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VYUŽITÍ PROJEKTOVÉ PRÁCE VE VÝUCE
SLOVNÍ ZÁSObY V HODINÁCH AJ
THE USE OF PROJECT WORK IN TEACHING
VOCABULARY IN EFL CLASSES
PROJECTARBEITNUTZUNG IN DEM
WORTSCHATZUNTERRICHT IN DER
ENGLISCHSTUNDEN

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Zadání DP:

Diplomová práce zahrnuje akademický výzkum a praktické ověření teorie týkající se efektivního zařazení projektové práce do hodin anglického jazyka. Cílem je prokázat, že aplikace projektové práce při výuce AJ vede nejen ke zlepšení anglického jazyka, ale i ke zlepšení procesu učení se.

Zpracování praktického projektu, analýza a interpretace výsledků v uvedené diplomové práci prokáží porozumění metodám analýzy teoretických východisek a jejich kritického zhodnocení a schopnost využití teoretických závěrů při volbě vhodných metod při výuce cizího jazyka. Posouzení efektivnosti teorie a zvolených metodických postupů v praxi dále ukáže schopnost využití evaluace jako nezbytné strategie hodnocení celého výzkumu.

Specifikou uvedeného projektu je ukázat, že projektová práce se může stát běžnou metodou výuky slovní zásoby v hodinách anglického jazyka, pokud je brán ohled na potřeby žáků a cíle hodiny.

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VYUŽITÍ PROJEKTOVÉ PRÁCE VE VÝUCE SLOVNÍ ZÁSObY V HODINÁCH AJ

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DP-2004

Vedoucí DP: Mgr. V. Bitljanová M.Ed.

Resumé:

Tato diplomová práce se zabývá využitím projektové práce v hodinách anglického jazyka na základní škole. Cílem je zjistit, zda se třináctiletí žáci učí a rozšiřují svoji slovní zásobu přirozeněji, když pracují na tomto alternativním typu učebního procesu. Dále se tato diplomová práce pokouší dokázat, že zařazení projektové práce do výuky motivuje žáky k učení, pomáhá jim zapamatovat si slovní zásobu a zlepšuje jejich komunikační schopnosti v anglickém jazyce.

Summary:

This Diploma Thesis deals with the use of project work in English lessons at basic school. The aim of it is to ascertain whether thirteen years old students learn and extend their vocabulary knowledge more naturally while they are working on this alternative type of learning process. The Diploma Thesis attempts to prove that adding of project work in lessons motivates pupils to learning, helps them to remember vocabulary and improves their communication abilities in English language.

Zusammenfassung:

Diese Diplomarbeit beschäftigt sich mit der Projektarbeit in dem Englischunterricht in der Grundschule. Das Ziel dieser Diplomarbeit ist feststellen, ob die dreizehnjährigen Schüler lernen und erweitern Sie den Wortschatz natürlich wenn/als Sie an diesen alternativen Typ des Unterrichtsprozesses arbeiten. Die Diplomarbeit versucht zu beweisen, dass die Projektarbeiterteilung in den Unterricht die Kinder motiviert zu lernen, hilft ihnen den Wortschatz zu behalten und verbessert Sie die Kommunikationsfähigkeiten in der englischen Sprache.

Prohlášení o původnosti práce:

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Poděkování

Děkuji tímto Mgr. Věře Bitljanové, M.Ed., z katedry anglického jazyka Pedagogické fakulty Technické univerzity v Liberci, za poskytnutý čas a cenné připomínky při psaní diplomové práce.

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CHAPTER I – THEORY AND METHODOLOGY OF PROJECT WORK AND VOCABULARY

A. Personal experience with project work and vocabulary

When I was a small child, I started to learn basic words from my mother language to be able to name objects around me, to ask for something or communicate with other people. With the need to know more things, I learnt more vocabulary to extend my knowledge. I tried to remember new words to be able to use them again in sentences and express myself, which meant to communicate in my first language.

Later, as a pupil, I started to study a foreign language at basic school but my experience with learning vocabulary there was not very interesting. At the beginning we learnt new words to get familiar with the language. The teacher translated them to Czech to make it easier and understandable for us. As we began to work with the textbook where lists of words were, we copied new vocabulary from it in our exercise books, added Czech equivalents together with the teacher in the classroom and learnt all words by heart because we were tested on them by the teacher at school. This process of learning new vocabulary was not very enjoyable. We always understood the right meaning immediately without any effort. It was not very entertaining for us, and we learnt new words mainly because it was compulsory to do it, and the teacher wanted us to study them.

That translation method and drill experience led me as a future teacher of English to try to find methods to make learning more interesting and to help students with extending their knowledge in the foreign language more naturally. That is why I searched for new methods. I observed lessons of two English teachers, and I saw that they tried to use different methods in their lessons. One of them taught young learners, and she mainly used pictures, objects or miming to explain new words to her pupils. She spoke mostly only in English and tried to avoid using her mother language to put the foreign language near to students. The other teacher taught older students; therefore, she could use simple English sentences for explanation/description of new words because her pupils have been learning English for some years and they have already known/understand some words from it. She also tried to use English as much as possible, which was very valuable for students because they had to find the meaning on their own, and they would remember it easily.

Considering my own uninteresting experience with teaching/learning vocabulary and findings from observations to use different methods for it, I have decided to try project work in my lessons. I chose it mainly because it was recommended in students' textbooks (Project English 1), and I wanted to see its contribution to pupils. To my surprise, children were used to it. They have already done some projects that were displayed in the classroom. When I told pupils that they would do projects, they started to group themselves (friends together) and wanted to know their specified tasks and end products. They were interested in this kind of work and looked for new words themselves (e.g. in dictionaries, on the internet) because they considered them important for their projects. Therefore, it can be said that project work gives students opportunities to learn differently in contrast to their usual process of learning and in addition they learn unconsciously because they follow their needs.

These are reasons why I am going to explore in this Diploma Thesis the use of project work and its contribution to the development of vocabulary in learning the foreign language. The most important theories and methods about project work and teaching/learning vocabulary are going to be discussed in the following chapters.

B. What is project work and its contribution to the process of learning

This diploma work focuses on using project work as a learning tool in the foreign language at basic schools. The following chapters define project work, reflect experts' and practitioners' opinions about it, reveal its features and the development of language in that kind of learning process.

1. An alternative form of the process of learning

Project work is an alternative form of the process of learning that can be done at school. It is an alternative to traditional school because it offers different approaches to the process of learning. Průcha (1996) adds that it pertains to the category of alternative education, which is a general term for approaches that do not belong to the traditional way of teaching and offer alternatives in teaching (p.11).

The alternatives are meant as "Forms of education where students learn skills and content knowledge in a context where those skills and that content knowledge are useful" (www.project-approach.com). It stands that students learn and practise exactly required knowledge and skills they need for their specific tasks in project work.

Then, another expert who did project work in EFL classes, Ribé (1993) compares project work to a way where you can go straight to the end product if you want to finish immediately, or you can do it slowly and find alternatives before reaching the end (p.5). To explain his opinion, we have to look at students who make decisions about alternatives. Generally, children are curious, and if they are keen on doing projects, they will find alternatives in their work. On the other hand, if students are not interested in projects, they will not find other ways and will conclude their work very soon. Not to finish it very early, there is the teacher who has to inspire students to do projects and find their own alternatives in classes.

As written hereinbefore, project work is the alternative form or alternative education of learning a new foreign language. It offers different approaches to the process of teaching/learning, gives students opportunities to learn differently and to extend their knowledge and skills.

2. Definitions of project work

Most experts who dealt with project work at school define it mainly as working on a specific topic. For instance, Haines (1989) says, "Projects are multi-skill activities focusing on topics or themes rather than on specific language targets" (p.1). Moreover,

according to the Internet (www.project-approach.com), “A project is an in-depth investigation of a real world topic worthy of children’s attention and effort”. To summarize these definitions, project work is a task that connects topics that students do at school with the real situation of the world, but there is not any special emphasis on the development of new language areas or practising already known knowledge in project work.

Then, there are other definitions of Czech teachers from the basic school where I did my teaching training who have similar opinions as previous experts. One of them says, “Project work is a task on a specific topic where more students work together for several days, and they also have to find information and materials that are needed for their projects”. She affirms that project work is long-term, but it can also be short-term group work that requires participation of all students in working and finding necessary things for their projects. For example, they may need to find facts about a specific part or pictures connected with the topic. Then another teacher claims that “Project work is a task that comes from one special topic”, but she also adds, “It is used to teach new vocabulary or grammar structures in an amusing form”.

To conclude what has been said above, project work is usually connected with the real topic, and there is not any special focus on teaching new language areas or using it for practicing already known words or language. That kind of work provides a natural context, and it is entertaining for children.

3. Characteristics of project work

Projects are an appropriate resource with many characteristics for teaching children at basic school, but every expert who has been interested in project work considers different features to be more important, so they should be pointed out. According to Haines (1989), characteristics of project work are following (p.1-2):

1) project work is student-centred

Student-centredness stands for focusing on pupils who choose and agree on a specific project work that is close to their personal interest. To fulfil different tasks, they make choices, find information they need and try different methods or strategies to complete them. Fried-Booth (1996) adds, “the students become responsible for their own learning” (p.7) because of their selection and own decisions they make in accordance with projects. Their work is independent.

2) co-operation

Project work allows all students to work together even if some of them have disabilities or learning problems because it meets needs of different children. It means that better students in English can help the rest of group, especially the weaker ones. Haines (1989) says that pupils that are weaker in the linguistic part may be able to use other talents and achieve success in other parts of the project (p. 3). For instance, they can do non-linguistic tasks and use “the physical/motor skills of colouring, painting, cutting, folding, gluing, and writing” (Phillips, 2000, p.6). Everybody can also choose to do various tasks they think they are good at or are close to them, so the individual contribution is very valuable for the rest of the group, and their collaboration helps them to complete the final product of project work.

3) skill-based

Children have a chance to develop themselves in different areas. Phillips (2000) affirms, “A project introduces and practises language, and integrates language skills (speaking, writing, listening and reading), in a natural way” (p.7). In addition to language skills, there are also various social skills that can be developed while working with other students. They can be, for example, agreeing on tasks, encouraging students to work, persuading them to share and listen to other’s ideas, solving problems, accepting rejection, praising, trying to understand each other or even developing themselves in project work.

While working on the topic of the project and completing smaller tasks, some importance has to be put on grammar because it is a basic aspect for creating sentences, and we would not be able to make them without its rules. Then, learning and extending new vocabulary should not be omitted because it is another big part of a new foreign language to be learnt as it is shown in the following research.

4) the importance of the end product

As Haines (1989) declares, the final product of project work, which might have various forms, is a very significant feature to be agreed at the beginning of the whole task so students know where to aim their work and what is a result of various tasks they did in project work (p. 2). It also reflects students’ success or failure in that work. Without knowing what the final product will be, children would not be able to

fulfil project work. If students know what to do, they co-operate and try to produce and present work of high quality.

Finally, it has to be added to the mentioned-above characteristics that project work is very motivating for children because they work on specific tasks, which are usually very close to their reality and hobbies. If students are interested in a given topic of project work, they are highly motivated in working on it and they enjoy their work.

4. What motivates students to do project work

For succeeding in project work, some elements that motivate students to work on it have to be developed because they influence children's work on projects.

First, as Haines (1998) writes, "it is a break from normal classroom routines" (p.3) because it offers pupils new methods (various ways and activities), so they are interested in it and keen on doing tasks. However, at the beginning an interesting topic of the project, which is closer to students' hobbies and interests, has to be chosen. If the topic is well known to pupils and they know something about it from reality, they are keen on doing tasks because they have previous knowledge of it. Nevertheless, it is not necessary to know something about the topic because project work has an investigative character and students can find all needed information about it in some resources like the internet, magazines, books, or they can ask the teacher or other people for help.

Then, students' participation is also very important in project work because children usually work on tasks together within a group or pairs. They share ideas and work that are in accordance with their interests or help each other with different tasks. Therefore, at the beginning of the project it has to be decided who will be responsible for which tasks and their fulfilment so everybody knows what to do (their aims/tasks are). "This participation may give or restore confidence to less able students and so improve their attitude to language learning in general" (Haines, 1989, p.3).

Besides participation, children are engaged in their own learning. According to Phillips (2000), they make choices and are responsible for their own work (p.7). It means there are opportunities to follow students' interest and questions and to decide on how to find answers to them or solve problems that appear. After finding a solution, students evaluate themselves and state their own contribution to the project work. This assessment should show pupils what they have learnt in project work.

These are only some examples of features that motivate students to do projects. They can be, for instance, an interesting topic that is worth children's investigation, their participation in project work or taking responsibility for learning.

5. Developing of language during project work

In the usual teaching process, a foreign language is usually divided into smaller parts (e.g. vocabulary and its pronunciation, grammar) that are taught/learnt separately but "projects provide a natural context in which these apparently separate parts can be re-integrated in students' minds" (Haines, 1989, p.3). It means that students have some basic knowledge from the foreign language from their previous learning and it can be practised and developed while working on the project, or pupils can even gain some new knowledge. Fried-Booth (1996) also adds, "Project work helps to bridge the gap between language study and language use"(p.7). There might not be any connection between them because what pupils study at school may be useful in the classroom, but it is not necessarily required in situations in real life, or vice versa. Hence, project work creates a bridge that connects language learnt at school with language used. It is very important because students see they are able to use what they have learnt before in real situations. They practise and extend language structures from their own interest and use them for completing their tasks to finish projects. Phillips (2000) says that language, which occurs in the project, is introduced in the place where students need it and is practiced in a natural way in different task (p.6).

While working on project work, many language areas are developed. Students learn, for example, grammar and they need to see that those grammatical rules can be used in real context. It is important for children to know how to make correct sentences and to practise them in the project so that they will not have any problems in speaking or writing later as they become better and more confident in using the language. Then, pupils also learn new words and their pronunciation in project work. They know some basic vocabulary that the teacher taught them or they have learnt from their exercise books. However, a need for new vocabulary, which has not been mentioned, may occur because they might be useful for the project that is why new words have to be found, used and learnt. It is up to students where they find new words, but if they look up new words, they will definitely extend their knowledge in the foreign language.

C. Methodology of teaching vocabulary

This methodology chapter deals with the role of vocabulary in learning a new language and it presents important phases for teaching new words. Then, it also points out techniques of conveying meaning of unknown words.

1. The role of vocabulary in teaching a foreign language

Words are considered as basic units for teaching/learning a foreign language and there are different reasons for studying them.

At the elementary stage, only individual words are learnt because it is easier for students to understand a single word than a whole sentence. In that time, new words are mainly names of concrete objects (nouns) around us because students can see them, learn to name them and understand their meanings easily. Then, other parts of speech can be also introduced, such as verbs of actions, or abstract words because pupils have already acquired the basic knowledge of the language and it can be extended.

If students know some words in the foreign language, they will put them together and create sentences. However, the words are not everything that is needed to know for making sentences because other language elements are also important. For instance, pupils have to know grammar rules from the foreign language to be able to create correct sentence, or pronunciation of individual words to pronounce the sentence correctly and to be understood by others. When students succeed in making those sentences, it is the beginning to start using the language and to be able to say what pupils want to say in that language.

Then, words are also important units needed for communication because without them, we will not be able to talk to foreigners or even to ask for necessary things abroad. To use more foreign words enable students to express themselves (e.g. describe their ideas, thoughts, feelings to others) orally or in written form. When pupils are able to put words in sentences and to use that language, it means they are able to communicate in it. According to Allen (1983), "Students who do not learn grammar along with vocabulary will not be able to use the language for communication"(p.3). Therefore, words are not everything that is required for communication because grammar cannot be omitted and both of them have to be learnt alongside. This declaration is very important for the teacher to support a communicative atmosphere for students and to make English words necessary. In that case, they will be used very often in various activities in the class. If children are engaged in tasks where new words are

needed, they consider them necessary to learn and know. It can be done, for example, in project work, where new vocabulary can be used to communicate with each other. In some cases, students may try to communicate in the target language but it will stop immediately if they do not know the word that they want to say. Allen (1983) confirms it, "The communication breaks down when people do not use right words"(p.5). However, pupils are creative and they can describe an unknown word in other words, or point to it/compare it to something and finally, they might be understood.

Therefore, words are basic elements of the language and are taught/learnt because we need them for making sentences and for communication in the foreign language.

2. Teaching vocabulary

Most words that are taught/learnt at basic school come from students' textbooks. However, "some of them are used straight away, others are not" (Harmer, 1991, p.159) which means that only some of them are used immediately and actively to practise/develop language structures. Harmer (1991) calls these words 'active' vocabulary (p. 159). On the other hand, there are also other words needed only for special tasks (e.g. in reading texts) and they are not so important for children and might be forgotten very soon if they are not used. These are called 'passive' vocabulary (Harmer, 1991, p.159) because pupils do not actively work with them. Nevertheless, some words can be active at the time when they are learnt but might become passive, or vice versa.

However, not all vocabulary ought to be learnt because it has to be considered how important each item of vocabulary is. The teacher should plan what words are needed for her pupils because some of them can be only understood when children meet them in the context, but others might be required for students' tasks. According to Harmer (1991), "teaching vocabulary is clearly more than just presenting new words" (p.159) and other important phases of teaching vocabulary need to be mentioned.

3. Steps for teaching vocabulary

To learn a new word, it takes different phases to go through. There are three main basic phases of teaching vocabulary – presentation, practice and remembering, and they will be discussed in this section.

1) Presentation

It is the phase where the teacher presents new words to students at school. It means to explain what a new word means, pronounce it and let pupils to repeat it as well, and finally write it on the blackboard and give pupils opportunity to copy it.

There are some steps of presentation of the new words that should be followed, as Gower (1995, p. 146) suggests:

- 1) The teacher says/pronounces a new word and illustrates its meaning by using visual aids (e.g. pictures, real objects...).
- 2) Students practise saying the word (repeat it after the teacher or a tape recorder).
- 3) The teacher writes the word on the blackboard and pupils read it.
- 4) Students write the word into their notebooks.

To discover meaning of new words, there are three techniques that Gairns (1986, p.77) distinguishes:

1) Visual techniques

- Visual (e.g. pictures, flashcards, photographs, blackboard drawings or realia)
- Mime and gesture to illustrate actions

2) Verbal techniques

- Use of illustrative situation (oral or written)
- Use of synonymy and definition
- Contrasts and opposites (What is the opposite of...?)
- Scales (e.g. adverbs of frequency)
- Examples of the type (e.g. table, chair, sofa etc. to illustrate a word 'furniture')

3) Translation in students' mother language

Then, there are also other techniques to convey the meaning of new words but they are focused on students who have to find it on their own. They can use following strategies (Gairns, 1986, p. 77):

- 1) Asking other students or the teacher to explain the meaning of a new item
- 2) Using a dictionary
- 3) Making use of context to deduce the meaning and guessing from the item itself

Then, there are also various presenters of new vocabulary in the classroom. The teacher usually does the presentation but the students themselves can find new words as well in dictionaries or guess their meaning from activities or context.

2) Practice

After a new word is introduced to students, some time has to be spent on practising so that children can apply their knowledge (that they have learnt before in the foreign language). They usually do some exercises or read texts provided from their textbooks where new words occur. Then, there are also additional activities for practising (e.g. texts, games, exercises, stories, songs, ...etc.) and it is usually up to the teacher to decide what to do with students and how to develop their vocabulary knowledge.

3) Remembering

When a word is introduced and practised in different activities, it ought to be learnt and stored in students' memory, thus (therefore), remembered. The process of remembering the new word means to recall it any time when it is needed and use it again and again. Therefore, the word has to be revised and revised in different exercises until children see, they remember it easily when it is used. It ought to be added that the vocabulary is also remembered in case children want to be able to apply it whenever they want. They can use words unconsciously and do not have to think for a long time how to say that word or another one in the foreign language. It makes them better in the language and they start to master the language with remembering their vocabulary.

To summarize aforesaid ideas, to teach vocabulary means to follow important phases (presentation and practise) before the actual word is learnt and remembered. The teacher influences this process by choosing what words her pupils ought to know to develop their knowledge in the foreign language.

4. Possible methods of introducing vocabulary

Besides the usual steps of teaching vocabulary that were mentioned above, there are also alternative methods that allow teachers to teach vocabulary differently. These methods are different from the frontal process of teaching vocabulary because they focus on students and try to respect their individual needs. Each child wants to know something else from a new language so there are techniques that allow doing it and are interesting for students and catch their attention.

For example, Hutchinson (1985, iv), in his textbook called *Project English*, distinguishes these four methods of introducing vocabulary (some of them are similar to Gairns presentation techniques):

1) Guessing new words from the context

If a new word appears in the textbook and students do not know what it means, the context provided can be useful because pupils can recognize the meaning of the word. The context can also show children the usage of the new word and answer questions how/where/in what context it can be used. When that special context appears and we recognize it, it will be obvious to use the known word or add it naturally because it will become familiar to us.

Then, in addition to textbooks, there are also other resources (e.g. magazines, books, song, leaflets...etc.) where new words appear so it is up to the teacher to decide whether that context is required for her students. If she finds important words there that might be useful and used again, they ought to be learnt in the provided context. Sometimes, some students remember more things easily if they connect them with others, and it is the same with words. When you say a word, the other pupils might connect it with something else so it is easier for them to remember it and use it again.

Hutchinson (199x, iv) suggests getting meaning of words in context or other resources as following:

1. Pictures in the Student's book that illustrate the concrete meaning
2. Similarity of spelling or sound to the students' mother language
3. General knowledge of a word
4. Schemas (what you would expect someone to say or do in a particular situation)

2) Objects

In the second method, teacher uses real objects from the classroom or she brings in her own. They help her to illustrate meanings of new words without their translation in the mother language so pupils understand what a new word means because they see it.

3) Drawing on the blackboard

However, not every object can be brought in the classroom so in some cases the teacher can use the blackboard to draw a picture on it. If she is not a good painter, she can ask students for help, or draw it in advance and take pictures with her. These drawings brought in the class also save teacher's time in the lesson because she does not have to spend time with drawing on the blackboard but only show them to children.

4) Translation

Sometimes, the word is very difficult and it is very hard for the teacher to explain it her pupils. She cannot use any methods mentioned above, therefore, she has to use her mother language and translate it to children.

These are only some examples of the introduction of new words. However, every teacher should find their own strategies that fit to her students and in her class. As supporting methods were mentioned here, for instance, the context, using real objects and pictures in the classroom and finally, translation in students' mother language, which help students to understand the meaning of unknown words.

To summarize what has been said in this methodology chapter about teaching vocabulary, the foreign words can have different roles in the foreign language – they can help students to create sentences and they also improve their communication in it. However, at the beginning, the important phases of teaching vocabulary ought to be followed and it has to be presented to pupils. After presentation and practice phases, students should be familiar with new words, understand what they mean, remember them and be able to use them again in their sentences.

D. Methodology of project work

The following methodology part deals with using project work at basic school and presents phases that have to be pre-planned in advance before the actual project is started. Moreover, it reveals the importance of learning new vocabulary during this alternative type of learning process.

1. Projects and textbooks

Students usually learn a foreign language from their textbooks at school because it is considered as a basic learning material that provides them what they should know. They study the language with its grammar, develop four language skills, pronunciation and moreover, new vocabulary that the textbook provides them. Their language learning is mainly prescribed by the teacher and textbooks, which they follow, but only little time is devoted to students' own work (only in some exercises that textbooks offer) where they could practise and mainly extend their knowledge and skills according to their personal needs.

To teach and learn a foreign language differently and to spend more time on pupils' work, project work can be used. It offers another approach to the process of teaching/learning a new language because students use and practice their previous knowledge from textbooks in real situations. They use new vocabulary actively and are responsible for their work, completing smaller tasks and final products.

1.1 PW matching to the topic in the textbook

Textbooks are usually arranged according to different topics that are close to students at school so project work can match with some of them. It happens, for instance, in *Project English* written by Tom Hutchinson. There are projects in every unit designed to a particular topic in which children can practise vocabulary, grammar and language skills that have been done in that unit. These projects can be used individually or together according to the preferences of the students.

On the other hand, some projects can be arranged by the teacher herself to support students' work that has been done at school or to practise their knowledge from textbooks and these projects can be also prepared according to the topic that is discussed in the class. If students do some theme at school that is close to them and catches their attention, they can create a project about it (with special smaller tasks where they practise what they have learnt before). Projects can be, for example, about

the topics such as planning winter holidays or special occasions, comparing Czech cuisine to other countries, creating ideal home...etc. These are only some examples of projects that can be created by the teacher for her students but everything depends on students in the class and their interests to do project work.

To sum what has been said, there are different resources that suggest students to do project work. One of them is our textbook where individual projects are designed for children to work on them. The other one is the teacher who can prepare project work for her pupils, or even students can create it on their own.

2. Preparing a project

If the teacher wants to start doing a project with her students, she has to know what project work is and get acquainted with the four main phases of every project work. They are, according to Dewey, purpose, planning, executing and evaluation of project work.

Besides the basic phases of project work, there are also other important points that have to be planned. As Phillips (2000) writes, "... a plan of work can note the grammatical, functional, lexical, and skills objectives" (p.16). They are, for instance, what the topic of students' work and the end product will be, how students will be organized, what language they will use and develop etc. Furthermore, other relevant points that need to be discussed in advance exist and all of them are going to be mentioned again in the following chapter, which deals with planning.

Then, if the teacher and students plan project work around one topic together, it is easier to draw a web of it, which shows them what to do. The topic of their work can appear in the middle of the web and other necessary and suggested parts/tasks can be written around. The things, which appear around the main topic of project work, are students' ideas that they were discussed to do. However, the teacher does not have to accept everything suggested by students if it is not connected with the language that they know (or can learn during their work), or it is not convenient for their level.

This process of planning project work is very important for the teacher and her pupils because they need to know what project work is and its phases they will go through so everybody in the class will know what tasks they will do in it.

2.1 Purpose

To start a new project, a stimulus that leads children to do project work has to appear somewhere in the classroom. It can be a spontaneous suggestion that comes from students according to their motivation, mood or even by chance. However, not only pupils can suggest what projects should be done in the classroom but the teacher's opinion has to be accepted too because she knows all her students and what their English knowledge is. If she plans a project, it ought to be suitable for students' level and respect what they know.

Then, the topic of project work has to be discussed and agreed upon in the class. When it is chosen, project work can be officially introduced to everybody in the class but it is not all because the final product has to be pointed out. Students and the teacher usually suggest what it should be, for example, a wall display, an exhibition, a model, a magazine or even a party and individuals say if they agree with the idea or not. The end product has to be something that nearly everybody in the class accepts and the teacher has to be satisfied with students' decision, too. When they decide on/agree with the end product, everything is nearly ready and clear to start their work. The teacher has to give instructions to pupils what they will do in project work and what other necessary smaller products have to be done before the whole project is completed.

To do project work, children should be motivated, know the purpose of their work, and be acquainted with the topic, smaller tasks and the final product of their project work.

2.2 Project planning

In addition to planning the end product, which was discussed in the previous chapter, there are other important points that should be pre-planned before project work is started.

One of them could be the explanation of *steps of students' work*. The teacher has to point out what important tasks should be done and how to do them before the end product is completed. Children listen to teacher's instructions to understand/know what they will do in whole project work. In this part, the teacher can see if pupils are interested in work or not and she can substitute individual parts for more interesting or even accept individual students' demands to do something which is attractive especially for them.

Together with steps, *formulation of individual tasks* that are needed for final product should be mentioned to students because they need to know exactly what the teacher wants from them and what they have to do to complete tasks and to be successful in project work. Therefore, formulation of individual task is very important because every individual task has to be concrete, real, interesting, useful and significant for pupils to be keen on working on them.

Then, the next important point of project work is *the development of language*. If the teacher and students plan a project, they ought to think what language such as vocabulary, pronunciation or grammar structures will appear in it and if they are practised or needed to be introduced/developed as new ones during project work. Certain language parts can be already mentioned, discussed and written in the web of project work at the beginning so everybody knows what language will be done in which task and also during the whole project work.

Organization of students' work cannot be forgotten. The teacher should say how the whole project work and smaller tasks will be organized and if students do all their work in the classroom or if some tasks can be done outside - at home. Then, it ought to be said who will work with whom. It means that the teacher has to make permanent pairs or groups that will work together during whole project work.

Afterwards *presentation of final products* should be discussed in the class so that children would know who (from their group) will present their work to other groups, where it will be displayed (in the class or somewhere else at school) and how it will be presented. Philips (2000) says, when the project is presented to others, it must be decided WHO? WHERE? HOW? (p. 13).

Finally, *evaluation* ought to be pointed out because students need to know who will evaluate project work (students or the teacher or both of them) and how students' work will be evaluated. When it is talked about students' work, it means their final products (e.g. wall displays) that are evaluated at the end of their work. Pupils also do smaller tasks, which lead them to the end product, and these together with their sub products can be also evaluated.

Who does the planning? At the beginning, the teacher starts the planning of project work and gives suggestions to pupils what can be done in project work and pursues students' reaction to them. Then, there is time mainly for children who react on teacher's ideas and do the planning. The teacher observes them and accepts their opinions because plans should be suitable for children, correspond to their abilities, give

them useful knowledge and skills. It has to motivate students and catch their interests in project work.

The points mentioned above are the main ideas that have to be discussed in the class before the whole project is started. Students need to know what the final product of their work will be and how they will obtain it. That is why steps, tasks and organization of their work have to be mentioned. Then, it should be pointed out what language will be practised or developed to complete students' work. Finally, the teacher clarifies how and where their work will be presented and how it will be evaluated.

2.3 Executing

As soon as students are acquainted with everything they need to know for their project work, and the web, which should be displayed in the class so pupils will know what to do, is drawn, they can start to work. First of all, children do smaller tasks and create sub products that ought to be done before the final product of project work is reached. The fulfilment of them can be different. Then, there are some possibilities of producing projects that Hutchinson (1990, iv) suggests:

- a) Students have a special exercise book and they use it for their projects.
- b) Projects are made on separated sheets of paper and then they are joined together.
- c) Projects are made on separated sheets of paper and pasted on a large one to create a wall display.

Sometimes, the teacher or students can come with another possibility what the final product could be. Therefore, it is up to the teacher and students what kind of end product they choose for their teaching conditions.

When final project is produced, there is a time for its presentation. As it was mentioned above (in the chapter planning), students should be familiarized with basic questions concerning presentation (WHO? WHERE? HOW?). Therefore, it ought to be clear in the group who will present their collective work to others and how he/she or they will do it. It also has to be agreed where final products will be displayed (e.g. classroom, in the corridor at school, outside the school) because students should know who might see and judge their work.

The executing is important part of project work because students create their sub and final products there. It has to be known what to do, how to complete tasks and other points concerning presentation of students' work.

2.4 Evaluation

The last part of the whole project work is the evaluation of students' work and there are many things that can be evaluated. One of them and the most important one is the end product and then their sub products that are completed after each small task. Then, children's work can be also evaluated, which means to observe pupils' cooperation, success, improvement in the language, and development of skills.

Therefore, at the end of project work the teacher and students have to decide who will evaluate their final products. Evaluators can be various - the teacher, students who worked on projects, other students from the school, parents, or public. However, the teacher is definitely one of them but students can take part in the evaluation process as well because they can express their feelings about their own work on projects. The self-evaluation is very important because children should look at themselves to see what they have learnt and done in project work and how valuable is their contribution to the end product. As Phillips (2000) writes, "...the evaluation process helps students to become more independent learners" (p.15). Pupils can also assess work of the rest of the class (their classmates) and say opinions about their sub products that come from fulfilling smaller tasks and final products of project work.

There are varieties of techniques that can be used for evaluation of project work. For example, final products can be compared in a competition where the best project gains the most points and worse projects less, or as Phillips (2000) suggests, an evaluation task (p.18). It stands that children write what they particularly like or dislike about individual final projects there. They can, of course, propose the sequence of final products according to their opinion and the one that gets the most points wins. Then, individual pupils or groups can also write a list of things that were/are or not so useful for them while working on project work etc. These are not all the examples of evaluation but only samples because every teacher can find her own evaluation techniques that are most suitable for her students.

However, the evaluation process is very valuable both for the teacher and pupils. The teacher can see if her planning of project work was successful or not and how children accept materials and methods. This feedback is very useful for her, mainly when she

starts with project work, because it helps her to see problems that have appeared in work and to avoid them by changing the plan in the future. Then, there are students for whom the evaluation is also very worthwhile. They have to look at, according to Phillips (2000), what they have done, why they did it and how successful they have been (p. 15). It helps them to see what exactly they have learnt from the foreign language and what success they have obtained with their work in the class.

Therefore, this final phase of project work is evaluation where students' sub products and final products are evaluated. Their evaluators can be the teacher, students themselves or other people from school. The techniques for this process can be also different and it depends on the teacher and students what they decide to use for the evaluation.

E. Vocabulary and project work

Project work is a useful and entertaining form of teaching and learning a new language where students practise and develop their language knowledge and skills. While working on projects, different language areas are gone through like grammar, pronunciation, language skills, and also new vocabulary.

At the beginning of project work, the teacher introduces the theme of students' work and provides words that are important for it. Pupils learn them because they are considered as necessary for speaking or writing to succeed and fulfil their sub or final products. Whether they study them or not, they have to do tasks in project work where those words are needed to be used so they have to know them to be able to complete tasks. If they see that those new words are needed, they will learn them and during practising remember them. In other words, project work is a positive attitude towards the process of teaching/learning new words. If students are interested in the task, they will do as much as possible to succeed in it and they might not even notice that they are learning.

1. Extending students' vocabulary knowledge

Besides the words needed to be learnt, there are students' personal needs for learning other words and they have to be accepted. Pupils may want to learn other words they are interested in or might be useful for them. For instance, in project work the teacher provides words that she thinks are necessary for students to complete projects but there is also a chance for pupils to find their own words that they need for their work so

children extend their vocabulary knowledge. There is a difference between vocabulary that are in the textbook and words used during project work. If students look up new words by themselves, there is no opportunity for them to use the words when they work only with a textbook in the class. However, they might get a chance to use these words during project work.

To become more familiar with new words that students have just learnt, it needs enough chances to use them again. Therefore, there are various ways of learning/practicing new vocabulary but they are usually connected with some work where new words are used. One of them is project work where students learn/practise and then remember them. As Harmer (1991) says, "...students remember best when they have actually done something with the words they are learning" (p.160). It means that pupils should use them in their dialogues or stories in an oral and written form.

To sum up all these assumptions about extending vocabulary in project work, the teacher provides the words that are necessary for tasks and the other words that might be also important for students have to be found by those who want to know them. If children find/ discover new expressions, they will use them and definitely extend their vocabulary knowledge.

In hereinbefore theory and methodology sections, I tried to describe possible application of project work in English lesson at basic school. Main phases and characteristics of it connected with the students' learning process were mentioned and practical implementation of these facts is going to be done in Professional project.

F. Thesis

This Professional Project is designed to use project work as a part of the learning process in teaching English at basic school because it motivates children to learn, helps students to know new words and extend their vocabulary knowledge naturally.

The thesis is going to be developed in the Professional Project and summarised in the Evaluation.

CHAPTER II – PROFESSIONAL PROJECT

1. Basis for Project Design

The Professional project shows practical implementation of theories and methods connected with project work and teaching vocabulary that were discussed in previous chapters. It focuses on ideas and opinions of following experts such as Haines, Phillips, Allen, Dewey, Gower etc., and it also reflects my own teaching experience.

This project presents doing project work with thirteen-year-old students at basic school and tries to find out whether they are able to learn and extend their vocabulary knowledge naturally during project work. These students learn new words in a usual way that is done in their regular lessons but there are also other alternative methods that can provide a space for learning, for instance, project work. It is another kind of learning process that might catch students' attention and help them with learning. In other words, it can be said that project work is motivating for students so that they would be keen on doing it and learning new things. In this Professional project, it means to extend vocabulary in the foreign language while pupils are working on project work.

Therefore, project work develops each child and there are many reasons for that as Haines (1989) describes in his characteristics of it (p.4). In addition to them, there are also other features that motivate students to do project work. It can be, for example, "a break with normal classroom routine" (Haines, 1998, p.6), students' participation in tasks, or responsibility for their own learning (Phillips, 2000, p.6). Project work also helps students to improve their communication knowledge in English because words, which are learnt, are used for creating sentences. Words are, therefore, considered as the basic units for communication because without them students would not be able to make sentences and Allen (1983) adds to it that communication breaks down when pupils do not use right words (p.9). On the other hand, when students are acquainted with new words, they should be able to use them in their sentences, which are the main purpose of learning new words – to remember them and use them again. Therefore, there are basic steps for teaching new words that cannot be omitted because there have to be some rules for this process (e.g. Gower's steps for presentation of new words (p.10), then their practice and finally remembering of them). In addition to those phases, there are also Gairns's (1986) techniques to convey the meaning of new words (p.10).

Hence, there is a teacher who ensures that new vocabulary is taught according previous mentioned steps and project work follows Dewey's four main phases. These

phases should be introduced to student at the beginning of their work and they ought to be familiarized with them (to know what the next phase is) because they will go through them while doing projects.

When I considered all previous theories and experts' opinions, following questions connected with project work and teaching vocabulary appeared:

- a) How does project work help students to learn and extend their vocabulary knowledge?
- b) In what ways is it more natural for students to study new words through project work?
- c) What does it give to students? Do they remember new words more easily?

The following parts of Professional project are going to try to answer these questions.

2. Discussion of the Model

To think about experts' opinions and the thesis of this project, the aim of this work is to find out whether project work helps students to learn and extend their vocabulary in more natural way than their usual process.

However, before I started to prepare this project, I had to look in students' textbooks that they went through in their previous studying English because I tried to find out what they have already known. I investigated topics that had been done and also grammar, vocabulary and other language skills that should be developed while learning English. First of all, I looked into Chatterboxes no. 1 and 2 that students studied when they started with the language. Then, I viewed the textbook Project work 1 that students used last school year but they went only through four units. This school year they are going to start from unit 5. This textbook also suggests other activities (e.g. small projects) that can be done with students to extend their knowledge that is why I have decided to use project work in my teaching practice and observe its impact on children.

In addition to textbooks' analyses, I also took advantage of interviewing two teachers that were teaching at basic school in that time when I had my teaching practice there, and they made me acquainted with their teaching processes. I also went to their lessons to observe their teaching methods because I wanted to see them teaching vocabulary and whether they use project work.

After interviews and lessons' observations, I decided to prepare own project work for students but following criteria concerning planning of project work and students' motivation to do it appeared:

- a) What topic of project work to choose to be interesting for students and to be worth of their investigation
- b) What tasks might be included in project work
- c) What language and vocabulary are necessary to know
- d) How to introduce new words to students
- e) How they convey the meaning of unknown words
- f) How new words will be used in project work.

With respect to these important points, lesson plans were designed in accordance with Dewey's four phases of project work (purpose, planning, executing and evaluation) that had to be followed, too. I chose a topic (My ideal school) that I considered close to students' interests so that they would be keen on doing it. I introduced the topic of project work to students because they needed to know what the purpose of their work is. Then, pupils and I started to plan project work together. First, we agreed that the final product of project work would be a wall display. Then, pupils suggested different activities that were connected with the topic of project work and were close to their reality. In those activities, new words were required so that presentation and practice phases of them were included in lesson plans, and different techniques for conveying meaning were suggested to use, for instance:

- a) Using visual aids (e.g. pictures, real objects)
- b) Description of an unknown word in simple English sentences
- d) Translation into mother language (L1)

Therefore, small projects were designed together and implemented in the class, as it will be discussed later. The next part of this project is going to describe practical implementation of this model. There is a description of the class where the model was done. Then, it follows with lesson plans that were used with these students and after each of them there is reflection to it where I describe students' reactions to designed

lesson plans and evaluations of their projects. Students' work, their sub products and final products can be evaluated in those different tasks:

- a) The teacher observes students' work, their success, improvement, and the development of skills
- b) Sub and final products are discussed with students
- c) Competition - giving points to final products

Moreover, this Professional project also tries to find answers to my basic questions that were mentioned in the previous paragraph.

2.1 Interviews with teachers

I interviewed two teachers who were teaching English at basic school in Mnichovo Hradiště in the time when I had my teaching practice there. There were two young teachers at the age of twenty-five who have been teaching English at that time only for two years so that they did not have much experience. However, I asked them individually several questions that were connected with project work because I wanted to know if they use it in their lessons at all, and how they teach new vocabulary. The questions were following:

- a) How do you introduce new words to pupils at school?
- b) Have you ever tried different methods of teaching new vocabulary?
- c) Have you ever used project work at school? What projects have you done with your pupils?
- d) What did students learn while they were working on projects?

Both teachers answered each questions similarly. They use pictures or gestures for explanation of new words and pupils have to guess their meaning in Czech. One of those teachers also uses decoding. It means that at first, she reads vocabulary in English and students have to repeat it. Then, she reads it in Czech and pupils have to read it in English again. Finally, students write the Czech meanings to their exercise books and repeat all the words again (they have to prepare each unit at home by writing the words in English, the Czech meanings are added together at school).

In addition to previous techniques, these two teachers also mentioned different methods of teaching vocabulary that they sometimes use. The first teacher says and writes new words with Czech meanings on the blackboard. Then, she reads them in Czech and pupils in English. Step by step, she cleans some words and pupils have to remember what was written there and say what is missing. The second teacher described her experience from the language school. The new words are usually written on the sheet of paper there and it is good for students because they can see all the words during the whole lesson. She sometimes does dynamics in her lessons. It means that pupils take musical instruments, drums and so on, and go round the class. When the music stops, they read vocabulary by shouting each word one after another (first in English, then in Czech) and then, they continue in music.

The answer to the third question was also similar to both teachers because they have already done project work with their students at basic school to make learning of English more interesting. They did projects about pupils' favourite things, their house/flat, town where they live or they chose the topic of project work according to themes that were included in student's book, which pupils used. When students talked about food and drinks, they did project about them. When they talked about typical English breakfast, they went to the school kitchen and prepared it.

During the last question, both teachers shared the opinion that project work help students to learn/extend a lot of new words connected with the specific topic, grammar and also communication structures. It also supports their cooperation to work in pairs or groups, and students learn where to find the information they need for their tasks.

These teachers' answers supported my opinions and thesis. They agreed, there are other methods that can help students to learn new vocabulary and they have already tried them in their lessons such as project work. Although they use it only sometimes, after the unit as a revision and use of what has already been learnt, they admitted that it is very motivating for students because they develop/extend their knowledge and skills in a natural way.

2.2 Observations

Before interviewing teachers at basic school where I did my teaching practice, I also observed some of their lessons to see if they use project work in their lessons and how they teach/introduce new words. They did not know what I focused on so I suppose their lessons were the same as usual. However, I have to admit that I did not see doing

project work but on the other side, my findings about teaching new words were similar to what they told me in our interviews.

When the teacher taught new words to young learners, she mainly used pictures to explain the meaning of English words or she sometimes had to translate it in Czech. The teacher said the word in English, students repeated it, understood it according to the picture and later on wrote it into their exercise books.

On the other hand, higher level of students know more from the foreign language so the teacher could use English sentences to try to explain a new word. When students did not understand, she tried to explain it in other English words and she also used gestures or miming. If this process failed and nobody said unknown word in Czech, the teacher finally said it in students' mother language. The new words were also repeated after the teacher. Pupils wrote new English words at home in advance and they only added Czech equivalents to them during lessons at school.

Although in my observation I have not seen any lessons where teachers would do project work with their students, I have to say that there were hung wall posters in the classroom so pupils did project work with their teachers as they told me later in our interviews.

To conclude my observations, the teachers tried different methods to explain the meaning of unknown words in the presentation phase. They used pictures, gestures or miming and tried to talk in English as much as possible to get students to be familiarized with the foreign language. However, I have not seen any examples of doing project work in their lessons because the teachers usually do it after finishing one topic or unit, and it did not happen at the beginning of the school year when I was implementing my project.

3. Practical Implementation of Model

My project was tested at the first basic school in Mnichovo Hradiště where I had my teaching practice for one month. I taught English in three different classes there and the level of students was also different. However, this project was implemented only in one of these classes. In this part I would like to introduce that class and designed activities of project work.

3.1 Class Profile

Class	7.A
Age	13
Number of students	12
Girls/boys ratio	4/8
Level	Pre-intermediate
Textbook	Project English 1
Lessons per week	3 x 45 minutes

The Professional project was done in the class 7. A. There were 12 students (8 boys, 4 girls) and they were at the age of thirteen. These pupils have been studying English for 3 years so they were on pre-intermediate level. They have already known some English words, present simple and continuous tenses, past tense of verbs to be and to have etc. Then, they also understood my instructions in English what to do and on the other hand, they were able to say some simple sentences in the foreign language.

These students learnt from the Chatterbox 1 and 2 before and now they are doing the textbook Project English 1 by Tom Hutchinson for the second year and this school year they started to do Unit 4. This Pupil's book is also completed by Workbook, Teacher's book and Cassette, which were also used in the classroom.

Students' regular lessons at school lasted 45 minutes but my project was implemented only at last 10 or 15 minutes from each lesson. However, at the end of the whole project work when students were completing their final product I gave them two whole lessons to fulfil their projects.

3.2. Lesson Plans

In this part there are six lesson plans that have been done with students at basic school in Mnichovo Hradiště to find out whether they extend their vocabulary naturally while doing project work. These lesson plans were prepared as individual activities with their language development needed for the final product of project work and were designed to try to answer previous questions that were mentioned above.

First, project work has to be discussed with students to see what purpose of this work will be. Then, it has to be planned together in the classroom and decided what exactly

students will do and how it will be executed and evaluated. When pupils know about these main phases of project work, it can be started with it.

However, the most important thing is to know what the final product of this project work is going to be. The teacher has to notify pupils they will make wall posters that would show their ideal schools. Therefore, the first two lessons of this project lead students to create their ideal timetables with subjects they would like to have in it. The language development is focused on subjects, days of the week and numbers there. Then, the third and fourth lesson plans deal with making a plan of students' school and ability to describe places of objects in classrooms. After that, there is the fifth lesson plan devoted to teachers that students would like to have to teach them at school. They make a chart where they join subjects with their favourite people. The sixth lesson plan gives a chance to students to create their own rules that should be observed in their ideal school. Finally, all these lesson plans are joined together in the end product – wall displays called 'My ideal school'.

Lesson plan 1

Class: 7A

Topic: Curriculum (timetables) – 1st lesson

Language focus: What time is it? It's...

What day of the week is it? It's ...

Project focus: Preparing a board for an ideal timetable

Activities

Aims: Students discuss the topic (My ideal school) with the teacher

Students revise numbers, times and days of the week

Objectives: Students are able to answer the teacher's questions about a new topic

Students learn numbers and are able to answer these two questions:

What's the time? What time/When does the lesson start?

Students name the days of the week

Materials: Anagrams (days of the week)

Arrangement: Individuals, 2 teams

Time: 20 minutes

Stages:

1. Discussion of the topic – My ideal school

The teacher introduces a new project to students and tells them that they will do small tasks during next few lessons that will lead to a final product – a wall display of their ideal school. However, at the beginning, she asks pupils: What would you like to have in your ideal school?

Students say their ideas and write them on the blackboard. Then, the teachers together with students' prepares a plan of their project work (see Appendix...)

2. Revision of numbers

The teacher writes numbers (0-12) on the blackboard and asks students:

- What number is this? Students say numbers.

Then the teacher asks other questions:

- How do you make higher numbers?

The teacher does this because she wants to remind her students of creating and using numbers. Then, some of these following games can be used for practising.

Games:

Race on the blackboard (similar to Alphabet Race - Chatterbox Teacher's book 1, p.14)

The teacher writes figures on the blackboard in random order. She divides the class into two teams. One team has got crosses and the other one circles. One person from each group comes to the blackboard and takes a chalk. When two students standing in front of the blackboard are ready to listen, the teacher chooses one number from the blackboard and says it aloud. The first person that finds it and makes a cross or a circle over it, gains a point for his/her team. Then, another two pupils come to the blackboard and the game continues. It finishes when all the figures on the blackboard are crossed or circled and the team that has the most marks wins.

Forbidden numbers

Students say numbers by turns. They start from no. 1 and each of them says one number. However, some numbers can be forbidden and at the beginning of this game has to be said which ones cannot be mentioned. For instance, the number that ends with figures 5 or 0. Students say numbers and when they should say numbers like 5, 10, 15 ... etc. they have to clap their hands. When somebody goes badly, he/she is out of the chain. The last person who stays in is the winner.

Fizz Buzz (Chatterbox Teacher's book 2, p.14)

This game practises the multiplication table. Students say numbers by turns as in the previous game. However, when the number is divisible by 5, pupils have to say buzz, and in case it is divisible by 7, they have to say fizz. If the number is divisible by both, students should say fizz buzz. When somebody goes badly, he/she is out of the chain. The last person who stays in is the winner.

3. Revision of days of the week

The teacher revises days of the week with writing anagrams on the blackboard. She writes mixed letters behind the blackboard whilst students are still playing the previous game. When pupils stop playing, the teacher starts to revise days of the week with them because they are necessary for their timetables. She turns the blackboard and children have to find out individually what day of the week it is.

Game: Anagrams

(ETYDUSA = TUESDAY, SADYRATU = SATURDAY, DRUSATYH = THURSDAY, FYDARI = FRIDAY, NEWSEDADY = WEDNESDAY, DAMONY = MONDAY, NASUDY = SUNDAY)

4. Preparing a board (project activity)

Students get a sheet of paper from the teacher and draw a board for their ideal timetable. There has to be spaces for days, times and subjects but do not have to be filled in necessarily because one more lesson, which will follow, is devoted to it.

Reflection:

I introduced a new topic to students. I told them that they are going to do a longer project and the topic, which I have chosen because I thought, it might be interesting for pupils, is 'My ideal school'.

We discussed what should be there and children gave me their ideas. At the beginning, they mentioned many basic things but I told them to be more general because they started to name individual objects in the classroom (e.g. table, door, map, book, ruler, bag, pen...). Then, they started to say things that they would like to have in their own school and they do not have now. Some students had following ideas - swimming pool with flumes, football stadium, computers and TV in every classroom, sauna, playground, cinema, and pizza restaurant ... One boy even suggested having a

shop where you could buy food, clothes or computer games. Then, there was another boy and he wanted to say something but he did not know how to say it in English. He borrowed a school pocket dictionary and found his new words there. His words were an observatory and a cemetery. Finally, the third boy admitted that he would be glad to have nice girls in his class. Therefore, I have to say that students were able to name immediately things that should be in their ideal school. They also wrote their ideas on the blackboard and we made a brief plan for the whole project (Appendix 2).

Afterwards I told pupils that we would start with the timetable because every pupil has got one. I asked them in English what the word 'timetable' means and they understood it. Then, I asked them what should be in every timetable and we put together – days of the week, times when the lessons start and subjects. First, we revised numbers with playing one of suggested games. I wrote numbers on the blackboard, divided class in two teams and told them who will have crosses and who circles and then, we started to play "Race on the blackboard". Students liked the game and wanted to go to the blackboard all the time to win a point for their team. Then, we revised days of the week. Students said them orally according to the calendar on the wall in the classroom and then, they solved the anagrams that I have prepared for them on the blackboard in advance. They did not have many problems with solving anagrams because I have already done this kind of activity with them in my teaching practise.

When we finished with anagrams, it was nearly the end of the whole lesson and students did not have any time to prepare a board for their ideal timetable. Therefore, I have decided to give them homework to prepare the empty chart at home. I also emphasized them to do only a table without filling because it will be done next lesson at school.

I was quite satisfied with this lesson. There was some time when I discussed the topic with students and we agreed with smaller products that were written on the blackboard, and later on the paper exposed in the classroom so everybody knows what will be done next lesson. Although there was not much time in this lesson devoted to project work, I think students liked it because they were looking for new words on their own and could see the sense of their learning. The vocabulary that pupils found and language structures that they went through in this lesson will be used later in their tasks for completing smaller products. It means that their knowledge will be revised/practised in their ideal projects.

If I used this activity in my future teaching, I would not probably focus on numbers so much because they are not very important here. Instead of them, I would provide more time to students' work so they would be able to make empty boards at school and not at home as homework. I also suppose if I omitted numbers, I would have a space for subjects too so this small project did not have to be divided into two lessons.

Lesson plan 2

Class: 7A

Topic: Curriculum (timetables) – 2nd lesson

Language focus: What subject do you have on ... (a day) at ... o'clock?

On Monday we have got ... (a subject) at ... o'clock.

Project focus: Completing their ideal timetable

Activities

Aims: The teacher introduces subjects at school to students

Students learn time prepositions

Students make their own timetables (with days + numbers + subjects)

Objectives: Students revise and learn subjects at school.

Students are able to use prepositions of time.

They are able to name all subjects in their own timetables and to ask others about their timetables.

Materials: A picture of subjects with their names (Appendix 3)

Missing information (Appendix 4)

Arrangement: Individuals, pairs

Time: 20 minutes

Stages:

1. Introduction

The teacher asks questions: What subjects do you have at school? What is your favourite subject? Why?

2. Subjects at school

The teacher brings a sheet of paper with pictures of different subjects and their names in the column on the right side. Students have to match pictures and names together (e.g. to write names of subjects to pictures or add the numbers of the pictures to their names). They learn new words there.

The teacher says subjects in English and pupils point to the right pictures. After several examples, a student takes the role of the teacher. He/she says subjects and the rest of the class point to pictures. Then, another student can be a teacher and say subjects and then another student.

3. Prepositions of time

The teacher points out what prepositions we use in connection with the time and she writes examples on the blackboard.

at + time

on + days of the week

Students get their own examples of using prepositions of time (e.g. at three o'clock, on Friday etc.).

Game: Missing information and filling gaps (pairs)

The teacher brings copies of two timetables (A and B) for students but in each of them different information is missing. Pupils have to ask each other about their timetables and to fill in empty spaces.

Question: What subject / lesson do you have on ... (day) ... at o'clock?

Answer: On ... (a day) at ... o'clock I have got ... (a name of the subject).

4. Making a complete timetable (project activity)

The teacher tells students to use their own boards that they had prepared at home as homework from their previous lesson. She suggests them to fill in days of the week, their ideal times for lessons and subjects that children would like to have in their ideal school. Students fill in their boards according to the teacher's suggestions.

Then, the teacher asks questions about students' timetables:

What subjects do you have in your timetable? What subjects do you like/ dislike?

What are your ideal subjects that you would like to have at school?

Reflection:

At the beginning of this lesson, some students gave me complete timetables and not only empty charts. I was surprised because in the previous lesson, I told them to do only a table, and we had not talked about school subjects yet but these students did not need

to learn them. They used what they knew and there were mostly different kinds of sports or amusement activities (e.g. computers, watching TV, cinema, disco, craft or some unusual subjects like magic/spells or driving school). However, I have to admit that students who brought me the complete timetables and filled them on their own, I consider as independent learners because they did it from their interest. I collected the complete timetables from pupils and continued in the project as we have planned at the beginning because there were more children who have not finished their boards yet.

First, I asked students what their favourite subjects at school were. They were able to name different subjects that they like e.g. Maths, P. E., and also English. Then, I gave them a sheet of paper where pictures of different subjects were and there was a column with their names on the right side. Their task was to match pictures with their names. I gave some time to pupils to do it on their own. They were quite successful but they did not understand all English words in the right column. They asked me to explain new vocabulary to them (e.g. biology, chemistry, physics) because they knew only a word 'science' from their previous learning. Then, they asked me about the word 'Physical Education' and I told them that it is the whole name for the abbreviation that they know (P. E.). Finally, they asked me what the 'Religious Education' is. I tried to explain it to students but they did not understand me because our pupils do not have this subject at their school so I had to translate it in Czech language. When students understood all words, they were able to match pictures with their names. We checked their join together. I said a subject and pupils added a number of the picture that the subject belonged to. Then, we did it other way round. I said a number of the picture and students added its name.

The next step of this project was to introduce time prepositions that will be needed in the following task. Therefore, I asked students some questions:

What subjects do you have on Monday /Tuesday /...etc.?

What subject do you have at 8 o'clock / 10 o'clock / ...etc.?

Students responded to my questions. Then, I asked children to repeat my two questions and they were able to say them. I wrote them on the blackboard, pointed out different kinds of prepositions and emphasized rules on the blackboard.

For this lesson, I also prepared a game (Missing information-filling gaps) in pairs but we did not have much time to do it so that I decided to leave it for another one. I wanted

to have some time when students will be able to fill in their charts with subjects that they would like to have in their ideal school. I gave them a few minutes to complete information in their timetables. While children were working, I was walking around the class, checked students' work and helped them with spelling of words because they did not want to have mistakes in their writing.

As soon as pupils finished their work, we pasted their ideal timetables (Appendix 5) on the blackboard so everybody could see them. We all went closer to the blackboard to be able to read what is written in papers and we started a discussion. I have pointed to one timetable and asked students whether they like it or not. They started to give me pros and cons for it and evaluated, for instance following aspects, the board itself, variety of colours that catch their attention, content – subjects that appear there and also their writing. We did the same evaluation with all timetables. Finally, we together chose the best works that were hung on the notice board in the class as examples for the rest of the class.

To summarize the main points from this smaller project activity, I have to admit that I had prepared many things to do in this lesson and we did not manage to do all what I had planned. While students were completing their timetables, those who did it at home (they were only two children) helped me to prepare place on the notice board where their works will be displayed. All pupils were engaged with some work so nobody could interrupt others. Students understood my task very well and finished it very quickly without troubles so we could evaluate all works as was mentioned in the previous paragraph. I suppose this type of project activity was motivating for students because the topic was close to them and they did the real task. They also develop their vocabulary knowledge because they could use new words that I provided them but on the other hand, some pupils also found their own subjects and they did not ask me. It means project work leads students to be independent in the process of learning.

Lesson plan 3

Class: 7A

Topic: Names of rooms at school

Language focus: There is / there are...

Project focus: Detailed plan of rooms in your ideal school

Activities

Aims: To introduce there is/there are (positive, negative and question)

Presentation of new words – Rooms at school

Students make a plan of their ideal school

Objectives: Students are able to use the grammar structures ‘there is/there are’ in sentences.

They can name rooms that they have at school.

They are able to describe what rooms are in their ideal school.

Materials: A picture of the school with different classrooms (Appendix 6)

Arrangement: Individuals

Time: 15 minutes

Stages:

1. Grammar structure – there is/there are

The teacher asks: How many children are there in the classroom?

Students count themselves and give a number to the teacher.

Then she asks: How many boys (girls) are there?

Pupils again say numbers. The teacher forces them to answer in full sentences.

E.g. There are ...(number) boys/girls.

Finally, she asks: How many teachers are there?

Only one possible answer: There is one teacher.

The teacher emphasizes where to use there is/there are according to previous examples.

Then, she adds other examples from the classroom.

E.g. There are 3 maps.

There are three windows in the classroom.

There is one blackboard.

The teacher encourages pupils to give their own examples to show that they understand the structure and their usage.

Game (in case of problems with the grammar structure):

The teacher prepares different objects (e.g. 3 pens, 2 pencils, 1 book, 4 rubbers) that students can name in English. To revise their names, the teacher shows them to children and they say them in English. Then, the teacher places different amounts of them on the table and covers them with a scarf immediately so pupils cannot see how many objects there are. In the meantime children prepare a sheet of paper and a pen that they will use

there are. In the meantime children prepare a sheet of paper and a pen that they will use later. The teacher uncovers objects and pupils can see them for a while. When the time is out, the teacher covers object again and pupils start to write what they remember. The winner is the person who has all objects on his/her paper.

When we check written result, I encourage pupils to use structures – there is/there are.

2. Rooms in a school

The teacher asks students: What rooms do we have at our school?

Students say examples of rooms that are at school and they know their names.

Then, the teacher gives them a sheet of paper with a plan of school and the names of individual rooms are written below. Students have to match rooms and names together.

If they do not know a word, the teacher will explain it to them. She says it in English and adds the names of teachers who are in that room, or describes what children can do there so they should understand their meanings.

E.g. headmaster's office, secretary's office, staff room, classrooms, language laboratory, science laboratory, computer room, library, gymnasium, playground, cloakroom, canteen, toilets...

Games:

Anagrams (individuals)

(ROLMASOCS = CLASSROOM, NGORUPALYD = PLAYGROUND, RYRALIB = LIBRARY, NETECAN = CANTEEN, MYG = GYM)

Anagrams race (Chatterbox Teacher's book 1, p. 43)

The teacher divides students into two teams. Each team makes up their own anagrams from any recent words. They write them on a paper, exchange papers and then race against each other to work out the correct spelling of each other's word. They score a point for correct spelling. It is possible to play two or three rounds.

3. Plan of school (project activity)

Students design their own ideal school on a sheet of paper. They draw a plan of the school they would like to have and add names to each room according to what they learnt before. Children can use pencils or coloured crayons for this task and their labeling of rooms also depend on them.

Reflection:

This part of the project focused mainly on rooms at school. However, some necessary grammar had to be mentioned at the beginning of this lesson but it was only revision for students because they have learnt that in their previous years of studying English. They were able to give me some examples from their class (e.g. there are four girls and eight boys, there are three windows, there is one door...). Then, I continued the lesson and asked students to tell me what rooms do they have in their own school. They knew only these names – classrooms, library, playground, and toilets - so I gave them a sheet of paper where the plan of the school was and there also were names of the rooms under the picture. The students' task was to name all rooms in the plan with using written names under it. First of all, we went through the words below together because they were also unknown words for pupils. When a new word occurred, I explained it to pupils. I told them the name of the teacher who teaches there in their school and I also describe them what they can do there. When they were not sure what room it is, I looked at the picture, found that room and I pointed to it so students understood the meaning of it. Later, I said only the names of rooms and students had to point to examples that they found in their plan. Then, we also did it other way round. I pointed to a room in the plan and children had to say the name of that room to practise its pronunciation.

After that task, students were able to name all rooms at school (with a little help of their sheets). I asked them again to tell me what rooms they have got at their own school because we did not mention all of them at the beginning. Now children could add more examples than before when I asked them for the first time.

Then, I wanted to practise the names of rooms at school so I prepared some anagrams. I wrote them on the blackboard and students had to discover what room it was. It was not so difficult for pupils because they are used to this activity and they, of course, had a sheet of paper where the rooms were written. Their task was only to find the right word from the list that corresponds to each anagram. Children managed to do that task because they knew it from previous lessons and they could use their paper as hints to check the right spelling of words.

Finally, students' drew/sketched a plan of their ideal school on a sheet of paper and wrote names in each room to know what is taught there (Appendix 7). Some pupils liked their own school and did the similar plan according to it. On the other hand, there were children who really designed the school they really would like to have. As a

sample, they used the plan that I gave them and drew it with pencils or coloured crayons. I left pupils to complete this task, as they wanted to do it.

Therefore, I believe that this project activity allowed pupils to draw what they wanted to have and it also helped them to remember the words, which I provided them before, more easily and naturally. This vocabulary, in our case rooms at school, was presented by the teacher and practised together. Students heard, said and read them. Finally, they needed to write some of them in their projects. They had to recall them and then, they could use them again. Required words could be also found in their sheet of papers if children have not remembered them yet. On the other hand, if students remember words and are able to use them again, it means they start to learn them (even if they do not admit it).

Lesson plan 4

Class: 7A

Topic: Description of a classroom

Language focus: There is / are ... + preposition of places

Project focus: A picture of their classroom

Activities

Aims: Description of the classroom

New vocabulary – equipment in the classroom

Prepositions of place

Objectives: Students are able to describe their classroom with using grammar structure 'there is/there are'.

They are able to use new vocabulary and prepositions of place.

Materials: A picture of the classroom with objects in it (Appendix 8)

Arrangement: Individually, pairs

Time: 20 minutes

Stages:

1. Equipment in the classroom

The teacher asks students: What objects do we have in this classroom?

Pupils give their ideas (e.g. tables, chairs, blackboard, maps...).

Then, the teacher gives them a sheet of paper with a picture of a room and names of different objects, which occur in the picture, below it. Children have to match pictures and names of different things together.

The teacher has to explain unknown words to students. She can point to them or explain them in simple English sentence.

2. Prepositions of place

The teacher introduces new prepositions according to the picture. She chooses an object, finds it in the picture and describes its position. Students try to understand and find out what objects she is talking about.

The teacher writes used preposition on the blackboard so children could see them.

E.g. **on** the left, **on** the right there is...

behind/in front of the table there are...

near/next to ...

Then, the teacher encourages her students to create some sentences with using these prepositions. Pupils give some examples according to the provided picture.

Game: Description of the picture

Students take a plain paper, fold/divide it into three same parts and each one represents one room. The teacher describes the first room to students. The instructions are:

Draw a cupboard on the left. There is a chair next to the cupboard. Then, there is a table next to the chair. On the right, there is a door. There is a map on the wall behind the table and the chair.

Pupils have to draw objects that she mentions in accordance with her instructions. The teacher repeats her description several times so students will manage to locate objects correctly. Then, the teacher (or a pupil) draws the described picture on the blackboard and children check it.

Then, children do the same task in pairs. Both of them draw a picture of their own room (the second room) but they cannot show it to the partner. They have to describe his/her own room to each other and the partner has to draw it in the third room according to the partner's instructions. In the end, they can show their pictures to each other and compare them whether they are the same.

3. A picture of the classroom (project activity)

In this small project, students draw and describe their own classroom, or there is a chance for them to create their ideal classroom that they would like to have in their ideal school. I left this task on pupils to decide how they classroom will look like and what will be in. Children can use all what they have already learnt or they also can add their own ideas.

Reflection:

Initially, I asked children to tell me what objects they have got in their classrooms. They named, for instance, a table, a chair, posters, desks, windows, a door, a blackboard, ... One girl said 'a picture' but she had a wrong pronunciation of that word and everybody started to laugh. I said the word again and pronounced it correctly so everybody could notice the difference. Then, another person wanted to say 'a chair' but instead of it, he said 'a church'. He changed the pronunciation of two different words because he said immediately and unconsciously what came into his mind in connection with the classroom and did not think about the pronunciation of the word. Therefore, I had to correct his pronunciation and explain differences between those words.

After the introduction of this topic, I gave children a sheet of paper where the picture of a classroom was and the names of objects from the picture were under it. The students' task was to match pictures with their names. They did not know three words from the list below and I explained them to students. The first word was 'a cupboard'. I pointed to the cupboard in the classroom and said the word. Students said that they knew the word 'a wardrobe' so that they thought it is one. I explained to them that the words are similar but the wardrobe is mostly for clothes and we do not have it in our classrooms. The second word was 'an overhead projector'. I mimed it. Students understood it but they said the word in Czech, I added English equivalent and they knew what it is. The third word was 'a notice board'. I pointed to one of them in the class, said the word and pupils understood it.

Next stage of this lesson was to talk about prepositions of place and to describe where things in the classroom are. First, I described to students where a table, a notice board and a blackboard in the picture are. I used these prepositions - near / next to / left / right ...etc. that I also wrote on the blackboard so pupils could see them and it will be easier for them to apply them in sentences. I encouraged children to create their own

sentences according to the provided picture. They gave me some examples e.g. The table is next to the chair.

Then, I told them to take a plain paper but children did not have any so I suggested them to open their school English exercise books, to choose an empty page and to divide it into thirds as their classrooms. I drew it on the blackboard too so that the students understood what they should do. Then, I described a room and children had to draw it according to my instructions. I read them three times so students had some time to check their drawings. Then, one boy came to the blackboard and drew his picture of the room on it and the rest of the class could check the picture, too. After that, I also encouraged pupils to describe me the picture drawn on the blackboard because they could practise their knowledge and skills in it. Nearly everybody was right in this drawing task but some students mixed up directions at the beginning of my instructions and instead of on the left, they started on the right. Therefore, they continued in a wrong direction.

After that, I suggested to students to draw a picture of their room but they did not have to show it to their partners. Then, they worked in pairs. One pupil described his/her picture to his/her partner and he/she drew it according to obtained instructions and vice versa. After finishing of description of both rooms, children showed each other drawn and described rooms to compare them. From my point of view, I think that students quite succeeded in this task because their rooms were quite similar as I could see in some pairs. However, I have to admit that students mostly used only very known objects and furniture so that it was quite easy for pupils to understand them and they could only focus on their locations in the room.

Then, there was a time devoted to a project activity. I gave students a sheet of paper to draw a plan of their ideal classroom with furniture and objects there. Pupils did the task but they drew only those things that they could name in English because they were aware of the description their designed rooms later on. When they finished this sub product, they described them to their classmates. When everybody was ready with their tasks, they were all displayed on the notice board in the classroom.

To summarize this lesson plan, I suppose these activities were interesting for students and they enjoyed them (e.g. the description of the picture). Pupils practised prepositions of place and used words, provided in this lesson, in tasks where they were needed. Therefore, the project activity connected students' learning with reality and they used

the language for completing their tasks. It can also be said that project work helps pupils to develop their vocabulary.

Lesson plan 5

Class: 7A

Topic: Teachers at school

Project focus: My teachers that I want to have in my school

Activities

Aims: Students revise names of subjects.

Students choose people (teachers) they want to teach them in their ideal school.

Objectives: Students are able to name all subjects that they learnt before.

Students put chosen teachers and their subjects together.

E.g. The maths teacher is ... (the name of the person).

Materials: Pictures of people from magazines

Arrangement: Individuals

Time: 10 minutes

Stages:

1. Teachers of different subjects

Students are able to name the subjects and rooms at school. They can be practised here.

The teacher can ask following questions: Who teaches ...(subject)?

Students' answer: This is Mrs/Mr..... (name).

Then, the teacher asks: Where does she teach her subject?

Students' answer: In...(name of the room)

The teacher encourages her pupils to choose people (teachers) that they would like to have in their ideal school. She asks children who their favourite people are. Then, she writes some subjects on the blackboard and colons behind them so that students can add their favourite people.

E.g. Physical Education: Sylvester Stalone

Physics: Albert Einstein

2. Project activity

Every child gets a plain sheet of paper and some magazines, which the teacher brought in the class. They have to choose pictures of their favourite people and then, to use scissors to cut them out, and glue them on the sheet of paper. If they cannot find

appropriate pictures in magazines, or they like drawing, they can draw their own pictures. Then, they have to imagine these people are their teachers and to decide who will be teaching what subject. They write names of subjects next to the pictures.

Reflection:

At the beginning of this lesson, I was surprised again because three students worked in advance at home and they brought me finished projects called 'My teachers'. There were written subjects and next to them names of their favourite people. There were not used any pictures. Those three children might not listen to my instructions at the end of the previous lesson because I told them to bring only pictures to school. I wanted to do this part of project work together in the lesson. I do not know how it happened but next time I should provide clearer instructions for students. I can also check whether they understood me by asking them to repeat my instructions.

First in this lesson, I revised subjects at school with pupils. I asked them who teaches, for example, geography, history, math etc. They were able to answer my questions but were not sure whether their answers have to be necessarily true. I encouraged them to name whoever they want to have. They started to say famous people that they would like to have (e.g. S. Stallone, A. Schwarzeneger, P. Anderson or Murphy). I acknowledged all their answers. However, I thought they will start to name their real teachers at first and then, they could add somebody else but generally, every person could be right.

Then, I asked students whether every teacher from their school has got a special room where he/she teaches his/her subject or if he/she teaches in different rooms. Pupils replied to my questions. Whilst they were answering, they also revised names of the rooms at school. This task was not difficult for students and it was very close to their reality. Therefore, they should complete tasks without problems and answer according to the truth, or on the other hand, they could use their imagination and create their own teachers in their ideal school.

For this project, pupils brought their pictures of people from home but I also provided them old magazines where they could find faces and cut them out. Then, they pasted them on the paper and added subjects that these people teach. In this task, students had to choose people and add them subjects that they would like them to teach. If children did not like pictures from magazines, they would draw their own or do only writing as two students who gave me completed project already at the beginning of this

looked at them and had a discussion about them together. We tried to find out what concrete subjects students chose and wrote in their projects because they might be considered as their favourite subjects. Then, we also examined whether there is the name of one person more times which means he/she is very popular for students and they would like to have him/her as a teacher. These actors such as Schwarzenegger, Stallone, Murphy or Anderson appeared there several times, therefore, it can be said that they are students' favourite people. Then, there were also names (e.g. Sniper, Jones etc.) that I did not know and I had to ask pupils to explain me who those people are in reality.

Finally, I can say that this lesson was interesting for students because they practised subjects at school again and also add their favourite people as teachers to them. Therefore, it can be said that project work integrates what students learnt at school with reality and pupils use the language to combine them together. On the other hand, children mostly practised their knowledge in this project activity despite extending it because they knew everything they needed for it. If I used this activity next time, I would mostly concentrate on doing project part and I would devote it more time so that pupils would be able to work on projects more properly.

Lesson plan 6

Class: 7A

Topic: School rules

Language focus: Must, must not...(obligation, necessity)

Project focus: School rules for their ideal school

Time: 20 minutes

Activities

Aims: To introduce new grammar – must / must not.

Students write school rules for their ideal school.

Objectives: Students understand the grammar structure and are able to use it in sentences. They say what they must / must not do at school.

Students write rules for their ideal school.

Materials: An example of rules at school (Appendix 10)

Arrangement: Individuals

Stages:

1. Grammar structure (modal verbs: must / must not)

The teacher brings or draws sketches of things (e.g. a cigarette, shorts or a camera) on the blackboard and students say what they stand for. Then, the teacher makes a cross over each of them and asks pupils again what they mean now. Students give their ideas. Finally, the teacher explains them that they mean that something is not allowed to do.

Using MUST NOT = MUSTN'T.

e.g. You must not smoke at school.

You must not wear shorts in churches.

You must not use a camera in museums/galleries/theatres.

You must not walk on the grass.

Then, the teacher can also provide positive examples of using MUST (as an obligation or necessity to do something).

e.g. You must drive on the left in England. You must not drive on the right.

You must have a passport when you go to England.

We have not got any money. I must go to the bank today.

The windows are dirty. I must clean them.

It is a fantastic film. You must see it.

2. An example of school rules (Project English 2, p.85)

Then, the teacher gives a chart to students where some rules are written. They look at them, read them together aloud and decide which ones also fit to their school. The teacher makes two columns on the blackboard (one with must, the other one with mustn't = must not) and students go to it and write what they must or mustn't do in their own school. They can use previous examples and they can also add their own ideas.

3. School rules (project activity)

Finally, the teacher provides a sheet of paper to students and tells them to write school rules, which they would like to have in their ideal school, on it. However, the paper should be divided into two halves and in one of them ought to be written 'must' and in the other one 'must not'. Then, students can add what they want to have in their ideal school. As a hint, they can use previous mentioned examples.

Reflection:

This lesson was focused on making students' ideal school rules. Therefore, I had prepared some pictures on the blackboard before we started to do this part of the project. I drew only simple pictures e.g. a cigarette, shorts, a camera and so on. Then, I asked students whether they know what they mean. Pupils were able to tell me what each of them stands for and they also said them immediately in English because there were only basic words so that it was easy for them to name them. After that, I made the pictures on the blackboard negative because I drew crosses over them. I asked students again what it means now. Their answers were: no + noun (e.g. no cars, no cigarettes...). I encouraged them to answer in sentences. However, pupils have problems in making them so that I decided to help them and provided an example with required grammar structure. For example, these negative sentences: You must not smoke in the cinema. You must not use a camera in theatres. Students repeated these examples after me and the sentences were also written on the blackboard so everybody could see them. Then, I tried to explain the usage of 'must' to students. I provided them with following examples: You must have a passport when you go to England. You must drive on the left in England. You must not drive on the right there. The windows are dirty. I must clean them. These sentences were also written on the blackboard so that pupils could see using that grammar structure. I also encouraged them to create their own similar sentences. They did not have problems with making them but mainly with pronunciation of the contracted form. Therefore, I said it several times to be easier for students to remember it and they also repeated it after me.

When pupils were familiar with that grammar, I showed them an example of school rules (Appendix 10). However, at first I asked them if they know what it is. They knew a word 'school' but did not know 'rule'. I was not sure if I can explain it to students properly in English so that I suggested them to look at the text because it might become clearer for them. Pupils looked at two columns and asked me about unknown words. They were not difficult and I mimed most of them e.g. be quiet, stand up, run in the corridor, leave the school, smoke, fight, chew. On the other hand, I also explained some of them in simple English sentences (e.g. break time – in connection with the exact time when it is, chewing gum – types like Orbit, Wrigley's). After understanding of the meaning of unknown words, we read all rules together in the classroom. When students finished reading, I asked them to tell me which of these rules must/mustn't be obeyed in their own school. At the beginning of this discussion, pupils used only examples from

the paper but later; they also wanted to add their own ideas. They did not know how to say some words; therefore, they asked me or looked into dictionaries.

Students were full of ideas so that I gave each pupil a sheet of paper to write their own school rules that they would like to have in their ideal school. I recommended them to divide the paper into two columns to be easier for them to add sudden ideas at any time. They worked on the task and I walked around the class and observed them. Some boys wanted to know other words but they have not learnt them in English. I gave them, and the rest of the class too, dictionaries to find what they needed.

After some minutes, I saw that some pupils were ready with the tasks and I started to collect their ideal school rules (Appendix 11). I pasted them all on the blackboard and everybody came to it to read others' ideas and evaluate them. I have to say that students mostly used the same ideas that were written on the paper but some of them were new. For instance, one boy wrote that boys must kiss girls. The other positive suggestions were that students must eat and send SMS during lessons, speak decently or start school at 9am. However, the meanings of all these examples were not right (e.g. students must eat or send SMS during lessons) because it is not an obligation to do it. I tried to explain students that they were not right about some of their positive sentences. I used Czech language to make the explanation clearer for pupils. On the other hand, negative grammar constructions were used in following examples: drink alcohol, go late to school, use your mobile phone in lessons or begin school at 8am. These were students' added ideas that could be considered all right (according to their meaning). In case that they had a spare time, they could even draw a small picture to their rules. Therefore, in our discussion about school rules, we tried to choose the best works. Students said what they liked about their classmates' works (e.g. writing, rules suggested, form etc.) and we tried to put them in the order from the best to the worst according to received points. The best one should get twelve points and the others less. These points gave them each pupil who could give one point to each work. However, it was quite difficult to say whose rules were the best because students supported the work of their classmates and gave points to each other so that it happened that some pupils received the same amount of points. Next time I should think more about this evaluation process and giving points (e.g. I could give each child points from 1 to 12 and tell them to use each figure only once) to make it more obvious whose work is the best.

Lesson plan 7

Class: 7A

Topic: My ideal school

Language focus: Revision of previously done grammar, vocabulary, language skills

Project focus: Complete project work-My ideal school

Time: 2 x 45 minutes

Activities

Aims: Students make their final projects integrating before done smaller sub products.

Objectives: Students are able to do wall posters where they use what they have learnt before.

Materials: Sub products from previous tasks

Arrangement: Pairs or group of three

Stages:

1. Executing of the final product

The whole lesson is devoted to the end product of project work called 'My ideal school'. The teacher gives pairs/groups of students a bigger sheet of paper than usually and tells them to put everything what they have done before on the paper. It means that the complete final product of project work should include a timetable, a picture of school (with its rooms), a list of teachers who teach there and finally, the school rules to be obeyed. Students have already got acquainted with these important points in advance in previous lesson plans and now they are only reminded to them because they all should appear in their end product.

2. Evaluation

After completing their final products, wall posters are displayed in the classroom so that everybody could see them carefully and decide what they like/dislike about them. Students and I also have to decide what marks pupils should get according to their final work. This final project was done in cooperation with other classmates within one group; therefore, everybody from that group will receive the same mark because they all are responsible for it.

Reflection:

This was the last lesson of the whole project where the final product - wall display called 'My ideal school' (Appendices 12-13) - ought to be done. At the beginning, I

have to clarify why the two whole lessons were devoted to the completion of the final product. I knew that it would take some students' time because it is a quite broad project with different tasks so that I decided to provide more time for doing it.

First, I briefly revised to students what they have already done in previous lessons and that these points are also required to be in their end product. Then, I gave them large sheets of papers and lent markers, crayons, scissors, rulers etc. and they could start working. I walked around the class and observed their work. Some groups started immediately but the others could not decide how to organize it and allocate the paper. I suggested to them that they could divide the paper into the quarters and in each of them to do required tasks. They were coincidentally four for each square one. Some students considered my idea good so that they did it as I told them.

For the completion of final products, pupils could use their previous sub products for help. However, they were able to make their own timetables, which had their favourite subjects or activities that students like or are close to them like dancing, swimming, playing on the computer etc. Drawing a school wasn't also very difficult for them. Some children only drew a building but on the other hand, others made a sketch of rooms that might be at school. Then, the problem appeared. Students were not sure what to mention about teachers. I suggested to them to look at their previous sub products and write there only subjects they would like to have and add people they would like to teach them those subjects. As I could see, children mainly used famous people that they know from TV or movies because they are students' close models. However, they had problems with writing their names because they were not sure how to write them properly. Therefore, I have to say that names of teachers became more important for students than subjects, which they knew and did not make many mistakes in their writing. On the contrary, there were pupils that suggested real teachers they like now and would like to teach them more subjects.

The last part of the final product was also close to students because they did it in previous lesson. They knew they have to use 'must' or 'mustn't' but did not have many ideas what to write below them. Therefore, I gave them back their previous smaller product to copy their thoughts. I was willing to do this because I wanted to help them to fulfil the final project but they also add other ideas. This stage is quite important because students do this task for the second time so that it helps them to remember that knowledge better and to avoid doing mistakes that they did before. These facts answer

my questions in what way project work is more natural for students and what it gives them.

To conclude all lesson plans, I think that project work can be used at school because it connects what students learnt with the reality so that it is very close to them and motivates them to work on it. However, it also supports pupil's cooperation within a group. Then, it helps students with learning to use words in places where they are needed and allows them to learn and extend their vocabulary more naturally because they do it in the context, which is close to their reality.

For my future lesson plans connected with project work, I would make them shorter and would not prepare so many activities for one lesson. Instead of it, I should provide more time to students' work on projects and more space for evaluation process during lessons.

3.3 Students' questionnaire

When the whole project was completed and students finished their wall posters, I distributed them a questionnaire to answer me a few questions connected with their previous work. I had only four questions that were written in Czech so that it was not difficult for students to answer them. The full form of the questionnaire and the examples of pupils' answers are enclosed in appendix 14.

Evaluating the questionnaire, I found out that students are able to see what project work is and what it brings to them. Half of the class consider project work as a group work and the other pupils see it as cooperation with their classmates.

Then, a few learners also added that they like project work because they do not have to learn in it. They do not think about project work as learning process because they do they would like. The rest of the class see other positive features e.g. fun during the work, agreement among students, or even lighter bags to school without textbooks.

On the contrary, they also observed disadvantages of project work, too. Some pupils mentioned that they did not like a noise in the classroom during the work. The others complained that not too much time was devoted to their work so that they have to hurry very often to fulfil their tasks. One student also complained of his classmate (partner) because he did everything and his partner did not help him too much. Then, another pupil was not satisfied with his work because he spoilt it. Finally, negative remarks appeared because some classmates did not like the work of other pupils.

The last question was students' consciousness what they did and learnt during project work. Pupils admitted they extended their vocabulary and learnt to work quickly with the dictionary. They also practised their previous knowledge (e.g. describing things) in a natural context. Finally, they were taught to think in advance before something is done because in that case students can avoid doing mistakes.

To conclude all students' answers, I think that the learners realised both benefits and disadvantages of project work in the process of learning new English words and they could also evaluate what they have learnt and what knowledge they obtained.

Now the final part of this work that is called Evaluation follows and it summarizes results that appeared from lessons plans and their reflections. However, it also compares findings from this part with theoretical ideas and opinions from Chapter I.

CHAPTER III – EVALUATION

As it was said in Chapter I, experts consider project work as an activity that connects students' learning with the real world and extends their knowledge in a theme or topic, which is done at school. They also find this kind of learning process amusing for students and therefore, pupils are interested in it and motivated to work on projects. That is why they explore the use of project work in English lessons and their contribution to students' learning process.

For instance, Fried-Booth says that project work combines language that children learn at school with language that is used in the real life. Then, Haines adds to it that students learn different language skills separately but they all can be joined in project work. He also completes it with several characteristics of project work, as student-centeredness, co-operation and so on. To complete these facts about it, Dewey stresses the main phases for doing project work, as purpose, planning, executing and evaluating, which cannot be omitted and must be discussed in the class so students get acquainted with it.

These experts in project work also think that it can be added as supplementary resource for students to their learning process because it can play a very important role in helping students to learn and extend their vocabulary knowledge naturally.

The other experts as Allen, Gower and Harmer deal with vocabulary and their usage as an important communicative factor in speaking activities. They share an opinion that if we know right words and are able to use them, we can put them in sentences and communicate in the foreign language. On the contrary, Allen, points out if we do not use right words, the communication finishes. Then, Gower, for example, advises to teachers how teach new words and what phases for it there are, as presentation, practice and remembering.

The experts' opinions and my experience led me to the topic to investigate more about project work and teaching vocabulary in English lessons. Therefore, the hypothesis was arranged to test what have been mentioned before in practice. I wanted to find out whether using of project work help students to learn and extend their vocabulary knowledge in English lessons more naturally than other processes usually done at school. I state that it has got a motivational power for students and encourages them to work on themes/topics that they do not consider as learning tasks so it is unconscious and natural learning for them. Therefore, this Diploma Thesis tries to support previous hypothesis and explores using of project work in practice.

At the beginning, I thought that it would be quite easy to prepare and implement project work into English lessons. However, it needed a teacher's preparation of the whole project before it was introduced to students. On the other hand, when you prepare all your required materials and activities once, then later you only apply it into other classes too. Therefore, for that preparation, I had to consider four main phases of project work and techniques of teaching new vocabulary together with their steps.

When I taught English in my month teaching practice, I discovered that teachers use project work at school but mainly after finishing of the unit to revise what have been already done because their textbooks suggest it to them. However, this usage is not a compulsory rule. These tasks connected with project work are voluntary exercises and it depends on the teacher whether they will be done in English lessons.

To avoid misunderstanding with teachers, I had prepared/designed my own activities (smaller products) leading students to the final product of project work. I suppose that these activities help me to defend the use of project work in English lessons and its practical contribution for students' vocabulary.

To know more about my topic, I observed project work and teaching vocabulary in lessons. I have to say that project work is very motivating for students and helps them to cooperate and develop their skills. Therefore, it ensures when a theme/topic is close to pupils they participate in it. It means they work actively on projects and are willing to find other important things as to develop/extend their vocabulary that might be needed for their tasks. In fact, this is the answer to my first previous question how project work helps students to learn and extend their vocabulary knowledge.

I also focused on another question that wanted to discover in what way it is more natural for students to study new words through project work. The pupils themselves mentioned that project work is better than learning so they did not realize they are also learning in it. They usually work on real life topics that are interested for them so they are very keen on finding more information about it, including new English words. If children find new words, they will use them in projects. It means they work with them actually which help them to be remember better.

The fact mentioned in previous paragraph is the answer to my last question that tried to explore what project brings to students and whether they can remember new words more easily. To finish this question, I must say that projects are focused on students, learn them to cooperate with their classmates and develop their skills. It was

demonstrated in Lesson Plans 1-6 where students did smaller tasks to be able to create the end product in their groups.

When I look at all these answers, I have to say that students liked this kind of work during their lessons because they do not consider it as learning. They could also cooperate with their friends, do the tasks their own way and enjoy it. All these conditions provided that students' learning was successful for them. As they answered me, they knew new words, learnt how to work with dictionary, and practised their skills, and so on. This is quite important step for pupils to admit themselves what they have learnt so they will know they have already mastered it.

To summarize all the experts' facts, information from textbooks, teachers and pupils, and reflections after my teaching practice, I have to say that I found answers to previous emerged questions. I think that it is possible to integrate project work into English lessons to make lessons more interesting and help pupils with learning, especially with remembering and extending new words. Finally, it also supports students' cooperation, educates every child and develops all their skills.

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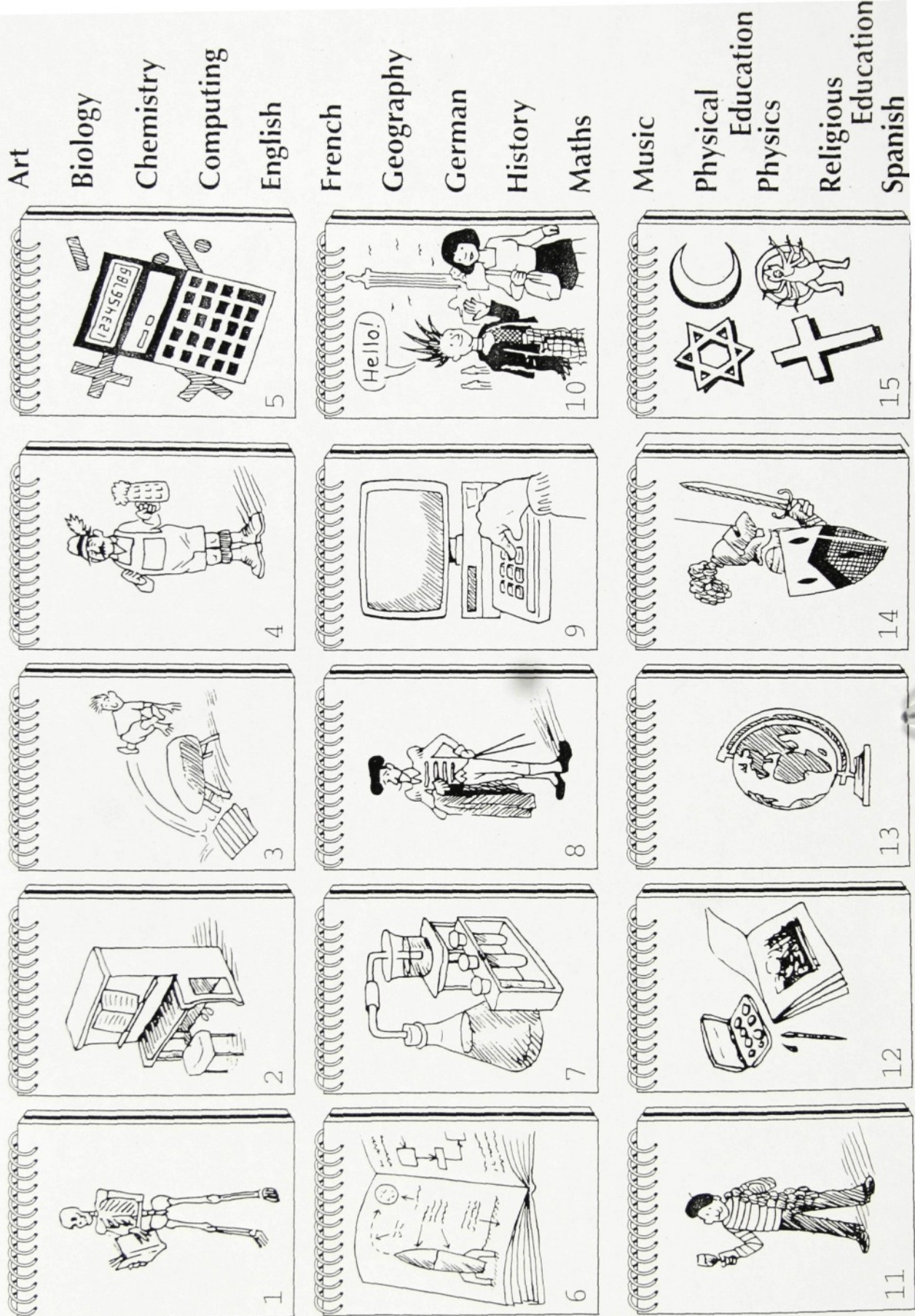
APPENDIX

Alternativní vzdělávání (alternative education) – obecný termín pro přístupy nabízející alternativu k tradičnímu institucionálnímu vzdělávání nebo pro hnutí, která odmítají koncepci formálního vzdělávání.

(Průcha, J. Alternativní školy. Praha. Portál, 1996, str. 11)

A WEB OF PROJECT WORK





LESSON PLAN 2

Source: Timesavers for English teachers, Mary Glasgow Publications Ltd, 1992, p. 65

	8.00	9.00	10.00	11.00	12.00	13.00	14.00
Mo	Maths		English		Lunch		Art
Tu			Chemist	P.E.		Music	
We	English			Physics			Free
Th		History	Geograp		Lunch		P.E.
Fr	Czech		Biology	Maths			

	8.00	9.00	10.00	11.00	12.00	13.00	14.00
Mo		Czech		History		Art	
Tu	Biology	Geograp			Lunch		Music
We		Czech	Maths		Physics		
Th	Maths			Chemist		P.E.	
Fr		English			Lunch	Computers	

LESSON PLAN 2

Game: Missing information

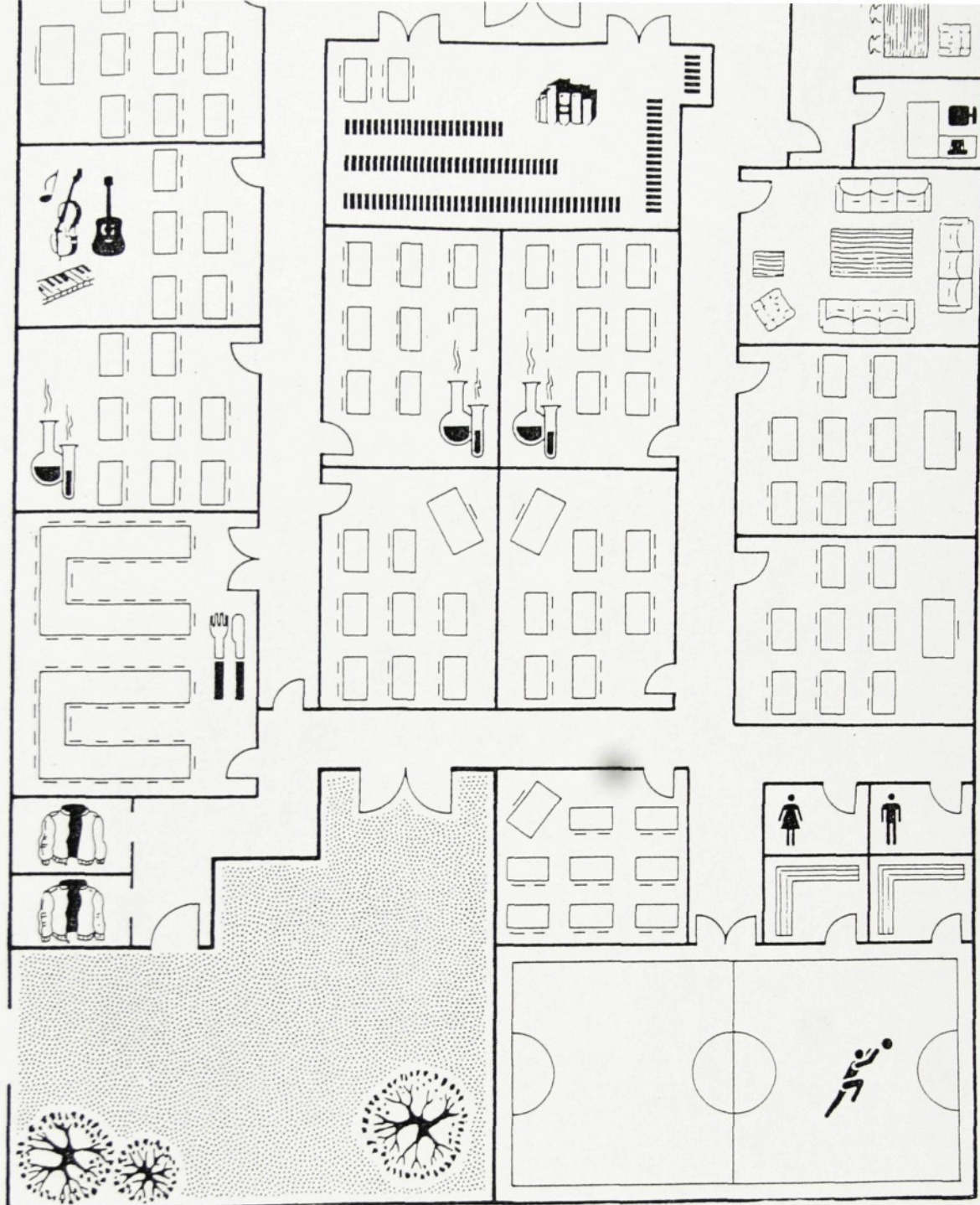
TIMETABLES

Timetable 7.A

	1	2	3	4	5	6	7	8	9	10
MONDAY	Swimming pool	Swimming pool	Sauna or free time	Cinema	Cinema	LUNCH	Volleyball	Volleyball		
TUESDAY	Swimming pool	Swimming pool	Table tennis or free time	Tennis	LUNCH					
WEDNESDAY	Cinema	Cinema	Volleyball	Volleyball	LUNCH	Swimming pool	Swimming pool	Swimming pool		
THURSDAY	Magic	Magic	Volleyball or games	Volleyball or games	LUNCH					
FRIDAY	Swimming pool	Swimming pool	Games or free time	Retirement	LUNCH				Disco	Disco

Mr Lock	9:55 - 10:55	11:05 - 11:35	11:45 - 12:15	12:55 - 14:40	14:55 - 15:45	
MONDAY	PLAYSTATION	Tv	cinema	cinema	Tv	3
TUESDAY	SAUNA	Swimming pool	cinema	Tv	lunch	3
WEDNESDAY	Swimming Pool	SAUNA	Tv	Tv	Tv	3
THURSDAY	COMPUTER	COMPUTER	Swimming Pool	SAUNA	lunch	3
FRIDAY	Tv	Swimming Pool	swimming pool	SAUNA	lunch	3
	~~~~~	~~~~~	~~~~~	~~~~~	~~~~~	3





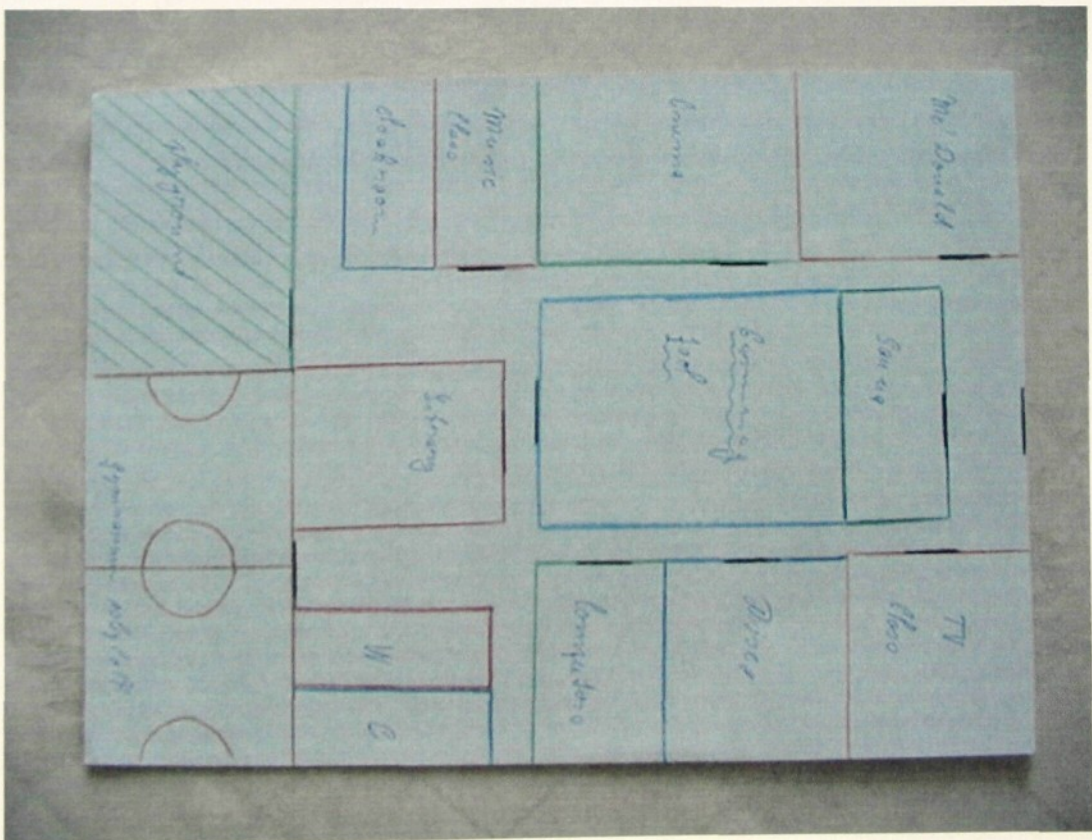
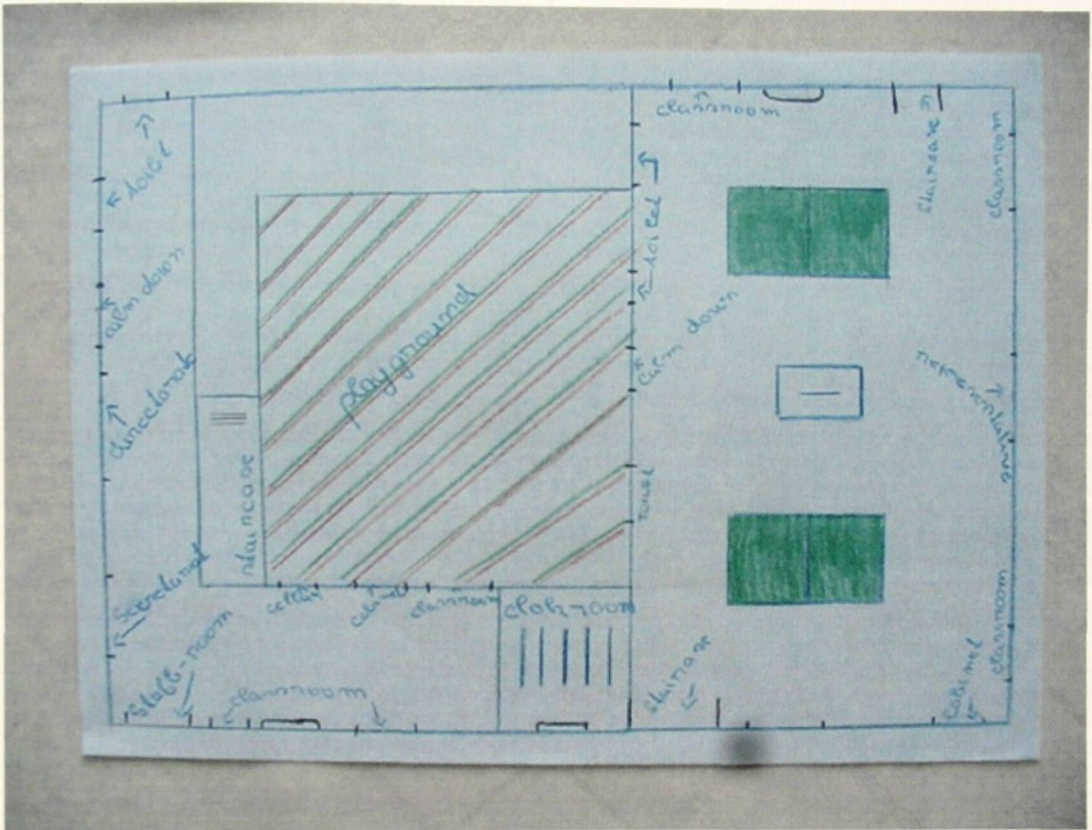
- |                        |                       |
|------------------------|-----------------------|
| 1 canteen              | 7 library             |
| 2 cloakroom            | 8 music room          |
| 3 classrooms           | 9 playground          |
| 4 gymnasium            | 10 secretary's office |
| 5 headteacher's office | 11 staff room         |
| 6 laboratories         | 12 toilets            |

#### LESSON PLAN 3

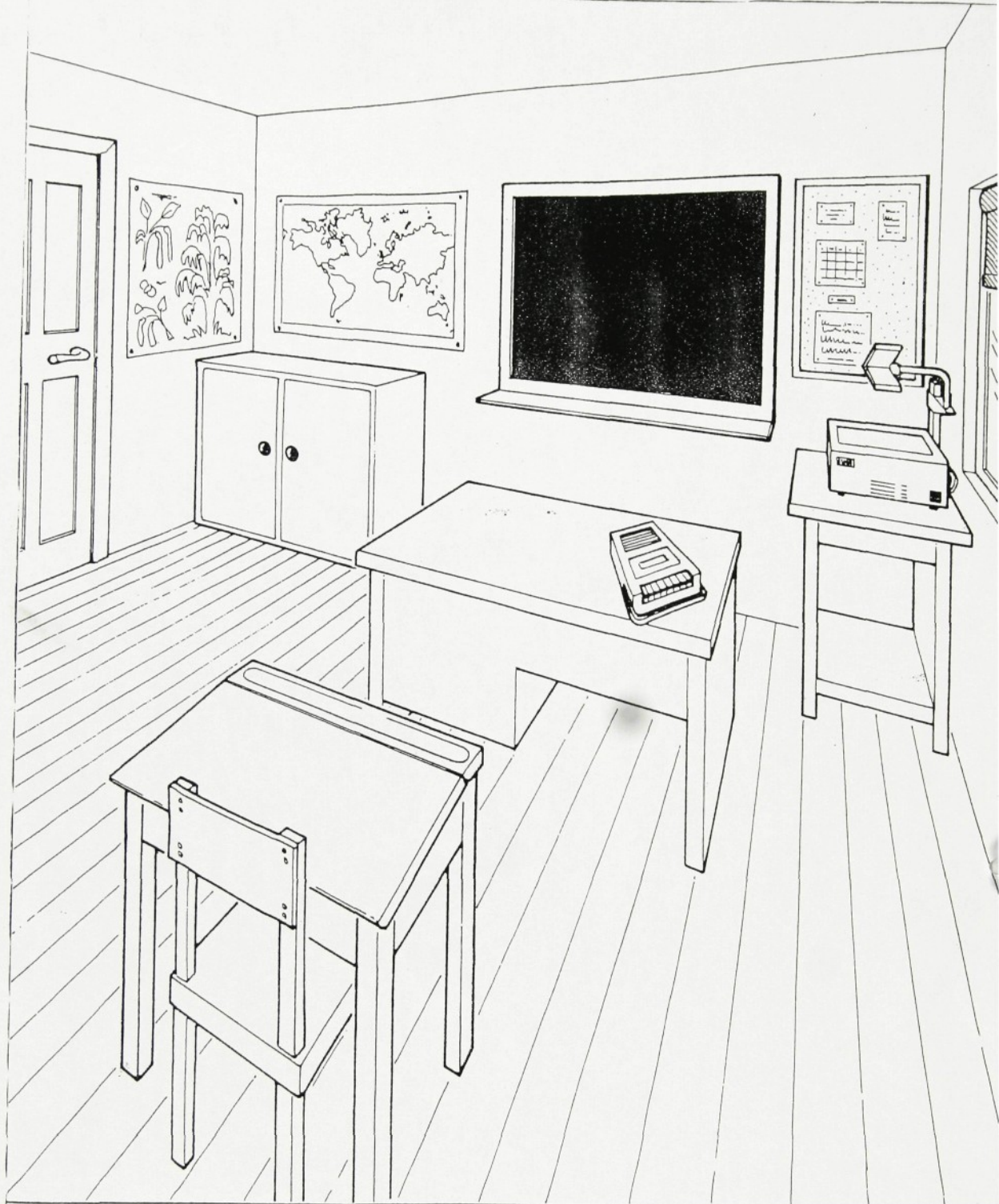
Source: Timesavers for English teachers, Mary Glasgow Publications Ltd, 1992, p. 68



## PLANS OF SCHOOL







1 blackboard

2 chair

3 cupboard

4 desk

5 door

6 map of the world

7 notice board

8 overhead projector

9 poster

10 tape recorder

11 teacher's desk

12 window

#### LESSON PLAN 4

Source: Timesavers for English teachers, Mary Glasgow Publications Ltd, 1992, p.69



## TEACHERS AT SCHOOL

### Your project

Maths: Arnold Schwanninger  
Czech: Kravova  
P.E.: Pamela Anderson  
Fritz: Schwanninger  
Geography: Murphy  
Biology: Glalon  
English: Horova

Yolanda D.

### My Project

Maths: Schwanninger  
History: Lungen  
English: Murphy  
Czech: Glalon  
P.E.: Anderson  
Biology: Snipes  
Fritz: S. G. Jones

### Subject

My


Martin  
Ajeller

Teachers



## 2 School rules

*by John Barry and Chris Felton*

 We have a lot of rules at our school. Here are some of them.

### YOU MUST

wear a uniform.  
be quiet in the school.  
bring a letter from your parents, if you're ill.  
stand up when a teacher comes into the classroom.  
stay in the playground at break time.

### YOU MUSTN'T

wear jeans or trainers.  
bring radios or cassette recorders to school.  
run in the corridors.  
eat in the classrooms.  
leave the school before 4 pm.  
smoke.  
fight.  
stay in the classrooms at break time.  
chew chewing gum.

*We don't think these rules are fair.  
What do you think?*

## LESSON PLAN 6

Source: Hutchinson, T., Project English 2, Oxford University Press, 1986, p.85

## SCHOOL RULES

### School rules

#### Must

Chew chewing gum  
bring radios  
listen to teacher  
stand up  
eat in the classroom




#### Mustn't

Stay in the playground at break  
time.  
Smoke  
fight  
listen to teacher





### School rules

#### must

- * chew chewing gum
- * listen to radio of the lesson
- * familiar terms with teacher
- * eat and drink of the lesson 
- * go away any time
- * phone or write SMS of the lesson 
- * first classes start at 9 o'clock
- * textbook replace computer 

#### musn't

- * examine pupils !!!
- * give bad marks
- * carry exercise book 
- * old teacher
- * in summer very classes 



## FINAL PRODUCTS

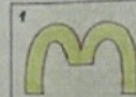




# MY SCHOOL

T	I	H	E	T	A	B	L	E
1	2	3	4	5	6	7	8	
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								

1. IN SCHOOL
2. PLAYING
3. SWIMMING POOL
4. MATHS
5. PE
6. DANCE
7. GYMNASIUM
8. TENNIS
9. CLIMBING
10. MUSIC
11. ART
12. DRAMA
13. PLAYING
14. R.C.



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

## TEACHERS



THEY ARE THE TEACHERS  
WHO TEACH US IN THE SCHOOL  
THEY ARE ALL  
TEACHERS  
AND

NAME: JILLIE ROBERTS  
TEACHER

NAME: E. INGRAM  
TEACHER

NAME: ELLEN DODD  
TEACHER

NAME: HARRY POTTER, WITH ALL CHANGERS, TOO, WERLEY  
TEACHER

NAME: TAMELA ANDERSON  
TEACHER

## MUST

- WEAR OUR UNIFORM
- BE QUIET IN THE CLASS
- STAND UP WHEN A TEACHER
- COMES INTO THE CLASSROOM

## MUSN'T

- SMILE
- TELL
- DRINKING ALCOHOL
- STAY IN THE
- CLASSROOM AT BREAK
- TIME
- PLAY IN THE CORRIDOR

1. NAME	2. NAME	3. NAME	4. NAME
PO	PE	PE	PE
U	CANON	CANON	BISCO
St	COUNTER	COUNTER	FOOTBALL
Čt	WATCH	WATCH	SWIMMING
PÁ	SQUAD	SQUAD	PE



Time  
Table



My  
School

## Musn't

- Wear jeans or trousers
- Run in the corridors
- Smoke
- Fight
- Chew chewing gum

## MUST

- Wear a uniform
- Be quiet in the school
- Stand up when a teacher
- Comes into the classroom
- Stay in the playground at



## QUESTIONNAIRE FOR STUDENTS

### Dotazník – Projektová práce

1. Co podle tebe znamená pojem 'projektová práce' neboli 'projekt'? Vysvětli.

Společná práce !!! Spolupracovníci spolu ve dvojici.  
udělal nějakou věc ve skupině (Pracují  
na tom všichni). Skupinka lidí, kteří doo-

2. Co se ti líbilo na práci na tomto projektu? Proč?

! nemuseli jsme se učit! je to lepší než se učit  
mě se líbilo, že jsme dali hlavu  
dohromady. Líbilo se mi to že při práci  
byla sranda

3. Co se ti naopak nelíbilo? Proč?

! Byl tu hrozný hluk! naše chování.  
Málo času, nedalo se to stíhat  
spolupráci, dělal jsem toho nejvíc

4. Co jsi se naučil(a) z anglického jazyka během práce na projektu? Co ti to přineslo?

rychle pracovat a orientovat se ve  
slovníčku. Musím si poradit než něco udělám  
naučila jsem se nové slovíčka a novou  
kvarbu hodiny.

Děkuji za spolupráci

