

Západočeská univerzita v Plzni

Fakulta pedagogická

Katedra anglického jazyka

Diplomová práce

HRY V KNIZE ALENKA V ŘÍŠI DIVŮ

Jana Humlová

Plzeň 2013

University of West Bohemia

Faculty of Education

Department of English

Thesis

**GAMES IN ALICE'S ADVENTURES IN
WONDERLAND**

Jana Humlová

Plzeň 2013

Tato stránka bude ve svázané práci Váš původní formulář *Zadání dipl. práce*

(k vyzvednutí u sekretářky KAN)

Prohlašuji, že jsem práci vypracoval/a samostatně s použitím uvedené literatury a zdrojů informací.

V Plzni dne 23. června 2013

.....

Jana Humlová

ACKNOWLEDGMENTS

I would like to express my thanks to my supervisor Mgr. Libuše Lišková, M.A., for her guidance, suggestions and patience that have allowed me to elaborate this thesis.

ABSTRACT

Humlová, Jana. University of West Bohemia. June, 2013. Games in *Alice's Adventures in Wonderland*. Supervisor: Mgr. Libuše Lišková, M.A.

This thesis deals with the games in *Alice's Adventures in Wonderland* and the use of these games in their adapted version for the purposes of English language teaching. The theoretical part provides essential information about general features and rules of using games in school environment, highlights their importance, and discusses positive as well as negative aspects of using language games in ELT. It also introduces the games from the book and describes the adapted version of these games and their use in ELT. The research part consists of two sections. First, it analyses the games from the book. Then, its objective is to find out learners' attitude to the use of games in general and whether they acknowledge general features and rules that are characteristic for the use of games in ELT or whether they prefer games in the way they were performed in the book. The results of the research are illustrated by graphs and accompanied by commentaries. Finally, implications for teaching based on the results are discussed.

TABLE OF CONTENTS

I INTRODUCTION.....	1
II THEORETICAL BACKGROUND	2
General Characteristics of Games in School Environment.....	2
Importance of Games at Elementary Schools	4
Positive and Negative Aspects of Using Language Games in ELT	5
Games in <i>Alice’s Adventures in Wonderland</i>	7
Games Performed in <i>Alice’s Adventures in Wonderland</i>	7
The Use of Games Performed in <i>Alice’s Adventures in Wonderland</i> in ELT	9
III METHODS	15
Analysis of the Games Performed in <i>Alice’s Adventures in Wonderland</i>	15
The Research Carried Out at Elementary School.....	15
Experiment.....	15
Questionnaire	17
IV RESULTS AND COMMENTARIES.....	19
Results of the Analysis.....	19
A Caucus-Race	19
The Queen’s Croquet	21
“Why is a raven like a writing-desk?”	22
“Twinkle, Twinkle, little bat!”	23
Drawing things beginning with an M	24
Summary.....	24

Results From the Classroom Research.....	25
Commentary.....	37
Summary.....	39
V IMPLICATIONS.....	40
Implications for Teaching.....	40
Limitation of the Research.....	41
Suggestions for Further Research.....	41
VI CONCLUSION.....	43
REFERENCES.....	44
APPENDICES.....	47
Appendix 1a: A Caucus-race (from: Carroll, 1994, p. 38).....	47
Appendix 1b: The Queen’s Croquet (from: Carroll, 1994, p. 124,126).....	47
Appendix 2: The Cloze Activity “Twinkle, twinkle, little star” (from: Taylor, n.d.).....	48
Appendix 3: Riddles (from: Tate, 2012; Kneisley, 1997).....	48
Appendix 4: Questionnaire in Czech.....	49
Appendix 5: Questionnaire in English.....	51
SHRNUTÍ.....	53

I INTRODUCTION

English language teaching (ELT) makes use of various procedures, techniques, and activities to provide learning opportunities for learners. One of them can be the use of games in English lessons. Using games in ELT brings a number of benefits to learners. Beside the factor of entertainment, they contribute to students' development and learning. Games motivate students and encourage them to participate and cooperate.

Games in ELT are characterized by general features and rules that should be followed in order to ensure their benefits for learners. The objectives of this thesis are to analyse the games in *Alice's Adventures in Wonderland* according to the criteria that are characteristic for the use of games in ELT and find out whether students acknowledge and respect these criteria or whether they prefer games in the way they were performed in the book.

The first part of the theoretical background provides essential information about criteria of using games in school environment, highlights their importance, and discusses positive as well as negative aspects of using language games in ELT. Then, the chapter introduces the games from the book that constitute the basis of the list of games that are presented further in the chapter from the point of view of ELT and that are used for the purposes of the research of this thesis.

The next chapter describes the research methodology. The research consists of two parts: the analysis of the games from the book and the classroom research. For the later one, two research tools - experiment and questionnaire - were used to carry out the research. In the chapter Results and Commentaries, the results of findings are presented and commented on. The following chapter deals with implications for teaching and discusses the limitation of the research and suggestions for further research. In the Conclusion chapter, the main ideas of the thesis are summarized.

II THEORETICAL BACKGROUND

The objective of this chapter is to provide theoretical information about using games in education. The chapter is divided into four parts. In the first part, the term *game* is defined and general characteristics of games in school environment are given. It also highlights the important role of the teacher when employing games in class and states some instructions that should be considered when selecting a game. The second part deals with the importance of games at elementary schools. It presents positive sides of using games in class in general. The third part focuses on language games in English language teaching and provides some positive as well as negative aspects of using games in ELT. The last part of this chapter is divided into two subchapters. The first subchapter introduces and retells the games performed in *Alice's Adventures in Wonderland*. The second subchapter describes the use of these games in their adapted version for the purposes of ELT.

General Characteristics of Games in School Environment

Mazal (2007) defines game as an intentional activity of one or more people that takes place in the same space and time without complex and precise generally fixed rules and that is defined by the content of the activity and characterized by high motivation to the activity, excitement, and employment of gained skills (p. 17). It can be either competitive or cooperative (Mazal, 2007, p. 17). Games are said to reduce stress; however, when it evokes competitive atmosphere, it can have the opposite effect (p. 12).

It is the teacher who decides about all the aspects of a game mentioned above. Harmer (2007) claims that the teacher holds several roles when using games in ELT (p.108). He is a controller, a participant, and a resource (p. 108-110). He can either monitor the activity of the others or participate. He selects the game that is to be performed, so he should have a supply of games and be prepared to vary them according to the needs and unexpected circumstances. He organizes the game. He decides about the place and time, sets the rules, gives instructions, and provides demonstrations.

As regards the choice of the game that is supposed to be performed in class, it is one of the most important responsibilities of the teacher. Mazal (2007) points out that if there goes something wrong during playing games, it is the teacher's fault caused by an unsuitable choice of the game (p. 48). The ability to choose an appropriate game, taking into consideration lot of aspects, can be considered as a skill that the teacher has to gain and develop. He has to have in mind both individual students and the class as a whole

because there is no student who is same as the other one and particular classes differ from one other as well. Sigmund (2007) claims that these differences are based on physiology, psyche, and skills (p. 41). Mazal (2007) remarks that the teacher has to consider students' age, gender, and interests and adapt the content of the game to the needs of all his students as much as it is possible (p. 39-40).

Mazal (2007) remarks several general features of games such as equality of participants; they are all players, thus no one is superior or subordinate (p. 12). Each of the participants should be allowed to try all the roles in the game and be given the opportunity to win. Performing games is based on democracy, so everyone should take his turn (p. 15). Participation of all players is also very important. Therefore, no one should be excluded from the game. Sigmund (2007) suggests that elimination is better to be substituted by "a rescue task" to allow the participant to continue in playing the game (p. 41). And finally, games should bring students success and confidence, and they should evoke neither insidiousness nor cheating (Sigmund, 2007, p. 41).

With regard to basic rules concerning an appropriate choice of games, the teacher should select games that correspond to students' abilities, knowledge, and skills (Sigmund, 2007, p. 42). Mazal (2007) adds that the choice of a game also depends on the previous activity, so there should be a coherence between the game and what has been done before (p. 39). According to Sigmund (2007), when choosing a game, teacher should consider simplicity of the game; it should be rather less complicated with simple rules and possible to be altered (p. 42). The modifications concern conditions, space, and equipment. They lead to the change of load of participants or their employed skills but let the nature of the game same (Mazal, 2007, p. 47). And finally, there is a factor of time. Time represents an important aspect in the process of choosing a game. The teacher has to decide in which part of the lesson the game is to be performed, or how much time it takes. It is necessary to consider unexpected circumstances such as lower or higher number of students in class than the teacher has expected and other factors that can either prolong the game or shorten it.

Regarding the use of games in ELT, the way of giving instructions and explaining rules is crucial. The introduction of the game, its organization, and the teacher's instructions should be as brief as possible. Mazal (2007) claims that the game is a world in itself, and thus, it is bounded by defined rules (p. 13). The rules need to be set and agreed on by all the participants before the game starts, and they are equal for everyone (Mazal, 2007, p. 19). Sometimes the rules of a game are very complex, and it takes too much time

to explain them. Therefore, it is always faster and more understandable to specify what is not allowed than what is allowed (p. 19). Harmer (2007) recommends to perform a demonstration or give an example (p. 111). Teacher can demonstrate it with one of the students or write it on board. Students should also be aware of its objectives. Sometimes they have the feeling that the game is not of any use for their language acquisition, thus they should know why they perform this game and its benefits for them.

Concerning the point of games, Mazal points out that students are supposed to set the problem themselves, look for its solution, understand it, and then solve the problem using this solution (as cited in Sigmund, 2007, p. 40). To achieve this goal, Sigmund (2007) suggests to give students sufficient amount of time to find the solution and to be tolerant of increased noise in class during the game (p. 40).

Importance of Games at Elementary Schools

Games do not only relate to childhood as many people would imagine when hearing this word; they are not just one of the ways to spend free time. They represent an important and inseparable part of human life because of their influence on people's development and temper.

Mazal (2007) highlights the importance of games at elementary schools as they serve as an effective educational device that affects formation of human personality and social integrity, emotions, and motor activity (p.17). He also claims that games have a great role in the process of socialisation because, when performing a game, people are allowed to express their attitudes, creative and cooperative behaviour, and their stress is reduced (p.12). Game concerns an activity in the course of which people are invited to use all their gained abilities, knowledge, and skills (p. 13). It is supposed to have an interesting content focused on improvement of these abilities, knowledge, and skills and on development of new ones as well as on development of rational abilities, memory, and game thinking (p. 28).

Concerning games in relation to school environment, Mazal regards games as a tool used to facilitate the switchover from the regime at kindergarten to new gain responsibilities at primary school (p. 27). Games are also considered as a link between an activity that is spontaneous and an activity that is related to curriculum that is strictly defined (Sigmund, 2007, p. 35). Another important characteristic of games is cooperation, which is very important for children of lower age to learn and understand its significance.

Game is a great motivational tool as well. As mentioned above, children are encouraged to apply their gained abilities, knowledge, and skills; therefore, games allow them to realize that they are able to make use of these in practice and to prove oneself useful for the others, which can be very motivational for people. Mazal states that children are thrilled, they feel joy, and they are happy during games (as cited in Sigmund, 2007, p. 32). The teacher is supposed to engage the students' attention so that they do not even realize they practice some specific subject matter (Mazal, 2007, p. 34). According to Mazal (2007), although the benefits from games are important in relation to schoolwork, it is the enjoyment and contentment of the activity that motivate children more and influence the performance of other activities (p. 17).

In his book, Sigmund (2007) considers games as creative activities that are less tiring and bring a sense of self-fulfillment, authenticity, autonomy, and activeness (p. 39). According to him, performing games is an effective way to evolve creativity as children are challenged to find solutions to given tasks and problems, to employ their imagination, to be open-minded, intellectually flexible and spontaneous, and original (p. 39).

Consequently, Mazal (2007) adds that games provide a kind of feedback that can give away some characteristics of students such as the level of their abilities, knowledge, skills, and creativity. The teacher can also see whether the students are able to cooperate and how they deal with problems (p. 43). When students are involved in games, it is possible to find out about their behaviour and attitudes in general. They disclose themselves, thus the teacher can notice who is willing to cheat, hot-tempered, individualist etc. (p. 43). It also reveals students' degree of participation. The teacher can see who is passive and who participates actively during the game or who possesses the prerequisites for a leadership (p. 43).

Positive and Negative Aspects of Using Language Games in ELT

Language games in ELT are amusing and motivating for students but “[t]he most important factor is that games should be used when they can give students both fun and educational meaning otherwise they will be a waste of time” (Deesri, 2002, para. 9). Deesri (2002) states: “Language games are not activities mainly aimed to break the ice between students or to kill time” (para. 3). Using games in ELT classes provides a number of positive aspects for language acquisition (Perclová and Wisniewska, 1997, p. 6). They give

students opportunities for a real communication in the target language while avoiding drill without any context (Perclová & Wisniewska, 1997, p. 6). They simulate common situations in communication and promote students language proficiency as students are given more time to speak (Perclová & Wisniewska, 1997, p. 6). When playing a game, students learn unconsciously because they stop thinking about the language and start using it in a natural way (Perclová & Wisniewska, 1997, p. 6). As mentioned above (in chapter dealing with the importance of games at elementary schools), games are supposed to reduce stress. It is an important factor in ELT. Stress need to be avoided so that students can be more self-confident and willing to speak (Perclová & Wisniewska, 1997, p. 6). There are many students who are shy and afraid of expressing themselves in another language in front of their classmates. Games relax the atmosphere in the classroom, and students are put at ease, so they are allowed to learn more easily (Perclová & Wisniewska, 1997, p. 6). Furthermore, the use of games in ELT can replace the traditional way of introducing a new language item. For example, students can be acquainted to new grammar rules by using a new language item when performing a game.

However, Perclová and Wisniewska (1997) point out that there also exist some negative sides regarding the use of games in ELT, and teachers should have in mind ways to refrain them (p. 6). For instance, it concerns the issue of mistakes. While performing a game, students make many mistakes, and teachers do not have an opportunity to correct all of them (p. 6). Next, it is the use of L1 and L2 (p. 6). Sometimes the game loses its point because students do not speak in the target language, and they use their mother tongue. It also happens that they are not even occupied with the given topic, but another not related theme is discussed (p. 6). As mentioned in the previous paragraph, games also change the atmosphere in class. Perclová and Wisniewska (1997) remind that teachers have to expect that students involved in games can become very noisy; therefore, he has to be prepared to calm them down (p. 6). Games represent autonomy activities in which students decide about their participation; therefore, teachers should find a way to get all the participants active and willing to cooperate (p. 6). Sometimes there are stronger students who do all the work, and the weaker ones do not get any opportunity to speak. Teacher also has to have in mind the level of language knowledge of his students (p. 6). Unfamiliarity with the necessary expressions can demotivate students, and the game loses its sense. It is also necessary to consider the amount of time given for the activity and abilities of individual students. There are always students who finish the activity first and then disturb their

classmates; therefore, it is good to have some additional activity prepared in order to keep early finishers engaged (p. 6).

Games in *Alice's Adventures in Wonderland*

Games Performed in *Alice's Adventures in Wonderland*

There are several games performed in *Alice's Adventures in Wonderland*. Two of them, a caucus-race and the Queen's croquet, are based on movement and they also involve competitiveness. The others, a riddle, a rhyme, and an alphabet activity, are based on playing with words. Below, the games from the book are introduced and retold.

Competitive games. There are two games in the book that include competitiveness. It concerns a caucus-race and the Queen's croquet.

A caucus-race. The first game in Carroll's (1994) book *Alice's Adventures in Wonderland* is performed in Chapter III, A Caucus-race and a Long Tale. As the title of the chapter indicates, the game concerned is called a caucus-race. It is one of the two games played in the book that involves competitiveness.

For the game in chapter III, Carroll (1994) chose Alice and Dodo to be the main characters. The game is introduced by one of the participants of the race, Dodo, who suggests it as the best way to dry themselves. In the previous chapter in the book, Alice, when she was oversized, had wept a pool of tears, to which a lot of animals from the story had fallen and gotten wet. As Dodo is not able to explain what a caucus-race means, he just says: "The best way to explain it is to do it" (Carroll, 1994, p. 38). First, he marks out the race-course, and then all the participants are placed at different spots along the course. There is no countdown, so no one knows when to start running. They can begin whenever they want. They all keep running half an hour as there is neither time limit nor finish. When they seem dry, the race is over. Since it was a race, everyone wants to know who the winner is. Dodo, as the organiser of the game, decides that they are all winners and should get prizes and it is Alice who is supposed to give them the prizes. Alice remembered that she had candies in her pocket that she could hand to the others as the prizes. However, the others do not like the idea that she would be the only one without a prize; therefore, they ask her if there is something else in her pocket that could serve as a prize for her. And there is, a thimble. Everyone crowds around Alice, and Dodo solemnly hands the thimble to Alice.

Croquet. Another competitive game is found in Chapter VIII and is called The Queen's Croquet Ground. Regarding croquet, it was invented in Ireland in the 1830s and became popular in England during the 1850s (Dr Ian Plummer, n.d.). One of the reasons of its success was that it was the first outdoor sport women could take part in with men (Dr Ian Plummer, n.d.). However, the game in *Alice's Adventures in Wonderland* differs from the original as it is typical for the rest of the games performed in the story.

As for the caucus-race, Carroll (1994) created another very unusual game. Firstly, he described the place where the croquet was played, curious equipment, and then the progress of the game. The croquet-ground seemed very curious to Alice. It was not flat, there were bumps and furrows all over the ground. The equipment was replaced by living animals. Hedgehogs were used as the balls, flamingoes as the mallets, and playing cards as the wickets (p. 124). It was very difficult to play with living instruments as they were moving all the time. Alice's flamingo would turn over with an astonished expression in its face, and when Alice was ready again to tee off the hedgehog, she noticed that it had unrolled itself and was running away. Neither wickets could stand at one place. They were moving on the other side of the croquet-ground. With regard to the general organisation of Carroll's (1994) game, it was very confusing as no one knew whether it is his turn or not, so everyone played at once arguing and fighting for the hedgehogs. The Queen was very despotic and wanted to execute anyone who had missed his turn in the game. Alice was very confused, "[s]he had already heard her sentence three of the players to be executed for having missed their turns, and she did not like the look of things at all, as the game was in such confusion that she never knew whether it was her turn or not. So she went in search of her hedgehog" (Carroll, 1994, p.128). It was better to try to play rather than to oppose to the Queen. However, it was impossible for Alice to play such a game under these conditions. She could not stand everyone quarreling with one another, and it seemed to her that the game had no rules, or if it had some, they were not observed by anyone. Therefore, she "went back for a little more conversation with her friend", the Cheshire Cat (Carroll, 1994, p. 130).

Riddles, rhymes and alphabet activities. These games are performed at A Mad Tea Party in Chapter VII. The games in this chapter differs from the others in *Alice's Adventures in Wonderland* because they concern playing with words and puzzle games. Although it can be said that the main logic game in this part is a riddle, there are other activities that could be used for a language practice such as rhymes and alphabet games.

“Why is a raven like a writing-desk?”. Carroll (1994) opens the chapter when Alice meets the March Hare, the Hatter and the Dormouse while they are having tea at a table set out under a tree. Alice joins them and sits at the table. They are having a little talk. Then the Hatter asks Alice: “Why is a raven like a writing-desk?” (Carroll, 1994, p. 100). Alice is glad that he has asked her a riddle because she wants to have some fun and she thinks that she will guess it. But, after a while, she realizes that she does not know much about ravens and writing-desks, so she gives it up and asks the Hatter for the answer to this riddle. But neither the Hatter nor the March Hare have any idea what the answer could be. Alice is disappointed by them asking riddles for which there are no answers.

“Twinkle, Twinkle, little bat!”. As mentioned above, the chapter of Carroll’s (1994) book also includes a rhyme that the Hatter was supposed to sing at the concert held by the Queen of Hearts, and now he is singing it to Alice:

“Twinkle, twinkle, little bat!
How I wonder what you’re at!
Up above the world you fly,
Like a tea-tray in the sky.
Twinkle, twinkle –” (p. 104-106)

Alice admits that it sounds familiar to her...

Drawing things beginning with an M. Carroll (1994) included another activity into the seventh chapter of his book. The last activity, which can be considered as a game, begins as a fairytale told by the Dormouse. The tale is about three sisters whose names were Elsie, Lacie and Tillie and who lived in a well. The Dormouse continues telling the story, but it does not make much sense for Alice, so she asks a number of questions. After a while, she lets him finish the tale. So he goes on: “They were learning to draw and they drew all manner of things – everything that begins with an M –” (p. 112). Alice is wondering why with the letter M but the answer she gets is “Why not?” (p. 112).

The Use of Games Performed in *Alice’s Adventures in Wonderland* in ELT

In the part below, there is a description of games that can be used in ELT. The selection of this list of games is based on games that appeared in *Alice’s Adventures in Wonderland*. Besides the theoretical background, there are some useful tips on employing

these activities in ELT. The benefits of competitiveness in games is also dealt with in this part.

Riddles. Riddles, puzzles or guessing games are short texts containing multiple meanings, metaphors, and idioms (Zipke, 2008). They can be considered as an introduction into poetry and poetry writing (“What”, n.d.). In addition to that, riddles influence classroom atmosphere because of their humour that loosens the learning environment.

Nachtigal (2010) claims that riddles are very easy to use in English language teaching (ELT) as they can be adapted according to the students’ level of English, age or their number. Therefore, they can be performed with anyone. There is a variety of their use in English as a second language (ESL) classes. Nachtigal suggests to use them as icebreakers or warm-up activities. Furthermore, they can be the topic of the whole lesson plan. They can serve as an opening activity to a discussion or a grammar related topic.

Riddles manipulate with the language and play with words. They help students realize that words can have more than one meaning and that context has to be considered (Zipke, 2008). Zipke explains that riddles are “based on the background knowledge, vocabulary and experiences of the riddler and the listener” (Zipke, 2008). Sometimes they can be demanding for students, thus Morley (n.d.) recommends to give students some additional help so that students do not become demotivated. Students can work in pairs or groups or be given multiple choices.

Nachtigal (2010) remarks that there are many benefits of using riddles in ELT. They are used to practice listening, speaking, and writing. She adds that they also extend vocabulary, strengthen reading comprehension and develop students’ logical and creative thinking. Students explore the riddle, analyze it and then discuss it (“What”, n.d.). While trying to find an answer to a riddle, students are encouraged to listen carefully and ask questions or cooperate within their group to come up with several possible solutions (Nachtigal, 2010). Morley (n.d.) suggests that sometimes students can be asked to give clear and precise explanation of the riddle. They can analyze the techniques used in the riddle poems, and then they can write their own riddle using these devices and brainstorming ideas they would like to write about (“What”, n.d.). Morley thinks that it can be motivational for them to assemble the classroom book of riddles, where they could compare their riddles and try to guess answers to the others.

Alphabet activities. Learning letters is the first step in the process of learning to read and write. Although ESL students are familiar with alphabet, they have to learn letter-sounds, which are different from their mother tongue, and their combination in English (“No Time”, 2012). Being able to recognize letter-sounds, also known as phonics, is crucial for ESL learning as it enables students to associate spoken and written English (Grover, n.d.). Without this knowledge, they would not be able to read an English text or write down any spoken language.

There exist many methods to teach phonics providing learning for all students such as visual aids, listening activities, manipulation with alphabet blocks or movements when students make shapes of letters (No Time, n.d.). It is good to have some teaching aids such as an alphabet chart, magnets or index cards prepared (No Time, n.d.). Then, students can sing songs and point to the letters, or the teacher can pronounce the letters and encourage students to identify them in the chart (No Time, n.d.).

Besides being beneficial when teaching phonics, alphabet can be used to practice other language items in ESL learning. It can provide a tool to practice vocabulary about a topic such as animals, professions, vehicles etc (“ESL Warm-up”, n.d.). This can be done by games like *anagrams* or *acrostics*. The former is a game in which players form new words by reordering existing words or randomly picked words (“ESL Warm-up”, n.d.). Nesbitt (2011) defines *acrostic* as a poetic form easy to create and with simple rules. Everyone is able to create an acrostic poem. There is neither rhyme nor rhythm, and its lines can be long or short (Nesbitt, 2011). He explains that it can be either a word or a phrase, and its letters are written down vertically. It can be someone’s name, a thing, an activity etc. Acrostic is an activity in which students are encouraged to brainstorm words or phrases describing the topic or idea they have chosen as the acrostic (Nesbitt, 2011).

Rhymes. Rhymes represent another kind of language play. Dunn (n.d.) defines rhymes as short texts that rhyme and are melodic when recited. Rhymes consist of rhyming words and are based on repetition of these words as well as on repetition of their sounds (Dunn, n.d.).

Nursery rhymes, also known as Mother Goose rhymes, are a traditional part of British Culture (Dunn, n.d.). Dunn points out that when listening to a rhyme or reciting some, it is the first time the children experience poems. These poems usually have no author, and they have been passed on from mother to child for generations (Holman & Snyder, n.d.).

Brown (2006) remarks that ESL learners are at a disadvantage because they do not have an extensive knowledge and cultural background of English speaking countries. Therefore, Brown thinks that rhymes can be useful in this matter and help students understand idioms, slangs, and other cultural items. Penn (2012) adds that using rhymes in ESL classes improves students' language, cognitive, social, emotional, and physical development. Concerning the social advantages, rhymes are related to the past, to a long tradition. Penn (2012) explains that they connect people because rhymes are something that people have in common and can share. With regard to language skills, rhymes are short texts through which students can discover how the language works and build up their awareness of phonics and word families (Penn, 2012). Rhymes improve their reading and speaking skills as well as vocabulary knowledge ("Importance", 2012). There is also an amount of nursery rhymes consisting of words expressing quantity that help students count ("Importance", 2012). Besides, rhymes familiarize students with the concept of a story sequence because rhymes are short stories with a beginning, an end, and a content ("Importance", 2012). Dunn (n.d.) emphasizes that it is important to employ physical actions such as voice, mimic, and body language when reciting or singing a rhyme because it has to be dramatic.

There is a number of ways to incorporate rhymes into ESL classes. Different methods strengthen variety of skills. Dunn suggests that listening skills can be developed by letting students take turns to say a line of a nursery rhyme, which makes them listen carefully. If the objective of the lesson is extension of vocabulary knowledge, a word or words from a rhyme can be left out, so students have to make predictions about the words (Penn, 2012). Alternatively, students can match words that rhyme and think up their own rhyming words to a given word (Szeto, 2010). Brown (2006) recommends to use some rhymes in combination with Total physical response (TPR) such as the rhyme "head, shoulders, knees and toes" to practice vocabulary of a particular area. He also mentions the use of tongue twisters that help students practice pronunciation and explore different spelling and meaning of the words. Tongue twister can be used either as a back-up activity or to learn new vocabulary items or cultural information (Brown, 2006).

Brown (2006) states that using rhymes is an excellent learning experience for ESL students. It should be a part of a routine in ESL classes because working with rhymes is a creative activity and makes the learning time fun and enjoyable (Logsdon, n.d.). By means of rhymes, students learn unconsciously and without any effort (Dunn, n.d.). They are easy and quick to memorize, so students can produce something fluent in English, which

motivates them and their confidence may grow (Dunn, n.d.). As a result, they become less worried about expressing themselves. Dunn also mentions that rhymes improve students' reading skills. Students learn to read fluently as they read a text they have learnt by heart (Dunn, n.d.). Although rhymes need to be repeated not to be forgotten, students do not mind this fact. On the contrary, children love repetition. They make their parents read the same book, and they like listening to the same stories over and over again (Logsdon, n.d.). On top of that, rhymes are easy to practice and say anytime, so there is no need to avoid them in learning process.

Competitive games. Games consist of several factors that they have in common such as rules, relaxation and learning (Deesri, 2002). In addition, it is also competitiveness that characterizes games.

Competitive games contribute to both socialization as well as language acquisition. Deesri (2002) states that they stimulate students and encourage them to participate and cooperate. Games involving competitiveness make a closer atmosphere in the classroom. It allows students to share their knowledge and work as a team. When playing a game, everyone has the same goal – to win - and wants to take his turn to play (Deesri, 2002). Students work harder because they want to defend the others and win. Concerning the language, students realize that they have to be accurate in pronunciation and other language skills in order to win.

Almost any game can be turned into a competition. It is possible to do that only by announcing that the first one will get a point (Deesri, 2002). Student can either compete with one other, or they can cooperate in pairs or groups. The teacher should give a brief evaluation to students and not to attribute great importance to victory.

This chapter provided theoretical information about the topic of using games in education, and presented the games that appeared in *Alice's Adventures in Wonderland*.

First, it defined the term *game*, and provided the general characteristics of games in school environment. It also discussed the role of the teacher when employing games in class, and some instructions that should be considered in the process of selecting a game were stated. Besides, it highlighted the importance of giving clear and concise instructions when introducing a game and its rules to learners. Then, it presented the importance of games as an educational tool that helps form learners' personality, socialize them, and create an atmosphere that enables learners to learn unconsciously and be creative. Further

on, the chapter focused on using games in ELT presenting positive as well as negative facets regarding this issue. In the last part, the games performed in *Alice's Adventures in Wonderland* were summarized. Then, the games from the book were used for the list of games, such as riddles or alphabet activities, that can be used in ELT. Some theoretical information about them were given as well as some practical tips on using these games in ELT.

Next chapter describes the research methodology. The first objective of the research is to analyse the games performed in *Alice's Adventures in Wonderland*. The second objective is to find out learners' attitude to the use of games during English lessons in general and whether they acknowledge the main features and rules that are characteristic for games used in ELT or whether they prefer the way games were performed in *Alice's Adventures in Wonderland*.

III METHODS

In this chapter, the research methodology is described. The research is divided into two parts. In the first part, the games that appeared in *Alice's Adventures in Wonderland* are analysed. The research in this part focuses on the rules of using games in ELT that were not observed in the book. Then, the games from the book were modified and used for the second part of the research that is aimed to find out learners' opinion on employing games during English lessons and whether they acknowledge the main features and rules that are characteristic for games in ELT. This chapter describes the research methodology, the subjects of the research, and the background of the research. Two research tools – experiment and questionnaire – were used to gather data to find out the answers to the research questions. Their description is found below in this chapter.

Analysis of the Games Performed in *Alice's Adventures in Wonderland*

The first part of the research focuses on analysis of the games in *Alice's Adventures in Wonderland*. The games were analysed according to the criteria that are characteristic for the use of games in ELT, which is not the purpose of the games performed in the book, of course. It includes commentaries to the irregularities and the ways the games were introduced and played in the book. It also gives some tips on improving and adapting these games so that they could be used in ELT.

The Research Carried Out at Elementary School

The research took place at Základní škola a Mateřská škola Kladno, Norská 2633 on 2 May, 2013. The subjects of the research were pupils attending the 7th grade and they were aged from 12 to 13 years. Their level of English was supposed to be A2. However, the pupils involved in the research were from a mixed ability class; therefore, their level of English differed a lot from one another. The day the research was carried out sixteen pupils were present and all of them participated in the experiment and filled in the questionnaires.

Experiment

The experiment was based on games that appeared in the book. According to the theoretical background and the analysis of the games in *Alice's Adventures in Wonderland*, I modified the games to make them suitable for ELT. I chose adjectives as the main topic of the lesson to make the whole lesson and the games coherent.

In the opening of the lesson, during which the research was carried out, I familiarized the pupils with the content of the lesson and introduced the book *Alice's Adventures in Wonderland* by Lewis Carroll. The pupils were asked whether they knew the book and the main character. It was found out that only few pupils had read it.

The first part of the lesson was focused on rhymes. I wrote four main characters (Alice, March Hare, Hatter, and The Queen of Hearts) from the book on the blackboard and each student was given a name of one of these characters. Then, the students were divided into four groups of four according to the character from the book. Each group was given a sheet of paper with an extract of games from the book written on it (see Appendix 1a and 1b). Two groups were given a text about the caucus-race (see Appendix 1a), and other two groups worked with a text about The Queen's croquet (see Appendix 1b). Students were supposed to find and underline adjectives in the text. While they were working, I wrote different adjectives on the blackboard. After they had finished, I asked them to write all the adjectives that they had found in the texts on the blackboard too. After that, they were asked to come to the board and match adjectives that rhyme.

After this introduction of the system of rhyming words, we continued to work with rhymes in the following part of the lesson. Students were allowed to work in pairs. Each student was given lyrics of the lullaby "Twinkle, twinkle, little star". The lullaby was modified into a cloze activity (see Appendix 2), and students were supposed to think out rhyming words that were missing. After they had finished, I asked them what rhyming words they had come up with to the words *high*, *light*, *so* and *eye*, and I wrote their ideas on the board. Then, I played the original version on CD player, and students wrote down the original rhyming words.

The next part of the lesson concerned riddles. I asked students whether they knew some riddles, both in Czech or English. I wrote the riddle "Why is a raven like a writing desk?" (Carroll, 1994, p. 100) on the board and students tried to guess the answer. No one knew it, so I told them that there was no correct answer. This issue is dealt with within the question number 22 in the questionnaire (see Appendix 3), where the students are asked whether they mind if an activity does not have a logical outcome. Then, students returned to their original groups and they were given some riddles (see Appendix 3). This game was a little competition. The first group who knew the answer to the riddles got a point.

After guessing the riddles, students performed two alphabet activities that involved competitiveness. The first game was played in groups. Students were supposed to take a piece of paper and write letters from A to E on separate lines. Then, they were told to write

as many adjectives starting with these letters in their groups. I also wrote an example on the board. I told them they had one minute to do this activity and that they would get a point for each correct word. Then, I told them to start. After one minute, they counted the words that they had thought out and named them aloud. The group with the highest number of the correct adjectives won. The second game was called “Alphabet Shout Out” (“Classroom games”, n.d.). I showed alphabet flashcards, and the students competed individually. The first student who knew an adjective beginning with that letter stood up, shout out the adjective, and was awarded a point.

In the last part of the lesson, I handed out the questionnaires written in Czech (see Appendix 4) and gave them a short commentary. I explained them that it was composed of two parts and that some of the questions are close-ended and the others open-ended. Then, I asked the students to fill in the questionnaires.

Questionnaire

The students were given the Czech version of the questionnaire (see Appendix 4). It was also translated into English for the purpose of this thesis (see Appendix 5). The questionnaire was anonymous. Since it was carried out in one class with students of the same age, they were not even asked to enter their age. The questionnaire was composed of 22 questions, which were divided into two sections. The questions from 1 to 14 dealt with the use of games in ELT in general with reference to the theoretical background that is discussed in the first chapter of the thesis. The questions from 15 to 22 related to the problems appearing in games in *Alice’s Adventures in Wonderland*. The questionnaire consisted of open-ended questions as well as close-ended questions. There were also some dichotomous questions but the students were asked to state reasons for their answer. Students were also told that it is possible to tick more than one answer at close-ended questions.

The objective of the questionnaire was to find out the attitude of learners to the use of games during English lessons and whether they acknowledge the main features and rules characteristic for games in ELT or whether they prefer the way in which games were performed in the book. The questions asked students how they understand instructions in English and about their opinion on the teacher’s role during games. The questions also investigated whether students think that games have some benefits for their learning. Besides, they were asked how they perceive the atmosphere in class and how they feel when playing games. There was also a question that was aimed at competitiveness asking

students what kind of competition they prefer, whether in groups or as individuals. The questionnaire also tried to find out whether students are bored during games sometimes and why. Questions in the second part of the questionnaire focused on the issue of rules and fair play. It was aimed at their opinion on cheating and the need of rules in games. Students were also asked about the importance of being awarded.

This chapter described the research methodology. It was divided into two parts - analysis of the games performed in *Alice's Adventures in Wonderland* and the research carried out at elementary school. The chapter provided information about the place where the research was carried out, and it presented the subjects of the research as well. The two research tools were described in detail. In the first part of the following chapter, the results of the analysis of the games from the book are presented and commented on. The second part includes the results of the classroom research. The results are illustrated by graphs and commented on further in the chapter.

IV RESULTS AND COMMENTARIES

This chapter firstly provides the results of the analysis of the games performed in the book *Alice's Adventures in Wonderland* along with commentaries. The analysis was based on criteria that apply to games in ELT. Then, the chapter presents data collected from the questionnaire research. The results are illustrated by graphs and they are commented on further in the chapter.

Results of the Analysis

The results of the analysis are divided into five parts according to the games in the book. Each part gives information about what was not correct about the way the games were played and what rules were not observed according to the use of games in ELT. It also mentions the possible impacts of these aspects on ESL learners. Besides, it provides tips how to adapt these games to make them suitable for ELT.

A Caucus-Race

The game performed in chapter III has many irregularities and is not clearly defined. The main rules of games are not observed in the caucus-race. As a result, it is very chaotic and makes its participants confused.

With regard to the role of the organiser, it has been already said that he influences the nature and the progress of the game. In this particular game, the organiser does not have the necessary skills and fails to organize it well. Although he is the organiser, he decides to participate in the game with the others. With regard to ELT, it is the teacher's choice to participate or not (Harmer, 2007, p. 110-111). Sometimes it can motivate children and bring them a sense of equality. It can make the environment in the class more relaxed. In this case, Dodo's participation has a practical motive, to get dry.

As for the introduction of the game, Dodo, the organiser, presents the name of the game and it is evident that he has not prepared it in advance. Every time the teacher wants his students to perform a game, it should be ready and thought-out. However, it seems that this idea of the caucus-race has just come up into Dodo's mind. Besides, he is not able to explain what a caucus-race means. It is always the teacher who is supposed to know the game well and be able to answer all the questions about it. Dodo does not even give any instructions concerning the race, he just says: "the best way to explain it is to do it" (Carroll, 1994, p. 38). As mentioned above, giving instructions is one of the most

important aspects with regard to the inclusion of games in ESL learning. Clear and concise directions would be sufficient. However, Dodo does not say any. Sometimes it is more efficient to show a little demonstration of what is going to happen (Harmer, 2007, p. 111), but starting a game without being informed about its goals and without being instructed about the rules can demotivate the students, and they can get frustrated because they do not know what to do.

The place where the game is to be performed is also important. In the caucus-race, the race-course is not marked clearly, “the exact shape doesn't matter,” said the organiser (Carroll, 1994, p. 38). But it matters a lot. The participants need to know some limits where they can move. If it is a race, they have to be aware of the starting line and the finish. It is also necessary for everyone to be placed at the same starting points so that they all have the chance to win. In other words, they should be given equal opportunities. They cannot be placed along the race-course randomly. If it was done like this in ESL classes, it would cause chaos in the class, and the students could consider this arrangement as unfair and would argue with the teacher.

There also has to be some time limits of the game. In the caucus-race, there is neither countdown nor finish alert, so the participants do not know when to begin running and when the race is over. It is connected to instructions described above. Students need to be informed about the time limit for an activity that they are to perform or about the conditions that are necessary to be met to win the game. The students have to be aware of these information before they start performing the game. It should not be sudden like Dodo called out: “The race is over!”, out of the blue (Carroll, 1994, p. 38).

When performing a game, students are motivated and participate because they want to defeat the others. “But who has won?” is the question that everyone asks Dodo, the organiser (p. 38). Students, but it could be said people in general, like to be awarded for their effort. To limit the game and prevent any confusion, the instructions, for such race, could include information about the starting and finish line and that the first one who will reach the finish line is the winner, so everyone would know who has won. It would not be motivational and satisfactory for students if the teacher said: “EVERYBODY has won, and all must have prizes”, like Dodo did (p.38). There is a risk that the next time they would not try so hard because they would know all of them would win again. They would not be encouraged to participate and cooperate so much, which would be in the contrast of the purpose of performing games in ELT (Perclová & Wisniewska, 1997, p. 6).

With regard to the prizes, it is not always necessary to be awarded. Although students appreciate when they get a plus or a good mark, sometimes it is just the sense of victory and success that fulfil them. However, if the teacher decides to give prizes, it must be fair, and no one who deserves the prize is left out. In the story, it is decided that Alice will give prizes, but the others do not like the idea that she would be the only one without any award. For sure, it would be unjust. There is an evident sense of fairness, which is an essential part of every game.

The Queen's Croquet

Even though croquet is a well known game with some defined rules, it is obvious that the queen's concept of the game is very different from the original. "I don't think they play at all fairly', Alice began, in rather a complaining tone, 'and they all quarrel so dreadfully one can't hear oneself speak - and they don't seem to have any rules in particular: at least, if there are, nobody attends to them - and you've no idea how confusing it is all the things being alive: for instance, there's the arch I've got to go through next walking about at the other end of the ground - and I should have croqueted the Queen's hedgehog just now, only it ran away when it saw mine coming!'" (Carroll, 1994, p. 126). As well as for the caucus-race, there is a lack of basic rules agreed on by all the participants before the game starts. The place, where the game is played, and the equipment used are not suitable for the game. What is more, there is no time limit set. Concerning the organiser of the game, it is the Queen who is in charge, but it is evident that she does not organize it neither correctly nor fairly.

In general, this game is characterized by injustice and an inappropriate behaviour of the organiser. As mentioned in the previous chapters of this thesis, the world of game should provide equal opportunities for everyone. There should not be any one superior or subordinated. Therefore, all the players should be allowed to participate and take turns. It does not seem fair that some of the animals and playing cards have replaced equipment needed for the game and cannot participate as the others. Regarding games in ELT classes, it is always better when everyone is involved and active as it prevents passivity and boredom. It is also important for students to feel they are needed and are able to deal with different roles during the game. However, it is different in the queen's croquet. It is true that as the organiser, she can make various decisions about the game such as appointing participants different roles or modification of the rules, but she should behave impartially to everyone. Besides, it is inappropriate to privilege oneself as an organiser. In ESL

learning, the amount of the teacher's participation depends on himself. Despite this, the main objective of his participation is to encourage students to take part in the game and make relaxed atmosphere in class. He does neither participate nor favour himself in order to defeat the others and win, on the contrary, he manages his students and support them.

Next, the way the game is played in this book does not promote relaxed atmosphere, which is necessary in ESL classes. It is another reason why this game performed in *Alice's Adventures in Wonderland* breaks the basic rules concerning using games in ELT. The difference from the common characteristics concerns the behaviour of the Queen that frightens all the participants. She threatens everyone and shouts, "Off with his head!" or "Off with her head!" (Carroll, 1994, p. 126). This is unacceptable in ESL classes. As discussed in the theoretical background, classroom atmosphere is very important in the process of learning. Students need to be at ease and feel confident to express themselves. Therefore, they need to know that the purpose of the game is not to punish them for making mistakes and errors, but it gives them possibilities to practice the language they have learnt. It is again the responsibility of the teacher to assure this in the class. He can either praise his students or notify them of the most frequent mistakes and errors. He gives them feedback so that they could improve their performance next time.

Another factor that makes a tense atmosphere during this game is that the organiser does not manage the participants well. "The players all played at once without waiting for turns, quarrelling all the while, and fighting for the hedgehogs" (Carroll, 1994, p. 124). This should be certainly avoided when using games in ESL classes. It is connected with setting the rules before the game. The teacher should explain how the game is played and in what way the participants take turns. If any troubles occur during the game, the teacher should be able to get the students' attention and calm them down so that he could settle any arguments and make students continue to play correctly and in accordance with the rules. If the situation was not settled, the students could get confused and stressed. They might become demotivated to go on playing the game, and the objective of the game would be lost.

"Why is a raven like a writing-desk?"

It is the first game performed in the chapter VII, A Mad Tea Party. The puzzler asks: "Why is a raven like a writing-desk?" (Carroll, 1994, p. 100). After a while Alice does not know the answer, so she gives it up and wants to know the answer, however, the puzzler replies: "I haven't the slightest idea" (p. 104). The way the riddle is played in the

book is neither motivational nor fun. Alice is not prompted to find an answer and does not even try. There is neither answer nor explanation, and the game becomes meaningless.

It can be said that this kind of riddle, which does not have any right answer, should not be asked and used in ESL classes. It can demotivate children as they might be curious what the right answer is, and if there was none, they could be disappointed. On the other hand, it can provoke their imagination and creative thinking. Besides, it can be real fun for students. When a non-sense riddle is asked, there is a possibility that someone can come up with a similarity that could be considered as a possible answer, or students could say whatever they want, even if it was a nonsense, but they would be asked to justify their answer. But, when using riddles in ESL classes, it is not good to let students give up guessing without at least trying to figure out the right answer as Alice did after being asked the riddle. The teacher should encourage his students to ask additional questions or to give it some thought and come up with a guess regardless of its sense. If it is a difficult riddle, the teacher can let his students discuss it in pairs or in groups. He can also provide some hints to make the riddle less complicated and possible to guess. However, he should not say the right answer too soon. He should wait for students to come up with some ideas and possible solutions. After this phase, it is possible to reveal the right answer and compare it with the ideas that they have suggested. Or if there is no such an answer, the whole class can decide about the best and the most possible solution to the riddle that have been thought-out. It can be very motivational for students to try to figure out the answer that does not exist and make a nonsense riddle meaningful.

“Twinkle, Twinkle, little bat!”

This rhyme is the next game in the chapter. It concerns a nursery rhyme originally called “Twinkle, Twinkle, little star”. However, as it is usual for the games in *Alice’s Adventures in Wonderland*, it is a little bit different from the original version. The version of this nursery rhyme appearing in the book is muddled, and there are different words; however, rhyming among these words is preserved. Although it is logical to introduce the original version when employing traditional rhymes in ESL classes, it is a good idea to let students think up words that rhyme with words that appear in the rhyme without worrying whether they fit according to their sense. And then they can compare their own rhymes with the original version. The Hatter, the character in the book who tells the rhyme, has evidently forgotten the original version and is using another words, but he is able to think up words that rhyme with them. Obviously, he is aware of the way the words are

pronounced and of the concept of rhyming. Therefore, it is good to let students use their imagination and creativity and let them make their own rhyming words regardless the meaning.

Drawing things beginning with an M

It is the third and the last game played in the chapter. It is introduced through a story about three little sisters who were learning to draw. They decided to draw everything beginning with the letter M. Introducing a game in this way can serve as a motivational tool as stories and tales are attractive for children. They pay attention to them, and they are motivated to do the activity that the teacher wants them to do.

Summary

Based on the analysis above, it can be said that most of the games performed in the book did not have the main characteristics of games and did not observe basic rules. Of course, it was the purpose of the author, Lewis Carroll, to create nonsensical games to make them coherent with the rest of the story. However, according to the objective of this thesis, it is necessary to point out what teachers should avoid when employing such games in ELT.

Regarding the analysis, all of the games were very chaotic. In most cases, it was caused by the organiser who failed to manage the game properly. The place where the games were to be performed was not clearly defined and there was no time limit set either. Concerning the instructions, which present one of the most important aspect that the teacher has to be careful about when using games in ELT, they were not mentioned at all like in the Queen's croquet, or some instructions were introduced, but they were neither clear nor concise like in the caucus-race. The participants were confused and did not know what to do and how to play the games. Therefore, the games became nonsensical.

As for the organisers of the games in the book, they did not correspond to the model to which ELT teachers should conform. They did not have organizational skills and were not prepared in advance. Sometimes, like with the lullaby, the organiser himself was confused and introduced the game incorrectly. The organisers neither prompted nor advised the participants to be able to play the game correctly and finish it. Besides, it happened that injustice was tolerated and the interests of one of the organisers were put

above the interests of the participants so that he could win. It is also unacceptable, as the organiser, to threaten and distress the participants.

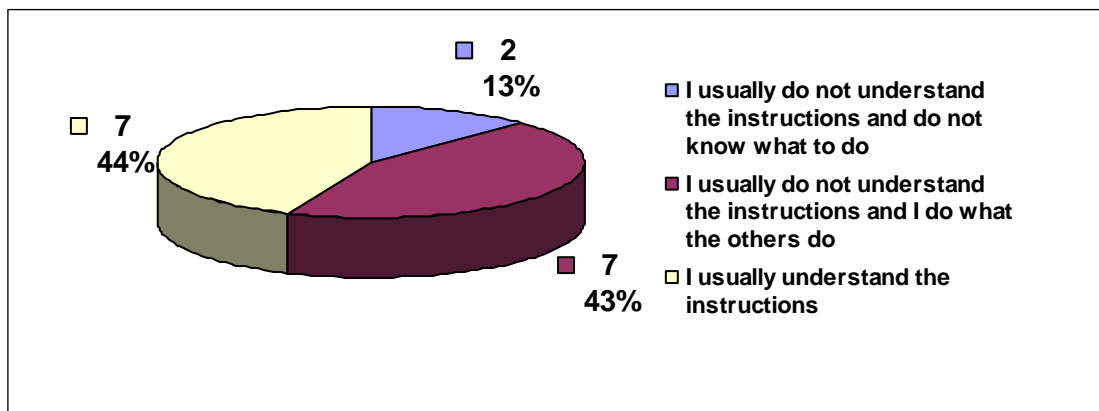
With regard to awards, it was not clear who the winner was and what the award was. There was no praise, which is expected when someone wins a competition especially in ELT, where praise functions as a motivational tool.

As a result, all of the games in the book *Alice's Adventures in Wonderland* were very confusing and stressful. In most cases, the participants were not motivated to continue playing as they did not see the sense in it like with the riddle or in the Queen's croquet. Therefore, as presented in the analysis with commentaries, it would be necessary to modify all of the games from the book in order to make them suitable for the use in ELT.

Results From the Classroom Research

This part presents results from the questionnaire that was handed out at elementary school. The results for each question from the questionnaire are illustrated by graphs. The questionnaire was answered by 16 students. Further on in the chapter, there is a commentary to the results of the research.

Question 1: When the teacher gives instructions to the game in English, do you know what to do?

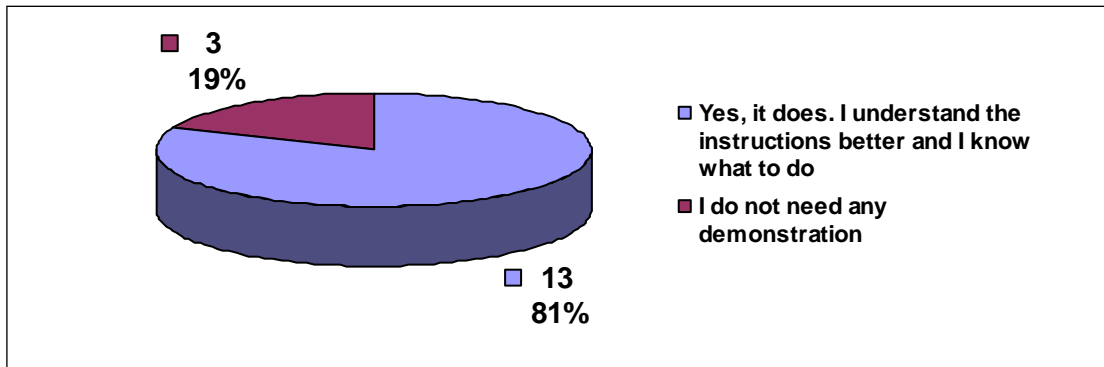


Graph 1: Comprehension of instructions

The first question was closed, but the students could state reasons why they do not understand instructions in English. The results show that 7 students (44%) understand the teacher's instructions. 7 students (43%) rely on their classmates. Only two students (13%) admitted that they usually do not understand what to do. The reasons of misunderstanding

are quite similar. It is the lack of knowledge of English language or the teacher's pronunciation and his speed of speech.

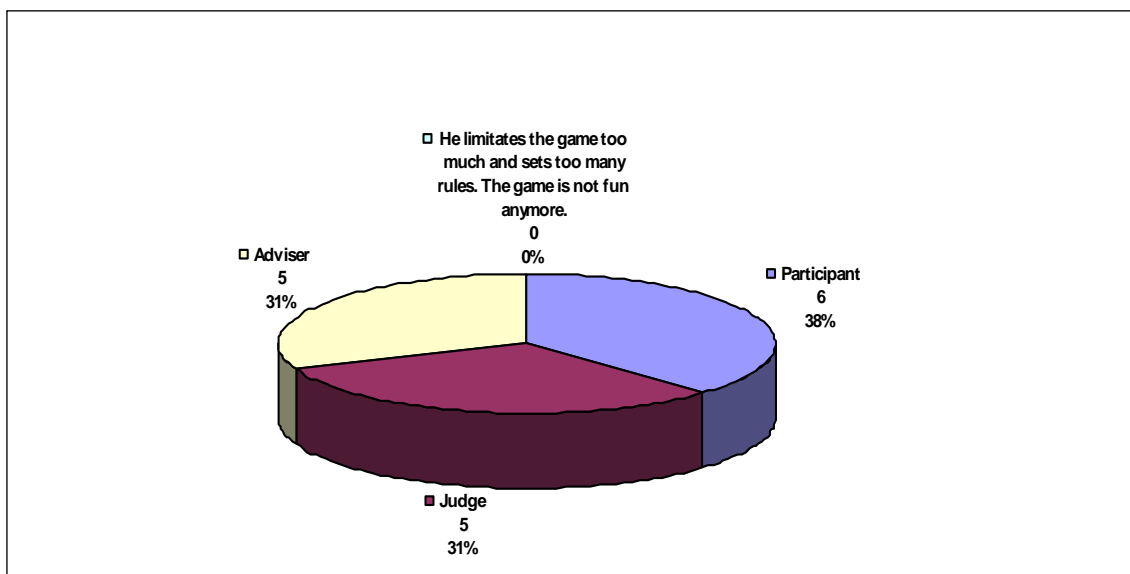
Question 2: When the teacher gives instructions to the game in English, does a demonstration help you to understand what to do? (eg. Demonstration of a dialogue between the teacher and a pupil)



Graph 2: Need of demonstrations

The second question was also close-ended. The question was aimed at using demonstrations to help students understand the instructions better. According to the results, most of the students (81%) agreed that they prefer a little demonstration for better comprehension of the task. The rest of the class (19%) claim that they understand well and do not need any demonstration.

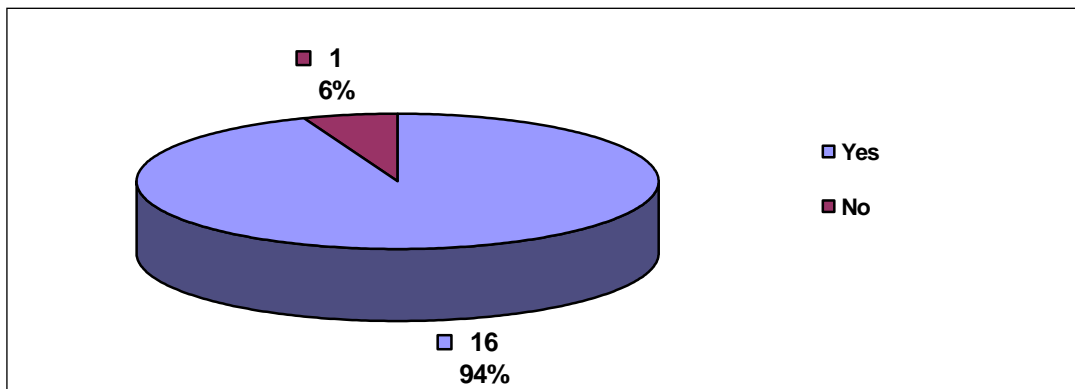
Question 3: How do you perceive the teacher during a game?



Graph 3: The role of the teacher

The third close-ended question focused on the role of teacher during games. The percentage of the answers was balanced. 6 students (38%) perceives the teacher as a participant. 5 respondents (31%) know that he helps them, and the rest of the class (31%) marked that he is a judge. No one perceives the role of the teacher negatively.

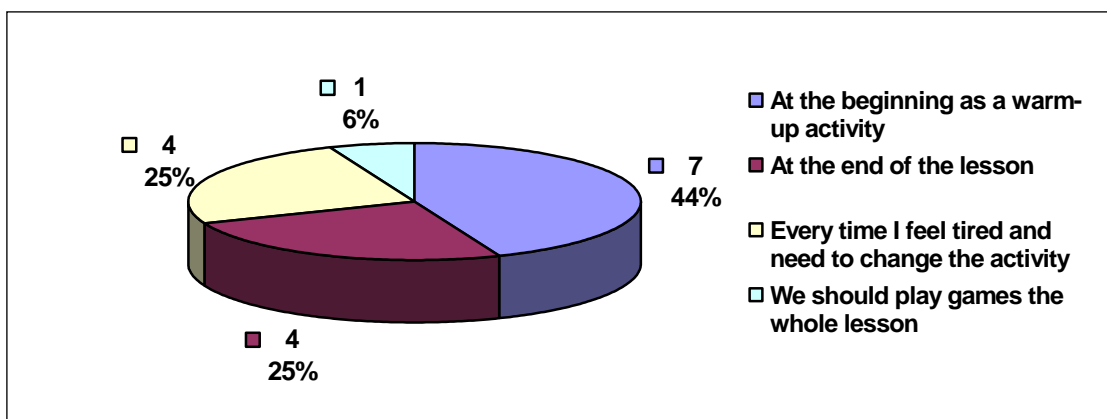
Question 4: Would you like your teacher to participate more in games?



Graph 4: Proportion of students who would like their teacher to participate more

The fourth question was again close-ended but the students were supposed to state reasons for their answers. Only one of the students (6%) would not like the teacher to participate more. The student argued that the teacher would always win. The rest of the students (94%) would like their teacher to participate more during games. They think that playing games would be more amusing. One of the students added that the teacher should have fun too, and he would know how his students feel if he participated more.

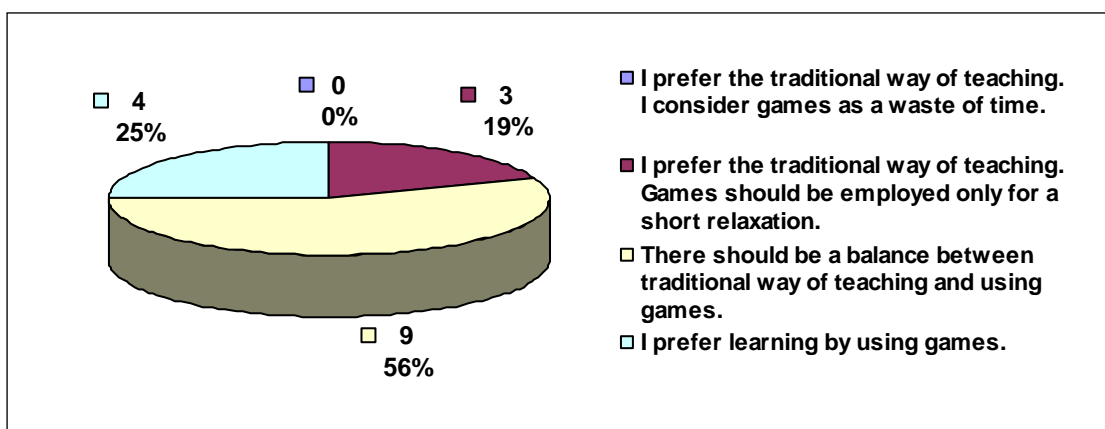
Question 5: In which part of the lesson would you include playing a game?



Graph 5: Placement of games in lessons

This close-ended question asked students in which part of the lesson they would like to play games. 7 students (44 %) would use games as warm-up activities at the beginning of the lesson. Other students (25%) would place it at the end of the lesson. Many of the students (25%) would play games any time they feel tired and need to relax a little bit. Only one of the students (6%) would like to play games the whole lesson.

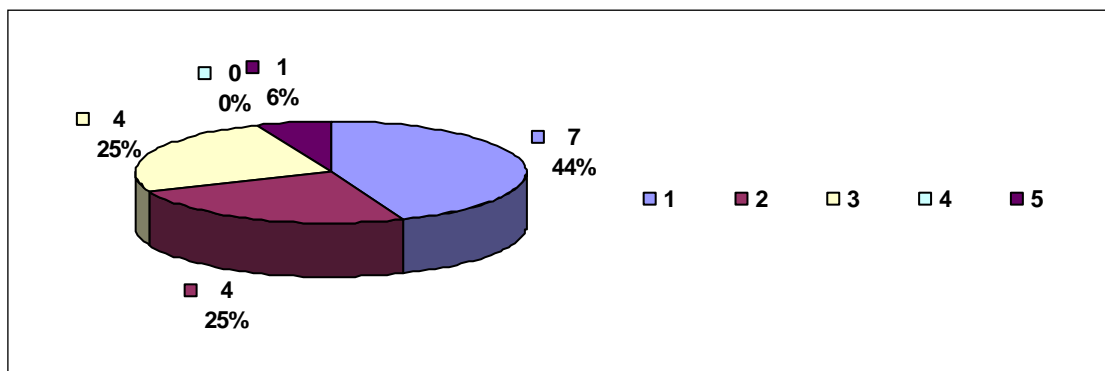
Question 6: Do you prefer the traditional way of teaching (e.g. work with the textbook, completing exercises, ...) to learning by playing games?



Graph 6: Preferred kinds of teaching and learning style

The question about the students' preferences regarding the way of teaching and learning was also close-ended. Most of the students (56%) think that there should be a balance between the traditional way of teaching during English lesson and performing games. Many of the students (25%) prefer using games in ESL. There are also 3 students (19%) who would use games for relaxation. No one considers playing games in English lessons as a waste of time.

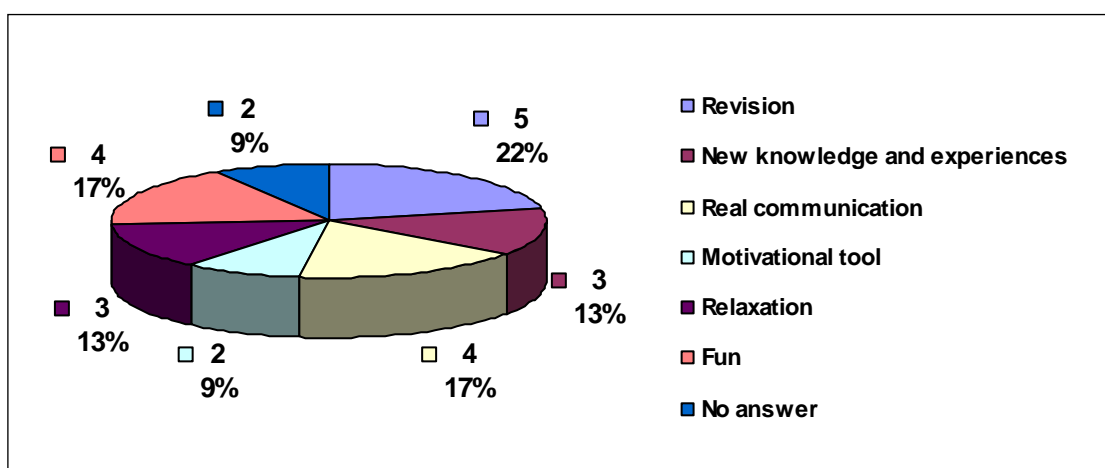
Question 7: How many skills did you practice during playing games today?



Graph 7: Proportion of students who ticked different numbers of skills practiced

The graph with the results of this close-ended question tried to find out whether the students realized that they had practiced different skills when involved in playing games. Only one student realized that he practiced listening, reading, writing, lexis as well as grammar. 7 students (44%) thought that they had practiced only one skill. The most common answer was lexis. The others ticked two or three skills.

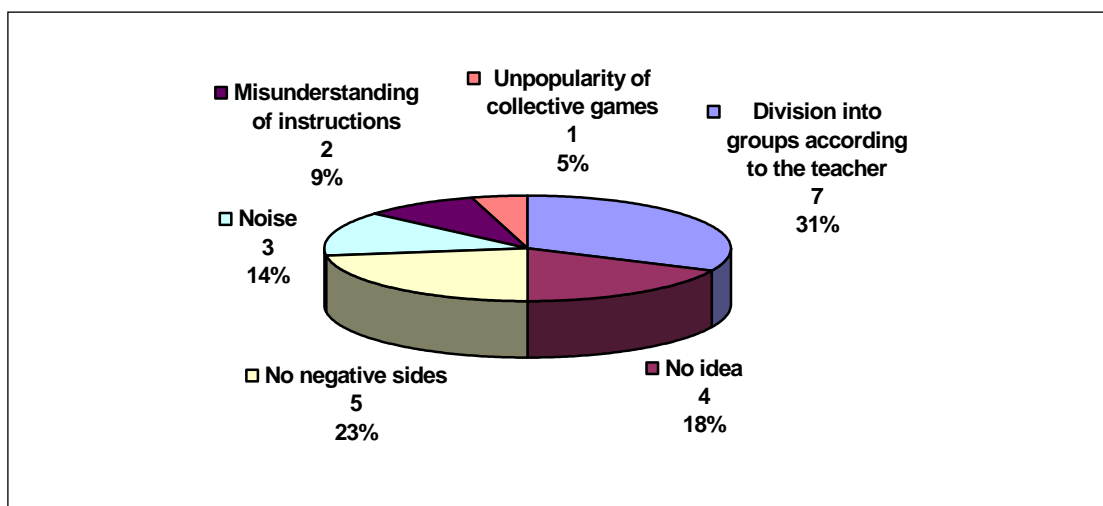
Question 8: Are games during an English lesson beneficial for you? What do you think the positive aspects of using games in English lessons are?



Graph 8: Benefits of games for learners

This question was open-ended. Students were allowed to state any benefits of using games in ESL. As a result, their answers were diverse but balanced. Some of the students stated more than one benefit. Most of the students stated benefits that have a good impact on their learning. They think that playing games is a good way to revise what they have learnt before or to learn something new. They consider playing games as an opportunity for a real communication. Playing games also motivates them to try harder during lessons. Only few of the students mentioned fun (17%) or relaxation (17%) as benefits of playing games.

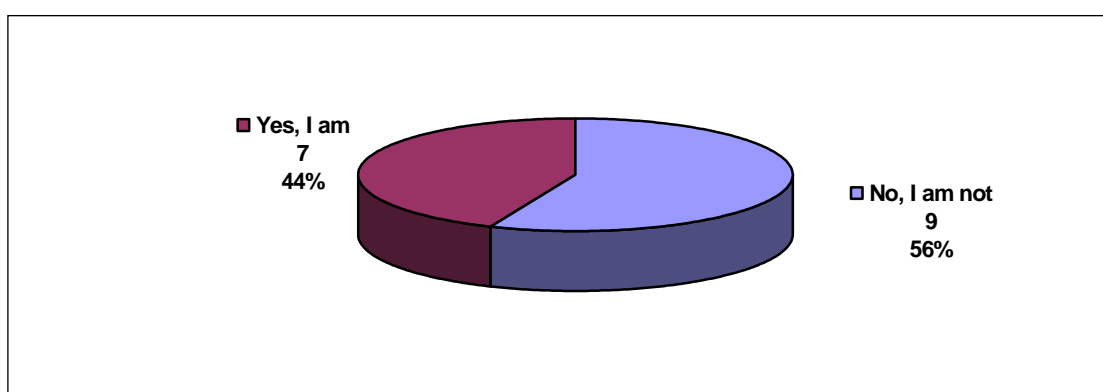
Question 9: Is there anything that you do not like about playing games?



Graph 9: Aspect that learners do not like about games

In the question number nine, students were asked to write what they do not like about playing games. Many of the students (23%) found no negative sides of games. 7 students (31%) do not like when they are not allowed to choose their partners and are divided into groups according to the teacher. One student admitted that he does not like collective activities in general. The others mentioned noise in the class or misunderstanding of instructions. There were also 4 students (18%) who did not have any idea.

Question 10: Are you sometimes bored when playing a game? Give reasons.

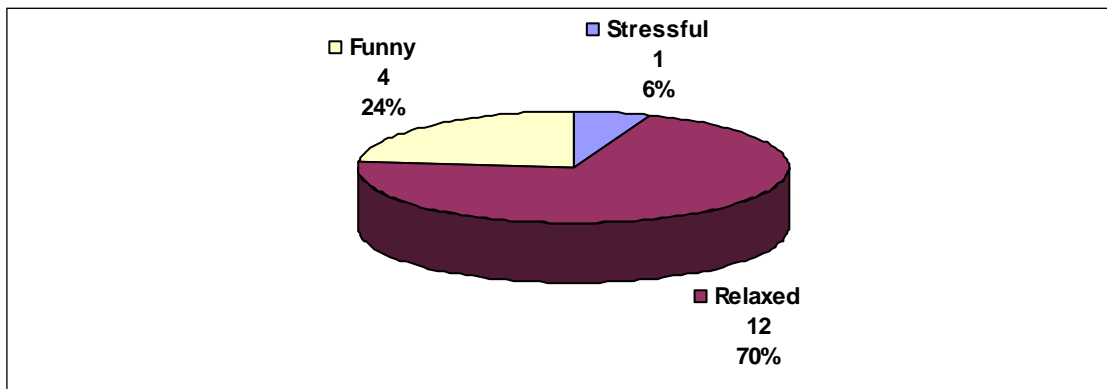


Graph 10: Proportion of students who are bored when playing games

In the question number 10, most of the students (56%) responded negatively. 7 students (44%) are sometimes bored when playing a game. They are bored because they do not understand the game or they do not have the mood to play any games. Sometimes they

finish earlier; therefore, they do not have anything to do, and they are bored. The last reason mentioned in the questionnaires concerned classroom relationships. Sometimes students are put in groups with someone they do not get on very well.

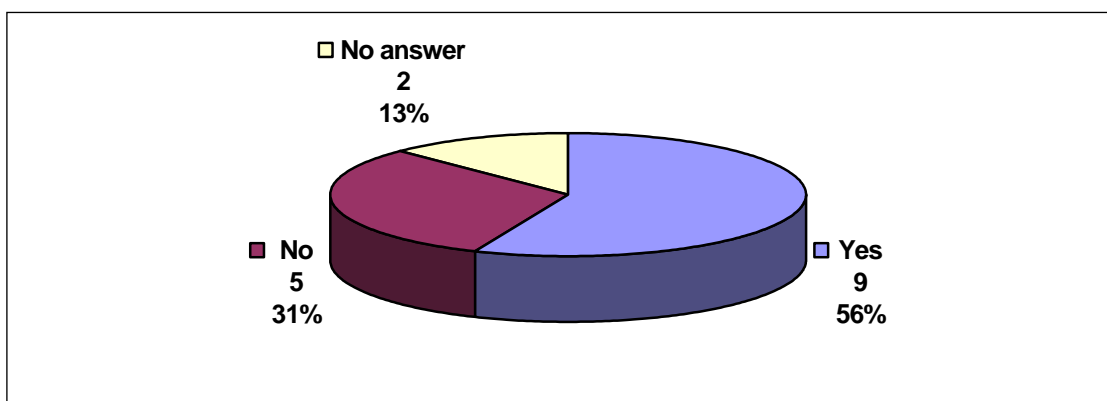
**Question 11: What kind of atmosphere is there in the class when playing a game?
Relaxed or stressful?**



Graph 11: Classroom atmosphere

The question number 11 was focused on the atmosphere in the class during games. Most of the respondents (70%) marked that the atmosphere is relaxed and 4 students (24%) added that it is fun. Only one student feels stressed when playing games as every one becomes very noisy and wants to win.

Question 12: When you play a game in pairs or in groups, do you do another activity or discuss another topic? If you do, why?



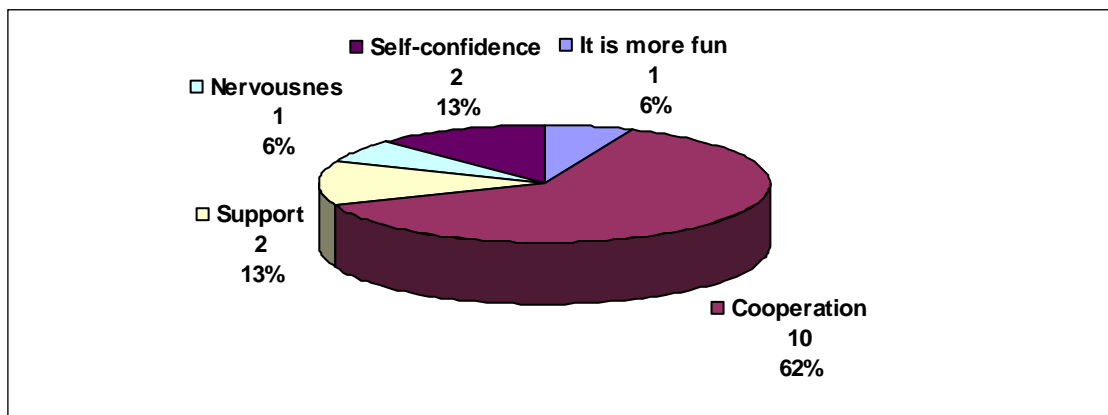
Graph 12: Proportion of students who do another activity

In the question number 12, most of the students admitted that sometimes they are not completely focused on the game that is being performed. The reasons were different.

They do something else when they want to relax, or when something comes to their mind, and they need to tell it to their friends. Sometimes they are not involved in the activity because they do not know what they are supposed to do. It also happens that they are bored, as a result, they discuss another topic.

Question 13: Do you prefer to compete as an individual or in a team? State reasons.

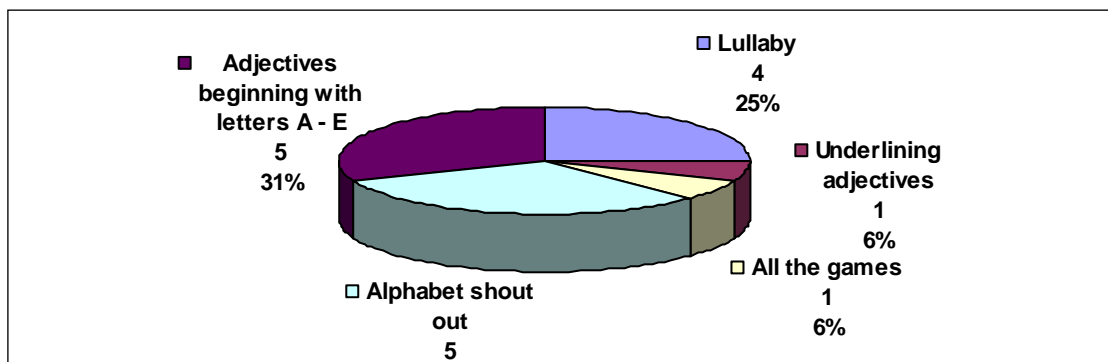
The answers to the question number 13 were identical. All of the students prefer to compete in teams. However, the reasons for their answers were different. The following graph presents the reasons why the students prefer team competition.



Graph 13: Benefits of playing in teams

Most of the students (62%) appreciate the possibility of cooperation within a team. Other students (13%) like that other group members support them. Two students (13%) also feel more confident in groups. One student prefers team work as he is nervous when working individually. One student thinks that it is more fun to work in a team and to try to beat the other one.

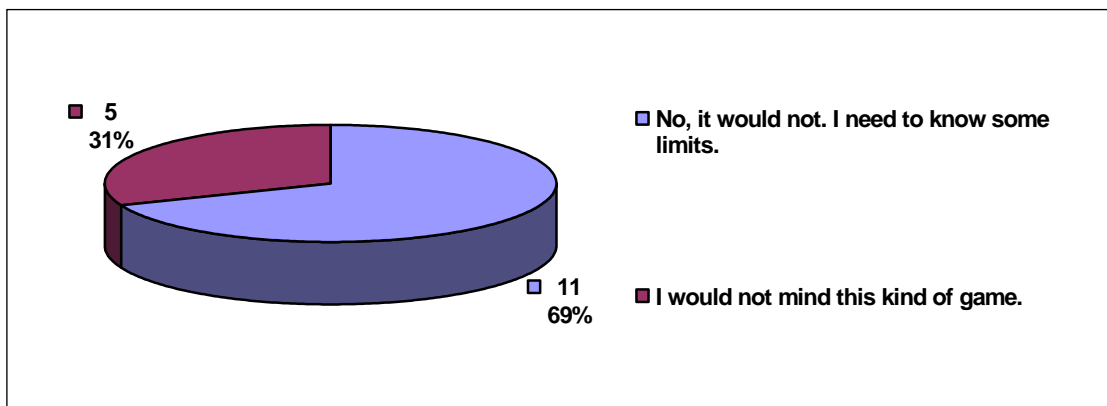
Question 14: What activity did you like the most today? State reasons.



Graph 14: Preferred games

In the question number 14, the respondents were asked about their favourite activities that had been played during the lesson. The results show that the most favourite games were Alphabet shout out and Adjectives beginning with letters A-E. Many of the students (25%) also liked the lullaby. One of the students chose the activity based on underlining adjectives, and there was one student who had enjoyed all the games.

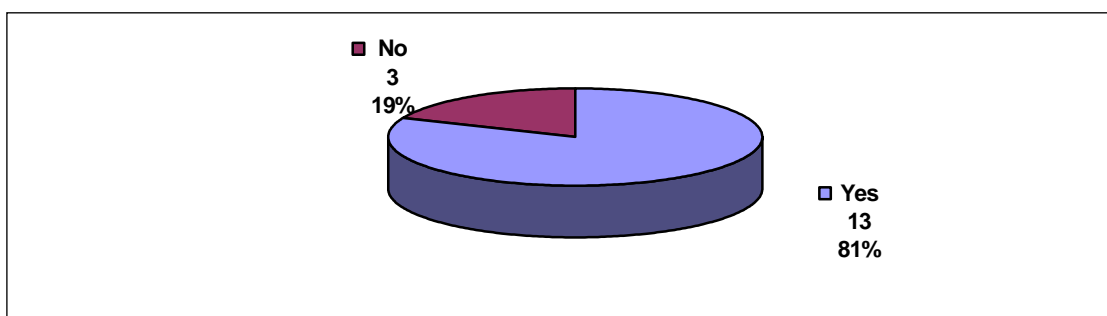
Question 15: In the book, they play a game called “a caucus-race”. The participants compete in undefined space and without any time limit. After half an hour the organiser decides that the race is over. Would this organisation suit you?



Graph 15: Preferred organisation of games

The question number 15 was close-ended asking the respondents about their need of being aware of some limits during games. Most of the students (69%) responded that this organisation would not suit them. These students need to know the rules and some limitations. Five students (31%) admitted that this kind of game would be all right for them.

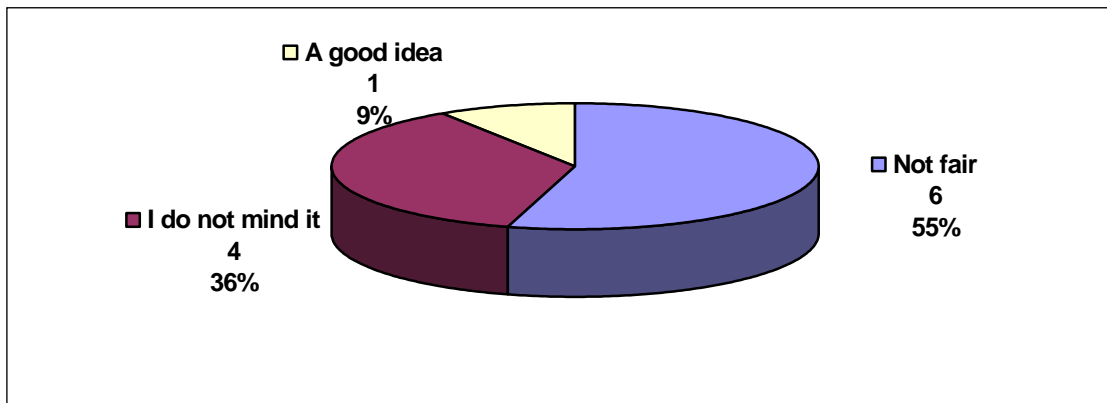
Question 16: Do you consider rules in games important?



Graph 16: Proportion of student who need rules

In the question number 16, the students were asked about rules in games. The results show that rules in games are important for 13 respondents (81%). It means that they need to know what is allowed, what they are not allowed to do when playing a game and what is expected from them. 3 students (19%) do not consider rules important. On the contrary, they think that rules make games less amusing.

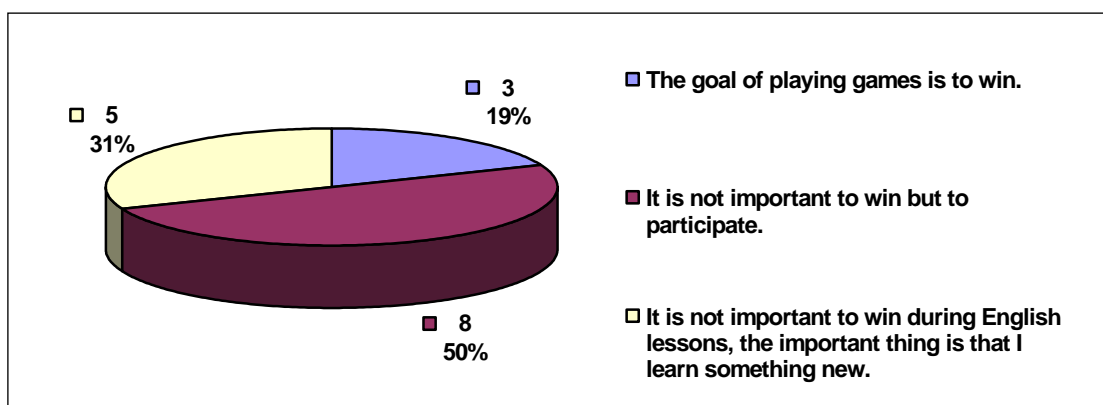
Question 17: After the race is over, it is not clear who has won. The judge declares that everyone has won and they all will get prize. Do you mind if everyone is awarded?



Graph 17: Opinion on being awarded regardless one's efforts

The question number 17 was aimed to find out whether students mind if everyone is awarded regardless the results. According to their answers, most of the students (55%) think that it is not fair. They claim that sometimes there are students who try harder and do more than the others who do not participate so much. 4 students (36%) do not mind when everyone is awarded and they add that everyone who participates in the game or in an activity deserves to be awarded. Only one of the students thinks that it is a good idea to reward everyone for their effort because all the participants would appreciate it and be happy. He also adds that it could motivate them and they would work more next time.

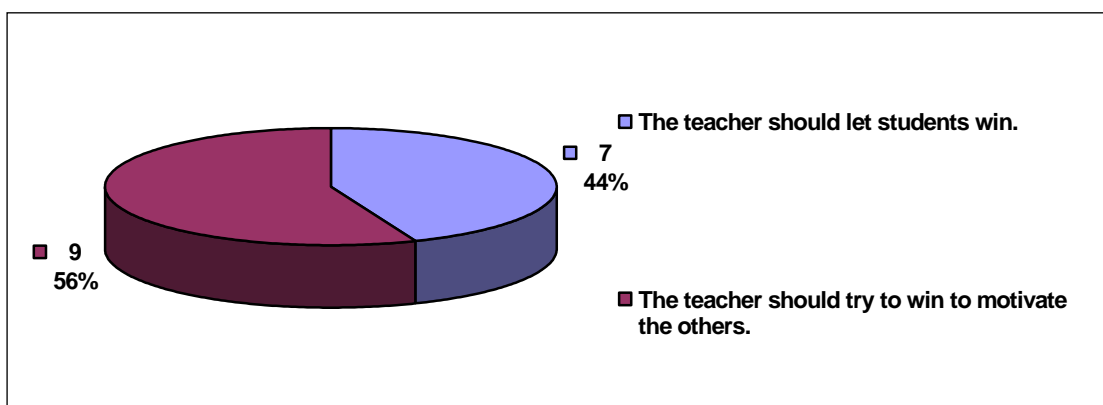
Question 18: Is it important for you to win?



Graph 18: Importance of victory

The eighteenth question was aimed to find out the students' attitude towards playing games and victory. Eight students (50%) think that it is not important to win, but more important is to participate. Five students (31%) prefer a new acquired knowledge, and it is not so important for them to win. The rest of the students (19%) marked that the main goal of playing games is to win.

Question 19: In the next game appearing in the book, the participants play croquet. The organizer is the Queen of Hearts. She threatens the other participants and tries to win. What do you think about the teacher's participation in the game and his eventual victory?

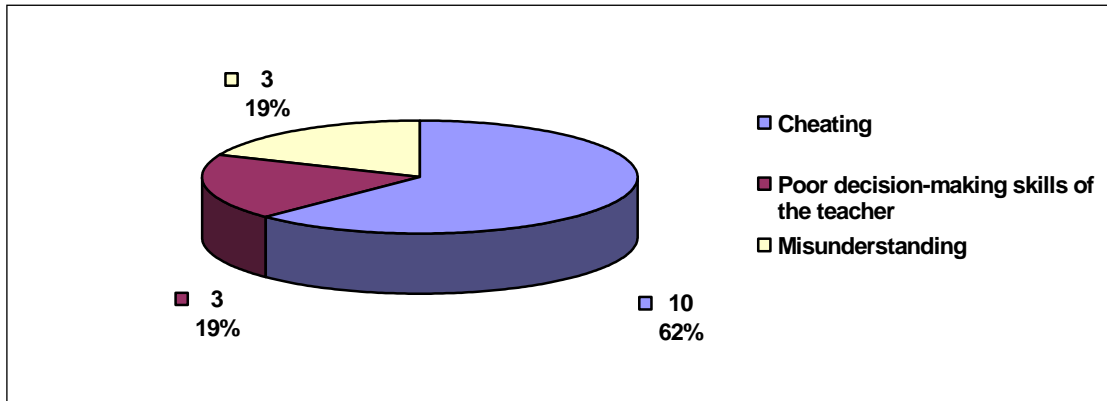


Graph 19: Teacher's effort to win

The question number 19 asked students about their opinion on the potential victory of the teacher when participating in games. Most of the students (56%) think that the teacher should try to win. If he did so, they would be more motivated to try harder. 7

students (44%) does not agree and think that the teacher should let them win as it is obvious that he knows more than his students.

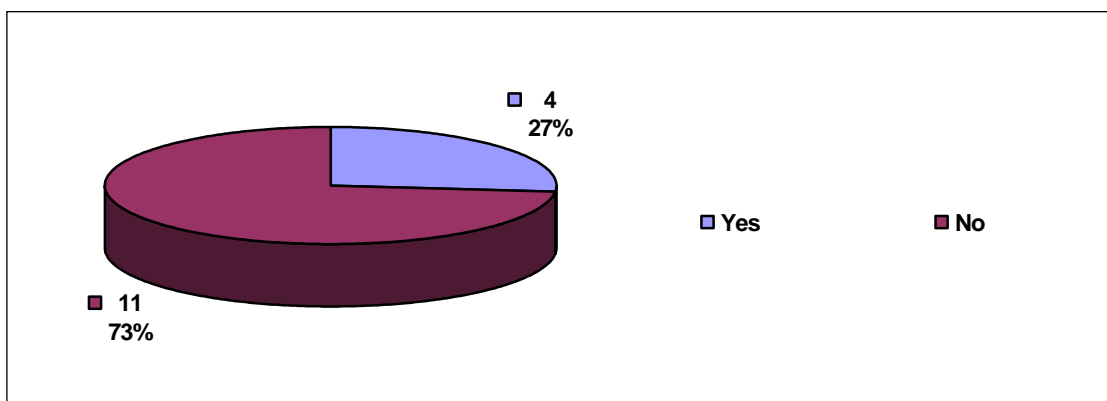
Question 20: What do you think the causes of injustice are during games?



Graph 20: Causes of injustice

The question number 20 corresponds to the game described in the previous question. It is aimed to find out what the students think the causes of injustice are during games. Many of the students (49%) marked cheating. Three students (19%) think that sometimes it is caused because they do not understand the game instructions. Other three students (19%) think that it is the teacher’s fault because he is not good at making decisions and he decides poorly. As a result, he influences the progress of the game and its outcome negatively.

Question 21: Do you cheat when playing games?

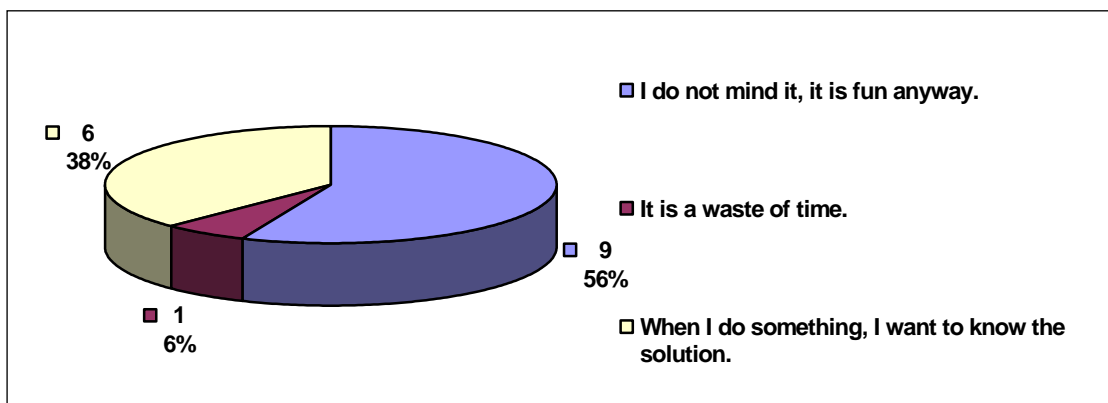


Graph 21: Proportion of students who cheat

The question number 21 was aimed to find out whether the students cheat or not. They were also asked to give reasons for their answer. Most of the students (73%) marked the negative answer. The rest of the students (27%) marked the positive answer. The reasons for their answers were different. In general, the respondents think that it is not fair to cheat. One of the respondents cited his mother who tells him not to do the things that he does not want to happen to him either. One respondent also thinks that cheating is not necessary and that it could be revealed. Sometimes the students do not want to win so much and do not mind losing. Another reason for not cheating is simply because the students are not good at cheating. With regard to the respondents who cheat, one of them answered that sometimes it is not his choice to cheat but some circumstances make him cheat.

Question 22: There is a riddle in the book that does not have any correct solution.

What is your opinion on games that are meaningless?



Graph 22: Opinions on meaningless games

The last question is related to the riddle from the book that does not have any solution. In the questionnaire, students were asked about their opinion concerning this issue. The results show that most of the students (56%) do not mind if games are meaningless. 6 students (38%) think that such a game is a waste of time. And one of the students expressed his need to know the correct solution when working on some task.

Commentary

Firstly, according to the first part of the questionnaire that focused on general characteristics and rules of games, students seem to appreciate clear and concise instructions accompanied with demonstration as it is difficult for them to follow

instructions in English. Regarding the teacher, students perceive his role as an important part when playing games. What is more, they would like him to participate more because it would increase amusement during games. Regardless my expectations, most of the students think that games should represent only a part of the whole lesson, for example as a warm-up activity. It may be connected with other questions from the questionnaire that focused on benefits of employing games in ELT. Concerning the language skills that the students practiced during performing games, only few students realized how many skills they had used during the lesson. It could be concluded that they consider games only as a distraction that does not contribute to their learning. However, when they were supposed to respond to an open-ended question asking them about benefits of games, they stated several of them and not only the factor of entertainment. They regard games as a possibility to learn something new, to get new experiences and as an opportunity for a real communication in English. However, there are some aspects when playing games in ELT that demotivate students and make them do other activities during games. In most cases, it concerned grouping students. They would like to choose their partners themselves and do not like when the teacher decides about their group members. This finding signifies that they do not realize they have to learn to cooperate and share knowledge with other people apart from whom they like, which represents additional benefits of using games in ELT. On the other hand, when they are with their friends, they prefer playing in teams. Most common reason was the possibility of cooperation. Students appreciate that they can help one another and achieve the goal together. I also wanted to find out what kind of games students prefer. The results show that most of them enjoyed alphabet games. Even though they wrote down a particular game that had been performed during the lesson, they did not give any reasons to justify their choice. However, both of the two alphabet activities involved competitiveness. We can only assume that this factor made them enjoy these games most.

Considering the students' answers to the second part of the questionnaire that was aimed to find out students' attitude to irregularities that appeared in games from the book, the results show that students need to be organized and some rules need to be set so that students know what to do and what they are allowed to do. According to the research, students do not consider victory important, they play because they want to participate. However, it seems unfair to most of them when everyone is awarded regardless his effort. It can be said that from their point of view, it demotivates them to try harder when they know that everyone will be awarded. On the other hand, when it is not the issue of laziness,

the more successful students do not realize that the weaker ones need to be praised to be motivated. Students were also asked about their opinion on injustice and whether they cheat. It was not surprising that most of the students responded that they do not cheat when playing games mainly because it is not fair to cheat. Only few students admitted that sometimes they cheat. But it was unexpected to find out that sometimes it happens because some circumstances make them cheat. The last question, asking students about games that do not have sense, opposed a little bit to the rest of their answers as most of the students responded that they do not mind if games do not make sense. They think they are amusing anyway. It does not correspond to the objective of using games in ELT where students are prompted to find solutions to given problems and the teacher is supposed to give them feedback on their work.

Summary

According to the results, it seems that students have positive attitude to using games in ELT. They do not consider games only as a kind of distraction during English lessons; they realize that games have some educational benefits for their learning. With regard to one of the benefits, they appreciate the possibility of cooperation within a team, even though they do not agree with grouping decided on by the teacher. Despite these benefits, students prefer a balance between games and other activities in ELT. The results also show that students disapprove of cheating and support fair play.

Given the statements above, it can be concluded that students do not regard the games in *Alice's Adventures in Wonderland* appropriate for ELT and acknowledge the general features and rules that are characteristic for such games.

In this chapter, first, the results of the analysis of the games in *Alice's Adventures in Wonderland* were presented along with commentaries. Then, the chapter provided the results of the research carried out at elementary school. The results were commented on and the research questions were answered. The next chapter provides advice for teachers based on the results of the research. It also deals with the limitations of the research and suggestions for further research.

V IMPLICATIONS

First, this chapter deals with implications for teaching. The implications are based on the results of the research. The second part of the chapter is focused on the limitations of the research. In the third part, suggestions for further research are presented.

Implications for Teaching

With regard to the results from the classroom research that found out that learners have a positive attitude to the use of games in ELT and that they acknowledge the main features and rules that are characteristic for such games, teachers should take these findings into consideration when employing games in their English lessons.

In the book, there were many situations during playing games that demotivated the participants, and the respondents from the research have also mentioned several reasons of their boredom when involved in games. Since games in ELT serve as a motivational tool, teachers should avoid anything that could have the opposite effect on their students.

Firstly, it concerns the role of the teacher. Teachers should create a positive classroom atmosphere in order to enable students to be at ease so that they would be willing to express themselves, participate, and cooperate. It is the responsibility of the teacher to ensure fair play; therefore, students have to be treated equally so that no one feels ignored. Apart from the positive atmosphere in the class, it is also motivational for students when the teacher takes part in games as it is amusing for them and the teacher knows how they feel when they perform a game. Another factor that demotivates students when playing games is misunderstanding. It happens that students do not want to participate and are bored because they do not know what they are supposed to do or how to do it. This is often caused because they do not understand teacher's instructions. Therefore, instructions should be as brief and concise as possible. It is good to use simple phrases and say only the most necessary information so that students do not get confused. Finally, it concerns grouping that can demotivate students. Teachers should group students according to different criteria, although students do not like it as it is necessary to encourage students to cooperate with one another regardless the classroom relationships; however, to keep them motivated, students should be allowed to choose their partners sometimes.

As it was also found out, students need to know some limitations and rules. Teachers should inform students what they are allowed to do and what is not allowed. It is also important to set time limit and conditions that have to be met to accomplish the task

and win. The place where the game is to be performed needs to be specified as well. Besides, students should know what aids they can use to perform the activity.

And finally, it is important to remark that English lessons do not have to be based only on playing games. Even though students acknowledge some of the benefits of using games in ELT, they prefer the use of diverse teaching and learning styles.

Limitation of the Research

Although the results of the research comply with the theoretical background provided in the first chapter of the thesis, the results presenting learners' attitude to the use of games in ELT and their opinion on the games in the book cannot be generalized.

Firstly, the research was carried out with a small number of respondents. To guarantee more reliable results, it would be better to carry out the research with several groups of students from different grades. Then, the research at elementary school was also limited by the time during which the experiment took place. All the games presented in the first chapter were performed during one English lesson. Therefore, it could influence students' perception of what was happening during the lesson. The time factor is connected to another limitation of the research that is students' unfamiliarity with the book. If the research had lasted more than one lesson, there would have been opportunity to introduce the book and the games in it to students, so that they could have analyzed the games in details. After that, they would have been able to better express their opinion on using such games in ELT.

In the process of analyzing the data from the questionnaires, it was also found out that even though the respondents answered all the questions, they did not often stated reasons for their answer. As a result, such an answer did not have information value.

Suggestions for Further Research

This part provides two kinds of suggestions for further research. First, it concerns the study of the thesis and how it might be improved. We could base the suggestions on the limitations discussed in the previous part. First of all, the number of respondents could be increased and students from different grades should participate in the research. Then, the experiment could take place within a period of time. Only one game could be performed during an English lesson. As a result, there would be more time to focus on particular games in the book and try to employ an adapted version of such games in ELT. Students

would be given more time to think about the games in the book and those used in ELT. They would analyze the differences between them and say what kind of games they prefer.

Second kind of suggestions is related to other possible research studies. The objective of the research was to find out learners' attitude to the use of games in ELT and whether they acknowledge the general features and rules that are characteristic for such games or whether they prefer games in the way they were performed in the book. Based on the results from the classroom research, which found out that one of the factors that demotivate students when playing games is grouping decided on by the teacher, further study could focus on grouping students according to different criteria and its impact on students' motivation. It would be aimed to find out how it influences their willingness to cooperate during games and the final outcome of the activity.

The objective of this chapter was to provide advice for teachers about what they should have in mind when using games in ELT according to the results of the research. The limitations of the research and suggestions for further research were also presented. The last chapter summarizes the main ideas of the thesis.

VI CONCLUSION

As described in the theoretical background of this thesis, games in school environment represent an effective educational tool that helps students learn unconsciously and motivates them to participate and cooperate. Such games are characterized by general features and rules that students, as it was revealed, acknowledge and respect. Apart from being entertained, students appreciate other benefits of using games in ELT, and they realize that they need to be organized in order to play correctly.

With regard to the results of the research, teachers should be careful when they decide to employ games in their lessons. Even though the results show that students have a positive attitude to the use of games in ELT, there are many aspects that could demotivate students and thus influence the impact of the game on them negatively. Therefore, teachers should respect basic rules of using games in ELT that need to be followed in order to give their students learning opportunities. The role of the teacher when using games is very important. As it is for other didactic activities, using games in ELT also requires particular skills. Teachers have to organize the game and manage all their students to be able to accomplish the task. One of their responsibilities is to create a positive classroom atmosphere that influences students' learning and willingness to participate. They should also know their students and determine what motivates them.

To conclude, teachers should try to make use of the benefits of employing games in ELT at the maximum and should not regard games only as a kind of distraction that need not to be so managed as other ELT activities. If they are used appropriately, games represent both amusement as well as a great learning experience for their students.

REFERENCES

- Brown, J. (2006). Rhymes, Stories and Songs in the ESL Classroom. *The Internet TESL Journal*, 12. Retrieved from <http://iteslj.org/Articles/Brown-Rhymes.html>
- Carroll, L. (1994). *Alice's Adventures in Wonderland*. Praha: Hynek.
- Classroom Games. (n.d.). In *ESL-Kids*. Retrieved from <http://esl-kids.com/eslgames/eslgames.html>
- Dunn, O. (n.d.). *Learning English through sharing rhymes*. Retrieved from <http://learnenglishkids.britishcouncil.org/en/parents/articles/learning-english-through-sharing-rhymes>
- ESL Warm-up Games and Activities. (n.d.) In *Squidoo*. Retrieved from <http://www.squidoo.com/esl-warm-up-games>
- Grover, S. (n.d.). *How to Teach the Alphabet Letters Sounds to ESL Students*. Retrieved from http://www.ehow.com/how_7910596_teach-letters-sounds-esl-students.html
- Harmer, J. (2007). *The Practice of English Language Teaching*. Harlow: Pearson Longman.
- Holman, B., Snyder, M. (n.d.). *Classic Nursery Rhymes*. Retrieved from <http://poetry.about.com/od/nurseryrhymes/a/nurseryrhymes.htm>
- Importance of Nursery Rhymes. (2012). In *Infoined*. Retrieved from <http://www.infoined.com/education/importance-of-nursery-rhymes>
- Nesbitt, K. (2011). *How to Write an Acrostic*. Retrieved from <http://www.poetry4kids.com/blog/lessons/how-to-write-an-acrostic-poem/>
- Kneisley, C. (1997). *Basic English*. Retrieved from http://www.ncesd.org/cms/lib4/WA01000834/Centricity/Domain/41/BE_Unit5.pdf
- Logsdon, A. (n.d.). *The Importance of Rhyming in Learning to Read*. Retrieved from <http://learningdisabilities.about.com/od/readingstrategies/a/The-Importance-Of-Rhyming-In-Learning-To-Read.htm>
- Marková, Z. (2005). *Pohybové hry do tříd a družin*. Praha : Grada.

- Mazal, F. (2007). *Hry a hraní pohledem švp.* Olomouc : HANEX.
- Morley, M. (n.d.). *How to Teach Writing With Riddles.* Retrieved from http://www.ehow.com/how_8579662_teach-writing-riddles.html
- Nachtigal, S. (2002). *How To Use Riddles to Teach English in the ESL Classroom.* Retrieved from <http://suite101.com/article/how-to-use-riddles-to-teach-english-in-the-esl-classroom-a297759>
- Penn, J. (2012). *Rhyming Improves Reading, Spelling & Writing.* Retrieved from <http://www.howtolearn.com/2012/01/rhyming-improves-reading-spelling-writing>
- Perclová, R., & Wisniewska, I. (1997). *Speak Out in English! : hry rozvíjející ústní projev a znalost reálií.* Plzeň : Fraus.
- Plummer, I. (n.d.). *Croquet History.* Retrieved from <http://www.oxfordcroquet.com/history/index.asp>
- Riedler, I. (2001). *Hádanky a hlavolamy pro rozvoj myšlení dětí.* Praha: Portál.
- Playing with words. (2008). In *Reading Rockets.* Retrieved from <http://www.readingrockets.org/article/28818/>
- Sigmund, E. (2007). *Pohybová aktivita dětí a jejich integrace prostřednictvím 60 pohybových her.* Olomouc : HANEX.
- Szeto, J. (2010). *How to Teach Rhyming Words.* Retrieved from <http://suite101.com/article/how-to-teach-rhyming-words-a202254>
- Tate. (2012). *20 riddles to get your students read for the lesson.* Retrieved from <http://www.eslchronicle.com/20-riddles-to-get-your-students-ready-for-the-lesson/>
- Taylor, J. (n.d.). *Twinkle Twinkle Little Star.* Retrieved from <http://www.kididdles.com/lyrics/t023.html>
- Top 10 Alphabet Teaching Tips for ESL Kids Teachers. (2013). In *ESL Kid Stuff.* Retrieved from <http://www.eslkidstuff.com/blog/top-10-lists/top-10-alphabet-teaching-tips-for-esl-kids#sthash.RCbG5R0t.a3CHCG0j.dpbs>

What Am I? Teaching Poetry through Riddles. (n.d.). In *ReadWriteThink*. Retrieved from <http://www.readwritethink.org/classroom-resources/lesson-plans/what-teaching-poetry-through-169.html?tab=1#tabs>

Zipke, M. (n.d.). *Teaching Metalinguistic Awareness and Reading Comprehension with Riddles*. Retrieved from <http://www.readingrockets.org/article/28315/>

25 Alphabet Activities for Kids. (2012). In *No Time for Flash Cards*. Retrieved from <http://www.notimeforflashcards.com/2012/05/25-alphabet-activities-for-kids.html>

APPENDICES

Appendix 1a: A Caucus-race (from: Carroll, 1994, p. 38)

Find and underline adjectives in the extract from chapter III from Alice's Adventures in Wonderland.

A CAUCUS-RACE

'What I was going to say,' said the Dodo in an offended tone, 'was, that the best thing to get us dry would be a Caucus-race.'

'What *is* a Caucus-race?' said Alice; not that she wanted much to know, but the Dodo had paused as if it thought that *somebody* ought to speak, and no one else seemed inclined to say anything.

'Why,' said the Dodo, 'the best way to explain it is to do it.' (And, as you might like to try the thing yourself, some winter day, I will tell you how the Dodo managed it.)

First it marked out a race-course, in a sort of circle, ('the exact shape doesn't matter,' it said,) and then all the party were placed along the course, here and there. There was no 'One, two, three, and away,' but they began running when they liked, and left off when they liked, so that it was not easy to know when the race was over. However, when they had been running half an hour or so, and were quite dry again, the Dodo suddenly called out 'The race is over!' and they all crowded round it, panting, and asking, 'But who has won?'

Appendix 1b: The Queen's Croquet (from: Carroll, 1994, p. 124,126)

Find and underline adjectives in the extract from chapter VIII from Alice's Adventures in Wonderland.

THE QUEEN'S CROQUET

'Get to your places!' shouted the Queen in a voice of thunder, and people began running about in all directions, tumbling up against each other; however, they got settled down in a minute or two, and the game began. Alice thought she had never seen such a curious croquet-ground in her life; it was all ridges and furrows; the balls were live hedgehogs, the mallets live flamingoes, and the soldiers had to double themselves up and to stand on their hands and feet, to make the arches.

The players all played at once without waiting for turns, quarrelling all the while, and fighting for the hedgehogs; and in a very short time the Queen was in a furious passion, and went stamping about, and shouting 'Off with his head!' or 'Off with her head!' about once in a minute.

Appendix 2: The Cloze Activity “Twinkle, twinkle, little star” (from: Taylor, n.d.)

Twinkle, twinkle, little star

- complete the gaps with words that rhyme

Twinkle, twinkle, little star,
How I wonder what you are.
Up above the world so high,
Like a diamond in the

When the blazing sun is gone,
When he nothing shines upon,
Then you show your little light,
Twinkle, twinkle, all the.....

Then the traveller in the dark,
Thanks you for your tiny spark,
He could not see which way to.....,
If you did not twinkle so.

In the dark blue sky you keep,
And often through my curtains peep,
For you never shut your eye,
'Till the sun is in the

Appendix 3: Riddles (from: Tate, 2012; Kneisley, 1997)

Do you know the answer to these riddles? (the answer is the same)

What needs to be broken in order to be eaten?

I am oval-shaped. I am white or brown on the outside. I am white and yellow on the inside. Crack my shell to cook me for breakfast.

Appendix 4: Questionnaire in Czech

HRY VE VÝUCE ANGLICKÉHO JAZYKA

A) Odpověz na otázky 1-14, které se týkají využití her ve výuce anglického jazyka.

1. Když dává učitel instrukce ke hře v angličtině, víš, co máš dělat?

- a) instrukcím většinou nerozumím a nevím, co mám dělat
 - b) instrukcím většinou nerozumím a řídím se tím, co dělají ostatní
 - c) instrukcím většinou rozumím
- pokud jsi uvedl(a) a nebo b, napiš důvod, proč instrukcím často nerozumíš:

2. Když dává učitel instrukce ke hře v angličtině, pomáhá ti k porozumění názorná ukázka? (např. předvedení dialogu nejdříve jednoho žáka s učitelem)

- a) ano, lépe rozumím zadání a vím přesně, co mám dělat
- b) ne, slovní instrukce mi k porozumění zadání postačují

3. Jak vnímáš učitele během hry?

- a) jako účastníka
- b) jako rozhodčího
- c) jako poradce
- d) jako osobu, která hru příliš omezuje a stanovuje zbytečně příliš pravidel, a tím kazí zábavu

4. Chtěl bys, aby se učitel do hry více zapojoval jako účastník?

- a) ano
Proč?
- b) ne
Proč?

5. Do jaké části hodiny bys hru zařadil(a)?

- a) na začátek jako zahřívací aktivitu
- b) na konec hodiny
- c) pokaždé, když pocítuji únavu a je potřeba se trochu odreagovat
- d) hra by měla tvořit celou hodinu

6. Dáváš přednost tradičnímu způsobu výuky (např. práce s učebnicí, vyplňování cvičení, ...) nebo se raději učíš hrou?

- a) upřednostňuji učení se hrou
- b) myslím, že by měla být rovnováha mezi tradičním způsobem výuky a využitím her během hodiny
- c) dávám přednost tradičnímu způsobu výuky, protože si učivo více procvičím a s pomocí učitele zkontroluji, hra by měla být do výuky zařezána jen pro krátké odreagování
- d) dávám přednost tradičnímu způsobu výuky, protože si učivo více procvičím a s pomocí učitele zkontroluji, hry považuji za ztrátu času

7. Jaké dovednosti jsi dnes procvičil(a) během hraní her?

- a) poslech
- b) čtení
- c) psaní
- d) slovní zásobu
- e) gramatiku

8. Co ti hra během výuky přináší? Jaké jsou podle tebe její pozitivní stránky v hodinách anglického jazyka?

9. Existuje něco, co ti při hraní her vadí?

- 10. Nudíš se někdy během hry? Pokud ano, z jakého důvodu?**
11. Jaká je ve třídě atmosféra během hraní hry? Uvolněná nebo stresující?
12. Když se hraje hra ve dvojicích nebo skupinách, zabýváte se jinou aktivitou nebo diskutujete na jiné téma? Pokud ano, proč?
13. Když má hra podobu soutěže, soutěžíš raději jako jednotlivec a nebo v týmu? Uveď důvod.
14. Která hra (aktivita) se ti dnes nejvíce líbila? (Uveď důvod.)

B) Otázky 15-22 se vztahují ke hrám, které se vyskytují v knize Alenka v říši divů. Hry v této knize jsou často velmi netradiční, bez pravidel a občas se v nich vyskytuje nespravedlnost. Následující otázky se zabývají některými těmito problémy.

15. V knize se hraje hra nazvaná „a caucus-race“, kdy účastníci závodí v nevymezeném prostoru a bez časového limitu, po půl hodině oznámí najednou rozhodčí, že je konec závodu. Vyhovoval by ti takový způsob hry?

- a) Nevyhovoval. Potřebuji vědět, kde se můžu pohybovat, jaké pomůcky mám k dispozici a kolik času mám na danou činnost.
b) Tento způsob hry by mi nevadil.

16. Jsou pro tebe pravidla ve hře důležitá?

- a) Ano, je nezbytné, aby všichni věděli, co je povoleno a co není.
b) Ne, pravidla jen kazí zábavu.

17. Po skočení tohoto závodu není jasné, kdo vyhrál. Rozhodčí prohlásí, že vyhrál každý a cenu dostanu všichni zúčastnění. Jaký je tvůj názor na to, když je ve hře oceněn každý nehledě na výsledek?

18. Jak je pro tebe výhra důležitá?

- a) Hra se hraje proto, aby se vyhrála.
b) Není důležité vyhrát, ale zúčastnit se.
c) Výhra ve hře během výuky anglického jazyka není důležitá, důležité je, že jsem se něco naučil(a).

19. V další hře, která se v knize objevuje, hrají účastníci croquet. Organizátorem je Srdcová královna, ta ale vyhrožuje ostatním účastníkům a snaží se vyhrát. Co si myslíš o účasti učitele ve hře a jeho případném vítězství?

- a) Učitel by měl nechat žáky vyhrát, je totiž jasné, že toho ví víc.
b) Učitel by se měl snažit vyhrát a motivovat tím žáky k lepší výkonům.

20. Jaké jsou podle tebe příčiny nespravedlnosti během hry?

- a) podvádění ostatních účastníků
b) špatné rozhodovací schopnosti rozhodčího
c) nedorozumění a neporozumění zadání

21. Podvádíš při hrách?

- a) ne
Proč ?
b) ano
Proč ?

22. V knize se objevila hádanka, která neměla správné řešení. Jaký je tvůj názor na to, když hra nemá smysl?

- a) Nevadí mi to, stejně se pobavím.
b) Hraní takové hry je ztráta času.
c) Když něco dělám, chci poté znát správné řešení.

Appendix 5: Questionnaire in English

GAMES IN ELT

A) Answer the questions 1-14 related to the use of games in English language teaching.

1. When the teacher gives instructions to the game in English, do you know what to do?

- a) I usually do not understand the instructions and do not know what to do.
 - b) I usually do not understand the instructions and I do what the others do.
 - c) I usually understand the instruction.
- if you marked a) or b), explain why you do not understand the instructions

2. When the teacher gives instructions to the game in English, does a demonstration help you to understand what to do? (e.g. demonstration of a dialogue between the teacher and a pupil)

- a) Yes, it does. I understand the instructions better and I know what to do.
- b) I do not need any demonstration.

3. How do you perceive the teacher during a game?

- a) as a participant
- b) as a judge
- c) as an adviser
- d) as a person who limitates the game too much and sets too many rules, the game is not fun anymore

4. Would you like your teacher to participate more in games?

- a) Yes, I would
explain:
- b) No, I would not
explain:

5. In which part of the lesson would you include playing a game?

- a) as a warm-up activity
- b) at the end of the lesson
- c) every time I feel tired and need to change the activity
- d) we should play games the whole lesson

6. Do you prefer the traditional way of teaching (e.g. work with the textbook, completing exercises, ...) to learning by playing games?

- a) I prefer the traditional way of teaching. I consider games as a waste of time.
- b) I prefer the traditional way of teaching. Games should be employed only for a short relaxation.
- c) There should be a balance between the traditional way of teaching and using games.
- d) I prefer learning by using games.

7. How many skills did you practice during playing games today?

- a) listening
- b) reading
- c) writing
- d) lexis
- e) grammar

8. Are games during an English lesson beneficial for you? What do you think the positive aspects of using games in English lessons are?

9. Is there anything that you do not like about playing games?

- 10. Are you sometimes bored when playing a game? Give reasons.**
- 11. What kind of atmosphere is there in the class when playing a game? Relaxed or stressful?**
- 12. When you play a game in pairs or in groups, do you do another activity or discuss another topic? If you do, why?**
- 13. Do you prefer to compete as an individual or in a team? State reasons.**
- 14. What activity did you like the most today? State reasons.**

B) Question 15-22 refer to the games that appear in the book Alice's Adventures in Wonderland. Games in this book are often very unconventional, without any rules and they are not always fair. The following questions deal with some of these problems.

15. In the book, they play a game called "a caucus-race". The participants compete in undefined space and without any time limit. After half an hour the organiser decides that the race is over. Would this organisation suit you?

- a) No, it would not. I need to know some limits.
b) I would not mind this kind of game.

16. Do you consider rules in games important?

- a) Yes, I do. It is necessary for everyone to know what is allowed and what is not allowed.
b) No, I do not. Rules in games make it less funny.

17. After the race is over, it is not clear who has won. The judge declares that everyone has won and all of them will get prize. Do you mind if everyone is awarded?

18. Is it important for you to win?

- a) The goal of playing games is to win.
b) It is not important to win but to participate.
c) It is not important to win during English lessons, the important thing is that I learn something new.

19. In the next game appearing in the book, the participants play croquet. The organizer is the Queen of Hearts. She threatens the other participants and tries to win. What do you think about the teacher's participation in the game and his eventual victory?

- a) The teacher should let students win, it is clear that he knows more than his students.
b) The teacher should try to win to motivate the others to try harder.

20. What do you think the causes of injustice are during games?

- a) cheating
b) poor decision-making skills of the teacher
c) misunderstanding

21. Do you cheat when playing game?

- a) No, I don't.
Give reason:

- b) Yes, I do.
Give reason:

22. There is a riddle in the book that does not have any correct solution. What is your opinion on games that are meaningless?

- a) I do not mind it, it is fun anyway.
b) It is a waste of time.
c) When I do something, I want to know the right solution.

SHRNUTÍ

Diplomová práce analyzuje hry v knize Alenka v říši divů a zabývá se využitím těchto her v jejich upravené verzi pro účely výuky anglického jazyka. Teoretická část pojednává o obecných rysech her ve školním prostředí, pravidlech jejich používání a jejich významu. Dále tato část uvádí pozitivní i negativní aspekty používání jazykových her ve výuce anglického jazyka. Kapitola rovněž představuje hry z knihy a popisuje upravené verze těchto her a jejich využití v hodinách anglického jazyka. Výzkumná část se skládá ze dvou částí. První část rozebírá hry v knize. Druhým cílem výzkumu je zjistit, jaké jsou postoje studentů ke hraní her ve výuce obecně a zda uznávají obecné rysy a pravidla, které jsou charakteristické pro hry ve výuce anglického jazyka. Výsledky výzkumu jsou graficky znázorněny a doplněny komentáři. Závěrečná kapitola této práce představuje dopady výsledků výzkumu na učitelskou praxi.