact, perception is a part of cognition while attention is considered a part of perception. Both develop gradually and affect learning processes. Both are important to a learner's cognitive development and should be considered in a teacher's plan for activities in a language class.

1.2.4 Speech Development and Communication

Halliwell and Vágnerová (1993, p.4; 2000, p.161) agree on several points concerning how a child communicates. To begin, a primary learner allegedly communicates differently according to the given situation or audience. A child can distinguish how to speak to a peer, teacher, or other authority. This differentiation comes from experiences in social interactions. In a group

of primary learners, the language is usually poor, children talk loudly, and use slang or nonverbal communication. On the other hand, communication between a learner and a teacher is different. It has different rules which must be obeyed, such as when learners may or may not speak, or situations when a learner's speech is systematically evaluated and corrected by a teacher. Both situations are very useful for acquiring methods of using language creatively as well as developing intonation, gestures, and facial expressions that children like to articulate. All those circumstances help them understand the message without exact knowledge of the language, even in their native tongue, since they do not understand everything. Purely verbal instructions, for instance, are confusing to them. Furthermore, speech development is directly connected to the development of thinking as well as other forms of communication (e.g. nonverbal communication) which are also created with the aid of thinking (Piaget, 1997, p.83). Undoubtedly, a child's native and second languages expand to meet new challenges while using the same skill of thinking and concentration on the message itself rather than on its form.

1.2.5 Creativity and Imagination

A child's creativity and imagination is important for learning and acquiring new information or skills. Using imagination and fantasy in a classroom is very enjoyable to children. Even teachers ought to accept an element of imagination and use games in their classes because it is natural for all primary learners to play. The processes of learning through games will arouse their curiosity and attention (Halliwell, 1993, p.7).

Primary learners between six and seven years of age especially benefit from activities where they can demonstrate their vivid imaginations, creativity, and creative use of language. They use a wide range of intonation patterns in their first language, even though they have a limited resource of words and grammar rules. They also tend to create new words, and the reason is a limited vocabulary. Unfortunately, learners can sometimes lose their creativity if the school environment doesn't encourage it (Halliwell, 1993, 4, Sternberg, 2002, p.418).

1.3 Primary Learners and Second Language Education

Generally, children learn their native tongue because they want to express themselves and need to communicate their feelings and thoughts about their surroundings. It is a communication tool that native speakers use their first language. By comparison, if children learn a second language, they also want to feel the opportunity of using the language outside the classroom, otherwise it does not make sense why they should learn it (Harmer, 1991, p.70). The biggest difference between native speakers and learners of another language is the opportunity to use the language,

because native speakers don't need to search for practical situations to use the language. Learners of a foreign language, however, must seek out situations where the second language can be used, and furthermore, without practice they can slowly forget the language. In the case of global languages such as English, even primary learners will frequently come across it outside the classroom, for example, in videos, films, or on the computer (Cameron 2005, p.11).

The Common European Framework of Reference for Languages explains the motivation for learning a second language as follows:

“In an intercultural approach, it is a central objective of language education to promote the favourable development of the learner's whole personality and sense of identity in response to the enriching experience of otherness in language and culture.” (CEFR, 2003, p.1).

According to CEFR, primary learners should reach level A1, which is described in the framework in all details. A basic user (level A1):

Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help. (CEFR,2003, p.24).

In terms of primary learner language development, Vágnerová (2012, p.98) and Ytreberg and Scott (1990, p.4) agree on the importance of learning languages, especially at the beginning of this period. Primary learners, especially at the age of eight, easily absorb a huge amount of new information while also beginning to understand language as a system of words with specific rules. They also understand the function of language and consciously notice grammar and other language features, such as ambiguity or formal expressions. Ytreberg and Scott (1990, p.5) refer to primary learner language awareness and eagerness, which can significantly contribute to successfully learning foreign languages as well as acquiring their native tongue.

Another important point worth mentioning in this chapter is that young children are considered better language learners than adults. Some experts argue that something like a critical period exists. It is a certain period after which learners have more difficulty in foreign language learning, whereas prior to this period, learning is allegedly easier (Ur, 2009, p.287). Brown (2000, p.58) supports this hypothesis, who stated that in terms of anthropological evidence and neurological considerations, there is evidence of more successful learning prior to a critical period that probably begins around puberty. Both authors agree on possible exceptions or

irregularities. Furthermore, this hypothesis may also be supported by personal characteristics and motivation. Undoubtedly, primary learners are measured against this hypothesis before the critical point in their language learning, thus teachers should motivate primary learners to acquire a second language, to help them learn language more effectively, assuming that their brains have the innate predisposition for that.

1.4 Motivation in Learning

As mentioned above, motivation plays an important role in second language learning. Motivation can come from different sources and Harmer (1991, p.51) categorized this as extrinsic and intrinsic. While extrinsic motivation occurs under the influence of external motivators, such as parents or the need to pass exams, intrinsic motivation is understood as a condition causing individuals to do something for their own satisfaction. If we apply previous knowledge directly to second language learning, Williams and Burden (1997, p. 116) refer to orientation in motivation.

The motivation to learn a foreign language might be reasoned by integrative and instrumental orientations. For example, when it is a learner's personal desire to study a language, then an integrative orientation takes a place. Instrumental orientation increases motivation when external factors are involved, for example, the future, career, or exams. It is always preferable when the learner wants to learn a foreign language because it is their personal intent, that they do it for themselves without the pressure to succeed.

2. VOCABULARY

2.1 Definition of Vocabulary

Ur defines the vocabulary as a set of all the words in a foreign language which a learner is able to use. (2009, p.60). She also mentioned the importance of naming the vocabulary as “items” rather than words as sometimes it can be misleading, since some vocabulary units contain more than one single word and represent a single idea, e.g. merry-go-round. (Ur, 2009, p.60). Each language has words and the process of learning words never stops as well as creating the new ones (Thornbury, 2002, p.1).

Thornbury (2002, p.1) adds that a word is a phenomenon that concerns more than a single category and thus it is necessary to mention all of them in this section. The first aspect of what creates a word are word classes. Each word plays a different role in a sentence, some words can be included in more than one category. The main word classes in English are: noun, pronoun, verb, adjective, adverb, preposition, conjunction, determiner. The second aspect are word families. Words have roots and by adding affixes, words change their grammatical forms. For instance, -ed for expressing past tense, -s for plural form of a noun. These forms of words inflexions and a word family includes the derivate forms of a word. The family of a word understand is following:

*Understands – understanding – understood – understandable – misunderstand
– misunderstood*

The next aspect of a word is word compounds. The second way of creating new words is compounding. It is the process when two or more independent words or eventually morphemes are connected. The following one is multi-word unit. The aspect when words which together create a meaningful unit and differ in a degree of idiomatical appropriateness, e.g. *year after year*. Another aspect of what constitutes a word is collocation. This is a combination of two or more words which are often used together in a way which is correct, e.g. *out of the blue*. Another aspect are homonyms. Those are words which have the same form, but different meaning, such as like in a form of a verb, preposition or adjective. Homophones and homographs belong into this group as well. Homophones are words having the same pronunciation, but different spelling. And the last group are homographs that work opposite. Those words have the same spelling, but different pronunciation. Following are polysemes. A word, a symbol, or a phrase having many different meanings. The example can be a word plain, its meaning can be simple or with nothing added or decorated in any way. Further aspects can be synonyms and antonyms.

Synonym means a word which has nearly same interpretation as another, for example, old and aged. Compared to that, antonym is a word with an opposite meaning to another, for example, old and young. Next are hyponyms. This term denotes the relationship between words, while a word (e.g. chair) creates a subcategory of a general class (furniture). Then, lexical fields is another aspect constituting a word. This expression is connected to words which have a common thematic relationship. They are usually connected to one idea and co-occur in a text (e.g. Christmas tree, fireplace, candles, etc.). Finally, the last one is style and connotation. The style is used appropriately according the situation (formal, informal). A lot of words can have a similar interpretation but can be used in various situations. What's more, the difference in one language can be found in different dialects (British, American) (Thornbury, 2002, p.1-12).

Furthermore, the vocabulary can be divided into two groups: active and passive. The active vocabulary consists of words a person uses on a daily basis and fully understands the meanings of the words. On the contrary, the passive vocabulary includes vocabulary items which a person recognizes but rarely uses in his or her own speech. In some cases, the passive knowledge of a word can be sufficient for maintaining the conversation and its mutual understanding between the speakers (Carter, 2002, p.239).

2.2 The Importance of Vocabulary Learning

From the vocabulary definitions mentioned above, it can be concluded that the vocabulary is an important feature of the language which should be learned in ESL classes since the very first lesson and this fact shouldn't be underestimated. In addition to that, Schmitt, Coady and Huckin (2000, p.124; 1997, p.5) declare that the knowledge of vocabulary and lexical expressions could be more important for a learner's communication rather than the knowledge of other language aspects. Common understanding of its importance also remarks Cameron (2005, p.72), who considers vocabulary as an extremely important part of learning a second language. However, vocabulary learning has not always been of that importance or perceived as a significant aspect of foreign language learning. In the past few decades, there were several approaches in which the grammar was strongly preferred (Richards and Rodgers, 1999, p.8). Thereafter, the lexical syllabus, meaning of the syllabus based on vocabulary and lexical units, was newly developed as equally valuable for the second language learning likewise the grammar (Thornbury, 2002, p. 14). Thornbury and Schmitt (2002, p.13;2000, p.124) show that the knowledge of vocabulary primarily creates a proper conversation more effectively than the acquaintance of

grammar. Next, not only that the learners will become better speakers, they will also be better listeners because they will have wider vocabulary which enables them to be more advanced. The issue is no longer whether or not to concentrate on vocabulary learning, but whether learners learn vocabulary effectively and correctly.

2.3 Learning New Words

2.3.1 The Process of Learning New Words

Learning new words is a complex process. It concerns two approaches to vocabulary acquisition. The first one is an incidental learning, in which children learn new words through everyday experience, just throughout the listening, reading or by a permanent presence of native speakers. This indirect way is more typical for the first language development. With regard to the second language acquisition, it could take much more time to come across and get familiar with less frequently used vocabulary items (Schmitt, 2000, p.120). The second approach is explicit learning, which occurs in every language acquisition. In this case, students are led to learn new words separately and primarily intentionally. Undoubtedly, both types of learning are very valuable for learners because each type has its benefits. Intentional vocabulary learning provides learners with immediate knowledge of the meaning, but a learner is supposed to learn the vocabulary in a specific order according to the curriculum, whereas in incidental learning a learner comes across the vocabulary in a random arrangement (Schmitt, 2000, p. 120).

Furthermore, learning itself is not only remembering some information, but it is more an active process and only when an item to be learned is arranged and organized by the learner, it can be passed into the memory and finally used in a real-life situation (Petty, 2009, p.22). Referring to the vocabulary, Schmitt and Ur (2000, p.5; 2009, p.60-62) explain that learners must be aware of many features of a word in order to successfully acquire new vocabulary items; primarily its spoken and written forms, the meanings of word, or translation and its grammar behaviour. These characteristics are most probably the first which learners will come across, and thereafter the learners should be familiar with collocations, register, word formation, and related associations of the word.

Schmitt (2000, p.6) also confirms that not necessarily all kinds of the listed knowledge are needed to be learned all at once, but rather gradually as the learner's language knowledge is being further enhanced. In case of primary learners, who should be at the level A1, not all of these features are appropriate for them to be taught. Primarily because learners are not able to apply all of these features in their own speech as well as they are not able to understand all of

these features in other language resources with the exception of these which are intended for them. To illustrate it more specifically, it is not necessary for the learners to learn all forms of irregular verbs if the learners haven't started to learn past tense and the only verb form they need is the base form. Thus, teachers should consider which knowledge of a word their learners need to know in a certain period of the language acquiring (CEFR, 2003, p. 24-33). Basically, for the A1 level learners it is the most important to learn meaning, spoken and written form of a word as A1 learners have very limited control over grammatical structures and basic vocabulary range (CEFR, 2003, p.114). Firstly, there is a meaning which can be translated into the learners' first language, explained in the targeted language, or illustrated through any of didactic aid, such as, pictures, or sounds. Secondly, learners have to come across the form of a word which can be divided into; spoken and written. The spoken form is focused on a sound of the word and its pronunciation, so the learners should be able to recognize how the word sounds like and how the word is pronounced correctly. Whereas the written form is focused on what does the word look like and how the word is spelled and written, so that the learners will be able to recognize the word in a text and will be able to write it correctly. (Thornbury, 2002, p.15; Nation, p.40). Accordingly, the spoken and written form and the meaning of a word are the most important features that should be learned by primary learners whose level is A1, primarily because of the vocabulary learning sections in textbooks for A1 learners, which are focused only on the meaning, spoken and written forms of a word, and secondly, it results from CEFR's definition of A1 learners (CEFR,2003, p.24). Other additional features such as, possible collocations, word formations, associations, or register and frequency can be possibly taught later on even with regard to the topic chosen for the practical part.

Thornbury (2002, p.18) furthermore compares the difference between acquiring the mother tongue and to the process of acquiring the second language vocabulary. While in the first language, children learn words which are firstly labelled, then processed and finally interconnected, for the example, words *chair* and *furniture*. A word chair is connected with the word furniture which is its superordinate term. It follows, that if children learn a second language they already have these interconnections and conceptual system between vocabulary items created in their first language so that the associations are already established even for the second language. Anyway, the associations in the second language are usually not as fixed as in the first language and it might be also mentioned that at this stage learning a foreign language is similar to the mother tongue acquisition (Ytreberg, Scott, 1990, p.4).

2.3.2 The amount of words which the learners should know

The size of a lexicon which learners have in their first language is naturally much wider than the amount of words having acquired in a second language. Several authors, such as, Schmitt declare that an average native speaker acquires approximately 20,000 word families, the groups of words in which a base form of a word and all inflectional forms and derived forms of the word are included (Schmitt, 2000, p.3). The same number is confirmed by Thornbury (2002, p.20), who reports that second language learners extend their vocabulary much slower than in their native language. This slow progress is mostly caused by the number of the second language lessons which the learners have in comparison to the amount of time they are exposed to their native language.

The number of words each learner needs depends on the purpose of their learning. An average non-native speaker who doesn't use the language on a daily basis, needs only the most frequent words and this is about 2,000 items. Compared to that, an advanced learner has roughly 5,000 word families and this number is undoubtedly changing as learners are failing to remember all of them properly and on the other hand, learners are still acquiring new vocabulary items (Thornbury, 2002, p.22). Thornbury (2002, p.76) further mentions that the number of new vocabulary items which should be learned at once depends on the language proficiency of the learners or their awareness of the words. According to Richards (2002, p.260), the adequate number of new words is 5 or 7 at a time. But, for example, textbooks usually contain a dozen items for one topic. It should be also taken into account that not all word features might be learnt and that not all vocabulary items are in one's active vocabulary, as I have already mentioned earlier in this chapter.

2.3.3 Children's vocabulary knowledge

Another factor in vocabulary learning is the age of the learners. For instance, primary learners learn differently from adult learners and it is also closely related to the register of words each learner needs (Piaget, Inhelder, 1997, p.82). This topic was discussed in more detail in the previous chapter. Contrary to primary learners, an advanced adult learner probably needs to learn more complicated collocations and word structures and in the same manner they usually need more specialized, sometimes even technical vocabulary. On the other hand, primary learners need to learn specific vocabulary related to the objects that are around them and often occur in their lives. Gradually, the abstract concepts can be introduced to them (Ur, 2009, p.81). Equally important is the repetition, without it, the learners can forget words and all its features completely. Especially children need to constantly activate their vocabulary and to use them

frequently. The fact is that people forget more immediately after the learning and the longer they repeat and therefore remember the item, the lower is the probability that they will forget. As shown previously, the repetition has to create an indispensable role in second language classes, particularly after new vocabulary items were learnt (Thornbury, 2002, p.24).

2.3.4 Strategies for Learning New Words

The reasons why it is important to learn vocabulary were already mentioned above in this chapter. Simply said, without the knowledge of vocabulary learners wouldn't acquire the language. Thereafter, it was also noted that the process of remembering new information is not easy and that not all pieces of new information are successfully stored in the long-term memory, so the following text will be focused on strategies which help learners to remember new items permanently.

Learners often use some strategies which help them to learn new vocabulary. What can be quite complicated is to define what a strategy is. Williams and Burden (1997, p.145) give us an explanation in which they claim that a strategy is "...a series of skills used with a particular learning purpose in mind...learning strategies involve an ability to monitor the learning situation and respond accordingly". The learning strategies are commonly recommended by teachers and experts and facilitate the process of learning. Schmitt, Williams and Burden (2000, p.132-133;1997, p.144-145) share very similar opinions about learning strategies while the first one is that learners must be active in the process of learning new vocabulary and use strategies which suit them most. Obviously, not all strategies are suitable for every learner, but it is highly recommended to try all of them and thereafter decide which of them are the best for each learner. There are various kind of strategies. Social, communicative, and cognitive are often favoured. Cognitive strategies are mostly mechanical and primarily it is repetition, memorizing, or taking notes on vocabulary. Some strategies are used consciously and some of them we can use unconsciously. Strategies can be sometimes observed when they are repeated aloud and sometimes it is impossible to observe them. To choose an ideal strategy, learners or their teachers must consider their level of proficiency and the overall context of the activity.

Above that, some of those strategies are defined by Schmitt, Williams and Burden (2000, p.135-136; 1997, p.144) as cognitive, metacognitive and social skills. Cognitive strategies are those connected to learner's active involvement and intentional manipulation of language to successfully improve the learning. Metacognitive strategies involve strategies which help to organise learning. Thanks to these strategies the learners can ascertain if their learning is

effective enough. The last type of learning strategies are social skills which enable interaction with other learners to improve the language and their mutual understanding.

The authors (Williams, Burden, 1997, p. 144) remark that the most used strategies are, for example, to practice because a single item must be repeated several times to be remembered and become a part of a learner's vocabulary. So, there is a need to repeat new items as soon as the students learn them. The immediate repetition can be in a form of a game, for example. Secondly, it is a proper listening which helps to differentiate words. Next, learners should examine themselves whether their knowledge are stored in long-term memory or they can create their own phrases, or sentences containing the new vocabulary items. Other strategies are reckoning what the word can connote or applying existing items to new formations of spoken and written form.

Authors Schmitt, Williams and Burden and Dornyei (2000, p.133-135; 1997, p.144-146; 2005, p.169) show concrete examples of learning strategies and I have chosen some of them which can be used by primary learners according to their age and a level of proficiency, which I have mentioned above. The first example of strategy for leaning vocabulary is repetition owing to the fact that primary learners enjoy repetition which give them confidence to acquire new skills and allows them to actively participate. It is a powerful learning tool and helps learners to establish connections in their brains and to remember new information. Learners can repeat new words in written or verbal repetition. Second and probably the most basic strategy is taking a word list with all new vocabulary items. This enables learners to check not only new words but at the same time they can repeat older items. The list of words is useful because teachers can add pronunciation of each word and their first language equivalents and the learner have a more complex insight about the words. A metacognitive strategy can be the use of songs, movies, word texts, or didactic games containing new vocabulary topic. Another useful strategy is to analyse words with any available images, pictures, or gestures. The next one is guessing the meaning because sometimes are learners able to estimate the meaning without items. The last strategy which I have chosen as adequate for primary learners is asking for repetition. In this case, a teacher is required to repeat the word again and say the word again or additionally use another strategy, e.g. a picture, to support learners.

Learning strategies are a useful tool for learners to actively and consciously learn new vocabulary and in addition to that, those strategies help learners to build their autonomy because it is their choice to choose which strategies they prefer (Dornyei, 2005, p.173; Williams a

Burden, 1997, p.144). There exist many different kinds and categorizations of learning styles but the most important is that they help learners to achieve the knowledge of a subject matter. From the knowledge about learning strategies gained in this chapter I will try to create a set of games for the practical part, because apart from the age, factors influencing memory and others, learning strategies are another criterion important for setting didactic games.

2.3.5 Aspects that make a word difficult

Learning new words is a process which is not always easy and many criteria are involved. Firstly, it depends on our physical health, surrounding, time, and on a lot of other aspects. Besides that, some words can be seen as easier to learn and some can be seen as more complicated to learn or to remember. Thornbury (2002, p.27) claims that it is natural for everyone to learn some new words more easily than others and that the easiest words to remember are those which form and meaning is similar to their first language equivalents. From the list of words used in the practical part, it is predictable, that the words *orange, cereal, chocolate, yoghurt, banana, chips, pizza* and *salad* will be easier for the learners to learn, because their Czech equivalent are either the same or similar. Detailed description of possible difficulties is included in the practical part. Correspondingly, Carten (2002,p.195) says that words which have contrast relations in the first and second language are complicated to learn. In case of the words used in the practical part, words *sausages, fish, vegetables, potatoes, chicken, egg, apple,* and *ice cream* can cause some difficulties as the pronunciation, spoken and written forms in both languages differ.

Other factors that according to Thornbury (2002, p.27) can cause some difficulties in vocabulary learning are pronunciation, spelling, length and complexity, grammar, meaning, and range, connotation and idiomacity. Since this paper deals with primary learners, the possible complicating factors can be pronunciation, spelling, length and complexity, and meaning. Pronunciation can be difficult to learn for some learners as Czech phonetic system differs from English. The next tricky feature is spelling that varies also in both languages as English often has dissimilarities in spoken and written forms of words. Next, length and complexity can be troublesome as longer words seem to be more complicated for remembering and pronouncing. Finally, meaning is another problematic feature, especially, if a word has more than one meaning, or if it deals with a culture specific item with different associations in the first and second language Thornbury (2002, p.28).

3. DIDACTIC GAMES

3.1 Definition of Didactic Games

Games can play different roles in a language curriculum. Traditionally, games are used at the beginning of a lesson as warm-up activities and at the end of the lesson to fill in last few minutes if there is not enough time for more complex activity. However, the aim of this thesis is to create a set of games thanks to which learners will be able to learn new vocabulary, in other words to form games which will have a didactic purpose and a didactic aim. Therefore, the thesis will deal with *linguistic games* (Hadfield, 2007, p.4) which purpose is to use the language (in this case vocabulary) correctly.

The meaning of the word didactic explains Skalková (1999, p.13), as educational, instructional, or intended to teach. Whereas a game is interpreted by Hadfield (2007, p.4) as: “an activity with rules, a goal and an element of fun”, Richards and Schmidt (2010, p.239) claim that the learners communicate together during an activity through written or oral form. And Osborne with Rubinstein (1994, p.2) emphasize that the fundamental part of each game is a player who always makes further decisions in games.

3.2 Types of Didactic Games

The classification of didactic games can sometimes differ, each author has his/her own classification. For instance, Lee (1979, p.65) states that kinds of games are: structure games, vocabulary games, spelling games, pronunciation games, number games, listen-and-do games, read-and-do games, games and writing, miming and role-play, and discussion games.

Hadfield (2007, p.4) further mentions that there exist two kinds of games: *competitive* and *cooperative*. The first kind which often reminds of individualistic work is focused on an accomplishment of an activity objective and to be first and to win. The second kind has a common goal and students are divided into groups and encouraged to work together.

Nevertheless, Hadfield (1999, p.8) says that games can be classified differently into eight categories which are described below:

- Guessing games – Players guess an information which is denied to them.
- Search games – Players must obtain the maximum amount of information available to solve a problem or to fill in a questionnaire.
- Matching games – This kind of games is based on exchange of information involving matching pairs of pictures, cards, etc.

- Matching-up games – The group of players must reach an agreement while each player has different instructions.
- Exchanging games – The aim of this game is to get an article, cards or ideas which the player wants.
- Collecting games – Players must collect cards in order to complete a whole set.
- Combining games – Players need to act on certain information and arrange themselves in groups based on a similarity.
- Arranging games – The goal of this game is to arrange, or order acquired pieces of information in a specific sequence.

Besides that, whereas Hadfield (2007, p.4) added a role-play only as an important technique for game-like activities because she sees it as another tool for using the language, but Lewis and Bedson (1999, p.17) include the role-play into their classification of games and consider it to be another type of didactic games. However, role play games are activities in which a learner plays a different character, basically it is not as important as the language he/she uses. According to the information, it can be deduced that a role-play can belong to both classifications and that all authors are right.

Categorization of didactic games, regarding their typology, is not the only one categorization, games can be as well classified according to the class organization which is explained by Harmer, Wright, Betteridge and Buckby (1991, p.114-125; 1994, p.4). They say that four types of grouping exist: an individual work, a pair work, a group work, and a whole class working together. For classroom games, the group work and the pair work seem to be the best of them, those two enable learners to work with a support of their classmates, but they still have a lot of space for communication. To put it differently, if all learners work together they have a limited space for using the targeted language which is not favourable for their language improvement. Both, the pair work and the group work can be easy and fast to organise and provide enough space for each learner to speak and listen. Additionally, the teacher can help each group, or pair while others are working. The group work is appropriate if the game require more than two players. The only disadvantage of the group work is that it can be noisy which conversely may denote the activity of all participants (Harmer,1991, p.117). Sometimes teachers choose group leaders whose role is to have a responsibility for the whole group, but groups without their leaders cooperate equally good (Wright, Betteridge and Buckby, 1991, p.114-125).

3.3 The Usage of Didactic Games in ESL Classes

Using games is a useful strategy to encourage language acquisition. The involvement of didactic games into the education enables children to learn in relaxed atmosphere and provides the opportunity to use the language for real communication in the classes. Games also help many learners to maintain their interest in a foreign language learning (Wright, Betteridge and Buckby, 1994, p.1). Didactic games can be used in every area where the education is comprised, more precisely, in every subject and even in extra-curricular activities. Moreover, games are activities which usually engage learners' attention the most. Primary learners are especially used to learn through didactic games, songs, or puzzles (Harmer,2001, p.11;25).

3.4 Didactic Games and Primary Learners

If teachers create a game, they must remember who their learners are and consider their age and their level of proficiency. The age of learners has been discussed several times in this paper as an important feature for creation of activities, strategies, and overall managing of lessons. Equally important is the age for selection and alternation of didactic games. Apart from that, it was also discussed that primary learners learn differently than, for example, adult learners and bearing this in mind they usually start learning words which are immediate in their environment or words with which they are already familiar with and gradually start to learn much broader and abstract concepts. According to Read (2007, p.85), games could help primary learners to:

- associate vocabulary items with their meanings and help them to recall those items
- think about the meaning of each word
- inform them about the correct spelling
- strengthen connections between words
- individualize vocabulary learning
- be able to derivate meanings of new words
- cooperate with others

When the learners know how to manage their work, the next important point is introducing games to learners. To start, learners should be told what they are supposed to do by a teacher. Secondly, a teacher can demonstrate what the game should look like and play a trial for them. Then the instructions and any key language that the learners will need for the game must be shown to them. In the first try, the key words can be written on a board and later it can be deleted (Wright, Betteridge, Buckby, 1994, p.6).

3.5 Other Aspects of Didactic Games

Through games learners can develop a variety of other important skills, not only the language. Games can easily change the pace of a lesson and increase learners' motivation and also split up formal learning units as well as exhilarate students' energy (Carrier, 1985, p.6).

Then, Read (2007, p.150) speaks about all characteristics of didactic games because games are not only educational. They also develop social and cognitive skills, as learners have to cooperate together. Children play some games to reach a non-linguistic goal, for example, if the goal is who will be the first, which usually means that even though the goal is not linguistic, players must use the targeted language, without being aware of this, to win the game (Read, 2007, p.150).

Games fantastically reflect the real world because every game has its rules, strategies, and a goal. Thus, children learn that rules have to be obeyed and that cheating is not allowed. What's more through the games they can learn that a loss is natural and help them to create stable relationships between the classmates and can help to create new friendships and relationships in which they learn cooperation with others.

3.6 Advantages of Didactic Games

The environment of ESL classes unfortunately does not offer much space for a real usage of the targeted language, so learners have to take advantage of using the language when possible. For this reason, the integration of didactic games into the second language classes is one of the best solutions. Correspondingly, Wright, Betteridge, and Bucky (1994, p.i) add that through didactic games learners can see games as a great chance how to use the knowledge they already have and to use the language as a real communication tool because as I have mentioned above, not all games have a linguistic goal and the players use the language as an aid for the goal achievement. For example, if players are supposed to guess some information, they are supposed to use the language in order to reach the information. Equally important are games for effective learning and remembering new information (Škoda and Doulik, 2011, p.38-39), which help learners to naturally remember them while having fun.

3.7 Disadvantages of Didactic Games

Time will be probably the biggest disadvantage of didactic games. If there is a reason why teachers don't use games in the classroom it is probably a matter of time which teachers must spend on preparing each game, then explaining rules of a game in the classroom can be sometimes a bit time consuming because teachers must be sure that all players understand the

goal and instructions of the game. Then, it is a disadvantage for learners that they sometimes spend a lot of time by listening and understanding the rules and then there is not much space for the game itself. Teachers must also consider if the game is engaging for everyone, otherwise the learners can spontaneously misbehave and easily become demotivated which is not desirable (Cameron, 2005, p.21). The third disadvantage can involve classroom relationships. Teachers should be careful in creating groups because children can be incidentally forced to cooperate with someone who they don't like (Hamer,1991 p.120-121). The last disadvantage is connected more to psychology and the reason is that not all learners are extroverts and some learners can feel to be ashamed to appear in front of a whole classroom and perform some types of tasks, it concerns individual work mostly. But if teachers consider all those negative aspects of playing games in the classroom, then the games can bring positive atmosphere in the classes and help the learners with learning.

4. DIDACTIC PRINCIPLES

Didactic principles are proposed propositions which should regulate the process of learning. Basically, they are general recommendations for teachers suggesting possible ways in which to create the efficiency of the educational process (Kalhous et al., 2009, p.268). The principles can also help to adjust didactic games to make them as effective for the process of learning as possible.

Unfortunately, a set of principles from which authors derive their findings does not exist and each author adjusts those principles accordingly to their needs. Černá and Píšová (2001, p.8) claim that among the general principles belong:

- The principle of clarity
- The principle of adequacy
- The principle of awareness
- The principle of purposefulness
- The principle of orderliness
- The principle of permanence
- The principle of activity
- The principle of independence
- The principle of an individual approach
- The principle of feedback
- The principle of relationship between theory and practice
- The principle of complexity

Secondly, another ensemble of principles distinguishes Kalhous et al. (2009, p.269-271). He defines the following principles:

- Complexity
- Scientism
- Individualization
- Relationship between theory and practice
- Awareness and activity
- Clarity
- Continuity and adequacy

(Kalhous et al., 2009, p.269-271)

I have intentionally chosen those two sources which are related to the educational environment of the Czech Republic because the cultural background can affect grouping and the process of creating educational principles in classes. From the principles mentioned above I have created a set of principles which can contribute to vocabulary learning of primary learners. And those principles will be further introduced in this chapter.

4.1 Principle of Awareness and Activity

The awareness basically means that learners should comprehend that they are doing something (mentally or physically). Even the principle of activity presupposes a constant growth of knowledge and active participation of learners in the process of instructing. The importance lies on the connection of mental and manual work, which, if taken together, ensure favourable conditions for not being passive. For the accomplishment of such principle, a learner should be encouraged to cooperate with peers, to work on their own, or participate in whole class activities, such as, games, or performances (Kalhous et al., 2009, p. 271).

4.2 The Principle of Clarity

This didactic principle is realized in direct and visual way when the learners are exposed to the use of a wide range of teaching aids, e.g. visual support, projection, or other materials thanks to which learners can better understand the subject matter. Especially, learning vocabulary can be completed by pictures or gestures. Then, particularly, the implementation of visual aids helps learners to remember the items that they are supposed to learn and develops the emotional influence of visual perception (Kalhous et al., 2009, p.271).

4.3 The principle of Continuity and Adequacy

This principle responds to the well-known fact that if new pieces of information are absorbed in a logical order then they are more easily remembered and later used. So, this principle applies several different concepts which help learners to learn systematically. Firstly, learners should learn from known to unknown. Secondly, they should work with concrete concepts and examples first and then subsequently with the more abstract ones. Thirdly, learners must start with learning of the easiest and gradually progress to more complex and complicated items. This whole principle also concerns the curriculum planning because learners must learn systematically and little by little. The curriculum must be adjusted as well, according to the psychological and physiological development (Kalhous et al., 2009, p.271).

4.4 The Principle of Individualization

Individualization of learners takes into account individual peculiarities, his/her age, psychological and physiological development, sphere of interest, etc. Each learner prefers different activities in the classes and the teachers should provide all the learners with opportunities to try different varied activities and methods for learning so that all learners do at least one activity which is interesting for them in order to create a fair environment. This principle is taken into account if teachers use the game-like activities in their classes. A wide range of activities which can be done in the classes is available, nevertheless this may become less efficient if teachers don't permute the activities and still use the same ones over and over again (Kalhous et al., 2009, p.270).

4.5 The Principle of Feedback and Relationship between Theory and Practice

The theory must be related to the practical usage otherwise learners don't see any relation between them and the theoretical knowledge is not acquired properly. They have to see that there is a space for practicing in the lessons and that the knowledge can be put into practice. Especially in learning vocabulary, learners should apply those new words into sentences in order to be able to use them outside the classroom. And this is closely related to the feedback because a teacher has to be sure that all learners understand the subject matter and that they are able to use it. Differently, it is worthless to continue with a new topic (Kalhous et al., 2009 p.270).

PRACTICAL PART

5. THE SET OF THE DIDACTIC GAMES

5.1 Introduction

The practical part of the thesis deals with creating a set of didactic games focusing on vocabulary for primary learners and is supported by ideas discussed in the theoretical part. The aim is to design a set of games as helpful tools for primary learners to acquire a new vocabulary set. For this component, a primary school in Čeperka was selected, the final set of games lead up to third grade level, and the games specify lexical fields (School Educational Programme ZŠ Čeperka, p.63).

The set of games focuses on Food and Beverages as a theme and comprises eight games designed for English lessons over one-month period, with two English lessons per week. The set is sequential, starting with activities primarily focused on meaning and the spoken form of words, followed by more complex games as other word characteristics are introduced, such as the written form, which is more complicated because primary learners do not have much experience with writing in English yet. All the games support collective work and cooperation with peers. The teacher must be responsible for class organization and satisfy the need for diverse learner groups, primarily because didactic games have many aspects supporting the development of social and cognitive skills apart from their didactic aim. Therefore, learners ought to change their teammates and be able to cooperate with anyone, which is more specifically discussed in *Chapter 3. Didactic Games*. Each game follows the didactic Principle of Continuity and Adequacy, because the games and lexical field are arranged in logical order and assume that primary learners should begin with concrete concepts. The Principle of Clarity is also employed, as each game contains visual support. The games provide learners with opportunities to try different activities and apply the Principle of Individualization.

Selection of target vocabulary is the teacher's choice primarily based on the textbook the class is using and other specific requirements for the teacher or learners. As mentioned in *Chapter 2. Vocabulary*, a course book includes a dozen words in each lesson which should be introduced to the learners. It was also mentioned in the *Chapter 2 Vocabulary*, that learners can remember from 5 to 7 items at once, but games operate with all items as it is presumed that learners will remember some of the words more easily than others. So, that is why we can use all the words from one topic in all games because some of the words will learners remember since the first

lesson and the more complicated words will be displayed to the learners repeatedly. For the purpose of this paper, the list of words is taken from cards of words added to Chit Chat 1, which use learners of primary school in Čeperka. These exact words are also used in textbook exercises (Shipton, 2015).

- *Potatoes, chips, pizza, chicken, sausages, salad, vegetables, fish, egg, apple, cereal, burger, orange, chocolate, yoghurt, banana, ice cream*

Each game is evaluated individually in accordance with the criteria below to fulfil the findings of the theoretical part of this thesis.

Evaluation Criteria:

- I. Suitability of the game for the specific age group (primary learners) – the game must be suitable for primary learners to be able to understand the game and obey its rules (as described in *Chapter 1. Primary Learners*).
- II. The benefit for vocabulary learning – this criterion examines whether the game focuses on vocabulary acquisition (as described in *Chapter 2. Vocabulary*).
- III. Aim/s of the game – each game must have a didactic aim for the game to be considered didactic (as described in *Chapter 3. Didactic Games*).
- IV. Accordance with didactic principles – the last criterion focuses on consistency with didactic principles (as described in *Chapter 4. Didactic Principles*).

The overall aim of the set of games:

In this set of games, students will learn and practice the proper written forms, meaning, spelling and pronunciation of 17 vocabulary words and then they will be able to use the words in short sentences and dialogues.

Word analysis

It is important to realize that learners will find some words easier to remember than others because some of them are almost identical to their Czech equivalents (*Chapter 2.3.6.*). Each word from the list will be discussed separately to analyse potential problems words may cause learners.

Potatoes – This word might be quite difficult for Czech learners as its pronunciation is distinctly different from the Czech one. The first and last syllables contain a schwa sound and the primary stress is on the second syllable, which is quite challenging.

Chips – This vocabulary item may cause some troubles with translation, particularly there is a difference between British and American English. Chips is in American English translated as French fries, which can be confusing for the learners. What's more, Czech learners are used to use a word chips more often for expressing crisps. On the other hand, the word is often used by the learners in their everyday life, so they easily recognize the pronunciation.

Pizza – The word pizza is probably known to all learners as the meal is widely expanded in the Czech Republic. The only problem might be the pronunciation as the p is aspirated.

Chicken – This word is not similar to its Czech equivalent, thus learners might have some difficulties in remembering it. Secondly, the pronunciation may be difficult at the beginning because the ch [tʃ] sound is pronounced differently than in Czech language [č]. Then, the e is pronounced as [ɪ].

Sausages – Even this word can be quite tricky for students because there are no similarities with the Czech equivalent. The proper pronunciation is ['sɔsɪdʒɪz]. The problematic parts can be au – pronounced as [ɒ] and g – pronounced as [dʒ].

Salad – The word salad is very close to the Czech translation. The only possible difficulties could be the first a – pronounced as [æ] and the schwa sound [ə] which is almost at the end of the word.

Vegetables – The pronunciation of this word is very alike the previous two items. The pronunciation contains [dʒ] sound and a schwa sound [ə]. But the most troublesome seems to be the schwa. The Czech written form also differs.

Fish – The pronunciation doesn't seem to be difficult for the learners. The important is only to remember the [ʃ] sound at the end of the word. The written form is not similar in Czech.

Egg – The pronunciation of the word egg will not be tricky, as there is almost no difference between the written and spoken form of the word. The only difficulty might be in translation and double g in its written form.

Apple – Remembering the Czech equivalent might be quite difficult and the possible difficulties in pronouncing the word is that the a at the beginning of the word is pronounced as [æ] and an e letter at the end is silent.

Cereal – This word could be easily remembered thanks to the similarity to the Czech translation. Because of that, there might be problems with pronunciation which differs in the languages. The first problem might be the first syllable ce which is pronounced as [sɪ], the second syllable also contains e sound and the last third syllable contains a schwa sound, which is hard to pronounce for Czech learners.

Burger – Burger is nowadays often used by Czech learners so there is almost no need for translation. But there is still a difference in pronunciation, especially in the first syllable where a letter u is pronounced as [ɜ:]. Anyway, the primary stress lays on the first syllable which is easy to pronounce for Czech students and the schwa sound at the end probably would not cause any difficulties as Czech speakers don't pronounce the e letter in this word either.

Orange – This word is ambiguous as the first meaning is a round citrus fruit and the second one is a colour. This ambiguity might help learners to remember the fruit. They also know the pronunciation as it is the same and colours are usually learnt before the food vocabulary.

Chocolate – There is a similarity to the Czech translation and it can also help learners with the correct pronunciation as the ch [tʃ] sound + o is pronounced in the same way as the first syllable of the Czech equivalent *čokoláda*. Whereas the pronunciation of the second syllable can cause some troubles. Especially the schwa and silent e at the end of the word.

Yoghurt – The visual aspect of the word is similar to its Czech equivalent. The biggest difference is in their written forms, so the difficulty could be the first letter and the letter h which the Czech misses.

Banana – The written form of the word is very close to the Czech translation which can be an advantage in remembering it. On the other hand, the disadvantage can be the pronunciation which differs in the languages. The first syllable of the word contains a schwa sound and the last letter a is silent.

Ice-cream – This word could cause some difficulties especially if learners are not familiar to the word ice. The most difficult part of the proper pronunciation is probably c letter, which is pronounced as [s] in the word ice and as [k] in the word cream.

All the games included in the practical part were chosen according to criteria mentioned above from several sources, because it is extremely important to choose the games carefully. Randomly chosen games don't have to fulfil the function of the learning which is effective for learners. I have tried to choose the games and their order exactly as it is beneficial for the learners. Because of this fact I have used several different sources to collect the final set of games. The most important was to find games which can be applicable for the specific topic as well as their mutual continuity, since I wanted to make a set which will create a unit of games linked together.

5.2 Healthy/Unhealthy?

A detailed description of the game can be found in an Appendix A.

The new vocabulary should be introduced to learners in a very friendly and casual way. The learners probably meet the vocabulary for the first time and a teacher cannot expect them to use the words confidently and independently. That is the reason why the first activity only introduces them the words they will learn in next lessons. They will also use cards with pictures which will help them with translation and according to this, learners can decide whether the food is healthy or not, because they are already supposed to know that regardless their second language knowledge.

EVALUATION: The cards used in the game assist primary learners in imagining all the words they learn, and as mentioned in the first chapter, young children are more likely to learn concrete words that they already know in their native language and that occur often in their environment (*Chapter 1. Primary Learners*). This activity should primarily be an introduction to the theme of food and beverages and should gently introduce written and spoken forms of the words to learners. When introducing new words to learners, it is important to start with their meaning and form – spoken or written, or both at once, but for the very first lesson the spoken form is enough, as described in *Chapter 2. Vocabulary*. The game-like activity briefly presents the

concept of each word as an image without offering a Czech equivalent, which the learners naturally decode according to the image. At the same time, the class discusses healthy and unhealthy eating habits. The didactic aim of this activity is to introduce new vocabulary and discussion of each word is appropriate in which teacher will ask learners what is healthy and not. By the end of this activity, learners will be able to evaluate whether the food items are healthy or not and they will become acquainted with new vocabulary topic. Additionally, according to the didactic Principle of Continuity and Adequacy, learners should start learning at the easiest level and progress to a more complicated, which this game encourages (*Chapter 4. Didactic Principles*). Lastly, modulation of voice (speaking, whispering, shouting, singing) can also help learners with remembering new items.

5.3 Food Graph

A detailed description of the game can be found in an Appendix B.

The second game follows up the previous one which was primarily focused on familiarization of new words to the learners. This game uses the basis of the first game and makes learners to decide whether the food is healthy or not. They can use their notes or dictionaries from the previous lesson which shows that learners will not be able to remember either the written or spoken form of the words. But this activity is a great way of repetition when they can focus on translation and the meaning of the words in their native language, which might be the first step in learning new words. For this game it is extremely important that the teacher can help learners with the correct pronunciation and their aloud repetition of the words, that prepare learners for the next games in which the spoken form of the words is required. To sum, this game is a way of repetition of the word meanings and at the same time it helps learners to get ready for the activities based on proper pronunciation.

EVALUATION: Following a sense of continuity and using words primary learners know from their surroundings is highly recommended, and because the length of the game is short, the activity is suitable for this age group (*Chapter 1. Primary Learners*). The previous game focused mainly on introducing new vocabulary and partially on eating habits, whereas this game concentrates on defining what is healthy and unhealthy, and repeating spoken forms, and identifying the written forms of the new vocabulary. By the end of this activity, learners will be able to differentiate food vocabulary to healthy and unhealthy and correctly pronounce the topic vocabulary. Repetition is the most important activity for remembering new vocabulary items and should be done many times (*Chapter 2. Vocabulary*). The last, optional activity when

learners give an example of their classmate's favourite food helps focus the learner's attention while other learners are speaking, as they have to listen to be able to answer the teacher's question. Even this observation helps learners repeat new vocabulary as learners give different answers. This game also prepares students for learning additional word characteristics, more specifically, for the written forms of new words. The Principle of Clarity is demonstrated because thanks to the drawings, learners can more easily recall the vocabulary (*Chapter 4. Didactic Principles*).

5.4 Snap!

A detailed description of the game can be found in an Appendix C.

The third game is focused mainly on the use of the names of food and recognition of their written forms. This game also builds on the knowledge of the previous games which were focused primarily on translation. The next step ought to be just the recognition of the written and also spoken forms of words as the cards are provided with written as well as visual support. This game is a useful connector between the second game and fourth game because the previous game is focused on practicing of the meaning of a word and now as the learners are aware of that, they can start practicing spoken and written forms which could be quite tricky for non-native speakers, because the next game is narrowly focused on the written forms.

EVALUATION: Snap is a game requiring fast decisions and careful observation. As the game is quite quick and very specific, players will be able to concentrate and enjoy the activity. Learners are provided with the visual support to remember vocabulary items more easily (*Chapter 1. Primary Learners*). The activity focuses on connecting the spoken and written forms of the words, since the English language has different forms for each. Czech primary learners especially need more practice connecting these two word forms as Czech language directly links letters to specific sounds (*Chapter 2. Vocabulary*). Apart from the linguistic aim, this activity supports the learner's attention and communication skills (*Chapter 3. Didactic Games*). It also encourages learners to use the language in a real situation, reinforcing the target language and new vocabulary naturally to successfully acquire the skill. This indicates the Principle of Relationship between Theory and Practice (*Chapter 4. Didactic Principles*). By the end of this activity, learners will be able to use the names of food and recognize their written forms.

5.5 Blackboard Crossword

A detailed description of the game can be found in an Appendix D.

As mentioned above, the next step in learning new vocabulary topic is to learn the written form of the words. It is important to properly practice the spelling of the words as the Czech learners might have some difficulties in spelling the words correctly, because they are used to the written forms which accurately reflect the spoken forms. This activity can help learners to remember the spelling of the words and it also requires a total concentration at the same time. Obviously, remembering the written forms require more than just this exercise, hence, the next activity will be also focused on the written forms.

EVALUATION: The repetition of vocabulary in this game strengthens the process of fixing new items into long-term memory. As was discussed in *Chapter 2. Vocabulary*, knowing vocabulary means more than knowing the meaning of a word. One of those further characterizations is also knowing the written form of the word, which this game practices and is also the aim of the activity. It is assumed that learners already possess knowledge of the meanings and spoken forms of the vocabulary. The Principle of Awareness and Activity is also used because active participation in the process of learning is extremely important, and this activity connects mental with physical work (*Chapter 4. Didactic Principles*). In this game, learners must think of a word that will fit into the crossword while at the same time go to the board and write the correct letters into the squares. They practice both, and for younger learners it is much more engaging than just sitting at desks. Furthermore, even the brief, physical movements can help learners pay attention (*Chapter 1. Primary Learners*). By the end of this activity, learners will be able to correctly spell the vocabulary items.

5.6 Dominoes: Food Words

A detailed description of the game can be found in an Appendix E.

This game detects whether learners remember written forms of the words and whether they can correctly assign the written form to the right picture. If learners remember the written forms of the words, they will play the game easily, without any difficulties, but it is still important as a part of repetition. For the learners who don't remember them it is a great opportunity to practice it. The game is placed at this point because it calls for a certain amount of independence. On

the other hand, for playing this game learners still don't need to use correct pronunciation unlike in the next games.

EVALUATION: Dominoes help learners to look at pairs comprising a visual image and its written form in a different way, which is preferable for primary learners who enjoy diversity in the classroom (*Chapter 1. Primary Learners*). This activity monitors whether learners correctly match the picture with its written equivalent and thus whether the concept and the form are already coupled in their long-term memory, since they do not have the opportunity to immediately check themselves (*Chapter 2. Vocabulary*). The Principle of Awareness and Activity is unambiguously present in this activity because learners must behave actively and participate both mentally and physically as they match the cards together (*Chapter 4. Didactic Principles*). By the end of this game, learners will be able to correctly link written forms of words to their pictures.

5.7 Bingo

A detailed description of the game can be found in an Appendix F.

As the learners have increased their knowledge of the written forms of new vocabulary in the previous activity, this game is more focused on the spoken forms of the words. To successfully play this game, learners definitely need to know the written forms of the words, otherwise, they won't be able to mark off the items which were said. It is also a good preparation for the next game where learners need to know both written and spoken forms. That's why even this game is an important part of this set of games.

EVALUATION: Bingo tests the learner's ability to listen to a word and choose the correct square. The principle of the game is different to the previous games because learners must first listen to a word and then find its correct counterpart. Its aim focuses on relationships and connections, which is important for developing logical operations in primary learners (*Chapter 1. Primary Learners*). Of course, even this game helps learners remember and activate new vocabulary (*Chapter 2. Vocabulary*). Since bingo is quite a rapid activity, it allows learners to check their knowledge over a short time. At the end of the game, learners can easily evaluate themselves because they know immediately whether they understood the words pronounced by the teacher or not. It also provides learners with the opportunity to interact with the current theme. The Principle of Awareness and Activity is present in this activity as each learner must

actively participate (*Chapter 4. Didactic Principles*). By the end of this game, learners will be able to connect the spoken form of the words to the word illustrated on the bingo cards.

5.8 Pictionary with Scrambled Letters

A detailed description of the game can be found in an Appendix G.

This game belongs to the most difficult games of the set. The game involves learner's complex knowledge of the vocabulary. It means that the learners must know the correct spelling, written forms and spoken forms of the words. Thanks to the previous games learners practiced all those forms and now they can show what they have acquired. The game is also a bit more complicated as they have to put the letters to their original condition within a word.

EVALUATION: The game encourages reversibility in a learner's thinking as they must restore words to their original condition (*Chapter 1. Primary Learners*). When learners work with the scrambled letters, they demonstrate their awareness of the lexical field they are currently learning and engage to create the words they already recognize and know how to spell. By expressing the word's concept in a drawing on the board, learners indicate whether they know it or the Czech equivalent and demonstrate if the vocabulary has been acquired, which is the aim of the activity (*Chapter 2. Vocabulary*). It also shows whether other learners attempting to guess the word have acquired it. The Principle of Continuity and Adequacy is used because the game is more complicated compared to previous games (*Chapter 4. Didactic Principles*). By the end of this game, learners will be able to deduce the correct written form of targeted vocabulary, depict it, and correctly determine the spoken form.

5.9 Going Shopping

A detailed description of the game can be found in an Appendix H.

The last of the games was chosen to be the most complicated one. It is necessary to examine whether learners have acquired new vocabulary and whether they are able to use them independently in a situation which is similar to a real-life situation. This game requires learners' complex knowledge of the vocabulary, which in this case is understanding of the meaning, the remembering of the written and spoken form of the words. The last game also shows whether the vocabulary has been saved into the learner's long-term memory.

EVALUATION: In terms of its suitability to the age group, it is longer than previous games. In this case though, learners sequentially change their roles and involve their full attention, making the game time reasonable. The game allows a lot of space for creativity, which primary learners need to develop from a very early age. (*Chapter 1. Primary Learners*) The game's aim focuses on detecting whether learners can use the vocabulary independently and actively in a situation very closely resembling a real-life situation. The activity is the final task, learners having saved the target vocabulary in their long-term memories through the previous games. This activity can motivate learners to retain the vocabulary because it demonstrates its use in ordinary conversation (*Chapter 2. Vocabulary*). Organization of the game represents The Principle of Feedback and Relation between Theory and Practice of the learners (*Chapter 4. Didactic Principles*). By the end of this game, learners will be able to correctly use the words connected to food and beverage in a context.

5.10 Conclusion of Practical Part

To sum up, the practical part of this thesis dealt with creating a set of didactic games focusing on vocabulary for primary learners and is supported by ideas discussed in the theoretical part. The list of words used in the didactic games was taken from a textbook which is used in primary school Čeperka (Shipton, 2015). The games were chosen from several different sources in order to make the set as much helpful for the learners as possible. Originally, all the games were produced for different vocabulary topics and I had to adjust them for the topic of food. Each game closely follows the next one as the games should create one set in which all the games are organised in a specific order. The order applies the principle of continuity as the games have to be played in this arrangement, then the games are also arranged adequately for learners when the first game represents the most basic structure and the last one the most complicated structure in which learners are supposed to show all the word features that they have learned. The set should help learners to remember word's meaning, written and spoken form, then to apply the vocabulary in the didactic games and finally to create short utterances of their own. Each game was evaluated in accordance with given criteria.

CONCLUSION

To summarize, vocabulary represents one of the most important parts of learning and is necessary for a foreign language acquisition. Thanks to the vocabulary learners can develop other skills, such as, reading, writing, listening, and speaking. The process of learning new vocabulary might be complicated as each word has several characteristics which need to be learned to acquire the vocabulary thoroughly. What's more, some words can seem to be more difficult for remembering than others which is caused by differences between the targeted and mother tongue, polysemy meanings, or connotations. Each learner may have difficulties with a different set of words depending on their personal criteria.

Correspondingly, the age of the learners must be taken into consideration because each age group of learners has its specifics which must be followed as long as the learning process has to be effective. Bearing in mind that primary learners have unique characteristics, the activities in ESL classes have to be chosen carefully. All the activities should be short and diverse to attract the learners' attention. It is much better if the exercises are in a modified form which is focused on items that naturally occur in learners' environment rather than using entirely abstract concepts because their brain is not developed to such extent to comprehend these. Despite of the fact that their attention span is quite limited and their understanding of the world is not yet mature, they have enormous learning potential which ought to be developed.

In my opinion, correctly selected didactic games can bring considerable benefits to the language classes, for instance, the opportunity to use the language and recall the items, providing repetition of new pieces of information, and teachers should integrate didactic games to the ESL classes to enhance the language education. Besides their educational purpose, the games can strengthen relationships among the learners, show the learners that they have to follow the rules, and the involvement of all participants.

The set of the games for the primary learners is designed based on the knowledge from the theoretical part of the thesis. The set deals with all the characteristics regarding the age of the learners and its attributes. The games were also chosen from several different sources according to the didactic principles which correspond to the learning vocabulary of primary learners. The sequence of the games correlates with the process of learning new lexical field, in this instance, food.

RESUMÉ

Tato bakalářská práce pojednává o osvojování slovní zásoby prostřednictvím didaktických her se zaměřením na žáky prvního stupně základní školy. Bakalářská práce se skládá ze dvou částí. Teoretická část se zabývá charakteristikou zvolené věkové skupiny, výukou slovní zásoby, didaktickými hrami a didaktickými principy, zatímco praktická část obsahuje soubor her pro výuku slovní zásoby uzpůsobený pro potřeby žáků třetí třídy.

První kapitola teoretické části bakalářské práce se podrobně zabývá charakteristikou dané věkové skupiny, tedy žáků prvního stupně základní školy, což je v České republice zpravidla dítě od 6 do 12 let věku. V kapitole je vysvětlen psychologický vývoj dítěte, který je v tomto období velice specifický a je velmi důležité, aby celá výuka byla naplánována a probíhala dle těchto poznatků. Psychický vývoj dítěte v tomto období ještě není zcela ukončen a díky tomu i jiným způsobem zpracovávají nové informace. Žáci se v tomto období lépe orientují v situacích, které jsou jim již známé a dokáží také lépe vnímat koncepty, které se nachází v jejich bezprostřední blízkosti. Jejich myšlení prozatím nedokáže pracovat s abstraktními pojmy. Tedy čím je výuka konkrétnější, tím snáze se jim s daným učivem pracuje. V tomto období mladšího školního věku děti začínají řešit některé konkrétní logické operace a jsou schopni nalézt řešení pro konkrétní problém. Za velmi důležité se v tomto období jeví také vnímání a pozornost. Mladší žáci se nedovedou soustředit po dobu delší než několik minut. Toto hledisko je důležité především pro sestavování přípravy vyučovacích hodin, protože učitel musí počítat s poměrně rychlou sekvencí aktivit, které by měly být různorodé, aby dokázaly udržet žákovu pozornost. Co se týče rozvoje řečových dovedností, děti jsou již schopné rozlišit jaké jazykové prostředky použít při konverzaci s učitelem a vrstevníky, neboť se mezi sebou výrazně liší. Ačkoliv mladší žáci nerozumí všem slovům, jsou schopni rozpoznat význam zprávy, což je výhodou pro studium cizího jazyka, ve kterém se také soustředí spíše na význam zprávy než na její formu. Tyto žáky na základě jejich jazykových znalostí Společný evropský referenční rámec pro jazyky charakterizuje jako žáky na jazykové úrovni A1, což je úroveň začátečníků, kteří jsou schopni vést velmi jednoduchou konverzaci a rozumí větám a slovům týkajících se jejich osoby a jejich okolí. V této kapitole je v neposlední řadě zmíněna hypotéza, která se týká potenciálu mladších žáků a jejich předpokladů pro úspěšné studium cizího jazyka.

Tato kapitola také pojednává o procesu zapamatování slov, který je dále rozdělen na krátkodobou, střednědobou a dlouhodobou paměť. Do krátkodobé paměti se slova dostávají pouze v limitovaném množství, a to na dobu pouhých několika sekund. Tato paměť slouží především k řešení aktuálních problémů a pokud prvky k zapamatování chceme převést do

dlouhodobé paměti je třeba důrazné opakování. Oproti tomu střednědobá paměť slouží jako mezistupeň mezi předchozí a dlouhodobou pamětí, která má nesmírnou kapacitu a obsah je zde uschován po velmi dlouhou dobu, ovšem ne všechny prvky se sem úspěšně přenesou. Klíčem k zapamatování slouží především již zmíněné opakování a řada různých podpůrných prostředků, jako například mnemotechnické pomůcky, či didaktické hry, kterým je věnována kapitola třetí a jejich přínos pro učení slovní zásoby je demonstrováno v praktické části této práce. Některá slova jsou na zapamatování obtížnější než jiná, vždy záleží na každém jedinci, nebo také na mateřském jazyce, jelikož některá slova jsou podobná svým cizojazyčným ekvivalentům a v takovém případě je jejich přenos do dlouhodobé paměti mnohdy úspěšnější.

Druhá kapitola se zabývá slovní zásobou jako takovou a také její výukou v hodinách cizího jazyka. Nejprve je zde uvedena definice slovní zásoby, včetně vysvětlení pojmu slovo a všech jeho kategorií. Dále je zde zmíněn význam studia slovní zásoby. Na slovní zásobu a její využití je v posledních letech kladen při výuce cizích jazyků větší důraz než na výuku gramatiky, a to především proto, že je pro studentovu schopnost úspěšné komunikace výhodnější.

Následující část této kapitoly se zaměřuje na studium slovní zásoby. Zaprvé zkoumá samotný proces učení se nových slov. Některá slova se žák učí nepřímou, a to za pomoci každodenních situací, či kontextu, kdy se žák slovo neučí úmyslně. Tento způsob je typický pro rozšíření slovní zásoby především v mateřském jazyce, jelikož v tomto případě jsou děti v nepřetržitém kontaktu s rodilými mluvčími a příležitosti pro použití jazyka nemusí vědomě vyhledávat. Oproti tomu učení přímé již vyžaduje určitou snahu studenta o cílené zapamatování a znalost určitého slova. Tento způsob je příznačný pro výuku cizích jazyků, při které je možnost získání slovní zásoby nepřímou cestou téměř nemožná. Pokud se student učí novou slovní zásobu, je třeba vzít v úvahu všechny charakteristiky jednotlivých slov. Nestačí tedy znát pouze český ekvivalent a význam daného slova, ale také jeho písemnou a mluvenou podobu, výběr vhodných kolokací, synonyma, antonyma, gramatický význam, tvorbu slov, formální a neformální rejstřík, či sdružené asociace. Je samozřejmé, že se žáci na jazykové úrovni A1 nebudou moci naučit všechny tyto charakteristiky, jedná se o proces postupný, kdy se žáci jednotlivé charakteristiky učí postupně s vzrůstající jazykovou úrovní a zkušenostmi. Ovšem v případě českých studentů je třeba dbát na správnost psané formy slov, jelikož v anglickém jazyce se liší forma psaná a fonetická. V této části bylo také třeba definovat, kolik slov by žák měl umět a v případě studenta, pro kterého cílový jazyk není jeho mateřským jazykem se množství slov pohybuje okolo dvou tisíc. Svou roli v tomto zastává opět i věk žáka, jelikož

zkušenější a starší student ve většině případů vyhledává jiná slova či slovní spojení, než například žák prvního stupně základní školy.

Třetí kapitola je věnována didaktickým hrám, v první řadě, je zde zmíněna jejich definice. Za didaktickou hru lze považovat aktivitu s jasně danými pravidly, zábavným prvkem a didaktickým cílem. Existuje různé dělení didaktických her, jedná se například o hry, ve kterých jde o vzájemnou spolupráci, či hry závodní, které mají jednoho vítěze. Další dělení zmiňuje hry, ve kterých jsou hráčům přiděleny určité role, kterých se musí držet. Velmi důležité je také třídní uspořádání. Některé hry se hrají ve skupinách, jiné v párech, či individuálně. Didaktické hry najdou zcela jistě širokou škálu využití v edukačním prostředí. Často bývají používány k navození uvolněné atmosféry a pro upevnění žákova zájmu o daný předmět. Také při volbě didaktických her je zapotřebí uvážit věk studenta a stupeň obtížnosti. V případě mladších žáků jsou hry velmi efektivní metodou při výuce slovní zásoby. Přispívá k tomu i fakt, že tito žáci nejprve pracují s konkrétními předměty, které lze snadno využít jako učební pomůcky (např. karty s obrázky, školní pomůcky). Mimo svého didaktického cíle přispívají hry také k posílení vzájemných vztahů ve třídě, dodržování stanovených pravidel, či změně tempa výuky. Mezi výhody didaktických her patří možnost vyzkoušet si naučenou látku v situacích podobných situacím z reálného prostředí. Pokud chtějí žáci dosáhnout požadovaného cíle, musí použít cílový jazyk, mnohdy aniž by tak činili vědomě. Oproti tomu nevýhodou by mohla být časová náročnost na přípravu her, nebo také sdělování pokynů a pravidel. Třída by také mohla tvořit skupiny jednotvárně, vzhledem k již panujícím vztahům mezi žáky. Tomu by měl ideálně předcházet učitel náhodným výběrem spoluhráčů.

Následující kapitola charakterizuje didaktické principy, neboli obecná doporučení, kterými by se měli učitelé při výuce řídit. Tyto zásady pomáhají také zefektivnit přípravu didaktických her. Pro účely této práce jsem vybrala pouze některé z principů, které jsou vhodné pro již zmíněnou tvorbu didaktických her zaměřených na výuku slovní zásoby. Jedná se o princip uvědomělosti a aktivity, který se zaměřuje na to, aby žák nebyl při výuce pasivní, ale aktivně propojil duševní a manuální práci. Druhý je princip názornosti, jenž doporučuje využití různých druhů názorných pomůcek. Princip přiměřenosti a systematickosti upozorňuje potřebu učit se v přesně daném pořadí, od konkrétního k abstraktnímu, od nejjednoduššího ke složitějšímu a od známého k neznámému. Dále je zde zmíněn princip individuálního přístupu, jenž respektuje individuální zvláštnosti každého žáka, což znamená, že výuka by měla být pestrá mimo jiné i proto, aby každý žák měl možnost pracovat tak, jak ho baví. Poslední zásadou je princip spojení

teorie s praxí, protože pokud žáci nevidí jasné souvislosti mezi praxí a obsahem výuky, mohou se cítit demotivovaní a ztratit o učení zájem.

Praktické části bakalářské práce je věnována kapitola pátá. Cílem práce bylo na základě poznatků z teoretické části vytvořit soubor her pro výuku slovní zásoby žáků prvního stupně základní školy. Soubor her byl vytvořen pro třetí třídu základní školy, jako téma bylo vybráno jídlo a skládá se celkem z osmi her. Daný soubor by měl doplňovat výuku slovní zásoby po dobu jednoho měsíce, pokud počítáme s hodinovou dotací dvou vyučovacích hodin týdně. Hry jsou v praktické části uspořádány tak, jak by měly být v hodinách použity. První hry jsou primárně zaměřeny na určení významu a mluvené podoby slova, zatímco druhá polovina her je již více zaměřená i na psanou podobu slov. Poslední dvě hry ze souboru již prozkoumávají žákovu znalost daného tématu. Všechny hry ze souboru podporují nejen rozvoj sociálních dovedností, jako například vzájemnou spolupráci žáků, ale také rozvoj kognitivních dovedností. Dále jsou zde také zastoupeny výše zmíněné didaktické principy.

Cílem první hry je představit dané lexikální téma žákům. Ti zároveň rozebírají zdravé a nezdravé stravovací návyky a rozdělují potraviny na zdravé a nezdravé. Druhá hra na předešlou přímo navazuje, neboť žáci si opakují, která potravina je zdravá a nezdravá, přičemž opakují slova, která jim byla představena v předešlé hře. Cíl této aktivity se ovšem od té předešlé liší, žáci se zde soustředí více na správnou výslovnost slov a snaží se identifikovat jejich písemnou podobu. Třetí hra již předpokládá základní znalost slov a podporuje žáky v použití dané slovní zásoby v mluvené a následně také psané podobě. Následující hra je již plně zaměřena na pravopis slov, obzvláště u žáků třetích tříd je velice důležité důsledně opakovat psané podoby slov a to především, protože žáci se v tomto ročníku prvně začínají seznamovat s anglickým pravopisem, který je od českého odlišný. Pátá hra dává učiteli i žákům zpětnou vazbu, zda se již slova uložila do dlouhodobé paměti a zda si žáci dokáží propojit význam slova s jejich psanou formou. Následující hra se zabývá procvičováním propojení významu slova s její mluvenou formou. V tomto případě je nejdůležitější, zda je žák dle mluvené formy schopen rozpoznat koncept slov zobrazených na herním poli. Předposlední hra by měla prokázat obratnost žáka při opravě slov se zpřeházenými písmeny z aktuální lekce a zda si již pamatuje jak jejich písemnou podobu, tak i jejich český ekvivalent, aby mohl vybrané slovo demonstrovat nákresem na tabuli. Cílem poslední hry je správné použití slov v situaci, která by měla připomínat reálné prostředí, ve kterém by studenti mohli slovní zásobu prakticky a aktivně využívat, a to i v prostředí mimo školu. Tato hra je zvolená jako poslední, vzhledem k potřebě znát slova důkladněji, včetně všech jejich forem, které se studenti prozatím učili.

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APPENDICES

APPENDIX A

ACTIVITY PLAN 1

Class: 3

Level: A1

Activity name: Healthy/Unhealthy?

Game instructions:

Assuming that the new vocabulary items have not been fixed in long-term memory, it is necessary to revise the vocabulary. First, the teacher spreads out the cards with pictures on a desk and learners assign the correct cards with labels. The teacher then raises individual pictures one-by-one and the class repeats the name of each item. The class must repeat the items first by speaking, then whispering, singing, and finally shouting. Once this is done, the teacher shows the pictures, for example with the apple and with the chocolate, and asks: *Who likes chocolate?* and *Who likes apples?* Then the teacher can ask individuals and help them with answering (*Do you like apples? Yes, you like apples!*). When this is finished, the teacher writes the words *healthy* and *unhealthy* on the board and attaches the cards to the words while the class guesses what else is healthy or unhealthy (Holderness, Hughes, 2004, p.58).

Language	Who likes....?, food and drink vocabulary
Material and aids	cards with pictures, cards with words
Time needed	25-30mins
Group/Interaction pattern	class, individuals - L-> T - T-> Ls - T-> L
Objective	Learners will be apprised of food vocabulary and be able to give opinions about likes and dislikes and cite examples of healthy and unhealthy food.

APPENDIX B

ACTIVITY PLAN 2

Class: 3

Level: A1

Activity name: Food Graph

Game instructions:

The teacher draws a vertical line on the board, writing the word *healthy* on one side and *unhealthy* on the other. The words *good* and *bad* could also be written to make it easier for learners to understand the meanings of those new words. The class is then divided into two groups. One group will draw healthy food and second group will draw unhealthy food (learners can use their notes from the previous lesson). When they finish drawing, the children come to the board and pin their drawings to the appropriate heading and the whole class repeats the words aloud. As a follow-up activity, each learner can draw his favourite food and then tell the whole class, for example: "I like apple and cake." Finally, each learner is asked what their classmate's favourite food is (Seymour, Popova, 2005, p.133).

Languageis healthy/unhealthy, food and drink vocabulary
Material and aids	sheets of paper, board, crayons
Time needed	15-20mins
Group/Interaction pattern	Two groups, individuals - L-> T - T -> Ls - T -> L - L -> L
Objective	Learners will be able to differentiate food vocabulary to healthy and unhealthy and correctly pronounce the topic vocabulary.

APPENDIX C

ACTIVITY PLAN 3

Class: 3

Level: A1

Activity name: Snap!

Game instructions:

The game can be initially demonstrated by the teacher with one student. The teacher takes the set of cards, shuffles them, then deals all the cards between the players. Both keep their pile of cards face down on the table. A player then starts by taking the first card off their pile, turning it face up, and placing it in the middle of the table. The second player does the same, putting the card on top of the other player's card. If the cards match, the first person to shout *Snap!* takes the whole pile of cards and adds them to the bottom of their own pile. If the two cards are different, each player continues in turn to place their cards face up in the middle as before. The game is over when one person has all the cards. During the game, each learner has to pronounce the vocabulary shown on the card that they place on the pile, and if the learner takes the pile, they have to write down all the words in that pile. At the end, the teacher checks the lists of items and the winner is the player with the least mistakes in their list of words (Nixon, Tomlinson, 2001, p.39).

Language	Snap! Food and drink vocabulary, game-playing vocabulary: It's my turn. It's your turn.
Material and aids	copies of Food and drink card sets, card, scissors, crayons, a sheet of paper
Time needed	20 mins
Group/Interaction pattern	Small groups, maximum four pupils - L-> L - L-> Ls
Objective	Learners will be able to use the names of food and recognise their written forms.

APPENDIX D

ACTIVITY PLAN 4

Class: 3

Level: A1

Activity name: Blackboard Crossword

Game instructions:

The class is divided into groups and each group has a scorekeeper. The teacher explains that they are going to build up a crossword on the board and each team must find new words that overlap with the other team's words. The teacher then draws a square grid on the board, about 15 squares by 15, leaving some space for scorekeepers to write up their points. The teacher then starts the game with a simple word, for example *apple*, beginning at the top left corner of the square. A student from each team in turn adds a word going down, across, starting from, or crossing over the word already on the board. Each letter of the new word scores one point for a team. This includes points for letters already on the board because it is harder to fit with existing letters. If there is a spelling mistake, the person who made it must correct it. A point is given to the team that discovered the mistake in addition to the team that corrected it. At the end, the game becomes quite difficult, the words tending to become shorter with longer waiting times in between. When the pauses become too long, a time limit of 20 to 30 seconds is given, the teacher then stops the game and scorekeepers add up the scores (Carrier, 1985, p.53).

Language	food and drink vocabulary
Material and aids	blackboard, eventually a list of words connected to food and drinks
Time needed	25-30mins
Group/Interaction pattern	two or three groups - L-> T - L-> Ls - L-> L
Objective	Learners will be able to correctly spell the vocabulary items.

APPENDIX E

ACTIVITY PLAN 5

Class: 3

Level: A1

Activity name: Dominoes: Food Words

Game instructions:

Each group has a board and a set of dominoes. The teacher explains that the board already contains one domino – specifically, at the start. The teacher then tells learners that they have to place the remaining dominoes on the board so that picture-word combinations are formed by matching the right-hand word of one domino with the left-hand picture of the one next to it.

Language	food and drink vocabulary
Material and aids	a domino board and a set of dominoes with topic pictures
Time needed	20 mins
Group/Interaction pattern	pairs, or small groups - L-> L - L-> Ls - T-> Ls
Objective	Learners will be able to correctly link written forms of words to their pictures.

APPENDIX F

ACTIVITY PLAN 6

Class: 3

Level: A1

Activity name: Bingo

Game instructions:

To begin, each learner has their own bingo cards. Players are allowed to look through them for a few seconds before starting. The teacher puts the sixteen squares they have cut up into a container and draws them out one at a time. The teacher says the name on each square and places it on their master board. If the students have the word (a picture on their cards), they cross it out. The game continues until a student has crossed out every picture and they shout *Bingo!* Now, the teacher ends the game and asks the student to say the six words on their card that were crossed out. If a mistake has been made, the game continues until one player wins (Wacyn-Jones, 2001, p.1).

Language	food and drink vocabulary
Material and aids	students' cards, a teacher's handout
Time needed	10 mins
Group/Interaction pattern	individuals - T -> Ls
Objective	Learners will be able to connect the spoken form of the words to the word illustrated on the bingo cards.

APPENDIX G

ACTIVITY PLAN 7

Class: 3

Level: A1

Activity name: Pictionary with Scrambled Letters

Game instructions:

Learners are divided into two groups, A and B. Team A sits in a group on one side of the classroom, Team B sits on the other side. One member from each team goes to the board. The teacher flashes a word on a card which has its letters shuffled (for example, *pelpa* for *apple*) and the learner must decipher the correct vocabulary. Students have one minute to get their respective team to identify the item by only drawing pictorial clues on the board. Written words are forbidden. The first team to say the word scores a point. As a variation, learners can create a list of words for their competitors (Koprowski, 2006, available from: <http://iteslj.org/Techniques/Koprowski-RecyclingVocabulary.html>).

Language	food and drink vocabulary
Material and aids	a list with vocabulary items, blackboard
Time needed	20 mins
Group/Interaction pattern	Two groups - T-> L - T -> Ls - L -> Ls, - L-> L
Objective	Learners will be able to deduce the correct written form of target vocabulary, depict it, and correctly determine the spoken form.

APPENDIX H

ACTIVITY PLAN 8

Class: 3

Level: A1

Activity name: Going Shopping

Game instructions:

In the groups, learners must be divided as customers and shopkeepers. Each team has a shopping list with items they are supposed to buy. Shopkeepers have cards with the pictures of products their customers might buy. The teacher asks children to look at their shopping lists and check that they understand all the words. They should not show their shopping lists to the other teams. Now, the race begins. The teams of customers must “buy” all the items on their shopping lists as fast as possible, and each customer can only buy one thing at a time. The shopkeeper gives the customer the picture of the product. The first team to present their shopping list to the teacher with all the items marked with the corresponding pictures is the winner. The shopkeepers can close their shops if customers use any other language apart from English. This encourages children to speak in English while playing the game. Other rounds using new teams can be played by making extra shopping lists, to give all children a chance to be a customer and a shopkeeper (Toth, 1995, p.28-29).

Language	Food and drink vocabulary
Material and aids	shopping list, cards with pictures
Time needed	30-35mins
Group/Interaction pattern	Two or three groups - L-> L - L-> Ls - T-> L
Objective	Learners will be able to correctly use the words connected to food and beverage in a context.