

**University of Pardubice**  
**Faculty of Arts and Philosophy**

**The Usage of Arts and Crafts in English Language Teaching at Primary  
School**

**Master Thesis**

**2023**  
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Univerzita Pardubice  
Fakulta filozofická  
Akademický rok: 2020/2021

# ZADÁNÍ DIPLOMOVÉ PRÁCE

(projektu, uměleckého díla, uměleckého výkonu)

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Téma práce: **Využití výtvarných činností ve výuce anglického jazyka na základní škole**  
Zadávající katedra: **Katedra anglistiky a amerikanistiky**

## Zásady pro vypracování

Studentka se ve své diplomové práci bude zabývat propojením výtvarných činností a výuky anglického jazyka. V první kapitole nejprve zasadí téma do kontextu rozvoje komunikační kompetence v anglickém jazyce u žáků na prvním stupni základní školy a vymezí problematiku žáků mladšího školního věku. Poté představí výtvarné činnosti a jejich využití jako didaktického prostředku ve výuce anglického jazyka. V praktické části studentka realizuje akční výzkum, jehož cílem bude navrhnout, implementovat a kriticky zhodnotit plány hodin za využití výtvarných činností.

Rozsah pracovní zprávy:  
Rozsah grafických prací:  
Forma zpracování diplomové práce: **tištěná/elektronická**  
Jazyk zpracování: **Angličtina**

Seznam doporučené literatury:

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Datum zadání diplomové práce: **2. dubna 2021**  
Termín odevzdání diplomové práce: **30. března 2022**

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Bc. Martina Sigmundová

## **ACKNOWLEDGEMENTS**

I would like to express my sincere gratitude to Mgr. Helena Zitková, Ph.D. as my supervisor and her valuable guidance and expertise.

In addition, I would like to express my gratitude to Mgr. Irena Reimannová, Ph.D. and her guidance throughout the research.

Also, I am grateful to my mentors and the pupils who has been part of the research and supported me throughout it.

Finally, I would like to give thanks to my parents who supported me throughout my studies.

## **ANOTACE**

Tato práce se zabývá propojením výtvarných činností a komunikační kompetencí ve výuce anglického jazyka na základní škole. Teoretická část definuje žáka mladšího školního věku, komunikační kompetenci, výtvarné techniky a jejich využití ve výuce anglického jazyka společně s jejími benefity. Praktická část blíže představuje akční výzkum na prvním stupni základní školy. Tento výzkum propojuje výtvarné činnosti a komunikační kompetence v hodinách anglického jazyka.

## **KLÍČOVÁ SLOVA**

Komunikační kompetence, žák, výtvarné techniky, akční výzkum

## **TITLE**

The Usage of Arts and Crafts in English Language Teaching at Primary School

## **ANNOTATION**

This diploma thesis is concerned with arts and crafts and their combination with communicative competence in English language learning at primary school. The theoretical part defines young learner, communicative competence, arts and crafts and their utilization in English language learning and their benefits. The practical part introduces action research at primary school. The research combines arts and crafts with communicative competence in English lessons.

## **KEYWORDS**

Communicative competence, learner, arts and crafts, action research

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## **INTRODUCTION**

Communicative competence is essential aspect of second language learning. The development of the competence can be achieved throughtout various means. This thesis researches the usage of arts and crafts as a didactic tool in order to develop aspects of communicative competence in primary school. The research utilizes the benefits of arts and crafts in language learning.

This diploma thesis's theoretical part defines young learners, the communicative competence, arts and crafts techniques, and their usage in English language acquisition. The first chapter defines young learners and the specific stages of their development. The reader is at the beginning presented with the stages of the learner's cognitive development and the aspects that influence cognition. Furthermore, the chapter will present the social and emotional development of the learners as they enter the school environment. Since the learners undergo various stages of development, they conjointly develop their language and language skills which can influence their language learning. The second chapter in the theoretical part introduces communicative competence in language learning. The chapter defines individual parts of linguistic competence, sociolinguistic competence, and pragmatic competence from the perspective of young learners and their language level A1. Lastly, the theoretical part introduces arts and crafts techniques, their benefits in learning, and their utilization in language acquisition. At last, all the points presented in the theoretical part will be summarized.

The practical part presents action research done in the third and fourth grades by the author of this diploma thesis. The action research focuses on applying arts and crafts techniques in English language acquisition, focusing on various aspects of communicative competence. In the beginning, the research is introduced together with the tools for data collection. The first stage of the action research includes the diagnostic phase and the analysis of the observed and taught lessons. The following section includes creating an intervention plan for the fourth and third grade learners, focusing on combining arts and crafts with various elements of communicative competence. Moreover, the last stage of the research includes the implementation of the created plan and its results. The action research is trying to answer the question of what aspects of communicative competence can be developed with the usage of arts and crafts techniques during English language learning with a focus on young learners.

## **THEORETICAL PART**

### **1 Young learners**

This chapter will concentrate on the specifics of young learners as the action research is focused namely on the learners in second language acquisition at elementary schools. The first part of this chapter will define who a young learner is and what are their distinct qualities. Considering that the research focuses on communicative competence this chapter will specify young learners' cognitive development, language development and emotional and social development.

#### **1.1 Who are young learners.**

At first, it needs to be defined who a learner is, more specifically, who a young learner is. Průcha et al. explain that generally, a learner is a person that is being taught no matter their age or it can be a child who attends a school (Průcha et al. 2003, 316). Furthermore, the authors add a definition of a young learner and that it can be divided into two perspectives, one being a learner in the age from six to ten years old or a learner in first to fourth grade in their school attendance (Průcha et al. 2003, 126). Compared to Průcha, Pavel Říčan defines a young learner as a person between the ages of six to eleven years old (Říčan 2006, 145). Therefore, the young learner can be defined as a child between the ages of six to ten or eleven who attends a school and is in the first to fourth or fifth grade.

Lower elementary school is a period of significant changes for young learners. As the learners enter the school, they face new challenges as they are placed in an environment with different tasks and different social roles, and they must navigate through these changes. Říčan, in his publication, explains that school opens a new door for the learner and aids in the development of the learners, such as new cognitive processes and schoolwork and responsibilities. Moreover, the author adds that this period of life is relatively calm and happy period compared to the period that will follow and adds that young learners are in the so-called stage of "sober realist" (Říčan 2006, 145-146). Phillips adds that primary school is essential to the learners development as it aids in their development and prepares the learners for life in society throughout the gain of new skills (Phillips 1993, 3-4). Therefore, at this stage of their life, the young learners enter the school system, which aids in their cognitive

and social development as they explore new roles or tasks that they are faced with at the schools.

## **1.2 Cognitive development**

Young learners at the primary level at school undergo development in their cognitive thinking. Cognitive development involves numerous areas that are being developed. David Fontana explains that in education, the learners need to develop clear and correct thinking, which includes the ability to follow linear thinking and the ability to properly understand various concepts and examine them in their education (Fontana 2003, 65). Říčan adds that during this period, the young learners throughout work are starting to be more effective and organized in their ability to think (Říčan 2006, 148). Thus, in general cognitive development includes the development of the learner's ability to think and understand.

Cognitive development can vary in different stages of the young learner's life, and it has its own specifics. The first stage that can be seen in young learners is preoperative thinking which develops at the ages of two to seven years old. This stage can be divided into two significant parts, and those are the preconceptual substage and intuitive substage. In the preconceptual substage the child is gaining the ability to use symbols for actions more precisely and they are able to imagine action without actually performing the specific action, which can be seen the most in play (Fontana 2003, 67-68). Furthermore, during this stage the learners vocabulary increases and they slowly advance to full sentences (Lefa 2014, 5). In this stage, the child is thus beginning to be able to imagine things without them explicitly occurring while improving in their vocabulary.

The second part of preoperative thinking is intuitive substage. This substage covers the beginning of school attendance, and Piaget divides this area into egocentrism, centering, and irreversibility. Egocentrism can be explained as the learner's perspective on the world. The child perceives the world from a self-centered perspective, which is not understood as selfishness but the child's inability to understand that there can be different perspectives on things and not only their own. The child in this stage has difficulties with critical, logical, of realistic thinking (Fontana 2003, 68). The second area of the intuitive substage is centering, which involves the learner's attention. In this case, Piaget explains that the learners can focus only on one element and ignore entirely other elements, no matter their relevance to the matter. With centering, Fontana provides an example of pouring water into different vessels,

which illustrates that the child is unable to understand that the amount of water remains the same no matter the shape of the vase. This phenomenon is considered part of a conservation, where children are unable to comprehend various aspects of a situation and solely focus on one specific element (Fontana 2003, 69). The last aspect of intuitive substage is irreversibility. Piaget further explains that irreversibility deals with the child's inability to look back. For instance, if the child completes a set of tasks in a specific order, they are unable to go back to the previous tasks that they have completed or reverse the order (Fontana 2003, 69). Therefore, the intuitive substage deals with the learner's ability to comprehend various aspects, such as different perspectives on one matter, their inability to include various elements and their comprehension of differentiating the order of tasks or events.

Young learners at lower elementary level also go through a stage in cognitive development which is a stage of concrete operations. The development of concrete operations occurs at the ages of seven to eleven years old. In this stage the children gain a system of thinking where they learn how to anticipate events and control their surroundings which are connected to concrete experience. During this stage, the children's thinking becomes less egocentric (Fontana 2003, 70). Moreover, Fontana explains that "approximately in seven to eight years old appears the ability to preserve in mind the principle of the content. Then around nine to ten years old, there is the conservation of the content. Furthermore, preservation of the content happens around the year of twelve years old"<sup>1</sup> (Fontana 2003, 70). Additionally, in this stage, the children can group different events into logical categories and create a more realistic viewpoint of the world. (Fontana 2003, 70). In addition, children during this stage can differentiate between an object and their properties (Case 1973, 22). Therefore, in this stage, the children acquire the ability to imagine various situations, the ability to converse and preserve information, and to group said information and gain new perspectives.

However, Piaget's understanding of cognitive development also has its own limitations. Fontana points out that one of those limitations is in the processing of information. Fontana explains that there are subtle differences in the understanding of processing information and whether it happens in individual stages or whether it is more interconnected. The focus is on how the children recognize, decode and preserve information. Where the author points out that the main difference is when the development occurs and whether the ability to process information is limited by the maturation process, not only the cognitive development (Fontana

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<sup>1</sup> Translated by the author

2003, 76). Therefore, there may be a difference in how certain aspects are interconnected during the learners' development.

Furthermore, there may also be differences in the understanding of acquiring knowledge. Fontana presents a viewpoint that with acquiring knowledge, young learners lack the adult knowledge and the ability to order information. The author adds that the ability to process information can also be influenced by the specific culture the child grows up in. The author explains that this viewpoint is presented by Vygotsky, who explains that cognitive knowledge can be expanded according to the interactions with various elements in their surroundings. (Fontana 2003, 76). This viewpoint is supported by the authors of the article *Piaget's Cognitive Developmental Theory: Critical Review* as they explain that Piaget does not take into consideration of social and cultural factors and their influence on cognition (Babakr, Mohamedamin and Kakamad 2019, 517). Thus, cognitive development can be affected by the surroundings in which the children live.

Furthermore, Vygotsky also characterizes a description of the child's development in their thinking. Fontana explains that Vygotsky divides the development of thinking into three categories. The first area is the vague syncretic stage, where the child focuses primarily on practical action. The second area is a complex stage where the child uses various strategies to finish a task, and the last aspect is a potential-concept stage where the child can use specific aspects but cannot use them all together (Fontana 2003, 77). Thus, similar to Piaget, Vygotsky also works with the concept of various stages the child must go through. However, he adds the influence of the child's surroundings into these factors.

Another aspect that influences young learners concerning their cognitive development is their intelligence. Fontana explains that intelligence can be viewed as the learner's ability to recognize connections and use them for problem-solving (Fontana 2003, 102). Moreover, there are multiple models for identifying intelligence, one of which is the Multiple intelligences model. Gardner in *Frames of Mind* explains that the viewpoint of multiple intelligence looks through the perspective that every learner has more dominant perceptions in certain areas and divides it into naturalist, musical, logical-mathematical, existential, interpersonal, bodily-kinesthetic, linguistic, intrapersonal, and visual-spatial intelligence (Gardner 2011, 3-215). Richards and Rodgers in *Approaches and Methods in Language Teaching* explain that "learners are viewed as possessing individual learning styles,

preferences or intelligences” (Richards and Rodgers 2001, 115). Therefore, young learners have certain predispositions in specific areas, which can influence their learning.

Moreover, certain areas of multiple intelligence can influence young learners in their English language learning. One part of multiple intelligence is linguistic intelligence. Gardner explains linguistic intelligence as the learners’ ability to use language proficiently and creatively (Gardner 2011, 77-80). Thus, learners who are more prominent in linguistic intelligence will be more sufficient in language learning. Another intelligence that can support language learning is logical-mathematical. As Richards and Rodgers explain, learners with this intelligence excel in logical and rational thinking and sequencing (Richards and Rodgers 2001, 116-121). Moreover, learners with interpersonal and intrapersonal intelligence are able to understand themselves and work with other people (Richards and Rodgers 2001, 116-121). Therefore, all these types of learners have a predominant determinant that can aid in their language learning.

Additionally, the research in this diploma thesis focuses on combining English language learning and arts and crafts, thus, there are other intelligences which can be engaged in these lessons. As Gardner explains, with visual-spatial intelligence, the learners are able to visualize various images and objects and are visually aware (Gardner 2011, 179). Learners with this intelligence can thus benefit from visual support or activities. Furthermore, Richards and Rogers add that in Kinesthetic intelligence, the learners benefit from creative movement or hands-on activities (Richards and Rodgers 2001, 121). Thus, by adding arts and crafts to the language lessons, there can be more learner types supported as more types of intelligences are supported.

### **1.3 Social and emotional development**

As was already suggested, the surroundings the child lives in affect their development. Part of the surrounding is also a school. When the children enter the school environment, they are faced with new interactions and new social roles in which the children need to learn how to manage, which includes their daily interaction. From the perspective of English language learning the interactions the young learners acquire in their social and emotional development are a part of sociolinguistic and pragmatic competence.

When young learners enter school, they are faced with new interactions and have to adapt to new situations. Fontana explains that learning is facilitated through social

interactions, and these interactions happen between the teacher and learner, the learners themselves, and their groups (Fontana 2003, 275). Říčan explains how social groups change throughout the years of school. At first, around the seventh year of age, the children have a group mentality where they follow one leader, which in the school setting is the teacher, and their social interactions are led by the teacher, and there are only small social groups, usually between the children sitting next to each other (Říčan 2006, 153). Furthermore, this once central group is then slowly being developed and structured throughout the following years. During the third grade, there is a start of developing solidarity between friends, and the central authority of the teacher is slowly shifted towards a specific individual in the class, which can usually be a more assertive or more outspoken individual. Moreover, during the fourth and fifth grade, the social groups start to have the ability to express their opinions and wants or needs towards certain situations. (Říčan 2006, 153). Thus, the lower elementary level at schools is an environment where the children learn to form and navigate in different social groups and develop their sense of group hierarchy.

During the young learner's social development at school, they develop various interaction strategies. One of the most common interaction patterns at school is between two individuals. Fontana explains that as humans are social beings, they gain countless of information through interaction. However, this interaction needs to have specific aspects in order to be successful. These aspects are speaking and listening together with nonverbal signals, which are an essential part of metacommunication. (Fontana 2003, 277). The author explains metacommunication as nonverbal signals which are essential in communication to send a message, and it is a natural factor of human communication (Fontana 2003, 277). Therefore, during communication between two individuals, not only the message is important but also the delivery of the message and the reaction to it.

Furthermore, young learners develop the understanding that social interaction differs according to the position to whom they are speaking. One of the aspects where this can be observed is during the interaction between the learner and the teacher. Fontana explains that the interaction between a teacher and a young learner is specific in the fact that the teacher has a lead role and reacts and changes the interaction according to the learner's response, such as their emotions or understanding, as the way the teacher leads the conversation, they will have a specific response from the learner (Fontana 2003, 279-280). Moreover, the interaction between the teacher and the learner and their approach to the social roles can influence either positive or negative behaviour of the learner (Mariano and Bolsoni-Silva 2018, 2). Thus, the

interaction and conversation between a learner and a teacher is specific in the aspect that the teacher, to a degree, leads the conversation and changes its direction according to the learners' responses.

Moreover, the learners further develop their ability to work through and navigate their interactions in specific social groups. Průcha explains that a social group can be either group of two or more individuals with loose and random relations or a group of two or more people with tight and intense relations, where these groups can be differentiated according to their size or the types of relationships where in the school setting the groups would be formal as they include the learners or the teachers (Průcha 2003, 214). Furthermore, Fontana explains the role of the learners' groups as, especially at the lower level, the learners are heavily influenced by their peers and their actions, and thus the tight group of peers includes their specific social interactions (Fontana 2003, 268). Thus, in elementary school, the learners at lower levels learn how to navigate through social interactions in specific groups.

Moreover, as the learners enter social groups, they also need to develop their understanding and knowledge of social roles. Průcha explains that social roles are "behaviors that social groups expects from every of its individual member. It depends on its values and norms given by the specific group and the individual social position of the member" (Průcha 2003, 219). Furthermore, Fontana explains that children learn specific social roles by observing the adults around them, namely the parents or the teacher at the lower level of elementary school, and that they perceive these adults as role models for their own understanding of social roles (Fontana 2003, 295-296). Therefore, the young learners, as they enter school, conjointly learn different social roles.

A part of social development is learning various social skills. The development of social skills includes various aspects that the young learner needs to learn. One of those skills is assertiveness. Fontana explains that in assertiveness, the learners should be able to say no when it is needed, start or lead a conversation, ask for help or favors, and express their negative or positive feelings. (Fontana 2003, 308). Another aspect that can be associated with social skills is evaluating situations and reacting to them. Fontana further explains that the learner needs to learn how to use strategies in social settings appropriately and thus, they need to practice specific skills for that, such as evaluating situations and how to adequately react to specific situations (Fontana 2003, 309-310). Moreover, in order to improve social skills, there needs to be also some form of self-openness. Fontana expresses that in self-openness, there is



the need to find the balance between how open one is and how it is different between introverts and extroverts (Fontana 2003, 312-113). In addition, RVP explains that as part of social and personal competence the learners should be able to utilize various strategies to create positive atmosphere in social setting (RVP 2021, 12). Therefore, while learning social skills, children need to develop in various areas to navigate certain social interactions properly.

#### **1.4 Language development**

A part of social development is learning how to interact in different social interactions, and language development is also part of the learning process that young learners go through. As the children enter school, they are exposed to various situations that they need to communicate through. Fontana explains that around the sixth year of age, children have around fourteen thousand words, and the length of their sentences is close to the length of an adult. Furthermore, the author also explains that there is a difference between active and passive vocabulary, as passive are the words the child understands, and active vocabulary is the words the child uses (Fontana 2003, 86). Therefore, as children enter school, they already have a specific set of vocabulary that they further develop and learn how to use appropriately.

Although children enter school with a set of already learned vocabulary, there can be vast differences between the individual learners. Průcha explains that the differences between the learners come from the family environment, as a child's language development depends on how the parents communicate with the child (Průcha 2005, 130-131). Moreover, the author explains that the class from which the child comes from can also influence the child as the child can have different language capacity as the parent's communicative skills influence them (Průcha 2005, 130-131). Therefore, the environment from which the child comes from influences the child's language abilities which can also influence their school experience.

As the children enter school with vast differences between the learner's school, then plays an integral part in their language development. Fontana explains that in school, the learners encounter various language experiences; however, the children from a more language-focused environment will do better and be more motivated in acquiring new language skills compared to the child from a less focused language environment (Fontana 2003, 88-89). Moreover, Fontana explains that the role of a teacher is vital as they aid in the child's language development with, for instance with their support in conversation or

questioning or explaining new rules (Fontana 2003, 89-90). In addition, during language acquisition the children proceed with various speeds towards the same goal and the teacher or parent is essential factor for achieving this goal (O`Grady 2005, 5-6). Thus, no matter how developed the language skills the child has, the teacher is very important in their development as they support the young learners with various techniques.

Furthermore, language learning also aids in the young learner's language development. Fontana explains that one aspect of language development on language learning is learning grammar rules of the language, as the rules aid in the child's ability to express different ideas. However, the author also points out the importance of balance between learning the language and using the language and that the language use should also be practical, not only theoretical (Fontana 2003, 90-91). Thus, the role of language learning is essential as it gives the children opportunities to learn the grammar rules of the language and its theoretical aspects, but also, they learn how to use the language properly.

To conclude all that has been stated so far, the young learner is a child that enters school and is in grades from first to fourth or fifth in the ages approximately six to eleven. The young learner goes through various developments, such as cognitive development, social and emotional development, and language development. During cognitive development, the learners slowly transition from their central perspective of the world to the broader perspective. Furthermore, their knowledge is more concrete than the abstract. Moreover, as the children enter the school environment, they have to learn how to navigate in new social situations or social roles and interactions, through which they also develop their language skills, where the role of language learning becomes crucial as the children learn the theories of the language and also learn how to use the language properly.

## **2 The Communicative competence in the English language learning at the elementary school**

The second chapter of this diploma thesis will examine communicative competence in second language acquisition. It will be defined what communicative competence is and what its components are. Secondly, it will be explained what the specific areas of communicative competence in second language learning are, specifically English language. Lastly, this chapter will examine communicative competence and its specification in elementary school and young learners.

## 2.1. Defining the communicative competence.

Before examining individual components of communicative competence, it is essential to define what competence is. *RVP*, which includes all subjects that are being taught in the Czech education system, generally defines competence as: “collection of knowledge, abilities, qualities, attitudes and values important for personal development and function of every member in the society”<sup>2</sup> (*RVP* 2021, 10). Additionally, Jan Průcha, et al. explain that competence is: “collection of requirements which includes essential knowledge and abilities that can be universally used in everyday work and life situations”<sup>3</sup> (Průcha et al. 2003, 104). Furthermore, the *Common European Framework of Reference* defines competence as: “the sum of knowledge, skills, and characteristics that allow a person to perform actions” (CEFR 2003, 9). The authors of the publications all agree that competence can be seen as a collection or a sum including various skills and attitudes that a person or a learner can utilize to perform actions and apply them in social settings.

As competence in its base form was defined it is also essential to define what a communicative competence is. *CEFR* defines communicative competence as: “Communicative language competences are those which empower a person to act using specifically linguistic means” (CEFR 2003, 9). In addition, Littlewood in *Communicative Language Teaching* explains that communicative competence is the ability to create a conversation within a social interaction (Littlewood 1981, 1-7). Communicative competence can then be understood as a language tool that allows the person or a learner to perform various actions and express themselves in various social settings. Thus, for the purposes of this diploma thesis, communicative competence is being defined as: the communicative competence is ability of the learner to use language and its qualities as a device to convey their ideas in various social settings.

Throughout history, communicative competence was understood as a collection of various aspects of a language and can be further divided into specific parts. Canale and Swain in 1980 presented their model of communicative competence in which they divided the competence into grammatical competence, discourse competence, strategic competence, and sociolinguistic competence (Tas and Khan 2020, 89-90). Furthermore, Bachman in 1990 created his own model, where he divided language competence into three significant factors

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<sup>2</sup> Translated by the author

<sup>3</sup> Translated by the author

which are strategic competence, psychological factors, and language competence which he further divided into organizational competence, including grammatical competence and textual competence, and pragmatic competence, including illocutionary competence and sociolinguistic competence (Tas and Khan 2020, 90-91). Additionally, Littlewood in 2004 divided communicative competence into linguistic competence, discourse competence, pragmatic competence, sociolinguistic competence, and sociocultural competence (Tas and Khan 2020, 91). Moreover, *CEFR* in 2003 divided communicative competence into three major aspects, which are sociolinguistic competencies, pragmatic competencies, and linguistic competencies (CEFR 2003, 13). Thus, throughout history all the authors of various models agree that communicative competence can be divided into various aspects according to its specifics. In general, the creators agree that one aspect of communicative competence is linguistic or grammatical, other aspects are discourse and sociolinguistic.

## **2.2. Linguistic competence**

To define all of the specific parts of communicative competence, this chapter primarily uses *CEFR* and *CEFR: Companion Volume* as well as *RVP*. *CEFR* and *CEFR: Companion volume* have been used together as they are understood as parts of one whole that complement each other. Since the *Companion volume* draws from *CEFR*, and it includes a more connected framework. As the authors describe in *Companion Volume* “the descriptors for new areas represent an enrichment of the original apparatus (CEFR: Companion Volume 2020, 11)”. Thus, *The Companion Volume* can be understood as supporting material for the original *CEFR*. In addition, this chapter will look at some of the differences between *CEFR* and the *Companion Volume* in the area of communicative competence.

One of the significant parts of communicative competence is linguistic competence. *CEFR* explains that linguistic competence includes the knowledge and skill of the various components that compile in the language itself, such as range and quality of knowledge, the cognitive organization of the language, and how the language has been stored (CEFR 2003, 13). Furthermore, the *CEFR Companion Volume* adds that aspects of linguistic competence are intertwined, and they cannot be isolated (CEFR: Companion Volume 2020, 129). *RVP* adds that in this competence, the learners should be able to formulate their thoughts in a logical order (RVP 2021, 11). Thus, linguistic competence can be understood as one part of the communicative competence and it includes specific knowledge of the language system,

such as grammar and the knowledge of how the language can be stored, organized and used, where all these aspects are connected.

The linguistic competence includes various aspects of language, which can be divided into categories. *CEFR* distinguishes the competence into these categories: lexical competence, grammatical competence, semantic competence, phonological competence, orthographic competence and orthoepic competence, in levels A1 - C2 (CEFR 2003, 109). However, the *CEFR Companion Volume* divides the competence into these categories: General linguistic range, vocabulary range, grammatical accuracy, vocabulary control, phonological control, and orthographic control, in the levels Pre-A1 – C2 (CEFR: Companion Volume 2020, 129). *The Companion Volume* further explains that the distinction is in taking in account for the complexity of the language and how mistakes of the learners are registered (CEFR: Companion Volume 2020, 130). Therefore, the categories in both *CEFR* and the *Companion Volume* are similar. However, the *Companion Volume* includes the features and complexity of the language.

One aspect of the linguistic competence is the general linguistic range. This range is described both in *CEFR* and its *Companion Volume* as a “process in the development of a learner’s ability to use linguistic resources” (CEFR 2003, 109). In *CEFR* for level A1 it is explained that the learner “has a very basic range of simple expressions about personal details and needs of concrete type” (CEFR 2003, 110). In comparison, the *Companion Volume* adds to the description that a learner “can use some basic structures in one-clause sentences with some omission or reduction of elements” (CEFR: Companion Volume 2020, 131). In addition, the young learners should be able to convey basic information (RVP 2021, 25). Thus, it can be understood that learners at level A1 should have a basic range of the language with basic structures, including omissions and reductions.

The second aspect of linguistic competence is vocabulary range. In *CEFR*, vocabulary range is considered as lexical competence, which includes the knowledge and the ability to use vocabulary (CEFR 2003, 110). In addition, the *Companion Volume* explains that a learner at the level A1 “has a basic vocabulary repertoire of words/signs and phrases related to particular concrete situations” (CEFR: Companion Volume 2020, 131). Therefore, the learners at the level A1 should be able to use specific vocabulary at different situations.

The third part of the linguistic competence is grammatical accuracy. The *Companion Volume* explains grammatical accuracy as the learner’s ability to recall specific expressions

and their ability to focus on the form while articulating them (CEFR: Companion Volume 2020, 132). While *CEFR* includes this part under grammatical competence, which explains that the competence includes the user's knowledge and ability to use grammatical resources (CEFR 2003, 112). Moreover, the *Companion Volume* explains that the learner at level A1 "shows only limited control of a few simple grammatical structures and sentence patterns in learned repertoire" (CEFR: Companion Volume 2020, 132). Therefore, grammatical accuracy deals with how the learners are able to utilize specific structures of the language.

Another aspect of the competence is vocabulary control. *CEFR* includes vocabulary control under semantic competence which deals with the meaning and organization of vocabulary (CEFR 2003, 115). However, compared to the *CEFR* the *Companion Volume* explains the vocabulary control as a learner's ability to choose different vocabulary and phrases from their learned knowledge. (CEFR: Companion Volume 2020, 132). Furthermore, both *CEFR* and the *Companion Volume* do not have isolated definitions for the learners with level A1 compared to the previous parts of the linguistic competence. The only distinction of this level is shown in the *Companion Volume* where the learner in the levels of A1-B1 should be familiar with specific topics (CEFR: Companion Volume 2020, 132). Thus, vocabulary control deals with the learner's ability to use various vocabulary expressions.

Furthermore, linguistic competence includes the category of phonological control. *CEFR* includes this category under phonological competence which deals with phonological knowledge and usage, where it is explained that a learner at level A1 includes: "pronunciation of very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group" (CEFR 2003, 117). However, the *Companion Volume* adds various features that a learner at level A1 should be able to handle. For instance, in overall phonological control, the learner is able to: "reproduce correctly a limited range of sounds as well as stress", in the category of sound articulation, the learner can reproduce and repeat sounds when guided and in prosodic features the learner is able to: "use the prosodic features of a limited repertoire of simple words and phrases intelligibly, in spite of a very strong influence on stress, rhythm and/or intonation from the other languages they speak" (CEFR: Companion Volume 2020, 135). Therefore, the category of phonological control is concerned with the learner's ability to pronounce learned vocabulary and phrases with various aspects of pronunciation.

The last aspect of linguistic competence is orthographic control. *CEFR* includes this category under orthographic competence which deals with: “perception and production of the symbols of which written texts are composed” (CEFR 2003, 117). The *Companion Volume* further explains that this aspect includes spelling, intelligibility, punctuation and layout (CEFR: Companion Volume 2022, 136). In addition, the *Companion Volume* defines that the learners should be able to “copy familiar words and phrases, spell their address, nationality and other details and can use basic punctuation” (CEFR: Companion Volume 2020, 136). In addition, *RVP* explains that learners at primary level should be able to write short phrases or words with supporting materials (RVP 2021, 25). Thus, the orthographic control deals with learners’ ability to write, spell and organize basic information.

### **2.3. Sociolinguistic competence**

Sociolinguistic competence is another part of communicative competence. The *Companion Volume* explains that this category deals with the social portion of the language, more particularly politeness, registers, dialects, accents and linguistic markers of social relations (CEFR: Companion Volume 2020, 136). Moreover, *CEFR* adds that “sociolinguistic competence is concerned with the knowledge and skills required to deal with the social dimension of language use” (CEFR 2003, 118). *RVP* adds that in communicative competence, the learners should be able to communicate properly with other people and properly react to them while using their language for cooperation with others (RVP 2021, 11). Therefore, the sociolinguistic competence can be defined as a competence where the user deals with various social markers of a specific language while communicating in specific situations or people.

Similarly, as the linguistic competence, the sociolinguistic competence can also be divided into various parts. *CEFR* divides the sociolinguistic competence into expression of folk wisdom, linguistic markers of social relations, politeness convention, register differences and dialect and accent (CEFR 2003, 119-121). In contrast, the *Companion Volume* offers a general description and distinguishes only the category of sociolinguistic appropriateness (CEFR: Companion Volume 2020, 136-137). Thus, both *CEFR* and the *Companion Volume* distinguish sociolinguistic competence categories that deal with communicative competence’s social aspects.

One of the aspects sociolinguistic competence deals with are linguistic markers and social relations. *CEFR* explains that these markers are different in various languages and

cultures and include the use and choice of greetings, use and choice of address forms, conventions for turn taking and use choice of expletives (CEFR 2003, 119). The *Companion Volume* adds that part of sociolinguistic competence is “recognizing sociocultural cues, especially those pointing to differences, and acting accordingly” (CEFR: Companion Volume 2020, 136). *RVP* explains that the young learners should be able to express their gratitude and to properly greet (*RVP* 2021, 26). The category of linguistic markers and social relations can then be explained as an area that deals with the social aspect of language that differentiates the choices the user makes in different social contexts, such as choices of greetings or turn taking.

Another aspect that is included in the sociolinguistic competence is politeness conventions. *CEFR* explains that politeness can differ from culture to culture and can be a frequent source of misunderstanding. Furthermore, *CEFR* divides this category into: “positive politeness (e.g., showing interest in a person’s well-being), negative politeness (e.g., expressing regret, apologizing for face-threatening behavior), appropriate use of ‘please,’ ‘thank you,’ and others., and impoliteness (e.g., bluntness frankness)” (CEFR 2003, 119). In addition, the *Companion Volume* adds that competence includes: “using polite forms and showing awareness of politeness conventions (CEFR: Companion Volume 2020, 136). Therefore, the aspect of politeness conventions deals with the areas of language considering various polite forms and functions.

Furthermore, expressions of folk wisdom are considered part of sociolinguistic competence. *CEFR* explains this aspect as: “knowledge of accumulated folk wisdom expressed in language,” which includes proverbs, idioms, familiar quotations and expressions of belief, attitudes and values (CEFR 2003, 120). Moreover, the *Companion Volume* adds that part of sociolinguistic competence is using idioms and humor (CEFR: Companion Volume 2020, 136). Thus, expressions of folk wisdom include aspects of language that are concerned with expressions such as idioms, proverbs, or beliefs.

In addition, sociolinguistic competence includes register differences. *CEFR* explains that: “the term ‘register’ is used to refer to systematic differences between varieties of language used in different contexts” (CEFR 2003, 120). In addition, this section deals with various levels of formality such as frozen, formal, neutral, informal, familiar and intimate (CEFR 2003, 120). The *Companion Volume* adds that learners should be able to: “perform language functions in an appropriate way (at lower levels in a neutral register) and adopt an



appropriate register (CEFR: Companion Volume 2020, 136). Therefore, the area of register differences includes how learners appropriately deal with the levels of formality.

The sociolinguistic competence also considers the aspects of dialect and accent. *CEFR* explains that “sociolinguistic competence also includes the ability to recognize the linguistic markers of, for example, social class, regional provenance, national origin, ethnicity, occupational group. Such markers include lexicon, grammar, phonology, vocal characteristics and body language” (CEFR 2003, 121). Therefore, this aspect of sociolinguistic competence deals with regional and cultural differences in languages.

The last aspect of sociolinguistic competence is sociolinguistic appropriateness. The *Companion Volume* explains that in this aspect, the learner “can establish basic social contract by using the simplest everyday polite forms of greeting and address. Can make and respond to invitations, suggestions, apologies, etc.” (CEFR: Companion Volume 2020, 137). The sociolinguistic appropriateness can be thus understood as the learner’s ability to use certain sociolinguistic forms in specific contexts properly.

## **2.4. Pragmatic competence**

The last part of communicative competence is pragmatic competence. The Authors of *CEFR* explain pragmatic competence as: “Competences concerned with the users/learner’s knowledge of the principles according to which messages are organized, structured and organized, used to perform communicative functions and sequence according to interactional and transactional schemata” (CEFR 2003, 123). The *Companion Volume* adds that “pragmatic competence is concerned with the actual language use in the (co-) construction of text” (CEFR: Companion Volume 2020, 137). *RVP* adds that in communicative competence the learners should be able to work with text and work with texts and simultaneously understand them (*RVP* 2021, 11). Therefore, pragmatic competence can be defined as the learner’s ability to organize, structure and perform messages, additionally, it is concerned with the construction of texts.

Furthermore, pragmatic competence can be divided into individual categories. *CEFR* divides the pragmatic competence into discourse competence and functional competence, which include the categories of flexibility, turn taking, thematic development, coherence and cohesion, spoken fluency and propositional precision (CEFR 2003, 123-129). In comparison, the *Companion Volume* divides pragmatic competence into flexibility, turn taking, thematic

development, coherence and cohesion, propositional precision and fluency (CEFR: Companion Volume 2020, 138-142). Thus, the pragmatic competence can be divided into specific categories.

One of the parts included in pragmatic competence is fluency. *CEFR* includes fluency under functional competence as spoken fluency, where it is explained that a learner at level A1 “can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate fewer familiar words, and to repair communication” (CEFR 2003, 129). While the *Companion Volume* defines the category as fluency and adds to the definition that the learner is able to construct utterances with hesitations and pauses in lower levels (CEFR: Companion Volume 2020, 142). In addition, *RVP* explains that in second language acquisition the learners should be able to construct simple sentences (RVP 2021, 25-26). Therefore, the category of fluency at lower levels can be understood as the learner’s ability to articulate specific utterances which can be pre-packaged with pauses and hesitations.

Another category that can be distinguished in pragmatic competence is propositional precision. The *Companion Volume* defines the propositional precision as: “scale concerns the ability to pinpoint how to formulate what one wishes to express” (CEFR: Companion Volume 2020, 141). Moreover, the *Volume* adds that the learners at the level A1 “can communicate basic information about personal details and needs of a concrete type in a simple way” (CEFR: Companion Volume 2020, 142). The learners at primary level in second language acquisition should be able to express their opinion especially with agreement or disagreement (RVP 2021, 26). Therefore, the propositional precision can be understood as the learner’s ability to express themselves, whereas learners at the level A1 should be able to communicate essential information.

In addition, flexibility is considered part of the pragmatic competence. The *Companion Volume* defines flexibility as an “ability to adapt language learnt to new situations and to formulate thoughts in different ways,” where the authors further explain that the learners at the lower levels can “recombine learnt elements creatively” (CEFR: Companion Volume 2020, 138). Therefore, flexibility can be defined as learners’ ability to use learned language in various situations in different ways.

Another category that is included in pragmatic competence is turn taking. The *Companion Volume* explains turn taking as an “ability to take discourse initiative, such as initiating, maintaining and ending conversation, in addition to intervening in an existing

conversation” (CEFR: Companion Volume 2020, 139). Thus, turn taking can be understood as the learner’s ability to properly engage in conversation.

Thematic development is also considered to be a part of a pragmatic competence. The *Companion Volume* defines thematic development as learners’ ability to organize ideas that can be presented through different media such as texts. In addition, it is explained that in thematic development the learners at a lower level should be able to tell a story or a retell a specific narrative (CEFR: Companion Volume 2020,139). Therefore, thematic development can be understood as a learner’s ability to deal with texts and to be able to retell or tell a specific narrative in an organized manner.

The last part that can be distinguished in pragmatic competence is coherence and cohesion. The *Companion Volume* defines this category: “Coherence and cohesion refer to the way in which the separate elements of a text are interwoven into a coherent whole by exploiting linguistic devices such as referencing, substitution, ellipsis and other forms of textual cohesion, plus logical and temporal connectors and other forms of discourse markers” (CEFR: Companion Volume 2020, 140). Where *CEFR* adds that learners at the level A1 “can link words or group of words with very basic linear connection like ‘and’ or ‘then’” (CEFR 2003, 125). Furthermore, the *Companion Volume* adds to the A1 definition that the learners are able to not only link words or their groups but also signs and their groups (CEFR: Companion Volume 2020, 141). Therefore, the category of coherence and cohesion includes the learner’s ability to link specific elements while using various linguistic devices, where the learners at the lower level can use basic linear connections.

To conclude all that has been stated thus far, the communicative competence can be defined as the learner’s ability to use various linguistic devices in different contexts. The communicative can be divided into three major parts, which are the linguistic competence, sociolinguistic competence and the pragmatic competence, where all these parts include their own specific categories. The linguistic competence deals with the portion of the language that is interested in linguistic devices and how the language can be stored and organized. The sociolinguistic competence deals with various social and cultural aspects of the language and the pragmatic competence deals with organization, structuring and connections of the language. Therefore, the communicative competence defines various aspects of learner’s abilities to utilize a specific language properly.

### **3 Arts and crafts as a didactic tool**

Arts and crafts are included in various aspects of education in elementary schools. This chapter will examine what arts and crafts are, and how they can be utilized in education, especially in English language learning. At first, it will be defined what arts and crafts and their parts are. Secondly, material didactic tools will be examined and defined. Lastly, this chapter will look at the benefits of using arts and crafts in education and how they can be utilized in English language learning.

#### **3.1 What are arts and crafts**

At first it is essential to define what are arts and crafts and how do these areas differ. To begin with, arts in its general understanding can be distinguished as fine arts. The authors of the *Encyclopedia of Art* explain that fine arts are concerned with its aesthetic value and historically, it is grounded in drawing and painting. However, throughout time new areas have been included into fine arts, such as printing or photography (Visual-arts-cork 2022). Therefore, what can be considered as arts are visual works such as paintings or drawings.

Furthermore, as the research in this diploma uses crafts, it also needs to be defined. The author of the *Encyclopedia of Arts* explains that crafts can be defined as a type of creation that involves a specific skill, and its feature is hands-on craftsmanship (Visual-arts-cork 2022). Thus, crafts can be defined as a specific action that involves hands-on craftsmanship. In addition, the authors explain that crafts can be divided into two areas. One of those areas is Decorative arts which traditionally include functional work such as pottery and the design of textiles. Furthermore, the second area is applied arts which combines visual and functional in a creative activity (Visual-arts-cork 2022). Thus, crafts can be divided into two types according to their functionality or aesthetic value.

Moreover, both arts and crafts have various types of creation. As was mentioned previously, arts include drawing and painting. Both of these categories can be further divided into types according to the material, tools, or techniques they use. The authors of the *Encyclopedia* include under drawing charcoal, pencils, pastels, or ink. Moreover, under painting they include watercolor, ink, tempera, acrylics or oil (Visual-arts-cork 2022). In regard to arts, we can therefore distinguish various types in both drawing and painting according to what material or tool is used. Moreover, Crafts can also be distinguished into various types. The authors also divide crafts into types according to the material, tool or

technique that is being used, such as woodcraft, model making or papercraft (Visual-arts-cork 2022). Crafts can thus be also divided into various categories according to the material or tools that are being used.

### **3.2 What is didactic tool**

A didactic tool is one part of didactic means which are utilized in the classroom. The research in this diploma thesis includes the usage of arts and crafts as a didactic tool. Kalhous et al. explain that didactic means are any means that the learner and the teacher can utilize in order to achieve their learning aims (Kalhous et al. 2002, 337). Skalková adds that didactic means aid in achieving the aim, and not only that, but they are also any means which make the learning process more effective and aid in the learning process (Skalková 2007, 249). In addition, didactic materials serve a fundamental role in language learning as they are of the primary sources for second language acquisition (Damayanti, Fauzi and Inayati 2018, 3-4). Thus, didactic means can be defined as any means which aids in the effective learning process and moves the learners towards achieving the learning aim.

Moreover, the didactic means can be divided into two categories. The categories of didactic means are non-material didactic tools and material didactic tools. Kalhous et al. explain that a part of non-material tools are any tools that the teacher or a learner can use in order to achieve the educational aim, such as methods, organization forms, and the aims or approach (Kalhous et al. 2002, 337). On the contrary, material didactic tools are any tools that aid in the perceptions of human senses such as hearing, sight, smell, or touch (Kalhous et al. 2002, 337-338). Therefore, the didactic means include all tools that the teacher or a child uses for achieving specific aims, and these means can be non-material such as methods or materials that include the utilization of the learner's senses.

Furthermore, material didactic tools can be divided into various categories. Kalhous et al. divides the material didactic tools into the categories of study aids, which include real-life tools (products and creations, natural product), image and display of tools and realities (models, displays, sound recordings), text aids (workbooks, student books, learning materials, literature), shows and programs presenting didactic techniques, special aids. Technical teaching aids, which include auditive equipment (megaphones, gramophones, headphones), visual equipment (projectors), audiovisual equipment (projectors, TV equipment, PC equipment), managing and evaluating equipment (feedback programs, PC, programs, personal

PC) (Kalhous 2002, 338-339). In comparison, Skalková divides the visual area into three categories. The category of pictures or paintings and symbols, the category of static projection and the category of dynamic projection which can include for instance video or movies (Skalková 2007, 249). Material didactic tools can be thus divided according to their appearance or usage.

Furthermore, there are additional categories into which didactic tools can be divided. Kalhous et al. further divide material didactic tools into organization and reprographic techniques, which can include, for instance, photo laboratories, photocopying, computers, or video studios. Teaching spaces and their equipment, which can include classrooms and their standard equipment, special classrooms, laboratories and school grounds. Lastly, the author includes the category of learners and teachers' equipment, which can, for instance be stationery, drawing tools, calculators or notebooks (Kalhous et. al. 2002, 338-339). In addition, Skalková adds the category of tactile tools into material didactic tools, which can include brail writing or specific paintings (Skalková 2007, 249). Therefore, material didactic tools can be divided into various categories according to their use or their nature.

Material didactic tools also have various functions. Skalková explains that material didactic tools follow the principle of visibility where the learners, through these tools activate their thinking and abstract thinking throughout their senses which is thanks to these tools combined with active activity (Skalková 2007, 250). Fontana adds that not only do these tools follow the principle of visibility, but also the material didactic tools have various functions, such as primary function, which can be an informational, didactic function which is concerned with the principle of visibility or motivation, rationalization or multidimensional thinking and lastly ergonomically and organizational function which includes individualization, feedback, and self-regulation (Fontana 2003, 340). Thus, while using material didactic tools, they can serve various roles and functions.

Arts and crafts can be considered a material didactic tool in learning. As was previously stated, material didactic tools can be divided into various groups, and arts and crafts can be placed into some of these groups. As Kalhous et al. explains, material didactic tools include real-life tools, which include creations (Kalhous et al. 2002, 338). To which arts and crafts can be included as the children create their own products. Furthermore, arts and crafts can also be included in the category of image and display as Kalhous et al. explain that this category includes models (Kalhous et al. 2002, 338). When in crafts, the children can create

various products. Therefore, techniques from arts and crafts can be placed into various categories of didactic tools.

### **3.3 Benefits of arts and crafts in learning**

There are numerous benefits of using arts and crafts in education. One of those reasons is using art to express oneself. Masoumeh Farokhi and Masoud Hasemi in *The Impact/s of using art in English language learning classes*, explain that arts aid in the child's development especially in the areas of self-confidence when they are engaged in creating (Farokhi and Hasemi 2012, 924). Andrew Wright in *Arts and Crafts With Children*, adds that art allows the child to explore emotions and allows the learners to express themselves (Wright 2018, 6). Therefore, art can be viewed as a vehicle for the learners to explore various areas, such as their emotions or their confidence.

Furthermore, the children use their senses while using art and crafts in language lessons. Andrew Wright explains: "While making things, the children also make meaning. As they explore shapes, colors, textures, constructions, they are extending their experience and understanding of the world – and doing it through the medium of a foreign language" (Wright 2018, 3). Moreover, the authors of the article *Styles of Learning Based on the Research of Fernald, Keller, Orton, Gillingham, Stillman, Montessori and Neil D Fleming* explain that learning styles differ from learner to learner and one of the models through which learning styles can be distinguished is Auditory including audio support, Visual style including visual support and Kinesthetic including some form of physical activity or tactile learning (Sreenidhi and Tay 2017, 17-21). Therefore, with the inclusion of arts and crafts into the learning process the language learning is supported by the senses. While using arts the learning style of the children is supported as they have visual support combined with auditory and kinesthetic as the children are using their motor skills.

Arts and crafts also hold benefits in their creativity. Danielle E. Kaplan in *Creativity in Education: Teaching for creativity Development* explain that "creativity is necessary to inventive thinking in any domain" (Kaplan 2019, 140). Moreover, Farida Mayar in *Developing Children's Creativity Through the Art of Crafts*, explains that arts or crafts have an essential role in education as it supports a child's development and aid in the development of creativity, which broads the learners thinking and experience (Mayar 2021, 30-31). Cameron and McKay further explain that creativity in English language learning support the

children's development and confidence which is essential in language learning (Cameron and McKay 2010, 1-20). Thus, including arts and crafts in education aids in the process of creativity, which supports the child's thinking and broadens their experience as the learners explore various activities through arts and crafts.

Furthermore, utilizing arts and crafts in learning supports motivation. Andrew Wright explains that activities which include creation are interesting for children, and this aids in their enjoyment (Wright 2018, 16). Farida Mayar adds that arts and crafts can aid in motivating the children as they can create unique works (Mayar 2023, 31-31). Activities that include arts and crafts can also aid in supporting the learners' motivation as they can be found interesting by the children, or the children can create unique work.

As arts and crafts support motivation in children, it can also aid in positive attitudes. Farida Mayar explains: "Creativity is not only an act of the brain but also emotional and mental health variables which are very influential" (Mayar 2021, 30). In addition, the authors of the article *The importance of Art Education in the Classroom* explain that including art in education aids in the development of psychological well-being and promotes positive emotional states (Arteeducationmasters 2021). Therefore, arts and crafts can be used in education in order to support the learners' well-being.

Moreover, arts and crafts can also support individuality in education. Andrew Wright explains that art allows each child to express themselves as each child is different (Wright 2018, 7). Farida Mayar adds that activities that include arts or crafts allow the children to have freedom of expression and allow the learners to experiment and develop self-concept (Mayar 2021, 30-31). Halliwell adds that in English language learning children tend to be creative in activities and individualise their learning even without the teachers' prompts, thus supporting individuality benefits the children (Halliwell 1992, 6-7). Therefore, arts and crafts can be used as a medium or a tool in education that supports the learners as individuals as it allows them to express themselves or to experiment as each of the children can create their own art.

### **3.4 Arts and crafts in English language learning**

Art and Crafts can also be used in English language learning. While using arts and crafts as a didactic tool in English lessons, there may be a combination of the language with specific action. Harmer explains that learning English language through variety of content aids in the learners' immersion to the language (Harmer 2015, 7-9). Moreover, Dunn includes



handwork or art in an integrated language acquisition (Dunn 1984, 76-78). The combination of language and action can also be seen in the Total Physical Response method. Richards and Rodgers explain that in the TPR method during the lessons, there is a combination of language and physical or motor activity (Richards and Rodgers 2001, 73). Diane Larsen-Freeman and Marti Anderson in *Techniques and Principles in Language Teaching* explain that in the TPR method the learners respond through action in language lessons (Larsen-Freeman and Anderson 2011, 135-152). Therefore, as art and craft activities involve physical movement, especially motor skills, they can be viewed from the perspective of the Total Physical Response method. As this method involves physical action during language learning, the arts and crafts activities can also use specific action in language learning.

The Total Physical Response method also utilizes brain lateralization, which can be supported by utilizing arts and crafts in English language learning. Richards and Rodgers explain that second language teaching is more commonly aimed at the left-brain hemisphere. However, while adding movement to learning a right hemisphere is being activated, which supports the learning process and allows more abstract language to occur (Richards and Rodgers 2001, 75). The authors of the article *Left and Right Hemisphere of the Brain* explain the division between the left and right hemispheres as the left hemisphere is concerned with speech and language, logic or planning. In contrast, the right hemisphere is concerned with art, imagination or creative writing (Human-memory 2022). Thus, with the inclusion of arts and crafts into the language learning process, both of the brain hemispheres can be activated as arts are included in the right hemisphere while language is included in the left hemisphere.

Moreover, in the TPR method, there is also the inclusion of commands in the learning process. Richards and Rodgers explain that this method includes the use of commands in its imperative forms, as the language directed towards young learners is mainly in the form of commands. Moreover, this method uses it in its grammar view towards the language (Richards and Rodgers 2001, 73). Larsen-Freeman and Anderson add that grammar and vocabulary in this method are integrated into the commands, which allow the learners to respond to them (Larsen-Freeman and Anderson 2011, 135-152). Therefore, from the perspective of arts and crafts activities in the language lessons, the learners respond to specific commands through which they acquire vocabulary and grammar, which corresponds with the perspective of the Total Physical method.

Utilizing Arts and Crafts in the classrooms can also be viewed from the perspective of second language acquisition. Enamul Hoque in *An Introduction to the Second Language Acquisition* (SLA) explains that second language acquisition involves learning a second language in formal settings such as schools and at the same time acquiring the language which can occur outside of the formal setting (Hoque 2017, 1-2). Furthermore, Lessard-Clouston, in *Second Language Acquisition Applied to English Language Teaching* adds that SLA includes various factors such as input, and output of the second language and interactions done in the learning (Lessard-Clouston 2018, 1-19). Thus, second language acquisition can be defined as the process of learning a second language which includes various factors such as input, output and interaction.

One of the areas included in second language acquisition that can be viewed from the perspective of arts and crafts is input. Taher Bahrani and Marziyeh Nekoueizadeh in *The Role of Input in Second Language Acquisition*, explains that input plays a vital role in language learning, and there are varieties on the input that the learners are exposed to during language learning. One of those factors are comprehensive input and modified input that aid in the learning process (Bahrani and Nekoueizadeh 2014, 1-5). Furthermore, Andrew Wright explains that with using arts and crafts in English language learning can play a crucial part in learning as the children are exposed to language through various meaningful activities (Wright 2018, 5-6). Thus, applying arts and crafts in English classrooms can be viewed from the input perspective in second language acquisition as it provides various activities and experiences connected to the language.

Moreover, input can also be viewed from the perspective of communicative competence as reception. *CEFR* explains that reception includes various activities or media through which the learner intakes information (CEFR 2003, 14). The *CEFR: Companion Volume* adds to this description that “reception involves receiving and processing input” (CEFR: Companion Volume 2020, 47). Moreover, from the perspective of utilizing arts and crafts, Andrew Wright explains that in language learning, arts and crafts provide materials and activities which help the learners to process more abstract language (Wright 2018, 5-6). Thus, arts and crafts activities can be viewed from the perspective of reception in communicative competence as the learner intakes and processes new language through the activities.

Another factor that can be included in second language acquisition is output. Bahrani and Nekoueizadeh explain that output in language learning is part of a more extensive

process. This process starts with input, which is the language the learners are exposed to, continues with intake, which includes the internalization of the language, then continues to integration with previous knowledge, and the last part of the process is output which can be in written or spoken form (Bahrani and Nekoueizadeh 2014, 2-3). Andrew Wright explains this process from the perspective of combining arts and crafts with English language learning. As in this integrated learning, the learners are exposed to for instance, in these lessons the learners are listening to instructions associated with specific objects, using the language they already know, speaking and creating (Wright 2018, 5). Therefore, the language the learners are exposed to during arts and crafts activities can be considered input. Combining the new language with the already learned language can be considered part of intake and integration. Lastly, creating products and speaking or writing in those activities can be considered output.

Additionally, the output can be viewed from the perspective of production in communicative competence. *CEFR* explains production as the learners' creation and usage of the language in spoken or written form (CEFR 2003, 14). *CEFR Companion Volume* adds that production activities do not only include speaking and writing but also signing or production strategies such as planning, monitoring or repairing (CEFR: Companion Volume 2020, 60-61). Moreover, Andrew Wright adds that arts and crafts provide a tool for learners to be creative and create various products while at the same time combining language (Wright 2018, 5-9). Therefore, arts and crafts can be viewed as a vehicle for the learners to combine the creation of products in specific activities while simultaneously using the English language.

Furthermore, interaction can be considered as another factor in second language acquisition. Lessard-Clouston in *Second Language Acquisition Applied to English Language Teaching* explains that interaction is an important part in the process of input and output. The author explains that in the English language classroom, interaction is essential as it supports the cognitive process and, allows the learners to process the input through interactions, and communicative tasks, and allow the learners to use the target language (Lessard-Clouston 2018, 19-21). Moreover, from the perspective of utilizing arts and crafts in English classroom Andrew Wright adds that the activities allow the learners to interact with each other, support their attitude towards themselves and others while interacting with the language (Wright 2018, 6-7). Thus, from the perspective of interactions arts and crafts can be used as a tool to facilitate interaction and communication.

Interaction can also be viewed from the perspective of communicative competence. *CEFR* explains that interaction is an exchange between various participants which can also occur in spoken or written form where production and reception are alternated (CEFR 2003, 14). *Companion Volume* adds that interaction not only includes spoken or written interaction but also online interaction and various strategies such as turn taking, cooperation or asking for clarification (CEFR: Companion Volume 2020, 70-71). Furthermore, Andrew Wright explains that art and crafts activities support interaction as they help the learners to develop specific skills, such as having a positive attitude towards working with others (Wright 2018, 5-7). Thus, arts and crafts activities can support interaction in learning the English language learning.

Furthermore, from the perspective of communicative competence and arts and crafts activities, there can also be support for mediation. *CEFR* explains mediation generally as translation or interpretation (CEFR 2003, 14). However, *The Companion Volume* broads this perspective as they define mediation as: “In mediation, the user/learner acts as social agent who creates bridges and helps to construct or convey meaning” (CEFR: Companion Volume 2020, 90). Andrew Wright adds that arts and crafts can be used as activities that help the learners in English language learning to convey or express meanings and ideas (Wright 2018, 5-6). Thus, arts and crafts can be viewed as a tool that can behave as a medium for the learners to convey a meaning.

To conclude all that has been stated so far, arts and crafts can be utilized in various ways during learning. In general, arts and crafts can be distinguished according to their aesthetic or functional value. Furthermore, arts and crafts can be viewed from the perspective of material didactic tools as they can be utilized in the classrooms. Moreover, there are various benefits of using arts and crafts in education as it promotes creativity, motivation, individuality, or the usage of various senses. In addition, in second language learning arts and crafts can be viewed from various perspectives. One of these perspectives that arts and crafts can be viewed from is TPR, as there are various similarities, such as responding with action or using imperative forms. Alternatively, it can be viewed from the perspective of SLA and the point of view of input, output, and interaction. Moreover, combining English language learning can be viewed from the perspective of communicative competence and its language activities, such as perception, production, interaction, and mediation. Thus, arts and crafts can be utilized in English language learning for its benefits.

## 4 Summary

To sum up, all that has been stated so far, the theoretical part of this diploma thesis defines a young learner and their specific development stages, communicative competence, and the usage of arts and crafts.

A young learner is a child between the ages of six and eleven who enters and learns at primary school and goes through specific developmental stages. The main figures considered while defining a learner were Průcha, Říčan, Fontana, Gardner and O`Grady. The learner goes through cognitive development, where their perspective on the world slowly shifts as they slowly leave the egocentric perspective, while at the same time, their focus slowly goes from concrete to more abstract. Moreover, as the children enter the school, they also undergo social and emotional development. The children encounter new situations, and they develop new social roles. They especially develop new roles in groups as they, from the first grade, slowly shift from the central person of a teacher to the other children as smaller groups are formed. Additionally, as the learners encounter new social situations, their language skills also develop. The learners gain new skills and develop their language. Thus, the stage of primary school is full of development for young learners.

As young learners develop their language skills, they also develop their communicative competence, especially in language learning. Communicative competence can be defined as the learner's ability to use language in various social settings. The competence and the specific areas are defined from the perspective of *CEFR, CEFR: Companion Volume, RVP* and Littlewood. In general, communicative competence can be divided into three major parts, which are linguistic, sociolinguistic, and pragmatic competence, where each of these has its own specific areas. The Linguistic competence includes the learner's knowledge of the language, such as vocabulary, grammar, pronunciation or spelling. The sociolinguistic competence can be defined as the learner's ability to use language in various social scenarios and is concerned for instance, with politeness or using the language appropriately in various situations. Lastly, pragmatic competence can be defined as the learner's ability to structure messages and their ideas which can in some instances, be combined with text. Pragmatic competence deals for instance, with the learner's flexibility, turn taking, fluency or coherence and cohesion. Thus, communicative competence deals with various aspects of language knowledge and its appropriate use in various contexts.

Moreover, in language learning young learners are at the beginning stages of the level A1 of communicative competence. Regarding linguistic competence, learners at this level have a basic range of linguistic and grammatical structures and vocabulary linked to concrete situations. In sociolinguistic competence, the learners should be able to appropriately use basic polite forms, such as greeting or request. Additionally, the learners should be able to use the polite forms in various situations. Lastly, in pragmatic competence, the young learners can manage or construct basic utterances with some hesitations or pauses. At the same time, they should be able to participate in the conversation while using some strategies such as turn taking and adapting the language to various situations. In communicative competence as a whole, the young learners should be able to use basic language, including grammatical structures and vocabulary in various social situations and be able to a certain degree engage in conversations.

Utilizing arts and crafts in language learning can be perceived from the perspective of a material didactic tool. The main figures that were considered in the acts and crafts and their areas were Kalhous, Skalková, Wright, Mayar, Harmer and others. Material didactic tools are specific tools that the learners or a teacher can utilize while using their senses, such as smell, touch, sight, or hearing. Generally, didactic tools can be divided into various categories according to their use. Arts and crafts fall under two of those categories which are real life tools as they include creations and the category of image and display, as they can include models or images. Thus, as learners create various objects or pictures with arts and crafts, they can be used in lessons as material didactic tools.

Moreover, arts and crafts can be utilized in learning due to their various benefits. One of those benefits is motivation, as while using arts and crafts, the positive emotions and attitudes of learners are being supported. At the same time, arts and crafts support creativity as the learners are given space for creation where they can express themselves creatively. In addition, arts and crafts support individuality as each learner is different and thus, each can create something different. Furthermore, while using arts and crafts as a material didactic tool in learning, various senses can be activated at the same time, which supports various learning styles. Thus, there are numerous benefits to using arts and crafts in learning.

The benefits of arts and crafts can also be utilized in English language learning. One of the perspectives from which can be the usage of arts and crafts in English language learning can be viewed is from the total physical response method. As in the total physical response

method, the learners respond by action. The action with arts and crafts can be viewed as the creation of the specific products. The learners create specific products and do specific actions. Moreover, the total physical response method includes the usage of commands and imperatives, which can also be used with arts and crafts, as the learners need to follow specific directions and commands while doing the activities. Thus, in language learning, the usage of arts and crafts can be viewed from the perspective of total physical response.

In addition, arts and crafts in language learning can be viewed from second language acquisition and language activities. The language used in the arts and crafts activities can be perceived from the perspective of input and reception as the learners are exposed to the specific language through these activities. Arts and crafts can also be perceived as output and production, which are the products and the language the learners produce and use in the specific activities. Lastly, the arts and crafts can be used in interaction as the learners utilize the products and language while interacting with each other in various situations. Thus, arts and crafts can be utilized in English language learning in perception, production and interaction, where they utilize their communicative competence.

In conclusion, young learners can learn the English language through activities that include arts and crafts. Learning arts and crafts can be used for its various benefits, such as motivation, creativity or individualization. Moreover, arts and crafts can be used in order to develop communicative competence through reception, production, interaction or through some of the elements of the total physical response method. Moreover, arts and crafts can be used as material didactic tools in the specific activities, which can support various learning styles as it utilizes various senses. Thus, arts and crafts can be used in English language learning for its benefits.

## **PRACTICAL PART**

### **5. Action Research**

This chapter will define action research and its components. In addition, it will provide specifics of the research that has been done for this diploma thesis. Moreover, the tools for data collection that has been utilized in the action research for this diploma thesis will be defined.

## 5.1 Defining action research

The Action research can be used as a tool by a teacher to understand various problems or questions. David Hopkins in *A Teacher's Guide to Classroom Research* defines the research as a procedure that includes action and reflection on a personal inquiry with the goal of understanding and improvement (Hopkins 2002, 42-45). Moreover, Martyn Denscombe in *The Good Research Guide* explains that action research is small-scale research that involves a hands-on approach to a particular issue in order to achieve a goal of improvement or understanding of an issue (Denscombe 2007, 122-123). Thus, action research can be defined as hands-on research on a particular or personal issue which includes action and reflection on the process with a particular goal of improvement of the issue or an understanding.

Moreover, action research has its specific stages and parts. David Hopkins provides a model of action research by Elliott where he defines action research as cyclical as his model provides three cycles, each including its individual steps (Hopkins 2002, 47). Martyn Denscombe adds that the cyclical process of the research is crucial in the fact that it provides direct feedback, which can be immediately put into practice while the process is ongoing (Denscombe 2007, 125). Therefore, action research is a process that includes cycles that aid in the implementation of the feedback that it provides while the research is still ongoing.

The first cycle of the research includes various stages. Hopkins in Elliot's model, defines the first stage as identifying the initial idea. The second stage is reconnaissance which includes fact-finding or analysis. The third stage which includes creating an implementation plan then the cycle follows a fourth stage of implementation of the plan. The fifth stage of the cycle includes monitoring of the implementation and its effect. And the last stage of the cycle includes another process of reconnaissance which explains the effects of the implementation (Hopkins 2002, 47). Denscombe additionally provides a model which includes various stages such as Professional practice, Critical reflection, Research, Strategic planning and action where these stages are repeated in cycles (Denscombe 2007, 126). The cycle of action research thus has various stages where the initial problem is identified, then analyzed and researched, followed by stages which include planning of a new plan and its implementation finished by analysis and reflection of the results of the implementation and then the cycle is repeated.

Moreover, action research can be viewed from the perspective of quantitative or qualitative research. Denscombe explains that quantitative research and data include



analyzing data which can include numbers, checklists, or frequencies, while at the same time including statistical analysis (Denscombe 2007, 253-254). On the contrary, the author explains that qualitative data and research include texts and images in their analysis while at the same time including a smaller sample of data and adapting a more naturalistic approach (Denscombe 2007, 28-288). Thus, research can be divided according to its size, quantity or approach to the analysis.

In addition, action research can be supported by triangulation. Denscombe defines triangulation as: “Triangulation involves the practice of viewing things from more than one perspective. This can mean the use of different methods, different sources of data or even different research within the study” (Denscombe 2007, 134). Hopkins adds that in research, different data sources are important as they provide different types of information and perspectives on the same issue. In addition, the author explains that different perspectives during triangulation can often be provided by the learners or a different teacher (Hopkins 2002, 134-135). Thus, triangulation during research provides various data sources, which can include various perspectives from the learners or another teacher.

## **5.2 Data gathering**

The research includes various tools that can be utilized during data gathering, including observations. Denscombe explains that observation provides direct evidence of the witness as they experience the events firsthand with their eyes (Denscombe 2007, 206). Hopkins explains that observation is crucial for classroom research as it can link a reflection of an individual with a collaborative inquiry for a pair or group of teachers (Hopkins 2002, 69). Observation thus provides the teacher or the researcher with evidence observed by another participant.

Moreover, observations also contain their own specifics. Denscombe divides observations into two types one being systematic and the other participant observation. The author explains that systematic observation provides quantitative data while participant observation provides qualitative data (Denscombe 2007, 206). Hopkins in addition, defines a partnership observation where the observer can have various roles such as observing in general or focusing on specific points (Hopkins 2002, 74). Therefore, observations can be divided into various types, where each of them carries a specific role.

Another data-gathering material that can be utilized in the research are field notes. Hopkins explains that “keeping field notes is a way of reporting observations, reflections and reactions to classroom problems” (Hopkins 2002, 103). Denscombe adds that field notes aid in recording events that could have been forgotten in the future as they should be written immediately or shortly after the events occurring which aids in keeping minor instances that could potentially be forgotten (Denscombe 2007, 219-220). Field notes thus function as a written record of events, observations or reflections, which should be written in a short time span after or during the event or class that has occurred.

Furthermore, images can be used as supportive data for research. Denscombe explains that visual records can have similar usage in research as audio recording as it provides specific evidence, in this case, an image. Furthermore, the author explains that these images can be filmed, photographed or drawn (Denscombe 2007, 239). Hopkins adds that images and photographs are helpful in illustrating specific events that occur in the classroom and can be used as support for the field notes (Hopkins 2002, 115-116). Thus, Specific images and photographs can be used to provide supporting material to the field notes or as individual material that captures specific events or occurrences.

Diaries can also be utilized during research. Denscombe explains that a diary in research is used as a retrospective account of events that have occurred, and it includes personal reflections and interpretations combined with factual data and perception of significant events (Denscombe 2007, 229). Diaries during research thus provide data such as reflections or interpretations of specific events. Moreover, Denscombe adds that although diaries are helpful sources, the data in a diary is subjective and needs to be treated as such (Denscombe 2007, 230). Thus, the diary can provide specific data during research. However, the data is not objective.

### **5.3 Introduction to the research**

The action research in this diploma thesis focused on utilizing arts and crafts in English lessons as a didactic tool to support communicative competence. The research focuses on young learners in elementary school, especially in a specific fourth and third grade.

The research was realized in the elementary school Chotěboř Smetanova. The elementary school is focused on the learners and their preparation for further education and critical thinking. The school includes the grades from first to ninth, where for each grade,

there are two or three parallel classes with eight hundred and forty learners combined. The learners in this school are taught by thirty-two teachers with seven assistants. Moreover, the learners and parents have access to a school psychologist, educational counselor, and methodical prevention of social and pathological phenomena (sch 2022). Furthermore, the school focuses on developing competencies such as competence for learning, for problem solving, social and personal, working, citizenship and communicative competence. In addition, the school focuses on supporting learners with special educational needs (ŠVP 2021, 7-8). The school also focuses on languages and language communication. In the English language, the school primarily focuses on communicative competence and gets the learners acquainted with various cultural differences. The education in the English language starts in first grade with one lesson per week. In second grade, the learners continue with one lesson per week, and then in third and fourth grade, the learners transition to three English lesson per week and in fifth grade four lessons per week (ŠVP 2021, 89). Thus, the elementary school focuses on various aspects of education, and places focus on English language education.

Furthermore, since the research is focused on two specific grades, it is essential to introduce them briefly. The fourth grade has a total of seventeen learners, out of which five learners have specific educational needs such as ADHD, dyslexia, and other special needs. Moreover, in all of the lessons in this grade, there is one assistant, and in some lessons, there are two assistants. In addition, this grade has three lessons per week, and the specific group of the English lessons is combined from two fourth grades A and B. The third grade has a total of sixteen learners with no specific educational needs. In addition, there are also no assistants. Moreover, compared to the fourth grade, this group is made only from the learners from one class. In addition, the third grade also has three lessons per week.

The action research in this diploma thesis includes one cycle with various stages. The aim of the first stage of the research was to collect data in the two specific grades and then analyze the collected data. The focus in this stage was on the usage of arts and crafts and the communicative competence and identifying the areas for improvement. This stage was done in the time span of five weeks, from the twenty-first of September to the twenty-first of October. The goal of the second stage was to create an intervention plan from the analyzed data. This stage was done over the period of three weeks from the twenty-sixth of October to the eleventh of November. The third stage of the research included the implementation of the intervention plan and its analysis. The end of the research analyses the results of implementing the new plan. It analyzes the benefits and negatives of using arts and crafts as a

didactic tool in English lessons while developing the communicative competence. In addition, all the findings from the research will be summarized.

For the purposes of this research there were used various tools to collect and analyze the data. The tools used were reflective journal, field notes, lesson plans, observation sheets, and pictures of the products made by the learners. All the collected data from these tools are qualitatively analyzed. In order to ensure a sufficient amount of data, it is collected from two grades and three teachers. To ensure anonymity, the teachers are not named but are regarded to as Teacher 1 and Teacher 2. Teacher 1 is the original teacher of the fourth grade, Teacher 2 is the original teacher of the third grade. After initial observations, the teacher will be the author of this thesis, and the research will be written in the first person. Additionally, the learners are also not named, and they are regarded as learners.

The Action research in this diploma thesis incorporates qualitative analysis of the collected data. As Gavora defines a qualitative analysis includes an analysis of words and their descriptions (Gavora 2000, 31). The process of analyzing the data in this research includes coding and categorizing of key concepts. Denscombe explains that in the analysis coding and categorizing aids the researcher to identify key concepts in the collected data and draw conclusions (Denscombe 2007, 292-297). In this research the key concepts that were analyzed were the usage of arts and crafts, communicative competence and the respective components. The predominant tool for the coding was color-coding as each concept has its own representative color. In this case, arts and craft activities are red communicative competence is blue and the individual components of the competence are purple.

## **6. First stage of the research**

This chapter will focus on the first phase of the research. This stage aims to analyze the natural events that occur in the lessons in the third and fourth grades. This stage aims to answer three questions: Are arts and crafts used in English lessons? Is communicative competence being developed in the lessons? Are arts and crafts combined with the development of the communicative competence? The chapter first introduces the first stage of the research. Then it is divided into three categories which are analyzed, being the usage of arts and crafts, development of communicative competence and lastly the combination of those two elements.

## **6.1 The diagnostic phase**

This stage of the action research occurred in the time span of five weeks in the third and fourth grades. Moreover, it includes various tools for collecting data, such as field notes, reflective diary and lesson plans. At the beginning, I was the observer of teacher 1 and 2 while during these observations writing field notes. Then I transitioned into the teaching role and created lesson plans and wrote reflective diary together with field notes. In addition, the teacher collects photographs of the learners' creations. During this process, the lessons were at the beginning, observed, taught and reflected and at a later stage analyzed.

The first week of the research was spent by observing both third and fourth grade, while the remaining four weeks included both observations and teaching done by me. I took notes during the observations and then at a later point, reflected upon the experience. This reflection was done in two phases one on the same date as the observations and second reflection was done at the end of the whole week. As the classes for both grades were most of the time held on Wednesday, with a few exceptions, the final reflection was thus done after two or three days. The number of observations and teachings by me are not the same in both grades as teacher 1 was absent for some time and thus, I substituted the teacher's lessons in other grades and the fourth grade had school trips in the times of some lessons. Thus, the amount between both grades varies. In the fourth grade the I observed one lesson and taught two lessons. While in the third grade the I observed three lessons and taught one.

## **6.2 The usage of arts and crafts in the lessons**

From the lessons that have been observed the Teacher 1 have not used any arts or crafts techniques at all. Compared to teacher 1, teacher 2 have used one arts and crafts technique. As noted in the observation the activity includes drawing a picture of themselves while adding their name. It is noted that this activity is placed as the last in the lesson. This specific activity was connected to an exercise in the learner's workbook Happy Street 1. It included a short dialogue between the fictional characters of the workbook and their introduction together with the learners (Maidment and Roberts 2022, 2). The activity includes drawing and coloring, as in the first half, the learners color the characters, and then the learners draw a self-portrait. Moreover, I point out in the observation notes that throughout the whole lesson the learners were very active and got distracted quite easily. However, when this activity was happening the learners were entirely focused on both the drawing and coloring. In addition, during this

activity all the learners seemed to be enjoying it as they looked happy. Thus, this activity was used by teacher 2 as an attention grabber and motivation device while using the technique of drawing and coloring while at the same time supporting the visual learning style.

I used one activity in the fourth grade that included arts and crafts technique of drawing. This activity included drawing the learner's favorite toy and occurred on the 12<sup>th</sup> of October. During this activity, the learners were drawing individually. For this task the learners used white paper as a medium and then they chose what to draw with. Most of the learners were drawing with colored pencils and some choose to use colored markers and additional school supplies like eraser or sharpener. Moreover, the learners predominantly focused on drawing the toy and additionally answered the teacher's questions. This activity was done after the warm-up, and the products the learners created were used during the rest of the lesson. In the reflective diary, I note that although they counted on the activity to be time consuming it still preceded their expectation, and it was challenging to move the learners onto the second activity. Compared to the unwillingness of the learners to move to different activity, I note that during the drawing the learners had no problems answering the questions. In addition, the I reflect that the learners were engaged during this activity and had deep focus. Even a learner with ADHD was entirely focused on the activity and was not distracted.

In the third grade I used one art technique during the lesson on the 19<sup>th</sup> of October. I used an activity where the learners drew a fictional character. During this activity, the learners could create any character they wanted and draw it. They used white paper as a medium and then most of the learners used colored pencils and markers while manipulating additional school supplies such as sharpener or eraser. The learners, during this activity followed the teacher's instructions and answered simple questions regarding their characters. In the reflective diary, I note that the learners enjoyed drawing the characters. However, some of the learners had a difficult time in starting their drawing as they could not think of what to draw. In addition, I note that they had no difficulties following the teacher's instructions or answering the questions. Moreover, I also reflect on that the learners were very excited to introduce their characters to the rest of the class.

Therefore, the usage of arts and crafts was limited in this phase. The arts and crafts were used in a total of three times in the whole period of five weeks. In addition, the technique that was used was predominantly drawing and once coloring. In my reflections and filed notes I also noted that these activities affected the learner's involvement as they were more focused

and enjoyed doing the activities. On the other hand I note that the learners struggle to move away from the drawing activities.

### **6.3 The development of communicative competence**

The communicative competence in general was developed in all the lessons by all the teachers. The learners from the fourth grade were developing various aspects of communicative competence during the teacher 1 lessons. Firstly, the learners were developing linguistic competence in various activities. During the lesson on the twenty-first of September, the learners were mainly developing their vocabulary range as they were practicing their vocabulary in various PC programs. As was defined in the theoretical part, linguistic competence, especially vocabulary range focuses on the learner's knowledge and usage of basic vocabulary (CEFR: Companion Volume 2020, 131). As is written in the field notes, "the learners are practicing their vocabulary in various pc programs and games, such as toys or prepositions". The teacher 1 therefore aided in the learner's communicative competence development mainly in the area of vocabulary range as they practiced their vocabulary on PC.

During this research stage, teacher 2 was also developing various aspects of communicative competence. In all three lessons observed by me, the teacher 2 developed linguistic competence. The learners were developing general linguistic range and grammatical accuracy as they were using basic structures in order to answer the teacher's questions such as "What is your name?". The learners were developing vocabulary range in various activities. To provide an example, in one activity the learners were connecting flashcards of a number and their written form. Moreover, the learners were developing their phonological control and orthographic control as they were learning to pronounce the new vocabulary and in addition, they were learning the spelling of the words. Furthermore, the learners were developing sociolinguistic competence as they were encouraged by the teacher to use polite forms: "The learner were encouraged to use please and thank you as they were asking and receiving the flashcards". As was explained in the theoretical part, *CEFR Companion Volume* describes sociocultural appropriateness on the level A1 includes the learner's ability can use basic polite forms (CEFR: Companion volume 2020, 137). Therefore, in the lessons taught by teacher 2 the learners developed various aspects of linguistic and sociolinguistic competence in all three lessons that were observed.

Furthermore, during my lessons, the learners in the fourth grade also developed communicative competence. The learners were developing their linguistic competence, such as general linguistic range, grammatical accuracy and vocabulary range, where in both lessons on the 12<sup>th</sup> of October and the 19<sup>th</sup> of October, the learners were using basic structures in order to answer the teacher's questions using basic vocabulary. The learners were using their vocabulary in order to talk about the topics of toys and furniture. Moreover, the learners were also developing their phonological control as they were learning how to pronounce various types of furniture. As with phonological control, the learners at the level A1 should be able to pronounce a limited number of learned words (CEFR: Companion volume 2020, 135). Furthermore, the learners were developing sociolinguistic competence as they were engaging in conversations while using appropriate registers and recognizing social cues, as noted in the reflective diary when reflecting on a group activity: "The learners during this activity were asking questions about each other toys and they respected each other's turns for talking and thanked the other learner for answering their questions". The learners in the fourth grade then developed various aspects of linguistic competence and sociolinguistic competence.

The learners in the third grade were also developing communicative competence during my lesson on the 19<sup>th</sup> of October. The learners were developing their linguistic competence, especially their general linguistic range, vocabulary range and grammatical accuracy as the learners were using simple structures in order to talk about their characters and to answer the teacher's questions while using basic vocabulary they have learned. Moreover, the learners were answering the teacher's questions at the beginning of the lesson while giving simple answers such as "My name is...". In addition, the learners were developing their sociolinguistic competence as they were answering the question: How are you?. Learners in the third grade were developing the linguistic competence and sociolinguistic competence.

#### **6.4 Communicative competence and arts and crafts techniques**

The communicative competence was being developed during the arts and crafts activities. The activity in the third grade done with Teacher 2 developed various aspects of the linguistic competence. As the learners were drawing themselves and coloring the picture at the same time they had to write their own name with the specific phrase for introduction: I am..., My name is... . In combination with drawing, the learners were developing their



general linguistic range and grammatical accuracy as they practiced the simple phrases for the introduction.

In my lesson in the third grade the learners also developed linguistic and sociolinguistic competence. In this activity, the learners drew any type of character they wanted and then used their drawings for the rest of the lesson. Before drawing, the learners followed simple instructions of the teacher and responded with their actions. Then during the process of drawing the learners were responding to the questions of the teacher such as “What color is this? Is she/he big or small? What is their name?” as I noted in my diary the learners were able to answer all the questions with only some hesitations. During this process of questions and answers the learners developed a vocabulary range as they practiced their basic vocabulary. In addition to the vocabulary range, the learners were developing general linguistic range and grammatical accuracy as they practiced basic grammatical expressions such as it is, she/he is, his/her name is, together with phonological control as they were practicing their pronunciation with these expressions (CEFR: Companion Volume 2020, 130-135). Moreover, the learners used their drawing in the following activities, which developed both sociolinguistic and linguistic competence. The sociolinguistic competence was developed when the learners were introducing their characters. As I note in my reflective notes, the learners greeted other students at the beginning of their introductions. Thus, the sociolinguistic appropriateness was being developed as the learners practiced establishing social contact by greeting other students (CEFR: Companion Volume 2020, 136-137). Therefore, with the usage of the learners’ drawings, the learners developed various aspects of linguistic competence and the sociolinguistic competence.

Furthermore, the activities connected with the arts and crafts techniques included the activities of production, reception and interaction. In production, the learners were carrying out overall oral production as they produced simple expressions while answering the teacher’s questions (CEFR: Companion Volume 2020, 61-62). At the same time, the learners were developing the production of sustained monologue: giving information as they answered the questions. As the *CEFR Companion Volume* explains that during this part of production the learners should be able to label colors, shapes or objects and other simple vocabulary and phrases (CEFR: Companion Volume 2020, 63). Moreover, the learners also participated in the interaction activities while using their drawings. The learners took part in oral interaction as they developed overall oral interaction and conversation as they were able to interact and ask and answer simple questions while at the same time, they were able to introduce their

characters (CEFR: Companion Volume 2020, 71-74). Moreover, the learners developed their reception, where the learners developed their overall oral comprehension as they were able to understand the teacher's instructions and the questions (CEFR: Companion Volume 2020, 48). The learners then were participating in the activities of production, reception and interaction while drawing or utilizing their drawings in other activities.

In the fourth grade the learners developed their communicative competence combined with the arts and crafts techniques in one lesson on the 12<sup>th</sup> of October. Before the learners drew their favorite toy, they reacted to the teacher's instructions and responded by action. During the activity of drawing the learners were developing their linguistic competence as they were answering the teacher's questions such as "What is it?, What color is it?, What is this?" and the learners were developing their general linguistic range, vocabulary range and grammatical accuracy as they were responding to the question with simple answers (CEFR: Companion Volume 2020, 130-132). As I note in my diary the learners were able to answer all the questions with limited hesitations. However, some of them answered the questions with one word and needed to be guided to complete simple sentence answers. In addition, in the activity of drawing and the follow-up activity with the drawing the learners developed their phonological control as they practiced the pronunciation of the phrases and simple sentences and the stress of the sentences (CEFR: Companion volume 2020, 133-135) As I note in the reflection notes the learners needed only a few corrections of the pronunciation of individual words while in the complete sentences the learners needed more guiding as they struggled with connecting the words. Thus, they developed various aspects of linguistic competence during the activities using the learners' drawings.

During this lesson, the learners took part in production, reception and interaction activities with the support of their drawings. As the learners were responding to the teacher's instructions by action, they were developing their receptive skills in the overall oral comprehension. In addition, they took part in receptive activities as they were able to understand the teachers and the learners' questions. In addition, in perception the learners were developing understanding as a member of live audience as they engaged in simple conversation while trying to find out information about each other's drawn toys (CEFR: Companion Volume 2020, 51). Furthermore, the learners took part in production, especially in overall oral production, where they were able to answer simple questions about their drawings (CEFR: Companion Volume 2020, 62). In the follow-up activity, where the learners were asking each other about the toys, they engaged in interaction activity where they were

developing the overall oral interaction, conversation and formal discussion where they were exchanging information, answering questions and engage in simple conversation (CEFR: Companion Volume 2020, 71-76). Therefore, the learners were engaged in language activities, including production, reception and interaction.

## **6.5 Summary of the findings**

To summarize all the findings in this time period, there were arts and crafts activities that supported the development of communicative competence. In the observed lessons, there was only one usage of the arts and crafts technique which was in the third grade and it included drawing. In my lessons, there were two instances where arts and crafts techniques were used, one in each grade. Moreover, all the arts and crafts activities included only arts techniques, which was of drawing and coloring and there was no usage of craft technique. Regarding the combination of communicative competence and the arts, the learners were developing mainly linguistic competence with a focus on general linguistic range, vocabulary range, grammatical accuracy, and phonological control. Occasionally the learners were developing sociolinguistic competence where they practiced sociolinguistic appropriateness with a focus on politeness or introductions. Furthermore, from the perspective of language activities, the learners engaged predominantly in production, reception, and occasionally in interaction. In conclusion, during this period of the action research, there was the usage of language activities with art techniques which developed aspects of communicative competence.

## **7. The intervention plan**

Following the diagnostic stage of the research is an intervention plan. During this period, I created a new plan with a set of goals to carry out in the implementation of the new plan. This stage of the research transpired in the time span of three weeks, from the 26<sup>th</sup> of October to 11<sup>th</sup> of November. The main goal of the intervention plan was to include arts and crafts techniques in all the lessons that I would be teaching in the third and fourth grades. In addition, as was found out in the previous stage, there was a limited variety of techniques. Thus, the new lessons aim to include a variety of both arts and crafts. Moreover, from the perspective of communicative competence and arts and crafts activities, the goal of the new plan is to include the development of linguistic, sociolinguistic and pragmatic competence

with a focus of language activities of production, reception, interaction and mediation. Thus, the aim of the intervention is to create lesson plans that include a variety of arts and crafts techniques that develop various aspects of linguistic, sociolinguistic and pragmatic competence while simultaneously engaging in language activities of production, reception, interaction and mediation.

### **7.1 Plan for implementation**

The first stage of creating the plan was to create the time frame of all the general topics that needed to be taught in all the lessons in both grades. This long-term planning was created with the aid of *ŠVP* as all the topics the learners should be able to know, and the expected outcomes are included. Moreover, the plans were created with the aid of the approaches from the theoretical part in this diploma thesis. The plan for the third grade in this period was to create lessons focusing on school supplies in the first two lessons and then transition to the topic of toys in the remaining three lessons. As the *ŠVP* states, the learners in the third grade should focus on the topics of school and toys (*ŠVP* 2021, 90-91). Moreover, the plan for the fourth grade was to focus on the topics of furniture, animals and people. As the *ŠVP* states, the learners in the fourth grade should focus on animals, the home, the human body, and people (*ŠVP* 2021, 91-92). Thus, at the beginning the topics were decided in the long-term plan.

Moreover, after the topics for the long-term plan were decided, a period for specifying the activities and narrowing down the goals came. During this period, I decided on the varieties of arts and crafts techniques, which were drawing with various tools such as colored pencils, markers or watercolors and crafting mainly using paper or cardboard. The main reason for using these two techniques was to limit the materials that would be used in the lessons and utilize the means the learners already had access to. In addition, as was described in the third chapter arts and crafts support all the learning styles. Thus, to support them, there needs to be inclusion of both arts and crafts. After deciding on the techniques came the process of creating specific lesson plans with a focus on various aspects of communicative competence and language activities. As was defined in the second chapter, communicative competence includes various areas that included numerous aspects of language, thus for deeper development more of those areas need to be included in the plans. For the language activities, the primary aim was on the inclusion of all the language activities as CEFR states:

“The language learners’ communicative competence is activated in performance of various language activities, involving reception, production, interaction or mediation” (CEFR 2003, 14). Thus, the focus of creating the plans was on including various elements of communicative competence and language activities together with the technique of drawing and crafting.

## **7.2 Plan for the third grade**

The first lesson plan in the third grade was focused on school supplies. For this specific lesson, I chose the activity of drawing as the learners will draw a pencil case and the supplies in it. The lesson plan will be predominately focused on the linguistic competence. In the art activity, the learners will draw a pencil case and write in the picture the individual vocabulary. This specific activity in linguistic competence focuses on vocabulary range as the learners will utilize specific vocabulary. As the *Companion Volume* states, in vocabulary range the learners should be able to use basic vocabulary connected to a specific topic (CEFR: Companion volume 2020, 131). In addition, the expected outcomes in *ŠVP* state that the learners should be able to write words with visual support (*ŠVP* 2021, 91). Moreover, in this activity, the plan is for the teacher to walk around the classroom and ask the learners questions such as: “What is this?, What color is this? What do you have?” During answering the questions, the learners will practice general linguistic range and grammatical accuracy as they will answer the questions in simple answers with already learned structures (Companion volume 2020, 130- 132). Moreover, this activity will focus on production and reception as the learners will act according to instructions, and at the same time, they will produce various vocabulary regarding school supplies.

The second plan for the third grade is to utilize the pencil cases the learners have drawn. In this lesson, the drawings will be used as a visual support during interactional activities where the focus will be on linguistic and sociolinguistic competence. At the beginning of the lesson, the learners will describe their pencil cases and then move to an activity where they will ask each other questions. In the first activity, the learners will ask in groups questions to find out what they have in the pencil case. Where they will practice their general linguistic range, vocabulary range and grammatical accuracy as they will use a pattern of question and answer while utilizing their vocabulary in concrete situations (CEFR: Companion volume 2020, 130-132). In the next activity, the learners will ask a different set of questions, where

they will ask to borrow the other learners' stationery with the focus on please and thank you. This activity is focused on sociolinguistic competence as the learners were developing sociolinguistic appropriates with the focus on politeness (CEFR: Companion volume 2020, 137). Furthermore, the rest of the activities in the lesson plan include a set of interactions with the focus on practicing various questions and politeness. As the *ŠVP* states, the learners should be able to react to questions and be able to slowly and carefully answer them (*ŠVP* 2021, 90-91). The activities in this lesson utilize the drawn pencil cases as didactic material to provide visual support in language activities that include interaction, perception and production.

The third lesson introduces the learners to a new topic of toys. In this lesson the learners are introduced to a new topic of toys. The learners in this lesson will create a toy from paper as each learner will create a different toy. They will choose the vocabulary that will be used in the lesson and the vocabulary they will learn. The learners will develop their vocabulary by learning new words and using them in a concrete situation (CEFR: Companion volume 2020, 131). Furthermore, the learner in this lesson will develop phonological control and orthographic control as the learners will learn to write the new vocabulary while practicing their pronunciation (CEFR: Companion volume, 133-136). The *ŠVP* includes pronunciation in the third grade under one of the topics the learners should learn moreover, in the expected outcomes, the learners should be able to repeat and use various vocabulary (*ŠVP* 2021, 90-91). During this lesson, the learners will use the created toys to learn new vocabulary which they themselves chose. Moreover, the learners will engage in language activities, including perception and production, while utilizing their creations.

The fourth lesson planned for the third grade focuses on crafting toys while developing sociolinguistic competence. In the lesson, the learners will create toys from playdough while practicing and recalling learned vocabulary with the focus on vocabulary range as they will, according to the plan, answer the teacher's questions such as What is this? What color is this and others. After the creation of the toys will come an activity where the learners will use the toys as supporting material where they will ask other learners to borrow their toys. In this activity, the learners will develop sociolinguistic competence as they will practice politeness (CEFR: Companion Volume 2020, 136-137). According to the *ŠVP* the learners at this stage should be able to engage in simple conversation and handle basic politeness, such as expressing thank you (*ŠVP* 2021, 90-91). Moreover, the activities that include the learners' creations include the language activities of perception, production and interaction as they

listen to the teacher's instructions while responding with action or engaging in simple conversation as they ask and answer questions.

The final lesson plan is focused on drawing and coloring according to a description. The first activity includes coloring pictures where the learners will color first according to the teacher's instructions and then according to the learner's instructions such as: There are three red cars, and then the student will color three cars with red color. This activity is followed up with a drawing activity where instead of coloring, the learners will draw pictures according to the teachers and then the learners' instructions which will include the structure of there is/are and vocabulary of toys, numbers and colors. In these activities, the learners develop linguistic competence as they practice vocabulary. They develop their vocabulary range. In addition, as the learners will practice grammatical structures of there is/are, they will develop general linguistic range and grammatical accuracy (CEFR: Companion volume 2020, 130-132). At the same time, the learners will develop their phonological control as they will practice their pronunciation of the simple sentences and utterances (CEFR: Companion volume 2020, 135). Furthermore, while drawing and coloring, the learners will engage in the production and reception of language activities.

### **7.3 Plan for the fourth grade**

The first lesson plan for the fourth grade is focused on the topic of furniture. In this lesson, the learners will draw a room with furniture and add the furniture names to the drawings. During this activity, the learners will draw the rooms and simultaneously answer the teacher's questions of: "What is this?, and Where is the...". In the next activity, the learners will create pairs or groups describing their rooms and describing what furniture they have. In the next activity, the learners will draw a ball somewhere in their room and ask each other where their ball is. The plan for this lesson is for the learners to develop their linguistic competence. The learners will develop their vocabulary range by practicing vocabulary for furniture and prepositions. In addition, they will develop their general linguistic range and grammatical accuracy as they will practice asking and answering questions with simple learned structures. For instance, the chair is next to the table (CEFR: Companion volume 2020, 130-132). Moreover, the learners will develop their phonological control as they will practice pronunciation and stress in utterances (CEFR: Companion volume 2020, 134). This plan supports the expected outcomes from *ŠVP* for the fourth grade as it states that the

learners should be able to engage in simple conversation and answer and ask simple questions (ŠVP 2021, 91-93). While drawing and utilizing the drawings as visual support, the learners will engage in language activities of reception, production and interaction.

The second lesson plan is focused on creating a Pictionary. In this lesson, the learners will create their own Pictionary with animals, where they will choose ten animals and draw them while writing their English and Czech names. The learners will be able to choose any animal they want and if they do not know their names, they will be able to use a dictionary. Moreover, in the next activity the learners will utilize the Pictionaries as support for asking questions about animals and each other's Pictionary. Furthermore, the lesson will be focused on the linguistic competence as the learners will develop a general linguistic range, vocabulary range and grammatical accuracy together with orthographic control (CEFR: Companion volume 2020, 130-136). The learners will practice vocabulary regarding animals together with questions and answers, for instance: "What is this? This is a...". The plan was made together with ŠVP as it states that the learners in fourth grade should be able to discuss the topic regarding animals and be able to engage in simple conversation (ŠVP 2021, 91-93). Moreover, the activities connected to the Pictionary will focus on perception, production, interaction and mediation.

The third lesson plan introduces a new topic of people and their descriptions. In this lesson, the learners will create characters and be introduced to the verb have and descriptors for people. In one activity, the learners will create the characters while practicing the vocabulary for colors, gender, size and other descriptors. After creating the characters, the learners will introduce their characters to the other learners while using the verb have. In the activity, including the creation of the characters the learners will develop a general linguistic range and vocabulary range as they will practice simple grammatical structures and their vocabulary (CEFR: Companion volume 2020, 130-131). Moreover, the learners will develop their phonological control as they will practice the pronunciation of individual words and simple sentences (CEFR: Companion volume 2020, 133-135). According to ŠVP the learners at this stage should be able to talk about people and in the expected outcomes, they should be able to answer questions in simple sentences (ŠVP 2021, 91-93). While creating and utilizing the characters, the learners will engage in perception and production language activities.

The fourth lesson utilizes the created characters to develop linguistic and sociolinguistic competence. In this lesson, the learners will utilize the already created characters from the



previous lesson while engaging in speaking activities such as introducing their characters, asking about each other's characters or describing the different characters. The learners will develop a general linguistic range, vocabulary range, grammatical accuracy and phonological control as they will practice pronunciation of simple utterances while engaging in conversation with simple structures and concrete vocabulary (CEFR: Companion volume 2020, 130-135). Moreover, the learners will develop their sociolinguistic appropriateness as they will practice polite forms while engaging in conversation (CEFR: Companion volume 2020, 137). From the perspective of *ŠVP* the learners are expected to engage in simple conversation and be able to ask and answer in simple sentences (*ŠVP* 2021, 90-93). The learners will utilize the created characters while engaging in the language activities of perception, production and interaction.

The final lesson plan for the fourth grade includes a focus on pragmatic competence combined with the creation of comix. In this lesson, the learners will draw a comix from an adapted text from the student book (Maidment and Roberts 2021, 49). In the activity, the learners will read the text and then draw a comix from the text. The focus will be on connecting the individual parts of the text throughout the comix while drawing. Throughout this activity, the learners will develop pragmatic competence mainly on the aspect of coherence and cohesion and propositional precision as the learners will focus on linking ideas and basic information in linear connection (CEFR: Companion volume 2020, 140-142). Moreover, from the perspective of *ŠVP* the learners at this grade should be able to read simple texts with visual support (*ŠVP* 2021, 91-93). In this activity, the learners will participate in the language activity of perception and production as they will listen to and read the text before moving on to the drawing and focusing on the connections.

In conclusion, the intervention plan focuses on various aspects of combining communicative activities and arts and crafts techniques. The focus of the plans is to include both arts techniques mainly of drawing and coloring together with crafting from paper or utilizing playdough. The focus in communicative competence is linguistic and sociolinguistic competence with one instance of pragmatic competence in the fourth grade. Moreover, the activities focus on perception, production, interaction and in the fourth grade on mediation. Thus, the lesson plans focus on various aspects of arts and crafts and communicative competence.

## **8. Implementation of the plan and the results**

The final part of this action research was to implement the created plans and analyze the application results. The created lesson plans were implemented in the time span of five weeks, where each grade had one lesson per week. During this stage, I wrote a reflective diary and field notes while teachers 1 and 2 observed the lessons. The lessons were then discussed with the teachers and points from the discussions were written in the reflections. This chapter will provide the results of the implementation and the benefits and negatives of using arts and crafts in English language lessons.

The type of observation that was used in this stage was a focused observation, where the teachers were provided with an outline and set of questions to focus on during the lesson. Hopkins explains that focused observation includes a specific area of inquiry that the observer focuses on with the aid of specific questions that should not encourage the observer (Hopkins 2002, 85). During these observations, the teachers predominantly focused on using arts and crafts and their connection to developing communicative competence. The teachers observed the lessons silently without any input into the lessons. The lessons were then discussed, and any points the teachers made on top of their observations I noted in my notes.

### **8.1 Results in the third grade**

From the perspective of communicative competence and the connection to arts and crafts techniques, the major development was in the linguistic competence. The most common aspect that was being developed was the general linguistic range. In general, in the linguistic range the learners at level A1 should be able to use simple expressions (CEFR: Companion volume 2020, 130-131). As in all the lessons, the learners answered questions with simple answers or engaged in simple conversations. For instance, the learners answered questions such as: What is this? What color is this? What do you have? As I noted in my reflections, the learners at the beginning were answering in one-word answers and had to be guided towards full simple sentences. However, after few corrections, they started answering in full sentences and towards the end of the research, they required only occasional guidance. Furthermore, the teacher 1 notes in most of her observations that the learners were developing linguistic competence as they practiced various structures.

Grammatical accuracy was another aspect of linguistic competence that the learners were developing during arts and crafts activities. As part of grammatical accuracy, the

learners should be able to use simple structures in a learned pattern (CEFR: Companion volume 2020, 132). During the arts and crafts activities, the learners used predominantly the patterns of this is..., he/she is..., it is... and others. In these activities, the learners had minimal difficulty repeating and utilizing the grammatical patterns as they in most cases, followed with their production after a demonstration from me.

Furthermore, the learners were also developing their vocabulary range. As the arts and crafts activities included the topics of school supplies and toys, the learners acquired and used various expressions in these topics. Moreover, the learners gained and used vocabulary regarding arts and crafts. For instance, various nouns and verbs connected to drawing, painting, using stationery or crafting. As teacher 1 notes, the learners acquired various vocabulary throughout the activities. Thus, the learners developed their vocabulary range while engaging in various arts and crafts activities.

In addition, with the combination of linguistic competence, grammatical accuracy and vocabulary range, the learners developed phonological control and orthographic control. As the *CEFR Companion Volume* states the learners at the level A1 should be able to write basic vocabulary and pronounce the utterances (Companion volume 133-136). The learners had some difficulties of pronouncing specific words, namely in stationery such as scissors or ruler, however after some practice they started improve. In the arts and crafts activities, the learners practiced their pronunciation as they engaged in various speaking activities while at the same time practicing and learning the writing of individual vocabulary.

The learners did not develop only the linguistic competence in the arts and crafts activities but also the sociolinguistic competence. In sociolinguistic competence, the learners should be able to use simple polite forms and create social contact (CEFR: Companion volume 2020, 136-137). In the arts and crafts activities, the learners focused on developing their sense of politeness, mainly using please and thank you. The learners had some difficulties as they sometimes omitted the word please. The learners focused on practicing using please and thank you while interacting with each other and using their art or craft products as support.

Compared to the planned lessons there were also instances, where pragmatic competence was being developed. In pragmatic competence the young learners should be able to initiate conversation which is part of the area of turn-taking (CEFR: Companion Volume 2020, 139). In the third grade, part of the learners routine at the beginning of the lesson was a

warm-up where the learners practiced proper greetings and initiated conversation with the teacher. Thus they practiced how to start a conversation and to a certain degree maintain it.

Moreover, the young learners engaged in various language activities using arts and crafts techniques. The learners engaged predominately in production and reception as they listened to the teacher's instructions and performed various actions and answered supporting questions such as What is this?. In addition to production and perception, the learners engaged in the language activity of interaction while using their products as support. The learners engaged in simple conversations while asking and answering various questions about their drawings or creations.

## **8.2 Results in the fourth grade.**

In the fourth grade, while utilizing arts and crafts the learners developed predominantly the linguistic competence. In linguistic competence the learners developed a general linguistic range using simple sentences and basic structures (CEFR: Companion volume 2020, 130-131). The learners utilized basic sentence structures as they answered or asked questions, for instance questions such as What is this?. The arts and crafts products were used as a visual support for the questions. Moreover, the learners developed their grammatical accuracy where the learners should be able to use learned grammatical structures (CEFR: Companion volume 2020, 132). The learners in the fourth grade learned grammatical structures such as this is, it is, or with the verb have. Thus, the learners have developed a general linguistic range and grammatical accuracy while engaging in arts and crafts activities.

Moreover, the learners have developed their vocabulary range in the arts and crafts activities. In general, Young learners should be able to use various vocabulary related to specific situations (CEFR: Companion volume 2020, 131). The learners have learned and used new vocabulary regarding arts and crafts, animals, furniture and people while engaging in the arts and crafts activities. In the observation sheets, the teacher notes that the learners engaged in various topics while using the specific vocabulary. Thus, throughout arts and crafts activities the learners obtained various vocabulary linked to specific situations.

In addition, the learners in the fourth grade have developed their phonological control and orthographic control. In phonological control and orthographic control, the learners should be able to pronounce various utterances while being able to write or spell them (CEFR: Companion volume 2020, 133-136). In this grade, the learners have learned the

pronunciation of specific phrases of words connected to art and craft and the topics that were discussed. The learners have practiced the pronunciation of vocabulary linked to specific topics.

In this grade, the learners have also developed their sociolinguistic competence while implementing the new plans. The learners developed their sociolinguistic appropriateness as they utilize polite forms and greetings (CEFR: Companion volume 2020, 137). The learners practiced politeness as they learned how to use, please and thank you together with greetings and how to greet adults and friends and continue in a conversation properly. The learners at the beginning struggled to use please and thank you, however towards the end of the research they have improved and did not need correction often. Thus, the learners developed their sociolinguistic appropriateness.

Furthermore, the learners in this grade have developed their pragmatic competence. In one lesson, the learners developed aspects of pragmatic competence, mainly coherence and cohesion, as the learners practiced linking linear ideas with “and” and “then” (CEFR: Companion volume 2020, 138-141). The learners have practiced connecting events with simple sentences and the conjunctions while having the support of a text and a drawn comix. The learners had difficulties using the conjunction then. However, they had less difficulty with using and. Thus, the learners have developed their pragmatic competence while drawing a comix.

From the perspective of pragmatic competence the learners have also developed their ability of turn-taking. In turn-taking the learners should be able to initiate and to a certain degree manage conversation (CEFR: Companion Volume 2020, 139). The learners in various activities engaged in interaction and conversations and had to manage the conversation. The learners practiced how to initiate conversation with the practice of proper greetings or how to interject conversation and remain polite. Thus, despite not including this aspect of pragmatic competence into the plans, the learners have developed their ability of turn-taking.

Additionally, the learners have engaged in the language activities of production, perception, interaction, and in one instance, mediation while utilizing arts and crafts techniques. The learners engaged in perception and production as they listened to instructions and responded with action and answered various questions. The learners for instance, responded to questions such as: What is this? What color is this? and others. The learners had no difficulties responding to instructions and were fully able to do the activities. In addition,

the learners engaged in interaction as they engaged in various activities that included conversation about their productions. Moreover, they have engaged in mediation as they created their own pictionaries with English words and their equivalents in the Czech language. The learners had minimal difficulties with translating the words and only occasionally used a dictionary. Thus, the learners engaged in the activities of production, perception, interaction and mediation while utilizing arts and crafts activities.

### **8.3 The benefits and negatives.**

The action research showed various benefits and negatives while using arts and crafts techniques in English language learning. Two main positives occurred during the usage of arts and crafts. The first benefit was individualization. As the arts and crafts activities supported the learners' creativity, they were able to create different paintings or products throughout which they chose the specific vocabulary or elements of the topic they would learn. The vast difference of the products can be seen in the pictures taken during the lessons, as there are almost no similarities between the products the learners have created. Thus, each of the learners had a different product which influenced the content of the lesson. The second benefit that could be observed in the lesson was the increase in the learners' motivation not only in creating and drawing but also in the language itself. As the learners were asked for feedback, they all commented on liking the lessons and the arts and crafts activities. Furthermore, during the discussions with teachers 1 and 2 there were various instances where the increase in motivation was observed, especially in the third grade when the learners were excited about the activities even before the lesson started. The benefits of arts and crafts in the lessons were thus its possibility to provide the learners some power over deciding the content and increase in motivation to participate in the lessons.

However, there were also negatives while using arts and crafts in the lessons. The first negative that could be observed even during the creation of the intervention plan was the concern about using various materials. Even while limiting the amount of used material during the planning process, the number of used materials was still significant during the lessons. As all the lessons included at least the usage of white or colored papers, the amount heavily increased. In addition, the opportunities for crafting were limited as the access to various materials was also limited in order for all the learners to be able to use the same materials. However, the amount of the materials can be balanced as the learners can utilize the

created products in various lessons and not only use it once. The second negative that could be observed in the implementation of the new plans was an increase in the time consumption of the activities. The lessons were taught according to the plans. However, the one difference that was difficult to manage the time limits of the individual activities. The learners enjoyed the painting, drawing and creating and often had difficulties to moving to different activities. For instance, in the fourth grade, the learners were creating characters and the plan was for them to finish the creation in one lesson however, the learners did not finish the characters and continued the creation in second lesson, thus the plan needed to be adjusted. Thus, the main negatives of using arts and crafts are material consumption and time demandingness.

In conclusion, the learners have developed aspects of communicative competence while engaging in arts and crafts activities in the implemented plan. The learners in both third and fourth grade have developed predominantly linguistic competence with a focus on general linguistic range, vocabulary range, and grammatical accuracy and occasionally supporting phonological control and orthographic control. Furthermore, in few instances, the learners in both grades have developed sociolinguistic appropriateness. Moreover, in both grades the learners have developed aspect of pragmatic competence. In addition, while utilizing arts and crafts in language activities, the learners have engaged in production, perception, interaction and in one instance mediation. Using arts and crafts in the English lessons during the action research it showcased some positives and negatives. The benefits included individualization and an increase in motivation, while the negatives included time and material consumption. Thus, the arts and crafts activities developed various aspects of communicative competence with benefits and negatives.

## **CONCLUSION**

This diploma thesis focused on action research in the third grade and fourth grades at primary school. The research was aimed at answering the question of, can the young learners develop various aspects of communicative competence while utilizing arts and crafts as a didactic tool.

The theoretical part of this diploma thesis introduced the specific factors according to which the research was done. The first chapter defined young learner and their developmental characteristics. The young learners undergo various stages of cognitive development where they slowly move from concrete to more abstract knowledge throughout the years. Moreover, the learners develop their social skills as they encounter new social situations in the school

environment. The learners also develop their language skills by encountering new situations combined with focused language learning. The second chapter of the theoretical part defines various aspects of communicative competence with a focus on the language level of young learners. The communicative competence is divided into linguistic competence, sociolinguistic competence and the pragmatic competence. The linguistic competence includes general linguistic range, vocabulary range, grammatical accuracy, vocabulary control, phonological control and orthographic control. In the linguistic competence the, young learners generally should be able to use simple structures and vocabulary linked to concrete situations and be able to pronounce the utterances with some hesitations. The sociolinguistic competence includes sociolinguistic appropriateness, where the learners should be able to engage in social conversation while using basic politeness. The pragmatic competence includes flexibility, turn-taking, thematic development, coherence and cohesion, propositional precision and fluency. In the pragmatic competence the learners should be able to make simple linear connections while using and or then. Thus, The young learners should be able to use simple grammar structures and vocabulary while engaging in conversations and making linear connections.

The last chapter in the theoretical part includes the introduction to arts and crafts techniques and their usage in English language acquisition. Arts and craft techniques can be divided according to the material used or its aesthetic function or functionality. Moreover, the usage of arts and crafts techniques in English lesson can be viewed from the perspective of total physical response. As in the arts and crafts activities the learners respond to instruction or commands by action, which is similar to the total physical response method where the learners also respond to imperatives by action. Moreover, the arts and crafts activities can be perceived from the perspective of second language acquisition of input, output and interaction combined with language activities of perception, production and interaction. Thus, arts and crafts can be perceived from English language acquisition.

The practical part of this diploma carries out action research of utilizing arts and crafts techniques in English language learning in third and fourth grade with a focus on communicative competence. At the beginning, the research was introduced together with the data collection tools. The research utilizes observations, lesson plans, field notes and reflective journal together with the photographs of learners' products. The first stage of the research included the diagnostic phase of observing and teaching in the two grades and analyzing the usage of arts and crafts techniques, communicative competence and their



combination. In the first stage, there were three instances of using art techniques which were in all cases drawing. The main aspects of communicative competence that were developed were mainly linguistic competence and, in a few instances, sociolinguistic competence. Moreover, the arts and crafts activities mainly focused on production and reception with occasional interaction. Thus, the first stage analyzed the usage of arts and crafts in combination with communicative competence.

The next stage in the action research was a creation of the intervention plan. The aim of the intervention plan was to create lesson plans that focus on various elements of communicative competence while utilizing arts and crafts techniques. The predominant focus was on the development of various aspects of linguistic, sociolinguistic and pragmatic competence and the language activities of perception, production, interaction and mediation. While utilizing different art activities, which include both arts and crafts techniques. The intervention plan included five lessons for each grade that was taught throughout the time span of five weeks.

After creating the intervention plan, the plan was applied in the lessons and then analyzed. The lessons were taught according to the plans with only a few changes. In the third and fourth grade, the learners have developed various aspects of linguistic competence while engaging in arts and crafts activities. Furthermore, the learners have also developed sociolinguistic competence. In addition, both in the fourth grade and third grade, the learners have developed an aspect of pragmatic competence. During the arts and crafts activities, the learners have engaged in language activities of perception, production and interaction. In addition, the learners in the fourth grade engaged in one lesson in the language activity of mediation. Additionally, using arts and crafts in English language acquisition showed benefits and negatives during the research. The benefits included individualization of the content and an increase in motivation, while the negatives included material consumption and time demandingness. Therefore, the research focused on utilizing arts and crafts techniques in second language acquisition with a focus on communicative competence.

## RESUMÉ

Tato diplomová práce se zabývá propojením výtvarných technik s komunikační kompetencí a jejich využití při učení anglického jazyka na prvním stupni základní školy. Pro účely této práce byl proveden akční výzkum, který zkoumal využití výtvarných technik ve výuce anglického jazyka ve třetí a čtvrté třídě na základní škole.

První část této diplomové práce definovala teoretický základ, podle kterého byl výzkum vytvořen. První kapitola definuje, kdo je žák mladšího školního věku a jeho vývojové charakteristiky. Kapitola se zabývá žakovým kognitivním vývojem a jeho stádía společně s mnohočetnou inteligencí. Kapitola dále vysvětluje žákův emocionální a sociální vývoj. Žák se při jeho vstupu do školního prostředí začíná hlouběji vyvíjet sociálně, jelikož se střetávají s novými situacemi a získávají nové sociální dovednosti. Žáci postupně přecházejí ze skupiny, kde centrální roly hraje učitel na skupinu, kde vedoucí postava začíná být žák. Žáci také během těchto interakcí a situací získávají nové řečové dovednosti, které se v průběhu jejich školní docházky vyvíjejí.

Druhá kapitola definuje komunikační kompetenci a její náležité součásti z pohledu úrovně žáka mladšího školního věku. První část, která je definována je lingvistická kompetence, která se zabývá slovní zásobou, gramatikou a jejich využití společně s výslovností a schopností psát a hláskovat. Žáci mladšího školního věku v lingvistické kompetenci by měli být schopni používat základní slovní zásobu společně se základními gramatickými strukturami, které jsou spojeny s konkrétními situacemi. Další součástí komunikační kompetence je sociolingvistická kompetence. V této oblasti by žáci měli být schopni navázat sociální kontakt v daném jazyce a zároveň by měli být schopni využívat základní prostředky pro vytvoření zdvořilosti. Poslední část komunikační kompetence je pragmatická kompetence, kde by žáci měli být schopni vytvářet základní lineární spojení a souvislosti.

Poslední kapitola v teoretické části se zabývá výtvarnými technikami a jejich využití ve výuce jazyků. Výtvarné techniky se dají rozdělit dle jejich využití, účelu či dle jejich estetického významu. Dále je rozdělujeme podle materiálu či techniky které se využívají, například malba, kresba. Využití výtvarných technik ve výuce podporuje kreativitu u žáků, dává jim prostor pro sebevyjádření, zároveň podporuje motoriku a mnohočetnou inteligenci společně s různými styly učení. Výtvarné techniky podporují vizuální, auditivní a psychomotorické styly učení při výuce jazyka. Využití těchto technik také podporuje osvojení

druhého jazyka. Z pohledu výuky anglického jazyka mohou i podpořit produkci, recepci, interakci a mediaci.

Druhá část této diplomové práce se zabývá akčním výzkumem. Akční výzkum je cyklický proces, který obsahuje několik stádií, které se poté opakují. První stádium výzkumu je diagnostická fáze, kde učitel identifikuje problém. Po této fázi nastává období vytváření plánu a poté jeho aplikace, kdy na konec je tato aplikace zhodnocena a celý tento proces se poté cyklicky opakuje, dokud se daný problém nezlepší. Během tohoto výzkumu bylo využito několik prostředků pro sbírání dat. Jeden z těchto prostředků jsou terénní poznámky, které jsou psány během hodiny či těsně po ukončení hodiny. Tyto poznámky poskytují náhled do hodiny a jejího dění. Další prostředek pro sběr dat v tomto výzkumu byly observace, které poskytují pohled druhého učitele na hodiny. Výzkum také využívá plány hodin a reflektivní deník, která poskytuje učitelovu reflexi na dané hodiny.

První fáze akčního výzkumu pro tuto diplomovou práci byla fáze diagnostická. Cílem této fáze bylo zjistit, zda ve třetí a čtvrté třídě žáci osvojují komunikační kompetenci během výuky anglického jazyka za pomoci výtvarných technik. Otázky pro tuto fázi byly, jestli jsou použity výtvarné techniky, jestli je v hodinách komunikační kompetence vyvíjena a zda se tyto dvě oblasti propojují. V obou třídách byla rozvíjena komunikační kompetence, a to převážně lingvistická a sociolingvistická. Ve čtvrté třídě byly výtvarné techniky využity dvakrát a ve třetí třídě třikrát. V těchto případech výtvarné techniky rozvíjeli převážně lingvistickou kompetenci a okrajově sociolingvistickou kompetenci. V těchto případech byla využita převážně kresba a vybarvování, které bylo propojeno s výukou anglického jazyka. Aktivitu, které využívali výtvarnou techniku se zaměřovali převážně na produkci a recepci, v některých případech i interakci.

Po diagnostické fázi přišlo stádium vytváření intervenčního plánu. Cílem v tomto období bylo vytvořit plány hodin, které obsahují různé výtvarné techniky s kombinací různými elementy komunikační kompetence. Cílem plánů bylo také zahrnout pragmatickou kompetenci a mediaci. Plány byly vytvořeny s dlouhodobým cílem s pomocí ŠVP. Pro obě třídy bylo vytvořeno pět plánů, kdy každý plán byl odučen během jedné hodiny týdně. Plány pro třetí třídu obsahovaly témata školních pomůcek a hraček. Tyto plány se soustředily na využití kresby, malby, vytváření z papíru nebo modelíny, kdy zároveň se aktivity zaměřovali na lingvistickou kompetenci a sociolingvistickou kompetenci. Tyto aktivity se také zaměřovali na recepci, produkci a interakci. Plány pro čtvrtou třídu se zaměřovali na témata

nábytku, zvířat a lidí. Tyto plány využívali techniky kresby a vytváření z papíru a kartonu. Plány pro čtvrtou třídu se zaměřovali na lingvistickou, sociolingvistickou a pragmatickou kompetenci společně s produkcí, recepcí, interakcí a mediací.

Po vytvoření intervenčního plánu, byly plány hodin odučeny. Tyto plány, společně s observacemi, terénními poznámkami a reflektivním deníkem byly analyzovány z pohledu využití komunikační kompetence a výtvarných technik. Během odučených hodin žáci čtvrté a třetí třídy rozvíjeli různé aspekty komunikační kompetence za pomoci výtvarných technik. Využití výtvarných technik během výuky anglického jazyka ukázalo několik benefitů a nevýhod. Jeden z benefitů využití výtvarných technik bylo jejich podpora při individualizaci, kdy žáci měli do určité míry kapacitu ovlivnit obsah, například pomocí jejich tvorby si zvolili slovní zásobu, která byla probírána v hodinách. Další benefit bylo zvýšení motivace pro učení se jazyka, jelikož žáci měli možnost vytvářet produkty a zároveň měli možnost ovlivnit obsah, jejich motivace pro učení se zvýšila. Použití výtvarných technik neprokázalo jen benefity ale i nevýhody. Jedna z těchto nevýhod byla časová náročnost aktivit, kdy aktivity byly více časově náročnější oproti plánovanému času. Další negativní aspekt, který se projevil během využití výtvarných technik bylo množství potřebných materiálů. Jelikož aktivity, které byly využity používaly materiální prostředky v každé hodině, tyto prostředky by mohli být dlouhodobě nákladné. Tudíž aktivity, které využívají výtvarné techniky mají své výhody i nevýhody.

Akční výzkum v této diplomové práci zkoumal využití výtvarných technik při osvojování komunikační kompetence při výuce anglického jazyka. Výtvarné techniky se nejvíce propojily s lingvistickou kompetencí a sociolingvistickou kompetencí a v jednom případě s pragmatickou kompetencí. Zároveň využití výtvarných technik prokázalo svoje benefity a nevýhody při výuce. Výtvarné techniky tudíž mohou být využity pro rozvoj komunikační kompetence společně s využitím jejich benefitů.

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Appendix A – Example of Lesson plan in diagnostic phase

**LESSON PLAN – Diagnostic stage**

Class: 4th grade

Level: A1

Date: 12.10.

Time: 45 min

Overall aim: By the end of the lesson the learners will be able to use simple sentences in order to talk about toys.

Activity	Material and aids	Time needed	Interaction patterns	Objectives	Link(s) to SEP
<p><b>Warm up</b> – How are you today? What is this? What color is this? What toys do you know?</p> <p><b>Activity 1</b> – The learners will draw their favorite toy. The learners will act upon simple instructions: Take a paper, take out your pencils...</p> <p>The teacher will walk around the classroom as the learners draw and ask questions: What is it? What color is it? What are you holding?... (If some learners are done before others they can move into activity 2)</p> <p><b>Activity 2</b> – The learners will divide into 5/4 groups and will ask each other questions to find out information about other toys (Will use the same the teacher asked them in previous activity. The teacher will go around the groups and monitor the activity or aid with the questions (If some groups are finished before others they can switch)</p> <p><b>Closing</b> – Sharing with the whole class. What they found out about other learners toys of what toy was their favourite</p>	<p>Speaking</p> <p>Paper and pencils / markers / school supplies</p> <p>Speaking / drawings of toys</p> <p>Speaking / Drawing of toys</p>	<p>5</p> <p>15 -20</p> <p>10 – 15</p> <p>5-10</p>	<p>T-S</p> <p>S, T-S</p> <p>S-Ss, S-S, T-Ss</p> <p>S-Ss, T-Ss</p>	<p>The learners will be able to recall toys, colors, ...</p> <p>The learners will be able to draw a toy and answer questions regarding it and the supplies they are using.</p> <p>The learners will be able to ask simple questions</p> <p>The learners will be able to share the information they found out</p>	<p>"Can answer simple questions" (ŠVP 2021, 91).</p> <p>"Can understand simple instructions" (Švp 2021, 91).</p> <p>"Can repeat or use vocabulary they encountered in the classroom" (ŠVP 2021, 91).</p> <p>"Can answer simple questions" (ŠVP 2021, 91).</p> <p>"Engages in simple conversation" (SVP 2021, 92).</p> <p>"Shares simple information" (ŠVP 2021, 92).</p> <p>"Shares simple information" (ŠVP 2021, 92).</p>

Problems anticipated / Contingencies: The teacher will have to keep in mind the time during the lesson so the learners won't spend the whole time on drawing the toys.

Appendix B – Intervention plan 1 in the third grade

**LESSON PLAN 1**

Class: 3rd grade

Level: A1

Date: 16.11.

Time: 45 min

Overall aim: At the end of the lesson the learners will be able to answer simple questions in regards to school supplies.

Activity	Material and aids	Time needed	Interaction patterns	Objectives	Link(s) to SEP
<b>Warm up</b> – How are you today? What is this? (Pointing at stationery) What is your name?	Speaking	5	S-T	The learners will be able to answer simple questions.	"Can answer simple questions" (ŠVP 2021, 91).
<b>Activity 1</b> – The learners will draw a pencil case and the stationery in it. The teacher will go around the classroom and ask questions: What is this? What color is this? What do you have?	Papers, colored pencils, markers	20	S, S-T	The learners will be able to draw pencil case and answer simple questions.	"Can understand simple instructions" (Švp 2021, 90). "Can answer simple questions" (ŠVP 2021, 91).
<b>Activity 2</b> – The learners will write the names for stationery in their drawings	Drawings	2-5	S	The learners will be able to write the words.	"Can write simple words" (ŠVP 2021, 91).
<b>Activity 3</b> – The learners will group up and ask the question What is this while pointing to the specific stationery in the drawing	Drawings	5-10	S-S, S-Ss	The learners will be able to ask and answer simple questions.	"Shares simple information" (ŠVP 2021, 91).
<b>Activity 4</b> – Who has a..., Find someone with a... Asking questions and walking around the classroom	Drawings	5	T-Ss	The learners will be able to find a learner who has the specific stationery.	"Can understand simple instructions" (Švp 2021, 90).
<b>Closing</b> – scavenger hunt (Find a...	School supplies	5	Ss-S, Ss-T	The learners will be able to find objects from instructions.	"Can answer simple questions" (ŠVP 2021, 91). "Can understand simple instructions" (Švp 2021, 90).

Problems anticipated / Contingencies: The learners may have difficulties with writing the vocabulary.

Appendix C – Intervention plan 2 in the third grade

**LESSON PLAN 2**

Class: 3rd grade

Level: A1

Date: 23.11.

Time: 45 min

Overall aim: At the end of the lesson the learners will be able to ask and answer simple questions regarding school supplies.

Activity	Material and aids	Time needed	Interaction patterns	Objectives	Link(s) to SEP
<b>Warm up</b> – How are you today? What is your name? How old are you? What is this?	Speaking	5	S-T	The learners will be able to answer simple questions.	“Can answer simple questions” (ŠVP 2021, 91).
<b>Activity 1</b> – Dividing into groups and describing their drawn pencil cases.	Drawings	10	S-Ss	The learners will be able to describe their pencil cases.	“Shares simple information” (ŠVP 2021, 91).
<b>Activity 2</b> – Asking questions. What do you have? Can I borrow please? Focusing on please and thank you	Drawings	5-10	S-S	The learners will be able to ask and answer simple questions.	“Can answer simple questions” (ŠVP 2021, 91).
<b>Activity 3</b> – Not in groups anymore. The learners will walk around the classroom and ask each other same questions from previous activities while adding please and thank you	Drawings	5	S-S, S-Ss	The learners will be able to ask and answer simple questions while using appropriate polite forms.	“Shares simple information” (ŠVP 2021, 91).
<b>Activity 4</b> – Match the object to the drawing. The learner will say what do they have in their drawing and the other learners will show the appropriate stationery	Drawings and stationery	5	S-Ss	The learners will be able to match an object to a word.	“Can repeat or use vocabulary they encountered in the classroom” (ŠVP 2021, 90).
<b>Closing</b> – answering questions	Speaking	5	S-T	Learners will be able to answer simple questions.	“Can answer simple questions” (ŠVP 2021, 91).

Problems anticipated / Contingencies: The learners may have problems answering some questions



Appedix D - Intervention plan 3 in the third grade

**LESSON PLAN 3**

Class: 3rd grade

Level: A1

Date: 30.11.

Time: 45 min

Overall aim: At the end of the lesson the learners will be able to pronounce and remember 3 toys.

Activity	Material and aids	Time needed	Interaction patterns	Objectives	Link(s) to SEP
<p><b>Warm up</b> – How are you today?  <b>Activity 1</b> – Introducing what a toy is the learners will match words to a picture with additional new word of toys  <b>Activity 2</b> – The learners will create any toy from paper. Introducing the vocabulary. The teacher will go around the classroom and introduce the individual toys to the learners  <b>Activity 3</b> – The learners will introduce their toys. The learners will introduce their toys and the new vocabulary to the other learners. The learners will pronounce the words  <b>Activity 4</b> – practicing pronunciation. The learners will practice pronunciation of individual words and then in sentences (This is...). Each learner will say 3 sentences.  <b>Closing</b> – scavenger hunt – find 5-3 toys</p>	<p>Speaking                      Speaking, pictures                      Papers, colorful papers                      Created toys                      Created toys                      Created toys</p>	<p>5                      5                      10-15                      5                      5 – 10                      5</p>	<p>S-T                      Ss-T                      S, S-T                      S-Ss                      S                      Ss</p>	<p>The learners will be able to answer simple questions.                      The learners will be able to match a picture to a word.                      The learners will be able to create a toy and say what it is.                      The learners will be able to introduce their toys and pronounce them.                      The learners will be able to pronounce phrases and the toys.                      The learners will be able to find five toys and say what they are.</p>	<p>“Can answer simple questions” (ŠVP 2021, 91).                      “Can repeat or use vocabulary they encountered in the classroom” (ŠVP 2021, 90).                      “Shares simple information” (ŠVP 2021, 91).                      “Has pronunciation habits” (ŠVP 2021, 91).                      “Can repeat or use vocabulary they encountered in the classroom” (ŠVP 2021, 90).                      “Shares simple information” (ŠVP 2021, 91).</p>

Problems anticipated / Contingencies: The learners may have difficulties to pronounce some of the vocabulary

Appedix E - Intervention plan 4 in the third grade

**LESSON PLAN 4**

Class: 3rd grade

Level: A1

Date: 7.12.

Time: 45 min

Overall aim: At the end of the lesson the learners will be able to ask and answer simple questions regarding toys.

Activity	Material and aids	Time needed	Interaction patterns	Objectives	Link(s) to SEP
<b>Warm up</b> – How are you today? What toy is this?	Speaking	5	S-T	The learners will be able to answer simple questions.	“Can answer simple questions” (ŠVP 2021, 91).
<b>Activity 1</b> – Creating toys from playdough. The learners will be creating and answering the teaches questions. What is this? What color is this?...	Playdough	10-15	S, S-T	The learners will be able to create a toy and answer teachers questions.	“Can repeat or use vocabulary they encountered in the classroom” (ŠVP 2021, 90).
<b>Activity 2</b> – The learners will be walking around the classroom and asking each other to borrow their toys while using please and thank you. The learners throughout the activity will be switchoing the toys	Created toys	10	S-S	The learners will be able to ask and answer simple questions using polite forms.	“Shares simple information” (ŠVP 2021, 91). “Can use politeness and greetings” (ŠVP 2021, 90)
<b>Activity 3</b> – Who has your toy. The learners will walk around the classroom and try to find out who has their toys. And politely asking for it back.	Created toys	5-10	S-S	The learners will be able to ask and answer simple questions using polite forms.	“Can answer simple questions” (ŠVP 2021, 91). “Can use politeness and greetings” (ŠVP 2021, 90)
<b>Closing</b> – what is this? Who has a...	Speaking, created toys	5	T-Ss	The learners will be able to answer simple questions.	“Can answer simple questions” (ŠVP 2021, 91).

Problems anticipated / Contingencies: The learners may get distracted during the creation of the toys

Appedix F - Intervention plan 5 in the third grade

**LESSON PLAN 5**  
 Class: 3rd grade  
 Level: A1  
 Date: 14.12.  
 Time: 45 min

Overall aim: At the end of the lesson the learners will be able to draw according to simple instructions.

Activity	Material and aids	Time needed	Interaction patterns	Objectives	Link(s) to SEP
<b>Warm up</b> – what is this? How are you today? How many toys there are?	Speaking	5	S-T	The learners will be able to answer simple questions.	"Can answer simple questions" (ŠVP 2021, 91).
<b>Test - colors</b>	Test	10	S	The learners will be able to write colors.	"Can write simple words" (ŠVP 2021, 91).
<b>Activity 1</b> – The learners will color picture according to instructions. The pictures have blank toys in random numbers and during instructions it will be chosen what number and color the toys will be colored. The first picture the teacher will give instructions and the learners will say the instructions. Introducing phrase there is/are... (there is one red car)	Pictures	10	Ss-T, Ss-S	The learners will be able to color pictures according to instructions.	"Can repeat or use vocabulary they encountered in the classroom" (ŠVP 2021, 90). "Shares simple information" (ŠVP 2021, 91).
<b>Activity 2</b> – The learners will draw toys according to other learners instructions. One learner at a time will give instructions and the rest will draw it. Including the structure of is/are, numbers, colors, toys.	Drawing	10-15	S-Ss	The learners will be able to draw according to instructions.	"Can repeat or use vocabulary they encountered in the classroom" (SVP 2021, 90). "Shares simple information" (ŠVP 2021, 91).
<b>Closing - pantomime</b>	Pantomime	5	S-Ss	The learners will be able to guess the toy according to the pantomime.	"Can repeat or use vocabulary they encountered in the classroom" (ŠVP 2021, 90).

Problems anticipated / Contingencies: Some learners may struggle with giving instructions.



Appendix G - Intervention plan 1 in the fourth grade

**LESSON PLAN 1**

Class: 4th grade

Level: A1

Date: 16.11.

Time: 45 min

Overall aim: At the end of the lesson the learners will be able to describe furniture and their placement.

Activity	Material and aids	Time needed	Interaction patterns	Objectives	Link(s) to SEP
<p><b>Warm up</b> – How are you today? What is this?</p> <p><b>Activity 1</b> – The learners will draw a room with the furniture in it. The teacher will go around the classroom and ask questions: What is this, where is the...</p> <p><b>Activity 2</b> – Creating groups or pairs. The learners will describe the furniture and say where is it</p> <p><b>Activity 3</b> – The learners will draw a ball somewhere in the room and then ask each other where the ball is (can repeat with different color balls)</p> <p><b>Activity 4</b> – the learners will write the names of the furniture in the drawing</p> <p><b>Closing</b> – where is.. The teacher / learner will ask where something is and the learners will answer the question and point to it</p>	<p>Speaking</p> <p>Paper, colored pencils, markers</p> <p>Drawings</p> <p>Drawings, pen</p> <p>Drawings</p> <p>Classroom</p>	<p>5</p> <p>10-15</p> <p>10</p> <p>5</p> <p>5</p> <p>5</p>	<p>S-T</p> <p>S, S-T</p> <p>S-S, Ss-S</p> <p>S-S, Ss-S</p> <p>S</p> <p>T-Ss</p>	<p>The learners will be able to answer simple questions.</p> <p>The learners will be able to draw and answer simple questions regarding furniture.</p> <p>The learners will be able to describe the furniture and their placement.</p> <p>The learners will be able to answer and ask simple questions.</p> <p>The learners will be able to write the vocabulary</p> <p>The learners will be able to answer questions.</p>	<p>“Can answer simple questions” (ŠVP 2021, 91).</p> <p>“Can write simple text and words” (ŠVP 2021, 91).</p> <p>“Engages in simple conversation” (ŠVP 2021, 92).</p> <p>“Shares simple information” (ŠVP 2021, 92).</p> <p>“Can answer simple questions” (ŠVP 2021, 91).</p> <p>“Can answer simple questions” (ŠVP 2021, 91).</p>

Problems anticipated / Contingencies: The learners may have difficulties with prepositions



Appedix H - Intervention plan 2 in the fourth grade

**LESSON PLAN 2**

Class: 4th grade

Level: A1

Date: 23.11.

Time: 45 min

Overall aim: At the end of the lesson the learners will be able to recall 5 animals.

Activity	Material and aids	Time needed	Interaction patterns	Objectives	Link(s) to SEP
<p><b>Warm up</b> – How are you today? What is this?</p> <p><b>Activity 1</b> – What animals do you know?</p> <p><b>Activity 2</b> – Creating a Pictionary. The learners will be able to chose 10 animals of their choice and draw them while writing their English and Czech vocabulary (the learners can use dictionary) Some learners may not be able to do 10 animals – can do less</p> <p><b>Activity 3</b> – creating groups / pairs and sharing their pictionaries. Asking questions and describing</p> <p><b>Activity 4</b> – Who has a... Moving around the classroom while trying to find the learners with a specific animal</p> <p><b>Closing</b> – What is your favorite animal</p>	<p>Speaking</p> <p>Speaking</p> <p>Paper, colored pencils, markers</p> <p>Pictionaries</p> <p>Pictionary</p> <p>Speaking</p>	<p>5</p> <p>5</p> <p>15</p> <p>10</p> <p>5</p> <p>5</p>	<p>S-T</p> <p>S-T, Ss-T</p> <p>S, S-T</p> <p>S-S, Ss-S</p> <p>S-Ss, T-Ss</p> <p>Ss-T</p>	<p>The learners will be able to answer simple questions.</p> <p>The learners will be able to answer simple questions.</p> <p>The learners will be able to write the specific vocabulary.</p> <p>The learners will be able to describe their pictionary.</p> <p>The learners will be able to find animal according to instructions.</p> <p>The learners will be able to answer simple questions.</p>	<p>“Can answer simple questions” (ŠVP 2021, 91).</p> <p>“Can answer simple questions” (ŠVP 2021, 91).</p> <p>“Can write simple text and words” (ŠVP 2021, 91).</p> <p>“Shares simple information” (ŠVP 2021, 92).</p> <p>“Can repeat or use vocabulary they encountered in the classroom” (ŠVP 2021, 91).</p> <p>“Can answer simple questions” (ŠVP 2021, 91).</p>

Problems anticipated / Contingencies: The learners may have problems writing some of the words

Appendix I - Intervention plan 3 in the fourth grade

**LESSON PLAN 3**

Class: 4th grade

Level: A1

Date: 30.11.

Time: 45 min

Overall aim: At the end of the lesson the learners will be able to describe their created characters.

Activity	Material and aids	Time needed	Interaction patterns	Objectives	Link(s) to SEP
<p><b>Warm up</b> – How are you today?  <b>Activity 1</b> – Revising vocabulary? Is she/he a girl/boy? Is he/she tall, short? What color is this? What is this?...</p> <p><b>Activity 2</b> – creating characters. The learners will create characters from paper/cardboard. The teacher will go around the classroom and ask questions</p> <p><b>Activity 3</b> – creating groups. The learners will introduce their characters and describe them. Asking questions and answering. The learners will use the verb have</p> <p><b>Activity 4</b> – Introducing the characters to the whole class</p> <p><b>Closing</b> – Find someone who has blond hair,...</p>	<p>Speaking Speaking</p> <p>Paper, cardboard, pencils, markers, watercolor Created characters</p> <p>Created characters Speaking, characters</p>	<p>5 5</p> <p>15</p> <p>10</p> <p>5</p> <p>5</p>	<p>S-T S-T, Ss-T</p> <p>S, S-T</p> <p>S-S, S-Ss</p> <p>S-Ss</p> <p>S-Ss, T-Ss</p>	<p>The learners will be able to answer simple questions.</p> <p>The learners will be able to create characters and answer questions regarding them.</p> <p>The learners will be able to describe their characters.</p> <p>The learners will be able to introduce their characters. The learners will be able to find character according to description.</p>	<p>“Can answer simple questions” (ŠVP 2021, 91).</p> <p>“Can answer simple questions” (ŠVP 2021, 91). “Can repeat or use vocabulary they encountered in the classroom” (ŠVP 2021, 91). “Shares simple information” (ŠVP 2021, 92). “Can do basic greetings and introductions” (ŠVP 2021, 92). “Can repeat or use vocabulary they encountered in the classroom” (ŠVP 2021, 91).</p>

Problems anticipated / Contingencies: The learners may have difficulties with asking some questions.

Appedix J - Intervention plan 4 in the fourth grade

**LESSON PLAN 4**

Class: 4th grade

Level: A1

Date: 7.12.

Time: 45 min

Overall aim: At the end of the lesson the learners will be able to talk about the created characters using polite forms.

Activity	Material and aids	Time needed	Interaction patterns	Objectives	Link(s) to SEP
<p><b>Warm up</b> – How are you today?</p> <p><b>Activity 1</b> – Introducing the characters. The learners will briefly introduce their characters. The learners will focus on politely greeting the other learners and introducing the characters</p> <p><b>Activity 2</b> – In groups. The learners will ask questions to find out information about the characters. The learners will also ask about the names of the characters. Focusing on using polite forms and the verb have</p> <p><b>Activity 3</b> – The learners will form circles (2) and then introduce and talk about the character that is next to them. (Depending on time the groups can change)</p> <p><b>Closing</b> – each learner will point at any character and say some information about them</p>	<p>Speaking</p> <p>Created characters</p> <p>Created characters</p> <p>Created characters</p> <p>Created characters</p> <p>Created characters</p>	<p>5</p> <p>5-10</p> <p>10</p> <p>10</p> <p>5</p>	<p>S-T</p> <p>S-Ss, S-S</p> <p>S-S, S-Ss</p> <p>S-Ss, T-Ss</p> <p>S, T-Ss</p>	<p>The learners will be able to answer questions.</p> <p>The learners will be able to introduce their characters.</p> <p>The learners will be able to ask and answer questions using polite forms.</p> <p>The learners will be able to introduce other characters.</p> <p>The learners will be able to share information about the characters.</p>	<p>"Can answer simple questions" (ŠVP 2021, 91).</p> <p>"Can do basic greetings and introductions" (ŠVP 2021, 92).</p> <p>"Can answer simple questions" (ŠVP 2021, 91).</p> <p>"Can repeat or use vocabulary they encountered in the classroom" (ŠVP 2021, 91).</p> <p>"Can do basic greetings and introductions" (ŠVP 2021, 92).</p> <p>"Can use simple politeness" (ŠVP 2021, 92).</p> <p>"Shares simple information" (ŠVP 2021, 92).</p>

Problems anticipated / Contingencies: The learners may have difficulties asking the questions.



Appedix K - Intervention plan 5 in the fourth grade

**LESSON PLAN 5**

Class: 4th grade

Level: A1

Time: 45 min

Date: 14.12.

Overall aim: At the end of the lesson the learners will be able to use the conjunctions and, then.

Activity	Material and aids	Time needed	Interaction patterns	Objectives	Link(s) to SEP
<b>Warm up</b> – How are you today?	Speaking	5	S-T	The learners will be able to answer simple questions.	"Can answer simple questions" (ŠVP 2021, 91).
<b>Activity 1</b> – Describing the learners. The learners will try to describe each other.	Speaking	5	S-S	The learners will be able to describe each other.	"Shares simple information" (ŠVP 2021, 92).
<b>Activity 2</b> – Reading the text. The learners will read the text and focus on the pronunciation.	Text	10	Ss-T	The learners will be able to read the text.	"Can understand simple text" (ŠVP 2021, 92).
<b>Activity 3</b> – Drawing a comix. The learners will draw a comix from the text and decide which parts of the text can be divided into the text. Will focus on connections.	Paper, pen, pencils, markers	10	S, Ss-S	The learners will be able to draw a comix from the text and use conjunctions.	"Can understand simple text" (ŠVP 2021, 92). "Shares simple information" (ŠVP 2021, 92).
<b>Activity 4</b> – Talking about the comix while using conjunctions and. The learners will describe their comix to each other and use the conjunctions	Drawings	5-10	S-Ss, Ss-T	The learners will be able to use conjunctions and, then.	"Shares simple information" (ŠVP 2021, 92).
<b>Closing</b> – Find someone who has a...	Speaking	5	S, S-T	The learners will be able to react to instruction.	"Can repeat or use vocabulary they encountered in the classroom" (ŠVP 2021, 91).

Problems anticipated / Contingencies: The learners may struggle with the conjunctions

Appendix L – Example of teachers observations

DATE: 16.11.2022 GRADE: 3 NUMBER OF LEARNERS: 16

THE TOPIC OF THE LESSON: PENCIL CASE

ACTIVITY:

TO DRAW YOUR PENCIL CASE + WHAT'S IN IT  
VOCABULARY - A PEN, A RUBBER, A RULER, A PENCIL,  
A SHARPENER, CRAYONS

ACTIONS OF THE LEARNERS:

ASKING QUESTIONS - WHAT IS IT? WHAT COLOUR IS IT?  
ANSWERING QUESTIONS - IT'S A PEN. IT'S BLUE.

DOES THE ACTIVITY INCLUDE THE COMMUNICATIVE COMPETENCE?

YES

WHAT PART OF THE COMMUNICATIVE COMPETENCE DOES THE ACTIVITY DEVELOP?

LINGUISTIC COMPETENCE

WHAT ARTS AND CRAFTS TECHNIQUE IS USED IN THE ACTIVITY?

DRAWING

HOW IS THE SPECIFIC TECHNIQUE USED?

ART + CRAFT

ADDITIONAL NOTES:

Appedix M – Example of reflection diary and field notes

<h2>Lesson - drawing pencil cases</h2>		3rd.g.
Field notes:	The learners are happy to draw Some don't know what to include They are focused not much trouble answering Drawing takes a lot of time	
Reflection 1:	The learners were very excited during the lessons. They seemed to have trouble answering some questions sometimes they have to be guided for a full sentence answer. The drawings took quite some time, the learners did not want to move to another activity when they have not completely finished their drawings. Some of the children seemed to prefer working alone in silence while others preferred to talk with others while working on the activity.	
Reflection 2:	The learners have difficulty transitioning to other activities → should try if reminding time could help Some of the learners tend to be quite loud → manage the time for both quiet and less quiet time I need to guide the learners for more full sentences.	
Notes: manage time full sentences		