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Memory and Memorising Processes in an EFL
Classroom

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Zadání DP

Diplomová práce zahrnuje akademický výzkum a praktické ověření teorie paměti a pamětních procesů při výuce anglického jazyka na základní škole.

Cílem je prokázat, že porozumění teorii zabývající se pamětí a pamětními procesy může významně přispět k efektivnějšímu vyučování cizího jazyka a jeho výsledkům.

Student vypracuje projekt a napíše práci, ve které prokáže porozumění teorii a schopnost využít je při volbě vhodných postupů při výuce cizího jazyka a také schopnost posoudit efektivnost teorie a zvolených metodických postupů v praxi.

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Poděkování

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Resumé

Tato diplomová práce si klade za cíl posoudit jakým způsobem může znalost teorie paměti a pamětních procesů přispět k efektivnější výuce cizího jazyka. První část se zabývá teorií paměti, základním dělením paměti a pamětních procesů. Z metodického hlediska se zaměřuje zejména na vizuální, auditivní a kinestetickou paměť. Druhá část ověřuje teoretické poznatky v praxi. V závěru práce jsou zhodnoceny výsledky výzkumu.

Summary

The Professional Project aims to evaluate the way that the knowledge of theory of memory and memorising processes can contribute to more effective learning and teaching of a foreign language. The first chapter is engaged in the theory of memory, the basic division of memory and memorising processes. From the methodological point of view, it addresses especially the visual, auditory and kinesthetical types of memory. The second chapter verifies the theoretical findings in practice. The results of the research are summed up at the end of the project.

Zusammenfassung

Das Ziel dieser Diplomarbeit ist die Beurteilung, wie die Kenntnisse der Theorie vom Gedächtnis und Gedächtnisprozessen zum besseren, effektiveren Fremdsprachenunterricht beitragen kann. Der erste Teil beschäftigt sich mit der Grundeinteilung des Gedächtnisses und Gedächtnisprozesse. Aus dem methodischen Gesichtspunkt konzentriert er sich vor allem auf auditives, visuelles und kinestetisches Gedächtnis. Der andere Teil verifiziert theoretische Erkenntnisse in der Praxis. Zum Schluß dieser Arbeit werden Ergebnisse ausgewertet.

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Chapter I. – Academic part

A) Introduction

It is almost four years now when I came back from England. I had an opportunity to work there and also to study in an EFL class at the West Cheshire College in Chester for 10 months. I met a couple of wonderful teachers there, who specialised in teaching English to foreign students. They were always prepared perfectly. They used various helpful methods, interesting materials, aids and activities. Students were given freedom to express themselves, give their opinions on various interesting topics. In this atmosphere they were not afraid of asking for an explication when they did not understand anything and/or needed help. The lessons were rich for discussions and playing. Also due to the usage of friendly discussions about the ways of teaching and learning the language which appeared to be the most effective, the teachers were able to prepare the lessons while using appropriate techniques and methods to help their students learn the language in an easier way. Students really enjoyed learning the language there.

This experience was completely different from what I had experienced during learning the language at my primary and secondary schools. Studying the language there was rather discouraging and not very effective. We did a lot of translations from the English to the Czech language and vice versa, we learnt vocabulary only by memorising without using the vocabulary in context and sufficient practice afterwards. We studied just from the books, which were black and white, with not very interesting topics. The teachers did not use many other aids or materials to make the lesson more interesting or more effective.

The work of my teachers in England made me think about becoming a teacher of the English language and also about the importance of deeper understanding of brain work and the memorising processes. They were the first who I had heard speaking about various types of learners (visual, auditory or kinetic) and individual differences in learning styles. The teachers were able to provide us, their students, with efficient help, as they were aware of our individual differences and preferences in our ways of learning the language. Their informed decisions were based on the results of our previously taken language test (containing reading, listening, writing, speaking and grammar) and of our on-going evaluation, but also on their observations, discussions with their students about the ways of teaching and learning, experience in understanding of the learning processes, like memorising. There I perceived for the first time that understanding the theory of memorising (the memory and its memorising processes) can help teachers and pupils find ways of an effective teaching and learning the language to achieve the best results.

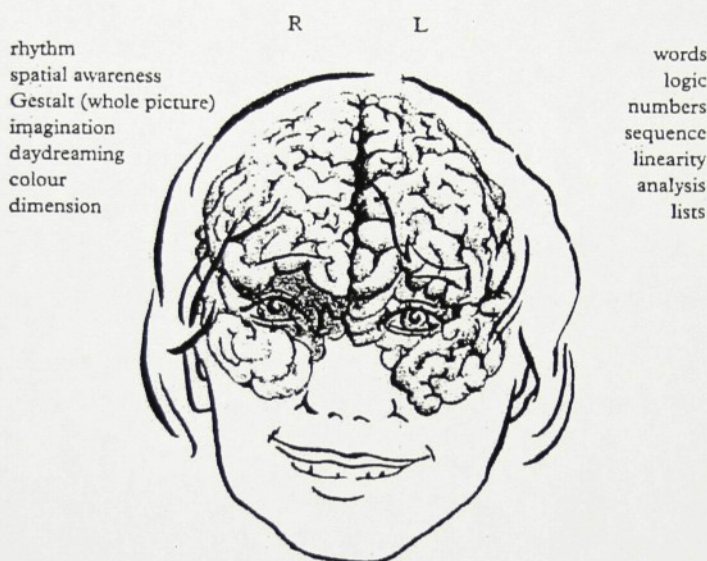
A mystery of an effective memorising became a very interesting theme for me in last few years. That is why I have also decided to explore this issue in my Diploma thesis. The most relevant issues of the appropriate theory are going to be covered in the following section.

B) Characteristics of brain, memory and its processes

"What happens in your brain when you taste a ripe pear, smell flowers, listen to music, watch a stream, touch a loved one, or simply reminisce? The answer is both simple and amazingly complex. Each bit of information entering your brain – every sensation, memory or thought (incorporating every word, number, code, food, fragrance, line, colour, image, beat, note and texture) can be represented as a central sphere from which radiate tens, hundreds, thousands, millions of hooks." Tony Buzan (1993:53).

A **human brain** is an incredibly expeditious "computer" in one's head. It consists of two hemispheres – right and left.

Picture 1.



(Tony Buzan:1993:32)

As shown on picture 1, the left hemisphere seems to be dominant in mental skills, as logic, numbers, words, sequence, linearity, analysis and lists. In contrast to that, the right hemisphere is more intuitive. It is more dominant in the area of rhythm, spatial awareness, gestalt, imagination, daydreaming, colour and dimension. However, it has been discovered that both hemispheres are relatively skilled in all areas. It means that denoting pupils as left or right hemisphere dominant is inappropriate. In the past, education concentrated more on a left-brain activity during learning. Nowadays, also the importance of the functions of the right hemisphere is highlighted.

One of the most important functions of a human brain is **memory**. "Memory is one of the most important qualities of a living organism." Čáp (1993:45). It is a very important factor in everyday mental life of a human being. Well-developed and well-working memory is required in all branches

of our society, for example, in education, culture, science, technology, etc. People need good memory when they work, study, do activities for their pleasure (e.g. doing sports, painting, playing the piano), etc.

"Memory of a human being is a set of mental processes and qualities enabling an adoption of experience, their inserting into the memory, preserving and recalling them." Čáp (1993:45/46). He continues that "nervous processes in the highest parts of the central nervous system, which realise a perception, thinking and work with information, leave some tracks in the memory. Those tracks are not mechanical, but very complex biochemical changes in nervous cells." We call the cells neurones. Each neurone is very complex containing micro-data-processing and transmitting systems. As mentioned above, when information is sent from one neurone to another, a biochemical electromagnetic pathway (memory track) is created. The more often the memory track is used when thinking, the clearer it is and makes memorising the information easier. "The more tracks and pathways you can create and use, the "clearer", faster and more efficient your thinking will become." Tony Buzan (1993:29). It has been also discovered that information which comes to memory through senses of perception is not stored as one ensemble (e.g. whole sentence or picture), but it is divided into a large number of tiny bits of five senses, emotions, information of time, etc. When it is needed to remember the information, one does not retrieve the whole information but a new image is reconstructed from that stored network of incredibly small bits.

Memorising is not a simple process. Psychologists as Čáp or Atkinson agree on dividing memorising into two main areas. The former one engages in **memorising processes** (memorising stages). The latter one engages in various **kinds of memory**. Both of the areas are closely connected together. In contrast to Čáp, Atkinson shows the connection between these areas more clearly, describing the functions of long-term and short-term memory according to the memorising processes (e.g. visual/acoustic encoding, preserving or recalling of long-term/short-term memory).

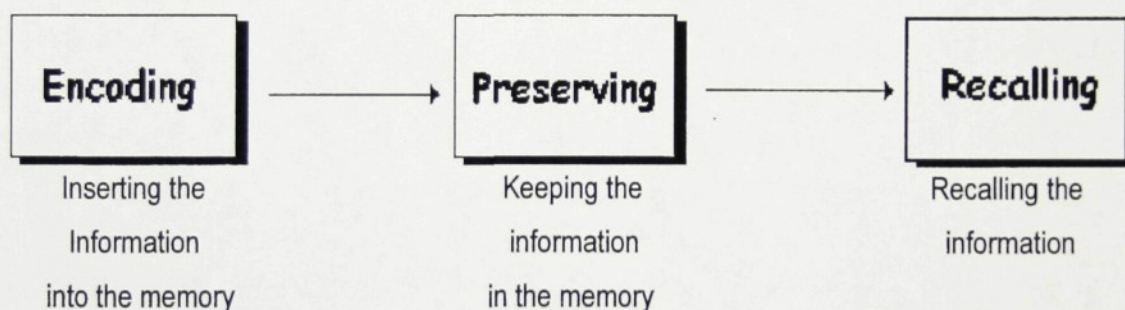
Let us move to a more detailed explanation of memorising processes and kinds of memory as experts understand them.

1) Memorising processes

When talking about the former area of memorising - **memorising processes**, – according to both Čáp and Atkinson, it is necessary to name and distinguish three basic memorising processes. They are encoding, preserving and recalling (or recognising) information. During the first process, the stage of **encoding**, the new information, which we hear, see, feel, smell or taste is inserted into our memory. During the second process, the stage of **preserving** the information, what we have

already inserted, is preserved in our memory. It usually requires some time and also an intensity of the information. It means that the information should strongly affect our percepts or our feelings; in case of learning the foreign language, the information should be also repeated enough, practised and used in context. The third process, the last stage, is the stage of **recalling** or **recognising** of what has been already inserted and also preserved in our memory. Recognising the information means that we are not able to recall a particular piece of information immediately, but it is recognised when we hear it, read it or when we see it among other pieces of information. Recalling usually needs longer studying, practising and a lot of repetition in the preserving stage than recognising does. One of the most important aspects for effective teaching the language in EFL classes is to keep the order of the memorising stages as it has been just mentioned to help pupils memorise the language in an easier and more constant way. Also omitting or a failure of one or more of these stages usually causes forgetting the information, the new language, and improper adoption of the new language by our memory.

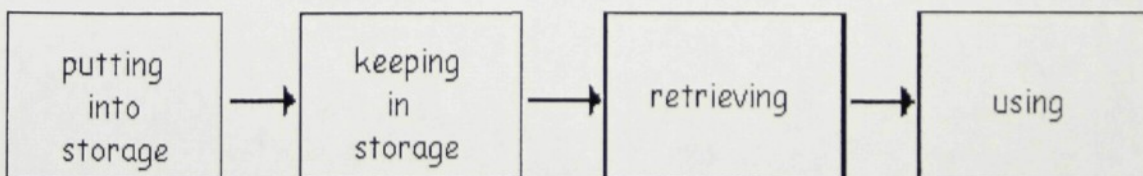
Picture 2.



(Atkinson 1995:301)

Contrary to Čáps' theory, Bowen & Marks say "Remembering involves four things: putting into storage, keeping in storage, retrieving and using." (1994:89).

Picture 3.



Their theory differs from Čáps' theory only in the different perception and terminological definition about the second stage – the process of preserving. Bowen & Marks are more concrete and definite when dividing the stage of preserving into two parts: keeping the information in

storage and retrieving the information. Personally, I would agree more with Bowen & Marks. I am sure that distinguishing the stage of keeping the information in storage and retrieving the information is very important for teachers to comprehend not only the memorising processes but also the effective learning process. Before a teacher invites pupils to use the new information independently, sufficient practice in various exercises and activities is needed for them to clarify and remember the new information for a longer time, after they have been espoused to the information and kept it in their memory.

Armed with this knowledge, we can move forward into another issue, which is as important to be discussed as the previous one.

2) Kinds of memory

The latter area of memorising engaging in **kinds of memory** distinguishes various types of memory according to their various contents, various kinds of information which are inserted, preserved and recalled from a particular type of memory, and also some other viewpoints, for instance, according to time of preserving the information in the memory (e.g. short-term/long-term memory) or the way of memorising the information (e.g. graphic/verbal-logical memory), into several systems. As psychological research shows, there are some differences among **short-term** and **long-term memory**, but also among **mechanical** and **logical memory**, **purposeful** and **subconscious memory** or **graphic** and **verbal-logical**, etc. Čáp briefly describes all the mentioned kinds of memory in his theory. In comparison to him, Atkinson talks only about short-term and long-term memory. Nevertheless, he also adds the information about visual and auditory memory within the theory of encoding into short-term memory.

Let me now clarify the above mentioned kinds of memory.

i) The basic classification of memory is made according to the time for which the information is preserved in the memory. This system divides memory into short-term and long-term memory. **Short-term memory** (also called working or frequent memory) cannot preserve a larger amount of information for a long time. Tony Buzan says that "...the average brain cannot hold more than seven major items of information in its short-term memory." (1993:133). Short-term memory works when some information is preserved in the memory only for a few seconds or a couple of minutes and is used immediately or after a very short time when it has been inserted. For instance, short-term memory is used when one dials a number of a person or some institution for the first time. Most of people are able to repeat the number immediately after dialling it, but they are not able to remember it after few hours or days. They will not use the number in the future anymore, they will

not keep the number in their memory. The information, which has just been inserted into the memory, is still active for the next couple of minutes. A person is able to repeat or use the very recent information without any bigger difficulties. In case that the person does not need to use the information in any other time in the future, or is not interested in preserving the information in their memory, the information is usually not preserved. Vocabulary, which is not practised or repeated frequently (also teaching inutile, difficult or formal vocabulary which pupils do not use very often) as well as grammar which is not practised enough will not be preserved in the pupils' memory for a long time.

It is more important that pupils use their **long-term memory** during learning the language. When we need to preserve something for a longer time (from several minutes to years), we use long-term memory (or permanent memory). Motivation, repetition, use of the information, conditions in which a person memorises something, all of these issues belong among very important aspects influencing the long-term memorising. Čáp clarifies that "We remember for a longer time what we are interested in, what we have thought through, what we have repeated, what we use." (1993:47).

Thus teachers should be aware of all the above mentioned aspects which can significantly help pupils memorise the language easily. Using appropriate, useful and interesting materials, methods, techniques and aids during teaching the language, sufficient repetition and practice of the new language help pupils to insert and preserve the language in their long-term memory.

Also the conditions in which the person is situated shortly after memorising the information represent another very important aspect for long-term memorising. "An intrusive influence (in physiological experiments an electroshock), directly after learning, causes that a connection in "the permanent memory" is not created, while the same intrusive factor does not have the intrusive effects after several decades of minutes." Čáp (1993 : 47). The creating of a permanent track in memory crucially demands undisturbed biochemical processes while the information is being inserted and several decades of minutes after the information has been inserted into memory. It is very important to create good conditions for pupils to make them memorise the language most effectively. Pleasant classroom environment and friendly atmosphere where pupils are able to be fully concentrated on learning the language is another important aspect for successful long-term memorising.

ii) Another system divides memory into the purposeful and the subconscious one. **The purposeful memory** preserves information for a conscious purpose, to remember the information and be able to recall it in the future whenever it is needed.

The subconscious memory, contrary to the purposeful memory, is a kind of memory containing pieces of information, which have not been adopted consciously, purposefully. Pieces of information, which are memorised subconsciously, are usually those, which are influenced by strong personal feelings, emotions, experience, or relationships.

iii) Another approach divides memory into mechanical and logical one. **The mechanical memory** works when a person memorises some information by constant repeating the information without any logical processing of the information in the memory and without an effort to understand the information and its logical links to other pieces of information.

A contrast to this memory is **the logical memory**, which preserves the information through logical processing of information and understanding its links. This kind of memorising has been proved to be more effective and more timesaving than the previous kind of memorising, as the information is preserved longer and it is also recalled faster.

iv) The last memory system, which is important to be mentioned, distinguishes between verbal-logical and graphic memory. **Verbal-logical memory** preserves pieces of information, which are verbally expressed and logically processed. The functions mediating the information to this kind of memory are the functions of the dominant hemisphere.

The graphic memory is related to the senses of perception. It includes **visual, auditory, tactile or kinesthetic memory**. This approach focuses on processing of the information through organs of perception (e.g., eyes, nose, etc.). The functions of the memory are largely the functions of the subordinate hemisphere.

In this chapter I have summed up the most relevant theoretical issues of characteristics of brain memory and its processes.

A **human brain** is a control unit of a human body. It consists of two hemispheres - left and right. Each of them is dominant in some particular areas (**left hemisphere** – e.g. numbers, words, sequence, linearity, analysis, lists; **right hemisphere** – e.g. rhythm, spatial awareness, gestalt, imagination, colour, daydreaming or dimension). However, it has been found that both hemispheres are relatively skilled in all areas.

One of the most important functions of a brain is **memory**. It is a set of mental processes enabling memorising. Memorising is a complicated procedure. It can be divided into two main areas:

- 1) **Memorising processes:**
- a) **encoding** (putting into storage)
 - b) **preserving** (keeping in storage and retrieving)
 - c) **recalling or recognising**

These stages should be kept in this order to make the learning process effective.

- 2) **Kinds of memory :**
- a) **long-term and short-term memory**
 - b) **mechanical and logical memory**
 - c) **purposeful and subconscious memory**
 - d) **graphic and verbal-logical memory**

Both of the areas (memorising processes, kinds of memory) are in a close relation.

C) Methodological principles for implementation

In this chapter I will sum up methodological principles of memorising - memorising processes and some kinds of memory - together with my own experience. All of these aspects are important for implementation of theory into practice.

Students of a pedagogical faculty learn a lot of theory about memorising processes in psychology and methodology classes. They hear repeatedly how important it is to be aware of keeping the stages in the order - inserting new language into memory (the short-term or working memory), repeating and practising the language (inserting language into the long-term memory), recalling and using the language during the activities (from the long-term memory) – if one wants to teach effectively. They are supposed to apply the knowledge in the classes during their practice at primary schools. They get first experience there and learn in reality the importance and effectiveness of keeping the stages in the order.

It is said, and practised a lot that especially the stage of practice is one of the most important stages of the memorising processes. In this stage a lot of repetition and work is done with the language which is taught, so that the language becomes more natural and automatic for pupils. "A certain amount of repetition is likely to be necessary before there is any hope of retention. When a word is retained, and thus passes into the long-term memory, it is highly probable that the learner has been able to retain the word not only as a result of repetition, but through some kind of association." Bowen & Marks (1994:102-104).

I have experienced myself, as a student and also as a teacher trainee, that any kind of **associations** can help pupils memorise and recall the language. We should remember that

classroom practice ought to be based especially on the associations to help pupils memorise the language more effectively. There are various kinds of associations, which help pupils remember the language. For example association with a mental image or picture, situation, topic or story, association of some personal need, association with feeling, smell, sound or movement, associations created according to an assonance of cognates (words which mean the same thing, have the same or related origins and are similar to words in the native language, e.g., sister x *sestra*), etc. Teachers should beware of false cognates which pupils often confuse because a foreign word they learn sounds similar to a word in their native language, but it has a different meaning in a foreign language (e.g. *sympathetic* x *sympatický*).

Understanding the theory of memorising processes is as important as being aware of individual differences and preferences of pupils in their memorising and learning process.

Every human being is an individuality and differs from others in some way. It concerns also the way of learning and memorising. No doubt that there are differences among people's preferences and needs during their learning and memorising processes. These preferences can arise, for instance, from habits which one gains since their childhood or according to a dominant type of their graphic memory (e.g. visual, auditory, kinetic memory) etc. People are usually not aware of what type of a learner they are, what learning style is the most effective for them or what kind of memory they tend to use during learning. Jane Arnold says that "...there are substantial individual differences among students' preferred styles and their selected use of learning strategies." (1999:300). She also adds "...I have discovered benefits of raising students' awareness about their individual learning strengths: higher interest and motivation in learning process, increased student responsibility for their own learning, and greater classroom community. These are affective changes, and the changes have resulted in more effective learning. So I hypothesise that using learning styles can be instrumental in establishing a positive affective environment in the language learning classroom (1999:300)."

Next to creating a positive environment in which pupils learn to read, write, speak, etc., it is also very important to teach pupils how to study. Teachers can help their students find more information about themselves and explain to them possible differences and preferences in the learning process. In fact, they can show their students an easier way to learning - the most efficient learning style. After identifying what learning style they prefer, teachers can suggest possible strategies which pupils could use. In my opinion, pupils should learn how to study (learning skills) systematically; they should be taught and shown techniques which could help them learn and memorise more easily in every subject (e.g. English – a) draw pictures or mind maps into their dictionaries which could help them memorise new vocabulary b) use colours/capital letters to

highlight changes – THE longEST, etc).

It is very important to find time to talk to pupils about various types of learners and learning styles. Since research has proved that most people tend to use and rely on one sense, learning was divided into three basic categories - a visual, auditory or kinesthetic learning. These three categories are the most common ways for a person to retain the information. In reality, individuals use a combination of these styles; however, each person has generally their dominant learning style. It is significantly important to explain the learners that each of us may use a different type of memory during the memorising process, which might influence the effectiveness of the learning process. According to special learning style tests (Appendix 1, p. 1-8), discussions about pupils' learning needs and possible problems, but also according to a teacher's observation, it can be determined what type of a learner a student tends to be (e.g. visual, auditory, or kinesthetic learner). On the basis of these tools for decision making, a teacher can estimate what type of a learning style is the most effective for each pupil. "Teachers also have the responsibility to ask students about their learning strengths and then to listen. My own experience is that informed students are able to articulate their needs, both affective and cognitive, to summarise their styles and strategies, and to offer suggestions that are in their best language learning interests.

Raising student awareness of affect in the language learning classroom can provide the scaffolding for more effective and efficient learning. A broad understanding of learning environments, learning styles and learning strategies can allow students to take control of their learning and maximise their potential for learning." Jane Arnold (1999:305). Teachers should know what types of learners are in their classes; also, learners themselves should know what type of a learner they are.

Understanding the theory of memory and memorising processes, an awareness of an existence of the variety of learning styles and pupils' differences and preferences in the learning process, all of that can help teachers prepare their lessons for their students effectively.

When preparing for the practical implementation of my project model at Komenského primary school in Nymburk, I distributed a questionnaire (Appendix 2, p. 9) among eight teachers of English, where I was asking them about their knowledge of the theory of memory (short-term, long-term, visual, auditory, kinesthetic), memorising processes (stages), learning styles, pupils' differences and preferences in learning process and how they prepare their lessons according to this knowledge.

Almost all of the answers of the examined teachers included information about understanding the memorising processes (stages) and preparing lessons according to the knowledge. Most of them also mentioned an effective use of visual aids (e.g. pictures, photographs) or auditory aids

(e.g. recordings). However, almost no one mentioned anything about an awareness of pupils' individual needs and differences in the learning process or knowledge of various learning styles. In Appendix 2, p. 10-12 the answers of Mrs. Gottelová are enclosed as an example of the response I gained.

To be able to provide each pupil with the appropriate way, teachers should get familiar with overviews on learning styles. E.g. Jane Arnold mentions the following types of learning styles in her book:

Picture 4.

The Seven Multiple Intelligences	
Verbal/Linguistic	ability with and sensitivity to words, orally and in writing
Musical	sensitivity to rhythm, pitch and melody
Logical/Mathematical	ability to use numbers effectively and reason well
Spatial/Visual	sensitivity to form, space, color, line and shape
Bodily/Kinesthetic	ability to use the body to express ideas and feelings
Interpersonal	ability to understand another person's moods and intentions
Intrapersonal	ability to understand yourself, your strengths and weaknesses
Perceptual Learning Styles	
Visual	learns more effectively through the eyes (seeing)
Auditory	learns more effectively through the ear (hearing)
Tactile	learns more effectively through touch (hands-on)
Kinesthetic	learns more effectively through complete body experience
Group	learns more effectively through working with others
Individual	learns more effectively through working alone
Field Independent / Field Dependent (Sensitive) Learning Styles	
Field Independent	learns more effectively sequentially, analyzing facts
Field Dependent	learns more effectively in context, holistically and is sensitive to human relationships
Analytic/Global Learning Styles	
Analytic	learns more effectively individually, sequentially, linearly
Global	learns more effectively through concrete experience and through interaction with other people
Reflective/Impulsive Learning Styles	
Reflective	learns more effectively when s/he has time to consider options
Impulsive	learns more effectively when s/he is able to respond immediately

Figure 1 Overview of Some Learning Styles

(1999:301).

One of the teachers who had familiarised himself with this knowledge and who had already used it in practice was Mr. Jiří Šádek, a teacher of English at the primary school in Lomnice nad

Popelkou. I got acquainted with Mr. Šádek during my continual practice at the Komenského primary school in Nymburk. We found that both of us were interested in the same subject – how to help pupils learn more easily and effectively through being aware of their preferences and differences in memorising and learning processes.

In autumn 1999 Jiří Šádek started a project during his lessons of English, where pupils got familiarised with information on how to study effectively. During his project he used several questionnaires (Appendix 1, p. 1-8) to find the information about students' learning and memorising abilities. He concentrated especially on finding what type of a learner a pupil was - their most dominant type of graphic memory (visual, auditory, kinesthetic). After evaluating the questionnaires he prepared copies of results with comments for his pupils. He analysed the questionnaires together with his students for one or two lessons, he explained to them what the results meant, what it could mean for them or for the other teachers if they knew the results.

To help pupils find information about their most effective learning and memorising style, I would agree on addressing their perceptual learning styles (some types of graphic memory) – visual, auditory and kinesthetic. In order to learn more about these three types of memory let us move on to the following pages which explore these areas in details.

Visual memory

According to Šádek's findings and other information that both of us have found, there is a majority of people who have **visual memory** as the most dominant one. These people are **visual learners**. They are individualities who learn more effectively through their eyes. Visual learners think in pictures rather than in words. Their brain organisation is different to auditory, or kinesthetic learners. In theory of NLP (Neurolinguistic programming) most visual learners usually look upwards, pass, or through other people when speaking to them. It is so because they are trying to visualise in their mind what is being discussed. Visual learners learn more through seeing a picture or drawing than repetition or drill. Visual learners prefer to see the whole picture first before learning details, as it is hard for them to learn in chunks. They are very systematic in memorising a large amount of information from various areas, but it is difficult for them to remember details. For more information on visual learners see the chart on page 20.

To help this type of learners memorise and learn more effectively, teachers should use especially visual aids as pictures, posters, colours, drawings, hierarchy and numerical order of their notes on the board, timelines, maps, graphs, charts, tables, video tapes, overhead projector, and visual techniques as modelling, visualisation, movement, games, puzzles, physical activity, or visual explanations, etc.; briefly speaking, everything that could affect their strength – seeing (even

inner seeing = visualisation). Using appropriate visual aids and techniques can help visual learners create images and visual associations in their memory during the memorising and learning process. Romana Komárková mentions several "Associative techniques reinforcing storage and retrieval of vocabulary" (1999:28) in her Diploma thesis. Some of these techniques could help visual learners memorise and learn more effectively. They are, for example, mnemonics, loci, paired associates or key word technique.

Another very useful technique is visualisation during listening to music. As Arnold says, "Music is useful as a stimulus for visualisation and as a way to incorporate an affective investment in the language learning situation." (1999:275). She also asserts that "One effective activity is to play bits of different types of music and have learners invent a film each piece could be used for." This technique could also be useful for auditory learners.

There are many other techniques utilising visualisation to create associations in memory helping visual learners memorise efficiently. For example, "Moskowitz (1978) has developed guided imagery activities, which she calls fantasy trips. In these, students are guided through jungles, to quaint villages, beneath the sea, back to their own past. The imaginal material produced on these trips can be used for many purposes, ranging from practice with discrete grammar points to integrated skills work." Jane Arnold (1999:275).

Auditory memory

Auditory memory is the second type of graphic memory. People who tend to use this type of memory during learning and memorising process are **auditory learners**. According to NLP (neurolinguistic programming), this type of learners usually tends to move their eyes from one side to another in a level of their ears. Auditory learners memorise more easily through their ears. In contrast to visual learners, they learn more effectively through repetitions, drills, singing, talking, discussing the topic, asking questions, listening to someone presenting information orally, games, etc. They prefer memorising in chunks, which is easier for them. Auditory learners pronounce English words more easily and correctly. More information on auditory learners can be found in the chart on page 20.

For teaching these types of pupils teachers should use aids and techniques which affect pupils' hearing. Using tape recorders, singing songs, memorising dialogues which are practised aloud later on, role plays, creating stories according to pupils' visualisation during listening to music, oral presentations, oral explanations, rhyme and rhythm exercises, chain drills, dictations, etc., all of that can help auditory learners create hooks in their brain and auditory associations in their memory. Romana Komárková also mentions several associative techniques which could help

auditory learners as Craik's cognitive depth, Formal groupings, Word families, Historical and orthographic similarities or Role learning.

The following chart shows more details about the differences between visual and auditory learners.

Picture 5.

The Auditory-Sequential Learner	The Visual-Spatial Learner
Is a step-by-step learner	Is a whole-part learner
Has auditory strengths	Has visual strengths
Learns by trial and error	Learns concepts all at once
Is an analytical thinker	Is a good synthesizer
Attends well to details	Sees the big picture; may miss details
Does well at arithmetic	Is better at math reasoning than computation
Follows oral directions well	Reads maps well
Learns phonics easily	Learns sight words better than phonics
Can sound out spelling words	Must visualize words in order to spell them
Excels at rote memorization	Learns best by seeing relationships
Has excellent short-term memory	Has excellent long-term memory
Has neat handwriting	Prefers keyboarding to writing
Is well organized	Creates unique methods of organization
Progresses sequentially from easy to difficult material	Learns difficult concepts easily; struggles with easy skills
Learns from models	Develops own methods of problem solving
May need some repetition to reinforce learning	Learns concepts permanently: is turned off by drill and repetition
Performs well in timed tests	Performs better in untimed situations
Can show work easily	Arrives at correct solutions intuitively
Masters other languages in classes	Masters other languages through immersion
Learns in spite of emotional reactions	Is very sensitive to teachers' attitudes
Is comfortable with one right answer	Generates unusual solutions to problems
Develops in a fairly even manner	Develops quite asynchronously
Usually maintains high grades	May have very uneven grades
Enjoys algebra and chemistry	Enjoys geometry and physics
Is academically talented	Is creatively, mechanically, technologically, or emotionally gifted
Is an early bloomer	Is a late bloomer

<http://gifteddevelopment.com/Articles/VSL%20Char%20Comparison.htm>

Kinesthetic memory (tactile learners)

Kinesthetic memory is the third type of graphic memory which is going to be shortly covered here. Those who use this type of memory predominantly when learning are **kinesthetic learners**. These learners are sometimes confused with **tactile learners**. They are not the same but are

The other six words were presented in "a normal way", ie. rather verbally. After presentation of vocabulary, the class worked with it in reading, listening and grammatical exercises. After two days the teacher gave a short test to his pupils where they were supposed to write down all vocabulary they had remembered from last lesson. When he saw after one minute that pupils were struggling with the task a bit, he snored, drew the island, rowed and gave them several drill commands to help pupils remember the vocabulary more easily (he did not say the words). As he found later, pupils did not need help with these words because they had remembered and written down these words already. The results of the test can be seen in the graph below.

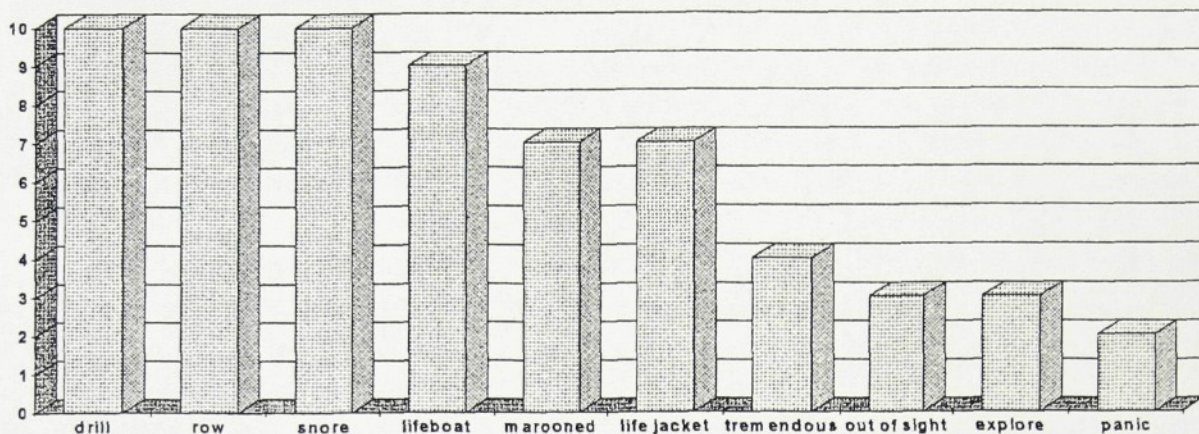
snore - everybody was asked to snore (even 15-year-old girls)
row - everybody was singing the song Row, row, row your boat and "rowing"
maroon - the teacher drew an island on the board and placed a maroon on the island
drill - children did a drill: "Stand up, sit down, stand up, sit down, sit down, come here etc."

Games are a very powerful method for helping learners memorise information efficiently. It pays for all three categories. Games can be used for introducing or ending the lesson, raising motivation, explaining new subject, practice, etc. As an example of the activities for motivation/activation of pupils, I would like to mention some techniques Sadek used repeatedly in his experiments during his lessons of English. In February, 2000 he presented 10 new words (row, lifeboat, life jacket, drill, snore, marooned, tremendous, out of sight, explore and panic) to pupils in 9B class. Four of these words (drill, row, maroon and snore) were presented in a more active way:

Kinesthetic learners need physical movements to process new information or skill. An active participation, a simulation, dramatisation, dance, moving while doing activities, tasks, projects, discoveries, role-plays, computer based learning, games help them memorise most efficiently. Tactile learners learn most easily through their sense of touch. They need to use their hands. It means that most effective activities for them to memorise are drawing, writing, manipulating with things. These types of learners also need to involve feelings and emotions during the learning process. For simplification, I will further use united term kinesthetic/tactile learners. It is not easy to help these types of learners memorise and learn. However, they do not occur as often as visual or auditory learners.

Picture 6.

(9B, 8. – 10. 2. 2000)



(Šádek, personal letter, 12.10.2000)

Ten pupils remembered especially those words which were presented in a more active way (visual, auditory and kinesthetic).

This type of experiment, which he used several times shows how important it is to be aware of pupils' learning and memorising needs and know pupils' learning styles to help them memorise new information more efficiently.

The contribution of my learning experience to understanding memorising

As mentioned before, various teachers have influenced me during my process of learning English. I would like to analyse their work and ways of presenting the language to me, their student.

The teachers of English, who I met before leaving the secondary school, used ways of work that were rather discouraging. Those teachers did not consider the process of memorising much, or did not respect their students' learning needs and differences. According to my opinion, they used uninteresting and valueless methods for learning the language (e.g. translations, or memorising long lists of words without meeting the vocabulary later in context) which did not appeal to pupils' attention and/or interest. Sometimes songs were sung; however, the text which pupils were supposed to learn at home was not very simple and often it was hard to pronounce it.

Those teachers taught grammar by dictating theory in the Czech language, without sufficient repetition and practice afterwards. It meant that the new language could not be inserted into pupils' long-term memory properly.

Communication was also very rare. The teachers did not often use techniques and/or materials (e.g. pictures, role-plays, games, etc.) which could motivate pupils in their work or help them remember the language more easily.

The work of teachers who I met at the West Cheshire College in Chester was an opposite experience. Next to ordinary work from textbooks (e.g. reading or grammatical exercises, listening to the tape recorder, etc.), also numerous other activities were done to store the new language into our long-term memory and to help students memorise the new language more effectively. The teachers, always well prepared for their lessons, used interesting visual, auditory, and kinesthetic techniques, materials, aids, and amusing activities as discussing topics which pupils were interested in, playing games, chain drills, role-plays, doing group work or pair work, using pictures, timelines, films, crosswords, recordings, tapes, games requiring movement, etc.

The lesson usually started with a warm-up to motivate students for the lesson (e.g. playing games, crosswords, etc.). The language from last lessons was often practised there. Presenting new language and sufficient practice followed afterwards, as the teachers were aware of the fact that new language inserted into short-term memory needs to be practised to store it into the long-term memory.

A sufficient amount of time was given to students to memorise the new language by doing a lot of repetitions, activities and exercises. Rarely was there explained anything only through definition or generalisation of a rule.

The teachers taught their students strategies to memorise the language more easily and learn how to succeed in reading, listening, writing or speaking activities. Ample of discussions on individual needs and preferences of learning were done to find the most effective methods for students to memorise the language more efficiently. They were willing to provide students with individual help according to their learning needs.

Due to this knowledge, but also understanding the learning and memorising process, observing students' work during lessons and tests taken in the course of the year, the teachers were able to prepare the lessons to help their students memorise the language in an easier way.

There I realised for the first time that it was essential to respect individual preferences and differences of the memorising process to help pupils learn. I also became more aware of different types of learning styles according to pupils' memorising needs. I also perceived that understanding

the theory of memory and memorising processes can help teachers and pupils to achieve the best results in learning the language.

The contribution of my teaching experience to understanding memorising

As the last source of development of my insight into the importance of understanding memorising, I would like to mention my experience from practice at school in Lesní street in Liberec. My practice teacher always started the lesson with brief recalling the language, which had been taught in previous lessons. She recalled the information, which had been inserted into pupils' memory, to revive those pieces of information, so that pupils could follow the next stage of practice or learning in an easier way, and insert other pieces of new information into their memory. By constant repeating and practising of the taught language, e.g., doing exercises, imitation, playing games, using pictures and various kinds of aids, asking questions, etc., the language was inserted into pupils' long-term memory, so that pupils were able to use the language in various activities in class, but also in an everyday life correctly and quite naturally when they needed to speak, write, listen, read, etc. in a foreign language. Pupils were motivated and enjoyed studying the language.

The practice teacher was also aware of the differences among the classes she taught and also of individual needs of pupils. She knew that one class worked better when doing writing and reading activities, while another one preferred talking and moving in the class. It did not mean that other activities were not done there; she was just aware of the pupils' preferences and needs when she wanted them to memorise the new language. She also knew the weaknesses of individuals and tried to prepare activities, which could help them to understand and memorise more easily. However, some of her groups were quite big. It meant that it was usually very hard to provide her pupils with an individual help. She tried to do as much repetition and practice as was needed. There was always a very pleasant atmosphere in her lessons and pupils were not afraid to talk and ask when they did not understand something.

D) Thesis statement

To conclude the section on methodological principles according to the experts' research and all my experience, I claim that understanding theory of memory and memorising processes can significantly contribute to a more effective approach to teaching and learning a foreign language and better results can be achieved.

In the following chapter, which explores my experience reached during my continual practice at Komenského school in Nymburk, I will demonstrate how I tried to apply the theory in practice.

Chapter II. – Practical part

A. Preface of the implementation of the theory of memorising in practice

I tested this project during my continual practice at the Komenského primary school in Nymburk in two classes (7.A and 8.A) for four weeks. My practice teacher was Mrs Petra Kroulíková. She provided me with professional help and advice. There were 12 pupils in 7.A (7 girls and 5 boys) and 15 pupils in 8.A (13 girls and 2 boys). Both classes had three lessons of English language a week.

During those four weeks I was going to implement the principles of memorising – memorising processes and kinds of memory – named in the previous theoretical chapter, in practice. I was provided with a 45-minute lesson three times a week in each class. After every lesson I took notes about my observation of the lesson to be able to analyse the effects of the methods, which I used during the lessons. I prepared two written tests for both classes. 7.A and 8.A took the first tests (Appendix 17, p. 34-35 and Appendix 16, p. 32-33) during my teaching practice. The pupils took the second tests (7.A – Appendix 19, p. 37; 8.A – Appendix 18, p. 36) a month later with Mrs. Kroulíková. These tests were designed to provide me with information about how the pupils memorised the language we had learnt together.

B. Preparation

During the continual practice I concentrated especially on visual, auditory, and kinesthetic learning styles. In my opinion they are the three basic types of a learning style and everyone belongs to at least one of these three groups.

Before starting the practice I asked my practice teacher whether she could distribute questionnaires (Appendix 3, p. 13-16) for the pupils in both classes. She explained to the pupils the purpose of the questionnaires and helped them when they did not understand something. She devoted a whole lesson to this work in each class.

I evaluated the questionnaires afterwards (for the results of 8.A and 7.A see Appendix 3, p. 17, 18). At the beginning of my first lesson the purpose of the questionnaires was explained again; the pupils got back their work, and I explained the results. A discussion on the topic followed. I informed the pupils that the results could not be 100% accurate according to only one testing. I encouraged them to become more aware of their best way of memorising, and, together with my help, to find their most suitable learning style to be able to learn and memorise more easily. I announced to the pupils that I was going to prepare my lessons according to my knowledge of memorising, observation, and also the results of the questionnaires to try to prepare the lessons as efficient for them as possible.

I was provided with advice and help of Mrs. Kroulíková, who gave me freedom in preparing the lessons. However, I was asked to present few activities in a way the pupils were used to (e.g. presentation of new vocabulary – an English word is read and translated, the pupils write down the Czech meaning). Below are five examples of the lesson plans from my four-week practice at Komenského primary school in Nymburk, where I attempted at applying in practice the theory of learning styles according to the pupils' dominant memory.

C) Practice

8.A

LESSON PLAN 1

Topic: At the restaurant

Aim:

- to explain the purpose of the questionnaires 1 and 2
- to explain the terms: visual, auditory, kinesthetic learner and learning style
- to discuss pupils' results and opinions
- to explain to the pupils my intention to help them learn the language more effectively
- to present and practice new vocabulary

Objective:

- the pupils understand the purpose of the questionnaires
- the pupils start being aware of their learning and memorising style
- the pupils learn new vocabulary and understand their use in the context

Materials:

- tape and student's book Project English 2
- tape-recorder
- 15 copies of Bingo (Appendix 4)

Introduction

(10 min.)

T greets pupils and introduces herself. T explains to Ps the purpose of the questionnaires 1 and 2 in the Czech language. T informs Ps about individual differences and preferences among learners and their learning and memorising styles. T also informs Ps about three basic kinds of memory (visual, auditory and kinesthetic), according to which three kinds of learning and

memorising styles are derived. T writes the terms (visual, auditory, kinesthetic) on the blackboard and explains the meaning of each in Czech language:

- visual learner - learns more easily when "seeing the language". It is helpful for them to use techniques and aids during the learning and the memorising process which appeal to their eyes (see p. 17-19).

- auditory learner - learns more easily when "hearing the language". It is helpful for them to use techniques and aids during the learning and the memorising process which appeal their ears (see p. 19-21).

- kinesthetic learner - learns more easily when doing some movement during learning the language. It is helpful for them to use techniques where they can move or do something during the learning and the memorising process (see p. 21-22).

T gives enough examples of techniques and aids for each type of a learner to help Ps understand the theory more clearly.

Following that T gives Ps their tests with the results. T explains Ps the importance of being aware of their most effective way of learning and memorising the language, not only according to the testing but also to their own observation and awareness of their learning and memorising style. T informs Ps about an advantage of finding their most efficient learning and memorising style to be able to organise their learning and memorising processes according to the knowledge, using appropriate techniques and aids to make learning and memorising more efficient and easy for them.

T announces that she/he is going to prepare the lessons according to her/his knowledge of memory and memorising and also the results of Ps' tests and T's observation.

Finally T asks Ps for their opinions about how awareness and use of their most efficient learning and memorising style could help them and their teachers in practice.

Aim:

- to introduce Ps to the theory of more efficient learning and memorising processes according to the knowledge of their dominant type of memory (visual, auditory, kinesthetic)
- to explain Ps the advantage of understanding and their awareness of the theory for more efficient learning and memorising
- to discuss pupils' results and opinions

Stage 1:

Recalling the language Ps have learnt in previous few lessons

Repetition of the language (vocabulary, phrases, grammar)- At the shop

(10 min.)

Ps perform a role-play "At the shop", prepared for their homework, in front of the blackboard. They are assessed. (2-3 pairs)

Aim:

- to recall Ps' knowledge of the previous topic (shopping: price, quantity)
- to practice speaking skills

Learning style:

- Ps hear the dialogue (repetition, drill), see a simulated real life situation, performers move during playing (**auditory, visual, kinesthetic**)

Stage 2:

Inserting new language into Ps' memory

Presentation of new vocabulary (Fast food p.110)

Introduction of new vocabulary

(5 min.)

T introduces the topic and highlights the importance of being able to communicate when visiting a restaurant, ordering a meal or paying for a meal in a real life situation.

Ps open the book on p. 110. (Project English 2). T pronounces a word aloud, Ps repeat. Ps guess the meaning first. T helps them miming or drawing the meaning of words (e.g. *saucer*, *throw away*, etc.) on the blackboard. Ps write down the Czech meaning if necessary. T writes a phonetic transcription of difficult pronunciation of words as *saucer* or *constable* and others if Ps ask for it. T also highlights an irregular plural form of a word *knife* (*knives*) and explains the difference between phrases: *at the end* x *in the end*.

Aim:

- to present new vocabulary which is going to be used in next lessons

Learning style:

- Ps see the vocabulary in context in their books (**visual**)
- Ps see T miming and drawing the meaning of a word on the blackboard (**visual**)
- a chorus/individual repetition of pronunciation of a word (**auditory**)

Stage 3.

Preserving new language in Ps' memory (practice)

A) Listening

(10 min.)

Ps look at the pictures on the p. 44 (Project English 2) in their student books. T asks questions:

- "Do you know/ever go to the similar fast food restaurant here in the Czech Republic?"
- "Do you like the food?" etc.

Ps listen to the tape. They can follow the text in their books. After that they read the text aloud.

Aim:

- to repeat and use the vocabulary by listening and reading it in the context – to store and preserve the vocabulary in the pupils' long-term memory
- to practice listening skills

Learning style:

- repetition of the vocabulary during the conversation and listening (**auditory**)
- repetition of the vocabulary during reading (**visual**)

B) Exercises

1) True or false

(5 min.)

Ps are asked to do exercise 1/44 (Project English 2). They are supposed to write F (false) or T (true) according to the previous listening and reading the text with comprehension. The class checks the answers together with T.

Aim:

- to understand the text which Ps were listening to and which they used to find the correct answers
- to use the new language in context

Learning style:

- Ps see the new vocabulary in the context (**visual**)
- Ps hear the new vocabulary in the context (**auditory**)
- Ps have to write down F/T next to the questions (**kinesthetic**)

2) Bingo

(5 min.)

T provides Ps with a sheet of Bingo (Appendix 4). T asks Ps whether they understand all the words in the list. Ps fill the chart with words they choose from the list. Ps cross words which T names in Czech. The first pupil who does not have any word left in her/his chart is a winner.

Aim:

- to repeat the new vocabulary

Learning style:

- Ps hear the word in Czech and have to recall it in English (**auditory**)
- Ps see the word in the list, insert/cross out the new vocabulary in/from the chart (**visual, kinesthetic**)

Reflection on the lesson

The lesson started with an explanation of the purpose of the questionnaires 1 and 2, which the pupils had been given a week earlier. In my opinion it was very important to explain to the pupils the sense of the work they had done, so that they could start to be more aware of their most efficient way of learning and memorising. The pupils were explained the purpose of the research, terms *visual, auditory, kinesthetic learner* and *learning style* to understand the theory. After that they were given their results. The pupils were asked to think about their memorising and learning process. The main idea behind this step was to lead them to discuss what they thought about the importance of understanding what the most effective way of memorising and learning was for them and their teachers.

The discussion was not very successful. I expected that the pupils would be willing to share their opinions and co-operate more actively. At first there was a silence in the class. The pupils seemed to be shy to answer (probably because of me as a new person talking to them or maybe because they were afraid of the reactions of their classmates). I asked the pupils more specific question (as I did in the questionnaire) - whether they had known how they learnt the most easily. A boy and two girls gave me their answers - during listening to music, in silence, with a friend, in the morning, etc. I also asked them whether they could identify their learning style. Only one of those girls answered that she had to say everything aloud for herself to remember it efficiently. I pointed out that she could be an auditory learner and that she should try to be more aware of the techniques she uses to memorise more easily.

I think I should have started the discussion by asking more specific questions to the pupils so that they would understand what kind of answers I was looking for.

The class was supposed to start the lesson with testing dialogues prepared for homework. It was a role-play "At the shop". During testing I concentrated especially on a logical sequence of the dialogue, grammatical mistakes and pronunciation. (A - minor pronunciation mistakes, B - minor grammatical mistakes, C - frequent grammatical and pronunciation mistakes, D - frequent grammatical and pronunciation mistakes + logical sequence of a dialogue is missing, E - not prepared). Three pairs were examined and they were prepared well. All of them got the best grade. Only few mistakes were made. After finishing the activity I pointed out the mistakes on the blackboard so that pupils could see them and not make them again (e.g. ~~two packet~~ of sugar - TWO packets of sugar). Recalling the language during performing was a short repetition for the pupils to remember and store the language in their memory even better.

Following that I introduced a topic, which was going to be taught. I highlighted the importance of being able to communicate when visiting a restaurant, ordering a meal or paying for a meal in a real life to arise pupils' interest in the topic. I asked the pupils how they would behave in a posh restaurant when they would not be able to communicate there. Some of their answers were amusing (e.g., they would be miming, pointing on a menu, etc.).

After this short introduction of the topic I was going to present the new vocabulary (Fast food, p.110, Project English 2). I was asked to present it in the way the pupils were used to - read the word and write the Czech meaning next to it. I changed the way of the presentation a bit to involve also the pupils into the introduction of the new language. I did not want them to be so passive during this activity. I read the word first, the pupils repeated the word aloud several times (in a chorus or individually) to hear how the word was pronounced. After that I let them guess the meaning, so that they could show their knowledge or compete who would find the meaning first. They were motivated and gave me the answers themselves. Most of the time they knew the words already. If they did not, I helped them guess the meaning by miming (e.g. *saucer* - I pretended that I drank coffee, made a noise sipping, and held a saucer in my other hand. After that I pointed on the saucer in my hand.) or drawing a picture on the board (e.g. *waiter* - I drew a table with two people sitting behind and another person bringing a plate. I pointed on the man bringing the plate.) to help them memorise the new language through their eyes more easily.

The pupils had a problem with pronunciation of the word *constable*. I wrote the transcription of the word on the blackboard as well as the transcription of the word *saucer*. They copied the transcription into their exercise books, so that they could recall the correct pronunciation next time. I also explained the difference between phrases a) *at the end* x b) *in the end* by drawing pictures:

a) *AT the end of a meal / film* (I drew a clean plate after finishing a meal)

b) *IN the end of a path* (I drew the end of the path)

Also the irregular plural form of the word *knife* (- *knives*) was clarified by writing the difference on the blackboard. The pupils were taking notes of these pieces of information into their exercise books for better remembering. I concentrated on presenting the new vocabulary in an active way to make the pupils use their eyes, ears and their own brains to insert the new language into their memory more effectively. In my opinion, they will be able to recall the vocabulary from their memory more easily in next lessons according to the associations connected with the miming, drawing and/or guessing the meanings themselves.

Before starting the listening exercise about fast food, the pupils were asked to look at the pictures in their books (p.44, Project English 2) and to tell me whether they had ever eaten in a similar restaurant, what menu they ordered, whether they liked the food, whether they used a fork and knife or ate with their hands. The pupils studied the pictures, answering that they knew McDonalds' and KFC restaurants. Some of them liked the food, some of them did not, for various reasons (e.g., taste, price, health, etc.). By asking them these questions I wanted to prepare them for the following activity and recall their visual and savour memories to remind them that they knew the situation from their real life.

As for the first activity, the pupils were supposed to write F(false) or T(true) next to the questions (p.44, Project English 2), according to what they had heard during listening. I did not explain the activity clearly enough because the pupils did not understand what to do. That is why I explained the task one more time in Czech. However, after the lesson I was advised by my practice teacher not to use Czech every time when the pupils did not understand. The teacher told me to use only English with a possible help of miming or pictures when explaining a task and thus make the pupils work harder on understanding what they are asked for.

Since having some time left before the end of the lesson, the pupils played Bingo (Appendix 4, p. 19). They were given sheets with a chart and a list of words from which they were asked to choose 12 and fill the chart with them. Before doing that the pupils went through the list one more time to see whether they understood the words. By doing that I wanted the pupils to recall the new vocabulary which had been presented at the beginning of the lesson for more effective memorising. I started to read Czech meanings of words, which I chose from the list. The first student, who crossed out all the words in the chart, was the winner. I carried on finding the second and the third winner. The pupils enjoyed the activity because they were playing and learning in the same time. This exercise for the end was a repetition to confirm their knowledge of new vocabulary they had learnt during the lesson. Repeating the vocabulary before starting the game helped the pupils recall

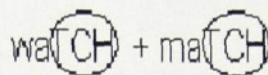
the vocabulary more easily. They memorised the meanings and were able to react according to the meanings in the Czech language.

There were still about five minutes left. I decided to communicate with the pupils a bit more about eating in the restaurant and also about themselves (e.g., their hobbies, family, etc.) to learn more about them. During the conversation I pointed out few mistakes: e.g. 1) *heard* x *heart* - I drew a picture to help them remember spelling,



2) ~~*I looked the match*~~ - *I watched the match* - I explained the difference between verbs *to watch*, *to look* and *to see* by giving the pupils examples in sentences. I also pointed out the preposition *AT* connected with the verb *look*. By circling -TCH

I tried to create



an association to help the pupils remember the collocation. I drew the example on the blackboard.

Finally I would like to summarise and evaluate the lesson. This lesson was expected to be more an introduction for future work together. I introduced the purpose of my research to the pupils to explain them how helpful it could be for them to start being more aware of their own way of learning and memorising. According to their reactions I saw they understood the purpose of my research; however, during discussion I found that only according to the theoretical introduction it could be difficult for them to understand how to apply the knowledge in real life (to search for learning techniques themselves). I found that it would be very helpful for the pupils, if teacher points out the techniques for every learning style, when using it during the lesson (e.g. pointing out a use of colours, pictures, mind maps, etc., for better memorising which could help especially visual learners) to show the pupils how to apply the theory in practice. Following that the role-play was performed by three pairs to recall the language which the pupils learn in previous lessons. Some of the language was going to appear in the lesson (e.g. counting money, payment). After that new topic ("At the restaurant") was introduced. I considered important to link the pupils' imagination of a real life situation – the pupils eating in the restaurant – with the language which was going to be taught in next few lessons. I wanted to make the pupils be aware of the fact that they could occur in that situation easily. Doing that I wanted to motivate the pupils to become more serious about learning the new language which was going to be presented. I started with introducing new vocabulary. It was going to be used in the following lessons. According to the knowledge I had learnt from the questionnaires about the pupils' learning and memorising styles (there were 5 visual, 5 auditory, and 4 kinesthetic learners) I presented new vocabulary using visual and auditory techniques (miming, drawing, sipping). I did not find many opportunities to use kinesthetic techniques (to make the pupils move) during the presentation of new vocabulary but also in the

following activities. I also should point out that miming and drawing techniques help especially those students who remember what they see. I should have told the pupils that it could be very helpful for them to use techniques, which appeal to their eyes during learning. In this way I could have emphasised that this is what was mentioned at the beginning of the lesson used in practice. As a next activity I chose listening and reading - hearing and seeing the language in context. I expected that it would help the pupils preserve the new vocabulary better. There was a minimal activity also for kinesthetic learners (putting T/F next to the sentence), but I am aware of the fact that kinesthetic learners need more movement. Last activity was Bingo. I regret I did not collect the sheets. I could have analysed what vocabulary the pupils used to fill the table with (what vocabulary appealed their memory) and also what vocabulary they had problems with (translating from Czech to English during my dictation). I could have had first material to confirm my theory as Šádek had during his project.

LESSON PLAN 2

Topic: Food and restaurant

Aim:

- to practise the topic

Objective:

- Ps learn new language of the topic

Materials:

- copies with a shopping list (Appendix 5, p. 20)
- tape and student's (Project English 2 - new issue) - copies p.77 (Appendix 6, p. 21) and p.37 (Appendix 7, p. 22)
- copies with questions for groups (Appendix 8, p. 23)
- tape-recorder
- workbook (Project English 2 - old issue)
- copies with dialogues 1 and 2 (Appendix 9, p. 24-25)
- aids for simulating a restaurant in the class (e.g. Menu (Appendix 10, p. 26), paper plates, fork and knife, glass, etc.)

Stage 1:

Recalling the vocabulary Ps have learnt in previous lessons (shopping, quantity)

Repetition of the language for better preserving the vocabulary in Ps' memory

Shopping list (Appendix 5, p. 20)

(5 min.)

Ps are given sheets with a shopping list and pictures above. T asks Ps about the unknown vocabulary or the pictures from the copy. The shopping list is folded in half. Ps are asked to assign the things (pictures) to the correct quantity on the list.

Answers:

<i>a pack of biscuits</i>	<i>a bottle of ink</i>
<i>a tube of toothpaste</i>	<i>a jar of jam</i>
<i>a tin of sardines</i>	<i>a carton of juice</i>
<i>a box of matches</i>	<i>a bar of chocolate</i>
<i>a role of sellotape</i>	<i>a pad of writing paper</i>

Aim:

- to repeat the vocabulary from previous lessons for better memorising

Learning style:

- Ps work with pictures (not only words), match them with arrows or numbers (**visual, kinesthetic**)

Stage 2:

Inserting new information about the topic to the Ps memory.

Practising vocabulary, phrases connected with the topic

1) Listening: Meal and Meal times in GB (Appendix 6, p. 21)

(15 min.)

Ps listen to the tape following the text from the copy (Appendix 6, p. 21). Ps divide themselves into three groups. Each group gets a different sheet with four questions (Appendix 8, p. 23). Ps answer the questions according to the paragraph which their group was given to read (three paragraphs - each group works on one)

Group A:

- 1) What is the first meal of the day?
- 2) What is the traditional Br. breakfast?
- 3) When do the British usually have their lunch?
- 4) What kind of food is it?

Key:

- BREAKFAST
BACON. FRIED BREAD
BETWEEN 12 - 2
(see the article Appendix 6, p. 21)

Group B:

- | | |
|---|-----------------------|
| 1) What is the main meal of the day? | DINNER |
| 2) What time do the British usually have it? | BETWEEN 6 - 7 |
| 3) What is the traditional Br. dinner? | MEAT...WITH VEGETABLE |
| 4) What do many people usually cook nowadays? | FOREIGN FOOD |

Group C:

- | | |
|---|----------------------------|
| 1) What kind of food is popular there? | PIZZAS/INDIAN/CHINESE FOOD |
| 2) What kind of programmes are on TV there? | COOKERY PROGRAMMES |
| 3) What do people usually have after the main course? | DESSERTS |
| 4) How do they also call a dessert? | PUDDING |

Finishing the exercise, each group reads their questions and answers for the whole class.

Aim:

- to learn something new about the lifestyle in GB
- to practise listening and reading skills (scanning – looking for a particular information in the text)

Learning style:

- Ps work with the text, they have to find the information there, they see the language in the context (**visual**)
- Ps hear the language during saying the answers aloud for the whole class (**auditory**)
- Ps have to take notes to answer the questions (**kinesthetic**)

2) Lifestyle in GB

(2 min.)

During Ps' work T writes a chart on the blackboard to show Ps the difference between the CR and GB names of meals:

CR:	GB:
breakfast	breakfast
lunch	dinner
dinner	tea

Aim:

- to learn more about GB lifestyle and contrast it to the Czech one

Learning styles:

- oral presentation by T (**auditory**)
- the chart with names of meals written on the blackboard to see the difference (**visual**)

3) Reading

(8 min.)

Ps are given a copy with a dialogue between a waiter and a customer in the restaurant (Appendix 9, p. 24-25). Ps are asked to read the dialogue for themselves first and fill the gaps with a meal they would order. After that two Ps are asked to read the dialogue. Another two Ps translate the dialogue. T explains words: *starter, main course, after*.

On the other side of the previous copy Ps were given (Appendix 7, p. 22) there is a reading exercise. It is also a dialogue but its sentences are not in the right order. Ps are asked to put them in the correct order. The class checks the right answers together.

- Answer:**
- W: Yes please?
C: Can I have fish and chips, please?
W: Do you want peas or beans with that?
C: Peas, please.
W: And do you want anything to drink?
C: A glass of milk please. Thank you.

Aim:

- (repetition) to preserve the phrases and memorise them more easily

Learning style:

- Ps see the phrases in the context during reading and doing the reading exercise, they have to work with the language (put the sentences in the right order (**visual**))
- Ps mark the sentences with numbers (**kinesthetic**)

Stage 3:

Preserving new language (phrases and vocabulary) in Ps' long-term memory

More practice and repetition of the new language

Role-play

(15 min.)

Ps are asked to prepare similar dialogues in pairs (or groups of 3 max). One pupil is a waiter and the other(s) is/are customers. T reads an example of a menu (Appendix 10, p. 26) she/he has prepared to show Ps some ideas about what kind of food/drinks they could choose for their own dialogues. One or two pairs are going to perform their work for the class in front of the blackboard - drill of phrases for better preserving in Ps' memory.

During the time Ps are working on their task, T prepares a table with knives and forks, paper plates and glasses in front of the blackboard. T writes on the blackboard: Restaurant MAMA-MIA.

Aim:

- to simulate a real life situation in the class - learning basic phrases for ordering a meal in a restaurant

Learning styles:

- Ps perform their dialogues in front of the class (role-play) (**kinaesthetic, visual, auditory**)

Reflection on the lesson

The pupils did not have any problem with the first activity. They only asked for the meaning of words *a pad* and *a bar*, which they did not know. The pupils were able to work independently. I designed the exercise to repeat the language the pupils had learnt in previous lessons to retrieve the language from their memory for even better memorising it.

On the following exercise, the pupils worked in groups which consisted of four or five pupils. One of the pupils in the group was a secretary writing down the answers. Even when it was not a competition, two groups were competing between each other who would have the answers first. The third group consisting of two boys was loud and did not work very hard on the task. I asked the group if they found it too difficult because of not having answered any question yet. One of the boys was still joking and made also the others not take the task seriously. He was the secretary. I took the role of the secretary from him and gave it to the other boy from his group. Because of my presence he started to write the answers down with the help of the others immediately. Finally, also the reluctant boy started to work on the task. They completed the exercise well.

When explaining the information about the difference between the names of meals in the CR and GB, I gave the pupils an example from my own experience when being an Au-Pair in England

(Children wanted money for dinner at school. I did not understand why they wanted money for dinner when they had their meal at school at 12 a.m.). The pupils were interested in the real life example and the personal experience with having problems with differences. I chose this approach to arise their interest and it proved to be a good choice.

Following that the pupils read a dialogue (Appendix 9, p. 24-25) and translated it in pairs. After that they did the reading exercise (Appendix 7, p. 22) where they were supposed to put the sentences in the right order. The pupils found the exercise hard and started to give up. I found they could not even identify the introductory phrase and/or recognise which sentence belongs to the waiter/customer. I tried to help them find the beginning of the dialogue asking the pupils what they would say first when entering the restaurant. Because approximately 7 min. were left to the end of the lesson, the pupils did not want to work hard any longer and waited for the bell. I chose these two reading activities to present the pupils the new language in the context. I wanted them to work with the new language, hear and see the phrases in the context several times to insert them into pupils' memory properly. I expected that seeing the example of the dialogue in the previous reading activity would help the pupils finish the following exercise without difficulties. I think that the main problem was that there was a lot of reading activities - one after another - so that the pupils became tired of that.

More time than I had expected was spent on the previous activities. We did not have enough time for the role-play. I announced to the pupils homework where they were asked to finish the exercise and prepare a similar dialogue to those they were practising during the lesson in pairs or a group of three. The pupils were also asked to prepare their own aids as menu, paper plates and glasses, forks, knives, spoons, etc., so that a real life situation could be simulated in the class. They were explained that few pairs were going to perform a dialogue between a waiter and a customer in a restaurant MAMA-MIA for the whole class the next lesson.

At the end of the lesson I did not forget to explain to the pupils vocabulary - *main course, starters and afters*. I wrote it on the blackboard and asked the pupils to write the notes into their exercise books. I also read an example of the menu for the pupils to give them ideas what meals they could choose.

Now I would like to summarise the lesson. The matching activity (the pictures to the correct quantity) was chosen to recall and repeat the language for better storage. I expected the pictures would motivate the pupils and make the activity more interesting for them. The pupils enjoyed the activity. It is important to choose activities, which entertain pupils. It can also contribute to more effective learning and memorising the language. Next activity was compiled to cover all three learning styles - the pupils heard, saw and worked with the language. The activity should appeal

three senses to help the pupils memorise the language more effectively. This activity required thinking. It also required more time than I had expected (the pupils did not concentrate on the work for 100% or had different opinions and discussed them). Next time I should count with more time for this type of activity. The chart, which was written on the blackboard, was a visual aid to present the differences to the pupils. Seeing the differences together with telling the story should make the pupils attract their attention to remember the differences. I could see that the pupils were really paying their attention to the story. Maybe I could have tried to test their memorising of that knowledge in the test (Appendix 16, p. 32-33), but I did not because I found other things to test more important. In the following reading activities the pupils should have worked with the dialogues to insert and preserve the phrases into their memory. Ordering the sentences to make a dialogue was a rather demanding activity for them, which should not be placed at the end of the lesson where the pupils had been already tired. During this lesson I did not find anything that could confirm my hypothesis. It was mainly due to the fact that I wanted to concentrate especially on inserting and preserving new language into the pupils' memory. In the following lessons designed for practice and testing the language I expected to gain evidence to support my hypothesis. I was using the various aids and tried to do all three kinds of activities (visual, auditory, kinesthetic) with children to help them memorise the language more easily. By doing this work and giving them the homework (finishing the exercise and preparing the role-play), I was preparing them for more practice and better storage of the language the effects of which should be seen in the test (Appendix 16, p. 32-33).

LESSON PLAN 3

Topic: At the restaurant

Aim:

- to prepare Ps for the test
- to provide more practice of the language - topic: "At the restaurant"

Objective:

- Ps are able to communicate - topic: "At the restaurant"

Materials:

- video tape and exercise book (Grapevine 1) - copies "Chips with everything" (Section 1 and exercise 24/2), (Appendix 11, p. 27; Appendix 12, p.28)

Stage 1:

Recalling the language Ps learnt in previous lessons

Repetition of the language for better preserving the language in Ps' memory

1) Role-play (homework)

(10 min.)

Ps perform the role-play "At the restaurant" which they prepared for homework. They work in pairs or groups of three. Ps use their own aids or those which the T has brought. Ps are assessed (2-3 pairs).

Aim:

- to recall and reinforce the language Ps have learnt (vocabulary, phrases) for further work and better memorising

Language styles:

- simulating a real life situation in front of the class using their own aids, performing, seeing and hearing the language (**visual, auditory, kinesthetic**)

2) Exercise (homework)(Appendix 7, p. 22)

(3 min.)

Ps check the exercise they finished for their homework. They should have put the sentences in the correct order. T asks two Ps to read the task as a dialogue.

Aim:

- to control the answers (see LESSON PLAN 3, Stage 2, point 3) for learning the language correctly
- to preserve the language better in Ps' memory (repetition)

Language style:

- Ps hear the phrases again (**auditory**)

3) Preparation for the test

(5 min.)

T tells Ps what they could expect in the test.

a) vocabulary 110/4 (1-3)

b) quantity

c) language corner (p. 42)

d) money – to be able to count pounds/pennies (p. 43)

e) conversation in the restaurant

Aim:

- to prepare Ps for the test
- to make Ps revise the language themselves at home so that they preserve the language even better – they have their own interest to study for the test to get the best results - feedback for the T

Video "Chips with everything"

(20 min.)

T asks Ps to read the F/T questions from Section 1 (Appendix 11, p. 27) first to be sure they understand everything. Volunteers read and translate the questions for the class. Before the first listening T explains the meanings of the vocabulary: *well done, medium, rare steak*. T writes the words on the blackboard and asks Ps whether they know the meanings. T also asks how Ps would like their steak done.

After that Ps watch the video for the first time. Finishing that, Ps are asked to put a tick in the box F/T. Ps are given one more opportunity to watch the video, so that they can check or add to their answers. The class corrects the answers together.

Key: T, F, F, T, T, F, F, T, F, F

Following that T asks Ps: What did Angela and Martin ask for their starter/main course for the first/last time? Ps answer.

Aim:

- to practise the phrases used in the topic "At the restaurant" for even better preserving and memorising
- to practise listening skills (understanding a native speaker)

Learning style:

- Ps watch the video and hear the language in authentic language (**visual, auditory**).

5) Exercise on the blackboard

(3 min.)

During watching the video T writes the sentences on the blackboard:

Key:	Sentences:
M	Could we have the menu please, we are in a hurry.
M	What would you like for the main course?
A	I will have steak – well done – no chips.
M	We will have the potato soup then.
W	You wouldn't.
A	I would.
A	She would, what's wrong with that?

T asks Ps who said the sentence. Ps are asked to come to the blackboard and put M (Martin), A (Angela), W (waiter) beside sentences according to their correct answers.

Aim:

- to recall the information which Ps have heard for better preservation and memorising the language

Learning style:

- Ps have to recall what they saw and heard in the film. They also see the sentences on the blackboard (**visual, auditory**)
- Ps have to come to the blackboard and put the correct letter next to the sentence (**kinesthetic**)

6) Exercise 2 (Appendix 12, p. 28)

(7 min.)

Ps are asked to complete the spaces in the conversation. Finishing the exercise, they check the answers together.

Key:	can I	I would	well done
	got	main	rare
	a hurry	like	else
	would	like	have an apple pie

Aim:

- to preserve the language even better into Ps' memory

Reflection on the lesson

I was pleased to see how the pupils prepared their homework and co-operated. They seemed to be motivated as they prepared the environment themselves, so that the situation was similar to the real life situation (they prepared paper plates with a drawn meal on it, e.g., chips and steak with vegetables, cups and knives and forks, their own menu with prices). RESTAURANT MAMA-MIA was written on the blackboard in front of which a table and two chairs were prepared for the role-play. The pupils were performing their roles having a conversation between a waiter and a customer. Three pairs were assessed with the best grades. During their presentation I observed especially a logical sequence of the dialogue, grammatical mistakes and pronunciation. (A - minor pronunciation mistakes, B - minor grammatical mistakes, C - frequent grammatical and pronunciation mistakes, D - frequent grammatical and pronunciation mistakes + logical sequence of a dialogue is missing, E - not prepared). Only a few pronunciation mistakes such as (e.g. *main course* ~~/kours/~~ x /ko:s/,) were pointed out. I found this activity successful. The pupils were prepared, they used correct language, the other pupils were silent and interested in watching the performance. All three learning styles were involved to retrieve the language, so that the attention and memory of all three kinds of learners was attracted.

The following activity was checking the exercise, which was also given to the pupils for their homework. However, not all the pupils had done it. I asked pupils who had finished the exercise to read it and the others to complete it during listening. I wanted all of them to have correct answers in their notes, so that they could use them for the revision when needed. After that I asked the pupils to write few other points into their exercise books. I announced to them that some of these points could appear in the test (Appendix 16, p. 32-33) which they were going to take next lesson. I wanted them to revise the language they had learnt in the previous few lessons to recall the language for better memorising. The test was going to include the language, which the pupils had learnt with Mrs Kroulíková, but it was also going to be a revision of the language the pupils learnt during my teaching. It was going to become a source of feedback for me to see whether my awareness of the pupils' learning preferences had been effective. Through the test I was going to find how effective my teaching had been and also pupils' learning weaknesses.

The next activity (watching the video) was very successful. The film was funny (e.g., the dirty and impolite waiter, Angela...) and interesting. The pupils enjoyed watching it and doing the activities which followed. I explained to the pupils new vocabulary which occurred in the video (*well done, medium, rare, and again main course, starters, afters*) to be sure they would understand the text. I expected that this activity would be effective, since seeing the situation and hearing the

language would help the pupils memorise the language more effectively. It was necessary for the pupils to see the video for the second time to finish the task in Section 1 (Appendix 11, p. 27). Finally they finished it very well.

To practise the vocabulary mentioned above, I asked pupils questions about what Angela/Martin had for their main course/starter/afters the first/last time. The pupils were answering correctly. I wanted them to use the vocabulary as they could imagine eating a particular kind of stake themselves to see whether they would like it or not. I hoped it would help them memorise the vocabulary better.

In order to remind the conversation again, I recalled the dialogue from pupils' memory by answering/finding correct letters to the prepared sentences on the blackboard. It was not very difficult for them.

As the last activity I asked pupils to do exercise 2/24 (Appendix 12, p. 28). Since we did not have much time to finish the exercise at school, I let the pupils finish it at home as homework.

Personally I was satisfied with the lesson. The pupils were interested in the topic and worked hard. I managed to plan and organise the lesson better as far as time was concerned, and finally I managed to include also kinesthetic activities where the pupils had to move with their whole body (the role-play, writing the correct letter on the blackboard). This success challenged me for the next work with the class a lot.

As a last point let me summarise main points of the lesson. I started the lesson with the role-play using aids preparing the environment as if it was a real restaurant to motivate the pupils for next work. I started the lesson with this activity to recall the language from the pupils' memory. The role-play should have addressed all three kinds of learners and helped them memorise the language more effectively. The pupils were prepared well and I found the activity successful. All the practice of the dialogue which had been done in previous lessons in various activities using various techniques as well as the activities which followed in the lesson (ordering the sentences in the dialogue, work with the text "Chips with everything" – video, exercises 4,5,6) showed to be very effective in the test (Appendix 16, p. 32-33). It was taken next lesson and filling the gaps in a dialogue was a part of the test. Almost all of the pupils completed the dialogue without a mistake (for test and assessing criteria – see page 57). I found it hard to gain valuable evidence for my hypothesis in every lesson but I managed to gain some evidence from the tests.

LESSON PLAN 4**Topic:** Records**Aim:**

- to explain the purpose of the questionnaires 1 and 2
- to explain the terms: *visual, auditory, kinesthetic learners* and *learning styles*
- to discuss pupils' results and opinions
- to explain to the pupils my intention to help them learn the language more effectively
- to present and practice new vocabulary
- to present and practise new vocabulary and teach new grammar (superlatives, irregular adjectives)

Objective:

- the pupils understand the purpose of the questionnaires
- the pupils start being aware of their learning and memorising style
- the pupils learn new vocabulary and grammar

Materials:

- student's and tape (Project English 2)
- tape-recorder
- copies with comparatives (Appendix 13, p. 29)
- a chart prepared on the board before the lesson

Introduction:*(10 min.)*

(Same approach as in 8.A. See page 21-22)

Stage 1:**Recalling the language Ps learnt and practised in previous few lessons**Repetition of the language (vocabulary, phrases, grammar)

1) Talking about themselves

(5 min.)

T asks Ps questions about their names, age, clothes, hobbies, animals, class, favourite artists, etc.

Aim:

- to help T know Ps
- to motivate Ps by communication about themselves, things they like to do, using simple grammar which they know, so that communication is not hard for them

Learning style:

- drill, Ps repeat the same phrases:
- My name is....
I am ...old.
I like....
I wear... etc.

(auditory)

2) Checking homework

(2 min.)

T goes through the homework Ps got last lesson. They read the answers aloud.

Aim:

- to correct Ps' mistakes and provide Ps with feedback
- feedback for T to find possible weaknesses to concentrate on them in next lessons

Stage 2:

Inserting new language into Ps' memory

Presentation of new vocabulary and grammar

1) Introduction of new vocabulary

(3 min.)

Ps open the book on p. 110. (Project English 2). T pronounces a word aloud, Ps repeat. Ps guess the meaning. Ps write down Czech meanings if necessary. T writes a transcription of pronunciation of words on the board if Ps need it.

Aim:

- to present new vocabulary which is going to be used in next lessons

Learning style:

- Ps see the vocabulary in their books (**visual**)
- a chorus/individual repetition of pronunciation of a word (**auditory**)

2) Listening - introduction of superlatives

(5 min.)

Ps open their books on the page 31 where there is a quiz. They are going to listen to the tape, hear the question and three possible answers. Their task is to tick a correct answer. They follow the text in their books. After that they check the correct answers together. They have to answer in the whole sentences.

Key: the Nile, Everest, Asia, Vatican City, whale, cheetah, Tokyo, gold

After that T asks Ps questions such as: "Did you know that a giraffe has a longer neck than an elephant?", etc. T writes on the blackboard:

GIRAFFE - longER neck - elephant

and asks Ps why there is - ER construction used.

Aim:

- to insert new vocabulary into Ps' memory
- to provide a link between previously covered comparatives and the grammar to be introduced in this lesson (superlatives)

Learning style:

- Ps see and hear the new vocabulary used in context (**visual, auditory**).

3) Learning new grammar according to the text used for listening

(5 min.)

T asks Ps about the meaning of the words: *the longest, the biggest, the fastest*, etc. T writes few adjectives on the blackboard e.g. *big, long, heavy*. After that T asks Ps what they think they need to express that something is "největší, nejdelší, nejtěžší" (Ps are asked in Czech. They are supposed to find the rule themselves according to the text.) T adds the information: THE biggEST, THE longEST, THE heaviEST. T asks Ps to turn the page 32 and look at the example in the green table. T highlights the importance of the definite article (THE) in a superlative and endings (-ER) in a comparative and a superlative (-EST). T names a comparative as the second form and a superlative as the third form to make it more easy for Ps to remember. T asks Ps to fill the gaps in the table. The answers are checked together.

Aim:

- Ps find the rule about superlatives themselves (THE,-EST) for better memorising and understanding the rule
- to practise the new grammar on the examples given in the table

Learning style:

- Ps see the examples in the quiz in their textbooks and find the rule about superlatives from the text. T adds the information (THE, -EST) to the given examples written on the blackboard. T highlights it with colours and capital letters, so that pupils can see it again (THE biggEST, THE longEST, THE heaviEST) (**visual**).

4) Reading from a graph

(3 min.)

T asks Ps questions to practise the superlative form e.g. "Who has the darkest jumper in the class? What animal has the longest neck?, etc." T writes the superlatives on the blackboard for Ps to see them.

T asks Ps to look at the graph (Project English 2, p.30) carefully. Then T asks Ps questions:

Key:

"What is the coldest place in December?"

(D)

"What is the hottest place in July?"

(B)

Aim:

- to practise the new grammar

Learning style:

- Ps see the superlatives on the blackboard (**visual**)
- the pupils have to find the information in a chart (**visual**)

5) Copying the chart of irregular comparatives/superlatives from the blackboard.

(5 min.)

T highlights that most of the adjectives only add -ER to create comparatives and THE -EST to create superlatives as has been mentioned above. However, there can occur also adjectives the comparative and superlative forms of which are not created like that – they are called irregular adjectives. T points on the chart prepared on the blackboard, reads the examples for the pupils and asks them to copy the chart to their exercise books.

1	2	3	
good	BETTER	THE BEST	- dobrý
bad	WORSE	THE WORST	- špatný
far	FURTHER	THE FURTHEST	- daleký
little	LESS	THE LEAST	- malý

T refers to the pronunciation of *further* and *the furthest*. T explains that the pronunciation is similar to the pronunciation of the word *father* but without [a:].

Aim:

- to learn also about the comparative and superlative of irregular adjectives
- Ps write the chart of irregular adjectives to their exercise books to be able to see and work with these pieces of information in next lessons

Learning style:

- Ps see the irregular adjectives in the chart and copy them into their exercise books to be able to see the language whenever they need to remind themselves of the language (**visual**)

Stage 3.

Preserving new language in Ps' memory (practice)

1) Reading

(2 min.)

T asks two Ps to read the advertisements about Hot dog. (Project English 2, p.33). Each of them reads one. After that different two Ps translate them.

Aim:

- to see the learnt language (irregular verbs) in context

Learning style:

- Ps see and hear the new grammar in the context (**visual, auditory**)

2) Listening

(5 min.)

T explains to Ps that they are going to listen to the tape which is about Hot dog and Cool cat (Project English 2, p. 32/2). T reads the example and explains to Ps how they should answer. T explains that they are supposed to say what Cool Cat would say.

Aim:

- to practise the new grammar

Learning style:

- Ps have to create the answers themselves and say them aloud. They also hear correct answers from the tape. (**auditory**)

For homework Ps are given copies with an exercise (Appendix 13, p. 29), where they are supposed to compare the pictures and tick a correct answer.

Aim:

- to practise the comparative forms of adjectives

Learning style:

- use of pictures in the exercise (**visual**)

Reflection on the lesson

As in 8.A, I started the lesson with introducing myself and the explanation of the purpose of the questionnaires 1 and 2. Although the pupils were only one year younger than the pupils from 8.A, I found that I would have to explain the theory more briefly and simply, using more examples from practice than facts. I explained to the pupils the purpose of the research on myself.

I described to the pupils in Czech that I learned best when I saw pictures, used colours, etc. I told them that I could visualise my notes from my exercise book in my mind and sometimes I could recall the information reading them from my mind. I explained to them that I was a visual learner because I learnt from what I saw. I asked them who learnt or memorised in a similar way. Few of the pupils raised their hands. In the same way, I explained to the pupils that some people learnt better from what they heard or while doing some movement (walking across the room, playing...). In 8.A I did not have problems to be more theoretic, but in this class I felt I had to be more specific providing enough examples to make the theory clear.

Following that, I gave the pupils their results asking whether all of them understood what kind of a learner I had found they could be according to the test. They answered that they understood. I told them not to take the results as definite because one or two tests are not enough to identify the type exactly. I also asked them to start thinking about what helped them learn more easily, so that they could learn more effectively. I prompted the children to tell me what they thought about the theory.

I met 7.A the same day as 8.A. I did not have much time to think why the discussion had not functioned in 8.A and what mistakes I had made. Also in 7.A I encountered with the same problem. The pupils were not only shy to communicate, but my question was also too demanding for them to be able to give me their answer. I decided to put more specific questions to them as I did in the previous class. It worked again. The pupils were answering that they liked studying when listening to music, in their room in silence, that they liked using colours, etc. Now I see what mistake I made.

As I have already mentioned, next time I would start asking more specific and simple questions.

I decided to start asking the pupils questions to know them better and also to repeat the language they had learnt in the previous lessons. It was a drill – an auditory exercise. They did not have problems to answer and they were pleased to say something about themselves.

After that we checked their homework. The pupils completed it without any problem. Then I started introducing new vocabulary, which occurred in the quiz. As in the previous class (8.A) I introduced new vocabulary in the way the pupils were used to with the same changes to help them memorise the language more easily. I read a word aloud, the pupils repeated it after me in a chorus or individually several times to hear the pronunciation, more than only once. (According to my questionnaires (Appendix 3, p. 13-15) 8 of 12 pupils should have been auditory learners. Being aware of this fact, I hoped that the repetition could be useful for most of the pupils.) The pupils did not have any problems with the pronunciation. I asked them to guess the meanings and they succeeded; after that they wrote the Czech meanings down. In my opinion, the pupils guessing the meanings of the vocabulary can memorise the language more effectively because they are becoming more active during introducing new vocabulary, recalling their knowledge and also thinking about what a word could mean. The pupils knew most of the vocabulary already. If they did not understand a new word, I helped them to guess the meaning by drawing a picture on the blackboard.

The next activity was listening. I explained to the pupils they were going to tick the answer, which was "NEJ". They liked the activity. I explained to them what *cheetah and ostrich* meant. They met the new grammar (superlatives) in the context. When I asked them to explain to me the meaning of expressions like *the fastest, the biggest, etc.* and to clarify the rule, they were able to find the answers without any problem. Seeing that they understood new grammar, I asked them to fill in the table on page 32 and continued with asking the questions. When answering the questions which required work with the graph, the pupils were not able to find the information. After the lesson my practice teacher told me that the pupils usually have problems with looking for the information in graphs even in other subjects (e.g. maths). I was thinking how I could help them to find the activity easier. Next time I would try to draw a similar graph on the blackboard and during the drawing I would be explaining what I am doing and what the lines mean. After that I would ask some pupil to come to the blackboard and show me the line which could give us the answer. I did not think about the importance of mentioning the spelling rules referring to the changes in some comparatives and superlatives (e.g. *heavier/the heaviest, bigger/the biggest*) in that lesson. I thought it may have been better to leave it for some other time not to present too much new grammar in one moment.

To explain the complete set of rules about comparatives and superlatives, I asked the pupils to look at and copy the chart with irregular forms of comparatives and superlatives from the blackboard. I gave them an oral explanation first and highlighted the pronunciation of the words *further* x *the furthest*. I asked them to repeat it several times and compared the pronunciation to the pronunciation of *father* for better memorising. I wanted them to have the chart in their exercise books, so that they could see those adjectives and their second and third forms together in their notes whenever they needed. I also expected that not only seeing them but also writing them down could help the pupils remember the forms more easily.

For even better memorising I gave the pupils few examples which I wrote on the blackboard. I wrote two sentences with a gap for the word, which they were supposed to complete.

(grade) 1 is than (grade) 4. - BETTER

NY is than London. - FURTHER

Who is the furthest from me here in the class?

Everything was completed without problems. My practice teacher only reminded me that I had omitted to tell the pupils to start writing their notes with a date and a title (IRREGULAR ADJ). These points had not come to my mind at all.

Following that we moved on to reading the advertisements on page 33. The pupils found the activity quite amusing for understanding the joke with changing the meanings of the adjectives into their opposites. The adjectives: *better/the best*, *worse/the worst* occurred in the text. I used the exercise, so that the pupils could see the adjectives in an interesting context, which they understood easily. I hoped it would help them memorise the forms more effectively. I asked the pupils to translate the text to make sure the pupils understood the meanings.

Having finished the reading, we did the listening exercise on page 32. The pupils were to give me the answers that Cool Cat was going to say. My explanation was not very clear. The pupils did not understand. When in difficulties in a class, we (teachers) tend to jump to the easiest solution. I chose to explain the task in Czech. It helped, but I could see from their reactions that they were still a bit confused with what I said. I started to play the tape then and explained it on two first examples written in the book. Finally they understood and finished the exercise well. The exercise was a drill of *better/the best*, *worse/the worst*. The pupils had to use the adjectives actively and also heard it from the tape. Both of the activities were again used to help the pupils memorise the forms of the adjectives more efficiently.

I managed to finish all the prepared work in time. The pupils were given homework where they should practise comparatives of adjectives they met during the lesson and write down to their exercise books for better memorising.

The following section is going to be devoted to the summary and evaluation of the lesson. The beginning of the lesson had almost the same course as in 8.A. I introduced the purpose of my project. I also wanted the pupils to start thinking about their way of learning and memorising. Also in this class I found that to be able to discuss the topic with the children, I have to be more specific in asking questions, explaining the pupils the theory on particular examples (not only the first lesson but every lesson when using some visual, auditory or kinesthetic technique) to help them understand the theory more easily. After asking the pupils questions to get to know them better I introduced new vocabulary. The class was going to work with it in next lessons. Again I helped them insert the new vocabulary into their memories. Being aware of the fact that according to my questionnaires almost all of the pupils should tend to be auditory learners, I used techniques as a chorus/individual repetition, guessing the meaning, but also drawing pictures. It would have been very useful if I had pointed out during the lesson that the techniques I used were auditory/visual to help the pupils understand what we had been talking about at the beginning of the lesson and to be able to use the techniques themselves next time (e.g. to draw a picture into their exercise books). If their attention had been focused on concrete examples repeatedly during the lessons, their understanding the meaning of the theory would have had more content. Following that I chose the listening activity to introduce new grammar. I found it successful. The pupils were able to tell me the rule themselves. Not meeting any problems, I decided to do only quick practice of that language (superlatives THE -EST), asking the pupils few questions and working with the graph; then I moved onto the introduction of *better/best*, *worse/worst*, etc. I did not find the exercise with the graph very useful. The pupils had problems with finding the information and also a lot of time was spent on it. Next time I would ask the pupils more questions orally and use blackboard to write the examples down (as I did before working with the graph) for the pupils to see the language too. I think I should have explained to the pupils the spelling differences together with comparatives and superlatives created by -ER, THE -EST, do some more practice of that and leave the following grammar concerning irregular adjectives for the next lesson (I started the introduction and also did two exercises of irregular adjectives). Preparing the lesson I thought I would introduce the whole grammar of comparatives and superlatives in complex (regular and irregular) to be able to do the practice in next lessons only. Now I think that too much new grammar was introduced which was probably demanding for the pupils to store everything clearly. Being aware of the importance of the pupils' individual learning/memorising needs and also the stages of memorising, I was rather

preparing the pupils for the following practice in next lessons using especially visual and auditory techniques that day. I did not have many opportunities to collect any evidence to confirm my hypothesis in this lesson but I expected that I would prove it during the practice (doing activities where I could test it) or in the test (Appendix 17, p. 34-35).

LESSON PLAN 5

Topic: Records

Aim:

- to practise irregular adjectives and learn the rule about 2 and more syllable adjectives

Objective:

- Ps are able to use irregular adjectives
- Ps understand new grammar (2 and more syllable adjectives) and are able to use it

Materials:

- tape and workbook (Project English 2 - new issue)- copies p.50,52 (Appendix 14, p. 36)
- student's book (Project English 2 - new issue) - copies p.56 (Appendix 15, p. 31)
- copies with Quiz (Appendix 13, p. 29)
- a chart of adjectives with two and more syllables prepared before the lesson on the blackboard

Stage 1:

Recalling the language Ps have learnt

Repetition of the language (phrases, grammar - irregular adjectives, comparatives, superlatives) - talking about themselves

1) Checking homework 1 - Quiz - practising comparatives (Appendix 13, p. 29)

(3 min.)

T provided Ps with a quiz in last lesson. Ps were asked to compare the pictures using given adjectives. The answers are checked together aloud.

Aim:

- to repeat comparison

2) Checking homework 2 (Project English 2 - a table p.32)

(1 min.)

T asks Ps to read the correct answers aloud.

Aim:

- to check the correct answers

3) Conversation

(6 min.)

T asks Ps questions about their hobbies, family, animals, themselves, etc. T also asks them questions e.g.:

"Who is the furthest/closest from me here in the class?"

"Who is the tallest from the class?" - T asks pupils to stand up and make a line according to their tallness.

"Who is the oldest/youngest from this class?" - Then T asks Ps to make a line according to their date of birth.

Aim:

- to recall and repeat the phrases for better memorising (drill)
- to practise forms of superlatives (ir/regular) for better and correct memorising the language

Learning style:

- Ps hear and use the phrases repeatedly (**auditory**)
- Ps have to move to create a line according to their tallness/date of their birth (**kinesthetic**)

4) Exercise (Project English 2 – new issue p.50 (Appendix 14, p. 30) practising adjectives

good/bad

(10 min.)

Ps are going to fill the gaps with *the best/worst, better/worse* according to the meaning of the sentence.

Key:

- | | |
|--------------|--------------------|
| 2) better | 7) the best |
| 3) worse | 8) the worst |
| 4) the worst | 9) the best/better |
| 5) the best | 10) better |
| 6) better | 11) worse |

Aim:

- to repeat and practise comparatives and superlatives of the adjectives *good/bad*

5) Listening

(5 min.)

Ps are given sheets with a comics "The best dressed brother". They are going to listen to the text (Project English 2 – new issue, p.56 (Appendix 15, p. 31)) from the tape. They can follow the text during listening. Following that three Ps are going to read the text. They are given the roles (Mickey, Millie, a shop assistant) and asked to be very dramatic during reading and to avoid reading the text in a monotonous voice.

Aim:

- to practise comparatives and superlatives of *good/bad: better/worse, the best/the worst*

Learning style:

- Ps hear the text and they follow it during listening (**visual, auditory**)
- they see the use of the grammar in context following the text from the copy during listening and reading (**visual**)

6) Conversation

(5 min.)

T asks Ps questions as:

"Who is the best in mathematics here in the class?"

"Who is better in Czech language than he/she is?"

"Who do you think is the best actor in the world?"

"Who do you think is the worst singer in the world?", etc.

After that T asks Ps how they would translate: "Praha je dál než Poděbrady." Then she writes on the blackboard: "Anna has 5 Kč. Pepa has 10 Kč. Kaťa has 20 Kč." and asks Ps: "Who has less money than Pepa? Who has the least money of them all?"

Aim:

- to practise superlatives for better memorising

Learning style:

- Ps hear the questions and have to answer aloud so that other Ps hear the answer to be able to compare their answers (**auditory**)
- Ps are given sentences on the blackboard ("Anna has 5 Kč. Pepa has 10 Kč. Kaťa has 20 Kč.") to find the answer for the questions ("Who has less money than Pepa? Who has the least money of them all?"). They can see the numbers, think, and answer more easily. (**visual**)

Stage 2:

Inserting new language into Ps' memory

Presentation of new grammar

Adjectives with two and more syllables - comparatives and superlatives

(10 min.)

Ps are asked to open their exercise books and write down the date and the title in Czech "Adjectives with two and more syllables".

Firstly, T writes on the blackboard an example of an adjective with one syllable. (e.g. 1) *big* 2) *biggER* 3) *THE biggEST*) and asks Ps about the number of syllables of the word.

Then T explains the chart prepared on the blackboard (T uses colours to highlight **MORE/THE MOST**). T asks few pupils to come to the blackboard and fill the gaps themselves. T also explains the new grammar of adjectives with two and more syllables on using the sentences from the previous exercise. T asks Ps questions: "Who has more money, Anna or Pepa?" and "Who has the most money?" T writes the answer on the blackboard "Pepa has more money than Anna." "Kat'a has the most money of them all." After that Ps are asked to copy the chart.

1	2 + MORE	3 + THE MOST
much	MORE	THE MOST
many	MORE	THE MOST
..		
tired	MORE tired	THE MOST tired
..		
modern	_____ modern	THE MOST modern
...		
beautiful	MORE beautiful	_____ beautiful
...		
amazing	_____	_____

Aim:

- to introduce the new grammar

Learning style:

- the new grammar is explained on the chart with an oral explanation and also examples written on the blackboard (**visual, auditory**)

- T used colours to explain the grammar of comparatives and superlatives of adjectives with two or more syllables (**visual**)
- T pointed the number of syllables by marks above the adjectives and stressed the syllables orally as well as during the explanation to make it more clear and visible (**visual, auditory**)

Stage 3.

Preserving new language in Ps' memory (practice)

Exercise (Project English 2 – new issue, "My opinions" 3/52 (Appendix 14, p. 30))

(5 min.)

Ps are asked to look at the exercise 3/52 on the sheet they were given at the beginning of the lesson. The class does the exercise together aloud, so that the pupils can control whether their answers are correct. If there is not enough time to finish the exercise, they are given the task for homework.

Aim:

- to practise the new grammar

Reflection on lesson

I started the lesson with checking the homework – the quiz (comparatives) and the table (comparatives/superlatives) - to recall the grammar the pupils had learnt. I wanted to make a link between the "old" and "new" grammar (comparatives/superlatives of longer adjectives), which was going to be presented in that lesson.

After that the conversation followed. I wanted the children to repeat the phrases used for describing themselves. It was another drill of those simple phrases. I wanted the pupils to memorise them to be able to recall them and use them without thinking about the rules. We were also talking about their favourite sportsmen and sportswomen (the topic was very actual in that time, because the Olympic Games had been running). The pupils liked to talk especially about the topic. They were watching the games on TV and thus they found the topic interesting. I was pleased they wanted to communicate and I helped them to express what they wanted to say to motivate them and show them that they could already talk in English about things they liked. When they did not know a word they needed, I wrote it on the blackboard, so that they could see it and I pronounced it several times for them to hear it as well.

During the next exercise I concentrated on practising and repeating the grammar - *better/the best, worse/the worst* - to preserve the language into the pupils' memory even deeper. It was a written exercise, so that the pupils could see the language in the context and we also changed

the style of working. I supposed it would help them understand the language more efficiently. We completed first two examples together to show them how to continue; however, even starting like this the pupils made a lot of mistakes. During checking I found that their main problem was not reading the meanings of the sentences properly. I asked the pupils to read a particular sentence with a gap again and clarify the meaning first to be able to answer correctly. Doing the work together helped the pupils understand the use of the adjectives better. The pupils were not provided with enough practice to be able to complete the exercise themselves yet. Next time I would prepare them better by doing more exercises together first before giving them an individual task for practice.

The following exercise was listening to the tape. I found it quite successful. For the pupils the listening was an amusing activity especially because of the funny voices and noises on the tape. After listening I asked for three volunteers to read the text. One boy wanted to play the girl, so I asked him to change his voice. The listening exercise included examples of *better/the best*, *worse/the worst*. The pupils could hear the language in the context again. They also saw it as they followed the text on the sheet during listening and reading. I wanted them to meet the language in the context again for even more effective memorising.

Then I asked the pupils several questions to start using the language actively. I wanted them to give me whole answers (e.g., *Peter is the best in mathematics.*). After a short thinking time, they were able to answer correctly. They had a little problem with forms of the adjectives *far* and *little*. I told them they could look at their notes from the previous lesson. I did not mind they needed to use their notes. I thought I could show them that they could always find the help for practising the new language in their notes which they had made during lessons.

After repeating and practising the language learnt in previous lessons, I introduced the new grammar (adjectives with more than one syllable). Giving an example of one syllable adjective first (e.g. 1) long 2) longER 3)THE longEST), I wanted to introduce the following work. I started highlighting the difference between an adjective with one syllable/an adjective with more than one syllable by writing examples on the blackboard using colours and capital letters to stress the difference. Since I had prepared a chart with the grammar before the lesson I explained to the pupils the creating of the new language in Czech pointing at the differences. I wanted them to find out the number of syllables of a particular adjective themselves by dabbing the syllables with a pen to the desk to hear the difference. Also marking the number of syllables with dots, stressed the difference visually. I used these auditory and visual techniques to stress and clarify the use of *MORE* and *THE MOST* in some adjectives. I did not finish the chart completely because I wanted

the pupils to do it. They did not find it hard. The introduction and practice of the new language was clear enough for the pupils as they were answering my oral questions which followed correctly.

The lesson finished before we could start the exercise 3/52. The pupils were copying the chart and examples quite long. Also the explanation of the new grammar took some time, so that we did not have enough time for doing the last activity I had prepared. I did not want to give them the exercise for homework because I was aware of the necessity for common practice and more time to insert the new language into their memory before their being able to do the task on their own.

Let me now summarise the lesson. By doing the quiz as homework I wanted the pupils to recall the comparison. Filling the table was used for practising the new grammar which started to be taught in last lesson (superlatives with THE -EST). The pupils completed the exercises without mistakes. I think that letting the pupils find the rule themselves in the last lesson helped them to memorise new grammar better. They had to think about how the language was created and find some clues to give me the rule. I think this is also one of effective techniques which can help pupils learn and memorise more easily. According to the good results of the quiz I felt I could concentrate more on practising comparatives and superlatives of irregular adjectives. After the short conversation we started practising that grammar (*better/the best, worse/the worst*) more. The written exercise made the pupils problems not only because they did not understand meanings of the sentences - not reading them properly - but also because not enough practice had been done yet. I should have done the listening/reading exercise and the conversation before ordering the sentences to help the pupils understand the new language better. If I had done that I think they would have found the exercise easier. I should have done more practice of that grammar and not started explaining new language (comparatives and superlatives of longer adjectives). I also should not leave an explanation of new language till later in the lesson. Also this lesson was designed for inserting and preserving new language into the pupils' memory. I expected to do more practice and testing in following lessons. The effectiveness of my work should have been seen in the test (Appendix 17, p. 34-35), which was expected to provide me with some evidence for confirming my hypothesis.

As the lessons were devoted more to inserting/preserving new language where not sufficient proof of long-term memorising could have been gathered yet, further evidence supporting my thesis was collected during testing the language. The results of the tests are going to be discussed in the following part where I am going to summarise my expectations, findings, achievements and failures.

1) Testing

After inserting and preserving the language, more practice followed to store the language into the pupils' long-term memory properly. The language and types of exercises used in the tests were practised during the lessons (one exception - picture used for completing the words *towards* and *away from* - see test 1 - 7.A below). The first tests (see Appendix 16, p. 32-33 and 17, p. 34-35) were set up in the fourth lesson in 8.A and the fifth lesson in 7.A. The main points which appeared in the tests had been announced to the pupils in advance. In the following lessons I went through the tests with the pupils, explaining the mistakes they had made. More practice was done if it was needed. I also explained the criteria according to which the pupils were assessed. The second tests (see Appendix 18, p. 36 and 19, p. 37) were given to the pupils after three weeks by Mrs. Kroulíková. Those tests were not announced in advance as I wanted to evaluate the children's actual remembering of the language learnt and memorised. Before starting the test the teacher announced to the pupils they were not going to be assessed as the tests were going to be only for my project purposes. The announcement was made to dispel the stress from the pupils who may have felt as not being prepared.

Test 1 - 8.A (Appendix 16, p. 32-33)

The test was divided into two parts a) vocabulary b) grammar (e.g. countable and uncountable nouns) and use of language (e.g. dialogue between a waiter and a customer). The pupils were given two marks (from the vocabulary x grammar/use of language part). The language, which was tested, was learnt with Mrs. Kroulíková and me in six previous lessons.

During evaluating the first part of the test I focused especially on writing down an appropriate word more than on accurate spelling. I wanted to see which vocabulary items the pupils remembered. The vocabulary test could have also been created as a gap filling (filling the gaps in sentences with the offered words). This would have provided the pupils with some help to recall the language in the context. However, I had not thought about that possibility before.

The second part of the test started with the gap filling. The pupils should have written C/UC according to the type of the noun. In the exercise C more than one answer was possible. (asked the pupils to answer as they would to the waiter in a restaurant. I wanted to see whether the pupils were able to react correctly. The exercise D was a bonus question. Since I saw the pupils had problems with counting the total price, I gave them the number in Czech. In the last task an appropriate word expressing the amount was required. The whole test lasted approximately 17 minutes.

Assessment criteria for the test:

15 points - vocabulary section, 14 points - grammar section (+1 bonus)

- | | |
|--|------|
| 1) wrong or missing word/ wrong answer | -1 |
| 2) half the word correct (e.g. throw away)/minor grammatical mistake | -1/2 |
| 3) minor spelling mistake/frequent and repeated petty mistakes | -1/4 |

In the first section of the test the complex vocabulary (e.g. *at the same time, both of us, throw away*) and the word embarrassed caused the main problems to the pupils. They did not remember the words or they wrote only half of them. The results from this section demonstrated that not enough practice was devoted to the vocabulary, which had been taught in previous six lessons. I presented new words in the first lesson (lesson plan 1, see p.28) using miming, drawing, repetition, drills, to insert new vocabulary into the pupils memory more effectively. No further practice of new or old vocabulary (taught by Mrs Kroulíková or me) was included in the following lessons. The words merely appeared in the context within the following practice of grammar and use of language. After seeing the results of the test, I perceived that the pupils did not see, hear, or use the words in the context frequently enough to remember them (only from hearing, seeing, or using them). More time should have been devoted to this kind of practice.

The pupils were more successful in the second part of the test. Especially the results of completing the dialogue "In a restaurant" were very favourable. The pupils had no difficulty with the exercise. It verified that the variety of the visual, auditory, and kinesthetic activities, which were used during the practice, was effective. Only occasional mistakes appeared in the exercise B where the pupils should have distinguished countable and uncountable nouns. After the test I explained to the pupils the grammar again and an exercise was done to clarify the grammar as much as possible.

Consulting the results with Mrs. Kroulíková I was told that one of the pupils was dyslexic. I was thinking how I could help the girl to achieve better results and learn more easily. As I had not had any experience with dyslexic pupils, I felt rather helpless. I thought I could for example give the girl more time for completing the exercises or do more visual, auditory and kinesthetical activities.

Test 1 - 7.A (Appendix 17, p. 34-35)

The whole test was focused on testing vocabulary (exercise 1-4) taught by Mrs. Kroulíková and me and comparatives/superlatives of short adjectives (exercise 5). The pupils were given one mark.

As in 8.A, the vocabulary part was focused more on writing appropriate answers than on exact spelling. The grammar section concentrated especially on writing correct forms of comparatives

and superlatives of adjectives (e.g. -ER, the -EST, double consonants, etc.). The test lasted about 10 minutes.

Assessment criteria for the test 1 (7.A)

30 points for the whole test

- | | |
|--|------|
| 1) wrong/missing word | -1 |
| 2) <i>the</i> is missing in a superlative form (one mistake for all examples) | -1/2 |
| 3) wrong word/spelling of adjectives (e.g. farer x <i>further, easier, hotter</i>) | -1/2 |
- (changes in spelling of adjectives as *easy/hot* were explained and practised in the fourth lesson)

The usual problem the pupils had was mixing the words *towards* x *away from* in the exercise 2. In the test, I used a picture to help the pupils (visually) find the correct answers. However, it did not help much because the pupils did not understand the meaning of the words (*towards* x *away from* - taught by Mrs. Kroulíková). They also did not see such a picture before to help them remember the words more easily so that it was not a wrinkle for them. Correcting the test I explained the words again drawing the picture on the blackboard. The pupils drew it into their exercise books, labelling the directions. I thought that practise done with Mrs. Kroulíková was sufficient for the pupils. That was why I did not pay more attention to repeating that language again before the test. I should have repeated the words with the pupils, doing some exercise to make sure that all of the words I was going to use in the test were understood. Also in the exercise 3, I used the picture to recall the vocabulary, which we had learnt together, from the pupils memory more easily. This time it helped. The pupils did not have many difficulties with completing the exercise. Occasionally some of the pupils used other words than I had expected (e.g., *world* x *Earth, country* x *Republic*). I counted those answers as correct.

In the grammar part the pupils did not have problems with creating comparatives and superlatives adding suffixes *-er / -est*; however, some of the pupils forgot to add the in the superlative forms. Few pupils also had some difficulties with *-i* instead *-y* in the comparative/superlative forms of adjectives (*heavy, dirty*). I expected enough time and practice had been devoted to this problem (yet, probably even more practice was needed. After the test I used especially visual methods to clarify the problem. More visual and auditory exercises were done (e.g. I used blackboard, colours, capital letters, reading/writing exercises, filling gaps exercises, drills, visual aids as water from a tap, snack, books, etc.) in the following lessons.

The second tests were not assessed (the pupils had not been informed about them in advance. The tests were only to function as feedback for me to see what the pupils remembered from the

language we learnt together. They included new language taught in the third and fourth week of my practice, as well as the language already tested (see above). After the first tests more practice (visual, auditory, kinesthetic) was devoted to the language the pupils had problems with. I corrected the tests according to the same criteria as the previous tests to gain the information about the pupils memorising the language. Each of the tests was to be completed within 10-15 minutes. As the test formats were almost identical I am going to comment on their content only briefly.

Test 2 - 8.A (Appendix 18, p. 36)

The first exercise dealt with vocabulary. The pupils should have written an English equivalent next to the Czech words. Again an appropriate word was more important for me than exact spelling. The following task was adding *a bit/a few* next to the nouns (countable/uncountable). The last exercise was completing the dialogue "In a restaurant" where the pupils should have responded as they would in a real life situation.

The pupils had problems with remembering vocabulary. The average of correct answers was five. It revealed that still not enough practice was done to store the vocabulary in the pupils long-term memory. More exercises (visual, auditory, kinesthetic) should have been done with the pupils where they would have had to use the vocabulary in the context. On the other hand, the pupils did not have problems with the second exercise (applying *a bit/a few* next to the nouns) as more practice (visual and auditory) followed after the first test where the pupils met with few difficulties of distinguishing countable and uncountable nouns (grammar taught by Mrs. Kroulíková). Since the previous test they had understood the difference between countable and uncountable nouns well so that applying the knowledge into the new grammar (*a bit/a few*) was easier for them as they proved it in this test. Almost all of the pupils remembered that *a few* is used with vegetable. (This example made the pupils problem during the practice and was repeated many times). Even this time the pupils did not have many difficulties with completing the dialogue. As well as in the test 1, several answers were possible. The pupils could complete the dialogue with one of the possible answers, so that the dialogue made sense. The pupils not having severe problems with the second and the third exercises, it was affirmed in this test that the practice of the dialogue, the language connected with the topic "In a restaurant" (e.g. *a bit of vine*), and the new grammar *a bit/a few* was effective.

Test 2 - 7.A (Appendix 19, p. 37)

The first task was again the translation of the words. Following that the pupils should have written comparatives and superlatives to the short, long, and irregular adjectives. In the next

exercise the pupils wrote in words the number given in figure. The main focus was put on *and* (e.g. *six hundred and twelve*) and the word *twelve*. The last task required creating phrases from the given words using comparative *as...as* structure.

As well as in 8.A remembering the vocabulary was the main problem for the pupils in this class. An average of remembered words in the vocabulary exercise was five. Also there the absence of sufficient and effective vocabulary practice was revealed in the test. Yet, the pupils were again successful in the following exercises which were devoted to the grammar. The pupils completed the second exercise almost without problems. The mistake which appeared more frequently was forgetting *the* in the superlatives and a wrong form of the comparative and the superlative of *bad*. In the remaining adjectives the pupils were successful. Wrong spelling of *twelve* - e.g. *twelwe*, *twelf* in the third exercise was only an occasional mistake. The pupils did not have problems with the last task. Enough of visual, auditory, and kinesthetic practice was devoted to the structure *as...as* (e.g. exercises in the textbooks - pictures, drawing a card, use of blackboard, oral activities - drills, etc.) This test verified that with more practice of comparative and superlative forms of shorter/longer adjectives, as well as the visual, auditory, kinesthetic practice of the *as...as* structure the pupils remembered the language well without bigger problems.

Chapter III. - Discussion on findings

The project originated from and was based on the idea that the teachers who understand the theory of memory and memorising processes (inserting, preserving, retrieving, recalling) become more aware of the learning/ memorising differences and preferences of pupils. These teachers can also prepare and lead the lessons more effectively (e.g. by keeping the memorising stages in the order, using a variety of visual, auditory, kinesthetic aids, methods, techniques, being aware of pupils learning/memorising needs, etc.).

To become aware of the pupils' memorising needs, I had collected the data about the children's learning and memorising style distributing the questionnaires 1 and 2 (Appendix 3, p. 13-16) before my teaching practice began. The first questionnaire was based on the test according to Barsch, where the pupils should have answered the questions, which suited their needs the most. The second questionnaire contained the short text, which the pupils answered in few sentences. Mrs. Kroulíková discussed both the questionnaires with the children before the start to make sure the pupils understood everything. Afterwards I evaluated both questionnaires from several points of view to gain as accurate outcomes as possible (for the results of the questionnaires 1 and 2 (points 1-5 below) see Appendix 3, p.17, 18):

- 1) I counted the number of the pupils belonging to each area (visual, auditory, kinesthetic) - (8.A): V=5, A=5, K=4; (7.A): V=1, A=8, K=3. However, as Barsch says "A total score in one area should be four points or more different from a total in another area in order to be significant." (1994:16)
- 2) That is why I marked with **** only the pupils whose total score in one area was four/more points higher than in the other two areas and with ** those whose total score in one area was four/more points higher than in one of the other area.
- 3) According to the Barsch's note (see Barsch Scoring Procedures - Appendix 3, p. 15) I also searched for the four point answers (=almost always) which appeared most frequently – two letters in the box when the number was equal.
- 4) I evaluated the second questionnaires. The individual comments of the pupils (see Appendix 3, p. 17, 18) were compared to the outcomes of the first questionnaires which had been evaluated from three points of view (points 1,2,3 mentioned above)
- 5) I compared the results of all the mentioned points to gain as accurate outcomes as possible. The final results showed that only few pupils could have been indicated as significant - having memorising/learning preferences more clear: (8.A): V=3, A=2; (7.A): V=1, A=1, K=1).

The information I gained from the questionnaires did not fully confirm the findings of the experts (as well as Šádek's findings) which I read about during studying the theory, that the visual learner

is the most frequent type of learner. Maybe if other kinds of tests had been used (more interesting and easier to complete for the pupils from the elementary school) it might have produced more accurate data. Also having more time for doing more testing could have provided me with better information I needed to classify every pupil.

In the class I gave the results to all of the pupils (results from the point one) pointing out that for more exact information more tests and observation would have been needed to be done.

As the results from the questionnaires did not provide me with more exact information about the pupils' learning/memorising needs, it was difficult to concentrate on their learning/memorising preferences individually or in smaller groups (as onto visual, auditory, kinesthetic learners) from a closer sight. As well as Šádek mentioned in his project, I also found during my four weeks practice that for collecting enough valuable data to affirm my thesis fully, much more time would have been required. It was also a short time for me to gain more valuable data from observing the pupils' reactions, answers, etc. to indicate their memorising/learning style. More discussions about the children's memorising/learning needs could have been done to find more information and make the pupils become more aware about their memorising/learning style. I found myself time limited when I wanted to devote more time to those discussions which would have been useful for my and the pupils' information to be able to use it in practice to learn, memorise and teach more effectively. Yet I managed to confirm that under the positive circumstances it is possible to do this kind of research with the pupils from the elementary school effectively. During the research in the class good atmosphere was created, the pupils co-operated together and also with the teacher. I learnt more about the issue in practice and also gained information about the instruments which could help pupils memorise/learn the language more easily.

The reflections on the lessons did not provide me with abundant evidence to support my thesis directly. It was so since some of the lessons were devoted only to inserting and preserving new language, where not much proof of long-term memorising new language could have been gathered. Yet, I consider the reflections significant for illustrating how my awareness of keeping the memorising stages in order and the knowledge of visual, auditory and kinesthetic learner needs developed.

Studying what the experts say about memorising (Čáp, Atkinson, Marks&Bowen deal especially with the memorising stages, long-term and short-term memory and briefly also with the other kinds of memory. Buzan or Arnold are concerned more in multisensory learning - visual, auditory, kinesthetic memorising), I prepared the lessons always starting with recalling the language from the pupils memory continuing with inserting, practising and retrieving the language. I found keeping the sequence of the stages in the order very effective as:

- a) the recalling motivated the pupils for the further work (e.g. role-plays, quiz, conversation, shopping list, in the following lessons also games, etc.) and prepared them for continuing with what was introduced in the previous lessons
- b) new language or practice could have been connected with the "old" language
- c) more practice and retrieving the language could have provided me with feedback (what the pupils did or did not understand). The knowledge I gained from this experience affirmed the experts' views that complying the stages in the sequence can contribute to more effective teaching.

During my teaching practice I concentrated especially on the visual, auditory and kinesthetic learner. It was so as I found during studying the theory that everyone's brain dominance belonged to one of these three categories. I tend to use visual, auditory and kinesthetic activities as much as possible during the lessons to help the pupils memorise the language more easily. According to the results from the tests the multisensory practice turned out to be very effective especially during practising the grammar and language in use. However, not as effective and sufficient was it when talking about the vocabulary practice. I did not want to teach the new vocabulary without the context, but I also did not find time where it could have been practised and stored into the pupils' long term memory more effectively. Again I felt time limited when I wanted to do more visual, auditory, and kinesthetic activities with the pupils as, according to the syllabus, I could not spend as much time as I would have wanted. I having more time, more "playing" with the language would have been possible, which could have been more effective for the pupils' memorising of the language. I have to admit too that I did not realise at the time of teaching that more vocabulary practice would have been necessary for the pupils to succeed: the experience gained from the analysis of the tests contributed to a further layer of reflecting upon my lessons.

Chapter IV. - Conclusion

It was stated in the thesis that understanding theory of memory and memorising processes can significantly contribute to a more effective approach to teaching and learning a foreign language and better results can be achieved. The aim of this Professional Project was to investigate the subject and sustain its rightness.

Therefore, the practical project was designed to prove the principles of the thesis. The project consisted of several stages the main function of which was:

- a) to study what the experts as Čáp, Atkinson, Arnold, Bowen&Marks, Buzan and others say about the memory and memorising processes ;
- b) to investigate and become aware of the pupils' individual needs, differences and preferences in the learning/memorising process ;
- c) to apply the knowledge gained and developed during the four-week teaching placement at the elementary school to gain enough evidence to support the thesis.

The practical inquiry was done in two classes at Komenského elementary school in Nymburk during the continual practice in September and October 2000. Five lesson plans and reflections, two tests in each class were collected to be used in the Project. The lessons were planned to comply the sequence of memorising stages - in this order: recalling, (inserting), practising, retrieving. Variety of visual, auditory and kinesthetic methods was used. The discussion about individual learning and memorising differences and preferences (visual, auditory, kinesthetic) was done with the pupils in each class at the beginning of the practice.

It can be said that some of the results from the tests indicate a positive impact of the effort, which was expended to verify the thesis. These include

- e.g. 1) effective use of visual/auditory/kinesthetic activities during teaching/learning new language
2) effective impact of keeping the sequence of the memorising stages in order
3) teacher's awareness of the pupils' differences/preferences in learning/memorising the language.

It is necessary to say that to gather more precise data for affirming the thesis completely, more time would be needed. It is my further intention to utilise the experience gained from this project in planning a continuation of this exploring and learning process to be able to use the knowledge as effectively as possible.

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INDEX OF LEARNING STYLES*

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DIRECTIONS

Circle "a" or "b" to indicate your answer to every question. Please choose only one answer for each question.

If both "a" and "b" seem to apply to you, choose the one that applies more frequently.

1. I understand something better after I
 - (a) try it out.
 - (b) think it through.
2. I would rather be considered
 - (a) realistic.
 - (b) innovative.
3. When I think about what I did yesterday, I am most likely to get
 - (a) a picture.
 - (b) words.
4. I tend to
 - (a) understand details of a subject but may be fuzzy about its overall structure.
 - (b) understand the overall structure but may be fuzzy about details.
5. When I am learning something new, it helps me to
 - (a) talk about it.
 - (b) think about it.
6. If I were a teacher, I would rather teach a course
 - (a) that deals with facts and real life situations.
 - (b) that deals with ideas and theories.
7. I prefer to get new information in
 - (a) pictures, diagrams, graphs, or maps.
 - (b) written directions or verbal information.

8. Once I understand
 - (a) all the parts, I understand the whole thing.
 - (b) the whole thing, I see how the parts fit.
9. In a study group working on difficult material, I am more likely to
 - (a) jump in and contribute ideas.
 - (b) sit back and listen.
10. I find it easier
 - (a) to learn facts.
 - (b) to learn concepts.
11. In a book with lots of pictures and charts, I am likely to
 - (a) look over the pictures and charts carefully.
 - (b) focus on the written text.
12. When I solve math problems
 - (a) I usually work my way to the solutions one step at a time.
 - (b) I often just see the solutions but then have to struggle to figure out the steps to get to them.
13. In classes I have taken
 - (a) I have usually gotten to know many of the students.
 - (b) I have rarely gotten to know many of the students.
14. In reading nonfiction, I prefer
 - (a) something that teaches me new facts or tells me how to do something.
 - (b) something that gives me new ideas to think about.
15. I like teachers
 - (a) who put a lot of diagrams on the board.
 - (b) who spend a lot of time explaining.
16. When I'm analyzing a story or a novel
 - (a) I think of the incidents and try to put them together to figure out the themes.
 - (b) I just know what the themes are when I finish reading and then I have to go back and find the incidents that demonstrate them.
17. When I start a homework problem, I am more likely to
 - (a) start working on the solution immediately.
 - (b) try to fully understand the problem first.
18. I prefer the idea of
 - (a) certainty.
 - (b) theory.
19. I remember best
 - (a) what I see.
 - (b) what I hear.
20. It is more important to me that an instructor
 - (a) lay out the material in clear sequential steps.
 - (b) give me an overall picture and relate the material to other subjects.

21. I prefer to study
 - (a) in a study group.
 - (b) alone.
22. I am more likely to be considered
 - (a) careful about the details of my work.
 - (b) creative about how to do my work.
23. When I get directions to a new place, I prefer
 - (a) a map.
 - (b) written instructions.
24. I learn
 - (a) at a fairly regular pace. If I study hard, I'll "get it."
 - (b) in fits and starts. I'll be totally confused and then suddenly it all "clicks."
25. I would rather first
 - (a) try things out.
 - (b) think about how I'm going to do it.
26. When I am reading for enjoyment, I like writers to
 - (a) clearly say what they mean.
 - (b) say things in creative, interesting ways.
27. When I see a diagram or sketch in class, I am most likely to remember
 - (a) the picture.
 - (b) what the instructor said about it.
28. When considering a body of information, I am more likely to
 - (a) focus on details and miss the big picture.
 - (b) try to understand the big picture before getting into the details.
29. I more easily remember
 - (a) something I have done.
 - (b) something I have thought a lot about.
30. When I have to perform a task, I prefer to
 - (a) master one way of doing it.
 - (b) come up with new ways of doing it.
31. When someone is showing me data, I prefer
 - (a) charts or graphs.
 - (b) text summarizing the results.
32. When writing a paper, I am more likely to
 - (a) work on (think about or write) the beginning of the paper and progress forward.
 - (b) work on (think about or write) different parts of the paper and then order them.
33. When I have to work on a group project, I first want to
 - (a) have "group brainstorming" where everyone contributes ideas.
 - (b) brainstorm individually and then come together as a group to compare ideas.

34. I consider it higher praise to call someone
(a) sensible.
(b) imaginative.
35. When I meet people at a party, I am more likely to remember
(a) what they looked like.
(b) what they said about themselves.
36. When I am learning a new subject, I prefer to
(a) stay focused on that subject, learning as much about it as I can.
(b) try to make connections between that subject and related subjects.
37. I am more likely to be considered
(a) outgoing.
(b) reserved.
38. I prefer courses that emphasize
(a) concrete material (facts, data).
(b) abstract material (concepts, theories).
39. For entertainment, I would rather
(a) watch television.
(b) read a book.
40. Some teachers start their lectures with an outline of what they will cover. Such outlines are
(a) somewhat helpful to me.
(b) very helpful to me.
41. The idea of doing homework in groups, with one grade for the entire group,
(a) appeals to me.
(b) does not appeal to me.
42. When I am doing long calculations,
(a) I tend to repeat all my steps and check my work carefully.
(b) I find checking my work tiresome and have to force myself to do it.
43. I tend to picture places I have been
(a) easily and fairly accurately.
(b) with difficulty and without much detail.
44. When solving problems in a group, I would be more likely to
(a) think of the steps in the solution process.
(b) think of possible consequences or applications of the solution in a wide range of areas.

SCORING SHEET

1. Put "1"s in the appropriate spaces in the table below (e.g. if you answered "a" to Question 3, put a "1" in Column "a" by Question 3).
2. Total the columns and write the totals in the indicated spaces.
3. For each of the four scales, subtract the smaller total from the larger one. Write the difference (1 to 11) and the letter (a or b) with the larger total.

For example, if under "ACT/REF" you had 4 "a" and 7 "b" responses, you would write "3b" on the bottom line under that heading ($3 = 7 - 4$, and the "b" total was the larger of the two.)

ACT/REF			SEN/INT			VIS/VRB			SEQ/GLO		
Q	a	b	Q	a	b	Q	a	b	Q	a	b
1	__	__	2	__	__	3	__	__	4	__	__
5	__	__	6	__	__	7	__	__	8	__	__
9	__	__	10	__	__	11	__	__	12	__	__
13	__	__	14	__	__	15	__	__	16	__	__
17	__	__	18	__	__	19	__	__	20	__	__
21	__	__	22	__	__	23	__	__	24	__	__
25	__	__	26	__	__	27	__	__	28	__	__
29	__	__	30	__	__	31	__	__	32	__	__
33	__	__	34	__	__	35	__	__	36	__	__
37	__	__	38	__	__	39	__	__	40	__	__
41	__	__	42	__	__	43	__	__	44	__	__

Total (sum X's in each column)

ACT/REF		SEN/INT		VIS/VRB		SEQ/GLO	
a	b	a	b	a	b	a	b
__	__	__	__	__	__	__	__

(Larger - Smaller) + Letter of Larger (see below*)

__	__	__	__
----	----	----	----

*Example: If you totaled 3 for a and 8 for b, you would enter 5b.

Explanation of scores

- If your score on a scale is 1-3, you have a mild preference for one or the other dimension but you are essentially well balanced. (For example, a 3a in the ACT/REF category indicates a mild preference for active learning.)
- If your score on a scale is 5-7, you have a moderate preference for one dimension of the scale and will learn more easily in a teaching environment which favors that dimension.
- If your score on a scale is 9-11, you have a strong preference for one dimension of the scale. You may have real difficulty learning in an environment which does not support that preference.

Note:

ACT/REF - active/reflective

SEN/INT - sensitive/intuitive

VIS/VRB - visual/verbal

SEQ/GLO - sequent/global

Odověz na následující otázky a výsledky zapiš do tabulky

1. Většinou rozumím informacím (školní látce) lépe
a) když si ji vyzkouším prakticky b) když si ji pořádně promyslím
2. Považuje se spíše za
a) realistický typ (mám raději staré pořádky) b) inovativní typ (toužím po změnách)
3. Když přemýšlím o tom, co jsem dělal včera, často si vybavím spíše
a) obrázek b) slova
4. Mám sklon k tomu, že
a) rozumím detailům určitého předmětu ale jsem poněkud zmatený z celku
b) rozumím celkové informaci, ale jsem zmatený, když mám probrat podrobnosti
5. Když se učím něco nového, pomáhá mi
a) mluvit o tom b) přemýšlet o tom
6. Kdybych byl učitelem (učitelkou), chtěl(a) bych učit v kurzu, ve kterém
a) se zabývá fakty a skutečnými situacemi b) se zabývá myšlenkami a teoriemi
7. Když mám získat nové informace, dávám přednost
a) obrázkům, diagramům, grafům nebo mapám b) psanému textu nebo řečenému slovu
8. Jakmile jednou porozumím
a) všem jednotlivým součástem, rozumím celému problému
b) celému problému, jsem schopen rozeznat jednotlivé části (rozumím jim)
9. Jestliže jsem členem skupiny, která pracuje na složitém problému, spíše
a) přispívám do diskuse b) sedím tiše a poslouchám
10. Myslím si, že se
a) snadněji učím jednotlivým faktům b) snadněji učím celku
11. V knize s mnoha obrázky a tabulkami spíše
a) prohlížím pečlivě obrázky a tabulky b) se zaměřuji na četbu textu
12. Když řeším matematický problém
a) obvykle pracuji svým způsobem jeden krok za druhým a najdu řešení
b) často vidím řešení, ale potom mám problém dát dohromady jednotlivé kroky, abych řešení našel
13. Když se dostanu do nové skupiny (kroužek, třída apod.)
a) zpravidla si rychle zapamatuji jména mých „kolegů a kolegyně“ b) trvá mi dlouho než si jejich jména zapamatuji
14. Když čtu populárně naučnou literaturu, dávám přednost
a) něčemu, co mě učí nová fakta nebo mi poradí jak něco dělat
b) něčemu, co mi dává nové myšlenky, o kterým potom přemýšlím
15. Mám raději učitele (styl vyučování ne jako osobu)
a) kteří na tabule kreslí spoustu diagramů, obrázků, tabulek apod. b) kteří stráví většinu hodiny výkladem
16. Když rozebírám příběh nebo román
a) přemýšlím o událostech a snažím se je dát dohromady, abych našel hlavní myšlenku (motiv)
b) vím, co je hlavní myšlenkou, když knihu dočtu a potom se musím vrátit a odhalit jednotlivé události, které ji dokazují
17. Když začínám řešit problémový (problémový zadáním, že s ním jsou problémy) domácí úkol, spíše
a) začnu hned pracovat na řešení b) se snažím nejdříve plně porozumět danému problému
18. Dávám přednost myšlence
a) jistoty b) teorie
19. Lépe si pamatuji
a) to, co vidím b) to, co slyším
20. Je pro mě velmi důležité, jestliže učitel
a) předkládá látku v jasných postupných krocích
b) mi dá všeobecný přehled a snaží se látku vztahovat k obsahu jiných předmětů
21. Dávám přednost učení se
a) ve studijní skupině s jinými b) sám

22. Jsem spíše považován za člověka, který
 a) velmi dbá na detaily své práce b) je tvořivý při práci
23. Když mi někdo vysvětluje, jak se někam dostat, dávám přednost
 a) mapě b) napsaným pokynům
24. Učím se
 a) pravidelným tempem. Jestliže studuji tvrdě, dosáhnou výsledku
 b) nejdříve jsem totálně zmaten a najednou všemu rozumím.
25. Spíše bych raději nejdříve
 a) vyzkoušel věci prakticky b) přemýšlel o tom, jak dosáhnout výsledku
26. Když čtu pro potěšení, mám rád spisovatele, kteří
 a) jasně napíší to, co myslí b) říkají věci tvořivým a zajímavým způsobem
27. Když ve třídě vidím diagram nebo obrázek (náčrtek), spíše si pamatuji
 a) obrázek b) to, co učitel o obrázku řekl
28. Když přemýšlím o základu informace, pravděpodobněji
 a) se zaměřím na podrobnosti a nevšímám si celku
 b) snažím se porozumět celku předtím, než se pustím do studia podrobností
29. Mnohem snadněji si pamatuji
 a) něco, co jsem dělal b) něco, o čem jsem přemýšlel
30. Když mám něco předvést
 a) podrobně vypracuji jeden způsob řešení b) snažím se přijít s novými nápady jak to dělat (řešit)
31. Když mi někdo ukazuje nové informace, dávám přednost
 a) kresbám, náčrtkům, grafům b) textu, který shrnuje výsledky
32. Když píši písemnou práci, spíše
 a) začnu od začátku a postupně postupuji vpřed až do konce
 b) dám dohromady různé části písemné práce a potom je seřadím do správného pořadí
33. Když mám pracovat na projektu ve skupině, nejprve chci,
 a) aby skupina udělala „brainstorming“ a každý přispěl s nějakými nápady a myšlenkami
 b) aby každý provedl „brainstorming“ samostatně a potom porovnal výsledky s ostatními
34. Myslím, že je lepší, když je někdo považován za
 a) uvážlivého a praktického b) nápaditého
35. Když potkám lidi na party apod. spíše si pamatuji
 a) jak vypadali b) co o sobě říkali
36. Když se učím novou látku, dávám přednost
 a) když se zaměřím na daný předmět a snažím se naučit co možná nejvíce
 b) hledání souvislostí a vztahů mezi daným předmětem a jinými předměty
37. Spíše se považuji za
 a) společenského, otevřeného b) zdrženlivého, odměřeného
38. Dávám přednost hodinám, které jsou zaměřeny na
 a) konkrétní materiál (fakta, údaje) b) abstraktní materiál (teorie)
39. Když bych si měl vybrat pro zábavu, dal bych přednost
 a) koukání na televizi b) čtení knihy
40. Někteří učitelé začínají hodiny tím, že nastíní program hodiny. Takové nastínění mi
 a) celkem pomáhá b) velmi pomáhá
41. Myšlenka dělat úkol ve skupině a dostat jednu známku za celou skupinu se mi
 a) zamlouvá b) nezamlouvá
42. Když dělám dlouhé výpočty mám sklon k tomu,
 a) že si opakuji všechny kroky a pečlivě kontroluji svoji práci
 b) že shledávám kontrolu unavující a musím se do této práce velmi nutit
43. Mám schopnost vybavit si obrázky míst, kde jsem byl
 a) velmi snadno a docela přesně b) s obtížemi a bez velkých podrobností
44. Když řeším problém ve skupině, spíše
 a) přemýšlím o jednotlivých krocích, které vedou k řešení
 b) přemýšlím o možných závěrech nebo použití řešení v různých oblastech

Questionnaire for a research project - Memorizing:

Please, could you answer these questions ? Answer in Czech or English.

- 1.) What do you know about memory (e.g. long-term/short-term memory, visual /auditory/kinesthetic memory...etc.) and memorizing processes (inserting/preserving/recalling stage)?
- 2.) When you are preparing a lesson/activities, do you consider the memorizing processes (- the basic stages of the memorizing processes)?
- 3.) How do you prepare your lesson? Do you divide your lesson into any stages (e.g. recalling what did your pupils learn at last lesson, homework... ..)
- 4.) Do you also think about individual/group preferences in a way of memorizing the language? (e.g. a student prefers visual/auditive help, ss p moving in the class...etc.) – how to make pupils memorize the language in most effective and interesting way?
- 5.) Do you use any help (e.g. pictures, tape recorder, video...etc.) to help pupils memorize the language easier? Which? Which of them have you found most useful?
- 6.) Have you found anything interesting/special during your teaching career that has helped pupils to memorize the language easier? What? How do you think that?

lesní - Gottlehorn

① informace + podněty, který jíz
nepřítel (= velice individuální)

fáze paměťového procesu
- asociem informací
- jejich uskladněním
- jejich vybarováním

jak si kdo pamatuje - typy pamětí:

- zraková

- sluchová

- čichová

- chuťová

- hmatová

- motorická

} kombinovaná

ve škole je
důležité vše ;

chce to

organizmit -

- např. metere

voda

- nebo něco

vonní z jídelny

- máme nosní kídlo

jak kdo

- ② Snad se o to i snažím, děti by měly mít možnost - slovičky (např. OTĚLÁVATKO)
- vidět
 - slyšet (jak se to říká
zvuk, který to dělá)
 - obmáčet (ma' v ruce, neridi)
 - grafická podoba (u starších dětí)

- ③ Většinou vždy začínám připomínáním minulé hodiny (i já se orientuji - 24 anglických týdnů !!)

- ④ V průměrné skupině lze lépe upřednostňovat určitý styl - musí se i takto střídět - málokdy funguje stejná metoda ve všech skupinách
- většinou úspěšný - miminy
- hangman
- u starších dětí

se osvědčuje jakýkoliv pozis
obrazek

- souvislý projev na čas (1 min -
nebo jinak) na téma
o přípravou nebo bez přípravy

- ⑤ obrázky
- D nejdostupnější
 - 2) vizuální forma
(1 téma - např. rodina -
v různých situacích)
 - 3) + grafická forma -
kterou lze dodat
jakkoliv

- ⑥ body language - to nám kdysi
předvedl učitel metodiky
z Oregonu - gestikulace
rukama - past tense

akorať si ma
to det' mus'
navyknot

- future
- word order
- negative
- + depends on your fantasy

A nyní se pokus co nejpečlivěji odpovědět na tyto otázky. Zaškrtni pro tebe tu nejlepší odpověď křížkem v příslušném čtverečku.

Alena
Suchá

Jméno a příjmení: KATEŘINA NOVÁKOVÁ

Věk: 13

Třída: VIII. A

4 3 2 1 0

	skoro vždycky = 100%	obvyčejně = 75%	někdy = 50%	zřídka = 45%	skoro nikdy = 0%	
1) Lépe si látku pamatuji z toho co slyším, než z toho co čtu.		X				A
2) Lépe se mi plní úkol na základě psaných instrukcí, než instrukcí zadaných ústně.			X			V
3) Rád/a si píše vlastní poznámky, abych si látku později mohl/a sám/a zopakovat a lépe ji tak porozumět.			X			V
4) Je pro mne obtížné/nepříjemné používat tužku nebo pero.					X	T
5) Lépe pochopím graf nebo diagram, když je mi k němu podán ústní výklad.	X					A
6) Rád/a pracuji s pomůckami.			X			T
7) Rád/a čtu/pracuji s grafy/diagramy/tabulkami...				X		V
8) Naleznu stejný tón k tónu, který mi byl zahrán (př: rozeznám stejný tón zahráný na klavír a flétnu.)			X			A
9) Nejlépe si něco zapamatuji, když si to napíši několikrát na papír.				X		T
10) Dokáži postupovat podle instrukcí zadaných „nějakým plánem“ (př. recept).		X				V
11) Lépe porozumím látce, ke které mi byl podán ústní výklad nebo z toho co jsem slyšel/a z magnetofonu (př: cizí jazyk), než kdybych si o látce měl/a sám/a přečíst.		X				A
12) Rád/a si hraji s mincemi/klíči, které mám v kapse.		X				T
13) Lépe se naučím napsat slovo v cizím jazyce tím, že si ho nahlas hláskuji tak jak se píše, než kdybych si ho měl psát na papír.	X					A

	skoro vždycky = 100%	obyčejně = 75%	někdy = 50%	zřídka = 45%	skoro nikdy = 0%
14) Lépe si zapamatuji nějakou zprávu/informaci, o které si přečtu v novinách/časopise, než když o ní slyším v televizi, či rozhlasě.			X		Y
15) Rád/a žvákám žvýkačku nebo jím svačinu, když se učím.	X				T
16) Obyčejně si pamatuji látku tím, že si ji zkusím představit v hlavě.			X		Y
17) Naučím se psát cizí slovo tak, že si na něj prstem pomalu ukazuji a snažím se zapamatovat jak se píše.					X T
18) Raději si vyslechnu dobrý výklad látky, než kdybych si ji měl/a sám/a přečíst.	X				A
19) Jsem dobrý/á v luštění křížovek a hádanek.		X			T
20) Raději si opakuji/učím látku sám ze svých poznámek v sešitě než kdybych si ji s někým měl/a společně opakovat nahlas /s někým o látce diskutovat.			X		Y
21) Raději si vyslechnu zprávy v rádiu/ televizi než kdybych si o nich měl/a přečíst.	X				A
22) Raději získávám informace o něčem zajímavém, tak že si je přečtu.			X		Y
23) Nevadí mi, tělesný kontakt s ostatními. (např. podaná ruka, pohlazení po zádech, poklepání po rameně...)		X			T
24) Lépe se mi následují instrukce, které mi jsou zadány ústně než instrukce psané.)		X			A

$$A = 27$$

$$Y = 16$$

$$T = 16$$

Barsch Scoring Procedures

(The Barsch is not a timed test.)

Almost Always	=	4 points
Usually	=	3 points
Sometimes	=	2 points
Seldom	=	1 point
Almost Never	=	0 points

Please Note: A total score in one area should be four points or more different from a total in another area in order to be significant. Also notice the relative strength of your preferences (for example, how many 4's you had in an area).

HOW TO USE THIS INFORMATION: This form can be used along with other diagnostic tools to help you determine some of the ways you are best able to learn. The Barsch tells you about your learning preferences in only one area.

(Barsch 1994:16)

Visual questions = 2, 3, 7, 10, 14, 16, 20, 22

Auditory questions = 1, 5, 8, 11, 13, 18, 21, 24

Kinesthetic questions = 4, 6, 9, 12, 15, 17, 19, 23

Teacher counts the points and evaluates the test according to Barsch:

V =

A =

T =

Questionnaire 2:

Každý z nás někdy chodil do školy. Někteří z nás stále do školy ještě chodíme a proto se ještě pořád musíme něco učit a něco si pamatovat. Někomu jde lépe matematika, někomu cizí jazyky, někdo je dobrý v tělocviku... atd. Někteří z nás si lépe pamatují to co slyší, někteří to co vidí a někteří si lépe pamatují když se při učení mohou nějakým způsobem hýbat.

Někteří z nás když se učíme, tak si látku musíme nahlas přeříkávat. Dokážeme si hodně zapamatovat jen z toho co slyšíme od učitele během hodiny. Někteří z nás si látku představujeme v hlavě jako film nebo si píšeme poznámky, kreslíme na papír, abychom si lépe pamatovali a pochopili ji. Pomáhají nám hodně obrázky, diagramy, tabulky...atd. Někteří z nás při učení musí přecházet po pokoji sem a tam nebo si s něčím hrát abychom si snadněji něco zapamatovali.

Do jaké skupiny žáků patříš ty? Víš jakým způsobem se lépe (snadněji) učíš? Jakým způsobem si látku lépe pamatuješ? Co ti pomáhá lépe si látku zapamatovat, porozumět jí, abys ji byl/a schopen/schopna později správně použít (např: cizí jazyk)? Víš jaký způsob výuky, jaké pomůcky ti nejvíce vyhovují, co ti pomáhá snadněji a efektivně se učit?

Pomůžeme ti na to přijít, ale nejdříve se pokus nad těmito otázkami zamyslet sám/a a několika větami na ně odpovědět. Zde je místo pro tvou odpověď.

Nejlépe si látku pamatuji od učitele v hodině, ale doma chodím po pokoji a opakuji si nahlas. Pokud je učení hodně těžké, napíšu si to na papír.

8.A name of a student	Questionnaire 1		Teacher's comment	four points or more different	Results of the questionnaire1	Results of the questionnaire2	four points frequently	Evaluation: significant
	V.L.	A.L.						
Čepičková Eva	22	24	11	**	A	A	VA	
Dlabalová Pavlína	18	17	20	****	K	AK	AT	
Karban Radek	18	14	12	strong student	V	VAK	VA	V
Krausová Lucie	15	11	19	****	K	V	VK	
Nováková Kateřina	16	27	16	****	A	AK	A	A
Novotný Ondřej	22	20	17	strong student	V	AV	V	
Salačová Lenka	16	18	19	dyslexic	K	VK	T	
Slánská Renata	19	26	21	****	A	VK	A	
Stehliková Barbora	15	21	17	****	A	AK	A	A
Suchánková Kristýna	19	13	14	****	V	VA	V	V
Štefáčková Monika	20	22	19		A	A	AV	
Urbanová Michaela	22	17	15	****	V	AV	V	
Váchová Monika	19	20	23	**	K	A	K	
Velechovská Pavla	28	21	18	****	V	AV	V	V
Žohová Monika	absent							
Results	5	5	4					

note:

**** a total score in one area is four/ more points higher than in other two areas

** a total score in one area is four/ more points higher than in one of the other areas

V - visual

A - auditory

K - kinesthetic

8.A name of a student	8.A - Questionnaire 2 - students' statements about their differences/preferences/needs in learning
Čepičková Eva	studies together with her friend, repeats the subject aloud
Dlabalová Pavlína	studies with her friend who helps her, prefers listening to the music or walking across the room when learning
Karban Radek	uses computer - writes down what he needs to learn - the computer tells him aloud what he wrote down in CZ/AJ, writes notes
Krausová Lucie	reads the subject as long as she remembers it
Nováková Kateřina	remembers the subject from what was said at school, at home - repeats the subject aloud and walks across the room
Novotný Ondřej	remembers the subject from what was said or written at school
Salačová Lenka	has to write down what she learns
Slánská Renata	has to write down what she learns
Stehliková Barbora	listens to the music during learning, walks across the room to concentrate
Suchánková Kristýna	reads the subject for herself silently first, after that repeats it aloud for better remembering
Štefáčková Monika	learns on her own, after that asks someone to review the subject with her aloud
Urbanová Michaela	at home repeats what she has learnt at school with a radio on - helps her concentrate
Váchová Monika	repeats the new vocabulary aloud to hear it when learning
Velechovská Pavla	repeats or reads the new vocabulary aloud when learning
Žohová Monika	absent

7.A name of a student	Questionnaire 1		Teacher's comment	four points or more different	Results of the questionnaire1	Results of the questionnaire2	four points frequently	Evaluation: significant
	V.L.	A.L. K.L.						
Bendlová Petra	17	18 13		**	A	V	V	
Benešová Blanka	18	20 18			A	VK	A	
Dovičín Michal	20	15 14		****	V	V	VK	V
Horčic Ladislav	21	25 24		**	A	A	T	
Janoušková Lucie	21	23 14		**	A	VAK	A	
Jechová Kateřina	20	21 20			A	VA	VA	
Kozák Marek	15	14 19		****	K	VK	T	(K)
Kraus Aleš	16	21 16		****	A	VA	VT	(A)
Loudová Kristýna	14	16 19	strong student	**	K	VA	TA	
Rychetská Lucie	19	22 19			A	VA	T	
Šťasný Filip	16	11 19		****	K	V	V	
Šotková Kristýna	13	14 13			A	AKV	V	
Results	1	8 3						

name of a student	Questionnaire 2 - students' statements about their preferences/differences/needs during learning
Bendlová Petra	learns the best when she sees the subject in front of her (text, picture, etc.) and understands it
Benešová Blanka	learns by writing the subject down several times and then her friend tests her
Dovičín Michal	learns the best from his own notes
Horčic Ladislav	learns the best when he understands the subject, hears it and someone from his family tests him
Janoušková Lucie	learns the best when she writes the subject down and then repeats it five times aloud
Jechová Kateřina	learns the best when she reads the subject for herself three/five times and after the lesson she reads it again aloud
Kozák Marek	he learns the best when he reads the subject or writes it down
Kraus Aleš	learns the best when he reads the subject, hears it at school from the teacher, and he also likes watching videos
Loudová Kristýna	learns the best when she sees and hears things several times, but she has to understand it as well
Rychetská Lucie	learns the best when she sees or hears the subject
Šťasný Filip	learns the best when he reads the text several times, or writes it down, sometimes parents test him
Šotková Kristýna	learns the best when she hears the subject, or sometimes she writes it down for better memorising

Bingo

spoon

to throw away

waiter

ordinary

counter

cheap

knife

fast food

fork

plastic

bag

to order

box

finger

meal

paper cup

saucer

to drink

plate

to eat

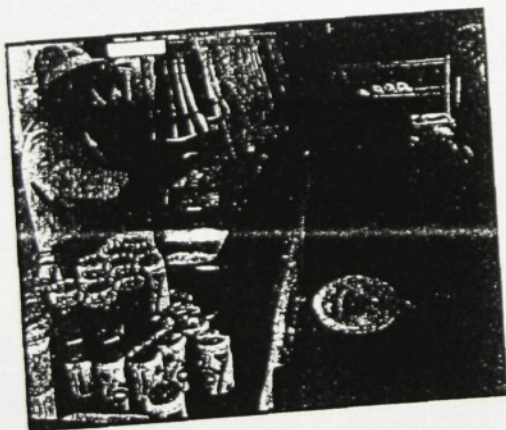


The first meal of the day is breakfast. The traditional British breakfast is very big: bacon, eggs, sausages, tomatoes, mushrooms, baked beans and fried bread! But nowadays people don't usually cook a big breakfast every morning – they only have a cooked breakfast on Sundays, or when they stay in a hotel.

Most people have a light breakfast. These are some of the typical things that people have for breakfast:

- toast with jam, honey or marmalade
- cereal with milk and sugar
- fruit (Grapefruit is very popular)
- yoghurt
- orange juice
- coffee or tea

Between 12 o'clock and two o'clock people have lunch. This is often a light meal of soup, sandwiches and/or a salad. Most children have their lunch at school. They can take sandwiches from home or they can buy food at the school cafeteria.



Read about eating in Britain.

The main meal of the day is dinner. People eat this between about six and seven o'clock in the evening. A traditional dinner is meat or fish with potatoes and vegetables, but many people nowadays cook foreign food, and lots of people are vegetarian, as well.



Pasta and pizzas are very popular and Indian food such as curry with rice. Chinese food is also a favourite. There are lots of cookery programmes on TV and people like to try new dishes. After the main course some people have dessert (also called 'pudding') – such as fruit, chocolate cake, or apple pie with ice-cream or custard.

In some areas of Britain, 'lunch' is called 'dinner', and 'dinner' is called 'tea' or 'supper'.

3 Food

a Look at the pictures. Tick the five things that you like best. Put a cross by the things that you don't like.

b Label the pictures. Use these words.

- | | | |
|-----------|-----------|-----------|
| bacon | fruit | peas |
| a tomato | fish | a salad |
| cheese | chocolate | ice cream |
| mushrooms | an egg | sausages |
| a pie | beans | a cake |
| spaghetti | chips | chicken |
| a pizza | butter | crisps |

1 	2 	3 
4 	5 	6 
7 	8 	9 
10 	11 	12 
13 	14 	15 
16 	17 	18 
19 	20 	21 

4 In a restaurant

Write this conversation in the correct order.

- A glass of milk, please.
- Can I have fish and chips, please.
- Peas, please.
- Yes, please?
- Do you want peas or beans with that?
- Thank you.
- And do you want anything to drink?

Waitress _____
 Customer _____
 Waitress _____
 Customer _____
 Waitress _____
 Customer _____
 Waitress _____

5 Prices

Complete the table.

We write	We say
£1.50	<u>one pound fifty</u>
<u>70p</u>	seventy pence
_____	three pounds twenty
£5.68	_____
_____	thirty-eight pence
99p	_____
_____	twelve pounds eighty-seven
£6.99	_____
_____	eighty pence
47p	_____
_____	nine pounds seventy
£10	_____

Hutchinson : 2000

Group A:

- 1) What is the first meal of the day?
 - 2) What is the traditional Br. Breakfast?
 - 3) When do the British usually have their lunch?
-

Group B:

- 1) What is the main meal of the day?
 - 2) What time do the British usually have it?
 - 3) What is the traditional Br. dinner?
 - 4) What do many people usually cook nowadays?
-

Group C:

- 1) What kind of food is popular there?
- 2) What kind of programmes are on TV there?
- 3) What do people usually have after the main course?
- 4) How do they also call a dessert?

IN A RESTAURANT

W – waiter

C - customer

W: Good afternoon.

C: Good afternoon. Can I have the menu, please?

W: Here you are. What would you like?

C: I'd like *spring salad*, please.

W: And for the main course?

C: I'd like *Kung Pao with rice*, please.

W: Anything to drink?

C: Red wine.

.....

W: That's £ 5.60 altogether.

C: Here you are.

W: Good bye.

C: Good bye.

Customer A

x

Customer B

A: Did you have a nice meal?

B: Yes I did. The fish was wonderful.

A: Yes, it was. There was so much, but we finished it, didn't we?

B: I do like it here. We haven't been here for ages.

A: No, we haven't. It has a nice atmosphere and it is a very nice place.

B: Yes, it is. And the waiters really look after you, don't they?

A: Yes, they do. Shall we go now?

B: O.K. Let's go.

Mama-Mia Restaurant

Menu

Starters:

spring salad
pasta salad
sea food salad
soup

Main course:

chicken with chips
Kung – Pao with rice
fish with chips
spaghetti with tomato sauce

Deserts (afters):

ice cream
fruit salad
cake with ice cream
apple pie

Drinks:

cold:

red wine
white wine
coca cola
soda

hot:

coffee
tea
hot chocolate

CHIPS WITH EVERYTHING

Before you watch

Food

Which of these foods are English? American? French? Italian? Spanish? Japanese? Chinese? Greek? Mexican? Indian? German? What do you think?

Make sentences:

- Sushi is Japanese. I think.
- Hamburgers are American.

- | | |
|----------------|-----------------|
| namburgers | kebabs |
| pizza | onion soup |
| fish 'n' chips | minestrone soup |
| hot dogs | apple pie |
| spaghetti | tortillas |
| paella | frankfurters |
| tacos | cheeseburgers |
| curry | blueberry pie |
| sushi | baked beans |
| chop suey | omelette |

How many of these words do you hear in the video? Put a tick.

Watch the video.

After you watch

True or false? Put a tick in the box.

- | | True | False |
|--|--------------------------|--------------------------|
| 1 The restaurant is very busy at lunchtimes. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 The waiter is very polite. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 He's very happy because there are two customers. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 The table is free. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 Martin and Angela would like steak for lunch. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 The restaurant hasn't got any soup. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 They've got some fish. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 Martin is very angry with the waiter. | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 The salad in the restaurant is very good. | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 Angela and Martin aren't hungry. | <input type="checkbox"/> | <input type="checkbox"/> |

(From the beginning to ... Waiter Here you are.)

Before you watch:

What is there on the table?

Which of these things do you see on the table before Martin and Angela arrive? Put a tick in the box.

- | | |
|--|---------------------------------------|
| <input type="checkbox"/> some knives | <input type="checkbox"/> some water |
| <input type="checkbox"/> some bread | <input type="checkbox"/> some flowers |
| <input type="checkbox"/> some forks | <input type="checkbox"/> a tablecloth |
| <input type="checkbox"/> some spoons | <input type="checkbox"/> some napkins |
| <input type="checkbox"/> some tomato ketchup | <input type="checkbox"/> a salt pot |
| <input type="checkbox"/> some glasses | <input type="checkbox"/> a pepper pot |
| <input type="checkbox"/> an ashtray | <input type="checkbox"/> some butter |
| <input type="checkbox"/> a menu | <input type="checkbox"/> a newspaper |
| | <input type="checkbox"/> a magazine |

Watch section 1.

After you watch:

Which of these things are clean? Which are dirty?

- the waiter's shoes
- a knife
- a fork
- the ashtray
- a glass
- a spoon
- the waiter's waistcoat

Questions

- 1 Is the restaurant very busy today?
- 2 Is the table free?
- 3 Who's in a hurry?
- 4 Is the waiter in a hurry?
- 5 Is there a menu on the table?
- 6 Would you like a meal in the Old England Restaurant?
- 7 Why? / Why not?

(From Martin Ah, soup... to ... Angela Two potato soups, then.)

Before you watch

Number these pictures in the correct order from 1 to 5.



Watch section 2.

Viney : 1999

e-x-e-r-c-i-s-e-s • e-x-e-r-c-i-s-e-s • e-x-e-r-c-i-s-e-s

<div style="border: 1px solid black; padding: 5px; display: inline-block;"> Old England Restaurant </div>			
MENU			
Starters			
1 Tomato soup	£1.20	2 Soup of the day	£0.95
3 Minestrone soup	£1.30	4 Melon	£1.95
Main courses <i>(all served with chips and peas)</i>			
5 Steak	£6.95	6 Chicken	£5.95
7 Fish	£4.95	8 Two hamburgers	£3.95
9 Sausages	£2.95	10 Two eggs	£2.35
11 Hot Dog	£2.55	12 Spaghetti Bolognese	£3.50
13 Side salad	£1.50		
Desserts			
14 Ice-cream (strawberry, chocolate, vanilla)			£1.20
15 Apple pie	£1.30		
16 Fruit salad	£1.40		
Service 10% VAT at 15% included			

Exercise 5

Ask other students:

What's your favourite food? What's your favourite starter? What's your favourite main course? What's your favourite dessert?

Make a list of the answers. Then write a menu for an international restaurant in English. Put your class's favourite meals on the menu. Put prices on the menu. (In the money of your country).

<div style="border: 1px solid black; padding: 5px; display: inline-block;"> The International Restaurant </div>	
MENU	
Starters	
1	2
3	4
Main course	
1	2
3	4
5	6
Desserts	
1	2
3	4

Exercise 1

- What would Angela like?
- Write A on the menu.
- What would Martin like?
- Write M on the menu.
- What would you like?
- Write ME on the menu.
- What's off the menu?
- Write X on the menu.

- You Well-done, please.
- Waiter Anything.....?
- You Yes. Could I.....an..... for dessert?
- Waiter Of course. Thank you.

Exercise 3 How much is it?

Janet would like melon, fish and ice cream.
How much is it?

George would like soup of the day, egg and chips and a fruit salad.
How much is it?

Maria would like minestrone soup, chicken with a side salad and apple pie.
How much is it?

Exercise 4

Role play a conversation in the restaurant. Student A is the waiter. Student B is the customer.

Exercise 6

Look at this advertisement for the Old England Restaurant. You do not need to understand everything. Do you think it's true?
Underline the things you think are wrong.

The Old England Restaurant

Nailsea, near Bristol
Tel: Nailsea 148952

Come to the Old England Restaurant in Nailsea for lunch or dinner! A friendly welcome is waiting for you

Enjoy our excellent international cuisine and friendly waiter service. We have got wonderful steaks, fish, chicken and salad. Try our genuine Italian Spaghetti Bolognese and minestrone soup. Our restaurant is clean and our salads contain only the freshest ingredients. Our soup of the day is famous. It's hot, fresh and excellent. Telephone now for a table reservation! We're very busy at lunchtimes! Remember - The Old England is the restaurant for all special occasions, business lunches and evening meals - all at reasonable prices.

Open for lunch 12.00 - 2.30.
Open for dinner from 6.30 till midnight.
Traditional Sunday lunch 12.00 - 2.00.

FREE
CAR PARK

Exercise 2 Open conversation

Complete the spaces in this conversation.

- Waiter Good afternoon.
- You Good afternoon. have the menu please? I've an appointment at two o'clock. I'm in a
- Waiter Here you are. What you like?
- You like some melon, please.
- Waiter Melon. Yes, and for the course?
- You I'd the steak, please.
- Waiter How would you it?, medium or

2

COMPARATIVE QUIZ

Compare the following.

For example



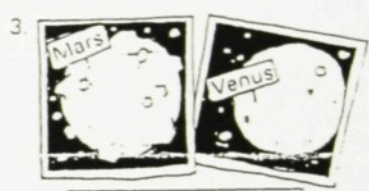
1. The Pacific Ocean is bigger than the Atlantic Ocean.

BIG



Parthenon Colosseum

OLD

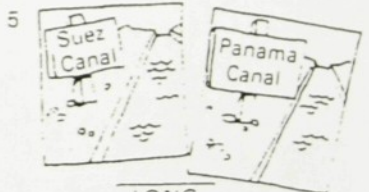


NEAR THE SUN



Russia China

LARGE



Suez Canal Panama Canal

LONG



Mount Etna Mont Blanc

HIGH



Tortoise Snail

SLOW

Solution on page 64

22

Granger : 1980

My opinions

Complete the sentences with your ideas. Use the adjectives in brackets in the comparative or the superlative.

- The **most difficult** subject is Maths.
- The subject is (difficult)
 - The programme on TV is (boring)
 - I think that is than winter. (nice)
 - The thing in my wardrobe is my (expensive)
 - I feel on than on Monday. (happy)
 - I think that is than Science. (difficult)
 - The person on TV is (gorgeous)
 - I think that are than cats. (intelligent)
 - The day of the year is (good)
 - The pop group in the world is (bad)
 - I think that is than English. (interesting)

Good and bad

Complete the sentences. Use *better*, *the best*, *worse* or *the worst*.

- Shall we go to the park?
No, let's go tomorrow, because the weather is going to be **better**.
- I was ill last week.
Oh dear. Are you now?
 - Yes, I am, thank you.
- I had stomach ache on Sunday evening. It was on Monday, so I went to see the doctor.
- Don't go to Mr Drillit. He's dentist in town.
- Barney had clothes, so he won the prize.
- I like this photo. I think it's than that one.
- Let's go to Marco's. They make pizzas in town. They're delicious.
- I can't watch any more of this. It's film in the world.
- You look happy.
Yes. My project was in the class.
 - Great. Was it than Sarah's?
 - Yes, it was.
- I tried to repair the car this morning.
Is it now?
 - No, it isn't. It's than before.

Hutchinson : 2000

Comprehension

1 Read and listen to the story. Answer the questions.

- 1 Why are Mickey and Millie in a clothes shop?
- 2 What clothes does Mickey try on?

Look. Mickey. Let's send a photo of you.

Oh, come on, Millie. I've got the worst clothes in the world.

Can I try these trousers and this shirt on, please?

Yes. The changing rooms are over there.

How are they?

They're too small.

Are they better?

Well, the trousers are better, but the shirt is worse than the first one.

Oh, yes. That's better. Now we need some shoes.

Here. Try these.

Have you got that shirt in a bigger size?

I think these are the best shoes, Millie.

We don't want to buy them. We just want to take a photo.

That was the worst idea in the world, Millie.

At last! That's £120 altogether then, please.

2 Work with two friends. One person is Mickey, one is Millie and one is the shop assistant and reads the magazine text. Act the story.

name : Monika Václavová

TEST

(A)

- | | |
|--|---|
| 1) pozvánka invitation | 9) objednat order |
| 2) (my) oba both of us | 10) pult ^{counter} |
| 3) samozřejmě of the course | 11) zaplatit pay for |
| 4) bochník loaf | 12) ve stejnou chvíli at the same ^{time} |
| 5) vrátit put back | 13) podšálek saucer |
| 6) účet bill | 14) zahodit hang of throw away |
| 7) zahanbený <u>embarrassed</u> | 15) levný cheap |
| 8) číšník waiter | |

-4

(2)

(B) Is it countable or uncountable? (Write C/UC)

- | | | |
|---------------------|--------------------|-------------------|
| • fruit <u>C/UC</u> | • tomatoe <u>C</u> | • bread <u>UC</u> |
| • cola <u>C/UC</u> | • fish <u>UC</u> | |

(C) What would you say? Answer with whole sentences!

W: Good afternoon.

you: Good afternoon.

Can I have the menu please?

W: Of course. Here you are.

W: What would you like for the starter?

you: I'd like tomatoes salad.

W: And for the main course?

you: I'd like ~~the~~ chips ^{and} ~~the~~ cheese, _____.

W: Anything to drink?

you: ~~R~~ Coca ~~&~~ cola.

you: We'd like to pay.

W: Of course. It was £ 2.50 the starter, £ 4.70 the main course and £ 1.92 the drink, that's ? altogether.

31,62

4,70
1,92
25
31,62

you: Here you are.
W: Good bye.
you: ~~Good bye~~ Good bye.

④ How much is the total price?

starter £ 2.50
main course £ 4.70
drink £ 1.92

total price: £ nine pounds and twelve pence

⑤ a packet of crisps

a dozen of eggs

①

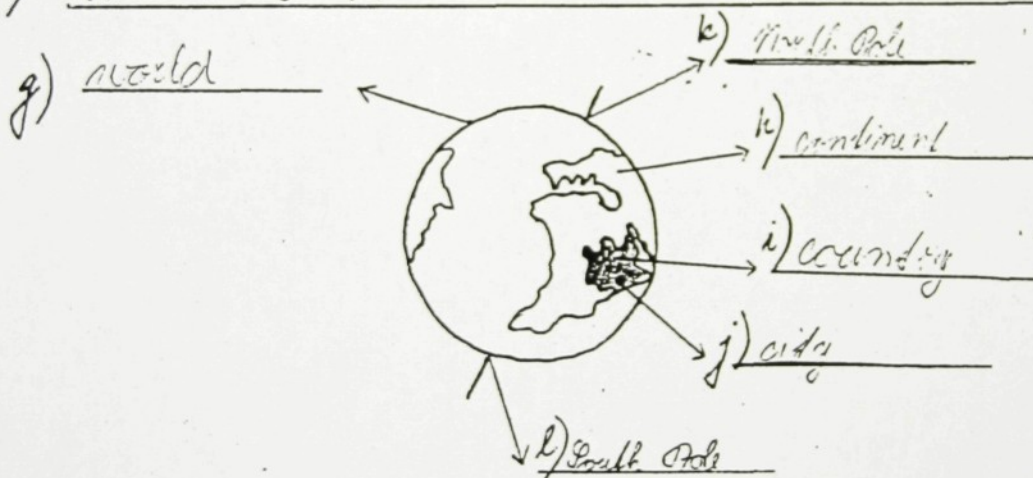
1) • What seasons do you know?

- a) spring
- b) summer
- c) autumn
- d) winter

2) • Write down correct words, (Which way?)



3) • What is it? Write down correct words.



4) • Translate

- | | | | |
|-----------|-----------------|-----------|---------------|
| m) těžký | <u>heavy</u> | n) jazyk | <u>tongue</u> |
| n) místo | <u>place</u> | o) široký | <u>wide</u> |
| o) stejný | <u>the same</u> | p) kov | <u>metal</u> |

⑤ Complete this table: (Superlatives)

s) cold	<u>colder</u>	<u>the coldest</u>
t) far	<u>further</u>	<u>the furthest</u>
u) easy	<u>easier</u>	<u>the easiest</u>
v) dirty	<u>dirtier</u>	<u>the dirtiest</u>
w) large	<u>larger</u>	<u>the largest</u>
x) hot	<u>hotter</u>	<u>the hottest</u>
y) short	<u>shorter</u>	<u>the shortest</u>

-0,5

①

8.A name: KATEŘINA NOVÁKOVÁ

1. Translate

zahodit

chutnat TASTE

laskomý HEAN

odejít ~~LEAVE~~ LEAVE

cibule ONION

zelenina VEGETABLES

chutný DELICIOUS

tucet DOZEN

bochník LOAF

pozvánka INVITATION

2. Decide a bit x a few

fish A BIT

potatoes A FEW

vegetable A FEW

salt A BIT

milk A BIT

carrot A FEW

wine A BIT

meat A BIT

flour A BIT

tomatoes A FEW

3. Complete the dialogue

a/ Waiter: Good morning!

You: GOOD MORNING. HAVE YOU GOT A MENU, PLEASE?

W: Yes, of course. Here you are.

b/ W: What would you like for your starter?

Y: I'D LIKE ~~X~~ SPRING SALAD.

W: And for the main course?

Y: I'D LIKE ~~X~~ SAUSAGES WITH RISE.

W: Anything to drink?

Y: YES, ~~DA~~ ~~X~~ COLA.

c/ Y: ~~HAVE YOU~~ ~~TAKE~~ ~~ME~~ ~~A~~ ~~BILL~~?

W: Yes, of course. It 'll be £ 4.75 altogether, please.

Y: HERE YOU ARE.

W: Thank you. Good bye.

Y: Good bye.

7.A

name: Horic

1. Translate

teplo hot
 dale, vzdálený
 těžký heavy
 vyměnit change
 obyčejný ordinary

štěr ~~strop~~
 hluboký ~~dry~~
 důležitý interesting
 ve věku as the age of
 jazyk language

2. Write comparativ and superlativ

tall	taller	the tallest
heavy	heavier	the heaviest
difficult	more difficult	the most difficult
bad	worse	the worst
happy		

3. Write in words

353 three hundred and fifty-three
 612 six hundred and twelve

4. Match adjectives and nouns to make phrases as ... as ...

blue, cucumber, good, cool, gold, sky
 - as cool as a cucumber
 - as good as gold
 - as blue as the sky

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