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(The Effective Ways of Presenting Vocabulary)

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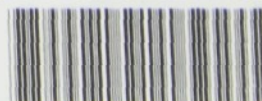
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Abstract

A mastering of vocabulary is the presumption for the communication in a foreign language. Many Czech teachers omit teaching vocabulary in lessons; students have to learn the new words at home. The usage of different methods for the presentation of vocabulary in lessons according to methodology experts' theories can change the boring homework to an effective process interesting for children and also a teacher and can motivate the learners to the next vocabulary development.

Anotace

Osvojení si slovní zásoby je předpokladem pro komunikaci v cizím jazyce. Mnoho českých učitelů opomíjí výuku slovní zásoby během vyučovacích hodin, žáci se musí učit nová slovíčka za domácí úkol. Cílem této diplomové práce je ověření teze, že lze efektivně vyučovat nová slova ve škole. Použití různých metod v souladu s názory metodických odborníků může změnit nudný domácí úkol na efektivní proces zajímavý pro děti i učitele a motivovat žáky k dalšímu studiu slovní zásoby.

Annotation

Sich den Wortschatz aneignen, das ist die Voraussetzung für Kommunikation in der Fremdsprache. Viele Tschechische Lehrer unterlassen Unterricht des

Wortschatzes während den Unterrichtsstunden, Schüler müssen sich neue Vokabeln für die Hausaufgabe lernen. Die Zielscheibe dieser Diplomarbeit ist die Beglaubigung der These, dass es effektiv neue Vokabeln in der Schule unterrichten gibt. Gebrauch von verschiedenen Methoden im Einklang mit den Ansichten methodischen Fachleute kann eine langweilige Hausaufgabe auf einen effektiven Prozess, interessanten für Kinder und Lehrer, ändern und motivieren Schüler zu weiterem Studium des Wortschatzes.

OUTLINE

Thesis: There are more effective, useful and interesting ways of teaching vocabulary than letting the students study new words at home.

I. Learning and teaching vocabulary

A. The importance of vocabulary

1. The need of vocabulary for communication

- a. The importance for all four skills
- b. The connection with the real life

2. Vocabulary has not a separate identity

B. The situation in Czech schools

1. Teachers' point of view

- a. Their experience
- b. Rarely accessible methodology handbooks
- c. Czech textbooks
- d. English textbooks
- e. Time-consuming process

2. Pupils' point of view

- a. The role of vocabulary in learning L2
- b. Learning of new words at home
- c. Learning of new words in lessons

C. Methods of teaching vocabulary

1. The role of individuals

- a. Memorizing
- b. A teacher assists a learner

2. Vocabulary in context

- a. Written texts of authors
- b. Description or example sentences in L2
- c. Performing situations and usefulness
- d. The role of dictionaries to the textbook
- 3. Visuals of the lessons
 - a. Pictures can facilitate memory
 - b. The presentation through pictures
- 4. The role of the teacher
 - a. The selection of words
 - b. The number of presented words
 - c. The choice of textbook
 - d. The development of materials
- D. Hypothesis
- E. Development of the paper

II. The Implementation of Professional Project

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- A. Teaching vocabulary in lessons
 - 1. The purpose of the Project

2. The sources for evaluation
 3. The students' evaluation
 - a. Their reaction to the model
 - b. The motivation for vocabulary development
 4. The written tests
 - a. The relative validity of the results
 - b. The chart of the methods
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 - a. The inspiration for the teacher
 - b. The participation of weaker students
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 - a. The advantages and disadvantages of presenting new words in lessons
 - b. The outcome of the Professional Project
- McCarthy (1990) also touches this problem, and she says "No matter how well the student knows the words, how successfully the sounds of L2 are produced without words, to express a wide range of communication in a L2 just cannot be done in any meaningful way." (McCarthy, 1990: 215).

The more English words the learner knows and can use, the more areas, not only in language, but in life are open for him or her. This includes the understanding of the culture and living conditions in English-speaking countries because the learner has to understand more materials and get more information and mainly to converse with foreigners. Joint learning makes establishing contacts easier.

New words play a primary role in studying English.

I. Learning and Teaching Vocabulary

A The Importance of Vocabulary

Studying words is one of the basic steps in learning a foreign language. The knowledge of enough vocabulary is the premise for mastering L2 successfully. Vocabulary is important for all four language skills.

A learner has to learn hundreds of words if he or she wants to communicate in English. Even though the other areas of a foreign language have to work with words, the role of vocabulary is often neglected. McCarthy (1990) also touches this problem, and writes, "No matter how well the student learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meanings, communication in a L2 just cannot happen in any meaningful way." (McCarthy, 1990: xiii).

The more English words the learner knows and is able to use, the more areas, not only in language but also in real life are open for him or her. This knowledge helps to understand the culture and living style of English-speaking countries because the learner is able to understand more materials and get more information and mainly to converse with foreigners. Joint language makes establishing contacts easier.

New words play a primary role in studying L2, but, on

the other hand, they cannot be taught separately without other fields like pronunciation, written form, context or grammar. Vocabulary does not have a separate identity. Allen (1983) writes, "... students will make mistakes if they learn the meanings of many words without learning how to put words together in sentences" (Allen, 1983: 4).

B The Situation in Czech Schools

My experience as a learner at elementary school and secondary school, and also experience as an observer of English classes at most schools I have visited, show that vocabulary is usually not taught in lessons. Pupils have to study lists of English words with their Czech equivalents at home. In general, there is a tradition in Czech schools to translate a lot in learning and teaching foreign languages; drill is one of the most popular teaching methods. The information I got in interviews with teachers and pupils support this fact.

According to teachers I interviewed, the reason why teachers let their students study new English words at home probably has roots in the past. These teachers have the same experience from their study. This is the only way they know. During the communist era, modern methods were ignored.

The Velvet Revolution brought a boom of studying languages. Editors concentrate on publishing textbooks

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1 which have better commercial effect than publishing methodology handbooks. So there is a great lack of Czech methodology materials for teachers and foreign methodology handbooks are rarely accessible for teachers at elementary schools because they usually do not appear in bookstores and they are too expensive.

The teachers mostly use Czech-English textbooks like English for Elementary Schools with Classes with Extended Learning of Languages, English I, English II or Okay that are based on translations. Vocabulary is presented in both languages in the form of lists. There are about twenty-five new words in each lesson. These words appear in a short article. Because the article is full of new words, it is impossible to understand their meaning without previous learning. The exercises that follow practise mainly grammar, check the comprehension of the article and give directions to translate Czech sentences into English or English sentences into Czech. The authors of such textbooks obviously presume that vocabulary is memorized at home.

or teacher hand
Some teachers use English textbooks like Project English or The Cambridge English Course. These textbooks present new words usually through articles, stories or pictures. Some exercises concentrate on vocabulary practice or development. English textbooks are published with teachers' books, in which teachers can find methodology procedures for every lesson. This

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1 methodology knowledge teachers can apply to Czech textbooks.

Some teachers are afraid that presenting vocabulary in lessons would take a lot of time, which they would like to spend with some other activities. Presenting vocabulary in lessons taxes a teacher heavily in the area of preparing different materials. So from some teachers' points of view, it is easier to order pupils to study words as homework.

Most pupils, however, are not satisfied with this common way of learning vocabulary. In short interviews with fifty children, I found that eighty-four percent of them think memorizing lists of words is very boring, time-consuming and not a very effective activity. Children do not master pronunciation well at home. They also have problems using these words in context.

Pupils admit they study words only if they know they will be tested next lesson. So they learn words for good marks, not for knowledge. This is a sad point, and the second one is that pupils often connect learning vocabulary with learning the whole language. The aversion to studying words at home, unfortunately, can cause the aversion to English as a school subject. The next aspect of studying Czech-English lists is that children have a tendency to translate in every situation. They do not learn to think in L2 or to use it without connection

to the mother language. cannot be taught. ... it is

At home children learn words by repeating them aloud; some write words down several times, and a few of them record words on tape and listen to them. One child in three likes to listen to music while he or she studies vocabulary, and one child in seven likes to move or act out the word by mime. All pupils who own some picture dictionary use it for learning English words. Many pupils watch TV English courses for children where they also meet new vocabulary in an interesting way.

In interviews, children have many ideas about how they would like to be taught vocabulary in lessons. They would like to use pictures, to use lyrics of English songs, to learn short poems, sayings and proverbs, to watch video programmes or to read articles about famous people, especially singers, actors and sportsmen, from childrens' magazines. Their ideas I would like to test in my project.

C Methods of Teaching Vocabulary

Methodologists have different ideas about how to teach new words. Their methods cover the wide range from individual memorizing to complex teaching methods in a classroom.

Carter and McCarthy (1991) mention Rivers who

believes that "Vocabulary cannot be taught. ... it is the individual who learns" (Carter and McCarthy, 1991: 48). He thinks students must learn how to learn vocabulary and find their own ways of expanding and organizing their word stores. This opinion was supported by other specialists. Allen (1983) noticed this tendency too, and states, "Some books appeared to be telling teachers that students could learn all the words they needed without help" (Allen, 1983: 1). They often emphasized individual memorizing. They see the value of memorizing in its long history. Individual memorizing existed and was used for many centuries, so it should be useful and meaningful today, too. Some memorisation techniques like repeating aloud could be used in the classroom. Memory techniques are often connected with translations. Pupils repeat English words with their Czech equivalents.

A certain change, however, is perceptible in the ideas of Carter and McCarthy (1991) and they write, "The recent trend has been to assist the learner to learn, to engage the learner with the task of making sense of the apparent chaos of the lexicon, and to personalize vocabulary expansion according to needs, purposes and goals" (Carter and McCarthy, 1991:49). So they do not omit the teacher from the process of learning vocabulary; a teacher assists and helps in learning and regulates the vocabulary to students'

needs.

Several other theories, represented, for example, by Nattinger (1991), say that vocabulary should be presented in context; it means in sentences or lexical phrases (Nattinger, 1991: 75). As Allen (1983) suggests, students have to know how the words work together in an English sentence (Allen, 1983: 2). It is more natural and useful to present vocabulary in context because children usually find new words in contextual relationships, and they have to use words in the context, too.

Gairns and Redman (1991) think that "Written texts are often one of the major sources through which language learners meet new vocabulary, so it is only logical that they should be used extensively in classroom teaching" (Gairns and Redman; 1991: 115). There are many features in texts like synonyms, antonyms, cause and effect, associations between object and its purpose or use, descriptions and examples, which help students to understand the meaning of new words and to learn them. Instead of texts, also lyrics of English songs or poems are favourite sources of vocabulary among children.

Allen (1983) writes about the explanation or description in L2 as a possible way of teaching vocabulary (Allen, 1983: 12). The description should be

short and clear. For example, the description of an elephant could be -- an elephant is a big, gray animal with very long nose that you can see in the zoo. Instead of a description, the teachers could give several example sentences that demonstrate the meaning of the word and possibilities for its use. The example sentences for a snowdrop might be: A snowdrop is a kind of plant. A snowdrop is a small white flower. You can see a snowdrop in a wood. A snowdrop is the first flower you can find after the winter. A snowdrop is in blossom in the beginning of March.

Using games and pretending concrete situations in teaching vocabulary has several advantages. Connecting new words with some situation helps in fixing and remembering these words. The atmosphere of a game lets the pupils forget that they are learning; studying new words becomes a part of the game and loses the touch of a boring activity.

The method called Total Physical Response presented by Nattinger (1991) is based on performing appropriate actions in the classroom. New vocabulary is connected with physical actions, so children learn by doing (Nattinger, 1991:). An example of total physical response is performing the concrete situation in a shop -- a customer wants to buy a sweater. The pupils bring some sweaters and arrange a small "shop" in the classroom. Then they behave as they would in a real-life

situation and play the dialogues with a shop assistant.

Carter and McCarthy (1991) mention the role of dictionaries in the language classroom (Carter and McCarthy, 1991: 52). Dictionaries should be used in vocabulary learning. The teachers should teach pupils how to use a dictionary and encourage them to do it. In the classroom dictionaries are helpful mainly for comprehending the texts and for writing. The pupils will appreciate this experience, especially out of the classroom when they study vocabulary or want to expand their vocabulary as writers or readers of the language.

There is no doubt about the need to use visuals for teaching vocabulary. Gairns and Redman maintain that "Objects and pictures can facilitate memory" (Gairns and Redman, 1991: 92). Children receive new words with more senses and this is not only useful, but also interesting for them. Pictures, flashcards and book illustrations can show the meaning of a particular word or can show the whole situation. The teacher does not have to describe the meaning of the word or the situation in a difficult way; he or she simply shows the picture. Pictures can supplement texts or lists of words touching one topic for better understanding. Presenting the new words through visuals is proper for concrete words like a car, a mouse, a tree, or for the simple actions like to jump, to read, to drink and for situations like an accident or the family having breakfast. But,

of course, there are many abstract words like an idea, faithful, hope and situations like solving problems, describing feelings or thoughts that cannot be described with pictures.

Selecting concrete words for presenting in lessons is a very important step. The teacher should think about words that are frequently used in common situations, the words and topics in which children are interested, words connected with the childrens' world -- hobbies, family, school, shopping, travelling. It is not necessary to make pupils study all words mentioned in the textbook or by the teacher. Active and passive vocabularies exist.

The active vocabulary involves words that students need to understand and use themselves. The passive vocabulary involves words that students understand mainly in reading, but they do not need to use them. In the sentence "There are many conkers under this horse-chestnut tree" the words "conkers" and "horse-chestnut" belong to the passive vocabulary and all other words belong to the active vocabulary.

The number of words presented in one lesson should not be extremely big. Sometimes less means more. The value of ten words that all children in a classroom understand well and are able to use without problems in context is a bigger value than twenty misunderstood

words.

The choice of textbook influences the method of teaching vocabulary too. Czech - English textbooks like English I, English II, English for Elementary Schools With Extended Learning of Languages or Okay present new words in lists with their Czech equivalents, while one-language textbooks like Project English or The Cambridge English Course present vocabulary usually in context -- in short articles with pictures. Of course, the teacher could use Czech-English textbooks and develop some needed complementary materials for presenting vocabulary in a different way than the way expected in the textbook.

In general, the teacher has to develop his or her own materials for teaching vocabulary. Many teachers are afraid of visuals because they cannot draw. But they can use pictures from magazines, or they can ask pupils to draw the pictures. This is a great chance for weaker students to contribute with useful things. Other needed materials are short texts and exercises. Every presentation should be followed by practice, so some practice exercises are necessary. As well as visuals, tapes with English songs and video cassettes with English programmes for children are useful materials for presenting vocabulary too, so teachers should collect also some of them.

D Hypothesis of Professional Project

I would like to use mentioned methods and ideas and show that there are more effective, useful and interesting ways of teaching vocabulary than letting the students study new words at home. This would be helpful for both children and teachers. Students could recognize that learning new words is not only boring homework; teachers could make teaching vocabulary an effective process and motivate children for the next vocabulary development by showing them new interesting methods.

E Following Parts of the Paper

The practical research of the Professional Project is discussed in Chapter II. The comparison of outcomes of the theory and practice, and the results of the project are subjects of Chapter III.

II. Implementation of Professional Project

A. Pre-conditions for Project Design

This Professional Project is based on Allen's, Carter's and McCarthy's, Nattinger's, Wallace's and Gairn's and Redman's methodology theories that concentrate on different ways and possibilities of presenting vocabulary.

The National Curriculum says that the pupils of the eighth form who are leaving an elementary school have to know:

- at least one thousand and five hundred words and word formations of the active vocabulary, covering the basic expressions for communicative situations and mentioned topics

- the adequate number of lexical units of the passive vocabulary based on regular work with different listening and reading activities

- basic information about the most frequent productive ways of forming words using prefixes, suffixes, and the knowledge about the lexicology items as synonyms, antonyms, homonyms, words with an international usage and compound words.

So The National Curriculum taxes the pupils heavily. They have to learn a big number of words, organize their word stores, use these words in an appropriate way, understand the relations among words and also understand

the language system in the area of vocabulary according to their level of language knowledge.

The teachers should look for various methods of teaching new words to make students' learning easier. The more methods a teacher offers to his or her pupils, the bigger is the chance that the learners can find a method which is the most suitable and effective for them. The teachers should also help to systematize the vocabulary. Presentation of vocabulary through concrete topics is a possible way to systematization. The teachers also could recommend that their learners write down new words to their exercise-books or vocabularies.

If the students are supposed to use the words for all skills and in different situations, they need to understand the meaning precisely and be able to use the word in right grammatical and logical context.

Even the specialists differ in opinion if it is better to use the mother or the foreign language for presenting new words so that students can not misunderstand the word. Although Carter and McCarthy (1990) argue for the usefulness of learning through paired aural or imagistic associates of the foreign and native words (Carter and McCarthy, 1990:12), Allen (1983) maintains that "Through experience with situations in which a language is used by speakers or writers, we learn that many of the meanings of a word do not correspond

to the meanings of its so-called equivalents in another language" (Allen, 1983: 4).

Thinking about context, the first way of presenting new words through context that comes to one's mind is presenting through written text. Gairns and Redman (1991) write, "Written texts have the great advantage of contextualising new language items to the learner, and an interesting text also serves to make that language more memorable" (Gairns and Redman, 1991: 115). But, on the other hand, Gairns and Redman (1991) also mention the disadvantage of this way of learning, and add, "One practical problem is length: interesting texts are often far too long for intensive study and can lead to considerable vocabulary overloading" (Gairns and Redman, 1991: 115). The overloading with new words is not a feature typical only for long texts. The short articles in some textbooks like English I or English II are full of new words. There is a big concentration on new language items, they are the key words and they are connected with new grammar or structures. Then it is impossible to use contextual relations for learning new words because nearly all language in the article is new for children.

The teachers should be aware of overloading pupils with vocabulary all the time as Gairns and Redman (1991) mention, "A vast amount of teaching time is consumed by explanation and definition, classroom

blackboards are often littered with masses of new lexical items, and students compile page upon page of vocabulary word-lists that they rarely have the opportunity to practise" (Gairns and Redman, 1991: 1). So the teachers should choose the important words which students are supposed to use frequently, and not spend a lot of time by thorough explaining of seldom used or less common words.

The comprehension and the usage in context is important but not the only areas that teachers and pupils should concentrate on in the process of teaching and learning new words. Wallace (1982) summarizes the principles of teaching and learning a foreign word:

1. recognize it in its spoken or written form
2. recall it at will
3. relate it to an appropriate object or concept
4. use it in appropriate grammatical form
5. in speech, pronounce it in a recognizable way
6. in writing, spell it correctly
7. use it with the words it correctly goes with,
i.e. in the correct collocation
8. use it at the appropriate level of formality
9. be aware of its connotations and associations

(Wallace, 1982:27).

Although many methods exist for presenting vocabulary, many Czech teachers prefer memorizing lists of English words with their Czech translations. Pupils

find this way very boring and they even have some single ideas how to change it, but if they do not meet different methods in lessons they cannot develop the process of studying new words that is the most effective and suitable for them.

In this Professional Project I would like to compare several methods of presenting vocabulary:

- translation or description in L1
- description or example sentences in L2
- using visuals
- through context
- through mime or physical action

and I would like to answer questions raised by comparison of the mentioned methods and other questions touching the problem of presenting vocabulary. These questions are:

1. Which method of presenting new words in class is the most effective?
2. Which method is the most popular among children and motivates them to continuing vocabulary development?
3. Is there enough time to present new words in every lesson?
4. Is it helpful to present vocabulary touching one concrete topic in each lesson?
5. Is it more effective to choose one method or a combination of more methods for presenting vocabulary in one lesson?

B. The application of methods

In my Professional Project I compare the effectiveness and the other qualities of different methods of presenting vocabulary. So that I could do this as objectively as possible, each lesson was planned to test one method. Instead of these lessons I also designed one lesson with mixed methods because I tried to find out if the usage of various methods in one lesson is more useful or if it is more confusing than using one concrete method in one lesson.

I applied tested methods to lessons and topics from the textbook English II that children, who took part in the testing of Project, use in lessons. I wanted to keep the continuousness of their learning process and I also tried to support the idea that it is possible to use different methods of presenting vocabulary while working with one textbook.

In lessons I wanted to:

- involve children to learning new words and make this learning interesting for them
- show to children various ways of presenting vocabulary so that they have a choice
- motivate children for next vocabulary development
- teach vocabulary which is connected with pupils' lives and interests
- teach words that children will probably use often

- teach vocabulary in connection with other areas of language
- teach vocabulary in connection with visuals and other materials so that I respect all types of learners -- visual, oral and tactile
- teach vocabulary through materials that could bring new language knowledge and also knowledge in general to children.

Although my task was presenting vocabulary in the classroom, I did not concentrate only on presenting vocabulary during my teaching. I prepared and taught the whole lessons including presenting, practising, producing and testing. I also tried to involve all four skills if it was possible. I had two main reasons for it. The need to teach vocabulary in connection with other areas of foreign language is the first reason. The second reason is connected with the evaluation of effectiveness and usefulness of chosen methods. I needed to plan all stages of lessons so that I could see children's reactions to method and their abilities to work with new words.

The evaluation of different methods of presenting new words was based on several questions:

1. Did children master new words well in an appropriate time?
2. Were children able to understand the new words precisely and to use them in context?

3. Did children find the method interesting, useful and effective?
4. Would children like to be taught through the method in English lessons?
5. Would children like to use the method for vocabulary studies at home?
6. Did the teacher find the method effective, useful, interesting or time-saving?

I evaluated the results of the Project according to:

- my observations of lessons
- classroom teacher's observation
- results of written vocabulary tests
- information I got from questionnaires that children filled in at the end of my teaching.

I had to prepare different materials for lessons. Although I tried to use as many materials from the textbook as possible, I had to find the most of materials in other sources because the textbook which children use does not pay attention to presenting vocabulary except of word lists.

In the beginning I decided which words from the textbook were important for children. I usually omitted some less important words like bun, torch or roast beef that are not used often and I added some more useful words like bread and meat. According to these words and the topic of the lesson I chose the most suitable

method for their presentation. The presented topics were -- weather, troubles, animals, food and shopping. Then I went through the lesson in textbook and found texts or exercises that could be helpful for the chosen method.

If I had not found suitable materials in my pupil's textbook English II, I tried to find them in other textbooks like Project English, The Cambridge English Course or Come and Play; methodology practise handbooks like Doff, A. 1992, Teaching English, children's magazine Friendship or I developed my own materials. I also prepared needed visuals, especially pictures -- I cut them from magazines, copied from other textbooks or picture dictionaries or I drew them.

C. Classroom Practice

I tested the model at the third elementary school in Neratovice, the 28th October street. I taught fourteen year-old children who attended the eighth form. There were fourteen children in the English group -- ten girls and four boys. During the testing about twelve pupils were present.

These children had been studying English for three years and several months. They were taught by three teachers during that period. Of course, those teachers

had different requirements and preferences and they also used different textbooks in lessons. The learners worked with English for Elementary Schools With Extended Learning of Languages in the fifth form, then they used Project English I and Project English II and they began to work with English II in the eighth form. It seemed to me that some children were confused by all the changes. In spite of that fact, I found the most of the children in the group very ambitious and hard-working.

The class was specified as a so-called selective class but the most talented pupils had left to grammar school and the class was completed with weaker students. Although there were differences in pupils' abilities, I defined all pupils as post-beginners, according to their knowledge of English.

I was testing the model during four months. I taught the learners once in two weeks when they started with new lesson in their textbooks. I had the possibility to join two English lessons together, so the testing lessons were planned for ninety minutes. Thanks to this chance I had enough time not only for the presentation of new words, which is my task, but also for practising, checking and testing vocabulary in connection with other areas of the language. The stages that followed the presentation were important for the evaluation of methods for presenting the new vocabulary.

I planned the lessons in connection with the textbook English II and according to methodology theories mentioned in the first chapter and also according to what I had discovered in interviews with children. The lesson plans are not edited in their chronological order.

Pictures

— to practice new words and phrases

— to practice new words in context

— to practice new words in context

— to practice new words in context

— to practice new words in context

— to practice new words in context

— to practice new words in context

— to practice new words in context

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Lesson plan 1

Topic: The Weather

Textbook: English II - lesson three

Aims: -- to develop students' knowledge of English vocabulary by presenting new words through pictures

-- to practise new words and phrases themselves

-- to practise new words in context and in connection with structures -- speaking, reading and writing activities

-- to check the knowledge of new words -- writing test

Objectives: -- students will be able to pronounce the new words, to write them and to understand their meaning

-- students will be able to use the new words in sentences

-- students will be able to talk about the weather using the new words and phrases

Presented words: blow, cloud, dry, during, fog, lightning, moon, mud, rainy, shine, sky, star, thunderstorm, wet

Presented phrases: It is raining. It is snowing. It is freezing. The sun is shining. The wind is blowing. There are clouds in the sky.

Method of presenting vocabulary: through visuals

Structures: the present simple and continuous tense

3.1. practice the past simple and continuous tense 10 minutes

Skills: speaking, reading, listening words and phrases

Time: 90 minutes to the pupils -- pupils put the labels

Group of students: the 8th-formers

Language level: post-beginners and ask pupils to write

Stages of the lesson: phrases by the pictures

1. introduction: 5 minutes and ask learners to write

a) greet the students by words and phrases

b) explain the purpose of the lesson

c) write the topic on the blackboard

d) ask pupils if they can say some words connected
with the weather and write these words on the
blackboard the sentences on the blackboard

2. presentation of new words: 20 minutes

a) show a picture and say a word clearly

b) choral repetition There were clouds in the sky

c) individual repetition Rainy Day" from the book

d) stick the picture on the blackboard with the label
with the written form of the word

e) students write down the word to their vocabularies

-- when all the pictures and words are on the
blackboard: Is it raining during the weekend? etc.

f) choral repetition of words in the same order as
they were presented another

g) choral repetition of words in different order --
the teacher points to the pictures

h) individual repetition of words in different order

3. practice

3.1. practice of words and phrases themselves: 10 minutes

- a) put down the labels with words and phrases and deal them to the pupils -- pupils put the labels by the right pictures
- b) put down the labels again and ask pupils to write the words and phrases by the pictures
- c) erase the blackboard and ask learners to write down as many new words and phrases as they remember to their exercise-books
- d) individuals spell some of words

3.2. practice of the new words in context: 40 minutes

- a) change sentences from present to past tense -- pupils write sentences on the blackboard and to their exercise-books (for example: The sun is shining. -- The sun was shining. There are clouds in the sky. -- There were clouds in the sky.
- b) read the text "A Rainy Day" from the textbook silently, check the comprehension -- true and false questions in pairs
- c) ask pupils: What is the weather like today? What was the weather like yesterday? What was the weather like during the weekend? etc.
- d) group work: describe the typical spring/ summer/ autumn or winter weather
- e) describe your favourite weather in writing
- f) pair work: ask your partner what is his or her favourite weather

g) read two short poems about the weather which they

4. checking: written test: 15 minutes

- A. Name what you can see in the sky.
- B. What was the weather like yesterday? Write 3 sentences.
- C. Fill the gaps:

The sun is

The wind is

There are black in the sky. It will be a thunderstorm. We will see and hear a thunder.

It was a rainy weather yesterday. The roads are still ... and the fields are full of ...

- D. a separate sheet of paper

Put the sentences in the right order:

The roads were full of mud.

Today it is a lovely day.

Yesterday the weather was bad.

There are lots of people in the streets and parks.

There was a lot of rain and it was very cold.

The sky is blue and the sun is shining.

Everybody was in a hurry to get home.

Reflection:

During the introduction stage I recognized that all pupils knew the words sun and snow because they often used these words in lessons in past. About fifty percent of pupils knew the words rain, star and wind because

these words appeared in some of textbooks which they worked with in the previous forms or they met these words outside the classroom. They were able to pronounce and to write the mentioned words in the correct way but they did not know the phrases describing the weather in which these words often appear.

Pupils understood the meanings of words and phrases through pictures without problems. They did not need any Czech equivalents. In an individual repetition we concentrated on words with more difficult pronunciation like thunderstorm or blowing. All pupils were asked to pronounce these words individually. When children repeated the words in the different order than they were presented they could see the pictures and the written forms of the words. The aim of this activity was to fix the pronunciation and to keep the meanings of words in mind. The learners succeed in it. They seldom mispronounced some of words in the following stages of the lesson and the practise showed that they also remembered the meanings in a satisfactory way.

Within the practising of words and phrases the children liked especially connecting pictures with the words written on the labels. In this part of the lesson even the weaker students were very active and also successful. But when the students were asked to write down the words about twenty percent of them had problems with spelling of many words and nearly all pupils wrote

the words lightning and thunderstorm incorrectly.

Although the pupils changed the sentences from present tense to past tense in the beginning of practising the words in context, about four children used the present tense for the description of the weather in the past. Other mistakes in the area of the grammatical context were connected with the word order. The pupils produced sentences like "today is not shining sun". On contrary, I could hear very nice groups' descriptions of seasons' weather. The pupils did not use only the phrases which they learned during the previous stages of the lesson but they created their own sentences like "the cold winter weather is not good for swimming in the lake". At the end of the practice stage, most of the children were able to talk about the weather quite well but, of course, not without some mistakes.

In the test learners could get 22 points. The average score of the class was 16 points, which means 73 percent. Again children had some problems with spelling. Nearly all children were successful in the sections A and D. In the part D more solutions than one were possible. The part B was the most difficult for children. The weaker students were not able to produce three correct sentences themselves, although they could have used some phrases that they had learned in lesson. The results of the part C of the test were surprising because some pupils who had big problems with the part B

solved the section C very well and, on the other hand, some good students who wrote fine sentences describing the weather did not remember the words for C.

I agreed with the classroom teacher that the children worked well during the lesson and they seemed to be involved in learning. In questionnaires most of the pupils appreciated this way of presenting vocabulary as interesting and effective. All children wrote they would like to use this method in their lessons in future and the most of them would like to learn new words through pictures at home, too.



1 A RAINY DAY

It is a lovely day today. It is quite warm. The sky is blue and the sun is shining. There are many people in the streets. Lots of people are sitting on deckchairs in the park and children are running about.

Yesterday the weather was bad. It was very unpleasant to be out. There was a lot of rain during the day. The roads were full of mud. Everything was wet — trees, cars, buses and people too. The streets were empty but the buses were full. Everybody was in a hurry to get home.



I was in a great hurry too because I was very cold. My coat was wet, my shoes were wet through.

Poor little Tibby! She was all wet and very dirty too. Tibby is my cat. Tibby does not like to be out in the rain. Cats never do. She looks very funny when she is wet.

■ Oh, you're here this morning?

Yes, Why?

You weren't here yesterday morning.

No, I wasn't. I wasn't well yesterday.

And are you all right this morning?

Yes, I'm quite well, thank you.

■ Girls, were you at the cinema yesterday afternoon?

No, we weren't.

Why not?

We were a little too busy.

And this afternoon?

We aren't busy this afternoon. We're going to the cinema.

■ I was sorry you weren't here last night.

But why?

There was something funny on TV.

Was there?

Yes, there was.

1 Who was in the mountains last autumn? Your parents?

Yes, my parents were.

Who was absent last Thursday? You? — Who was outside a short time ago? A child? — Who was wet through last night? The boys? — Who was in the bathroom a moment ago? You children? — Who was here the day before yesterday? Your sister? — Who was in the lavatory a minute ago? You Tom?

Lesson plan 2

Topic: At the ZOO

Textbook: English II - lesson 6

Aims: -- to present the new words touching the topic,
especially the names of animals that live in the
ZOO

-- to practise the new words

-- to talk about animals

-- to check the knowledge of new vocabulary in
written test

Objectives: -- students will be able to understand the
meaning of the new words, to pronounce
them and to write them correctly

-- students will be able to describe the
animals in English

Presented vocabulary: animal, camel, crocodile, elephant,
giraffe, kangaroo, lion, monkey,
parrot, snake, tiger, wild, zebra,
zoo

Method of presenting vocabulary: short description or
example sentences in English

Structures: can; has and others needed for description

Skills: speaking, writing, listening

Time: 90 minutes

Group of students: 8th-formers

Language level: post-beginners

Stages of lesson:

-- students were asked several days ago to bring pictures

of animals that live in the ZOO to lesson

1. introduction: 5 minutes

- a) greet the children
- b) present the topic and explain the purpose of the lesson
- c) divide the learners to groups of about 3 or 4, so that each group has enough different pictures

2. presentation: 25 minutes

- a) write the word on the blackboard
- b) say the word clearly
- c) choral repetition
- d) individual repetition
- e) explain the word in English -- for example : An elephant is a very large grey animal which has four legs, very long nose and big ears. An elephant lives in Africa. Elephants have a good memory.
A lion is a wild animal of the cat family. A lion is called the king of animals.
A kangaroo is a gentle brown animal. A kangaroo can jump very well. A kangaroo lives in Australia. A kangaroo carries her babies in a pocket on the front of her body.
- f) the pupils listen to the description and try to find the described animal among their pictures, they show the picture they have chosen to the teacher
- g) the pupils write down the word to their

vocabularies

If the pupils in the groups have some pictures with their favourite animals which names were not presented, they can use a dictionary or a picture dictionary and find out the appropriate English word, write it on the blackboard, pronounce it and give a short description in English to the other children in the same way as the teacher presented the new words.

3. practice

3.1. practice of the new words themselves: 10 minutes

- a) the pupils pronounce the words written on the blackboard together
- b) individual repetition
- c) pupils show their pictures and name the animals
- d) the teacher shows different pictures and asks the children: Is it a giraffe? -- they answer Yes, it is a giraffe. or No, it is a crocodile.
- e) 1 pupil of each group plays the role of the teacher and asks like in d)

3.2. practice of new words in context: 35 minutes

- a) the teacher reads the text from textbook and pupils write down all the names of animals they hear
- b) the teacher reads the text again and checks the comprehension giving the questions
- c) teacher reads the text for the third time and then pupils in groups write a short summary of

the text

d) individuals answer these questions in writing:

Which animals do you like? Which animals do you dislike? Which animals are fat? Which animals are wild? Which animals are small? etc.

e) the pupils listen to a short poem and guess which animal is described:

He's terribly big, 2 legs.

And he's terribly fat, 0 legs.

He has no fingers, write their description in

And he has no toes, the dictionary.

But what a nose! (Come and Play; p. 210)

f) in groups the learners try to decipher the words:

ooaagrnk, nilo, lemac, getir and lodicecro

g) all the pupils make a large model of the ZOO -- they stick their pictures to the large sheet of paper and write there the names of the animals

4. checking: written test: 15 minutes

A Match the names of the animals with the description:

1 eats grass, is black and white

2 likes bananas, can jump and climb

3 has a very long neck and four legs

4 can speak

5 has not legs

6 is very big and has a long nose

a\ parrot

b\ zebra

c\ snake

d\ giraffe
e\ elephant
f\ monkey

B Name 1 animal which can swim.

Name 2 animals which can jump.

Name 2 animals which can walk.

Name 3 animals which have 4 legs.

Name 1 animal which has 2 legs.

Name 1 animal which has no legs.

C Chose 2 animals and write their description in English. You can use the dictionary.

Reflection:

The children were very active from the beginning. They brought a lot of pictures -- the postcards with animals, the pictures from magazines or their own drawings. The topic seemed to be interesting for them. Some children knew several of presented words before. They learned them at home mainly from the picture dictionaries just because they liked animals. Unfortunately, they mispronounced few of the words learned at home because there was not the pronunciation in their picture dictionaries. They eliminated most of these mistakes during the repetition of words either choral or individual during the presentation stage. But some pupils who knew several words before and also few of the children who learned them in the classroom had

problems with the pronunciation of the words like zebra, crocodile or tiger that are similar in Czech. They pronounced them in a Czech version. I had to let few children to repeat these words still during the practise stage of the lesson.

Again, the pupils learned words without their Czech equivalents and they had no problems to understand their meanings. The descriptions and example sentences helped children to connect the right picture or imagination of the animal with the right lexical unit.

When the learners got the chance to present the names of some other animals in the same way as the teacher did, they described a hippo, bear and seal. It was not easy for children to define these animals in English, so they could instead of the definition, show the pictures of them to their schoolmates. In the following stages of the lesson we worked also with these words presented by the pupils.

All pupils were very active during practising the new words. The exercises were easy, so that the children could feel successful. They would have liked to spend more time by asking and answering the simple questions like "is it a snake?". Many pupils wanted to play the role of the teacher. They had no problems with the needed structure and with the meanings of the words as well.

When the learners listened to the text they wrote

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down all the mentioned animals. After the third listening to the text they wrote a summary of it in the groups. This activity was difficult for them. They did not find the main features of the text. So they tried to write down the sentences that they remembered from listening. Finally, we had to do this exercise together on the blackboard. In the following exercise the children understood the meaning of the questions well. All pupils were able to answer the questions by writing the list of animals' names but some children were not able to write the answer in the whole sentence. They had problems to use the right verb and the right word order. So I asked the children who succeeded in this activity to write the patterns of the answers on the blackboard. We spend a lot of time doing this exercise because these sentences were helpful for the pupils when they were asked to give the description of the animals. Of course, the children liked to decipher the words in the next exercise. They competed in the groups who decipher all the words in the shortest time. They were involved in making the model of the zoo. These activities and also the poem were planned to make the lesson interesting and amusing and to let the children relax a bit before the test.

The results of the test were excellent as well. The best possible score was 28 points. The average score of the group was 23 points, which was 82 percent. This high score was partly influenced by the fact that some pupils

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1 knew some words before the presentation. Most of the children were successful in the part A of the test. Few pupils wrote several words in the section B with some spelling mistakes but they had not any problems to name the appropriate animals. In the part C I found very nice descriptions but full of them were full of grammatical mistakes. The possibility to use the dictionary became the disadvantage for some students because they used a lot of completely new words which they found out in dictionaries for they descriptions. They probably wanted to make their descriptions more interesting but their sentences were too difficult and confused.

The topic was very interesting for the children and this fact could influence the pupils' evaluation of the method a bit. They appreciated the presentation of vocabulary through descriptions and example sentences in English as very effective and very interesting. They would like to use this method in their lessons in future.

The classroom teacher also appreciated the effectiveness of this way of presenting vocabulary and the activity of the pupils during the lesson. She was pleased by the excellent results of the test. But she found some exercises like writing the summary of the text too difficult for the children.

1. Where did Mr Cooper go yesterday?
He went to the factory.
2. Did Mr Cooper go to the factory a moment ago?
No, he didn't. He went to the garage.
3. Where was Mr Cooper yesterday morning?
He was in the factory I think.

Make up sentences. Write them for homework:

He	goes	to the cinema	every week.
She		to town	
Mark	went	to the country	
Susan		to the mountains	last week.

Look at the pictures on page 18 and practise with your friend:

1. Where's the ball? I can't see it.
I saw it under the chair a minute ago.
2. Where's the ball? Don't you know?
I don't know. I saw it under the chair a short time ago.

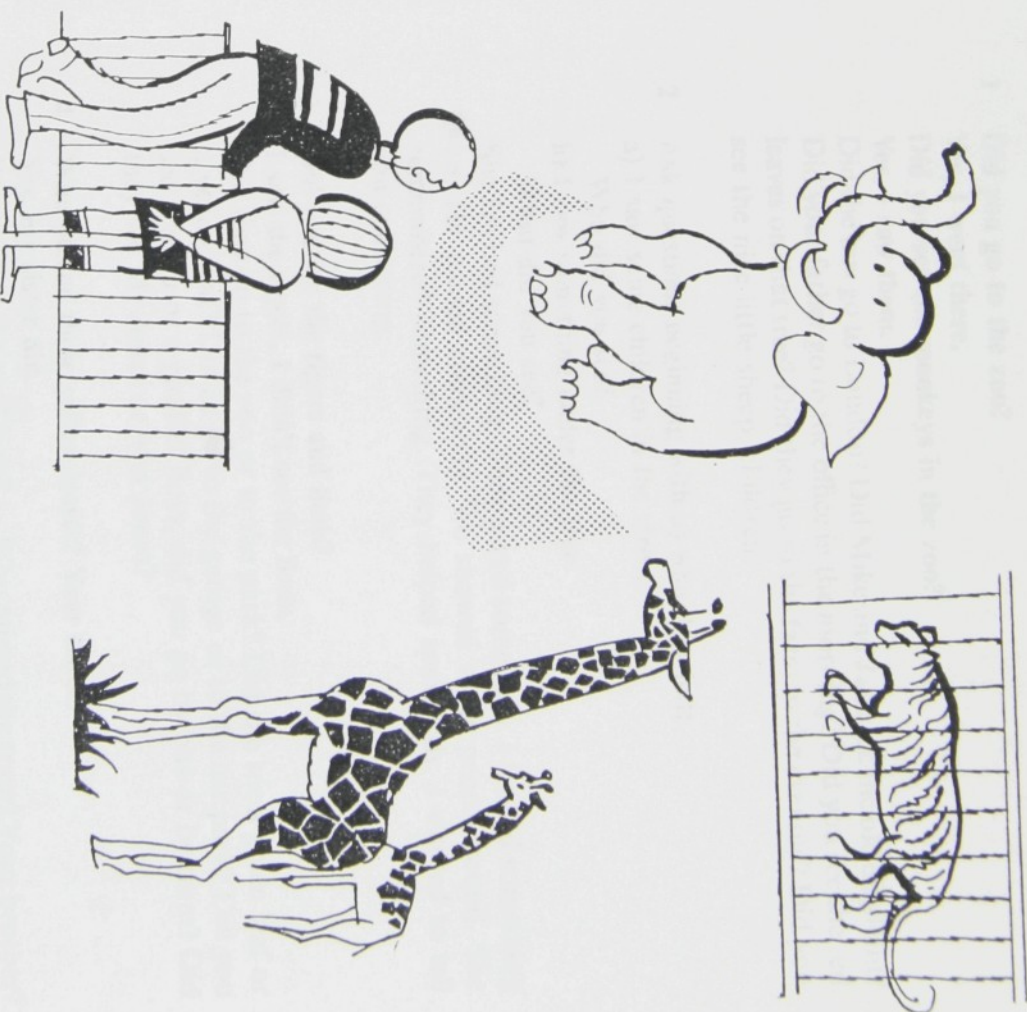
Make up sentences. Write them for homework:

He	sees	these pictures	every day.
She		a film	
David	saw	his parents	yesterday.
Catherine		her friends	

AT THE ZOO

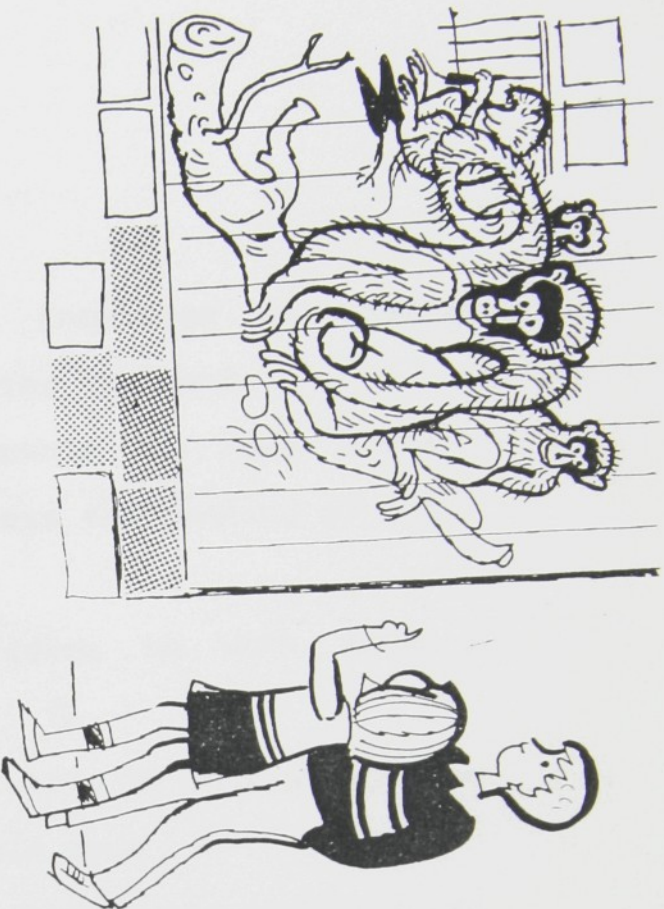
Mike and his sister Jane went to the zoo a few days ago. First they went to see old Jumbo. Jumbo is an elephant. He is very fond of sugar. When he gets some he eats it up very quickly.

Then the children went to ride the ponies. Mike enjoyed riding very



much. Jane did not at first, she was a little afraid. But then she enjoyed it too.

The children saw different birds and animals. Jane was afraid of the tigers and lions. She did not want to go too near. The children also saw zebras and two giraffes. The giraffes looked very funny with their long necks, eating leaves from a high tree.



In the monkey house there were a lot of different monkeys. Jane liked a nice monkey family very much. There was the father, the mother and two baby monkeys. After a moment Jane was very angry. "Look at that old monkey," she cried. "He's picking the best carrots and doesn't leave any apples for the baby monkeys!"

■
 We went to the zoo yesterday.
 Did you?
 Yes. Why didn't you go too?
 I went to see my Grandpa.
 Did you see the film about wild animals on TV?
 When was it on?
 Yesterday. It was about lions and tigers.
 No, I didn't see it. But I saw a film about zebras and giraffes.
 When?
 Some time ago.

1 Did you go to the zoo?

Yes, I went there.

Did you see the monkeys in the zoo?

Yes, I saw them.

Did the bus go to London? Did Mike and Jane see the old elephant?
 Did your father go to the office in the morning? Did you see the red leaves on that tree? Did they go to the farm in the evening? Did you see the nice little sheep, children?

2 Ask questions beginning with a) who, b) what:

a) I saw some children in the street.

Who did you see?

b) I saw something under the tree.

What did you see?

She fetched something. They asked somebody. I looked something up. He passed somebody. We showed some people round. She remembered something. They helped somebody. I wanted to tell you something.

3 Did you see the tigers and lions?

I saw the tigers, I didn't see the lions.

Did they go to the zoo or to the park? Did she see a green leaf or a yellow leaf? Did he go to the garage or to the car park? Did you see a zebra or a giraffe? Boys, did you go by bus or by tram? Did they see Mr Jones or Mrs Jones?

4 Who picked these yellow leaves? Your sister?

Yes, my sister did.

Who visited the zoo? Jane? — Who missed the tram? Your brother?
 — Who stopped you in the street? A boy? — Who translated into Czech? John? — Who stayed outside? John? — Who cried? The baby? — Who wanted the money? You?

5 Who carried the basket, you or Catherine?

I did, Catherine didn't.

Who called you yesterday, Helen or Ann? Who saw it, Henry or

Lesson plan 3

Topic: Bad Luck

Textbook: English II - lesson 5

Aims: -- to develop students' knowledge of English vocabulary through reading the text

-- to encourage the students to read short English texts and guess the meaning of the new words

-- to encourage the children to work with a dictionary

Objectives: -- students will be able to understand the meaning of the whole text

-- students will be able to investigate the meaning of new words either through guessing from the context or looking up the meaning in a dictionary

Presented vocabulary: almost, angry, bad luck, call, catch, match, miss, rather, television, wife

Method of presenting vocabulary: guessing from the context

Structures: past simple

Skills: reading, speaking, writing

Time: 90 minutes

Group of students: the 8th-formers

Language level: post-beginners

Stages of lesson:

1. introduction: 5 minutes

- a) greet the children: Did you appear in similar
- b) present the topic and explain the purpose of the lesson

2. presentation of vocabulary: 30 minutes

- a) read the text silently
- b) underline all the new words in the text
- c) spell a new word from the text aloud
- d) the teacher pronounces the word
- e) choral repetition
- f) individual repetition
- g) guess the meaning of the word from the context -- describe it in English or in Czech
- h) if students have no idea, they can look up a word in a dictionary
- i) pronounce the word again
- j) read the whole sentence with the new word
- k) write your own sentence with this word to the exercise-book
- l) read your sentence aloud to schoolmates -- they decide if the word was used in the appropriate way

3. practice: 40 minutes

- a) individuals read the text aloud to the teacher
- b) in groups of 4 divide the roles of narrator, Mr Cook, Mr Parker and Mrs Spencer and read the text
- c) the teacher checks the comprehension of the text by giving the questions

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d) the teacher asks: Did you appear in similar situation like Mr Cooper? Were you angry? Can you not imagine another bad luck situation? etc.

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e) in pairs: ask your partner about his or her bad luck

f) few individuals describe their bad luck to other students who can ask some questions about it

g) in groups: try to describe Mr Cook's morning if he had good luck; use the new words

4. checking: written test: 15 minutes

A Write the opposites to:

good luck

miss

husband

B Fill the gaps with these words: television, bad luck, angry, match, catch

Mr White was _____. He wanted to watch the football _____ on _____. But he did not _____ the bus to home. It was _____.

C Write 2 sentences about what happened to Mr Cook yesterday morning.

Reflection:

Not so much vocabulary as in other lessons was presented because the number of the new words was limited by the text. In spite of it, the presentation of vocabulary took a lot of time. Of course, some learners underlined a lot of words in the text which they should

have learned in the previous lessons of their textbooks. They forgot the meaning of these words or they simply did not learn them in past. I asked them if they can guess the meanings of these words from the context, or I asked their schoolmates to explain these words to them either in English or in Czech. The pupils did not need to try the pronunciation of the presented words a lot; they were easy to pronounce for them. But the learners had problems to understand the meaning of abstract words like almost or rather.

This way of presenting new words worked in the lesson in general, but only about fifty percent of the pupils participated in guessing the meaning of words. The weaker students were passive during this activity because it seemed to be difficult for them. If the children were not really sure about the meaning of a word like angry, I asked them to find out the meaning in a dictionary.

Many pupils found it difficult to make up their own sentences using the new words. Some pupils had no idea or they copied the sentences from the text and changed just one or two words. I had to help them to create the different sentences by giving them some examples.

During the practice stage the aloud reading of the text was all right. Through checking the comprehension I recognized that the pupils understood the meaning of the

whole text and also the meaning of particular words quite well. All children could imagine a lot of kinds of bad luck but they did not know the English equivalents for some of them or the words needed for their descriptions. I translated these words for them and I wrote them on the blackboard with their transcriptions of pronunciation and with their Czech form, so that the children could use these words in dialogues and descriptions of their bad luck. The aim of the describing the good luck of Mr Cooper was to produce the language, so I concentrated on the fluency and not on the mistakes.

The average percentage of test results was 62.5 percent. There were not the big differences in difficulty of the three sections of the test for the children. In the questionnaire the weaker students were less satisfied with this method than the better students. The weaker students described this method as difficult and a little bit boring. On the other hand, the other students took no exception to the method itself and some of them found it useful. Few students wrote that they would like to use guessing the meaning of words from the text for development of their vocabulary stores at home.

I saw the value of the activity especially in the area of reading comprehension. It could be also useful for expanding the passive vocabulary.

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Bad Luck

1 Every morning Mr Cook starts early for his office. He usually takes 7.30 bus.

Yesterday he was rather late. He walked quickly out of the house. He stopped at the garden gate and looked at the sky. "I'm afraid it's going to rain today. I must go back and shut the window in the bedroom."

Mr Cook's wife was not at home. She was in the country. Mr Cook returned to the house. When he was at the garden gate again, he looked at his watch. It was almost 7.30.

At that moment old Mr Parker opened the door and called, "Mr Cook! Mr Cook, did you watch the football match on television last night?" "No, I didn't, Mr Parker. But I'm afraid I must hurry, I'm a little late. I want to catch the 7.40 bus."

Mr Cook walked quickly down the street. On the corner Mrs Spencer stopped him and asked, "Mr Cook, didn't you see Biddy near your house?"

"Biddy?"

"Yes, Biddy, my dog."

"No, I didn't Mrs Spencer. But I'm in a hurry. I want to catch my bus."

Mr Cook started running. He did not catch the 7.40, he missed it. It was very bad luck. He was angry.

Lesson plan 4

Topic: Shopping

Textbook: English II - lesson 7

Aims: -- to develop students' knowledge of English vocabulary through the role play

-- to present vocabulary in a real life situation and prepare children for real shopping in some English-speaking or other foreign country by giving them the model of it and presenting needed phrases

Objectives: -- pupils will be able to act the dialogue between a shop assistant and a customer

-- pupils will be able to pronounce new words and phrases, to understand their meaning and to use them

Presented vocabulary: banana, bread, butter, cheese, cherry, chocolate, egg, fish, jam, lemon, meat, milk, mineral water, orange, potato, pound, salami, strawberry, tomato, yoghurt
(remark: the most of children knew some of these words before the presentation)

Presented phrases: Can I help you? May I have ...? Anything else? Here you are. How much is it?

Method of presenting vocabulary: through role play

Skills: listening, speaking, writing, reading

Time: 90 minutes

Group of students: the 8th-formers

Language level: post-beginners

Stages of the lesson:

1. introduction: 5 minutes

- a) greet the students
- b) introduce the topic
- c) show the pictures of food and ask students to name the food which they know

2. presentation: 30 minutes

- a) two teachers or a teacher and one of the students act the dialogue -- one part of the classroom

became an imaginary shop; the mentioned food is replaced by the pictures of it

Customer: "Good morning."

Shop assistant: "Good morning. Can I help you? "

Customer: "May I have a loaf of bread, a bottle of milk, 10 eggs, cheese and a pound of flour?"

(shop assistant passes the pictures of mentioned food)

Shop assistant: "Anything else?"

Customer: "A pound of tomatoes, 2 pounds of potatoes, a pound of oranges and 6 bananas, please."

Shop assistant: "Here you are."

Customer: "How much is it?"

Shop assistant: "39 pounds."

Customer: "Oh!"

- b) pupils listen to the role play and observe it for three times
- c) teachers divide the dialogue to the small parts and let the pupils repeat each part in choral
- d) individuals repeat each part
- e) the pupils are formed to two groups -- customers and shop assistants and play the action consequently with the teachers
- f) the children get sheets of paper with the written dialogue and read it in pairs
- g) the pairs play the situation

3. practice: 35 minutes

3.1. practice of the words related to the food

- a) show the pictures of food, fruits and vegetables; pupils name them -- if the pupils do not know some words, the teacher writes them on the blackboard, pronounces them and let the children to repeat them
- b) pair work: on a sheet of paper join the pictures with the right words
- c) pair work: What is wrong with these rows?
 tomato -- carrot -- lemon -- potato
 fruit -- cherry -- banana -- orange
 sugar -- salami -- jam -- chocolate
 milk -- yoghurt -- tea -- mineral water

- d) game: make as long shopping list as you can in 2 minutes

3.2. practice in context

a) read a poem: One of them, especially the boys, played
You find the milk and I'll find the flour
And we'll have a pudding in half an hour.

(Come and Play; p. 252)

b) the teacher asks individual pupils: What can you put
on bread and butter? Can you name some sweet food?
What kinds of fruits\vegetables do you know? What do
you usually buy? etc.

c) write which food do you like and dislike and why

d) in pairs: chose 5 kinds of food different from the
words used in the dialogue in the beginning of the
lesson and prepare your dialogue between a shop
assistant and a customer

e) act the dialogue

4. checking: written test: 15 minutes

A Name at least 3 kinds of fruits.

B Name at least 3 kinds of vegetables.

C Name at least 5 kinds of food.

D You have to buy bread, butter, 3 yoghurts, a pound
of strawberries and 2 pounds of potatoes. Write a
dialogue between you and a shop assistant.

Reflection:

The pupils were surprised by that way of learning new
words and phrases. They seemed to be a little bit
confused in the beginning but they took an interest in a

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role play soon. Some of them, especially the boys, played the roles purposely in an exaggerated way because it was more amusing for them. I thought it could help them to remember the phrases better, too. The rest of children also remember and understand the meaning of the sentences from the dialogue precisely. The pictures of food, fruit and vegetables helped them to understand the meaning of other words in dialogue.

The atmosphere of the role play influenced the activity of the learners in a positive way. The shy children became active under the mask of a customer or a shop assistant and they also appreciated that they were not controlled by a teacher directly.

I recognized that pupils knew many of words related to the topic from the past. They met them in the textbooks which they used in previous forms. This knowledge helped them a lot in the practice stage of the lesson. The purpose of practising the words themselves was to fix the meanings of words in pupils' minds and to organize their vocabulary by the selection to categories of fruits, vegetables and food. I think this aim was fulfilled; children mastered vocabulary well and they liked the activities in this part of the lesson.

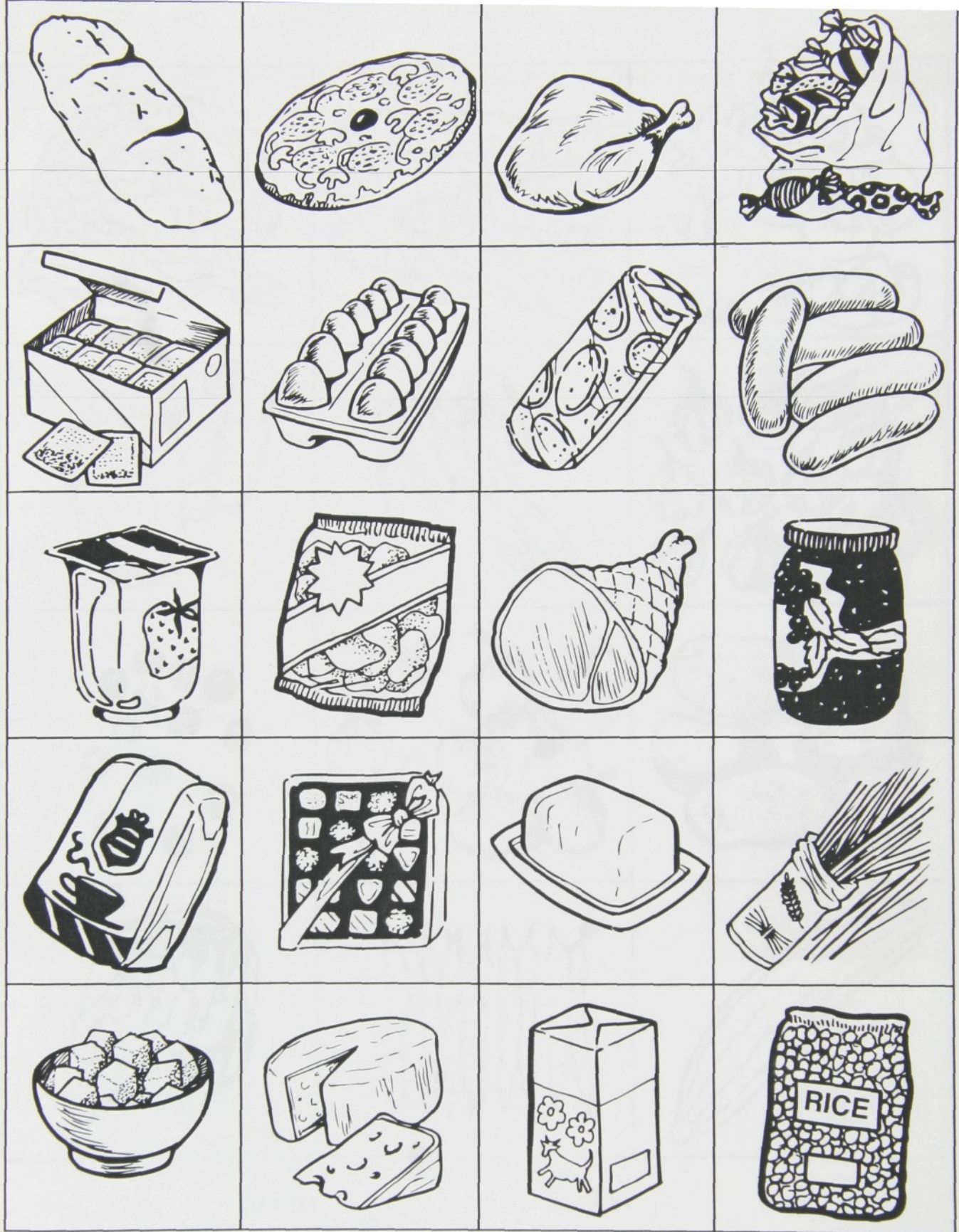
In the second part of the practice some pupils had problems to react to the questions in the section b). They needed to hear each question for several times or

they were not able to answer the question in the whole sentence. When they were preparing the dialogues they could look into the written one which they received in the earlier stage of the lesson. During acting the dialogue they had not the possibility to see the text but most of them had no problems with this activity.

In the written test pupils had more problems to recall some particular words than to recall the phrases. They could get 30 points. The average score of the group was 23 points, which was 76 percent. Some pupils did not remember enough words for A, B or C. In these parts the children also made spelling mistakes. I was aware we did not practise the written forms of words a lot. I was satisfied with the results of the part D, although I could find there some spelling and structure mistakes. But the form and the succession of the dialogue was all right in most of the tests.

In the questionnaires children described this method as useful and interesting but they wrote that they cannot imagine studying words at home in this way.

The classroom teacher found this method interesting, but she described it as difficult for preparing and organizing. She was surprised by the good results of the test. She thought the disadvantage was that the activity was very time-consuming, but she admitted that the children had the opportunity to talk a lot during the lesson.

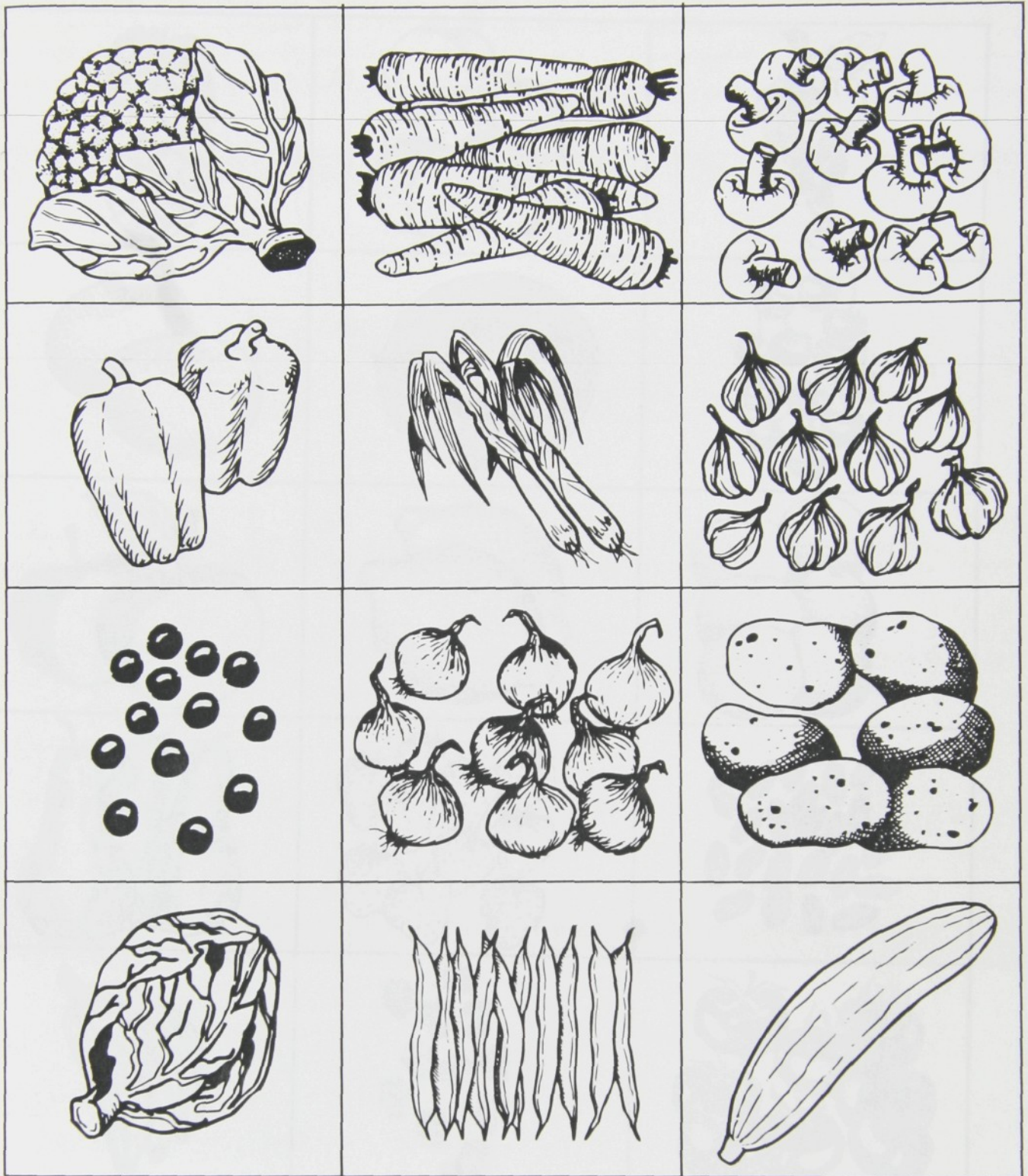


biscuits
bread
butter
cheese
chicken

chocolates
coffee
crisps
eggs
ham

jam
milk
pasta
pizza
rice

sausages
sugar
sweets
tea
yoghurt



beans

cabbage

carrots

cauliflower

cucumber

garlic

leeks

mushrooms

onions

peas

peppers

potatoes

Lesson plan 5

Topic: In the Country

Textbook: English II - lesson 4

Aims: -- to develop students' English vocabulary

- to present new English words as a part of pre-reading and reading activities through the different methods
- to talk about a farm

Objectives: -- students will recognize the new words in

- 1) pupils their spoken and written forms, they will
- 2) pupils understand their meaning
- 3) -- students will be able to use new words in

descriptive context

Presented words: already, cow, duck, farm, farmer, goat, hen, horse, kind, manage, pass by, pig, return, ride, sheep, suddenly, then, till, vet

Method of presenting vocabulary: mixed

Structures: the past tense in English and give the

Skills: speaking, reading, listening, writing

Time: 90 minutes

Group of students: 8th-formers

Language level: post-beginners

Stages of lesson: the text:

1. introduction: 5 minutes

- a) greet students
- b) present the topic and the aim of the lesson

2. presentation of vocabulary: 25 minutes

-- in the beginning of lesson before reading the text

A presentation through pictures: animals

- a) show a picture and say a word clearly
- b) choral repetition
- c) individual repetition
- d) write a word on the blackboard
- e) pupils have a sheet of paper with pictures of animals and they copy a word from the blackboard to a sheet near the right animal
- f) pupils read the words from their papers
- g) pupils say which animals that live in the country they like or dislike and why

B description in English: return, ride, suddenly, vet,
pass by (for example: return -- come
back, At the end of holidays I returned
home.)

- a) write a word on the blackboard and pronounce it
- b) choral repetition three times
- c) describe the word in English and give the example sentences
- d) pupils write the word to their exercise-books with some of example sentences or they can produce their own sentences

-- during reading the text:

A guessing the meaning: driver, farm, farmer, kind,
then, tractor

B say the Czech equivalent and pronounce the word in
English: already, manage, till

-- children did not have to learn these three words
for their active vocabulary

3. practice: 45 minutes

- a) say the sounds of the animals; pupils guess which animal makes a particular sound

moo, moo -- a cow

baa, baa -- a sheep

grunt, grunt -- a pig

quack, quack -- a duck etc.

- b) pupils listen to the song Old McDonald Had a Farm and try to write down the names of animals that appear in the song

- c) pupils learn the song and sing it

- d) read the text from the textbook

- e) according to exercise 12 from the textbook pupils finish the sentences

- f) the teacher checks the comprehension of the article by giving questions

- g) talking about the pupils experience of visiting a farm or a village

4. checking: written test: 15 minutes

A Name the animals that live in a farm.

B Put these words to the sentences: ride, passed, driver, returned

I _____ to the classroom after my lunch because I forgot my book there.

Can you _____ a horse?

A car _____ by _____ and then stopped. A _____
asked for help.

C Write 3 sentences with some of these words: vet,
sheep, pig, tractor, farm, farmer, kind or suddenly

Reflection:

I did not see any difficulties in the particular
sections and ways of presenting the new words in this
lesson. The pupils learned the words through pictures
quickly. They also mastered the guessing of the meaning
because the words they guessed are similar in Czech.
We spent a little bit more time with explanation of
several words in English because I recognized that pupils
usually need the more practise of verbs and adverbials to
understand them and remember their meanings. I also
helped children to correct their own sentences in which
they used the new words. Some children asked me to say
them some other new words that they would have liked to
write to their sentences.

During the practise the pupils were interested in the
sounds of animals. Several pupils knew the song from the
television English courses. After reading the text pupils
had to finish the sentences. They did not remember all
needed information and words, so they were allowed to
look into the text during finishing the sentences. But
because of this fact, I asked them to complete the

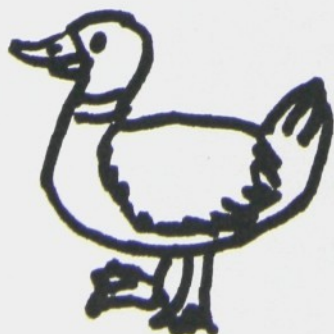
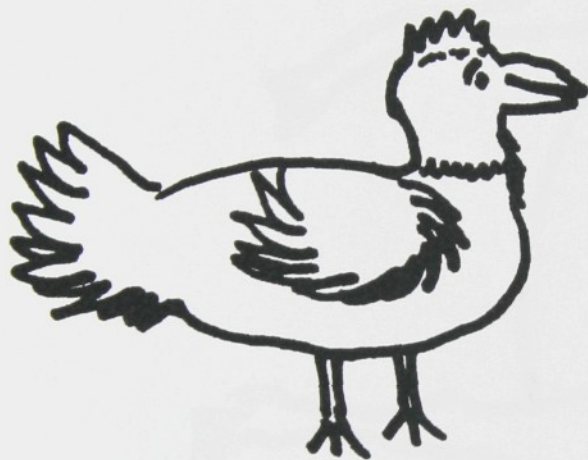
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sentences in writing. It took more time than I had expected. On the other hand, the pupils practised the written language and they fixed the information about the text, so they were able to answer the questions checking the comprehension. The children had to use the new words in their answers and they did it quite well. Then we talked about the pupils' visits in the farm or in the country but, unfortunately, they had not much experience of it.

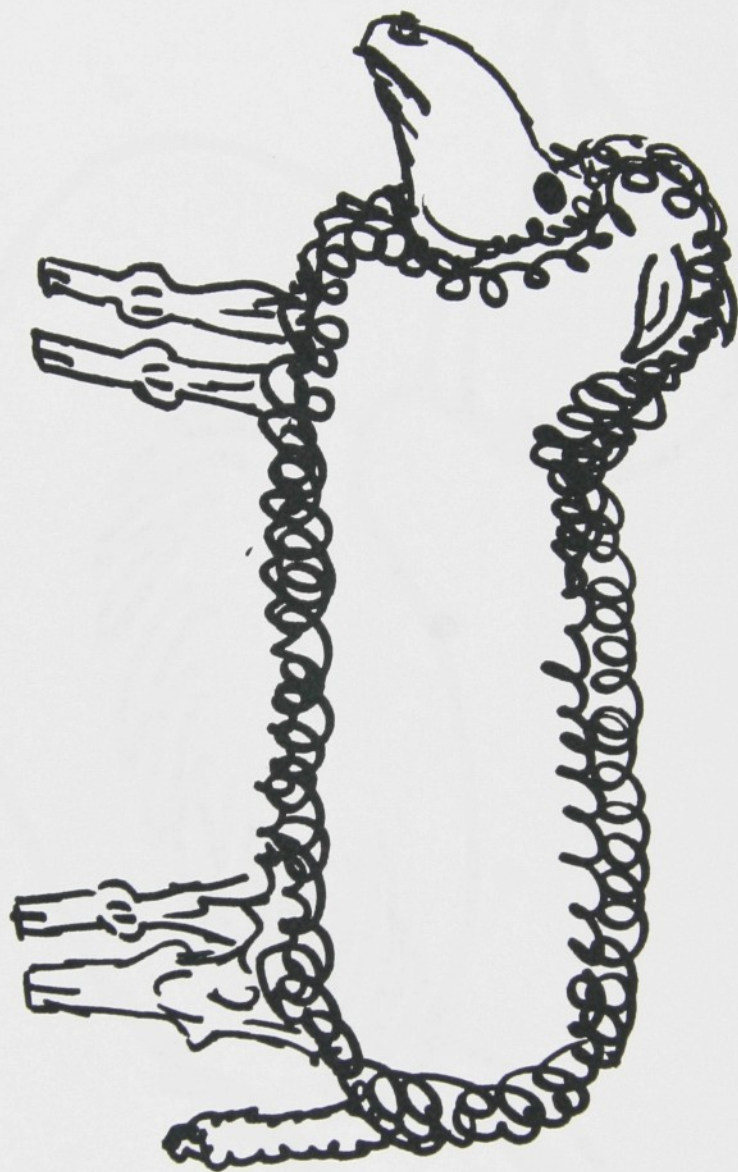
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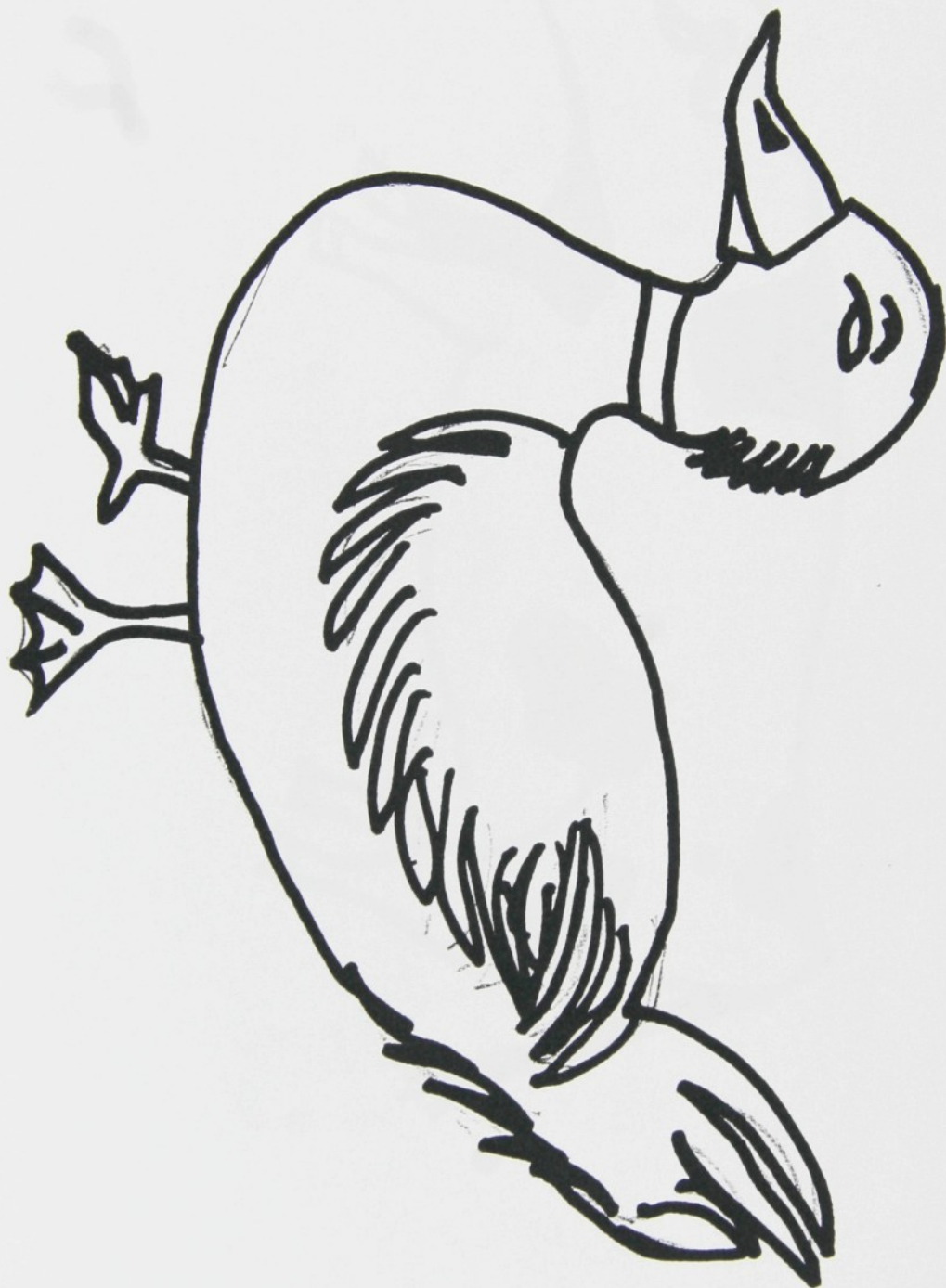
I found helpful for some students that the learning of new words was not concentrated only in one part of the lesson and vocabulary was presented in small groups. The pupils had the opportunity to remember the words from small sections better. On the other hand, they may have problems to organize and systematize the vocabulary of this lesson because most of them wrote to the questionnaires that they preferred one concrete method in one lesson to more mixed methods.

The results of the test were not bad. The children got 70 percent of points in average. I found out that the pupils had bigger problems to remember and use the verbs than to remember and use nouns. The children proved the best knowledge in the part A of the test. In the section B several pupils confused some of words. The sense context was usually all right in the part C but many children had problems with grammatical context.











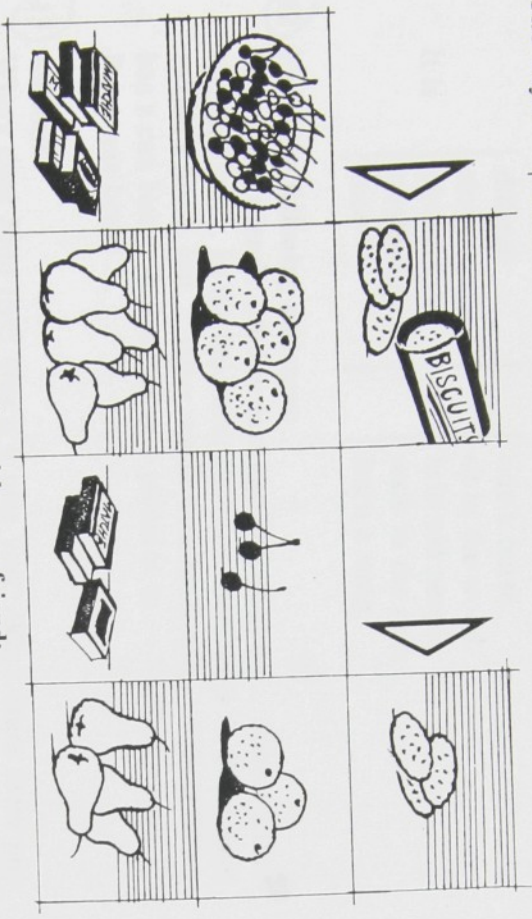






Read and translate the following sentences:

1	watched TV	in the morning.
You	walked to school	yesterday afternoon.
My friend	started work	on Monday morning.
My brother	hurried home	on Tuesday afternoon.
We	watered the flowers	
They	worked in the garden	
The boys	carried the basket	



Look at the pictures and practise with your friend:
 How many biscuits?
 1. A lot of biscuits.
 2. Quite a lot.

Ask your friend:

cars	people	cars.
buses	buses	people.
bicycles	are there? There are	a lot of
seats		lots of
		a few
		bicycles.
		seats.

IN THE COUNTRY

Peter has a friend in the country. The boy's name is John. John lives in a village. His father has a farm.

A few days ago Peter was on the farm to see his friend. John's father showed him round the farm. There were all kinds of machines there. Peter asked a lot of questions, he wanted to know everything about the machines.

In the field near the farm there were some cows and sheep. There were a few horses too. John can ride a horse very well. He showed his friend how to ride a horse. Peter tried to ride a young horse but it was not very easy for him at first. After some time he managed quite all right.

Peter enjoyed his visit to the farm very much. He stayed with his friend till the evening.

It was already dark when he started for town. John's father has a car but he was not at home then and so Peter walked. It was not very pleasant to walk in the dark.

Suddenly a car passed by and stopped. Peter looked at the driver — it was John's father. Peter was very happy indeed. He was home in a short time.



I must talk to Peter.
 But he isn't here.
 Isn't he?
 No, he started for town a few minutes ago.

	to stay		the afternoon.
	to be here		the evening.
I'm going	to ride	till	three o'clock.
	to sing		five.
	to draw		
	to write		

11 Make up sentences:

	difficult		ride a horse.
	easy		sit in the wood.
It is	pleasant	to	help old people.
	unpleasant		walk in the rain.
	nice		learn a song.

12 Finish the following sentences:

Peter has a friend ... A few days ago Peter was on ... John's father showed him ... In the field near the farm there were ... Peter tried to ride a horse, but ... Peter stayed with his friend ... John's father has a car, but ... It was not very pleasant to ... Suddenly a car ... Peter was home ...

13 Answer:

Where does John live? Was it a nice visit? Why? Were there any horses in the field? Was it easy for Peter to ride? Was it still light when Peter started for home? Was it pleasant for him to walk in the dark? What passed suddenly? Do you often go to the country? Were you in the country during your summer holidays? Are you afraid of cows? Can you ride a horse? Can you see well in the dark? Is it light or dark now?

14 Listen, then act the dialogues:

Please close the door (the window, the gate).
But the door (the window, the gate) isn't open.
Isn't it?
No, Dick closed it a moment ago (a minute ago, a few minutes ago).

■
Give me some biscuits (cakes) please.
How many?
A few please. And some tea (lemonade).
How much?
A little only.

15 Zeptejte se kamaráda,

jestli byl včera večer doma; jestli byl předevčirem ve škole; jestli byl dopoledne velmi zaneprázdněn; jestli byl minulý týden v kině; jestli byl v létě v prázdninovém táboře.

Three Jelly Fish

Three jelly fish, three jelly fish,
Three jelly fish sitting on a rock.
One fell off!

Two jelly fish, two jelly fish, ...

One jelly fish, one jelly fish, ...

No jelly fish, no jelly fish, ...

One jelly fish, one jelly fish,

One jelly fish jumped on. Hooray!

Another jumped on, another jumped on.

2

Lesson plan 6

Topic: A Summer Holiday Camp

Textbook: English II - lesson 2

Vocabulary: ago, around, baby, best, camp fire, car park,
contest, film, fire, hour, lake, last,
middle, month, mountain, parents, season,
south, swimmer, swimming contest, wood,
yesterday

1

The pupils were asked to study the new words from their textbook at home as they were accustomed to before the testing of the model. They wrote the similar test like in other lessons, so that I could compare teaching vocabulary in lessons with learning new words at home.

the test: 15 minutes

A Name some means of transport.

B Fill the gaps with these words: present, seasons, absent, months

Are all the children _____ ? No, Mike is _____.

September, June and December are the _____.

Spring, summer and winter are the _____.

C Describe the appearance of your classroom teacher in 3 sentences.

Reflection:

The average percentage score of the test was 62. This

2

level was influenced by the fact that two pupils did not study the words at home. On the other hand, few students learned the new words thoroughly with good results. They mastered mainly the spelling of the words, so I did not find the spelling mistakes in about 6 tests. The children were the most successful in the part B of the test. The most difficult was the description for them; that was the usage of words in context.

1

In the questionnaires the learners wrote that they do not like this way of learning vocabulary and they would rather study the new words in lessons. Nevertheless few children found this method quite effective.

III. Conclusion

The purpose of this Project was to support what the thesis says; that it is possible to use in lessons different methods of presenting the vocabulary which are more effective and interesting than memorizing the lists of words as homework.

The methods of presenting the new words that were tested in the Project were chosen according to methodology experts' theories. Except for methods themselves, their comparison and their usefulness and efficiency in the classroom, I concentrated also on general questions touching the number of presented words in one lesson, time needed for presentation and the usefulness of presenting vocabulary connected with a concrete topic in one lesson.

The conclusion resulted from these sources:

- a) the students' evaluation in the questionnaires
- b) results of the written tests
- c) the classroom teacher's observation and evaluation
- d) self-evaluation and observation from my point of view

The students' evaluation: At the end of the testing period, thirteen students filled in the questionnaires in which they evaluated the model and the methods for the presentation of new words. They could also write the comments about it. (See appendix, p. 65)

2

1

The childrens' reaction to the model was positive. Ten pupils thought this experience was useful for them, three children wrote that were not able to evaluate it. The presentation through pictures and explanation or example sentences in English were the most popular methods among children. They also appreciated these two methods as the most effective. The differences were in the evaluation of the role play as a way of learning the new words, guessing the meaning of the words from the context and mixed methods. About sixty-five percent of the learners liked these methods a lot, but the rest had no idea or found these methods too difficult. All children thought that studying the words at home was not interesting but four children wrote that it was effective.

The pupils would like to use the new methods in lessons and they would like to try using pictures, example sentences and guessing from a context for learning new words at home.

Four learners filled in the questionnaires that too many new words were presented in lessons and they were not able to remember all of them. The other pupils were satisfied with the number of presented vocabulary in each lesson. Most of the children preferred one method of presentation of new vocabulary in one lesson, and they also preferred to learn new words touching one concrete

topic in one lesson. Since 20 percent was between the

The written tests: The pupils wrote a vocabulary test at the end of each lesson. The tests checked if the children were able to remember the new words and their meanings, write them and use them in sentences.

I was aware of the relative validity of the results of written tests because they were influenced by such factors as the value of the interest of the topic, the level of difficulty of the topic, method of the test and the low number of lessons in which the model was tested. Nevertheless, I got much information from these tests -- mainly how well the individual pupils mastered the spelling of the written forms of new words; which words were difficult for them; how the students remembered the words and if they really understood their meanings. According to results of tests I could also evaluate if all the children were able to use the new words in sentences and to produce their own sentences using new vocabulary. Except for the assessment of these particular areas, I evaluated the success of the whole test, including all mentioned features which was expressed by the final percentage of the tests. According to this information, I could compare the level of success of different methods of presenting vocabulary.

Total evaluation: Although the distinctions in the percentage score were not wide among the all methods,

2

1 a perceptible difference -- 20 percent, was between the best and the worst score. I made a chart of methods of presenting the new words according to the percentage of success of the group of children, which shows the level of mastering the new vocabulary in the end of each lesson:

1. description, explanation or example sentences in English -- 82 percent
2. fixing new words through a role play -- 76 percent
3. show the meaning of words by pictures -- 73 percent
4. mixed methods -- 70 percent
5. guessing the meaning from context -- 62.5 percent
6. words learned at home -- 62 percent

Evaluation of different features: I found some spelling mistakes in tests connected with each method. So the number of spelling mistakes did not depend on the method of presenting vocabulary, but they were caused by the difficulty of spelling of some English words for Czech learners. The pupils misspelled words that were long and cumulated more consonants together like strawberry or lightning. The learners also wrote incorrectly some other words because of conforming the spelling to the pronunciation.

The students remembered the words and phrases, and they understood their meanings in an excellent way in cases of presenting through role play, description in

2
1 English and showing pictures. They had problems with few words presented through other methods.' In general, they mastered presented nouns excellently and verbs and adjectives well, but many children did not remember adverbials and prepositions.

The level of the ability to use the new words in sentences and to produce their own sentences using the new words corresponds with the chart. In this area touching the context the differences in mastering vocabulary through particular methods were more perceptible than in case of spelling and meaning of words.

The classroom teacher's evaluation: The classroom teacher was present at all the lessons during the testing of the Project model. We discussed her impressions and experience after each lesson.

The teacher was interested in the Project and she always wanted to see the results of the tests. She even said she was inspired by some of the methods, especially by the presentation of vocabulary through pictures and explanation in simple English. She would like to use these methods in her lessons in future too.

The teacher appreciated mainly the active participation of weaker students and their success in some of the written tests. She saw the value of

2
1 presenting vocabulary in lessons just in the motivation of weaker students and in their chance to improve their knowledge of English vocabulary. She was surprised that children were able to learn the English words without their Czech equivalents.

Project evaluation: I think that the Project showed that there are many advantages and only few disadvantages of presenting new words in lessons instead of asking the students to learn them by themselves at home. While studying new words as homework is a boring, not very effective, individual process based mainly on drill and translation, the teaching or learning of vocabulary in lessons can enrich both students and a teacher. Students have the opportunity to become more successful in learning new words and find this process interesting and helpful.

In classes children master the pronunciation better than at home because they can hear the teacher and and schoolmates pronounce the words aloud, and they are asked to repeat the words several times. The teacher helps his or her students with the meaning of the new words in an appropriate way; he or she can explain the usage of the words by giving example sentences or by showing the new words in context. Another advantage of presenting vocabulary in the classroom is that pupils do not need Czech equivalents for learning new words. If they connect the new English word with an imagination,

2

picture or some English sentence, they develop their thinking in English and they also can begin to use English words in the communication naturally without the persistent translations. Press, 1983.

1

The teacher has teaching vocabulary in classroom under his or her control. He or she can decide which words are important for pupils' active vocabulary and which words can belong to passive vocabulary, so the children are not overloaded with unimportant words from their textbooks' lists of words. The teacher also can help pupils pronounce or understand some difficult words, and she or he can concentrate on these words in presentation and practice stages of the lesson. The presentation of new words in lessons involves the weaker students and also the students who usually do not learn the new words at home. On the other hand, presenting vocabulary in the classroom can be very time-consuming if the teacher concentrates on it a lot. The Project showed that few pupils mastered the written form of words better at home than during presenting and practising vocabulary in lessons. They probably needed more writing practise of the silent atmosphere of their home environment.

I think the outcome of the Professional Project supported the thesis and the aim of it was fulfilled.

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APPENDIX

THE QUESTIONNAIRE

Zaškrtni, prosím, odpovědi na otázky podle tvého vlastního názoru. Prostor pod otázkami můžeš využít ke komentáři, doplnění nebo upřesnění své odpovědi. Každá poznámka je vítána.

1. Myslíš si, že pro tebe byly hodiny s výukou slovní zásoby užitečné?

☒ ano

☐ ne

☐ nevím

Určitě to bylo lepší než se učit slovíčka clova.

2. Co si myslíš o počtu prezentovaných slovíček během 1 lekce? Byl:

☒ přiměřený

☐ příliš velký

☐ nevím

Dalo se to vstáchnout.

3. Jakou z možností prezentace nových slovíček upřednostňuješ během 1 vyučovací hodiny?

☒ věnovat se 1 metodě

☐ vystřídat více metod

Protože se mi líbí, když se to stává.

4. Vyhovuje ti učit se během 1 vyučovací hodiny slovíčka, která se vztahují k jednomu konkrétnímu tématu?

ano

ne

Lépe si to zapamatuju, protože se mi to vypláče s osobními:

U následujících otázek zakroužkuj číslo, která odpovídají tvému přesvědčení. 1 je nejlepší, 5 nejhorší - jako známky ve škole. Opět můžeš doplnit své odpovědi slovním komentářem.

5. Ohodnot', prosím, zajímavost (zábavnost) jednotlivých metod.

	VELMI ZAJÍMAVÉ	ZAJÍMAVÉ	NEVÍM	NUDÍ	VELICE NUDNÉ
A učení se slovíček doma	1	2	3	4	5
B vysvětlení slovíček v angličtině	1	2	3	4	5
C učení se slovíček podle textu	1	2	3	4	5
D výuka slovíček pomocí obrázků	1	2	3	4	5
E "role play"	1	2	3	4	5
F kombinace uvedených možností	1	2	3	4	5

6. Ohodnot' efektivnost jednotlivých metod:

	VELMI EFEKTIVNÍ	EFEKTIVNÍ	NEVÍM	MÁLO EFEKTIVNÍ	NEEFEKTIVNÍ
A učení se slovíček doma	1	(2)	3	4	5
B vysvětlení slov v angličtině	1	(2)	3	4	5
C učení se slov podle textu	1	2	(3)	4	5
D výuka slovíček podle obrázků	(1)	2	3	4	5
E "role play"	1	2	(3)	4	5
F kombinace uvedených možností	1	2	3	(4)	5

.....

.....

.....

7. Chtěl(a) bys i nadále využívat jednotlivé metody ve škole?

	ROZHODNE ANO	ANO	NEVÍM	NE	ROZHODNE NE
A učení se slovíček doma	1	2	3	4	5
B vysvětlení slov v angličtině	1	(2)	3	4	5
C učení se slov podle textu	1	2	(3)	4	5
D výuka slov podle obrázků	(1)	2	3	4	5
E "role play"	1	(2)	3	4	5
F kombinace uvedených možností	1	2	3	(4)	5

7. Chtěl(a) bys tyto metody využívat pro rozšiřování si slovní zásoby doma?

	ROZHODNE ANO	ANO	NEVÍM	NE	ROZHODNE NE
A učit se slov. doma stejně jako dříve	1	2	3	4	5
B vysvětlení slov v angličtině	1	2	3	4	5
C učení se slov podle textu	1	2	3	4	5
D výuka slov pomocí obrázků	1	2	3	4	5
E "role play"	1	2	3	4	5
F kombinace uvedených možností	1	2	3	4	5

Děkuji za odpovědi a přeji hodně úspěchů v angličtině i v životě!

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VSSST 1/1975, zapůjčena nebo odprodána za úče-
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adresa: Kojetická 970/17, Neratovice, 277 11

obor anglický jazyk

Název: Efektivní způsoby výuky slovní zásoby

Vedoucí práce: PhDr. Ivana Pekařová

Termín odevzdání: květen 1995

Pozn. Podmínky pro zadání práce jsou k nahlédnutí na katedrách. Katedry rovněž formulují podrobnosti zadání. Zásady pro zpracování DP jsou k dispozici ve dvou verzích (stručné, resp. metodické pokyny) na katedrách a na Děkanátě Pedagogické fakulty.

V Liberci dne 26. 5. 1994

.....
vedoucí katedry

..... J. Vítal, v.z.
děkan

Převzal (diplomant):
Datum:

Podpis: Michaela Moravová

Cíle a metody zpracování DP jsou obsaženy v publikaci KAJ - Sarvay,
Burešová Diploma Thesis/Professional Project /Revised version 1994/.

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