

# Technická universita v Liberci

## PEDAGOGICKÁ FAKULTA

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Katedra: Anglického jazyka

Studijní obor: Anglický jazyk

### ACTIVITIES IN SPEAKING THAT MOTIVATE

(Motivující aktivity v mluvním projevu)

Závěrečná práce 95-PF-KAJ

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Počet

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## OUTLINE

**Thesis:** Teaching speaking in foreign language classes requires not only capable knowledge of the teacher, but also careful selection of activities and methods that motivate the students to speak naturally and efficiently.

### **I. Teaching speaking in foreign language classes**

#### **A. Aim of speaking lessons in foreign language classes**

1. My experience as a learner with speaking activities
2. Accuracy and fluency defined, focus on fluency

#### **B. The role of the teacher in motivating**

1. Motivation of students
2. Selecting of activities
3. Using special materials

#### **C. Activities used in my lessons**

1. Fluency focus in speaking activities
2. Questions, information gap, pictures used as stimulators
3. Other - use of video, change of the setting

#### **D. Thesis introduction**

#### **E. Paper parts**

### **II. Lesson plans 1-4: Reflective teaching**

#### **A. Class Profile**

#### **B. Pre-Lesson Summary**

#### **C. Lesson Summary**

#### **D. Reflection**

### **III. The results of Reflective Teaching Practice**

#### **A. The teacher's role in motivating students**

#### **B. Problems in applying the "special activities"**

#### **C. Things the students and I learnt**

### Anotace

U českých studentů anglického jazyka je dosud věnována malá pozornost rozvoji efektivní a přirozené mluvy, a proto by učitelé měli používat takové aktivity při mluvních cvičeních, které tyto studenty motivují a podporují.

Cílem této diplomové práce je jednak poukázat na některé aktivity, které svým atraktivním a pro-studentským pojetím mohou pomoci studentům k plynulé a přirozené mluvě. A také potvrdit, že učitel je hlavním činitelem zodpovědným za svůj přístup k určování způsobu výběru vhodných metod (např. v opravování) a aktivit k rozvíjení mluvního potenciálu studentů.

### Abstract

Czech students of the English language suffer from lack of development of effective and natural speaking ability. Therefore, the teachers should use, during the speaking tasks, activities that would motivate the students. The first aim of this Project is to show some activities that help the students to reach a fluent and efficient speaking level by their attractive and student-centred construction. The second aim confirms the role of the teacher who is recognised as the main source available for selection of suitable methods, e.g. in error correction, and activities in order to develop the speaking potential of the students.

### Der Auszug:

Bei den Tschechischen Studenten, die die Englische Sprache studieren, ist bis jetzt nur kleine Aufmerksamkeit der Entwicklung der effektiven und natürlichen Sprache gewidmet. Deswegen sollten die Lehrer solche Aktivitäten bei den unterstützen.

Das Ziel dieser Diplomarbeit möchte einerseits auf einige Aktivitäten mit attraktiver und studentenfreundlicher Konzeption hinweisen, die den Studenten bei der fließenden und natürlichen Sprache helfen können. Einerseits möchte es auch den Lehrer als Hauptfaktor bestätigen. Er ist verantwortlich für seinen Zugang zur Bestimmung, auf welche Art sind die geeignete Methoden (z. B. im Korrigieren) gewählt und wie aktiv sich der Sprachpotential der Studenten entwickelt.

## **I. Teaching speaking in foreign language classes**

### **A. Aims of speaking lessons**

The purpose of teaching speaking in second language lessons is to enable learners to communicate. One result of this focus is an increase in trying to produce useful methodology material that would deal with the subject, which is a part of a new impact in teaching English in this country.

My experience as a learner shows that it wasn't so in earlier years. There was a strong focus on grammar, vocabulary and exercises in uniform textbooks. I remember my teacher at the primary school, who would never step out of the curriculum and give students space to express themselves. She would also never try to break the uniformity by adding some other sources or materials. Nor were the books focused on speaking; there was only a very small space for it. Usually, when it came to speaking, it was done by the teacher who would ask a direct question and a student would answer it in few words, so in the end, the student would have spoken for one minute but the teacher for forty minutes. I must agree with Pearse (1983) who says: "Students all over the world come to the classroom to sit and listen. They come to be driven, prodded, and generally organised. . .they are ready to be passive." (Pearse, 1983: 220-223). It was exactly like that; I was a passive student. And I know that the situation is very similar at some schools today.

When I studied methodology, I was interested in teaching speaking and in the aims in the lessons, trying to find out what the modern teachers should do to motivate the students.

According to Parks (1982), “. . . a knowledge of grammar does not constitute a language ability.” The grammar teaches you the language but not the ability to speak in that language. “Using a language is a learned behaviour; communicating in it is a process. . . ” (Parks, 1982:217-219). All the teacher can do to teach it is to present it effectively to the students, use it with them and constantly encourage them to use it.

To build speaking ability, the teacher uses both accuracy and fluency activities. Both are equally needed for development of a language, but it is always the role of the teacher to distinguish between them, and so help the students who need to be sometimes fluent and at other times accurate.

Accuracy, according to Brumfit (1984), “. . . refers to a focus by the user, because of the pedagogical context created or allowed by the teacher, on formal factors or issues of appropriacy, which will be evaluated for their observed characteristics rather than ignored except insofar as they impede satisfactory completion of the discourse” (Brumfit, 1984:52). In other words, it seeks for the quality of production of the language. The student is expected to use the structures of the language accurately mainly at intermediate and advanced levels, where the students have already dealt with comprehensive grammar structures and extended vocabulary.

Fluency, according to Brumfit (1984), is to be regarded as “. . . natural language use, whether or not it results in native-speaker-like language comprehension or production” (Brumfit,1984:56). C.J. Fillmore (1979) distinguishes four different kinds of fluency: (1) "the ability to fill time with talk, to talk without significant pauses for a period of time, where the quantity is less important than the quantity.

(2) "the ability to talk in coherent, reasoned and 'semantically dense' sentences, showing a mastery of the semantic and syntactic resources of the language." (3) "the ability to have appropriate things to say in a wide range of contexts", which develops the ability to communicate with strangers and not to be lost for many words when an unexpected situation arises. (4) "to be creative and imaginative in . . . language use, including punning, joking, varying styles, creating metaphors, etc. " (C.J. Fillmore, 1979:93). Such a speaker has got a wide range of possible responses and in every situation he or she uses the one which sounds most sonorous and clever.

Both accuracy and fluency, then, are necessary and must be transferred to the learner. Accuracy enables and supports fluency, and fluency, when in a good progress, encourages the learner to develop accuracy.

Every learner needs a balance in these focuses to develop his or her language abilities naturally and efficiently. At different times the teacher has to play down one focus on the other, for example, the role of accuracy in favour of fluency to overcome timidity and natural reluctance to speak. This is the responsibility of a teacher, whose correct decision either for accuracy or for fluency helps to motivate.

#### B. The role of the teacher in motivating

While distinguishing between accuracy and fluency, the teacher also has to maintain motivation of his students. He plays an important role of a motivator as Richards (1986) writes, ". . .as a source of knowledge and direction; others see the teacher's role as catalyst, consultant, guide, and model for learning. . ." (Richards, 1986:23).

The teacher is the one who presents and explains new material, provides for its practice and helps the learners to transfer it to other contexts.

Let's focus on several things such a teacher can do to motivate students in speaking classes. Very important is the beginning, the warm-up or a preparation time. If the teacher wants a speaking class, he must be ready to lead it toward speaking from the very beginning. Questions can make a good start. But not every sort of question works. The questions must stimulate students lively response and be constructed in a way that a student can't just answer yes or no, which is Brown's (1983) point, who says that ". . .if he [a student] says yes or no, he gets so little practice in producing the spoken form" (Brown, 1983:25). The more students participate and the more often they answer, the better. I believe that every student should receive his personal warm up in the beginning of every lesson.

Another thing that is extremely helpful in motivating students is the selection of activities. The main focus during selecting an activity should be on the students. It means that it should be student-centred, should maximise student speaking time in the classroom. The best activities are, as Ward (1979) suggests, ". . .group decision making or problem solving activities. . .in a one-to-one relationship" (Ward, 1979:203-206). It seems that the exact opposite is very popular today. Maybe it is easier for the teacher or it is an old-established technique, but the final results can be as bad as I experienced at the primary school. Using unusual, attractive materials is very closely related to the last point too. Useful tools would be newspapers, magazines and video or audio tapes. The first two sources are quite effective when used for speaking in the classroom.

They offer an enormous number of materials which the teacher can use in the lesson; such material, carefully selected, is rarely boring and it gives enough place for any reaction of the students. Johnson (1981) suggests some points to consider when selecting such material for classroom use: "(1) it must be task oriented; (2) it must involve information unknown to the learner; (3) the student must be permitted some choice in what he says" (Johnson, 1981:192-205). Keeping to these rules, newspapers and magazines can be an extreme help.

Concerning video and audio tapes I have to say that they play a small role today. It can be mainly because it is either expensive or unavailable for most of the schools and teachers. Therefore, almost nobody is using them, although in teaching speaking, they are effective helpers in monitoring and recording the produced language during a lesson when the teacher can hardly notice every error. Such recorded materials can serve for further feedback and recalling the actual mistakes, giving space to the teacher to focus more on the actual speech and the fluency context, which encourages the students because they are more free to express themselves and they are confronted with their own errors later on.

### C. Activities used in my lessons

In my teaching practice I focused on the special activities that would attract students and bring them something new and unusual. Firstly, I focused on fluency in almost every speaking activity, simply to create a free, lively working atmosphere and in order to encourage interaction including the whole class. Brumfit (1984) says that in fluency ". . . improvising, paraphrasing, repair and reorganisation will frequently occur" (Brumfit, 1984:56). Thus, the weaker students have a real chance to catch up with the class and so enjoy the lesson or activity.



Secondly, I wanted to motivate students by using student-centred activities like information gap, which extends the student's speaking time to a maximum. And finally, I used pictures and posters out of extraordinary magazines like The National Geographic, which I believe can strongly motivate because of the unusual topics in it.

And I tried an experiment based on changing the classroom setting into an authentic one and filming the action and reaction of the students and its possible influence on their motivation to speak. Pearse (1983) states that "There is a barrier between the classroom and the outside world in all taught skills" (Pearse, 1983: 220-223). I want to test what happens when the students go into the world with the knowledge they learn in the classroom. I expect strong motivation because of the unique situation we will create

#### D. Thesis introduction

Considering all the discussed activities and knowing that there are number of others not mentioned, speaking can be one of the most adventurous skills practised in foreign language classes. It will always rely on both sides, the teacher and the learner, but the one who should work hard on constant development is the teacher. When he bears in mind that teaching speaking in foreign language classes requires not only capable knowledge of the teacher, but also a correct selection of activities and methods that motivate the students to speak naturally and efficiently, I believe he can build up a new generation of students who will not be passive any more.

## E. Paper parts

In the second part of the paper, using the lesson plans, I will narrate the use of some highly motivating activities described above and its influence on students and their working enthusiasm. And in the last part, there will be a conclusion stating the results coming out of the relationship between methodology , theory and practice.

The following material describes the teaching process, practice and outcome. First, the Chapter describes in which the lessons were taught. Then, a description of teaching and learning process is given. Second, the Pre-Lesson Summary of the lesson is given. Next, the lesson plan is given. Then, the stages of classroom presentation and the activities were usually provided by preparation for the whole lesson as they were carried out. Then, the reflection on the lesson, the experience of the lesson and the supervising teacher point of view.

## II. LESSON PLANS AND REFLECTION SECTION

The following material describes the four divisions of the teaching plan, practice and outcome. First, the Class Profiles portray the specific classes in which the lessons were taught. Beside others, it contains narration of teaching and learning problems and positive aspects of the class. Second, the Pre-Lesson Summary discusses the lesson planning stage of the teaching practice. Next, the Lesson Summary presents the stages of classroom presentation and practice. Since the speaking activities were usually preseded by preparation stages, it describes always the whole lessons as they were carried out from the beginning. Finally, in Reflection on the lesson, the experience of the learners is presented from my or my supervising teacher point of view.

## Class Profile I.

Class	4th
Age	9-10 years
Number- of pupils	18
Girls/Boys - Ratio	12 girls 6 boys
Level	beginners
Textbook	Project 1
Lessons - per week	4 x 45 mins
Teaching Problems	Small classroom, Keeping everybody working.
Learning Problems	Mixed abilities
What was Positive	Relationships with students and supervising teacher. Discipline.

## Comments:

### **1. Class**

This was a fourth year class. It was their second year of studying English. Their level of English surprised me and so did the vocabulary range. They had a great learning zeal that helped to create an active learning atmosphere. They also had an excellent discipline and were used to English commands which made the lesson much easier.

### **2. Age**

The children's age meant on the positive side they were very energetic and enthusiastic. There was hardly any activity that they wouldn't do with enthusiasm. On the other hand, they had a short concentration span, which meant it was necessary to change the activities often and not to spend too much time on any one of them.

### **3. Number of pupils**

18 was a good number for pair-work and group-work especially. In the case of individual participation of every student, it sometimes brought problems in class because not all students had chance to speak and participate. However, I tried to give enough space to everyone by quick tasks fired to nearly everybody.

### **4. Girls / boys Ratio**

Boys and girls were used to sitting separately. This sometimes caused problems when I wanted to do pair or group work because boys often did not work with girls, and the other way round. But these students had excellent discipline and even though they tried to argue from time to time, I got them to do what I wanted everytime.

## 5. Level

The children were beginners, in their second year of learning English, with mixed abilities. Because their teacher worked a lot on the extent of their vocabulary, they knew much more than the syllabus of the textbook required. This made teaching speaking easier.

## 6. Textbook

Students had been using this book (**Project 1**) since last year. I managed to get to the last unit and almost finished it. When I left, they got **Project 2**. In the book they had covered these items before I came: **Projects 1-6 + Unit 1-4 from Project 7.**

During the teaching practise we covered the following: **Project 7 items Accidents and Good Old Days? and in Project 8 Do you know?, The Space Race, Moonbase 21.**

The good thing about the book is that it is suitable for this age of children, referring to them in a number of pictures, photos and cartoons and interesting topics, which help the students a lot to get a positive attitude towards the learning the language.

What was negative about this book was that there was little variety of exercises; I mean, that there was just one sort, repeated in each Unit. I had, therefore, to find other sources to fill this gap.(other books, magazines, own production)

## 7. Lessons per week

This class had 4 lessons a week, 45 minutes each. It was a good number for students, because it was easier then to teach there because there was enough time for practising. Usually I taught a new structure on Monday and then I had 3 more lessons to practice it.

## **8. Teaching Problems**

Sometimes it was hard to keep the whole class busy because of the number of pupils. When it came to such a situation, some students disturbed the others or didn't pay attention. I had to have some extra activities with me each time. My instructions, commands and information were mostly in English. On the other hand, the better students, because of their enthusiasm, often were shouting at me in Czech the results, not giving any chance to the weak students to answer it.

A problem of the classroom was that it was too small for moving group activities (i.e., "Walk around and find a person, who...!") and the arrangement of tables didn't allow movement of some pupils at all.(they could hardly get to the blackboard sometimes.) When I wanted to do such an activity, I had to rearrange the desks or even to put them aside completely.

## **9. What was positive**

The best thing was, that I found the students co-operative and active. They were also taught to be obedient and behave well. This helped me a lot. The teacher was very helpful to me too. She discussed every lesson with me and pointed out the weaknesses and helped me to correct when necessary. Also she provided me with a good number of other materials and sources. The positive thing of the classroom and the school itself was that it was well equipped, which made the teaching easier and more interesting.

## LESSON SUMMARY I

### **A Pre-lesson commentary**

#### i) General lesson theme/topic/objective

The topic of this lesson was "Space" based on the Project 8 unit, Project English 1, page 86. This topic included articles about astronauts conquering the universe and their pictures ( Do You Know?, The Space Race). We had already a space lesson the last time, where the students learnt some new words and expressions and practised past tense questions. So this lesson was mainly focused on practising and using the vocabulary in context and speech, so that the students would be able to understand it and use it correctly. The first part was concentrated on new words and creating sentences and communicating. The second one was a revision of Ordinal Numbers in a competition form.

#### ii) Thesis Focus

I wanted the students not only to learn the new vocabulary, but also to practise it and use it in conversation. The learnt vocabulary helped me to lead the students to think about the subject and to express it in a discussion. I started with a warm up revision of the learnt words. Then, in stage 2, I gave the students cut pictures of the same words (launching base, shuttle, spaceship,...) and asked them to spread around and find those who had got the other parts of the picture. The pupils were asked to use only English, mainly questions ("What is on your part?" (A part of an astronaut.), " Where do you think he is?" (on the Moon)). When they found each other, they were asked to tell the others who they were (or what was on their picture) and what they were doing. I focused mainly on fluency; however, I demanded the accurate pronunciation of learnt structures and words.



iii) Anticipated teaching problems/possible solutions

In this class I wasn't much worried about inability to speak English in small group work because the students had been very active and obedient so far. Still I wanted them to use only English and omit speaking Czech, so I decided to insist on everybody speaking in the final group presentation, so that they might be obliged to use English while preparing it.

The next problem I could foresee was noise. This class was very lively and I had already had some problems in this area. As a solution I was going to tell the students that they mustn't be heard by the next group so as not to reveal a top secret they were working on.

iv) Lesson aims

1. Revise learnt vocabulary. Think about it and be able to use it in dialogues.
  2. Have the students to practise using questions, description and new words in natural speaking in the class and in the group presentation. Exercise fluent speaking in close group work and accuracy in group presentation.
  3. Revise Ordinal Numbers within practising spelling and listening.
- Continue in Lesson 1 in PE1, page 86 by Exercise 1

v) Materials

Project English 1, Project 8 "Space", pages 84-86, text "Do you know?" (see attached photocopies); my own cut photocopies taken from different books and magazines about the space, my own puzzle words test and vocabulary sheet (also added).

## **B Lesson Summary**

### 1. Warm up - puzzle

The teacher prepares the puzzle word test ( anagrams made from new vocabulary) at home from the words taught the last lesson. He gives it to every student and asks them to work it out as soon as possible. During their work teacher monitors. In order to check the correct answers and get the students to think about them the teacher asks some students to read one word at a time and answer his questions. "OK., a spaceship; can you tell me, who travels at spaceships?" or " Yes, an astronaut. Do you know any famous astronauts?"

aim: to test their memory and teach them more by letting them to think about it and answer the questions.

### 2. Information gap, group work

Teacher gives to each pupil a piece of a picture and introduces the instructions. While they are working teacher monitors, listens and spends some time with each group.

aim: to give a practice in fluency, describing pictures, creating questions; to test understanding and usage of the new vocabulary.

When all have finished the teacher asks all groups to come forward, one by one, and tell the class what was on their pictures. There the teacher corrects only all the pronunciation mistakes of the new learnt words. The rest is left to students and the teacher let them express what they want.

There are four pictures in total: Astronaut on the Moon, A rocket taking off, The Earth and A space shuttle. All groups have time enough to present their part, but only within four or five sentences.

aim: to practice presentation at loud in front of the class in a clear way; teacher also focused on accuracy in case of pronunciation of the new words.

### 3. Teaching new vocabulary

Teacher asks the students to take out the vocabulary sheets they have received the last lesson and make a circle around the words they could see on the blackboard and colour and learn it at home (they were: orbit, launching base, space station, satellite). Then the students must copy it (with pronunciation and Czech meaning) and then drill it in chorus and individually. At the end of this, some students are asked to read it and tell the meaning in Czech.

aim: to learn the meaning of the new words, its spelling and pronunciation

### 4. Ordinal Numbers

The alphabet was prepared on the blackboard with blanks after each letter: A \_\_\_\_\_, B \_\_\_\_\_, C \_\_\_\_\_, . . . . Teacher elicits all of the ordinal numbers from students and drills it in chorus. He writes only some of them on blackboard. ( Completing the rest of it was set for homework)

aim: to revise ordinal numbers (only students involved)

Then the teacher sends two messages (satellite of the Earth, extraterrestrial) by saying only the ordinal number not the letter ((S)=18th letter, (A)=1st letter,... ). Students who get it are rewarded.

aim: to practise it in a different and entertaining way

### 5. Exercise 3, PE1, page 87

Teacher explains what to do and students work on it trying to find the hidden word.

aim: another way of practising ordinal numbers.

### C. Reflection

(general)

#### 1. (puzzle)

The students had already dealt with this kind of puzzle, so it went really easy and all of them got enthusiastic about it. The only difficulty was with the word "RORPAIT (Airport)" and I had to give them the first letter. After that all students got it.

In the checking part I used questions that made the students think more about the subject. (see above) But I think I could have practised it even more by giving another activity. For example, ask the students to spell the words to while I was writing it on the blackboard. This would practise the alphabet and spelling.

## 2. (Information gap group work (presentation))

The activity as a whole was successful because the students did speak, and they tried to use English in the groups, at least when I got close to them to hear it. When I was monitoring I became a passive observer. I asked some questions in order to help those who were hesitating about how to present it. (What is on the picture? Where is the astronaut?, What is he doing?") I also let them tell anything and almost didn't correct them so as not to discourage them, with the exception of the incorrect pronunciation of the new learnt words (but even this correction was limited). Their conversation was something like this: (These are some sentences I noted down):

A group with a picture of an astronaut on the Moon:

"I have legs, one arm and part of body here; what do you have? I have second leg. I hasn't head. And you? Yes, I have arm and head; do you want? And he's space suit,... ."

I noted it like this because I wanted to see what mistakes they made for further development of my lessons where I was planning to come back to them in different form. (short grammar test, repeated explanation of some grammar rules and its practising,...)

some of the mistakes were: i) in the Moon (wrong preposition)

ii) I hasn't head ( wrong verb form, no article)

iii) You want ? (no auxiliary)

Unfortunately, I have to admit that I didn't give 100% clear instructions. I forgot to tell the students not to show the pictures to the others before asking. And I realised it when I saw some of them creating the groups too fast. I commanded them not to do it immediately.

(presentation)

Because of the short time available each group was asked to say very briefly what they had in the picture. Again I focused on fluency rather than accuracy, but still I had to correct the wrong pronunciation, although each time after their presentation.

Some of the mistakes were:

i) He must has space suit. (verb , no article)

ii) The rocket is starting off (taking off)

iii) What it doing? (missing auxiliary verb)

These mistakes were not important for understanding. When I asked the students whether they understood, each time they did. This encouraged and motivated the students. They saw my positive reaction (I praised them a lot) and their classmates, understanding them, and it helped them not to be worried of speaking.

### 3. (New vocabulary)

I think I could have gone to some deeper questions, so that the students would think about it and try to use it in sentences. (extraterrestrial- "Have you seen the movie E.T.?, What did you like the best in it ?, What did the E.T. look like?)

### 4. (Ordinal Numbers)

The students worked with great enthusiasm in this activity. They tried very hard to catch the message for the first time; therefore, a competitive atmosphere appeared and all went on as it should, fast, with fun, easy, students learnt without knowing they were learning.

#### 5. (Exercise)

Students had problem with understanding what to do. The teacher had to help them by giving the first letter himself because most of the students were confused and didn't understand what to do. Finally they all got it right. A proper pre-activity could have helped. One thing I could have done was to write a sentence on the blackboard and say "Show me 3rd letter in 4th word!" and ask a student to do it. Then repeat it couple of time. However, after additional explanation they manage to solve the exercise.

#### ***D. Conclusion/ Action***

I think, that the next time I will have to focus on deeper analysis of each activity. It is better to go in a slower pace and in depth than to solve many tasks only on the surface. It belongs mainly to the speaking activities, where it is good to spend longer time on it, in order to give chance to everybody to speak. It would be also good to think of other ways of getting the students to speak English in group and pair work. (Giving special fines for speaking Czech, like distance of games for two lessons, special homework,...) And always encourage the students by praising them during the presentation publicly.

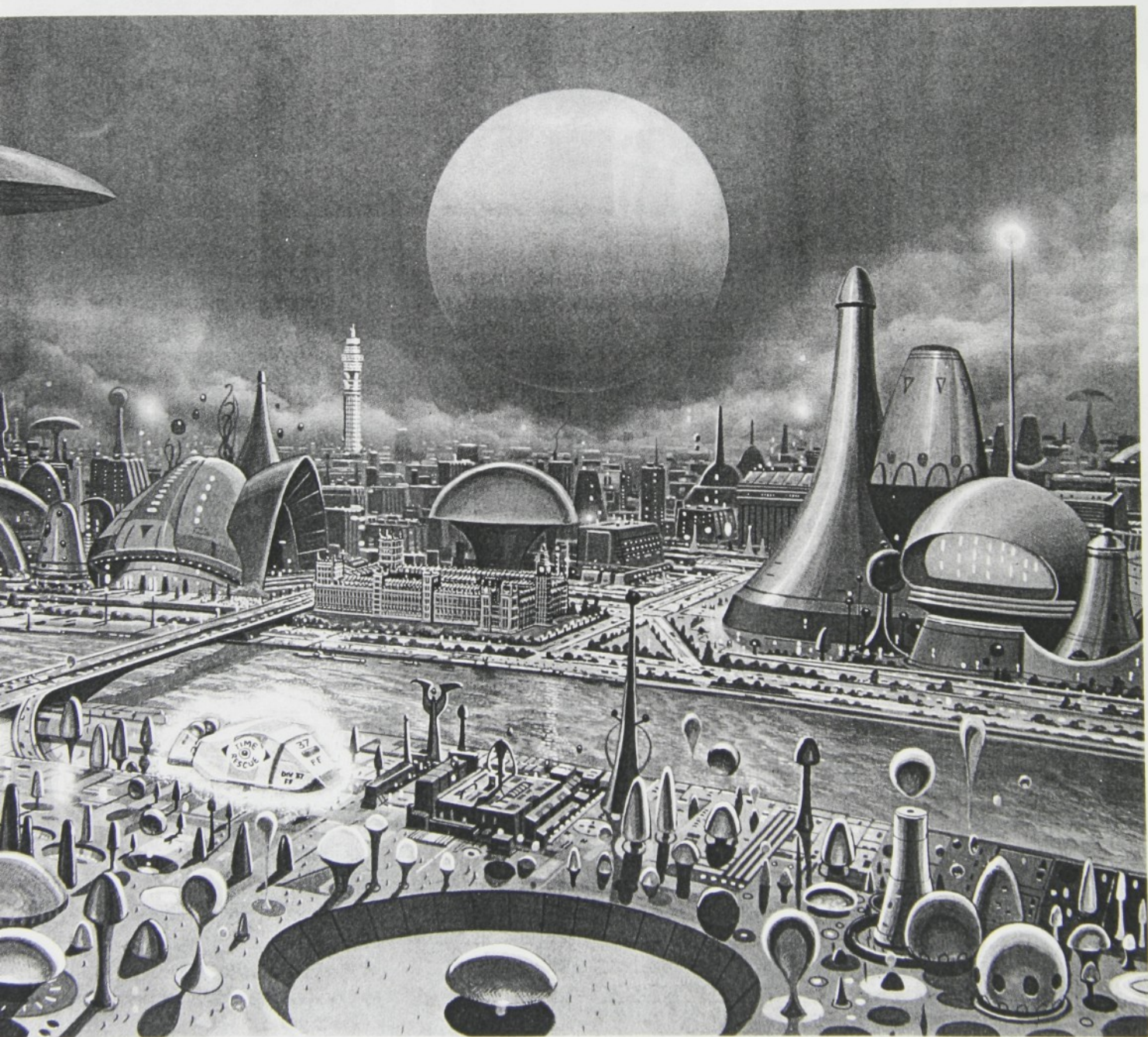
# SPACE

by Stuart Ross



On the planet of Om.

FUTURE



HUTCHINSON, T. PROJECT ENGLISH 1: Student's book

OXFORD: Oxford University Press, 1985





Hello.  
I'm Stuart Ross.  
I'm from Australia.  
My project is  
about space.

# 1 DO YOU KNOW?

2 Who was the first man on the Moon?



You probably know. But do you know the names of the second astronaut or the third, the fourth, the fifth, the sixth, the seventh, the eighth, the ninth, the tenth, the eleventh or the twelfth?

Did you know that between 1969 and 1972 twelve astronauts landed on the Moon? But people only remember the first.

## Exercises

### 1 Ordinal numbers

Can you complete this list of ordinal numbers?

- 1 first
- 2 second
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_
- 9 \_\_\_\_\_
- 10 \_\_\_\_\_
- 11 \_\_\_\_\_
- 12 \_\_\_\_\_
- 13 \_\_\_\_\_
- 14 \_\_\_\_\_
- 15 \_\_\_\_\_
- 16 \_\_\_\_\_
- 17 \_\_\_\_\_
- 18 \_\_\_\_\_
- 19 \_\_\_\_\_
- 20 twentieth
- 21 twenty-first
- 22 \_\_\_\_\_
- 23 \_\_\_\_\_
- 24 \_\_\_\_\_
- 25 \_\_\_\_\_

**Teacher** John. Give me a sentence beginning with 'I'.  
**John** I is the . . . .  
**Teacher** No, John. You must say 'I am' not 'I is'.  
**John** All right. I am the ninth letter of the alphabet.

### 2 A game

A What is the third letter of the alphabet?  
 B 'C'. What is the twenty-second letter of the alphabet?  
 A \_\_\_\_\_  
 Now you do it.  
 Look at the alphabet on page 17 help you.

## b Find the names

The names of the seventh and eighth astronauts on the Moon are in these clues:



My first letter is in 'she' but not in 'he'.

My second letter is in 'chair' but not in 'hair'.

My third letter is the fifth letter in 'astronaut'.

My fourth letter is the twentieth letter of the alphabet.

My fifth letter is also my fourth letter.



My first letter is the fifth letter in 'America'.

My second letter is in 'rat' and in 'door'.

My third letter is the fourth letter from the end of the alphabet.

My fourth letter is my first letter, too.

My fifth letter is the fourteenth letter of the alphabet.

b Make clues like this for your name.

## Your project

### Space

Make a project on Space.

1 First collect pictures from newspapers, magazines and comics.

2 Make a collage for the cover of the project.

## 2

# THE SPACE RACE

3

The space race began on 4th October 1957, when Russia launched the first satellite, *Sputnik 1*. There was a small radio in the satellite. It went *bleep bleep*.

## RUSSIANS LAUNCH FIRST SATELLITE

Russia's second satellite, *Sputnik 2*, went into orbit on 3rd November 1957. It carried a dog, Laika. Laika couldn't come back to Earth. She died in orbit.

## SPACE DOG DIES IN ORBIT

The first astronaut was Russian too. His name was Yuri Gagarin. He made one orbit of the Earth on 12th April 1961. Gagarin died in a plane crash on 27th March 1968.

## GAGARIN IS FIRST MAN IN SPACE

## Exercises

### 1 True or False?

Read the following statements.

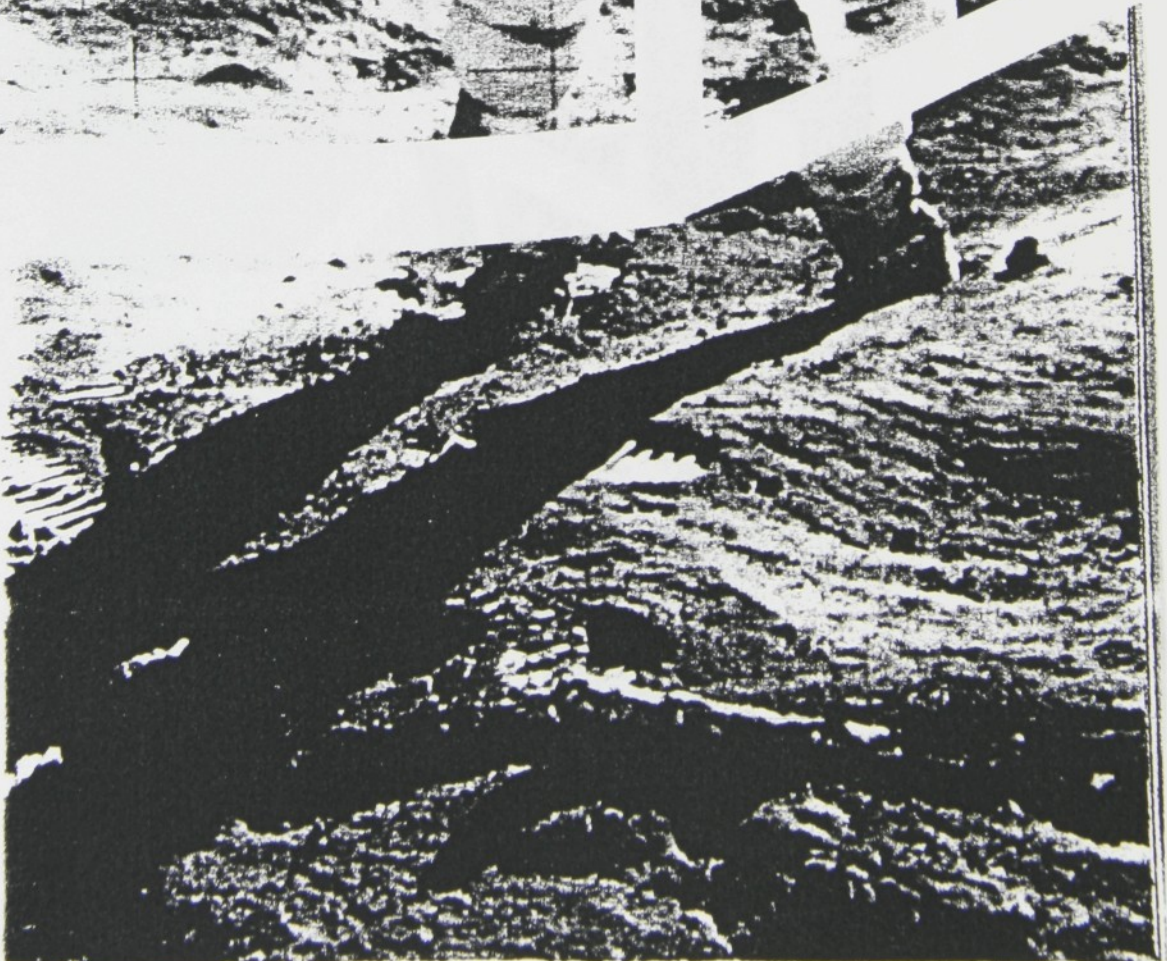
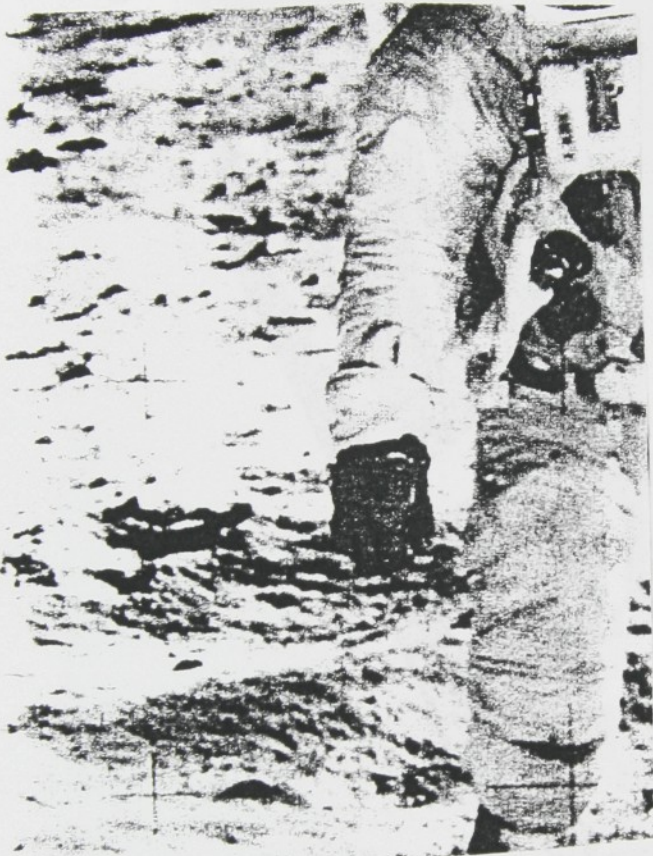
Tick *True*, *False* or *We don't know*.

	True	False	We don't know
a <i>Sputnik 1</i> was a Russian satellite.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b <i>Sputnik 1</i> carried an animal into orbit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c Laika was the first Russian astronaut.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d A dog went into orbit on 3rd November 1957.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e Russia launched two satellites in 1957.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f The second astronaut was a Russian woman.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g Yuri Gagarin was in space from 1961 to 1968.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h The first astronaut made two orbits of the Earth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

HUTCHINSON, T.

PROJECT ENGLISH 1: Student's book

OXFORD: Oxford University Press, 1995

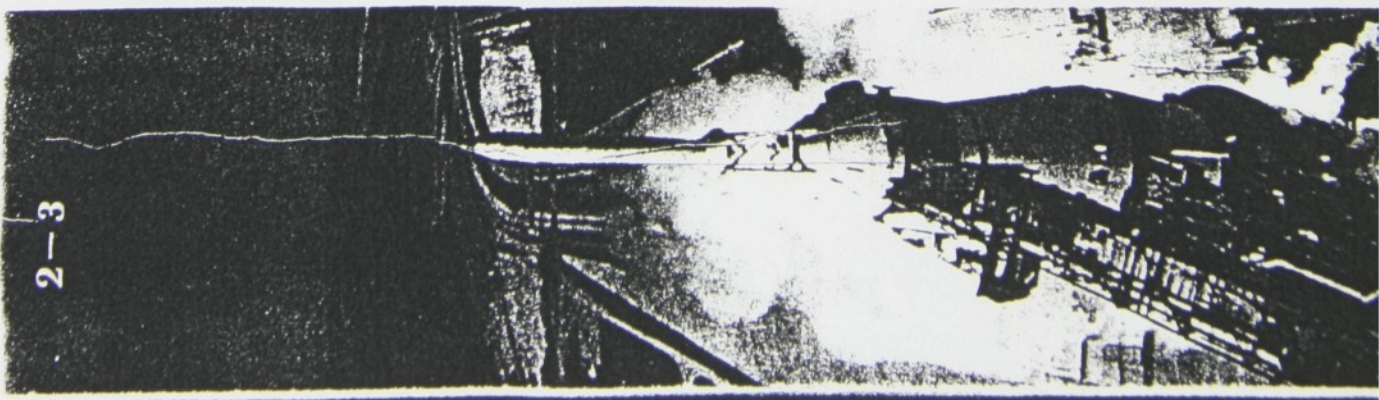
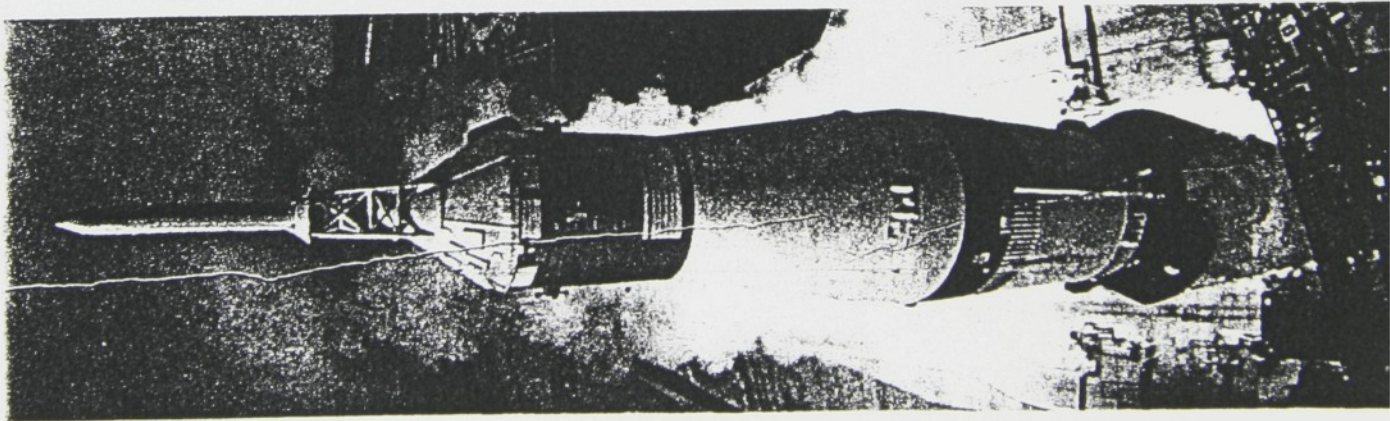
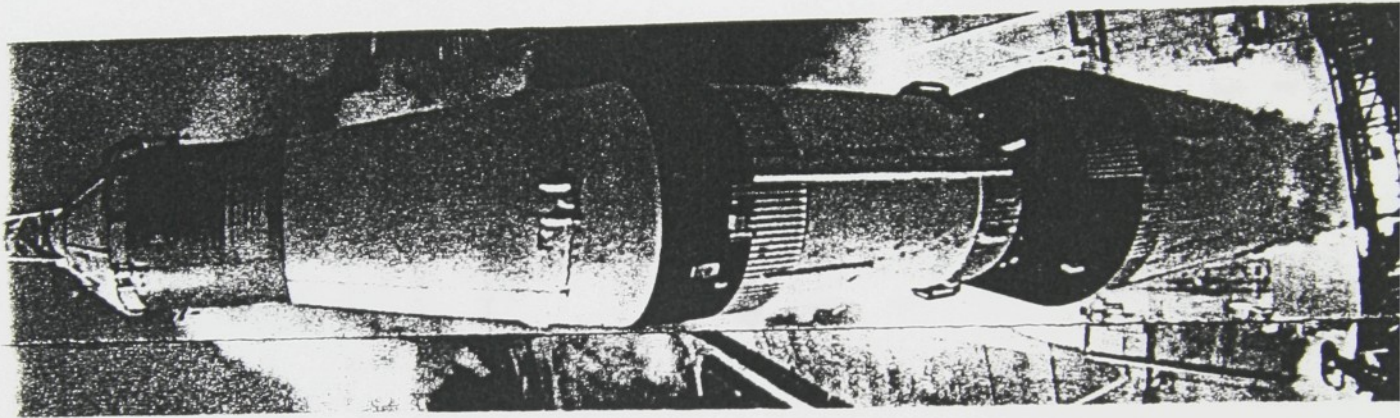
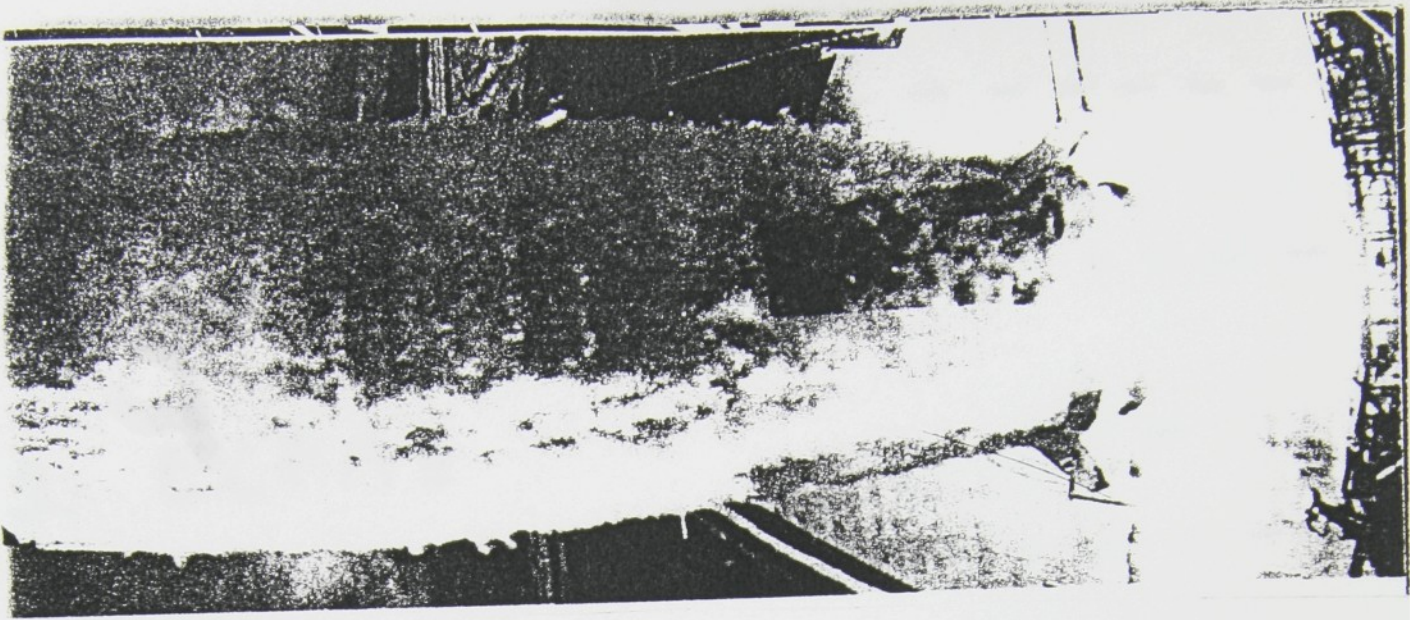




Picture from magazine Vesnik, 21



Picture from magazine Vesmir. 13



2-3

Picture from magazine Vesmir, 12

1. SACSPHIPE

-----

2. RORPAIT

-----

3. ECPAS

-----

STTLEHU

-----

4. TUNAAPOST

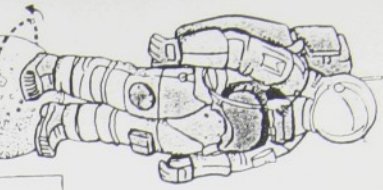
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5. ETANLP

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# A SPACETREK

an extraterrestrial creature



moon orbit

a lunar module

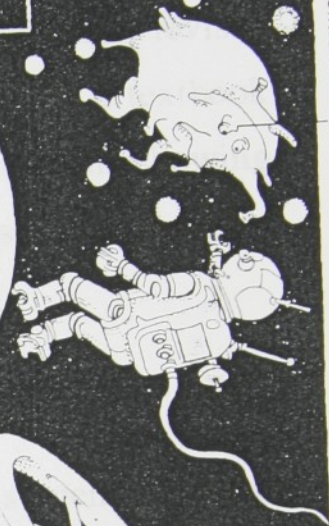
a moon explorer

a space probe

a flying saucer

planets

the sun



a space station on Mars



a space ship



an astronaut



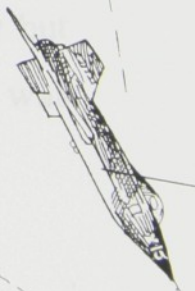
a space helmet

a space suit



a jet plane

an airliner



a space shuttle

a rocket

a supersonic aircraft

constellations

galaxies

a comet

a telescope

a radiotelescope



## LESSON SUMMARY II

### **A. Pre-lesson plan commentary**

#### i) General lesson theme/topic/objective

This lesson was focused on past tense questions and an article "Accidents" served for a whole lesson topic. The lesson began by revised explanation of the past questions, which was supported by a textbook exercise, Project English 1 page 79, about different occasions showing accidents (with past tense dialogues). Then other exercises were done on page 80; and finally, role play activity took place.

#### ii) Thesis Focus

In this lesson I wanted to practise orally the topic the students had just learnt about and see whether they were able to use it in a conversation. Therefore, I planned a lot of time for preparation and for listening and past tense questions practise exercises. All of the exercises were taken from the book because I found them suitable for my purpose. They all were in "Accidents" and the last one ought have a dialogue (PE 1, page 80, Exercise3). For a homework I asked students to look at it and bring some costumes, masks or instruments to use them for a role play. In the lesson then, after proper preparation, they would be asked to present their dialogues. And the focus this time was planned not only on fluency but also on accuracy. The only motivation the students would have was acting or role playing at the end.

#### iii) Anticipated teaching problems/possible solutions

I was concerned about of two things. First, that the students would find such a long presentation boring. They wouldn't pay attention and would make lots of mistakes during the presentation,

and second they would be reluctant to speak in the dialogue. To solve the first problem I decided to keep a very fast pace and give everybody a chance to participate. In other words, I wouldn't let anybody remain silent in this lesson. I planned exactly which exercise we would do and in what part of the lesson.

To solve the other part, I had presented the dialogues as the priority aim, and added that everybody would be examined for his part. On the other hand, I intended to give space for students' own creativity and ideas. They could play anything concerning our topic(Accidents), and they were allowed to use different costumes, instruments and tools. That, I anticipated, would attract them to participate on the issue fully.

iv) Lesson aims:

1. to teach students past tense questions.
2. to practise it and listen to its intonation in a number of exercises from the book.
3. to maximise their oral accuracy practise in an attractive form of dialogues.

v) Materials:

Project English 1, Project 7 - "Doctor, Doctor", page 79-80 (see attached photocopies)

## **B. Lesson Summary**

### 1. explanation of past questions again

The teacher writes on the blackboard " Did you visit your friend last week?" and " When did you get up?" and repeats how to create such questions. Then the teacher asks these and some more questions which students answer, and corrects where necessary. Then he continues in giving the students different past questions and they have to answer correctly.

aim: to explain again the structure, practise questions in past (through listening to the teachers model) and reaction to them ( responsibility of students)

### 2. reading and listening, page 79

Teacher selects only the last part of it because it have been already done in the last lesson. This part is a dialogue using past questions and answers. The students first listen to it and follow it in their books. Then the teacher asks them to role play it (=read it) in pairs with correct pronunciation. After that the teacher asks another couple to read it in Czech, so that everybody can understand.

aim: to use an example of a dialogue and present on it the new structure, to check students' understanding.

### 3. Grammar section p. 80

Teacher asks students to read the 1st table in pairs and asks for translation. Then he tells them to take their folios and complete in both ways the next table in pairs too.

This is taken as a competition and the best three pairs are to be rewarded. One of the pairs reads it for pure understanding.

aim: to check understanding of the grammar

#### 4. Exercise 1, p. 80 -Listen and ask !

Teacher introduces the new activity and explains what they have to do. Then the teacher starts the tape and stops it after each sentence to give students enough time for preparation and finally asks a student to state the right question. Immediately after this the teacher always states whether it was wrong, right or it have to be corrected and then it continues.

aim: to listen to a sentence and be able to form a question with correct intonation and pronunciation.

#### 5. Exercise 3, page 80 - dialogues

The teacher says: "Look at the picture and the dialogue, who is there?" and " What did happen to Millie?" The students answer according to their knowledge. The teacher asks two pupils to read the dialogue below and another two in Czech. Then he wants the students to describe the pictures they can see at the bottom of the page. Some words and phrases like "swallow a coin" are new so the teacher tells their meaning in Czech and puts them on the blackboard.

Finally the pupils are asked to create similar dialogues in pairs using the examples out of the pictures or their own imagination. ( preparation time limit is 6 minutes)

aim: to test the ability to create a dialogue from an almost new structures just practised

#### 6. presentation of the dialogues

The students are called to perform their dialogues, while the teachers monitors, observes and takes notes.

### **C. Reflection**

#### 1. explanation

This went smoothly because we dealt with it in the last lesson too. I briefly stated how to create it and the students gave me examples. During the explanation students helped by answering yes or no to the teacher when he asked "Is this right?" The quick asking answering part was a kind of warm up. The students had chance to catch up with everybody.(few mistakes like: "I get(got) up at 7 a.m." or "I got up in(at) 7.15 ") The teacher corrected it where necessary.

#### 2. reading, listening exercises

This served mainly for preparation for the dialogue itself. The students could see how the questions and answers linked together and its use in speech. We spent there only a short time on it because it was clear and the participating students didn't have any difficulties.

#### 3. grammar tables

Concerning the tables my supervising teacher told me I did it well, but that I have to be careful in doing such exercises properly and in detail to avoid confusion.

In this case it was practising the past questions and the table showed two examples- beginning with When (When did he write the letter?) and the other one with Why (Why did she work in a factory?). Since I used only the first example, the students might have got confused.

The moment of confusion came in this lesson; I solved it by showing to each pair the second version too.

#### 4. Exercise 1

This was a good support of the textbook. The exercise practised listening abilities and also recognition of new learnt past tense; and on the other hand, it gave enough space for students to create their own expressions (answers). It was smooth and quick.

#### 5. Exercise 3

The students were used to having things elicited from pictures and texts from them, and I really didn't have problems with their resistance. Their answers were spontaneous and therefore not accurate sometimes. But it served its purpose. They could imagine such situations as being sick, breaking nose, cutting finger,. . . . Some words and phrases like "swallow a coin" were new so the teacher told their meaning in Czech and put them on the blackboard. This prepared them for the presentation.

During the preparation time I didn't have time to walk around and listen to them much. I was creating a little space in the front and organising my notes. However, I visited some couples and asked how they felt it went.

#### 6. Dialogues

Unfortunately there was time only for four pairs to present it. (the rest will be done next time) They presented it in a wonderful way, I noticed just few minor mistakes.

The students surprised me by the enthusiasm they put into this activity and the creativity they used. Some of them had costumes of doctors (probably borrowed from their parents), real bandages on their hands, heads, fingers and legs.

Some others had torn trousers or pretended to be seriously sick. Their imagination and desire to play won over the fear of presenting something to the whole class.

Concerning their speeches, I have to say, they worked hard too. Two couples were excellent and the other two had minor mistakes. Some of the mistakes I noted down:

- i) Doctor: "How do you cut it? ((did)-wrong auxiliary)
- ii) D.: "When did you fell off .... ?" ((fall off)- double past )
- iii) pronunciation mistakes - cut it, fall off, fell off,.... .

As you can see, there was only one example of a wrong use in case of my focus- the new learnt structure. I took that as a very positive result.

#### **D. Conclusion.**

I think that because of a long and intensive preparation before and during the lesson, this was a very successful lesson. The students could experience explanation, practice and use in their own style and creativity, the topic dealt within the lesson. Both sides, I and the students, enjoyed the lesson, its pace and the work done. Finally, at the presentation time the pupils felt free to speak and made very few errors.

Of course, there were things that needed improvement, such as the tables or the dialogues themselves, where I could have written an example dialogue to give the weak students a clue. This responsibility lies on the teacher and I will be aware of it for sure the next time.

Can you hear the difference?



**Present** work  
start

**Past** worked  
started

is the *Regular Past*.  
a lot of verbs have an *Irregular*  
t.  
d the past tenses of these verbs in  
y's diary:

buy	write
read	break
get	get up
feel	go
sit	have
can	bring

Write Mrs Hill's diary for last week.

**Mandy's morning**

Listen. What happened to Mandy last Monday morning?



Write about Mandy's morning.  
Start like this:

It was eight o'clock on Monday morning. Mandy's mother called her.

**Your project**

**My Diary**

Imagine you were ill last week with flu.

Write your diary for the week.

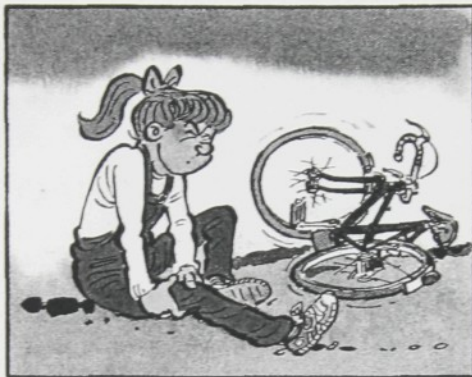
**5 ACCIDENTS**

Q 10

Where do most accidents happen?  
Do you know?

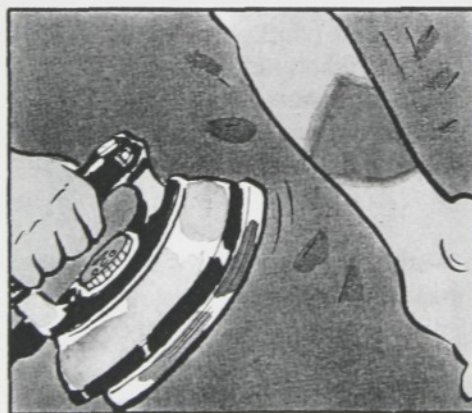
**On the road?**

When did Millie break her leg?  
She broke it last week. She fell off her bike.



**At home?**

Did you burn your arm on the fire?  
No, I burned it on the iron.



**At work?**

How did you cut your hand?  
I cut it on a knife.



**Patient** Doctor, I think people ignore me.  
**Doctor** Next, please.



**In sport?**



Most accidents happen at home.  
**Key:**

What accidents do you think people have at home?



# Exercises

## 1 How did it happen?

11 Listen and ask how.

### Example

Millie broke her leg.  
How did she break it?



**Patient** Doctor, when I move my arm, it hurts.  
**Doctor** Well, don't move it, then.

## 2

**Did** they **have** a good time?

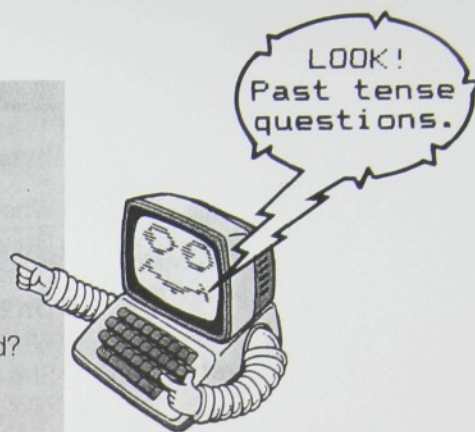
They **had** a great time.

When **did** she **break** her leg?

She **broke** it last week.

Where **did** you **burn** your hand?

I **burned** it at work.



**Copy this.**

**Can you choose the correct verbs from the list?**

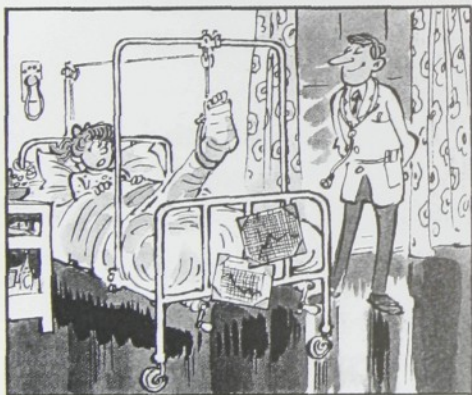
**write   made   go   did   make   went**

**worked   wrote   work**

When	-----	he	-----	to London?
Why	-----	she	-----	the letter?
		we	-----	a model aeroplane?
		you	-----	in a factory?
		they		

## 3 Millie at the hospital

Millie is at the hospital. She's talking to the doctor.



**Doctor** How did you break your leg?

**Millie** I fell off my bike.

**Doctor** When did you fall off it?

**Millie** Last week.

**Doctor** Where did it happen?

**Millie** It happened in Green Street.

These people are all at the hospital, too. Make their conversations with the doctor.



cut / finger  
knife  
this morning  
kitchen

burn / hand  
yesterday  
fire  
garden

break / nose

swallow / coin

## Class Profile II

Class	8th
Age	14
Number- of pupils	9
Girls/Boys - Ratio	2 boys 7 girls
Level	intermediate
Textbook	Project 3
Lessons - per week	3 x 45 mins
Teaching Problems	some discipline problems, small room, not enough working room,
Learning Problems	Poor motivation Mixed ability
What was -Positive	Supervising teacher, level of English in the class

### Comment

#### 1. Class

This was an eighth year class. It was their fifth year of studying English, but first year with this teacher and Project. This reflected at their behaviour in the classroom. They thought they knew enough and had poor motivation. However, we had some really interesting lessons and their strength was in speaking and writing

## **2. Age**

The children's age meant they were very skilled in English, and I could communicate with them in an almost adult way, not as a teacher only, but also as a youth speaking to teenagers. This, of course, brought problems in discipline and working enthusiasm sometimes, caused mainly by their teen-age.

## **3. Number of pupils**

I have never had such a small class. Nine pupils was good for individual and whole class work, but was not good for pair or group work.

## **4. Girls / boys Ratio**

I had seven girls and two boys, which was reflected in the class mainly in behaviour. The boys were less active, but clever, hard-working, not disturbing and paying attention. The girls caused most of the noise, laughter and also they led the pair or group works. They were active but not effective in many cases.

## **5. Level**

Their level of English was almost advanced. I usually didn't use Czech in the lessons at all, except for solving their discipline problems. Their presentation of the language was clear, understandable and fluent. Of course they made mistakes, but were made aware of it and tried to improve. The new structures I thought were accepted and I found the practising going easy and smoothly. Thanks to the small number in class, even the weak students had a chance and space to improve and participate together with the others.

## 6. Textbook

They were using their very last book **Project 3**. Before, the students had had Trio 1-3 which was completely different. By teaching there I found out, that for this level and age group PE3 isn't the best book.

Although the book follows the Books 1 and 2 it doesn't bring any improvement in case of the structure of articles, grammar and exercises. Also I found some of the topics inappropriate and a little bit dull for fourteen-year-old students. In this class a more skilled and comprehensive book would serve the aim.

However, teacher was using other materials and tried to make it as lively and interesting as possible. The book gives the important skeleton of the whole year and the teacher said it was good to stick to the topics but extend them as much as possible. When I came they had already been through these items in P3: **Units 1, 2 + Unit 3 topics 1-3**. I continued in this unit and went on to the next one too. **Unit 3 - Languages, Unit 4 - Jobs, Nina's problem.**

## 7. Lessons per week

This class had 3 lessons a week, 45 minutes each. This I found was just enough to cover the material in the book and extend practising and testing the students in one week. The pace was slow, but rich.

## 8. Teaching Problems

Although the students knew a lot, I realised that they needed to practice grammar structures a lot. (tenses, conditionals,...) This caused problems because they sometimes opposed me, trying to say they didn't need that.

Another problem was the behaviour of the girls. It was hard to keep their attention on the subject.

## 9. What was positive

Despite the negative things, the closer age brought understanding on both sides and helped to some topics interesting and funny. I could be more natural with them. Some problems were solved by an agreement rather than by a strict command or an order. My teacher helped me a lot in this class too, by always standing on my side and supporting my authority.

### LESSON SUMMARY III.

#### *A. Pre-lesson plan commentary*

##### i) General lesson theme/topic/objective

This lesson was the last one, so I prepared only speaking activities, which were focused on revising of the last subject "Occupations"(This included an article about losing and finding of different jobs), in the first part, and then on free expression through speech in the second one. In the last part of the lesson there was a time for correcting and noticing of the most common mistakes.

##### ii) Thesis Focus

In this lesson I wanted the students to show their best in speaking on a given topic, which was given by a picture selected by the student himself. As a warm up I chose an activity that required quick reaction and exact expression or description.

The students were divided into pairs and each time one could see the teacher and the other one couldn't. The teacher then showed a card with an occupation on it and the first student had to describe it in such a way

that the other one would guess what was it. There was a ten-second limit and students were rewarded for each guessed word. Then they changed. All students in the class were involved in it.

This was planned to warm them up for speaking in the second part.

The main activity was based on pictures the teacher brought. They were taken out of a magazine and were of different topics. Each picture was selected in a way that it would always show more than one thing or action, so that a simple description of it would take one minute of fluent speaking. Also they were unusually interesting. (exotic sceneries you could hardly see in Europe (Amazon river), people in unusual situations(mountain climbers),. . . .) The students were ask to select one picture and prepare a one-minute (constant, uninterrupted) speech based on the picture. It could be anything, even nonsense, if it came out of the picture.

The teacher was ready to note the mistakes and reveal them at the end, so that the students would be not disturbed during their speech, but still were aware of the most common mistakes and were able to recognise them.

### iii) Anticipated teaching problems/possible solutions

The problem I could foresee was reluctance to talk based on the thinking of the students who considered themselves to be almost adult. That could bring a desire not to talk about anything. Bearing this in mind I tried to select pictures which would be so interesting that the students would like to speak about them. The other thing was that I wanted to cover it in competition form, so that the students wouldn't feel examined on one side and motivated on the other one. The competition was based on the fact that there would be three groups of three, where everyone would have a different picture, and then each presentation would be marked 1-10 points.

The group with the highest score would receive a reward. In this way everybody in the group would have to present his or her maximum in order to get a high score.

In order to extend their speaking abilities I set up the warm up activity to be a speaking one as well. This was planned to literally warm up their brains.

In order to avoid Czech during the preparation I planned to set up a short preparation time, so that the students would feel forced to do it in English from the very beginning.(about three minutes)

iv) Lesson aims:

1. to revise occupations and practise the ability to express an idea as fast as possible; to practise fluency and accurate reaction concerning description
2. to practise open presentation in front of an audience; to focus on fluency and ability to speak without stopping for a certain time
3. to revise most common speaking mistakes and try to correct them together.

v) Materials

Self designed cards of occupations, selected posters and pictures from The National Geographic magazines.(see attached photocopies)

## B. Lesson Summary

### 1. Guessing occupations - warm up (12 minutes)

Teacher explains the instructions of the task and advises to use sentences like: "It's someone who works in hospital as an assistant to doctors. (a nurse)" and before the activity itself some pupils are asked to create this on different jobs. Then the game begins and teacher scores each pair on the blackboard. The winners get 1's.

aim: to revise occupations and practise definition of words in order to prepare for longer speaking in the second part of the lesson.

### 2. preparation for presentation (5 minutes)

The teacher divides the students into three groups of three and explains what is going to happen. Then he gives out pictures and sets up a three-minute limit for preparation. While they are working he monitors, answering questions and helping when necessary.

aim: to teach the students to be able to concentrate on a topic and make up an outline for a speech concerning the topic.

### 3. presentations (25 minutes)

The students are asked to come in front of the class and give their one-minute presentation. The teacher scores everyone and notes mistakes. When the students are hesitating teacher helps them by asking questions:

"What else can you see in the picture?"; "What can you say about their appearance?"; "Why do you think they are dress like this?"; "What is going to happen there?"; "How would you feel in this situation?"



aim: to focus on fluency and ability to speak without stopping for a certain time

4. mistake correction (3-5 minutes)

Teacher briefly reminds students of the most common mistakes and asks those students who made the mistakes to correct them. The most difficult ones the teacher writes on the blackboard and asks the students to copy it.

aim: to revise most common speaking mistakes and try to correct them together.

### ***C. Reflection***

(general)

1. (Guessing occupations-warm up)

The students enjoyed this activity. (It went easily because all students knew it from a similar TV game). I could see that everybody was participating enthusiastically while guessing or giving the hints. Of course one or two girls ended up in laughter after not being able to express themselves, but I counted it to their age. What was very positive was that they really had to use their brains, and they did indeed because of ten-second limit for the answer, which prepared them excellently for the next work.

Here are some of the descriptions they made: " If I am that person, you can buy something from me.(a shop-assistant), I can fly. . . (a pilot), It's a someone who plays in a film.(an actor), A director has a woman, who does typing (a secretary)."

## 2. (preparation of the speech)

Most of the students wrote short notes on paper. Some didn't know what to speak about, so I told them it could be a story, a fairy tale, a simple description or an advert. Some pupils asked me to help them with vocabulary, so I gave out dictionaries to each group.

I could see that some weren't able to prepare it on time with such a short time limit, so I postponed it for five minutes without letting them know it. I wanted them to keep a sharp pace, so that the best ones wouldn't get bored. Furthermore, the focus wasn't on creating the perfect story but on the ability to speak about a topic with minimum time to prepare it, which simulated a situation in normal life, where you must converse often in this style.

## 3. (presentation)

I was surprised by the students who took it rather seriously and everybody tried to speak to the best of his ability. Most of the students kept talking longer than one minute. There were only two students who weren't able to speak during the whole time limit. They also took seriously my advice that it could be anything and made up strange stories. I had a hard time in deciding who was better, but my supervising teacher helped me in it. There were also two girls who didn't manage to speak so long, but my questions helped them to continue. There was a minimum of serious mistakes, most of them were made through carelessness and the students were aware of them when I reminded them later.

Here are some of them : "He can't do it(speaking in past-couldn't), She wanted get married him (preposition-to 2x), . . .in South Russian. (adjective instead of noun- -Russia), Now she unhappy. . . (missing verb-is), . . . she live. . . (missing S in a third person), If I have a car I will. . .(wanted to use 2nd conditional- If I had a car, I would. . .), . . . then there became a sea-storm. . . (wrong use of a verb- then came a storm),. . . ."

#### 4. (mistake correction)

Unfortunately, we didn't have much time to do this. Maybe I could have postponed it to the next lesson. But I was really focused on the presentations and their fluency rather than on the correction. However, I could see the importance of it and I finished the lesson with correction of the most serious mistakes:

- i) modal verbs in the past ( can-could, may-might, must- had to)
- ii) conditional clauses( zero, 1st, 2nd, 3rd)
- iii) name of countries (Russia, China, India, Portugal, Brasilia, Chile)
- iv) pronunciation of some words (product, modern, South, North,...)

This I wrote, with examples, on the blackboard and the students copied it.

#### ***D. Conclusion/ Action***

I think the lesson went very well within my plan and I was satisfied with the amount of work the students did. Cutting the preparation time appeared to be a good idea because students got to work hard and didn't have time to stop to chat in Czech. Also the best ones felt that the activity was motivating and challenging for them and joined it responsibly.

One think I will change next time is having enough time for correction in the end so that the students are confronted with the mistakes as soon as possible. And I will prepare a revision lesson ( or part of it) with different activities that will practise the most common errors. Also a good thing, which can encourage the students to speak more would be not to address the mistakes to individuals but speak about it in general and practise it with whole class.

HAIRDRESSER

SAILOR

TELEPHONIST

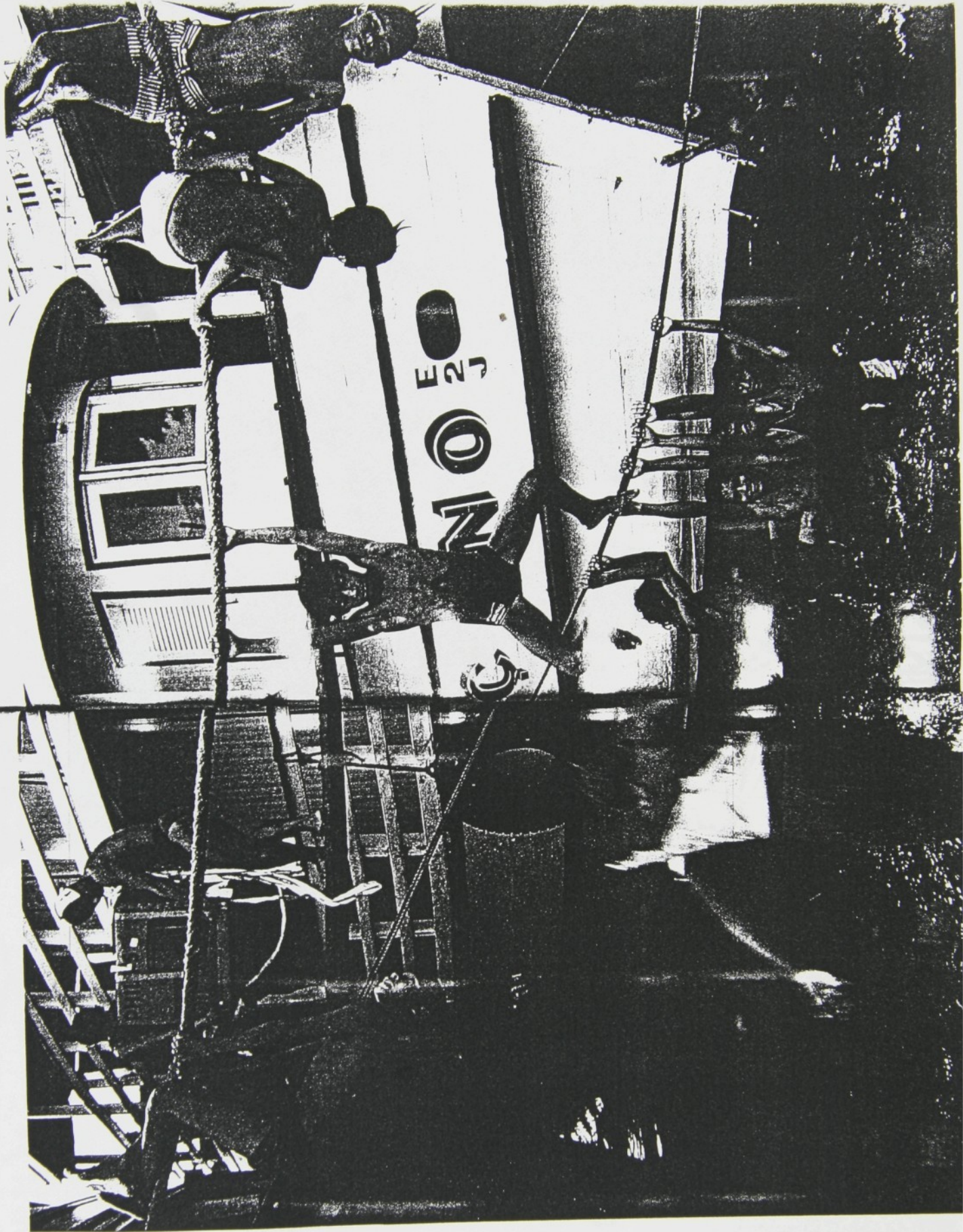
*self-designed cards*

CLERK

PLUMBER

DENTIST

*self-designed cards*



THE NATIONAL GEOGRAPHIC, 1994 : 79









"At any second the ice could have cracked my kayak like a nut," says team member Manuel Olivera, who eases through grinding chinks on the way to the island of Morsath. En route the men spent five days maneuvering through fog and around icebergs, all to cover only 56 miles.

### Class Profile III

Class	8th
Age	14
Number- of pupils	12
Girls/Boys - Ratio	6 boys 6 girls
Level	intermediate
Textbook	Project 2
Lessons - per week	5 x 45 mins
Teaching Problems	some discipline problems
Learning Problems	Poor motivation Mixed ability
What was -Positive	Supervising teacher who allowed me to do special activities, number of lessons

#### Comment

##### 1. Class

This was an eighth-year class and it was their fourth year of English. They were using Project 2 and some of them, especially girls, were very skilled. I had some discipline problems at the beginning, but later, after I tried some unusual activities, they were a good co-operative class.

## **2. Age**

Their age caused me some troubles because the students weren't much used to obeying authority and got bored and reluctant to participate often. (mainly boys) On the other side, it was possible to deal with them almost as with adults. My special activities and understanding them helped to create a friendly and working atmosphere within a week. Also a good side of their age was that they knew enough of the language and they could converse easily.

## **3. Number of pupils**

Number twelve was excellent for creating pair and group work. The only problem was with individual participation, checking everybody's work or having individual speaking activities which couldn't be sometimes finished because of a time limit. I found this size very suitable and also in case of discipline manageable.

## **4. Girls / boys Ratio**

The ratio six to six was a big advantage for pair-working activities. Compared to the younger classes, I didn't have problem with boy-girl working pairs here. The girls were hard-working and participated all the time. The boys were much more lively and enthusiastic in some activities but also often bored, reluctant to co-operate and did not pay attention. It was good, therefore, to mix them up during pair or group activities

## **5. Level**

Their level of English was, I would say, lower intermediate. They understood all my commands and instructions in English and were able to express themselves too. But they had some basic problems in word order, prepositions and tenses what showed up both in writing and speaking..

## 6. Textbook

This class was using Project 2. The students found it easy and interesting to study from. Although I found the book to be very good for their level of English, I could see that the book was designed for younger pupils.(cartoon stories). Despite this, the students were satisfied with it. I tried to supplement the materials by bringing different magazines, booklets and photocopies and changing the activities often.(video lesson)

## 7. Lessons per week

Five lessons per week were excellent for teaching and practising new learnt structures. Even the weaker students or those who had been absent could easily catch up with the others because of daily practice. In contrast, I could see that the students were sometimes tired of it, got reluctant and preferred other subjects. I would suggested to cut it down to 3 or 4 lessons in a week.

## 8. Teaching Problems

I found out that the class had a constant problem with tenses. Therefore, I prepared a short oral or written test of tenses for every lesson. Most of them started to use them correctly after some time. The next problem was discipline. My teacher didn't help me much to manage the class, so it took me a week to calm it down. Apparently, they weren't used to obey and work, but after I introduced some activities with magazines and the video, they finally got to work.

## 9. What was positive

One thing that was positive was the way the supervising teacher allowed me to do any sort of activities and not to keep strictly to the book. Another thing was the fact, that after a week or so, the students showed a bigger interest for English and started to participate. There was also enough time for different exercises, practising and returning to older issues to practise them again.

## LESSON SUMMARY IV

### A. *Pre-lesson plan commentary*

#### i) General lesson theme/topic/objective

This lesson was focused on the topic "shopping" and practising language structures ( like: "Would you be so kind to show me where do you sell sugar?"; "Excuse me, how much is this?"; "Can you tell me where I can get....?") in fluent, normal-day situation. As we had prepared this topic at the last lesson by brainstorming the topic, making possible shopping lists and practising out dialogues, we could spare a whole lesson for it. For a further examination and feedback I recorded the lesson on VHS video.

#### ii) Thesis Focus

In this lesson I wanted to maximise student's oral fluency practice in every day life situations. We spent the whole last lesson on preparation (creating shopping lists, role-playing possible dialogues) so that the students would find it easy to do it on the spot. We mainly practised these

things: names of goods and food, measures (English and Czech), polite requests and answers, numbers.

In the lesson itself, we went to a local food store and the students had to fulfil given tasks. Some were playing the role of shop-assistants, some a cash-desk lady and the others shopping people with different shopping lists. They were asked to buy everything on their list and use questions when looking for something ( the shop-assistants' job was to help the customers and responding on their questions like: "Yes, it is over there"; "I am sorry but we have run out of the beer!") and then to come to the cash desk and name all the goods they had together with their amount and price. At any time any of them could ask the monitoring teachers. The main focus was on using English in maximal way. All was filmed for further analysis.

### iii) Anticipated teaching problems/possible solutions

From my previous experience in this class the big problem I could foresee was the reluctance to speak in English. In order to control all the students and to motivate them to use English I decided to film the lesson. I discussed it with my students and agreed that it would help to see the weaknesses and problems we have. I promised to analyse it the next time. I commanded the students to use only English to have a good material worthy analysing.

The next problem I was concerned about was their behaviour. Fortunately, the camera supported me again. I told the students that everything would be seen on the screen later and so they should behave properly. On the other hand, I kept encouraging the shy students. I believed that everybody could manage it because of enough preparation.

### 3. Fast feedback

The teacher asks about how the students felt and they respond.

#### iv) Lesson aims:

To give fluency practice on a given and practised topic and already known structures and issues used in every day conversation. To see how the students react in different surrounding than the classroom.

#### v) Materials:

Self-designed shopping lists, video ( see attached copies)

### 1. Getting ready

Several students, who were good in English, got excited and were

#### **B. Lesson summary**

##### 1. Getting ready (5 minutes)

Firstly, the students and both teachers move to the shop. There the teacher asks the students whether they know what to do and about the aim of this lesson. (“To speak like in England.”, “. . .to practise vocabulary and phrases.”, “ Practise English, it’s different than in the classroom, it is almost real.”) Then everybody gets a shopping list and the last instruction to use only English and behave well.

This was the main part, where all the students were talking, looking at

aim: to focus the students on the activity and brief reminding of what they are supposed to do.

##### 2. Shopping (30 minutes)

The students get to the shop and try to fulfil their tasks. The teacher is monitoring around and filming.

aim: to give a fluency practice on given and practised topic and already know structures and issues used in every day conversation.



### 3. Fast feedback

The teacher asks about how the students felt and they respond.

Aim: to receive feedback and to share opinions.

## ***C. Reflection***

### 1. Getting ready

Several students, who were good in English, got excited and were looking forward to it. Their aims were like these: "To try to speak as if I was in Britain and try to describe the words I don't know in a different way.", "Learn to speak English in a shop.". But also the weaker students surprised me with their aims: "Learn not to worry about speaking English.", "To try how it will be in reality, where I will have to do it.". I think, everybody was excited in trying it.

### 2. Shopping

This was the main part, where all the students were talking, looking for goods, even chatting in Czech, hesitating and finally getting what they wanted and rushing to the cash desk to show it. I was glad to have the camera because it really helped the students to calm down and use English. Slowly they were coping with dialogues, finding the food, paying at the cash desk. ("Oh!, I don't have milk. Excuse me please, where do you have milk?"; "There?, thank you very much."; "I have got half of bread, two litters of milk, . . .")

Of course, I couldn't record everything, but what I could served the purpose. The next lesson we all watched it on video tape and both I and

the students could see their weaknesses and mistakes.. I tried to classify them into these categories:

- i) speaking Czech - Mainly in sudden situations like cueing at the cash desk.( "Get out of my way!", "Don't push me!", "Oh, I don't have this.") And sometimes when they didn't understand each other.("Cože?")
- ii) accidentally made mistakes( "One piece of flour-er- one package.", " Have you got a paprikas?")
- iii) serious errors (Numbers: -teen x -ty, verb agreement are/is, pronunciation (yoghurt, flour, package), wrong word order mainly in questions or missing auxiliaries)

### 3. Feedback

Generally speaking, the children liked this lesson very much. They mainly enjoyed being out of the classroom trying something new. They obeyed me and did their best to use English. These are some of their responses: "I tried hard to speak English because of the camera."; "I tried to imagine I was shopping in England."; "I practised my vocabulary in a different way, but I didn't like the camera."; "I had been afraid of speaking, but it went much better today."

While we were watching the video the next day, I asked the students to note down the errors they heard and then we all corrected it and played it again, so that all those who made mistakes had a chance to recognise and correct them. The students were sometimes surprised what easy mistakes they made. Also we could see the behaviour of some boys, who felt rather ashamed when they saw it on the screen.

#### ***D. Conclusion/ Action***

I think we spent enough time on preparation, which helped to create such a lesson a lot. It also proved that a different way of practising and other surroundings motivate the students and breaks down the fear of speaking. The only difficulty was that I didn't manage to film and check everything. The next time I would change the activity so that there would be enough time to hear and monitor everybody. Maybe the students would have to come in pairs to the shop with a certain time limitation. This would oblige them to speak English even more and it would give me the time to record and check it. All this would result to better feedback.

## GRANDMOTHER

LIST: milk 1 package  
buns 2 pieces  
bread 1/2 of loaf  
mineral water 2 bottles  
rice 1 pk  
tomatoes 4 ps  
onion 2 ps  
potatoes  
coffee milk 1 mini bottle

## HUSBAND:

LIST: beer 4 bottles  
bread...1/2 of loaf  
salami... 1 package  
cheese 1 pk  
garlic 4 pieces  
cucumber 1 big ps  
flour 1 pk  
vegetable soup 1 pk  
batteries for walkman

## MOTHER:

LIST: juice...1 package  
cola 1,5 l bottle  
buns 6 pieces  
cheese 2 pk  
yoghurts 4 ps  
paprika 2 ps  
seasoning  
sugar 1 pk  
washing powder

### III. The results of Reflective Teaching Practice

#### A. The teacher's role in motivating students to do activities in speaking.

Generally speaking, most teachers in our country don't select nor focus on speaking activities much. In order to produce students who would learn to speak freely, naturally, and efficiently, up-to-date teachers should change some of their methods and realise that they are the primary sources of activities that motivate.

Therefore, I chose methods--like fluency focus during the students' presentation, use of questions that required productive answers, pictures from attractive magazines, video which helped in feedback--that were always student-centred and used them in my lessons.

The students in my lessons seemed to enjoy it very much because it was unusual and new for them. They were co-operating in each activity, trying to speak in their presentations and solving the given tasks rapidly with enthusiasm. Especially the younger students enjoyed the student-centred activities which allowed them to use their creativity and imagination. It was clear that however new, unknown or unfamiliar the activities seemed, they provided the best motivation for the students. The following example can illustrate that the students were really attracted, motivated and involved in creating the lessons. Some of their reactions surprised me.

When I used the video (on the advice of James Purpura, a textbook editor and author) in one of my classes, a student who had always been a disturbing influence told me this after the lesson: " I had to try harder to speak in English and behave well, because the tape can show even the things that my teacher missed. On the other hand, it was fun because we were out of the classroom and could speak freely. . . ." So the activity that was designed to motivate to speak helped also with the behaviour.

## B. Problems in applying the "special activities" in the lessons.

Because of the warm welcome and understanding of the supervising teachers I didn't have problems with using my special activities in the lessons. It also never occurred that the students refused to co-operate or willingly spoiled the activity.

The only problem was the difference between theory and practice. Often, I prepared an activity to be done in a certain way and time but when it came to its realisation, I found that the students needed to do it in a different way, style and time. Therefore, I spared more time for each activity in my lesson plans to be able to change its actual progress whenever it was necessary. The students learnt in this that they could stop the activity at any time they didn't understand, and that the teacher could make mistakes too.

## C. Things the students and I learnt in the teaching practice.

The ability to react to the exact situation in the classroom was one of the major things that I learnt from the teaching practice. The daily life with students showed that a teacher must respond to every change in atmosphere (i.e., decreasing enthusiasm of the students for an activity) by changing his or her lesson plan in order to help the students to maximise learning. The motivating activities described in this work were intended to allow this, although I am sure there is a number of other methods and activities which would serve the same purpose. In each of the classes there was noticeable progress in the students' speaking abilities. They were not afraid to speak when called out; they spoke naturally and efficiently when they felt comfortable. This supports the thesis and makes it evident that the teacher can do a lot to motivate by selecting the right methods and activities.

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**APPENDIX**



## PROHLÁŠENÍ

Souhlasím, aby moje diplomová práce byla podle směrnice, uveřejněné v Pokynech a inf. VŠST 1/1975, zapůjčena nebo odprodána za účelem využití jejího obsahu.

Jsem si vědom toho, že práce je majetkem školy a že s ní nemohu sám disponovat.

Souhlasím, aby po pěti letech byla diplomová práce vrácena na níže uvedenou adresu, nebo v případě nedoručitelnosti skartována.

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