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One Year with Gruffalo
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Prohlášení

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Abstract: This final thesis deals with influence of learning material on motivation of young learners in English classes at primary school. The theoretical part explains characteristic of young learners, considers individual characteristics of pupils and multiple intelligences, motivation is discussed. The thesis introduces project work as an alternative learning approach; proposes its benefits and utilization in English classes. In the practical part, the project *One year with Gruffalo* is introduced in detail as well as the solution to the answer which relates to the influence of motivational factors, primarily the role of learning material, on pupils' motivation and their involvement in learning process.

Keywords: young learners, motivation, action research, project work

Abstrakt: Tato závěrečná práce se zabývá vlivem učebního materiálu na motivaci žáků prvního stupně v hodinách anglického jazyka. Teoretická část vysvětluje specifika mladšího školního věku, upozorňuje na individuální charakteristiky žáků, učební styly a mnohočetné inteligence, pojednává o motivaci. Dále představuje projektové vyučování jako alternativní způsob výuky a nabízí jeho benefity a využití v hodinách angličtiny. V praktické části je podrobně popsán průběh projektu *One year with Gruffalo*, v průběhu kterého jsem se metodou akčního výzkumu snažila odpovědět na otázku, týkající se důležitosti různých faktorů, především učebního materiálu, na zapojení a motivaci žáků ve výuce.

Klíčová slova: žáci mladšího školního věku, motivace, akční výzkum, projekt

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Introduction

“Tell me and I forget. Show me and I remember. Involve me and I understand” Chinese proverb

Learning process is influenced by many aspects. One of the biggest aims and challenges for a teacher is to find out which stimuli are accepted by their pupils adequately. To choose suitable motivation is extremely important if we want to be successful in the learning process.

In my thesis I want to focus on motivation and understanding the effect of motivation in a small heterogeneous group of 9 years old pupils in English lessons at primary school. My work was inspired by ideas from my experience as a teacher. I had the problem with motivation in a group of third grade boys. All my efforts to motivate the pupils were not successful. It was a really frustrating situation.

One of the reasons was the textbook. I found out that the main characters of student's book were rejected by pupils. I was aware that the teacher must not stagnate and must constantly look for new opportunities which work. Judging from my experience as a primary teacher and an English language teacher, children in this age have always loved a hero. The hero they could identify with, the hero who they could admire. The hero who can arouse emotion and pupils desire to know him/her closer. I have discovered that it works as a powerful motivation.

My thesis is divided into two parts. The theoretical part consists of three chapters which form the theoretical background of the practical part. The first chapter presents information overview about the aimed group young learners. The aim of the second chapter is to introduce motivation, its types and, moreover, factors influencing motivation in a detail. The third chapter provides more or less new, in my opinion alternative, learning approach – project work.

The practical part consists of two chapters. The first one presents an action research as a method to identify the problem with the research question. The last chapter deals with the long-time project One year with Gruffalo and its six subtopics which influence pupils' motivation at most. Last part is discussion with answer to research question.

I. Theoretical part

The theoretical part is divided into the three chapters. The aim of the first chapter is to introduce young learners and their development. The second chapter defines motivation and factors influencing motivation. In the third chapter is discussed project work, its advantages and stages.

1. How children learn languages – child's development

In this chapter the characteristics of young learners related to our target group will be introduced. I will focus on importance considering multiple intelligence and pupil's learning styles in learning process.

1.1. Definition and characteristics of young learners

First of all, it is necessary to define the group of young learners. There are many opinions how to define this group of language learners and it is difficult to find a universal definition. Teacher trainers Slattery and Willis (2001) warned about differences in children's development and therefore "made distinction between very young learners (VYLs) aged under 7 years, and young learners (YLS) aged 7 to 12" (p. 4).

In a slightly different way Scott and Ytreberg (1991) consider this issue. They divide children into two groups. The first group includes children from five to seven and the second one children from eight to ten years.

Term young learners (YL) in the Czech context means the age group from 6 to 11 years, therefore it corresponds to primary education in our country.

The website www.teachingenglish.org.uk offers the correct terms for young learners below 18 years which corresponds to the Czech context as well. This table can "cause misunderstandings and make it difficult to communicate and share knowledge. To encourage clarity and consistency and a common understanding" it is useful to use this terminology.

Table 1 Young learner terminology

Life-stage	Age range	Correct terms
Pre-schooler	2–5 years	Early Years
Primary school pupil	6–10 years	Primary
Secondary school pupil	11–14 years	Lower Secondary
Secondary school pupil	15–17 years	Upper Secondary
University / vocational student	18–25 years	Young adult

Source: “Young learner terminology“, by Paul Braddock, 2014

<http://www.teachingenglish.org.uk/article/young-learner-terminology>.

I definitely agree with Pinter (2006) who points out that it is difficult to precisely define a group of language learners because “every child is unique and even in the same context there are often significant differences between children within the same age range” (p. 2). According to her, the reason is that children learn at different speeds and each in his/her own way. Moreover, it is necessary to consider different cultures and educational context. Despite this fact she offers some guidance and describes features of the two groups of the continuum.

Table 2 Characteristics of younger and older learners (5 – 14 years of age) according to Pinter

Younger learners	Older learners
Children are at pre-school or in the first couple of years of schooling.	These children are well established at school and feel comfortable about school routines.
Generally, they have a holistic approach to language, which means that they understand meaningful messages but cannot analyse language yet.	They show a growing interest in analytical approaches, which means that they begin to take an interest in language as an abstract system.
They have lower levels of awareness of themselves as language learners as well as about the process of learning.	They show a growing level of awareness of themselves as language learners and their learning.
They have limited reading and writing skills even in their first language.	They have well developed skills as readers and writers.
Generally, they care more about themselves than others.	They have a growing awareness of others and their viewpoints.
They have limited knowledge of the world.	They have a growing awareness about the world around us.
They enjoy fantasy, imagination, and physical activity.	They begin to show interest in the real life issues.

Source: Pinter, Annamaria. *“Teaching Young Language Learners”*. Oxford: Oxford UP, 2006. Print.

In this thesis I will deal with children from nine to ten, which means that pupils I teach belong to the second target group according to Pinter. As a primary teacher I can with this characteristic. However, there are some differences between individuals, between boys and girls. Moreover, the pupil’s family background is an important factor in child’s development.

Scott and Ytreberg (1990) have lots of experience in teacher training and they define the group of young learners as pupils between five and ten or eleven years old. They think that there is profound difference between children; therefore, it is not possible to say exactly what children can do. But it is possible to find some general characteristics which should be considered in teaching.

Scott and Ytreberg divide this group of children into the two subgroups. The first group includes children from five to seven years old. These are at level one - beginners. The second

group includes children from eight to ten or eleven years who are beginners as well, but they can be put at level two. For the purpose of this thesis I will analyse the second group of children in more detail. In children of ten it combines an adult side and a child side. Scott and Ytreberg (1990) explain this characteristic.

- “Their basic concepts are formed. They have very decided views of the word.
- They can tell the difference between fact and fiction.
- They ask questions all the time.
- They rely on spoken word as well as the physical word to convey and understand meaning.
- They are able to make some decisions about their own learning.
- They have definite views about what they like and do not like doing.
- They have a developed sense of fairness about what happens in the classroom and begin to question the teacher’s decisions.
- They are able to work with others and learn from others.” (Scott, Ytreberg, 1990, pp. 3,4)

The children on this age are able to use their mother tongues competently and they are aware of the rules in this language. The children’s general development can be seen in “understanding abstracts, understanding symbols, and generalisation or systematisation” (Scott and Ytreberg, 1990, p. 4). I absolutely agree with the authors and in my lessons I try to adhere to these main principles. It is necessary to include physical activity, involve senses, playing with words and sounds, to foster reading and writing, to keep routine, to use variety of another activities, and to strengthen group cooperation in teaching language. According to the authors, children in this age absorb language through enjoyable activities; therefore, we should start to teach grammar in this way. I can add that it is obvious that pupils in this age need a hero they can admire and identify with. They learn through games, for example nature and stories, and explore the world with wonder.

In summary, this thesis will focus on children from nine to ten years old. The term young learners will be used for this target group.

1.2. Children's development

It is obvious that there are differences between teaching young learners and adults. Children are more active, full of energy, and enthusiastic learners. As I found out thanks to my professional experience, they want to please the teacher if they like him/her. They love to be praised. They want to learn language in a funny way. They need rules and routine to feel safe. And, above all, it is necessary to take into account development of children when teaching young learners.

The two major developmental psychologists Piaget and Vygotsky formulated main ideas about children's development. Pinter stresses (2006) the differences between child learners and adults. Adults analyse language in an abstract way. They compare patterns and linguistic form in their mother tongue to the other language. As they are experienced users of their mother tongue, they are able to create hypothesis about the features of another language. They can use knowledge of words or a good understanding of communication rules when learning language. On the contrary, children cannot benefit from this advantage. They "learn the second or foreign language if they are having fun and if they can work out messages from meaningful context" (p. 18). Thus, they learn holistically without abstract language forms.

Pinter (2006) summarizes Piaget's theory of development stages. He considers learning an active process. He describes active learning as 'constructivism'. He suggests that "children construct knowledge for themselves by actively making sense of their environment" (p. 6). Moreover, he claims that learning process consists of 'assimilation' and 'accommodation'. Assimilation occurs when children interpret things based on their experience. Accommodation, on the contrary, means that children adapt the way of thinking to a completely new experience of the world. According to Piaget, there are the basic age stages of child's development.

Pinter (2006) mentions Piaget's and Vygotsky's conformity in some of basic facts about child development. Vygotsky agrees that "children construct knowledge for themselves and that they actively participate in the learning process" (p. 10). Moreover, the social environment plays an important role.

Cameron (2001) emphasizes Bruner's requirement of scaffolding. It means that children are supported by helpful interaction. The teacher can scaffold pupil's learning in another way.

Teacher can help children to:

- “attend to what is relevant by suggesting, praising the significant, providing focusing activities
- adopt the useful strategies by encouraging rehearsal, being explicit about organization
- remember the whole task and goals by reminding, modelling, providing part-whole activities” (p.9)

Source: Lynne, Cameron. *“Teaching Language to Young Learners”*. Cambridge: Cambridge UP, 2001. Print.

It is really useful to stick to the classroom routines every day. It opens space for language development as well (Cameron, 2001, 8-11).

1.3. Learning styles and multiple intelligences

Pupils should be taught as individuals. Being able to identify which types of learners our pupil are can help us to make sure they are taught effectively. As a language teacher, I meet a number of pupils in my class; this means that I have to teach them in agreement with their learning styles.

When teaching English the young learners, their individual learning styles must be taken into account. It means that different pupils prefer a different way of absorbing information. If we understand pupil’s specific learning styles we can use the best strategies to teach individuals effectively. According to educational theorist Neil Fleming, the author of the VARK model of Student Learning, four types of learning styles can be found - Visual, Auditory, Reading/Writing preference and Kinaesthetic. This model is also referred to as VAK model without Reading/Writing category.

Table 3 The VARK learning styles

Learning style	Characteristics
Visual	Preference for using visual resources such as diagrams, pictures and videos. Like to see people in action.
Auditory	Need to talk about situations and ideas with a range of people; enjoy hearing stories from others.
Reader/writer	Prolific note-taker; textbooks are important; extensive use of journals to write down the facts and stories.
Kinaesthetic	Preference for hands on experience within a 'real' setting and for global learning

Source: "Learning styles and fieldwork education: Students' perspectives", by Linda Robertson, Tania Smellie, Phillipa Wilson and Lisa Cox, 2011, New Zealand Journal of Occupational Therapy, 58 (1), 36-40. http://vark-learn.com/wp-content/uploads/2014/08/Learning_styles_and_fieldwork_education_students_perspectives.pdf

Another way of looking at learner's variation is offered by the concept of Multiple Intelligences. 'The theory of multiple intelligences' was defined by psychologist and professor at Harvard University's Graduate School of Education Howard Gardner. He says that all pupils have a number of different intelligences. Each type of intelligence can be otherwise intensely developed because children are all unique learners (Pinter, 2006, 13-15).

Table 4 Gardner's Eight Intelligences

Intelligences	Description
Linguistic	Sensitivity to the sound, rhythm, and meaning of the words and the different functions of language
Logical-Mathematical	Sensitivity to capacity to detect logical and numerical patterns, ability to handle long chains of logical reasoning
Spatial	An ability to perceive the visual/spatial world accurately, to perform transformations on those perceptions, and to recreate aspects of visual experience in the absence of relevant stimuli
Musical	An ability to produce or appreciate pitch, rhythm, or melody and aesthetic – sounding tones, understanding of the forms of musical expressiveness
Naturalist	An ability to recognize and classify varieties of animals, minerals, and plants
Bodily-Kinaesthetic	An ability to use the body skilfully for expressive as well as goal oriented purposes, ability to handle objects skilfully
Interpersonal	An ability to detect and respond appropriately to the moods, temperaments, motivation, and intentions of others
Intrapersonal	An ability to discriminate complex inner feelings and to use them to guide one's own behaviour, knowledge of one's own strengths, weaknesses, desires, intelligences

Source: "Gardner's Multiple Intelligences". Adapted from L. Berk: Child development, Allyn and Bacon. 2005.

Considering these theories, every teacher should think of these facts and make them part of his/her teaching methods. Pupils in the same age group are not the same and they have their own preferences and strengths when learning. For me as a teacher this means looking at them as individuals and trying to provide them with activities accordingly. Every pupil should have an opportunity to employ his/her strengths.

2. Motivation in YL classes

In this chapter the concept of motivation will be introduced, ways to motivate young learners will be showed, and ways of increasing and maintaining motivation will be presented. Moreover, differences between intrinsic and extrinsic motivation will be discussed as well as the role of a teacher in the process of motivation, and other factors related to motivation.

Motivation as a part of human life is a special machine inner drive which keeps learning process still in progress. If you want this machine to work seamlessly, you have to keep going through external interferences. Also, you need to know how this engine works and what it needs. Thus, we have to treat it according to its needs. Moreover, you have to take care of this engine to work reliably and as long as possible.

A lot of efforts to define motivation can be found in scholarly literature. "Learners' motivation is one of the key factors that determine L2 achievement and attainment." (Cheng & Dörnyei, 2007, p.153). I perfectly agree with the authors who consider motivation the "initial engine to generate learning and later functions as an ongoing driving force that helps to sustain the long and usually laborious journey of acquiring a foreign language." (p.153)

Dörnyei and Ottó (1998) define motivation in second language learning as "the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritised, operationalized and (successfully or unsuccessfully) acted out" (p. 65).

Johnstone (1990) defines motivation in his research in a similar way. He considers motivation to be a "stimulant for achieving a specific target" (p. 146).

Dörnyei is considered to be an expert on language learning motivation. In his practical book *Motivational Strategies in the Language classroom* (2001) he speaks about the main conditions when teaching language. It is important to prepare motivating conditions for learning, introduce initial motivational techniques, e.g. creating a material which is appropriate for learners, and take care about learner's motivation as the following phase. Next one is an ongoing process of evaluation and feedback which brings positive experiences.

Crump (1995) believes that “excitement, interest, keenness, and enthusiasm towards learning” are the main components of motivation. She defines motivation as “exciting the mind of the student to receive the instruction” (Crump, 1995, p.4).

I absolutely agree with Ellis (1994) who considers motivation “the attempt which learners make for learning a second language because of their need or desire to learn it” (Ellis, 1994, 715).

There are several ways to motivate children. As a language teacher I found out that pupils react adequately if I use techniques they like. In agreement with Scott, Pinter and Cameron, a proven method how to motivate children is the role play. Pupils always like guessing games, hide games, conversations, dramatizations. The most frequently used method to stimulate pupils is to use songs in lessons. Through songs we can teach English in a really interesting way. Using songs, we can teach grammar, vocabulary, and pronunciation in different tried and tested verified ways. I often use reading books or stories. Generally speaking, picture books are pupil’s favourite. Books are universally usable for teaching all skills. Tools to motivate pupils are pictures, flashcards, realias, and photos.

2.1. Types of motivation

Motivation is generally considered to be one of key factors that influence success or failure of learning process. Deci (1975) presents theories of motivation. Behavioural and cognitive psychologists agree that motivation is essential for learning. “Why” questions (e.g. Why does he/she read this book?) are the basis of psychologists’ research. They have answered this question in various ways. Psychoanalysts believe that “people’s behaviour is determined by a complex interaction between their unconscious drives and the environment”. Cognitive psychologists believe that “people decide what to do, so they have concentrated of thought process.” Humanistic psychologists believe that “humans are active organisms making continual choices about what to do.” (Deci, 1975, p.3)

The components of motivation described the Hungarian Professor of Psycholinguistics at the University of Nottingham in the United Kingdom Zoltan Dörnyei He divided (1998) components of motivation into three sections – “Language Level, the Learner Level, and the Learning Situation Level” (p, 125).

Dörnyei (2011) speaks of several cognitive theories of motivation, e.g. expectancy – value theories or goal theories. He distinguishes intrinsic and extrinsic motivation as a part of a self-

determination theory. The intrinsic motivation is based on behaviour and it is “performed for its own sake in order to experience pleasure and satisfaction”. Extrinsic motivation on the contrary “involves performing behaviour as a means to some separable way, such as receiving an extrinsic reward (e.g. good grades), or avoiding punishment”. According to Dorney, there is the third kind of motivation – amotivation, shortage of motivation. Self-determination theory emphasizes the important role of teacher in „fostering intrinsic motivation by arranging their classrooms, designing lessons, and speaking to learners in ways that meet their needs for competence, relationships, and autonomy. “ (pp.23, 24)

Pinter (2006) also evaluates and summarizes results of a study from 1999 by Hungarian researcher Marianne Nikolov. This study shows that motivation depends on age. The youngest age group wants to learn English because of enjoyable activities and a positive atmosphere in the class. Personality of the teacher is really important for the group of very young children. Pinter explains: “This means that they want to learn English because they enjoy the activities and the comfortable atmosphere in class. Very young children also say that they like English because they like the teacher. Young children are therefore intrinsically motivated which means that they want to learn because they enjoy the process of learning English for its own sake.” (p. 37) This intrinsic motivation includes learning process for own interest. Extrinsic motivation comes later, around the age of 11-12, and the future goals of learning English are considered.

Language teacher has to constantly keep and increase the pupil’s intrinsic motivation. Based on my experience, the feeling of safety and positive, supportive atmosphere in the class is extremely important. If the teacher encourages learners to express their opinions, involves learners, and develops sense of community, he/she can be successful in keeping motivation. Therefore, we gradually need to extend the pupil’s role in learning. This means that we can be successful in keeping and increasing motivation if we start to build the learners autonomy. According to Harmer (2007), sustaining motivation is one of the teacher’s aims. It is crucial to offer activities which can still “involve the students or excite their curiosity – and provoke their participation – help them to stay interested in the subject. We need, as well, to select an appropriate level of challenge so that things are neither too difficult nor too easy.” Harmer suggests that the way to keep learner’s motivation is to give them, as far as possible, some level of agency, that is, responsibility for themselves. (pp. 21, 22)

2.2. Factors influencing motivation

A good teacher plays different roles in the class. Harmer (2007) elaborated on a role of the teacher in the class. According to him, it depends on the situation, and you have to be able to perform all roles at a different time. As a teacher, you are a leader, for example when explaining grammar or providing clues, e.g. when you encourage pupils to work independently. The teacher can play a role of an onlooker or be at hand as an information source. Finally, the teacher works as a tutor in the class. On the top of that, the teacher's personality is fundamental. The teacher should be fair; this is what matters to the pupils.

An essential part of intrinsic motivation is a good relationship between the learner and his/her teacher. Harmer called this relationship rapport which is "established in part when students become aware of our professionalism, but it also occurs as a result of the way we listen to and treat the students in our classrooms". Good relationships need to be built and we have to ensure that these are positive, enjoyable, and respectful. In this case, pupils can feel safe. (p. 25)

Harmer (Zoltan Dörnyei and Ema Ushioda., 2011) describes the basic components of "motivational teaching practise" and suggests that "appropriate teacher's behaviour, a good relationship with the students, and a pleasant and supportive atmosphere in the classroom" (pp.108, 109) are the most important parts of motivational conditions.

On the other hand, "the teacher (his or her personality, commitment to teaching, attention paid to the students, competence, teaching method, style, rapport with students)" is the main demotivating factor in learning process (p.149).

According to Dörnyei (2001), one of the important tasks for the teacher is to create a positive atmosphere in the classroom. This involves psychological as well as physical environment. Psychological environment includes, together with teacher's attitude to students, "students' relationship with each other". It is necessary to create a positive, safe atmosphere where pupils can take risk because they are not afraid they will be laughed at or embarrassed. They are reassured that "mistakes are natural part of learning". (p.41) Dörnyei points out that a strong tool to maintain a positive atmosphere is humour.

As well as psychological environment, physical environment creates the overall atmosphere in the classroom. Really important are decorations such as: pupils' works, posters, pictures, notice-board, plants. Dörnyei suggests using funny objects or puppets which can attract pupils' attention. Moreover, soft drinks, snacks, and music are welcome to make pupils feel more relaxed and comfortable.

As for me, teacher's personality is essential in a successful learning process. The statement I identify with describing qualities of a good language teacher sounds: "Your life as a teacher begins the day when you realize that you are always a learner. " (Robert John Meehan) I definitely agree with Harmer (2007) who claims that "Effective teacher's personality is a blend between who we really are, and who we are as teachers. In other words, teaching is much more than just 'being ourselves', however much some students want to see the real person. [A teacher] has to be able to present a professional face to the students which they find both interesting and effective" (p. 24). "A great primary language teacher is born not made", as it is often said. That means he/she needs to be confident in all the subjects he/she teaches. This is the specific task of a primary school teacher. He/she must not stop working, has to develop himself/herself, wants to learn new things the whole life. In my opinion the personality of a teacher is extremely important. Children should be happy in a class; therefore, the teacher should be sensible, patient. He/she should encourage pupils and notice how they feel. An excellent teacher motivates children to do their best. He/she knows that motivation is crucial in learning languages. If the pupils are to be motivated, the teacher has to presents activities with enthusiasm, in a clear, easy, and interesting way. He/she should be creative, carefully choose an appropriate teaching material, and increase parent-pupil motivation too.

The next factor which crucially influences pupil's motivation and which is essential for this work is the course book. The course books are usually used in English lessons. In my opinion, a good course book should serve and satisfy the teacher as well as the pupil. Unfortunately, there is no perfect universal textbook. The pupils are usually interested in colourful course books with well-targeted, pleasant, and amusing topics. They expect a main character they can identify with, songs, a lot of games, and fascinating pictures. Halliwell (1992) summarizes what the good course book offers the pupils. The course book offers "a sense of progress, progression and purpose; a sense of security; scope for independent and autonomous learning; a reference for checking and revising". (p.114) Halliwell is highly experienced in the training of primary school teachers. In her words, a good teacher should be better than the

course book: “providing the spoken word in spoken exchanges, modifying work in response to the reactions of the children, using communication other than words and pictures to back up language elements, setting up learning activities which encourage learners to talk and profit from interaction” (p. 114). The teacher can decide to work without the course book for various reasons. He/she can use the course book as a “resource book” only (p.122). Halliwell helps to find the way of develop your own teaching programme. She recommends creating a clear and coherent programme using the unifying scheme. It could include topics, functions, key phrases, and appropriate skills. (pp. 123-125)

I think choosing a right topic is a major condition of a successful learning process. The topic should be close to the interests of pupils, it should correspond to their age, it should bring new, possibly surprising information which force and attract pupils to learn and explore.

As well as motivation, demotivating factors also influence the learning process in a really important way. As I mentioned above, the personality of a teacher may be extremely demotivating for pupils. In 1998 Dörnyei analysed and presented a list of nine negative influences and described the main demotivators. According to Dörnyei (Zoltan Dörnyei and Ema Ushioda., 2011) we have to consider these factors: “the teacher (personality, commitment, competence, teaching method), inadequate school facilities (group is too big or not the right level; frequent change of teachers), reduced self-confidence (experience of failure or lack of success), negative attitude towards the L2, compulsory nature of L2 study, interference of another foreign language being studied, negative attitude towards L2 community, attitudes of group members, and a course book” (p.148)

As a teacher of young learners I would like to add my own experience. In my opinion, the worst thing for young learners is an unfair teacher constantly yelling outside and inside lessons.

It is important to find out new ways in case motivation declines, fails or does not work. One of the options could be project work which is described in the next chapter.

3. Project work

In this chapter I will show that a project as the motivating way to teach young children, its benefits and reasons why project work is useful. All stages of project – planning, choosing, preparation, managing and evaluation will be introduced as well. Possible difficulties and the role of the teacher will be considered too.

3.1. The benefits of project work

In my opinion, project work can fully use the child's motivation. Pupils should help the teacher to choose the topic which they are interested in so that they feel this project has been chosen by them and therefore tailored for their needs. Pupils can influence the whole process of the project and they can feel responsible for its progression and completion. Every completed part motivates to keep on the project. Hutchinson (2001) summarizes the reasons why project work is a better way of learning. The first reason is motivation. According to him, "positive motivation is the key to successful language learning. " Hutchinson explains why students enjoy this activity. Project work is personal, pupils can benefit from their own experience, it is "their own research into topic that interest[s] them." Project work is learning by doing, so pupils can be active. The project is created by their own hands. Last but not least, a sense of achievement is crucial for pupils. The sense of actually using language in real situations is important for them as well. In this way, relevance is the second reason why project work brings good results. (p.11)

Project is a handy instrument how to teach primary school children. Philips, Burwood & Dunford (1999) appreciate a lot of benefits. Project work supports pupil's "emotional and personal development". (p. 6) In accordance with Hutchinson's opinion, this approach offers an opportunity to create personal and individual work, which can show children's ideas and interests and encourages pupils to show their own feelings. Through projects you not only cultivate linguistic competences of pupils, you educate them as individuals. Pupils develop all these skills:

- "the intellectual skills (describing, drawing conclusions, using imagination, hypothesizing, reading, planning)
- the physical/motor skills (colouring, painting, cutting, folding, gluing and writing)
- the social skills (sharing, co-operation, making decisions together, appreciating how individual contribution can make a successful whole)

- learner independence skills (making responsible choices, deciding how to complete tasks, getting information, trying things out, evaluating results and learning independently of the teacher)” (p.6)

Through project pupils learn language in a natural way. It integrates all pupils’ knowledge and skills. Projects are suitable for mixed-ability heterogeneous classes, for children with an extent of abilities, needs and interests, where could be difficult to teach effectively all pupils. We can profit from flexibility with the curriculum. I absolutely agree with the authors that project work influences significantly learner’s independence which includes making own choices, learning to accept own responsibility. In short, projects motivate pupils to do their best. From to my experience as a teacher arises that the main project’s benefit is using combination the language skills and other learning skills.

3.2. Planning and choosing the project

Every project, especially long term projects which take the whole year, has to go through given phases. These can raise probability of project success. At the beginning, the teacher should find some stimulus, which means that project work can be a solution of not working motivation.

Planning, choosing, and evaluating activities are essential parts of project work, they “help the learners understand what they are doing in the classroom and why; they raise the children’s awareness of which learning strategies work best for them, and they encourage them to take responsibility for their own work. Children also learn to appreciate the need for co-operation and the importance of individual contributions to the success of the whole project”(p.22).

There are different approaches when choosing the appropriate project. The direct way is to select a topic which is challenging, which interests children and makes them curious. It is essential to choose “the one that fits in with particular topic area or language point” (Wicks, 2000, p.22). It is also useful to involve pupils in the process of choosing the suitable topic. They can for example choose one of two topics we offer them. A sense of belonging is strengthening and we develop learner independent skill e.g. making responsible choice.

Fried-Booth (Diana L. Fried-Booth., 2002) alerts importance of making decision about some conditions and answering the questions. Is project only part of all-in programme? How much time will I spend with the project? What topic is the most appropriate for my group of pupils? She warns that “the success of a project depends very largely on how well-organized you are,

and careful, detailed attention to planning the project will communicate confidence to your students” (p.13).

Teachers benefit from planning a project regarding the topic chosen and “start by drawing up a project web”, as suggested by the authors. This web or mind map has to include listening, reading, speaking and writing activities, curriculum areas you use, motor skills you include, vocabulary and grammar/function. All skills have to be well balanced; all items have to be appropriate for the children’s level, everything has to have a logical continuity.

3.3. Managing the project

Hutchinson (2001) claims that preparation is a very important stage of project work. “Preparation is the key to making project work a success.” (p.17) It is necessary to prepare all materials in the classroom, to practise the language, skills and techniques that will be required. The crucial point for a successful start is to” prepare yourself for a new way of working that is challenging but very satisfying.” (p. 17)

Teachers may feel frustrated about challenges which may appear, that is, problems with discipline in classroom. They have to be familiar with strategies of controlling classroom discipline. In my opinion, it is important to arrange your classroom in an effective way. We can use for example special classroom layout, use group or pair work. It is necessary to familiarize children with the rules at the beginning and subsequently to follow these rules consistently.

Philips, Burwood & Dunford (1999) offer some advice how to keep discipline in your classroom. It is important to “introduce the project carefully”, to set up the rules, so that children know which behaviour is expectable and acceptable. The teacher has to “plan lessons very carefully, he has to have all materials prepared and arranged in the order in which he needs them”. (p.14) Teacher has to arrange furniture and prepare the blackboard. It is necessary to give simple directions and check that pupils understand our commands. The teacher controls whether pupils work the way they should. It is useful to create a system how pupils can ask for help if they need it.

According to Hutchinson (2001), some specific kind of noise is a “natural part of any productive activity” (p.14) i.e. also of project work. Pupils need to discuss things, do surveys, move from one place to another place in the class. Actually, pupils should spend time working quietly while they are reading on their own, drawing, writing, cutting, and gluing. If project

work is a “different way of working”, so it demands specific approaches to monitor pupils. It is necessary to teach pupils to be responsible for “managing their learning environment”, specifically, what kind and what level of noise is tolerable. (p.14)

I am of the same opinion as Hutchinson (2001) who thinks it is positive to use your mother tongue while pupils work on the project. According to him, teachers should consider benefits of this approach. I think using their mother tongues can help pupils feel comfortable and safely.

3.4. Evaluation of the project

Hutchinson (2001) gives some guidelines for assessing projects. He offers two basic ideas. According to him, if we assess a project, it is necessary to include linguistic correctness, the grade of creativity, style, content, and presentation as well. ”So a wide-ranging ‘profile’ kind of assessment that evaluates the whole project is needed.” If possible, it is better not to correct mistakes in the final project. It is more acceptable for pupils if the teacher makes notes of mistakes in pencil or on a piece of paper. It should be better to stop worrying about errors because project is a “real communication and errors are normal parts of using and learning language.” (p.18)

According to Philips, Burwood & Dunford (1999) it is important to evaluate “the process (the doing) of project and the product (the tangible result)” (p.15). We can review regularly during the project. Ongoing evaluation promotes the pupil’s understanding of how they learn and it can help pupils to build learners’ independence. It is absolutely necessary to help children and their parents appreciate the success and the individual progress.

The authors offer activities for reviewing and evaluating. The first part is the children’s evaluation of the project and their progress. There are many ways how children can say whether they like or do not like the activities, for example charts (yes/no, with smiles). To measure and appreciate children’s own project we can use for example checklist which covers the work of several units or an individual project diary. The second part of the evaluation process includes teacher’s assessment of each child and the evaluation of the project. The teacher keeps a sheet for each child and he can assess for example participation, cooperation, task completion, understanding, homework.

3.5. The role of the teacher in the project

The teacher plays the unique role in project work. He/she supports pupil's intrinsic motivation, learners' interest, efforts, and achievements as well. Blumenfield (1991) suggests that the teacher needs to "create opportunities for learning, support learning by scaffolding instruction and modelling and guiding students to make tasks more manageable, encourage students to use learning and metacognitive process, and assess progress, diagnose problems, provide feedback, and evaluate results." (pp. 380,381)

According to Harmer (2007), the teacher has to be available as "tutor, advising, helping and prompting students to help them progress". (p.280) In addition, he may get involved as a participant. He can contribute to various activities, such as dialogues, songs, role plays.

II. Practical part

In this part of the thesis I describe the problem of motivation, process of action research, and introduce a solution – project Gruffalo, the whole process of project in detail, evaluation process and the conclusion with the self-reflection.

4. How I started

My work was inspired by my personal experience as a teacher. The impulse was the problem of motivating a group of third grade boys. They were not able to concentrate and behaved inappropriately in English lessons. They had a problem to learn a new and a quite easy vocabulary. Even if we practiced the whole lesson with different methods, we used games and chants to practice. I respected their individual needs. Nevertheless, all my efforts to motivate the pupils were not successful. I was aware of the fact that there is a problem which could get worse. For me as a teacher, this situation was really frustrating. I refused to accept this situation. I think teachers must not stagnate and must constantly look for new ways which could work.

As mentioned in chapter 2.2., which focuses on factors influencing motivation, the textbook was one of the reasons; I found out that the main characters of student's book, a group of pop singers, were rejected by pupils. Based on my experience as a primary teacher and an English language teacher, children always love a hero. The hero they can identify with, the hero they can admire. The hero who can arouse emotion and pupils desire to know him/her closer. This works as a powerful motivation. Then I discovered Gruffalo – a movie and a book. I was excited by him and I thought that my class will be thrilled as well.

Therefore, I decided to try to offer the main character Gruffalo to my pupils as their hero. My plan was to prepare a short time project with the main character of the book by Julia Donaldson – Gruffalo – to start their motivation.

4.1. Action research

We can use a wide range of methods to identify problems or weaknesses in education if they appear. The action research is the way to recognize problems, find practical solutions and realize them. Therefore, I use this method to find out the answer to my research question.

According to Cheron Verster, a teacher trainer and a materials developer who summarises the facts about a tool and a helper for teacher – about action research on websites www.teachingenglish.org.uk and esol.britishcouncil.org – teachers should do action research to get useful feedback and to help them adapting teaching and learning to their pupils and their tuning. It allows them to justify their teaching and learning decisions or to prevent getting bored with teaching. “Action research is a process in which teachers investigate teaching and learning so as to improve their own and their students' learning.” (Verster, 2016)

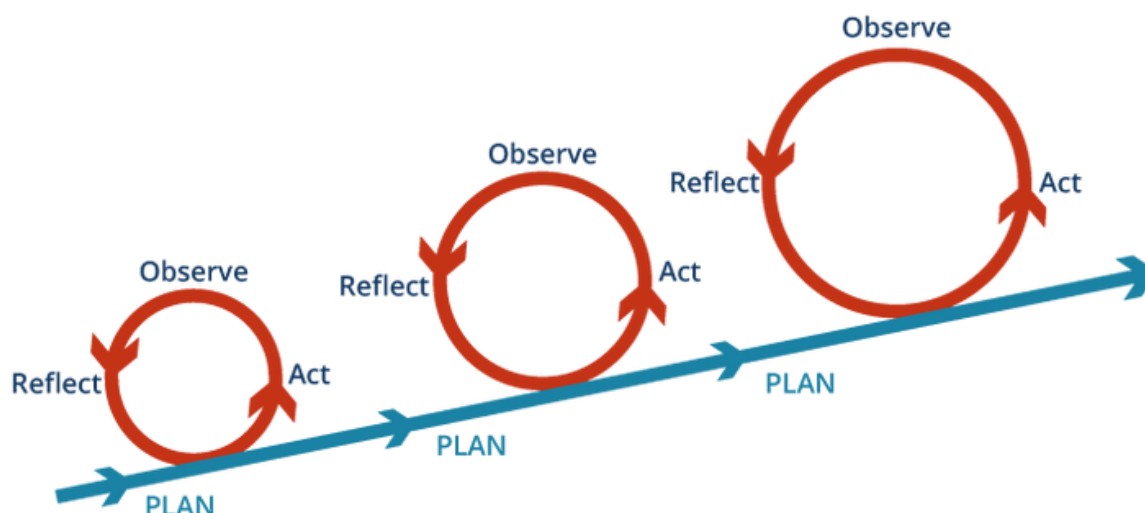
Verster offers Davidoff's and Van den Berg's four steps in the action research process – plan, teach/act, observe and reflect. It is necessary to find the problem, think about what might be the reason of the problem, and think about the solution and how to implement it in the first phase. In the second phase, the teacher implements the solution. Next is collecting the data to decide whether the solution was successful. Last step is analysing the data and deciding whether the problem has been solved.

W. Ian O'Byrne on the website www.wiobyne.com suggests these four basic steps which can be useful in the action research process:

1. Selecting a focus – identify and define the research questions
2. Collecting data to use in answering question
3. Analysing and interpreting data – making interpretation of collected materials and find the solution through deductive or inductive method.
4. Taking action – making a decision about the research and identifying next possible actions.

(O'Byrne, 2016)

Figure 1: Phases of action research



Source: “Four steps to conducting action research in the classroom“, by Ian O’Byrne, on, 2016 <http://wiobyrne.com/action-research/>

Gwynn Mettetal (2001) shows benefits of action research. Action research is personal; teacher can find out problems in their own class and therefore make decision to solve it. It is more useful than self-reflection, action research is planned and organized. This method focuses on gathering and analysing data and obtained findings can improve the learning process.

To find out answers to research question I applied these types of evidence:

First, I use my own observations. I made personal notes during my lessons that I collected for half a year. For the systematic gathering of information about my pupils I used observation sheets for each pupil. I was inspired by ideas presented in *Projects with young learners* (1999) by Philips, Burwood and Dunford. I added elements important for the needs of my research question. This observation sheet helped me with recording individual pupils’ progress. Afterwards, I created a simple table with smiles to express pupils’ likes and dislikes. Finally, interviews of learners, pupils’ tests, and exercises were utilized.

4.2. Description of the problem and its aim

As mentioned before, I started to teach a really heterogeneous group of pupils. There is a boy with specific learning differences (SLD), two pupils with attention deficit hyperactivity disorder (ADHD), and therefore loud, two are quiet and extremely shy, one is an introvert

living in his own world, and only one of them is without any differences. For many years I have been using a Chit Chat book by Paul Chipton and I was happy with it. However, for this group the main characters were boring and annoying. Boys could not concentrate and were constantly talking. They had problems learning new and quite easy vocabulary. This happened despite the fact that I used different learning strategies. I respected their individual needs and differences. Nevertheless, they reacted very well to the main character in the comic of the course book – the monster Bloop.

The main aim of this research is to prove that motivation could be changed if you prepare well designed material, project *One year with Gruffalo*, of appropriate quality for pupils and find out the way you can motivate pupils. Although the project work is crucial for this thesis, I would like to optimize other factors influencing motivation at the same time.

Research question:

1. Will the pupils be more motivated and involved if they work with materials they enjoy?

4.3. The research context

The context of this research is within the environment of primary school. As an English primary teacher, I teach young learners from 7 to 10 years old in a village called Citonice. It is a small multi-grade school. Pupils are taught in two classrooms and grouped as follows: first and second graders in one class and third, fourth and fifth graders in one class. This particular group consists of 7 pupils from 8 to 9 years old. Last year they had three English lessons per week. One lesson went on separately. In one lesson they were grouped with fourth graders and in one lesson with fifth graders. Separate lessons took place in a special classroom where children usually spent afternoons, yet the place is equipped with a computer, desks, chairs, sofas with pillows, carpet, television and it is fully decorated, colourful, and therefore it is quite comfortable even for English lessons. Next lessons took place in the classroom which is full of desks, chairs and there is not enough places to sit down on the floor. It is colourful and decorated but not so cosy.

4.4. Participants – school group

This school group includes seven participants. When I started to teach them they were second graders and now they are fourth graders. Two of them learned English in the nursery school. They started to learn English as the second graders one hour per week, as the third graders they learned three hours per week. As the fourth graders they have four lessons per week. As mentioned above, the group of seven boys is really heterogeneous. For one of them – Milan – a remedial plan was prepared¹. He wears glasses and is afraid of failure because of his deficiency. He is creative. Next one, Martin Š. is hyperactive, has problems concentrating and is extremely talkative. He speaks regardless of the circumstances. He has a musical talent. Šimon is hyperactive as well; he has problems with fine motor skills, disturbs other pupils, is “the class clown”, but is good-hearted. Next one, Martin M., is kind and shy, intelligent, low self-esteem, really sporty. Jakub is from a single-parent family and at this moment he has a new “dad” and a newborn sister. His family does not support him. He is extremely shy, kind, in the class he does not talk at all. He does not have any friends. In my opinion, he has a talent for mathematics. Tomáš lives in his own world, he works slowly, he is sporty and his family supports him well. Marek does not have any learning differences; from time to time he is quiet bossy, and he is a class leader.

I prepared a parental consent² to inform parents of pupils I teach that they will participate in the action research and in the project *One year with Gruffalo*.

¹ Plán pedagogické podpory

² Parents of my pupils are acquainted with the fact that their children participated in this research and in the project *One Year with Gruffalo* and they agreed with this fact.

5. Project *One year with Gruffalo*

I was aware of the fact that pupils in this age are motivated mainly intrinsically (see 2.1.), so my aim was to offer them something that arouses pupil's curiosity, stimulates their participation. This could be an enjoyable learning material which is sufficiently challenging, offers different levels, is well balanced by skills, and provides sense of security for me and for my pupils (see 3.1, 3.2). Project work fulfills all these requirements.

5.1. Project step by step

As mentioned earlier, project *One year with Gruffalo* was created naturally as a need to solve problem with lack of motivation. In January, I realized that it is necessary to make some changes, and I started to create the first subtopic in the middle of February. I was not planning the length of this project. Finally, project *One year with Gruffalo* took one year, thus we can say it was a long-time project.

After the first stimulus, not working motivation, I offered the main character Gruffalo to my children as their hero. A choice of the topic was a natural result which referred to the pupils' interests and was challenging for them. I prepared one lesson when I used storytelling and I introduced Gruffalo to pupils. Next time I brought a cuddly toy to the class and we watched a story on TV. My pupils really liked this story and asked me many questions. In addition, we discussed a moral, the qualities of the main characters, heroism. I suggested that Gruffalo could be a guide through our English lesson, through units. Pupils were pleased, so I asked them to establish our project rules (see 5.3). This project work was my first experience with this learning approach. This is the reason why the rules have increased gradually as I found out their necessity.

The next step was planning a project with regard to a certain topic. I was aware that project should be well balanced. "In some cases the project may have to fit in with a syllabus (a checklist of grammar and vocabulary items) which has been designed for our class." (Philips, Burwood & Dunford, 1999 p.10) Therefore, it was necessary to think carefully about including all skills, grammar, and vocabulary. It was really useful for me to create a project map around each unit (see 3.2).

It was really time-consuming to create all teaching aids, such as posters, puppets, worksheets, picture vocabularies and others. I invented a short story for each unit to beguile pupils. Initially, the lessons were more simply, gradually becoming more sophisticated. Pupils were

involved into the process of designing project for the whole time. They were active and they were pleased that we used their ideas. Their imagination was an inexhaustible source of ideas. It was obvious that pupils' intrinsic motivation was initiated, so it had influence their desire to learn. Their enjoyment has affected my motivation as well; their enthusiasm has influenced me. The pupils appreciated all my efforts, despite the fact that Gruffalo is not a positive hero in my eyes, he has reflected their interest. Thanks to Gruffalo, the pupils could become rebels, and they could stop respecting school rules for a while. It was remarkable to observe perception in the development of Gruffalo's personality. At first pupils saw him as a negative hero. Nowadays they perceive him as absolutely positive hero. I see the analogy of their perceptions of English learning. The more they enjoy English lessons, the more they idealized their hero Gruffalo. As their attitude to English changed, I noticed that they stopped perceiving themselves as bad boys. They experienced feelings of success and changed their perception of their own personality. They stopped fighting and started to cooperate. Unfortunately, one person tried to manipulate other boys for the whole time, had problem with cooperation in a group of boys. Although he enjoyed lessons, engaged into all activities, I had to exert a lot of effort to force him to follow the rules.

Gradually I designed 12 subtopics which corresponded with units in our class book plus one extra subtopic to say goodbye to Gruffalo officially (see appendix 1). Pupils had problems understanding that our project came to the end; therefore I had to prepare one final topic.

Although pupils could remember vocabulary better with less effort and most of vocabulary they taught at lessons, I was convinced that I could help my pupils with learning if I use some scaffolding strategies. (see 1.2) I used a lot of visual teaching aids created by myself or using Internet websites to inspire. Sometimes it was necessary to simplify language or to speak more slowly. TPR (Total Physical Responds) activities helped with teaching vocabulary. It was obvious that picture dictionary that we glued into our notebook helped children a lot.

Project work requires increased demands on classroom management and discipline. As I said before, it is essential to establish the rules. Our agreed sign that the project lesson is about to start was that I sat Gruffalo on my desk. When pupils started to be misbehaved I lifted up the cuddly toy Gruffalo above my head and started to sing a song Gruffalo says Be quiet! (see appendix). It was problematic to arrange tables before our lesson start, so we spent a few minutes preparing tables after beginning of the lesson. We always sat and worked on the carpet, sofas or pillows. If pupils worked on their own, they sat down on their places. Pupils

liked to sit in the horseshoe, because they preferred when I was a part of their group. Pupils were working individually, in groups of two or three or in a big group. It was a challenging task creating groups because of the problematic relations in the class. At the beginning I spent a lot of time monitoring their behavior.

A really important part of the project is evaluation. For my needs I divide this process into two parts. The first part is the evaluation of project by the children and their own progress. The second part includes teacher's assessing of each child as well as evaluation of the project. I used tables for this (see appendix).

Children were evaluating every unit in a very easy way against their activity books. Each evaluation included an interview in Czech. I wanted to give them the opportunity to easily express their own feelings. Voluntarily pupils could spend a few minutes with oral interview. Sometimes they only showed thumb up or down. The pupils shared their own feelings and experiences. They expressed what they like or dislike, what they would change, or omit what they lacked. They offered their own ideas about Gruffalo. For their comfort we used their mother tongue. They glued a simple table to their note books and coloured the appropriate smile.

I saw that it is necessary to help pupils with recognizing, assessing and appreciating their own progress. I prepared a special checklist for them. Pupils filled in this checklist at the end of each third unit. It was a useful feedback for them as well as for me and their parents. They recognized their weaknesses or strengths. On the top of it, I could also monitor their progress and their own objectivity (see appendix 2).

In project work there could be a problem to record pupil's individual progress or contribution. In order to be able to recognise how individuals are doing in the class and to be able to give feedback to the pupils or to the parents I designed an observation sheet. I filled in this sheet for each pupil at the end of each three lessons. At the beginning I made short notes in these sheets, but afterwards I found out this activity was very time-consuming, therefore I only marked down ticks or crosses.

Although all subtopics were important for pupil's motivation, these six lessons were crucial in different phases of motivation.

5.2. Gruffalo's body

Description of the context: Story: *Gruffalo wants to introduce himself and he knows that he does not look like other people or animals. What do you think? Do you like him?*

Teaching aims: Pupils will play the game, sing a song, work in groups and individually, share their feelings and values.

My personal aim is to prepare activities which initiate motivation and catch all pupils, to minimize problems with cooperation

Language: Parts of the body (person's, animal's, and monster's), I have got... You have got... It has got... It is... Has it got...? Is it...? Yes, it has. No, it hasn't. foot/feet, singular, plural

Skills: Listening, reading, speaking, writing, drawing, gluing, decorating, using imagination, describing, sharing

Teaching aids: posters, puppets, list with the song, body parts flashcards, worksheet, picture vocabulary

Anticipated problems: I was aware of the problematic relationship in this class and that some boys are quite bossy. I was worried that all pupils would not have the same chances in activities. I expected disturbing behaviour during the lesson, particularly during singing the song.

Description of the lesson: At the beginning we started with the introduction. *Hello, my name is... I like...* We reviewed sentences that we have learnt. Then we continued with questions to introduce Gruffalo. *How old is he? Does he like strawberries? Is he brave?*

The game *Try to guess, who it is* was used in order to develop pupils' social skills - better relationships, better communication.

In the next activity I presented new vocabulary. We copied our body contour and repeated and assigned to new words. Then we assigned to new words to puppets - Gruffalo, a fox, and mouse.

Pupils glued the new picture vocabulary to their notebooks individually. I used picture vocabulary where I completed words, and pupils only copy the new words. It was their homework to copy the new words twice – left-handed, and right-handed.

For this lesson I took a song from the website YouTube - The Gruffalo song which perfectly suits to learn the new vocabulary. I used an interactive board to play the song. We sang this song repeatedly and I was stopping this song to practise difficult words. I focused on the correct pronunciation. Then the activity *Listen and show* followed. Consequently they listened and stepped on the card with the appropriate word.

In the next part of the lesson I divided pupils into groups of two and they described pictures of monsters, e.g. The Loch Ness Monster, Big Foot. They tried to use *He's got... He is...* and the new vocabulary. The poster on the blackboard could help them.

The last activity was unexpected, it expressed pupils' interests, pupils developed their social skills, shared their values, they had to be tolerant. We talked about "other" people, ill and invalids.

The true/ false activity we did not manage in this lesson.

Evaluation: It was our first lesson with Gruffalo, so I wanted to introduce myself and my pupils to Gruffalo. I felt that my pupils were embarrassed, so I started with introducing myself. *Hello, Gruffalo, I am Marcy. I want to be your friend.* This time I was no teacher but a participant (see 3.5) and pupils started to smile. I used my first name to break the barriers. Pupils were pleased and they started to introduce themselves. They felt quite relaxed. They started with easy sentences and gradually continued with more challenging sentences. Then I introduced Gruffalo, pupils tried to predict my answers. They really enjoyed this activity. Playing the game "*Try to guess who it is*" was in my opinion a good idea, because it helped to create a pleasant atmosphere. At the beginning two boys did not want to play this game, they waited and whispered. The moment it was their turn, they joined in the fun. A problem emerged during the time it was not boys' turn and they had to wait in a line. They talked and interrupted others because it took longer than I had expected. I was surprised that pupils were concentrated while I was teaching the new vocabulary and it was unexpected that they managed to remember quite challenging vocabulary. Singing a song was challenging, but they really liked this song. They growled with pleasure. We were working regularly with this song after this lesson. For the next activity I divided pupils into groups of two. I was involved in one group as well; I cooperated with the bossy boy. I formed groups according to their abilities, not according to their relationships. No one protested and I think it was really useful. At the end of the lesson they started to talk in their mother tongue about other monsters (The Loch Ness Monster, Big Foot) and gradually we continued with speaking about "other"

people, ill and invalids. This activity was not planned, but I was pleased sharing their values, I did not disturb them, so that we did not manage to finish our lesson on time. The next lesson I will plan better the time management.

5.3. Gruffalo on the Safari

Description of the context: Story: *Gruffalo likes travelling so much. His dream place is the Safari. Do you like this place? Do you like animals? Let's go to the Safari with Gruffalo.* This subtopic was a special wish of my pupils.

Teaching aims: Pupils will play the game, rap the song, work in groups and individually on their picture vocabulary, and share their experience with travelling.

My personal aim is to try recover bad habits in pronunciation and to create a song especially for this group of pupils.

Language: There is..., There are..., There's..., wild animals, singular and plural: one lion, two lions, articles a/an.

Skills: Listening, reading, speaking, writing, drawing, gluing, decorating, using imagination, describing, sharing, cooperation, making decision together.

Teaching aids: laminated flash cards with another animals, laminated jeep, worksheet, picture vocabulary, list with songs.

Anticipated problems: I was afraid that activity on the carpet could be noisy and a little bit boring. I expected problem with pronunciation of some words. I knew that some pupils learnt this vocabulary earlier and therefore some of them have bad habits in pronunciation. I expected TPR activity a bit noisier, so I asked my colleague for patience.

Description of the lesson: I have prepared a signboard reading "to the Safari" before the lesson started. This signboard pointed to the carpet where I had put a lot of laminated flashcards with wild animals.

At the beginning we talked about the Safari, we shared our experience with travelling, and then we continued with brainstorming. I focused on correct pronunciation (e.g. penguin, giraffe, ostrich, and parrot), we wrote words on the blackboard.

After the brainstorming we sat on the carpet and I handed around one laminated jeep and one Gruffalo puppet for each pupil. We practised sentence *There is Gruffalo in my jeep*. Then the pupils took animals, put them in the jeep and made sentences: *There is a monkey / a lion / a snake in my jeep*.

I divided pupils into groups of two and they were practising their social skills and speaking by making short true/false sentences. For example, one boy put a monkey and a penguin in his jeep. Then he said: *There is a monkey and a crocodile*. Second boy answered: *True/False*. I monitored pupil's work and corrected mistakes. In the end, pupils presented their 'own jeep'. All pairs had a chance to present which animals are there in their jeep.

With the following activity I wanted to calm the pupils down. We started to create their picture vocabulary. They could choose a lot of animals I had printed, and they cut and glued them on a piece of paper of A3 format which they folded. They had to write the whole sentences, not only isolated words. They focused on a/an articles and circled it colourfully; they could decorate their picture vocabulary.

I created the Crazy song for wild pupils – rap especially for my pupils. The chorus is taken from the Madagascar movie – *I like to move it* and my aim was prepare a TPR activity.

At the end of this lesson I presented my pupils with an idea of making posters with their favourite animals. Their homework was to think out which animal is their favourite and why.

Evaluation: Boys in this class love animals and I was surprised by their knowledge about animals. They were able to term a lot of species of animals. It was almost the whole vocabulary they were supposed to learn. They were happy and delighted with success. I considered teaching more optional new words which could be useful.

When sharing our experience with Safari and travelling, pupils started to talk in their mother tongue. I answered them in English, but they still would not use English language. At the moment we stopped speaking and started with brainstorming, they naturally begun using English vocabulary. It was obvious that they are able to use many isolated words but they are afraid of speaking. I expected problems with pronunciation of some words, so I focused on them. I was afraid that there could be a problem with the word *penguin*. Two boys pronounced it *pingvi*. In my opinion, they acquired this incorrect pronunciation through TV advertisement.

The activity with laminated animals took more time than I expected. At first, pupils worked with concentration and effort, but during the presentations two boys got bored and started to disturb the others. This occurred only once during this lesson; I had to remind them of the rules.

Pupils really liked the TPR activity. They wanted to rap and perform this song repeatedly. I was worried that some pupils could feel a bit uncomfortable but I did not feel any tension or anxiety during this activity. This activity was a bit noisier but I expected this problem and I warned the other teachers and I asked them to be lenient.

For the whole lesson, pupils were really active; this topic was really attractive for them. They put their hands up, presented a lot of knowledge about animals and they wanted to introduce this information to classmates using English. They were willing to use encyclopaedias to find out new information and they asked me to find up new vocabulary in dictionary. I was surprised and pleased that they asked me for homework. I considered this lesson successful. It was obvious that everybody felt comfortable and secure.

5.4. Happy birthday, Gruffalo!

Description of the context: Story: *Gruffalo celebrates his birthday and he is really sad because he is alone. He invites pupils to celebrate his birthday.*

Teaching aims: Pupils will receive an invitation to Gruffalo's birthday party, fill in the invitation: their names, date, place, and started to celebrate, sing a Happy birthday song, rap the chant, make a present for Gruffalo – a paper cake, eat real birthday cakes made by the pupil's mothers, they play birthday game.

My personal aim is to surprise pupils and to verify Dörnyei's idea to allow eating during the lesson

Language: To be – I am, He is, She is, How old are you? How old is he/she? Happy birthday. Thank you. You're welcome. How many cakes are there? Where's the candle? Numbers (1-100), cake, candle, birthday, birthday card, badge, a big cake, a little cake, dots

Skills: Listening, reading, speaking, writing, drawing, gluing, decorating, using imagination, describing, sharing

Teaching aids: Gruffalo – a cuddly toy or a paper puppet, a big coloured paper cake, an invitation (one for each pupil), posters with Gruffalo's friends with speech bubbles, pictures with little cakes in black and white, special real Gruffalo cakes, colour picture dictionary (this is a picture of Gruffalo with a birthday cake).

Anticipated problems: I expected problem with keeping the secret but it turned out that boys were able to keep the deal. I really liked Dörnyei's idea to allow eating during the lesson but I was aware about the practical side of this. Normally, pupils are allowed to eat only during the break and only on their seats. It was necessary to explain them that this was a special case.

Description of lesson: I distributed the birthday invitations to the pupils before the English lesson. I told the pupils that we are going to have a party in the English lesson, but it is a secret. Pupils were surprised and wanted to know more details. They filled in the invitation. They completed their name, the date, party time, place where the party was. At the beginning of the lesson I asked the pupils about our special day. They tried to guess what kind of the special day we have. On the blackboard Gruffalo's birthday was written. Everybody said: Happy birthday, Gruffalo! The pupils played their roles. They used the puppets of Gruffalo's friends and said Happy birthday, Gruffalo. On the blackboard there were posters with Gruffalo's friends (a snake, a mouse, an owl) with empty speech bubbles. Pupils practised writing the sentence *Happy birthday* in the speech bubbles.

Then I introduced the questions – How old are you? How old is Gruffalo? How old is he? and appropriate answers I'm..., Gruffalo is..., He is..., I was going around the class and asked each pupil to concentrate on a proper pronunciation.

The pupils tried to guess how old Gruffalo is. Is he 20? Is he 51? We practised writing high numbers on the blackboard.

Everybody listened and sang the Happy birthday song for Gruffalo.

The pupils made a present for Gruffalo – a little cake. I focused on a phrase *a big cake* (on the blackboard), a *little cake*.

The pupils rapped the chant and danced.

A big cake, a little cake, red and yellow, say Happy birthday to Gruffalo.

A big cake, a little cake, good and sweet, say Happy birthday now to me.

We practised the question: How many cakes/candles are there on the table/cake? The pupils answered, added or took off cakes/candles.

Pupils glued a colour picture dictionary to their exercise books and wrote the new words. Then they practised them. They listened, repeated and pointed at the appropriate picture.

Everybody celebrated Gruffalo's birthday. The pupils played a game: Find the pairs. Then pupils ate cakes. I gave a real cake to each pupil and focused on the phrases Here you are. Thank you. You are welcome.

Evaluation: The pupils did not know the topic of our special lesson and they were really surprised. They came and asked me for details. The pupils paid attention at the beginning of the lesson. They liked playing the roles; they tried to change their voices. They gave a paper cake to Gruffalo but they were slightly unhappy. They wanted to give Gruffalo some real present. They brought little presents for Gruffalo the next day: candles, little stones, pictures. The pupils liked physical activities: rap and dancing. The pupils could release excessive power. Some pupils started to hit other classmates. I had to use a relaxing activity – cutting and gluing, writing to be able to calm them down. It is necessary to set the rules which pupils have to follow during the dancing next time. It was evident that there were not problem with eating during lesson.

5.5. Gruffalo's music time

Description of the context: Story: *It is a rainy day in the forest; therefore Gruffalo invites his friend to his house and offers to invite an orchestra.*

Teaching aims: Pupils will learn new vocabulary, play musical instruments (real and imaginary), sing a song, try to establish an orchestra, make an agreement about its participants, and fill in worksheets.

My personal aim is to create a safe environment for pupils I teach, and to reach an agreement when pupils will establish an orchestra.

Language: I can play the, he can play, she can play, who can play, music, guitar, electric guitar, violin, piano, electric piano, drum, trumpet, What's this? It's a...

Skills: Listening, reading, speaking, writing, gluing, decorating, using imagination, hypothesizing, describing, sharing, cooperating, appreciating how individual contributions make a successful whole, deciding how to complete tasks

Teaching aids: a cuddly toy, puppets, flashcards with musical instruments, worksheets, list with song, real musical instruments (drums, guitar, recorder)

Anticipated problems: I felt some tension before the start of the English lesson, because there were some problems in History lesson. Pupils received bad results in their tests. I supposed that pupils could be ashamed or they could feel frustrated by failure in History lesson. On the other hand, they could be excessively noisy. In the five minutes which we spent arranging tables they told me what happened in History and I felt less stress. It was useful for me to read pupils' body language because they cannot hide real feelings. The pleasant atmosphere surprised me. Some boys are bossy in this group; therefore, I expected problems with communication.

Description of lesson: This lesson of our project work started in a somehow unpleasant atmosphere. The pupils sat down on the carpet and listened to the story about Gruffalo. I prepared puppets and posters with musical instruments and started to teach vocabulary. *Look, there is a mouse. She can play the violin....*

Pupils assigned musical instruments to persons. Then all the pupils tried to assign it to the own set of puppets. We put one set on the blackboard.

We gradually practised new vocabulary with question: *Who can play the violin? Who can play the drum?* At first pupils gave single-word answers only. Later, they tried to answer in a whole sentences repeated after me.

It is known that pupils love guessing games, so I prepared one game for them. They listened to musical instruments and tried to guess which musical instrument they listened to. We practised sentence: *It's a violin. It's a drum.*

I divided pupils into groups of two and three. One of them performed playing the musical instruments and the other one guessed. They changed roles and in the rest of time they played roles with puppets. They made sentences: *Hello, I am mouse, I can play the violin.*

I created the song (see appendix) and I handed out the texts. We listened to this song twice and performed musical instruments. Afterwards they only listened to this song and tried to fill

in picture worksheet individually (see appendix). They liked this song, so we established an orchestra, played (real and imaginary instruments) and sang.

To have a possibility of soothing the pupils I prepared picture vocabulary, so pupils glued it into their note books and write down new words. Finally, we tried to invent really easy chant using new vocabulary: *Mouse, snake, fox, and owl. Violin, guitar, drum, and piano. We are an orchestra, yes, yes, yes!*

We did not manage all written tasks, so I decided to assign to homework.

Evaluation: I managed to change the bad mood in the class at the beginning of our English lesson, so we started almost on time. Only one boy could not concentrate and therefore disturbed. I appreciated that pupils were able to concentrate and practised vocabulary. They really liked the guessing game; they behaved quietly during the activity. My plan was to merge a Music lesson with the English lesson. I know that boys in this class like singing and three of them play the guitar and one of them plays the recorder. This cross-curricular links is specific for project work. Pupils were really surprised that I invented the song by myself and appreciated my effort. Everybody was involved into singing, there appeared the problem only if we tried to establish the orchestra and voted for roles. They could not make an agreement, so I had to interrupt this activity for a while and Gruffalo had to help them. When pupils worked on their own they were able to complete the worksheet without problems. I only monitored their work; when a problem occurred, they helped each other and did not ask me for help. In my opinion, despite initial difficulties everybody was involved and therefore satisfied.

5.6. Gruffalo's house

Description of the context: Story: *Gruffalo and the mouse live in a comfortable house in the wood. Unfortunately a lot of ghosts moved into this house and haunt them every night. Gruffalo invites pupils to help them.*

Teaching aims: Pupils will use imagination a lot in this lesson, pronounce the chant rhythmically, complete tasks individually or in a group, learn grammar through a game, learn new vocabulary

My personal aim is to teach new vocabulary in a fun way using pupils' imagination.

Language: There is..., There are..., Is there...? Are there...? prepositions - in, on, under, behind, Where's ...? Rooms in the house, house equipment

Skills: Listening, reading, speaking, writing, gluing, decorating, using imagination, hypothesizing, describing, sharing, cooperating, appreciating how individual contributions make a successful whole, deciding how to complete tasks

Teaching aids: A big paper house, a lot of pieces of furniture to manipulate them, posters to practise prepositions, a list with the chant, worksheets

Anticipated problems: I was aware of the fact that this subtopic is quite complicated; there is a lot of new vocabulary and quite demanding grammar, especially prepositions. So I tried to prepare the activity and teaching aids to involve and catch all pupils. I found out the information that one boy criticized and mocked the second boy's house, so I was afraid of the problem that is associated with it and problem with discipline

Description of the lesson: I started with the presentation of the story and the first part of the new vocabulary: rooms in the house. I introduced my teaching aid - a big paper house, which included eight rooms on four big sheets of colour paper which I made myself. Pupils developed social skills such as using imagination, hypothesizing. We practised sentences: *There's the kitchen upstairs/ downstairs.*

I started to place ghosts to each room. We practised sentences: *There's a ghost in the kitchen..., There are two ghosts in the bathroom...* Pupils closed their eyes, I or one of pupils placed ghosts and they tried to guess in which room the ghosts are. I used a big poster with the preposition *in*. I asked questions and pupils answered me aloud in chorus. *Where's the big ghost? In the hall.*

Afterwards pupils asked me to cut out their own ghost and they were ready to prepare scissors promptly to have enough time for designing their ghosts.

I created a chant, so we read it rhythmically. I started to read and pupils repeated after me. I focused on rhyming words, pupils tried to find out them in the chant and they started to suggest their own rhyming words (fox-ox, snake-lake-break, hall-doll)

Then I distributed worksheets with missing words and I wrote these words on the blackboard. Pupils had to read them and fill into the worksheet individually. In the second activity I used a kind of drill, but it was a game for pupils, so they did not have problems with concentration.

Pupils worked in groups of two and filled in the second worksheet. They counted the rooms in Gruffalo's house and had to write down all rooms which were downstairs and upstairs. They could use visual support.

After this activity I handed out one piece of a paper room and a lot of pieces of furniture to each pupil and they placed them. I started to teach the next part of vocabulary – names of furniture. Pupils played with these aids and according to their imagination they created their ideal room. Finally, we assigned furniture to names.

Pupils had to glue picture vocabulary to their notebooks as their homework.

Evaluation: The lesson started in a pleasant atmosphere. Pupils asked me for details of our lesson. They caught sight of a lot of teaching aids on my table during the break. They were curious. I presented them the colourful house. I chose colours for better recognition and keeping vocabulary in pupils' mind. This house was equipped partly; there was only basic equipment to identify the type of the room, so there was a lot of space for imagination. Pupils liked the activity with ghosts. We turned the light down to create a mysterious atmosphere, and they started to whisper afterwards. In this second activity I used a kind of drill, but it was a game for pupils, so they did not have problems with concentration.

They expressed the wish to cut out their own ghosts and they asked me kindly. I modified my plan and I could adapt it, hence pupils in this age are creative and learn through enjoyable activities. (see 1.1) In my opinion it is important for pupils that the teacher wants to listen to their wishes and demands.

In the next part of the lesson pupils worked individually. They completed the worksheet in a short time because of the visual support. Cooperation during the second task was quite complicated. One sensitive boy started to cry, because he did not want to be in the group with the other one. His classmates gave him arguments and explained him reasons why it could be useful to be in the group with him. He respected my decision but still cried in the course of the task. All pupils managed to complete the worksheet on time.

I was aware of the considerable amount of vocabulary which I started to teach in this lesson. But on the other hand it was only the first familiarization and pupils had learnt some words earlier. Moreover, they learnt through games and in a funny way.

It was new experience for me to solve the problem with crying. It was crying in order to gain some advantage. I think I resolved this situation in a fair way. At this age the sense of fairness is developed and it is necessary to follow the rules lawfully. Despite this unpleasant situation pupils were engaged the whole lesson, and I considered it successful.

5.7. Be healthy Gruffalo!

Description of the context: Story: *Oh no, Gruffalo's child is ill. What can we do? Let's help Gruffalo treat him! He wants to be healthy. He lives in the forest. He eats healthy food. Please, give him some advice.*

Teaching aims. Pupils will present their own ideas connected with healthy lifestyle, complete tasks individually or in a group, learn vocabulary through role plays, prepare their ideas for a poster.

My personal aim is to develop classroom relationships and make this topic attractive for pupils.

Language: What's the matter? I've got..., Drink... Don't drink... Illnesses, advice to be healthy.

Skills: Listening, reading, speaking, writing, using imagination, hypothesizing, describing, sharing, cooperating, appreciating how individual contributions make a successful whole, deciding how to complete tasks.

Teaching aids: Posters with Gruffalo and his friends, speech bubbles with sentences, Gruffalo and a mouse – cuddly toys, two bottles with 'medicine', worksheet.

Anticipated problems: I considered this topic unattractive and boring for pupils. New vocabulary is quite demanding to remember, and pronunciation of some words is exacting. I was aware that I had to prepare really interesting learning material. It was the first time I used Gruffalo's child – a cuddly toy to make this lesson more attractive.

Description of the lesson: At the beginning of this lesson we started with revision of feelings. Some pupils showed their feelings and other pupils tried to guess the right words. I focused on the correct pronunciation of pairs *thirsty/sick*, *hungry/angry*. Then I distributed the worksheet, pupils worked individually. They read words on their own and assigned them to pictures.

Finally, they repeated these words after me in chorus. We started in a very quiet voice and gradually we continued reading loudly.

After the first activity I started with a story about a sick Gruffalo's child. We sat on the carpet in a circle and inside the circle there were Gruffalo's child with tied neck and a mouse as a doctor. We started to speak in pupils' mother tongue. Pupils offered illnesses in Czech, and subsequently I put the appropriate speech bubble next to the Gruffalo's child and pronounced the word clearly. Gradually we made dialogues altogether: *What's the matter with you today? I've got a* Then pupils practised these dialogues in pairs. We used posters and speech bubbles.

Afterwards we started to play with the cuddly toys and 'treat' Gruffalo's child. We practised words *temperature, pain*. We used two little bottles I had brought with herbs 'medicine'.

In the next part of the lesson pupils started to share their own ideas to stay healthy. I distributed the worksheets, and they had to choose healthy and unhealthy things. They worked in groups of three or four, sitting on their places.

I explained to my pupils the idea to make posters for Gruffalo's child to be healthy forever. They made notes to prepare the rough draft of the project.

Evaluation: In this lesson it was crucial to find the 'right idea' which would allow presenting this subtopic in an interesting, meaningful, and enjoyable way.

The moment when the pupils saw the brand new cuddly toy they were really happy. They started to smile and put up their hands immediately. They wanted to touch him. They were excited and asked me for details. In this moment they used their mother tongue to show excitement.

The activity when pupils practiced dialogues was challenging, because I had to listen to pupils really carefully and correct all mistakes in pronunciation. The speech bubbles helped them a lot to remember new vocabulary, but there were a lot of mistakes. There will be a lot of opportunities to practise these sentences.

Pupils really liked the activity with two bottles. I put fragrant herbs into the bottles and pupils were pleased that they could smell them. They distinguished which herb treats pain and which one treats temperature. They learned these two words really quickly.

I was afraid there might be a problem regarding posters. I proposed my pupils to create one big poster, but they did not want it. They asked me if every boy could make his own poster. Finally, I agreed. One of the reasons was the fact that it is better for this group of boys if they work individually. I was pleased of making “rough draft” (Hutchinson, 2001, p.18) of the poster. I explained to my pupils the reason, it is better if we want to correct mistakes beforehand.

In my opinion, this lesson was the breakthrough event in project work *One year with Gruffalo*. Pupils started to be really active not only during lessons, but in their free time as well. I was really surprised when the next lesson one boy brought a bed for Gruffalo’s child which he made at home. Even the parents were curious about project details because the pupils were often talking about Gruffalo at home.

5.8. Discussion

Every step of the action research was realized in the group of third grade pupils at the beginning of the project and fourth grade pupils at the end of the project. The process continued for more than one school year. It was aimed at motivation of young learners in English classes. The main aim was to find out the answer to the question: *Will the pupils be more motivated and involved if they work with materials they enjoy?* Motivation is determined by many factors, so I considered the role of the teacher, rapport, and the topic - factors influencing motivation as well. I understand motivation as a chain and in my opinion learning material is only one link of this chain. If all links are connected strongly, the chain can form a safe and stable basis for learning English.

The data collected during the time proved that learning material influences pupils’ motivation in a significant way. Pupils were dissatisfied with the textbook I used for fifteen years. I stopped using the current text book and started to prepare my own teaching material. I substitute demotivating teaching material with material which gives consideration to pupils’ interests.

In accordance with the theoretical part (2.1, 2.2) selection of the topic initiated pupils’ motivation. It was obvious that this topic reflected pupils’ interest, it was appropriate for this age, it was challenging for pupils and offered a lot of opportunities to work with it for me. The main character Gruffalo played a unique and irreplaceable role. He was a part of every

task, we used him as a cuddly toy as well, and as I have mentioned earlier, the pupils' opinion on him has gradually changed. This character influenced pupils' desire to learn. In fact it was coincidence, that I offered Gruffalo to pupils. According to children's reactions it was the right choice. They wished to have Gruffalo and Gruffalo's child - cuddly toys at home. They were searching for them on the internet; they wished to get him for birthday as well as wanted me to draw pictures of Gruffalo to their scrap books. I made a pillow with the figure of Gruffalo and they made another one for me as a present to express their appreciation. It was their initiative to make a wooden bed with a pillow and a duvet. One boy's mum knitted a mouse – a cuddly toy, and pupils liked making dialogues between Gruffalo and this mouse and playing with them. In my opinion parent-pupil cooperation was improved. I could see that the project drew even parents' attention and brought them on a board. They offered me their assistance to make new teaching aids e.g. cakes for the Gruffalo's birthday party.

I tried to prepare learning material with appropriate challenge level. It was obvious that at the beginning of the project pupils asked me for help more often when they worked on challenging tasks. Gradually they were able to finish tasks without my assistance. The level of concentration has increased and the level of noise has reduced. I created material which attracted pupils' interest. Pupils liked colorful material with pictures which enticed their imagination. They asked me for time to decorate worksheets or the picture dictionary. The picture dictionary which we gradually create helped my pupils to learn new vocabulary with less effort. Parents appreciated this kind of dictionary. Songs and chants I have created were the most successful activities. Pupils appreciated my effort and their enthusiasm was evident. Teaching aids that we used – paper puppets, posters which pupils “played” with helped to sustain and support concentration and pupils enjoyed activities with puppets. I saw the excitement and interest in their eyes. They started to look forward to English lessons. They came and asked me questions about the upcoming English lesson, they even started to suggest new topics with Gruffalo and they offered me their ideas. They were pleased that I gave them the chance to influence the whole process of the project creation.

The proof of the fact that motivation still works and the proof of maintaining motivation is the book *Gruffalo in the Past*. The whole book was planned and created by pupils. They created this book in their free time, they asked me for extra afternoon English lessons to finish the book.

I realized that the role of the teacher in motivating pupils is crucial. Pupils at this age are motivated mainly intrinsically and rapport is the key factor which plays a significant role in the learning process. Teacher's personality, his/ her enthusiasm, his/ her knowledge and the desire to find out new opportunities are reflected in his/ her work. Pupils have to admire the teacher, believe him/ her; they have to believe that she/he is fair in each situation. I hope I have succeeded in this task. It was obvious that pupils looked forward to English lessons. Our lessons were without tension and stress. In most cases pupils praised our lessons but they could criticize it as well, if they did not like some activity. They did it in a natural way without anxiety. They came and asked me for advice not only to solve problems related to English. They talked to me about problems with bullying. In my opinion we developed a great relationship which impacted on learning process fundamentally.

A checklist for pupils' self-assessment contributed improving motivation. Pupils filled in this checklist at the end of each third unit and it them them to recognize and appreciate their own progress and objectivity as well. In the beginning pupils had to comprehend this activity, it was something new for them. They strongly disagreed, asked me why is this useful for them. Their usual question was: "Do we have to do this, or is this just voluntary?" This self-assessment was their first experience of this kind. They considered this as a challenge and it was necessary to help them with this activity. Filling in the checklist took more time than I expected. Slowly pupils started to asses themselves willingly and quickly. They learnt about themselves and gained language confidence. Finally, there was a motivated pupil at the end of project work and this activity became to be part of motivation.

5.9. What I have learnt and suggestions for further work

I have learnt a lot about my pupils, about me as a teacher, and about my teaching. I absolutely agree with Anon's idea (Pace, 2009) that "It is important to remember that there is a limit to just how much we can actually motivate students. But it is also important not to stop trying because you may find that, just as you become tired and frustrated, whatever pressures have been pulling the student down will eventually ease. And when this happens, they will appreciate the efforts you have made." (p.2) The first important thing I have learnt by project work is that the teacher cannot stop finding out new ways how to motivate pupils. It is necessary to be not afraid and make a change, take an extra mile. There is the way to every "child's soul". It was challenging to discover the methods how to motivate eight and nine year

old boys, but in the end it was satisfying, and the boys appreciated my effort. My suggestion for the next year includes creating of a picture dictionary and using stories.

I consider the action research as a useful method that helped me to find out a lot of answers. It was my first experience with this method, and I have to admit that at first I did not believe that it could help. Now I know that I can include this method if I need. Currently, there are other observations in the process, the evaluation which will be used in the learning process next year.

Project work is a learning approach which motivates pupils, provokes their curiosity and teaches pupils holistically. It is a time-consuming and demanding approach, but it works. In my opinion it is necessary to prepare special project work for each group of pupils. It was my first experience with long time project. I know that I made some mistakes, but I am convinced that short time project works will be an integral part of my teaching. I find out that project work allows adapting learning material for individual pupils' needs. I plan to look for ways to differentiate activities for each pupil which could work as a powerful motivation as well. A good teacher could change himself not pupils.

Conclusion

This final thesis was aimed at finding out how appropriate learning material and other factors can influence on motivation of third and fourth grade pupils in English classes. The final thesis is divided into two main parts.

The theoretical part formed a background of the practical part which dealt with a problem of child's development. It defined group of young learners, considered multiple intelligences as well as individual learning styles. Motivation in YL classes was discussed in a detail-its types, factors affecting motivation. Last but not the least a project work was presented in this part.

The practical part was composed of two main chapters. The first one presented action research as a method to identify and solve the problem in a learning process. Therefore the particular problem, the aim, research context, and school group of the research study are explained. The second chapter presented the project One year with Gruffalo in a detail and offered lessons which were essential in other phases of the project.

The project *One year with Gruffalo* took over one year and it is necessary to say that it was really challenging task for me and for my pupils. Despite all my efforts it was my first long time project and I took into consideration some mistakes because sometimes I proceeded intuitively. In my opinion, it necessary to be more systematic if we want to prepare long time project. Nevertheless, all time of this project work duration I detected powerful working motivation and I feel that this experience enriched me and pupils I teach in many ways. As for me I think that we should not view factors influencing motivation separately. It is obvious and I think I proved this fact that factors influencing motivation are inseparably interconnected, and one without another does not work.

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Appendix 1 Summary of all presented topics

Topic	Grammatical and functional	Vocabulary	Skills
1.Gruffalo's Body	It has got... It's got... Has it got...? Yes, it has. No, it hasn't. I've got... You've got... Singular and plural: foot, feet	Parts of the body (person's, monster's, animal's)	Speaking: singing a song, describing Gruffalo, friends, person Listening: to instructions (Clap your hands...) Writing: describing Gruffalo Others: colouring, cutting, drawing, decorating, using imagination, describing, sharing...
2.Gruffalo's Clothes	He's/ She's got... Have you got...? Whose is this? It's Gruffalo's... I like your... I don't like your...	Clothes, colours	Speaking: describing Gruffalo's clothes Listening: to instructions, song Writing: worksheet Others: colouring, cutting, drawing, making decision together, cooperating, sharing
3.Gruffalo's Food	I like... I don't like... Do you like...? Yes, I do. No, I don't. Singular and plural: apple, apples What do you like for...?	Food	Speaking: singing a chant, talking about likes and dislikes Listening: chant, instructions Writing: worksheet, questionnaire Other. colouring, cutting, drawing, using imagination, cooperating, sharing
4.Gruffalo on the Safari	There is... There are... There's Singular and plural: one lion, two lions a/an	Wild animals and noises they make	Speaking: singing the song, talking about wild animals Listening: a song Writing: the worksheet, questionnaire Others: colouring,

			cutting, drawing, gluing, using imagination, describing, sharing, making decision together...
5.Gruffalo's favourite things	Is there a...? Yes, there is... No, there isn't. Are there...? Yes, there are. No, there aren't. How many... are there? Prepositions: in, on	Things (toys, musical instruments, telephones, radios...)	Speaking: describing Gruffalo's room Listening: to instructions Writing: picture dictionary, worksheet Others. colouring, cutting, drawing, gluing, using imagination
6.Gruffalo's Alphabet	How do you spell...?	Vocabulary learned throughout learning English	Speaking: singing the alphabet chant Listening: the alphabet song Writing: letters Others: cooperating, sharing...
7."Happy birthday, Gruffalo !"	To be: am, is, are... Question: How old are you? How old is he/she? I am/ He is/ She is... a big cake, a little cake	Party food, drink Happy birthday! Thank you. You're welcome.	Speaking: Singing a song, playing the roles, rap the chant Listening: the song, the rap Writing: party invitations, filling in the speech bubbles Others: decorating the cakes, drawing, using imagination, describing, sharing
8.Review and Hello, again...	Practise all structures learned throughout the project	Vocabulary learned throughout the whole project	Speaking: asking and answering all questions they have learned Listening: chant Writing: worksheet Others: deciding how to complete tasks...
9.Gruffalo's music time	I can... He can... She can... Who can play...?	Musical instruments	Speaking: singing a chant, playing the roles Listening and remembering the words of the song Writing: worksheet

			Others: gluing, cutting, decorating, using imagination, sharing, cooperating...
10.Sporty Gruffalo	I can... I can't... Can you...? Yes, I can. No, I can't.	Sports	Speaking: singing a chant, talking about Gruffalo's abilities, talking about the pupil's abilities Listening: Writing: worksheet Others: colouring, cutting, gluing, cooperating, sharing...
11.Gruffalo's House	There is... There are... Is there...? Are there...? Prepositions: on, in, under, behind	Rooms in the house, furniture	Speaking: singing the song, telling the poem, describing a house Listening: a song, a poem, instructions Writing: describing the house, worksheet Others: gluing, decorating, colouring, using imagination...
12.Be healthy, Gruffalo	What's the matter? I've got... Don't drink... Go to...	Illnesses, the way to be healthy	Speaking: singing the chant, giving the advices to be healthy Listening: a song, Writing: a poster, worksheet Others: decorating the poster, using imagination...
Extra topic: Gruffalo's town, Goodbye Gruffalo	Prepositions: next to, opposite Where's ...	Town, city, village, buildings	Speaking: singing the chant, describe direction Listening: instructions Writing: the map Others: cutting, decorating, colouring, using imagination...

Appendix 2 Checklist for pupils' self-assessment

Units 1-3	Use ✓ or ✗
I know Gruffalo and I can describe him.	
I know at least 5 words to describe Gruffalo.	
I know Gruffalo's friends.	
I know at least 6 kinds of clothes.	
I can buy clothes in a clothes shop.	
I know at least 7 kinds of food.	
I can express like and dislike.	
Units 4-6	
I know at least 7 wild animals.	
I know at least 8 Gruffalo's favourite things.	
I can describe my room.	
I can sing Gruffalo's alphabet.	
Units 7-9	
I can sing "Happy birthday!" song.	

I can play party games.	
I can answer at least 5 questions about me.	
I know at least 5 musical instruments.	
I can express which musical instruments I can or cannot play.	
Units 10-12	
I know at least 10 kinds of sports.	
I can express which sports I can or I cannot do.	
I can describe the picture of the Gruffalo's house.	
I can describe my own house.	
I know the names of 4 illnesses.	
I can give the advice how to be healthy.	
Extra topic	
I understand difference between village, town, and city.	
I know what I can find in village, town, and city.	

Observation sheet

Name	Units 1-3	Units 4-6	Units 7-9	Units 10-12 + extra topic
Class participation (attention, behaviour, cooperation, involvement)				
Understanding				
Tasks completion				

Pupils' evaluation of each subtopic

I do not like this topic	☹
A good topic	☺
I like this topic	😊
I love this topic	😄😄

Appendix 3

Lesson plan 1

Class: 3rd

Number of pupils: 7 boys

Length: 45 minutes

Topic: Gruffalo's body

Anticipated problems: I was aware of the problematic relationship in this class and that some boys are quite bossy. I was worried that all pupils would not have the same chances in activities. I expected disturbing behaviour during the lesson, particularly during singing the song.

Personal aims: I want to prepare activities which initiate motivation and catch all pupils, to minimalize problems with cooperation

Teaching aims: By the end of the lesson the pupils will play the game, sing a song, work in groups and individually, share their feelings and values.

Teaching aids: posters, puppets, list with the song, body parts flashcards, worksheet, picture vocabulary

Procedure:

Time	Description T P TP ³	Organization
5 min	T introduces G.to the pupils, TP practise sentences I like..., <i>I am...</i> , <i>I've got...</i> , and questions <i>How old is he? Is he brave?</i>	On the carpet, frontal
5 min	P play the game <i>Try to guess, who is it?</i> P touch their classmate's face and try to guess the name of the classmate T observes	On the carpet, whole class
7 min	T presents new vocabulary	On the carpet,

³ Interaction between a teacher and a pupil is represented T P TP

	P copied their body contour, repeat, and assign new words on puppets	frontal
8 min	P glue the picture vocabulary, copy new words	Individually
10 min	T presents the song The Gruffalo song TP sing the song repeatedly TP practise new vocabulary – meaning, pronunciation P listen and show	On the carpet whole class
5 min	P describe pictures, P use <i>He's got...</i> , <i>He is...</i> , T observes	Groups of 2
5 min	TP share their values, talk about “other” people TP short evaluation “thumb up/ down”, draw “smiles”	Whole class

Worksheet

Hello, my friend, can you describe my body?



Assign and write down these words:

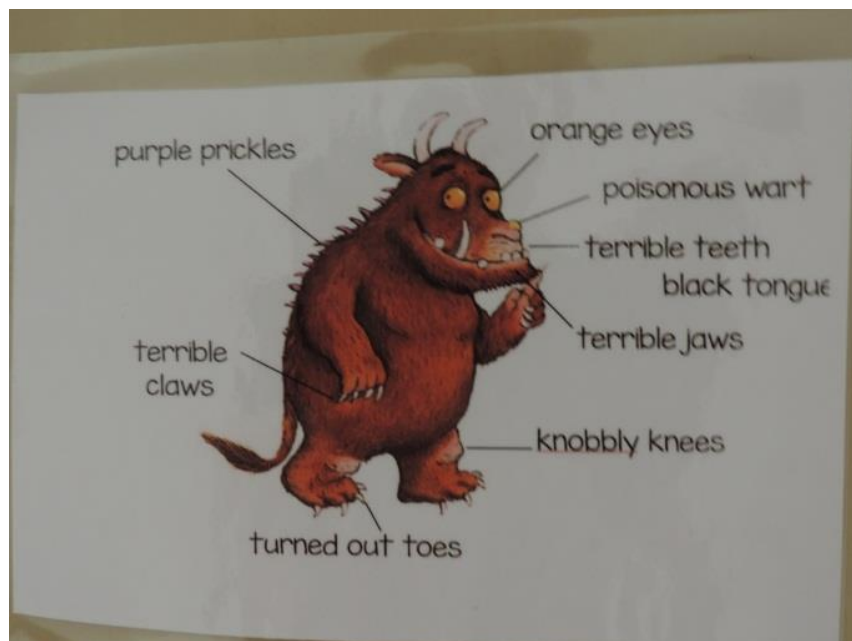
body, head, arm, hand, leg, foot, tail

★ Can you assign these words?

purple prickles, poisonous wart, terrible teeth, terrible jaws,
knobbly knees, turned out toes, terrible claws

★★ Can you draw a black tongue?

Teaching aids Gruffalo's body



Picture vocabulary planned to glue in pupils' notebooks and to copy new words



A poster and cards designed to practise new vocabulary

Appendix 4

Lesson plan 2

Class: 3rd

Number of pupils: 7 boys

Length: 45 minutes

Topic: Gruffalo on the Safari

Anticipated problems: I was afraid that activity on the carpet could be noisy and a little bit boring. I expected problem with pronunciation of some words.

Personal aims: I want to try to recover bad habits in pronunciation, create a song especially for this group of pupils

Teaching aims: By the end of the lesson the pupils will play the game, rap the song, work in groups and individually on their picture vocabulary, and share their experience with travelling.

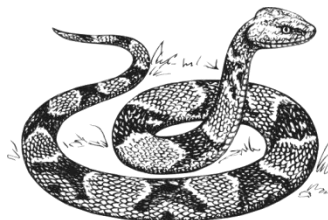
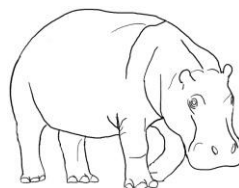
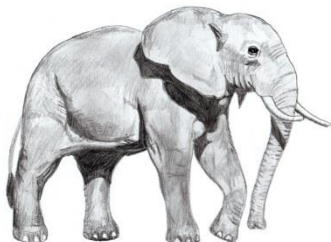
Teaching aids: laminated flash cards with another animals, laminated jeep, worksheet, picture vocabulary, list with songs

Procedure:

Time	Description	Organization
10 minutes	T presents story TP talk about the Safari, share experience with travelling P brainstorming T corrects pronunciation P write words on the blackboard T observe	In front of the blackboard, frontal
6 minutes	T hands around teaching aids P play with laminated animals and make sentences <i>There is..., There are...</i>	On the carpet, whole class
6 minutes	T divides pupils into groups P make true/false sentences	Groups of 2

	T monitors work and corrects mistakes P present their “own jeep” using sentences <i>There is..., There are...</i>	
10 minutes	P create their own picture vocabulary, glue animals, write sentences, decorate it	Individually
10 minutes	T presents the song The crazy song for wild pupils TP sing and rap the song	On the carpet, whole class
3 minutes	T presents pupils with an idea of making posters, T presents pupil’s homework TP short evaluation “thumb up/ down”, draw “smiles”	On pupils’ places, frontal

Picture dictionary



There is
There are



Crazy song for wild boys

I like to drive it, drive it. I like to drive it, drive it! I like to drive it, drive it. I like to drive it! Hippos, crocodiles, parrots, lions.



Roar, roar!

Snakes, elephants, giraffes, monkeys.



Oo! Oo!

I like to drive it, drive it. I like to drive it, drive it. I like to drive it, drive it. I like to drive it, drive it.

Hippos, parrots, lions, crocodiles.



Snap, snap!

Elephants, monkeys, giraffes, snakes.



Hiss, hiss!

Teaching aids Gruffalo on the Safari



Flashcards designed to practise vocabulary, grammar, and sentences *There is a lion in Gruffalo's jeep. There are two lions in Gruffalo's jeep.*



Posters – my favourite animal



Cards prepared to make the own picture dictionary.

Appendix 5

Lesson plan 3

Class: 4th

Number of pupils: 7 boys

Length: 45 minutes

Topic: Happy birthday, Gruffalo!

Anticipated problems: I expected problem with keeping the secret but it turned out that boys were able to keep the deal. I was aware about the practical side of eating in English lesson.

Personal aims: I want to surprise pupils and to verify Dörnyei's idea to allow eating during the lesson

Teaching aims: By the end of the lesson the pupils will receive an invitation to Gruffalo's birthday party, fill in the invitation: their names, date, place, and started to celebrate, sing a Happy birthday song, rap the chant, make a present for Gruffalo – a paper cake, eat real birthday cakes made by the pupil's mothers, they play birthday game.

Teaching aids: Gruffalo – a cuddly toy or a paper puppet, a big coloured paper cake, an invitation (one for each pupil), posters with Gruffalo's friends with speech bubbles, pictures with little cakes in black and white, special real Gruffalo cakes, colour picture dictionary (this is a picture of Gruffalo with a birthday cake).

Procedure: ⁴

Time	Description	Organization
5 minutes	T presents the “special day”, story P practise sentences <i>Happy birthday!</i> P practise writing the sentence in the speech bubbles	Whole class Individually
3 minutes	P practise the question <i>How old is he?</i>	In front on the

⁴ The birthday invitation was distributed and filled in during the day before English lesson.

	P review writing high number on the blackboard T observes and corrects mistake	blackboard, whole class Individually
3 minutes	T presents the song Happy birthday TP sing the song	On the carpet, whole class
7 minutes	P make a present for G T observes, focuses on a phrase a big/ little cake	On pupils' places Individually
3 minutes	T presents the chant TP rapped the chant and dance	On the carpet, whole class
2 minutes	TP practise question and answer <i>How many cakes/ candles are there...? There is/are...</i>	On the carpet, frontal
7 minutes	T distributes picture dictionary, explains P glue picture dictionary, write words, practised them	On pupils' places, individually
15 minutes	TP celebrate Gruffalo's birthday P play the game <i>Find the pairs</i> P eat cakes, practised sentences: <i>Here you are. Thank you. You are welcome.</i> TP short evaluation "thumb up/ down", draw "smiles"	On the carpet, whole class

Birthday party invitation



Picture dictionary



Teaching aids Happy birthday, Gruffalo!



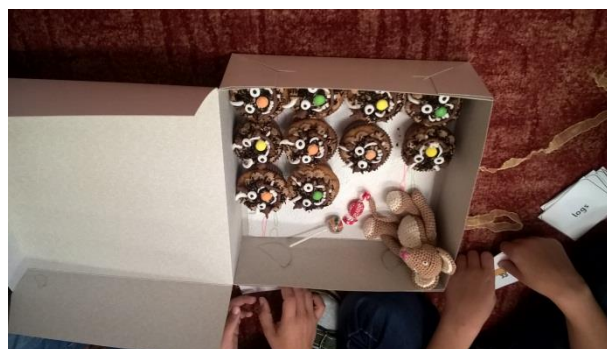
Individual work, pupils made cakes for Gruffalo



Cakes made by pupils



Pupils celebrated Gruffalo's birthday



Cupcakes made by one pupil's mum baked for celebration Gruffalo's birthday

Appendix 6

Lesson plan 4

Class: 4th

Number of pupils: 7 boys

Length: 45 minutes

Topic: Gruffalo's music time

Anticipated problems: I expected pupils' bad mood because of results in the History test. I expected problems with communication.

Personal aims: I want to create a safe environment for pupils I teach, to reach an agreement when pupils will establish an orchestra

Teaching aims: By the end of the lesson the pupils will learn new vocabulary, play musical instruments (real and imaginary), sing a song, try to establish an orchestra, make an agreement about its participants, and fill in worksheets.

Teaching aids: a cuddly toy, puppets, flashcards with musical instruments, worksheets, list with song, real musical instruments (drums, guitar, recorder)

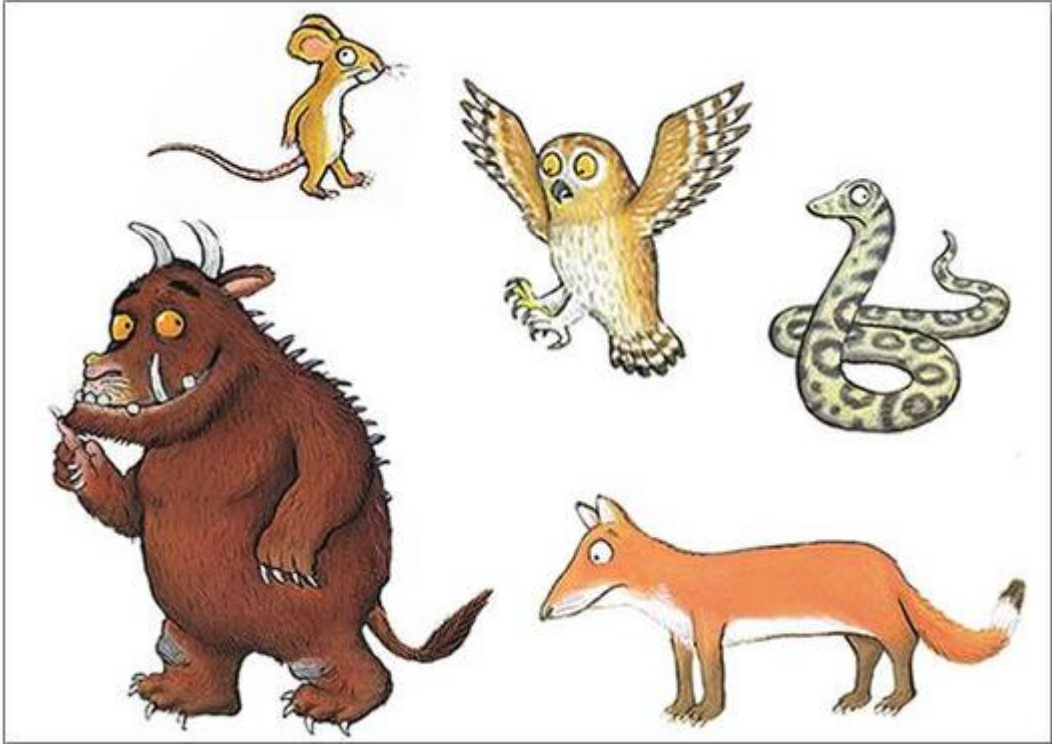
Procedure:

Time	Description	Organization
4 minutes	T presents the story, teaches new vocabulary using puppets <i>Look, there is a mouse. She can play the violin</i>	On the carpet, frontal
3 minutes	P assign musical instruments to puppets P put musical instruments and flashcards on the blackboard	On the carpet, whole class, individually
3 minutes	TP practise new vocabulary and questions <i>Who can play the violin?</i>	On the carpet, frontal
5 minutes	T presents the game P try to answer which musical instrument they listen to	On the carpet, whole class
5 minutes	T presents activity P perform playing the musical instrument, guess, play	On the carpet, groups of two and

	roles with puppets	three
13 minutes	T hands out texts of the song P listen, perform musical instrument, try to fill in worksheet, establish an orchestra, sing the song	On the carpet, whole class, individually
7 minutes	T hands out picture vocabulary P glue it in their notebooks, write down new words	On their places, individually
5 minutes	TP invent chant using new words TP short evaluation “thumb up/ down”, draw “smiles”	Behind the blackboard, whole class

Picture dictionary

Cut, glue, draw musical instruments and complete your picture vocabulary...



Worksheet

Read and write...

violin, guitar, drum, piano, trumpet

The mouse can play the _____.

The snake can play the _____.

The owl can play the _____.

The fox can play the _____.

Gruffalo can play the _____.

Worksheet

Complete:

Who can play the drum? _____



Who can play the guitar? _____



guitar

Who can play the trumpet? _____



Who can play the piano? _____



Who can play the violin? _____



violin

Music time – read and draw animals

This is a **mouse**.

Let's begin!

She can play the violin.

This is a **snake**.

He's a star.

He can play the electric guitar.

This is a **fox**.

Music's fun.

Listen! She can play the drum.

This is an **owl**.

She can play

The electric piano...

Take it away.

Music time – listen and complete

This is a

Let's begin!

She can play the violin.

This is a

He's a star.

He can play the electric guitar.

This is a

Music's fun.

Listen! She can play the drum.

This is an

She can play

The electric piano...

Take it away.

Teaching aids Music time



Puppets and flashcards with musical instruments prepared to practise dialogues and sentences:
The snake can play the violin. The snake can't play the guitar.

Appendix 7

Lesson plan 5

Class: 4th

Number of pupils: 7 boys

Length: 45 minutes

Topic: Gruffalo's house

Anticipated problems: I was aware of the fact that this subtopic is quite complicated. I was afraid of the problem that is associated with mocking and criticizing, and with discipline

Personal aims: I want to teach new vocabulary in a fun way using pupils' imagination

Teaching aims: By the end of the lesson the pupils will use imagination, pronounce the chant rhythmically, complete tasks individually or in a group, learn grammar through a game, learn new vocabulary

Teaching aids. A big paper house, a lot of pieces of furniture to manipulate them, posters to practise prepositions, a list with the chant, worksheets

Procedure:

Time	Description	Organization
8 minutes	T presents the story about G., presents the first part of vocabulary, introduces the teaching aid TP practise sentences <i>There is the kitchen upstairs/ downstairs</i>	On the carpet, frontal
5 minutes	TP place ghosts to each room P guess, practise sentences <i>There is a ghost in the kitchen. There are 2 ghosts in the bathroom.</i> TP practise preposition in using sentences Where is the big ghost? In the hall.	On the carpet, frontal
5 minutes	P cut out their own ghosts	On pupils' places, individually
7 minutes	T presents the chant	On the carpet,

	P repeated the chant rhythmically T focuses on rhyming words P suggest their own rhyming words	whole class
10 minutes	T distributes worksheet with missing words, write these words on the blackboard, distributes worksheet to count rooms in the house P fill in worksheets using visual support	On pupils' places, individually
10 minutes	T distributes a paper rooms and a lot of paper furniture, presents second part of vocabulary P play with aids, create their ideal room TP assign furniture with names TP short evaluation "thumb up/ down", draw "smiles"	On the carpet, whole class

Chant

Listen, read and chant



**Gruffalo and a mouse
has got a little house.
Bedrooms, bathrooms,
a living room,
a kitchen and a hall.
Ups tairs, downs tairs,
a dining room
come and close the door!**

Listen and complete:

Gruffalo and a mouse

has got a little _____.

Bedrooms, bathrooms,

a living room,

_____ and a hall.

Ups tairs, downs tairs,

a dining room

come and close the _____!

Read and complete:

In Gruffalo's house there is:

**a kitchen, a living room, a dining room,
a bathroom, and a hall .**

There is:

ups tairs .

There is:

downs tairs .

There are __ rooms .

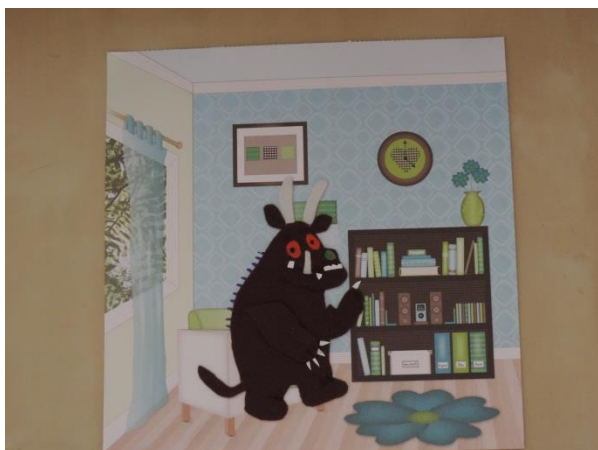
Teaching aids Gruffalo's house



A big paper house (A2 format of each room)



A lot of furniture designed to practise vocabulary, grammar, dialogues, and to put them in the paper house



One page from book (made by the teacher) designed to practise vocabulary, grammar, sentences *Is there...? Are there...?*

Appendix 8

Lesson plan 6

Class: 4th

Number of pupils: 7 boys

Length: 45 minutes

Topic: Be healthy, Gruffalo!

Anticipated problems: I considered this topic unattractive and boring for pupils. New vocabulary is quite demanding to remember, and pronunciation of some words is exacting.

Personal aims: I want to develop classroom relationships and make this topic attractive for pupils.

Teaching aims: By the end of the lesson the pupils will present their own ideas connected with healthy lifestyle, complete tasks individually or in a group, learn vocabulary through role plays, prepare their ideas for a poster.

Teaching aids: Posters with Gruffalo and his friends, speech bubbles with sentences, Gruffalo and a mouse – cuddly toys, two bottles with ‘medicine’, worksheet.

Procedure:

Time	Description	Organization
4 minutes	TP review feelings vocabulary P perform and guess their feelings T observes, focuses on the correct pronunciation	On the carpet, frontal
3 minutes	T distributes the worksheet P fill in the worksheet – assign words to pictures TP read words aloud	On pupils’ places, individually, frontal
13 minutes	T presents the story TP talk about illnesses T presents new vocabulary using speech bubbles P repeat new words TP make dialogues: <i>What’s the matter with you today?</i>	On the carpet, frontal, individually, in pairs

	<i>I've got a...</i> P practise dialogues in pairs T observes, correct pronunciation	
10 minutes	TP play with the cuddly toys, treat Gruffalo's child	On the carpet, whole class
7 minutes	TP share ideas to stay healthy	On the carpet, whole class
3 minutes	T distributes worksheet P choose healthy/ unhealthy things T observes	On pupils' places, group of three or four
5 minutes	T explain the idea to make poster TP short evaluation "thumb up/ down", draw "smiles"	On pupils' places, frontal

Worksheet

Choose healthy and unhealthy things...



Don't eat lots of fruit and vegetables! Go to bed! Go to sleep! Don't play outside! Drink lots of water! Don't smoke! Drink lots of cola! Play a sport! Don't ride a bike! Don't eat lots of chocolate and sweet!

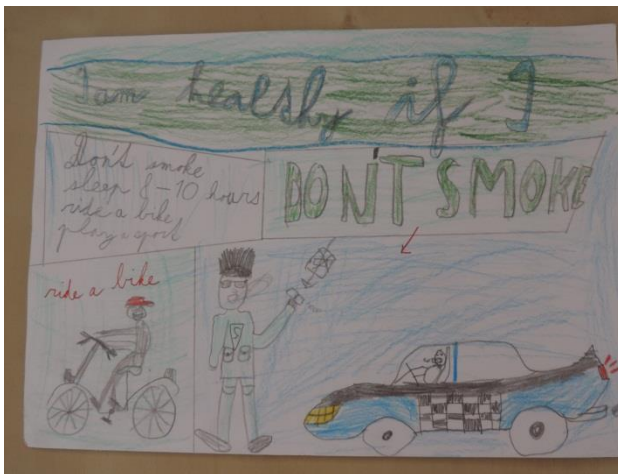
Be healthy, Gruffalo!



Gruffalo's child is ill



Speech bubbles to make dialogues



Poster – Be healthy forever

Appendix 9 Teaching aids



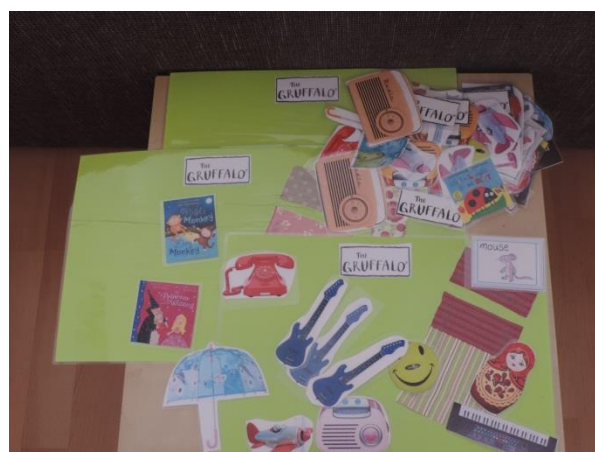
Hello, again...
Speech bubbles designed to make dialogues



Gruffalo's clothes, laminated posters,
wardrobe prepared to practise preposition *in*



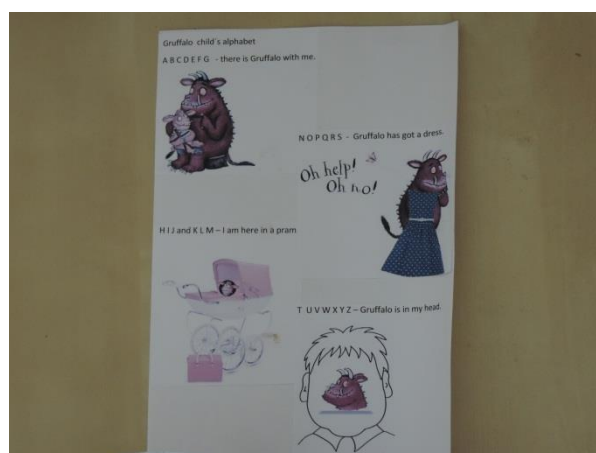
Sporty Gruffalo, laminated posters and cards
with vocabulary designed to assign words and
pictures



Gruffalo's favourite things, laminated posters,
and laminated Gruffalo's rooms designed to
practise sentences *There isin my room.*



Four pages from Gruffalo's book designed to
practise vocabulary, grammar, and sentences,
and dialogues.



Gruffalo's alphabet, chant designed to
practise English alphabet