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EFFECTIVE WAYS OF REVISING AND EXTENDING VOCABULARY

(Efektivní způsoby procvičování
a rozšiřování slovní zásoby)

Závěrečná práce 96-PF-KAJ

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Děkuji tímto paní PhDr. Marcele Malé a panu Kennethovi Winklerovi, MA za vydatnou pomoc a trpělivost během vypracování mé závěrečné práce.

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ANOTACE

Znalost slovní zásoby tvoří základ pro komunikaci v jazyce. Aby nebyla zapomenuta musí být neustále procvičována. Tudíž se aktivity procvičující slovní zásobu musí stát nedílnou součástí vyučování. Díky tomu, že lexikon anglického jazyka je velice rozsáhlý, učitelé by měli připravovat takové aktivity, které by pomohly studentům organizovat jejich slovní zásobu. Cílem této závěrečné práce je ukázat ty aktivity, které efektivně upevňují znalost slovíček, při čemž pozornost studentů je poutána na semantické vazby, tvarosloví a vztahy mezi tvarem a funkcemi slov. Důležitou úlohu při přípravě vhodných aktivit, učitel musí brát v úvahu věk, jazykovou úroveň a zájmy studentů.

ABSTRACT

Vocabulary knowledge is primary for communication in a language and it has to be constantly practised otherwise it will be forgotten. This is why vocabulary practice should be included as an essential component in all lessons. Due to the vastness of English lexicon, teachers should prepare such activities which would help students to organise their vocabulary knowledge. The aim of this paper is to present some activities for effective vocabulary reinforcement focusing students' attention on semantic links between words, on form-function relationship and word formation. It also intends to show that teachers should consider students' age, language level and interest when preparing the appropriate activities.

ANOTATION

Die Kenntnis des Wortschatzes ist Grundlage für die Kommunikation in einer Sprache und dieser Wortschatz muß ständig geübt werden, sonst wird er vergessen. Deshalb sollten Wortschatz-Übungen als ein wesentlicher Bestandteil in den Unterricht einbezogen werden. Entsprechend des Umfangs des englischen Wortschatzes sollten die Lehrer solche Aktivitäten vorbereiten, welche den Schülern helfen, ihr Vokabelwissen zu organisieren. Das Ziel dieser Arbeit ist es, einige Aktivitäten zur effektiven Festigung des Wortschatzes vorzustellen, welche die Aufmerksamkeit der Schüler auf die semantischen Verbindungen zwischen den Wörtern, auf die Form-Funktion-Beziehung und die Wortformation konzentrieren. Diese Arbeit beabsichtigt zu zeigen, daß die Lehrer bei der Vorbereitung von geeigneten Aktivitäten das Alter, das sprachliche Niveau und die Interessen der Schüler berücksichtigen sollten.

OUTLINE

Topic: Effective ways of revising and extending vocabulary

Thesis: Focusing students' attention on semantic links between words, on form-function relationship and word formation, can effectively contribute to storing a large amount of productive vocabulary into students' memory.

I. Vocabulary knowledge is essential for communication in a language.

A. Paramount attention must be given to vocabulary teaching

1. Importance of vocabulary

Citation (Carter, McCatthy, 1988:42)

2. Difficulty of learning and maintaining adequate vocabulary

a. Mental lexicon

Citations (McCarthy, 1990:36); (Allen, 1983:49,50); (Nunan,1991:,133)

b. Practice and revision as essential components of vocabulary teaching

B. Methods of presenting and reinforcing vocabulary

1. Visual and non-visual techniques

2. Form-function relationship

Citation (Allen, 1983:89,90)

3. Focus on word formation

Citations (Harmer, 1991:155); (McCarthy, 1990:99)

4. Creating semantic links between words

Citations (Grains, Redman,1986:69); (McCarthy,1990:20);

(Carter, McCarthy:1988:42)

C. The purpose of this paper is to demonstrate qualities of various activities revising and extending students' vocabulary knowledge

1. Principle of learning in a spiral

2. General characteristic of 10-11 year-old students

Citation (Scott, Ytreberg, 1990:5)

D. Thesis introduction

E. Paper parts

II. Reflective Teaching Practice Summaries 1-4

A. Class-Profile

B. Pre-Lesson Summary

C. Lesson Summary

D. Reflection

III. Conclusion

A. Purpose and aims of the project

B. Thesis confirmation

1. Results

2. Problems and solutions

C. Summary

I. SECTION - ACADEMIC

A. PARAMOUNT ATTENTION MUST BE GIVEN TO VOCABULARY TEACHING

1. Importance of vocabulary

Vocabulary is the largest and most essential component of any language. Its basic units are words with their meanings and functions and without them we cannot express our ideas, no matter how complete our knowledge of other fields in the language is. Though it is obvious that without knowledge of vocabulary we cannot communicate, the apparent importance of grammar in relation to words should be stressed here, for only on assumption of correct usage of these two components can communication happen in a meaningful way. For example, in: 'He remembered sending the letter.' and 'He remembered to send the letter.' grammar differentiates the meanings of these sentences. However, mastering vocabulary - its vast lexicon - is an anticident for learning a foreign language because it influences all other aspects of the language.

Recent trends in methodological literature point out the paramount role of vocabulary in learning and teaching the language; its grammatical (e.g.:word formation rules, word functions) and semantic aspects (e.g.:sense relations, associational networks) which should be central to English curriculum. R. Carter and M. McCarthy (1988:42) support this belief by citing Willkins (1972) who states that "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (Willkins, 1972:111) suggesting that vocabulary is crucial to language learning, however, it is inadequate to overestimate the role of any of the language aspects. Vocabulary cannot be taught separately from pronunciation, spelling, context and grammar.

Especially, at the early stages of English learning as V. F. Allen (1983) suggests nothing can be done without vocabulary - no grammatical structures can be taught (Allen, 1983:3). Therefore, vocabulary should always be kept in focus by English teachers. Mastering vocabulary does not encompass only learning the words with their meanings in the mother tongue but also knowledge about the way the words work together in sentences because acquisition of vocabulary is a complex process. As students develop their language knowledge they will need to extend their vocabulary to be able to express their

ideas and convey the meanings. And, only extensive vocabulary will enable them to use the structures and functions of the language.

2. Difficulty of learning and maintaining adequate vocabulary

a. Mental lexicon

All the words we learn are stored in our mental lexicon which is internally and efficiently organized according to researches. The mental lexicon of our mother tongue is separate from the mental lexicon of a foreign language. This suggests a question whether it is effective for students to present new words with their mother tongue equivalents as M. McCarthy (1990) claims that this is a way to link both mental lexicons (of a mother tongue and of a foreign language) but this method might also prevent “the development of the internal organization“ of a foreign language lexicon (McCarthy, 1990:36). However, mental contextualization is superior to vocabulary teaching because we do neither store information disorganised, nor in alphabetical order as it is, for example, in a dictionary. As researchers claim the systems of meanings, relations between the meanings, and spelling systems are interrelated and this characteristic feature of vocabulary should be effectively applied in language teaching. Each item we learn is stored in several ways; under different ‘headings’. For example, the word ‘honey’, is not only stored together with other semantically related words but also together with words of the same syllable pattern, stress pattern (ortographic and phonological shape), with the mother tongue equivalents. The word ‘honey’ can be associated with the words: bees, sweet, golden, bread; it can be stored together with the words: money, phoney; as a compound: honeymoon; or as two homonyms. Most researchers agree that items of vocabulary are arranged into a series of associated networks and the more entries of one item the more likely it is to be assimilated. Words which do not occur frequently can be easily forgotten and therefore, each target word should occur several times in the lesson procedure.

As V. F. Allen (1983) mentions “there is a more systematic attempt to include the most commonly used words in various categories“. New words are usually introduced together with words from different categories without drawing any links between them. To make vocabulary more systematic, therefore, the students should be encouraged to group the words from the same category together (e.g.: words under a heading ‘furniture’) and

whenever a new item is introduced it should be added to an appropriate category (Allen, 1983: 49,50).

The aim of teachers is to have students learn and know the new words. R. Carter and M. McCarthy (1988) explain all the features an acquisition of a word involves by stating "The task, says Wallace (1972), is to know a word so that it may be recognized, recalled at will, related to an object or a concept, correctly used, pronounced and spelt, appropriately collocated, used at the right level of formality and with awareness of its connotations and associations' (R. Carter, M. McCarthy, 1988:47); only then the word is acquired in both the productive mental lexicon responsible for word retrieval and usage and in the receptive mental lexicon which directs recognition and comprehension. This gives us an explicit list of tasks to which students' abilities are exposed to achieve promotion in their vocabulary development. According to D. Nunan (1991) it is "a gradual process" of shifting the items from the receptive to productive storage (D. Nunan, 1991:130). Students should not only practice vocabulary in a meaningful way but, moreover, they should be encouraged to make their own associations with the words which support their retention.

We should take into account the fact that our mental lexicon is not static, for it constantly re-adjusts as we built new links and strengthen old connections among the words in our minds. A new item as D. Nunan (1991) says can be stored in long-term memory (which is wide) only when the learner is actively involved in the process of learning (D. Nunan, 1991:133). It highlights the importance of each individual, his or her responsibility for own learning and creating own personal links in mental lexicon and though supporting vocabulary acquisition. The author also suggests an important role for teachers who are the facilitators to plan and arrange activities and exercises involving students intellectually by creating a need for use of the practised items. After such practice where students create something meaningful and not artificial, they feel successful, remember the words easily and are more motivated to cooperate in the learning process. D. Nunan (1991) supports this by saying that "a learner who has activated this knowledge through use will be more likely to retain it than a learner who has simply heard or read the item and seen the translation" (D. Nunan, 1991: 133). R. Grains and S. Redman (1986) also emphasise the necessity of thorough processing, systematic organising and regular revision as the basis for long term retention (R. Grains, S. Redman, 1986:86) and permanent value of vocabulary.

b. Essential component of teaching vocabulary is - apart from its presentation - practice and revision

Since teaching vocabulary is an important element of teaching a foreign language it demands proper presentation and thorough practice which enhances learning. Thus as R. L. Oxford (1990) states teaching new words does not end in simply presenting them, moreover, it needs further and regular reinforcement when we want to aim for retention of acquired words (Oxford, 1990:39). The revised items should be selected to illustrate the organised character of vocabulary and thus enable students to link the words within the system.

Each new word is perceived as R. Carter and M. McCarthy (1988) state in its written or spoken form and the more it is linked with associations the more probable is that it will be retained. However, they also claim that knowledge of vocabulary must be constantly practised otherwise it will be forgotten or stored only in the receptive part of lexicon; i.e.: the words we can recognize in context but we are not able to use them productively when speaking or writing. To aim the productive knowledge of the word the students have to produce it in a meaningful way when they are exposed to the need to express themselves (R. Carter, M. McCarthy, 1988:12) because mental activity has a powerful effect on memory; as researchers suggest, there is a relation between cognitive involvement and retention. This creates a permanent demand on teachers to establish procedures that will promote more effective retention of vocabulary. Such procedures should contain meaningful activities focusing on vocabulary revision rather than mechanic drills. Experiments prove that being engaged in a meaningful task that involves some kind of semantic processing, facilitates organization in memory and promotes more effective learning and retention. I can support this suggestion by my own negative experience as a young learner when new words were just presented as long lists of English and Czech equivalents which I was assigned to memorize. In the following lesson my knowledge was tested by stating English expressions to their Czech equivalents and this tedious procedure usually supplemented vocabulary practice. There exist more effective and interesting methods of acquiring vocabulary. Teachers should also encourage students in active approaches to their learning, their own development and enhance students' efforts to obtain new and better organized knowledge. To awake students' interest in progressive learning, students need to be motivated. It means to challenge them by the activities which are appropriate to their level and interests, and

which they feel successful in. Students need to practise and revise what they learn otherwise the input will gradually disappear.

B. METHODS OF PRESENTING AND REINFORCING VOCABULARY

1. Visual and non-visual techniques

Depending on the words which are to be revised, the teacher should decide which way to lead students to recall and reinforce them. For this purpose visual and non-visual techniques can be applied to facilitate more effective learning. Each of these techniques offers a variety of methods, which can be used separately or in combination. In vocabulary revision these both techniques can supplement each other, and this way they expose students' senses to perceiving by more channels which activate larger sections in the brain.

As for the visuals, they are aids which extend reality in the classroom, stimulate imagination and focus students' attention. The teacher can stimulate students' retrieval of revised words by using pictures either drawn on the blackboard or from magazines, or by pointing straight to the object. Also miming and gestures, involving students physically are not only useful for vocabulary reinforcement but these methods are also very popular with students. As supplementary visual materials, which can combine with non-visual techniques, can serve, for example, various diagrams, tables, matrices, flashcards, slides and nets which provide a useful framework for storage of items in the mental lexicon. The use of visuals are a helpful teaching and learning device which can enhance vocabulary retention by facilitating memory and highlighting the relations between the items.

The non-visual techniques such as explanations, example sentences and definitions of the words can play important role in clarifying the meanings. Students recall the target words and, moreover, they perceive how the words are used in context and reinforce the knowledge of all the words used in the lesson. This also leads to using more real English in the class when students need to explain the items and so to produce their own sentences. These sentences, mostly different from the ones in the textbooks, develop their productive language skills.

The method which is selected should depend on the level of difficulty of each revised word. The teacher should bare in mind that he or she is oriented towards helping students revise, reinforce and organise their vocabulary knowledge. The best way is a combination of

these techniques (visuals and non-visuals) applied in activities when students are 'doing' something meaningful and they feel successful which enhances their motivation. All these factors will contribute to effective vocabulary reinforcement.

2. Form-function relationship

V. F. Allen (1983) also suggests a way to extend students' vocabulary knowledge by presenting different grammatical functions of words and their position in various sentences. "To learn a new function for a word one already knows is to expand one's vocabulary in an efficient way" (V. F. Allen, 1983:89,90). The correspondence between form and function (whether the word is a verb, subject, etc. - parts of speech) must be pointed out. Students should be aware that the word 'ring' cannot be used only as a noun with two different meanings but that it also functions as an irregular verb. Students must know the functions of words in sentences to be able to convey the meaning.

3. Focus on word formation

Word form corresponds to grammatical functions of the language and its significant factor to be emphasised is learnability. It applies especially to focusing on affixation, compounding and conversion. As J. Harmer (1991) suggests "to know a word we need to know about its use how it is formed and what grammatical behaviour it provokes" (J. Harmer, 1991:155). This can be processed by breaking words down into component parts and distinguishing the morphemes (roots, prefixes, suffixes). The knowledge of principles of word building will serve to widen the students' range of expressions because there exist 'common' affixes which combine frequently and their meanings can be presented (e.g.: -ful, -less can form adjectives of opposite meanings). Some of the affixes allow us to distinguish the word categories (noun, adjective, etc.). According to M. McCarthy (1990) "Exploiting the internal structure of words is a useful organising principle for vocabulary teaching" (M. McCarthy, 1990:99), for it offers a double entry principle into mental lexicon. Derived compound words are stored both as single units (e.g.: an agent of process or activity: 'a cooperator') and as a set of affixes and roots which can combine to form new words (e.g.: a prefix: co-; a root: operate; a suffix: -or). Teachers should bare in mind as R.

Carter and M. McCarthy (1988) explain that form is a principal way to meaning (R. Carter, M. McCarthy, 1988:64) because visually the form is primary in remembering the word.

4. Creating semantic links between words

M. McCarthy (1990) states that making semantic links between the words is an effective way which fosters good memorizing (M. McCarthy, 1990:118) and the more links, the better retention because the words in mind are organised into semantically related families. The same author also suggests that students should be encouraged to view understanding at different levels and therefore, teachers should attempt to organize the new words in relation to words already known; in other words to develop structural approaches during teaching vocabulary. As I have already mentioned the more associations are presented, the more effective the process of retention and more cross-reference links are established in the mental lexicon.

According to R. Carter and M. McCarthy (1988) to illustrate and analyse the links between the word forms, meanings and structures, and involving both productive and receptive approaches are more effective for students than a single-word translation technique (R. Carter, M. McCarthy, 1988:12). This technique, however, plays an important role as McCarthy (1990) claims in remembering the word form in first encounter (M. McCarthy, 1990:120). In other words, the principle of vocabulary learning is based on variety and quantity of associations and word analyses.

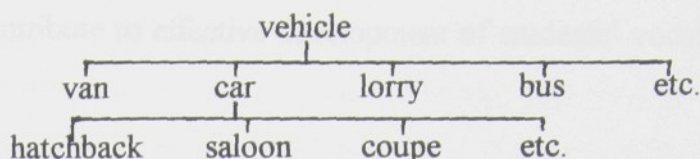
Sense relations are fundamental to the lexical organization of the language and are of paramount importance in language learning, for they can provide a useful framework for the students to understand semantic boundaries as R. Grains and S. Redman (1986:30) state. It offers a coherent and effective record for the students in terms of organization. The meaning of a word can be understood and learnt in terms of its relationship with other words in the language. Only then the word can be used appropriately in context where the words are related to one another in terms of their meaning. The relations which are used frequently in lessons as M. McCarthy (1990) states are *synonymy*, *antonymy* and *hyponymy* (M. McCarthy, 1990:16). *Synonymy* express sameness and are useful for a quick and efficient way to explain unknown words (e.g.: to start - to begin).

Antonymy demonstrate oppositeness (e.g.: hot - cold).

Homonymy are the same words of different meaning which are not related in meaning.

Hyponymy, the relation of inclusion, organize words into taxonomies (a visual aid) or hierarchical tree-type diagrams.

E.g.:

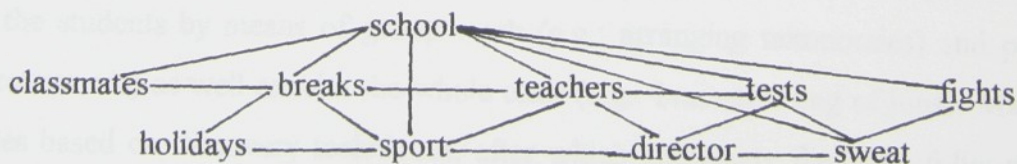


(M. McCarthy, 1990:19)

In the hyponymy relation, 'car' is a hyponymy of 'vehicle', while 'vehicle' is the superordinate item to 'car'. The whole list of hyponymy (here it means - van, car, lorry, bus) forms a lexical set. All the words under one heading (i.e.: all lexical sets) form a lexical field. Lexical fields are in fact a realization of semantic fields. This kind of grouping is not only popular with students but it is also proved to be an effective method because the words are organized into semantically related families in mental lexicon. R. Grains and S. Redman (1986) claim that "They form useful building blocks for students and can be revised and expanded as students progress" (R. Grains, S. Redman, 1986:69). The internal relations of the whole set are alert because the language is in constant development. The taxonomy-like relations according to M. McCarthy (1990) "... encourage transfer of knowledge of patterns of organization to the L2 learning context" (M. McCarthy, 1990:20). Semantic links (e.g.: links between synonymy, antonymy, superordinate and subordinate items of taxonomies) play an important role in production. R. Carter and M. McCarthy (1988) suggest that "Learning can advance through the incorporation of insight from semantics" (R. Carter, M. McCarthy, 1988:42).

Word-associations are equally important as they also organize into semantically related families in the mind and are of individual character because people associate different items (e.g.: school - teacher; salt - pepper). These associations can be arranged into web-like sets which provide visual stimuli for students.

E.g.:



All these organizational principles, either based on semantic relations, on word-formation rules or form-function relationships, applied while revising and reinforcing knowledge of learnt items contribute to effective development of students' vocabulary and their flexibility in its use.

C. PURPOSE OF THE PROJECT

The main objective of this project is designing activities which would practice and extend students' temporary knowledge of vocabulary based on illustrating the organizational principles among the lexical items and thus enhance effective learning. After the students learn the meaning of some words, when revising them the emphasis is on students exploring the knowledge of the words (e.g.: grammar, spelling) and on demonstrating the relations between them. This might enlarge students' vocabulary aquirement because as J. Morgan and M. Rinvulcri state (1986) "Students tend to remember what they have created and discovered for themselves" (Morgan, Rinvulcri; 1986: 9).

All the vocabulary revision activities I applied followed the principle of learning in a spiral; this means that there was always an initial stage where students were first engaged in retrieving the words they had known (e.g.: in a crossword puzzle, brainstorming) and this way they were recycling the items, and only then they were focusing on the target task which would establish appropriate links between the items which had been presented in previous lessons separately, and finally, new information about the items was added and practised. This process is very valuable for students because they feel safe from the beginning when old knowledge is retrieved and only then newer elements combined. The feeling of success in the first step positively affects students' motivation for further learning. In each lesson I intended to activate the students' knowledge by encouraging integration of ideas among the students by means of group work (e.g.: arranging taxonomies) and pair work (e.g.: crosswords) as well as with the whole class (e.g.: brainstorming of jobs). Many of the activities based on discovery techniques, after which immediate feedback followed, aimed at having students work out the rules, relations and meanings for themselves.

The project was tested on 10-11 year-old lower-intermediate-level students. These students learned a large number of English words and it was thus useful for them to

organize their vocabulary. W. A. Scott and L.H. Ytreberg (1990) wrote about this age group, "Since concentration and attention spans are short, variety is a must: variety of activity, organisation, variety of voice" (Scott, Ytreberg; 1990:5). While planning the lessons focusing on organized vocabulary revision I considered this and tried to select and arrange the words the students had learned in the textbooks Project 1,2 into groups relating to interesting topics. I prepared various activities and exercises focusing on illustrating the organizational principles of the items which students had already learned. They revised and reinforced their vocabulary knowledge by discovering the principles of vocabulary organisation and by making links between its items. Definitions and explanations were very useful because students were involved in retrieving the target words and also in their proper usage in context. The new vocabulary items were presented in the same way by explaining their meanings and using them in example sentences. I elicited their Czech equivalents only when necessary. I tried to prepare such activities which would encourage students and create a need for them to explain the meanings of some words. The procedure aimed at developing a skill useful for real life when communicating and expressing own ideas in English.

In the first lesson the students were retrieving words they associated with topics 'travelling' and 'holidays'. Then they arranged semantic maps from the assigned words and justified the links between the words. Finally, they were filling in the gaps. The second lesson intended to explore effectiveness of attracting students' attention to verb-noun derivation rules (e.g.: to sing - a singer). The students filled in the table the names of agents from the stated verbs and then they categorized them according to the type of suffixes. A special emphasis was given to distinguishing gender (e.g.: a waiter - a waitress) and to revising compounds of agents (e.g.: a policeman - a policewoman). In the end the students were miming various jobs and their colleagues guessed them. Activities in the third lesson focused on challenging the students to make links based on sense relations while arranging taxonomies (e.g.: of drinks, sports), to state superordinates to hyponymy (e.g.: a singer, a driver - jobs) and to create word definitions. In the last lesson I wanted to investigate how useful it is to attract students' attention to the fact that in some cases it is possible to use the same words as different parts of speech (form-function relationship; e.g.: to drink - a verb; a drink - noun) and that one word can have different meanings. Students read a text in which they identified relating words and classified their word categories. The final activity

intended to explore their knowledge of noun-adjective derivation and of use of common suffixes (e.g.: care - care/ful) when the students were transforming nouns into adjectives.

To retain variety in the lessons, one of my primary intentions, I applied exercises either adapted (e.g.: tables, diagrams) or self - designed (e.g.: crossword puzzles, a story), which differed from the ones provided in the textbook. I tried to carry out as many exercises as possible, for part of my strategy was to expose students to a variety of forms of storage and also to raise students' interest by unexpected activities (a moment of surprise).

Visuals were significantly important, used as supplementary materials during the lessons where students were, for example, filling in tables, crossword puzzles, arranging taxonomies or web-like nets or miming various jobs. While doing this they were also actively involved in learning by "doing" something meaningful. This was even intensified by introducing an atmosphere of competition and games, and by establishing time limits to some activities.

All these factors influenced the selection of words and their arrangement in revision exercises. In each lesson the stages followed an order, first retrieving known words then discovering their links and, finally, adding new information and practising it. The goal of the lessons was generative and organized revision, and thus aiming for a complexity of students' vocabulary knowledge.

D. THESIS

Words can be remembered better when systematically organized according to their lexical relations. Focusing students' attention on semantic links between words, on form-function relationship and word formation, can effectively contribute to storing a large amount of productive vocabulary into students' memory.

E. THE FOLLOWING PAPER PARTS

The second section of this paper will include the analysis of four teaching plans where the results of the teaching practice will be discussed in relation to the thesis. In the third section the results of the teaching practice will be summarized in relation to the theory and methodology.

II. LESSON PLAN AND REFLECTION SECTION

Listed below are four elements of my teaching practice. First, the Class Profile describes the specific class in which the lessons were taught. Next, the Pre-Lesson Summary demonstrates the lesson planning stage of the teaching practice. Thirdly, the Lesson Summary shows the stages of classroom presentation and practice. Finally, in Reflection on the lesson, the learners' experiences are discussed.

CLASS PROFILE

Class	5.A
Age	10 - 11
Number of pupils	15
Girls/Boys - Ratio	8 girls/ 7 boys
Level	lower intermediate
Textbook	<u>Project English 2</u>
Lessons per week	3/45 min
Teaching problems	minor discipline problems
Learning problems	none
What was positive	Enthusiasm of the students. Supervising teacher.

COMMENT

1. Class

This was a fifth year class. It was their third year of studying English.

2. Age

The students were eager to work on newly presented activities in the lessons, and their age contributed to their being very energetic and enthusiastic.

3. Number of students

Fifteen was a good number. It helped to have such a small number of students since I had time to pay individual attention to slower students, including two shy girls who never volunteered. The pace of the lesson was quite fast so that we could cover a lot of activities which helped develop the students' knowledge of English.

4. Girls/Boys - Ratio

Boys and girls were used to sitting separately; boys on one side of the classroom and girls on the other. Boys and girls usually formed separate pairs and groups when doing pair or group work. This did not cause problems as the atmosphere in the class was good and they cooperated well together when asked to. Boys were more assertive and volunteered more often than girls.

5. Level

As I have already mentioned, the students were lower intermediate. It allowed quite a fast pace of the lesson activities. The students were used to hearing classroom English most of time, but I elicited translation of difficult instructions. They were eager to express their opinions but I had to encourage them to give more fluent and accurate answers.

6. Textbook

This was the first year they used Project English 2. It is very helpful for teachers. It provides lesson plans, suggests possible activities and contains exercises with answer

keyes. Many of the topics and exercises were funny or interesting as well as suitable for practising all four skills. However, additional activities should not be omitted to complement the students' practice of the target language.

When I started my teaching practice, they have already been taught:

Project 2 - genitives, past simple tense, past continuous tense, imperatives (Issue 1-2).

I have covered: comparatives with 'than', superlatives, numbers 100-999, comparatives with 'more' and 'most' (Issue 3 section 1-4).

7. Lessons per week

The class had 3x45 minute long lessons per week. This I found enough to cover the material plus extra activities.

8. Teaching problems

Students' discipline was not always the same which is a natural phenomenon. However, if some discipline problems occurred, I did not have difficulty coping with them. I always tried to make the lively students (especially boys) occupied with work which was one way to keep them from disturbing the class.

9. What was positive

There were many positive factors during my teaching practice. The supervising teacher was helpful, friendly and she always used a positive criticism which encouraged me to feel more confident and to concentrate on improving my teaching skills. The students were bright and eager to learn. It was easy to work with them because they cooperated with me.

SUMMARY 1

I. GENERAL LESSON THEME

The central topic of the lesson was 'travelling' and to it relating 'holidays, sports and free time'. It began with a warm-up crossword where students came to a solution 'travel' introducing the lesson topic. Students were then answering questions about their travels and brainstormed the words they associate with this word. Then a group activity followed in which students were arranging semantic maps and indicating the links between the items. Finally, students were asked to fill in the text applying the listed words.

II. THESIS FOCUS

Students' knowledge of vocabulary will be reinforced and extended if we use tasks and activities which will challenge them to make links between the words based on personal associations (i.e.: questions in stage 2, brainstorming in stage 3) while speaking about 'travelling' and 'holidays' and on semantic relations (i.e.: semantic maps) when the students explore sense relations between the words.

III. ANTICIPATED PROBLEMS

I thought students might need help in stage 1 where I intended to elicit the words: 'move', 'stand'. I therefore planned to mime the situation and ask: 'What am I doing? You are sitting. And me?' if necessary.

In stage 2 I would state sample answers in case students hesitate to answer to make the task clear.

Also in stage 3 I would use prompts to guide students to as wide range of words as possible (e.g.: free time, hobbies, hotel).

I wanted to avoid any possible misunderstanding of the task in stage 4 and therefore I planned to elicit one example of a semantic map on blackboard before setting the group work. I was ready to explain the words: 'to sunbathe, sunbathing, seaside, sand, wax' which I expected students did not know as these words were not presented in their textbook.

IV. LESSON AIMS

1. to revise vocabulary of the two previous lessons in a crossword; to introduce the topic
2. to personalise the topic by having students speaking about their own experience and to have students retrieve appropriate vocabulary
3. to sum up all the known words students associate with 'travelling'
4. to have students organize the semantic maps in groups from the assigned words and to have them indicate the links which they justify; to present new words: 'to sunbathe, sunbathing, sand, seaside, wax'
5. to check students' ability of filling in the gaps by taking in account the context

V. MATERIALS

- a self-designed crossword (stage 1)
 - two large quattros, coloured felt tips, flash cards (stage 4)
 - T. Hutchinson: Hotline Starter, p. 62 - text (stage 5)
- (see copy)

VI. LESSON SUMMARY

1. Warm-up crossword

Teacher reads out the definitions for each line of the crossword that is drawn on blackboard. Students state their answers and teacher fills them in the lines. (see copy)

Aim: to revise vocabulary of the previous lessons relating to the topic of the lesson which is presented by the solution of the crossword

2. Questions/Answers about 'travelling'

Teacher asks questions and elicits answers.

Questions e.g.: Which countries have you been to?

What did you like there?

How did you get there?

Where do you plan to go once?

Aim: to get students retrieve the vocabulary they have already learned and to use it while speaking about the topic familiar to them

3. Brainstorming

Students list all the words they can think of which they associate with 'travelling'.

Teacher gives examples. Students' answers e.g.: sea, hobbies, holidays, sports, hotel, train, etc.

Aim: to summarize all the words students know that relate to 'travelling'; to reinforce their knowledge; to prepare students for the following stage

4. Semantic maps

a. Teacher writes the word 'SPORTS' on blackboard and the students state the words they connect with it. Teacher draws links between the relating words.

Aim: to prepare students for the following stage; to give them a concrete example

b. Group work

Teacher explains the task first in English and then in Czech to make sure students are not confused. Students are divided into two groups. Each group gets one key word (one group: 'hotel', other group: 'free time') and 17 flash cards with words relating to the key

word (see copy). Each group has a different set of words to work with. Students arrange the words, stick them on paper and draw all links between the words they can think of. Teacher monitors and has students orally justify and explain their links. Then each group writes down three more words they associate with the key word and again justify the links to the other words (in the semantic field).

Aim: to have students organize the associated words into semantic maps and justify their links between the words; to have students use the words orally in sentences

c. Feedback

Each group shows their poster and uses the words in sentences while explaining the links to other words in their posters. Teacher points out the difficult words which are not in the both sets (i.e.: to sunbathe, sunbathing, sand, wax) and has students to explain their meanings in Czech.

Aim: to revise the words on flash cards and to point out the words which didn't appear in the lists of both groups (e.g.: waiter, wax, seaside, sand, sunbathe, sunbathing) and students had difficulties with while working in groups

5. Gap filling

a. Students read out the list of the words stated below the text on their copies. Teacher requests students to ask about unknown words (e.g.: coast, national) they did not learn. Then teacher explains these words in English and elicits or states their Czech equivalents.

b. Students individually fill in the gaps in the text. Teacher monitors.

c. Feedback. Students read out the sentences and teacher repeats the target words to enable the students to correct possible mistakes. Teacher elicits translation of some difficult sentences to check comprehension.

Aim: to have students apply the listed words while filling in the text

VII. REFLECTION

1. (Crossword)

Students answered all the numbers except for number 2 which we filled in as the last. I helped them with number 4 which I mimed. They had some difficulties to recall the word 'towel' because they did not know the verb 'to dry' used in the definition. Therefore I elicited Czech translation of 'wet' and told them that 'dry' was its opposite - 'suchy'. Then I elicited the translation of 'to dry'. One student recalled this word - 'towel' and his colleagues expressed recognition of this word. After the students spotted the solution of the crossword: 'travel' I filled in the letter 'r' in number 2. To help them with line number 2 I stated the Czech translation of the word 'crowds' and then they knew it in English.

2. (Questions/Answers - 'travelling')

This stage went well. Students answered the questions without major difficulties. I answered only the first question as a sample. I elicited from three to twelve answers to each of eight questions. This activity was brief and without hesitation. I only corrected wrong pronunciation of some countries (e.g.: Egypt).

3. (Brainstorming)

In this section I prompted a lot. Students listed lots of words. Most of the words were connected to the prompt word, which was usually a superordinate word with which I led them.

e.g.: Teacher's prompt: 'Free time.' - Students' answers: 'Reading books, watching TV, fishing, playing computer games, going to the cinema and theatre'

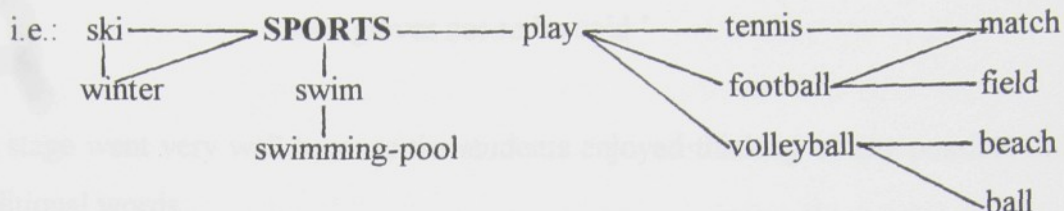
'Hotel' - 'Eating in a restaurant, swimming in a swimmingpool, exercising in a fitness center, waitresses, money'

'Sea' - 'water skiing, boats, ferry, windsurfing, diving, sun, beach, hot, sunglasses, shorts, volleyball'

'Transport' - 'plane ship, boat, van, bus, car, traffic jam, steward, helicopter'

(Semantic maps)

a. This went well. Students stated twelve words and indicated the relations between the words.



b. Students were themselves able to divide into two groups (7 and 8 students). When I monitored, both groups stated reasons for their links between the words. One group worked faster (because there were the two smartest boys from the class) and that's why they managed to state five more words instead of three. All the students were contributing to the group work because they modified this activity into a competition - which group is quicker. This increased their motivation. Both groups created excellent posters and the faster team drew simple pictures on it.

Since each team worked with a different set of words, they had different problems. In one team students guessed the meanings of a word 'wax' and on students request I explained the meaning of the word 'to sunbathe' and students stated its Czech equivalent. The other team was not sure about the word 'seaside', 'sand', 'sunbathing'. After giving explanations of these I elicited their Czech translations. Each team stated three more words: a.: 'shark', 'boat', 'diving'; b.: 'restaurant', 'fish', 'waves'.

c. Both teams read out all the words from their posters which were placed on blackboard. I wanted both teams to learn all the new words from the two sets. Students explained the meanings of 'to sunbathe, sunbathing, sand, wax' in Czech to their colleagues. Then each team explained in sentences the links between the words.

Students' statements: e.g.: a. flash cards for 'hotel': waiter, warm, drink

'Waiter gives us warm drinks in a hotel.'

lake, fishing

'There is a lake near the hotel where we can go fishing.'

b. flash cards for 'free time': swim, sea, waves

I think that especially 'We can swim in the sea where are big waves in our free time.'

Many words, learned recently, were used in the text: swimming, sea, waves, free time, skiing, downhill, gloves

Next time I would like to say 'In winter we can go downhill skiing in our free time and we need gloves not to be cold.'

Definitely, I would not spend my winter holidays in the mountains, but I would like to go to the sea.

This stage went very well because the students enjoyed thinking of any possible links and additional words.

After this activity I would assign the pairs to write a short text about their holidays. After this activity I would assign the pairs to write a short text about their holidays. After this activity I would assign the pairs to write a short text about their holidays.

5. (Gap filling)

a. After reading out the list students stated the Czech translation of the words 'coast' and 'national'.

b. Students needed longer time for filling the words in the gaps than I expected and that is the reason why we had hardly any time for a proper feedback. I was prompting while monitoring by suggesting whether a noun or a verb would go in the gap. Many students did not remember what the word 'national' means and therefore I translated it again.

c. Students very quickly read out the whole text and corrected wrong words. There were five students (out of 15) who made only two mistakes.

This activity was demanding because the students had to concentrate not only on separate sentences but on the whole context of this text.

VIII. CONCLUSION

This lesson was quite demanding for students' concentration because all the activities were done very quickly and one stage immediately changed another one. All students were involved in the activities and they enjoyed especially activities in stage 1 and 4 which were unusual for them.

I think that especially stage 3 and 4 were effective for reinforcing and extending students' vocabulary knowledge of this topic in an entertaining way. Students retrieved many words, learned new and practised them in relation to one central topic.

Next time I would bring lots of pictures of free time activities, travelling and holidays to offer the students concrete stimuli for brainstorming vocabulary of this topic.

Definitely, I would not speed up stage 4 focusing on semantic map links and I would spend longer time on this activity as I saw students wanted to work further on it and the feedback on their links could even lead to a discussion between the groups about the appropriateness of their links. After this activity I would assign the pairs of students to write how they imagine either 'the ideal holidays' or 'very bad holidays' using ten words from their group poster. I find it more useful for students to concentrate wholly on the activity which they enjoy and is very effective for their vocabulary development (focusing on semantic relations and on personal associations) rather than to speed it up and not practise efficiently.

Therefore, I would do the last activity in another lesson to check students' learning and after it they would be asked to write similar texts about other places they have visited.

Stage 1) CROSSWORD

Opposite of sit or lie.
 Plenty of people at one place.
 A historical building
 where princes and princesses
 lived.
 Stand! Don't...!
 After a shower you dry
 yourself with a.....
 A man working on a ship.

1.	<u>S</u>	<u>T</u>	<u>A</u>	<u>N</u>	<u>D</u>
2.	<u>C</u>	<u>R</u>	<u>O</u>	<u>W</u>	<u>D</u>
3.	<u>C</u>	<u>A</u>	<u>S</u>	<u>T</u>	<u>L</u>
4.	<u>M</u>	<u>O</u>	<u>V</u>	<u>E</u>	
5.	<u>T</u>	<u>O</u>	<u>W</u>	<u>E</u>	<u>L</u>
6.	<u>S</u>	<u>A</u>	<u>I</u>	<u>L</u>	<u>O</u>
				<u>R</u>	

Stage 4) 2x 17 FLASH CARDS

Hotel: beach

volleyball
 sunbathing
 skiing
 relax
 sand
 seaside
 rock
 fishing
 lake
 waiter
 swim
 swimming pool
 towel
 water
 warm
 drink

Free time:

skiing
 down hill
 wax
 gloves
 rope
 swim
 swimming pool
 water
 windsurfing
 ship
 sea
 sunbathe
 waves
 beach
 cream
 towel
 cold

(Stage 5)

FILL IN THE GAPS

Stay in one of the fine _____ on the
Kenyan _____. Don't worry about the _____.
Everybody here _____ English. You can sunbathe
on beautiful _____. Lie on the white _____.
_____ in the warm blue water of the Indian
_____. You can go on safari to one of the
_____ parks. Here you can see lions, elephants,
giraffes, zebras, flamingoes and many other _____.
You _____ Africa's highest mountain,
Mt. Kilimanjaro. Don't forget your _____!

• USE THESE WORDS:

animals

language

coast

hotels

swim

camera

can see

Ocean

speaks

sand

national

beaches

SUMMARY 2

I. GENERAL LESSON THEME

This lesson centred on speaking about 'jobs', on forming nouns from verbs. It began with brainstorming different kinds of 'jobs'. Students were then given a table where they filled in the names of 'jobs' from the listed verbs. The 'jobs' students filled in in the table were then divided into four categories according to their suffixes. Special emphasis was put on 'jobs' distinguishing the gender (i.e.: waiter - waitress; policeman - policewoman). Students then mimed various 'jobs'. Finally, they were given homework in which they were assigned to use any five of the target words in a short paragraph or a story.

II. THESIS FOCUS

In this lesson I wanted to explore how attracting students' attention to verb-noun derivation, especially of words which have the same root can reinforce their knowledge of these words and help them to apply the rules of word-formation more effectively. A special emphasis was put on words distinguishing gender. The category of jobs seemed suitable for this purpose.

III. ANTICIPATED PROBLEMS

I prepared pictures of 'jobs' to be presented in stage 1 as visual stimuli which might support students' retrieval of vocabulary of this topic.

In stage 2 I expected students not to distinguish the different names of 'jobs' for the two genders (e.g.: actor - actress) and therefore while eliciting the 'jobs' from students I would prompt by suggesting that there exists a different word for a woman doing that job (e.g.: students' answer: 'An actor.'; teacher's reaction: 'Yes, a man is an actor.

And a woman is an...?'; correct answer: 'An actress.'). I planned to write all the elicited words on blackboard to prevent any possible spelling mistakes .

I thought students might be confused or shy when asked to mime the jobs in stage 2e. I was therefore ready to mime one job myself as an example to demonstrate to students what they were asked to do. I also planned to select first only volunteers to perform the miming.

IV. LESSON AIMS

1. to revise vocabulary of 'jobs', especially of those words which have the same root as nouns and verbs (e.g.: a driver - to drive; a dancer - to dance)
2. to categorize all the names of 'jobs' from the table according to the type of suffixes (e.g.: edit-or; sing-er; cook)
3. to revise vocabulary of 'jobs' that are compounds and distinguish two gender forms; to have students state examples of such compounds (e.g.: a postwoman - a postman)
4. to reinforce students' knowledge of vocabulary of 'jobs' by having them mime various jobs (physical involvement)

V. MATERIALS

- pictures of various jobs from magazines
- copies of self-designed tables (stage 2)
- (see copy)

VI. LESSON SUMMARY

1. Brainstorming

Teacher shows pictures of 'jobs' and asks: 'What do these people do?', 'What are their jobs?'. Students answer the questions and then list all 'jobs' they know and say what the persons do. Students' answers e.g.: a skater skates; a singer sings; a teacher teaches.

Aim: to introduce the topic of jobs; to revise vocabulary of jobs and to prepare students for the following stage

2. Suffixes and compounds - 'jobs'

a. Filling in the table

Students individually fill in the two columns in the table. Students apply the listed verbs and form the names of 'jobs' and name the 'place of work'. Teacher monitors.

The table e.g.:	JOB	/	WHAT HE/SHE DOES	/	PLACE OF WORK
	singer		SINGS		theatre, club,...
(see copy)	cook		COOKS		kitchen

Aim: to have students realize that some paired nouns and verbs have the same word roots; to have students focus on forming nouns from verbs and on using suffixes; to point out that some 'jobs' do not have only one word for both genders

b. Feedback

Selected students read out the lines from the table. Teacher writes all the 'jobs' from the table on blackboard and elicits both gender variations where necessary. Students correct possible spelling mistakes. Teacher has students guess the meaning of unknown verbs and elicits their Czech translation.

Aim: to check students wrote correct answers in the table and to correct spelling errors; to put emphasis on proper names of 'jobs' that form two variations according to gender;

to introduce new verbs (i.e.: to act; to wait on somebody; to sail; to edit) and to have students infer their meanings

c. Suffix categories

Teacher tells students again that there exist other 'jobs' which distinguish whether it is a man or a woman and writes one example from the table on blackboard. Students then list all examples of such 'jobs' from their tables. Students write the examples down at the same time as teacher does.

e.g.:	He	She
	act/or	actr/ess
	wait/er	waitr/ess
	murder/er	murder/ess

Teacher draws students' attention to the suffixes and the spelling changes. Students then state another 'job' from the table and suggest its suffix. Teacher writes it on blackboard and students into their exercise books marking the suffixes. Then other 'jobs' formed by the same suffix are stated. The same procedure is done with two other suffix groups. Finally, students divide the 'jobs' into four groups: the first are the 'jobs' distinguishing men and women; the second word-group ends in -OR; in the third group there are words ending in -ER/ -R; and the words in the last group do not have suffixes.

Aim: to distinguish groups of words formed by same suffixes; to emphasize spelling changes

d. Compounds - 'jobs' distinguishing genders

Teacher informs students that there are also other 'jobs' where different names for men and women are used. Teacher's example: 'a police/man'. Students complete its counterpart (i.e.: a police/woman). Teacher elicits some more examples and writes them on blackboard marking the two parts (morphemes) of each word. Students note them down.

e.g.: -MAN -WOMAN

police/man police/woman

sports/man sports/woman

Aim: to revise vocabulary of 'jobs' formed by a compound element -man/-woman; to present compounds as another type of word-formation

e. Miming

Teacher mimes one of the 'jobs' and students guess the name of the job and what the person does (e.g.: You are a singer and you sing.). Then students mime some 'jobs' and their colleagues guess the names of the 'jobs'.

Aim: to reinforce students' knowledge of vocabulary of 'jobs' by miming (physical involvement); to have students make links between the nouns and verbs of the same roots.

4. Homework assignment

Teacher assigns students to choose any five of the target words (names of jobs or what the people do) and to write a short paragraph or story.

Aim: to reinforce students' productive knowledge of practised vocabulary and of word-formation (esp. of verb-noun derivation and compounds)

VII. REFLECTION

1. (Brainstorming)

This went without problems. Students stated the 'jobs' from the pictures. Then they very briefly stated eight other examples of 'jobs' and said what those people do, which was sufficient as a topic introduction and warm up. Students' answers e.g.: 'A driver drives cars.' 'A postman brings letters.' I once elicited peer correction of 'a cooker' instead of 'a cook' and students explained the difference between these words.

2. (Suffixes and compounds)

a. First I explained to students the task and then I read out the first line in the table. To make sure all students understood what to do I selected one student to repeat the task in Czech. Then I elicited the second line. I monitored when students filled in the table and I reminded them to fill in only the words they knew. Students had difficulties with forming the nouns from the verbs they did not know. Most students filled in only about sixty percent of the table which was also due to the time pressure.

b. Students read out the lines from their tables and I wrote each name of a 'job' on the blackboard to give students a chance to correct mistakes. There were more possibilities to write in the column of 'place of work' and therefore we stated these only orally. Students finally stated correctly all names of 'jobs' from the table and I elicited Czech translation of the new verbs students inferred meanings of (i.e.: to edit, to act, to sail, to photograph). I tried to select different students to answer, but there were only three very smart students who were able to state the more difficult words. Students had difficulties with the word 'waiter' because they didn't know the verb 'to wait on somebody' but I elicited this noun by reminding students of the previous lesson where they had learned and used this word. Also the word 'student' caused problems probably because of its verb form written in the third person (studies) which might have confused them. However, after telling them that it is not a proper 'job' and that it is what I do, students stated this word. When students read out that 'a photographer photographs', I explained that it was also possible to say 'to take photographs' which they had already learned. From the gender paired words students knew only 'actor / actress' and when I indicated that 'waiter' and 'murderer' distinguish also a name for a woman doing that 'job', they stated the words 'waitress' and 'murderess' correctly.

c. Students successively stated all the 'jobs' from the table and divided them into the suffix groups. Students were justifying the presence of each word under the appropriate suffix by stating the verb indicating the root of the word. Students' answer e.g.: 'a drive/r - to drive'; 'a photograph/er - to photograph'.

d. First I elicited an example of a job (a postman/a postwoman) which distinguishes genders by asking : 'He is a postman. And she?'. After that I wrote it on blackboard and marked the two parts of each compound. Students were then asked to list any other examples. One student stated 'a steward' and 'a stewardess' and despite this was not an example of a compound, we added these words to the previous group (i.e.: actor - actress). Finally, after prompting, I elicited three compound nouns (i.e.: a police/man, a police/woman; a sports/man, a sports/woman; a business/man, a business/woman).

e. This stage went very well. Students were enthusiastic to take part in miming the 'jobs'. Four students participated in this activity and their colleagues guessed the mimed jobs. Students were very creative in their performances and they were volunteering to mime (i.e.: a policeman, a singer, a businessman, a waitress). Because it was almost the end of the lesson this activity had to end despite students eagerness to continue in performing the 'jobs'.

4. (Homework assignment)

Most of the students used the target words correctly in separate sentences. They used the words they had already known before (i.e.: 'a murderer', 'a businessman', 'a sailor', 'a diver', 'a driver') and the new words they liked (i.e.: 'to wait on people', 'a student', 'to photograph'). Although the task was to write a paragraph or a story, the aim of this exercise - practising the words in context - was realized.

VIII. CONCLUSION

All students were actively cooperating and enjoyed the lesson activities in spite of the demand on their constant concentration. I did not see any signs of boredom at all. This may be due to the fact that students sounded always enthusiastic about any activity which was not apparently connected with the textbook.

Students enjoyed most of all the tasks when they were filling in the table (stage 2a) and in the sentences (stage 3), and the miming (stage 2d). I think that all the activities and tasks proved to be very useful for reinforcing and extending students' knowledge of

Fill in the table

Job

sing

vocabulary and for increasing their competence in L2 by applying the rules of word-formation (verb-noun derivation, gender suffixes). For this purpose presentation of the 'jobs' proved to be really suitable.

Students' knowledge of 'jobs' (i.e.: noun-verb derivation, gender distinction) was tested after the fourth lesson (see 'Test' after Lesson four) where the students were succesful and the lesson aim appeared to be effective.

The filling tasks (2a; 3a) could even be presented as competitions (which student finishes them first and correctly) which would also support students' interest and involvement. Definitively, I would not speed up stage 2e where students were miming various 'jobs'. I would plan the lesson stages in a way to devote longer time to this activity and so to grant students' demand to spend more time on miming the 'jobs' because this is a useful and effective way for them to reinforce vocabulary of this topic in an entertaining way. Students were involved in percieving by more channels not only intellectually, but also physically and emotionally during this activity, which contributes to better memorization of the target language.

photographs
writes
drives
skits
plays tennis

- Fill in the table

JOB	WHAT HE/SHE DOES	PLACE OF WORK
singer	sings cooks acts/ plays dances waits on people reports studies murders swims interviews skis dives sails photographs writes drives edits plays tennis	theatre restaurant, cafe'

Stage 2c) - Suffix categories

1. He She
 actor actress
 waiter waitress
 murderer murderess

2. - OR
 sailor
 editor

3. -ER/-R
 singer skier
 dancer diver
 reporter photographer
 swimmer writer
 interviewer driver
 player

4. - remains the same
 cook

5. student

Stage 2d - Compounds - jobs distinguishing genders

He	She
- MAN	- WOMAN
police <u>man</u>	police <u>woman</u>
sports <u>man</u>	sports <u>woman</u>
business <u>man</u>	business <u>woman</u>
post <u>man</u>	post <u>woman</u>

SUMMARY 3

I. GENERAL LESSON THEME

The lesson began with a crossword puzzle where students were given hyponymy and tried to guess superordinates. Students came to the solution 'vocabulary' which was the central idea of the lesson stages. A group task followed in which students were arranging taxonomies of given superordinate words. Students were then defining words from crosswords in a jigsaw exercise. Finally, students were assigned to prepare similar crosswords for homework.

II. THESIS FOCUS

Students' knowledge of vocabulary will be effectively reinforced and promoted if we use tasks and activities which will challenge them to make links between words based on sense relations (i.e.: from hyponymy to superordinates in stage 1; in taxonomies in stage 2 from superordinates to hyponymy) and on word definitions (i.e.: defining words in stage 3).

III. ANTICIPATED PROBLEMS

I thought students might not understand the task in stage 1 and therefore I planned to explain it also in Czech, have students read out the first example in the crossword and then elicit its second line to make the task clear.

In stage 2 I thought students might not be clear about the task since they had not done any taxonomy before. I therefore decided to elicit one taxonomy of 'drinks' on blackboard to give students a concrete example of the task.

I was ready to prompt if students would find it difficult to decide on a criteria for classification in stage 2b.

In stage 3 I planned to explain the task clearly and quickly, since students had never done it before. Therefore I decided to state one example of a word definition, have students guess the word and then to elicit a word definition of a stated word.

IV. LESSON AIMS

1. to revise vocabulary of two previous lessons in a crossword; to have students guess superordinates to stated hyponymy
2. to have students brainstorm hyponymy words to given superordinates; to classify the hyponymy (subordinate) words into lexical sets and to arrange them into taxonomies; to have students realize the sense relations between the words of the lexical field
3. to have students make definitions of words which were revised and practised in the previous stages; to have students make word definitions, guess the defined words and fill them in crosswords

V. MATERIALS

- copies of crosswords (stage 1)
 - three posters, coloured felt tips, flash cards (stage 2)
 - copies of crosswords (stage 3)
- (see copy)

IV. LESSON SUMMARY

1. Crossword (superordinates)
 - a. Students read out the first line of the crossword. Teacher explains the activity and elicits the second line. Teacher monitors when the students individually fill in the lines.

b. Feedback

Teacher elicits answers for all the lines and writes them on blackboard to allow students to check their spelling. Students read out the solution 'vocabulary' and explain its meaning. Teacher introduces vocabulary to be in the focus of the lesson.

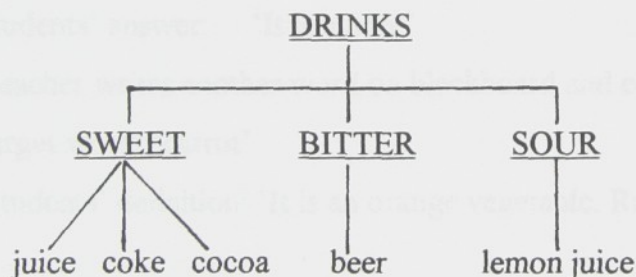
Aim: to revise vocabulary of two previous lessons (i.e.: comparatives, languages, jobs, temperatures, relatives, criminals, cities, subjects) and to practise their spelling; to prepare students for the following stages by revising vocabulary and classifying groups of words

2. Taxonomies (hyponymy)

a. Elicitation of an example taxonomy

Teacher writes the superordinate word 'drinks' on blackboard and elicits possible criteria according to which we can classify hyponymy of 'drinks' into categories. Teacher writes the elicited criteria in the line below the word 'drinks'. Students then state examples of drinks which are added in the last line of the taxonomy.

e.g.:



Aim: to get students to retrieve vocabulary of 'drinks' and to decide on a criterion for classification; to prepare students for the following stage; to give them a concrete example; to present the words 'sour', 'bitter'

b. Group work

Students are divided into three groups. Each group gets a different superordinate word (animals, sports, food) and decides on a suitable classification of its subordinate words which they brainstorm. Teacher monitors and prompts by approving their choice or by

suggesting other subordinate words to lead them towards a different classification if necessary. Students arrange their taxonomies and write them on posters.

Aim: to have students brainstorm subordinates of a superordinate word (animals, sports or food); to classify the co-hyponymy and arrange them into taxonomies

c. Feedback

Students look at their colleagues' posters with taxonomies.

Aim: to have students present their taxonomies and to see the words and organization of their colleagues' taxonomies

3. Crossword (definitions)

a. Teacher says a definition of a word and students guess the defined word.

Teacher's definition: 'It is a wild animal. We say it is the king of the jungle.'

'What is it?'

Students' answer: 'It is a lion.'

Then teacher writes another word on blackboard and elicits its definition.

i.e.: target word: 'carrot'

Students' definition: 'It is an orange vegetable. Rabbits eat it.'

Aim: to prepare students for the following task

b. Pair work - jigsaw

Teacher explains the task and sets up the pairs. Each pair gets two different crosswords assigned as a jigsaw exercise. Students in turns define words from their crosswords and fill in the words their partners defined. This procedure follows until students have filled in all the missing words in their crosswords. Teacher monitors and supervises whether students do the task properly.

Aim: to reinforce students' oral and written knowledge of vocabulary some of which might have been revised in previous stages (food: hamburger, cucumber; animals: fish, lion, parrot; sports: baseball, hockey; drinks: juice)

4. Homework assignment

Teacher assigns students to prepare similar crosswords for their colleagues.

Aim: to have students revise vocabulary and practise its spelling

VII. REFLECTION

1. (Crossword -superordinates)

a. This stage went well except for the difficulties when eliciting the second line. Students read the first line and I elicited translation of the word 'comparatives' (which was the target language in their previous lesson) to check whether students understood its meaning. Then I explained the task and wanted to elicit the second line of the crossword to assure that everybody knew what to do. Students read out the words in the second line but nobody knew the right answer. I therefore tried to elicit that line by describing the target word 'relatives'.

i.e.: Students' answers: 'Family tree.'

Teacher's response: 'Yes, and people in the family are ...?'

Students could not retrieve that word and I wanted to give them a stimulus by telling them the topic when this word was presented in the textbook.

Teacher's reaction: 'You spoke about Kunta Kinte and his family, his....'

Then I said that word in Czech to elicit its translation and since nobody remembered it I stated the word myself and wrote it on blackboard. From students' reactions I could see that they had realized it and finally retrieved that word.

After these difficulties I decided to elicit the third line before setting the individual work. I elicited the Czech translation of 'bread' and then students stated the right word 'food' which they filled in.

Before setting the task I reminded them of the last line in the crossword where the word is in singular. I monitored when students filled in the crosswords and prompted mostly when students wrote 'town' instead of 'city' by suggesting that there exists another word for a larger town, for example: 'Prague is a capital ... , not a town but a... .' or they wrote 'work' instead of 'jobs'.

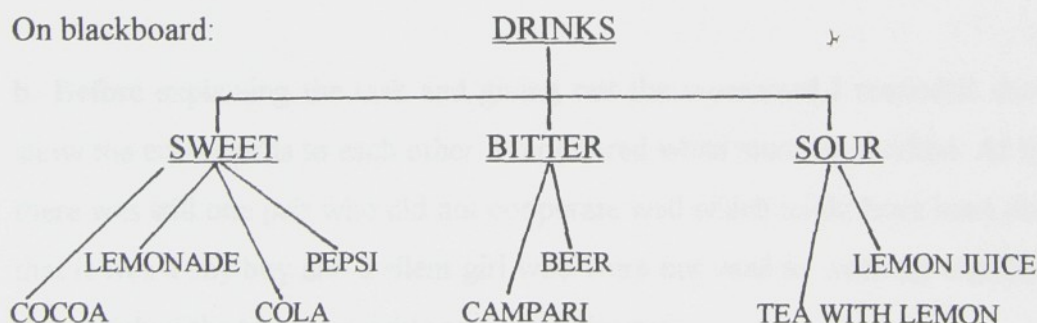
b. Volunteers read the whole lines with their answers which I wrote on blackboard to allow them to check their spelling. They liked especially the word 'criminal'. Then students translated the solution of the crossword - 'vocabulary'.

2. (Taxonomies)

This activity was challenging for students and they enjoyed arranging taxonomies in groups. They were proud of their posters and I praised them.

a. First I elicited examples of 'drinks', e.g.: coffee, cocoa, juice, tea, hot chocolate. Then I explained first in English and then in Czech that they had to think of into which categories we can divide 'drinks'. The first idea was alcoholic and non-alcoholic drinks then cold and warm drinks and finally, after my prompts students stated 'sweet'. Then I introduced words 'bitter' and 'sour'. Students stated examples of each category.

On blackboard:



b. (Group work)

Students quickly divided themselves into three groups and I explained the task in English and then in Czech, for I used instructions students were not used to. Immediately after getting a flash card with the superordinate word each group started to work and decided on possible classifications.

Since they had different key words they had different problems. I monitored and helped especially the group with a superordinate word 'food' where I prompted to separate 'solid food' apart from 'vegetables' and 'fruit'. The other two groups decided on their classification themselves. One group divided 'animals' into 'wild', 'domestic' and 'pets'. I presented the word 'beetle'. The other group divided 'sports' into 'in air', 'in water' and 'on land'. Students used words (i.e.: hamburger, fish, lion, parrot, baseball, hockey) which appeared in the following stage 3.

c. The three posters were placed on blackboard to allow students to see the taxonomies because they were interested in their colleagues' work and how successful they were, which reveals once again the students' competitive spirit. Unfortunately there was not much time for feedback since I had planned one more stage.

3. (Crossword - definitions)

a. When explaining the task I elicited Czech translation and explanation of the word 'definition'. Then students guessed the word 'lion' which I specified as 'number one down' to present terms students needed for the jigsaw. After this I elicited a definition of 'carrot' (students' definition: 'It is red or orange. It is small and rabbits like it.') and added that it was 'two across'. Then students translated the words 'across' and 'down'.

b. Before explaining the task and giving out the crossword I reminded students not to show the crosswords to each other. I monitored when students worked. At the beginning there was still one pair who did not cooperate well which might have been due to the fact that it was a shy boy and a silent girl who were not used to working together but finally they finished the task as quickly as their colleagues.

Students were able to fill in all the missing words except for the word 'cucumber' which they had not learned before and which I expected them to practise in the previous stage. Therefore I interrupted the activity, stated a definition of this word and elicited its Czech translation.

In this stage everyone was involved and participated actively. All students spoke only English when trying to express themselves, however it was sometimes difficult to understand, for they did not use correct grammar. Still they did not cheat by showing the

crosswords to their partners. One negative was that there was no time left for a proper feedback because it was the end of the lesson.

4. (Homework assignment)

Students prepared interesting jigsaw crosswords for their colleagues using words revised in this lesson.

VIII. CONCLUSION

Students' interest and attention did not drop during the lesson despite all stages moving quickly under time pressure. They enjoyed the activities because they were unusual and challenging. Students liked especially creating the posters with taxonomies (in stage 2) which I would definitively do again since I find them useful for vocabulary extension and they are entertaining. Students enjoyed also the jigsaw crossword (in stage 3), however, it was quite difficult for them to create the definitions as they had never done it before and it was probably not yet appropriate to their language level.

However, all the three techniques (superordinates, hyponymy, definitions) led to refreshing students' memory and encouraged their cooperation which means that they could learn from each other. The effectiveness of these activities was tested in a written form after the last lesson (see 'Test' adjusted after the fourth lesson).

Next time I would plan to have more time for necessary feedback in stage 2 and 3. I might divide these two activities into two lessons.

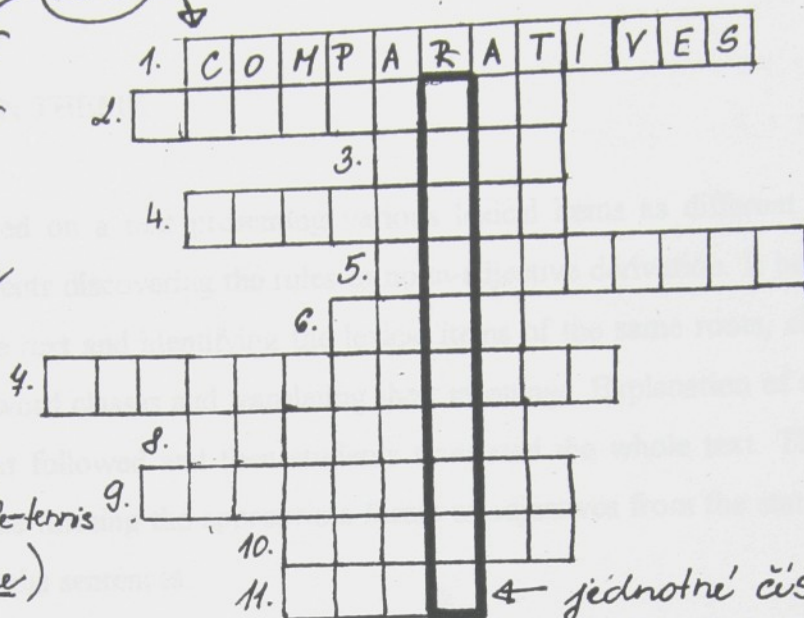
In stage 2 I would have each group present their taxonomies, read out their words and justify their classification. Students would explain new words to their colleagues and then develop a class discussion about the classification.

In stage 3 I would elicit the best definitions of all the words from the crosswords during feedback. I would make sure students knew all the words stated in the crossword.

age 1)
CROSSWORD

earer, bigger, narrower
niece, son-in-law, sister
carrot, banana, bread
Maths, P.E., Biology
French, Spanish, Italian
book, singer, driver
40°F, 32°C, -3°C
whale, parrot, elephant
murderer, thief, pickpocket
rugby, tennis, hockey, table-tennis
Paris, London, Lisbon (one)

are



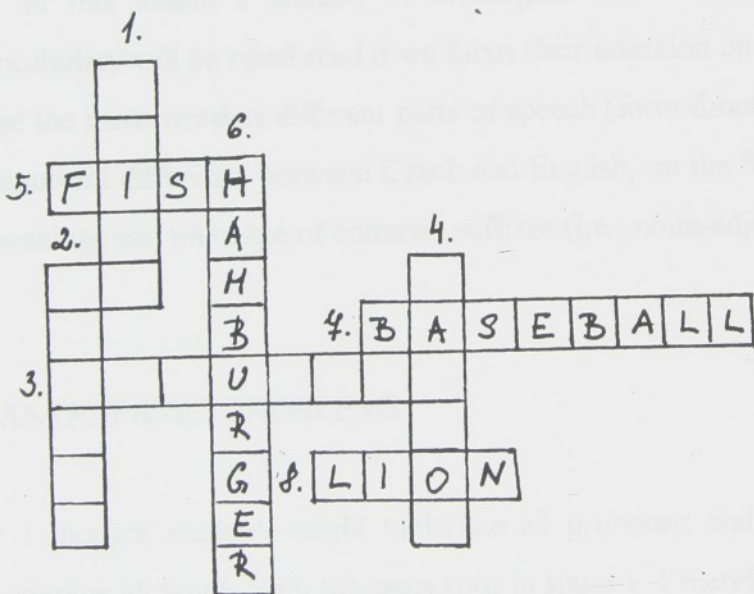
4 - jednotné číslo (singular)

(Stage 3) JIGSAW CROSSWORD

A.

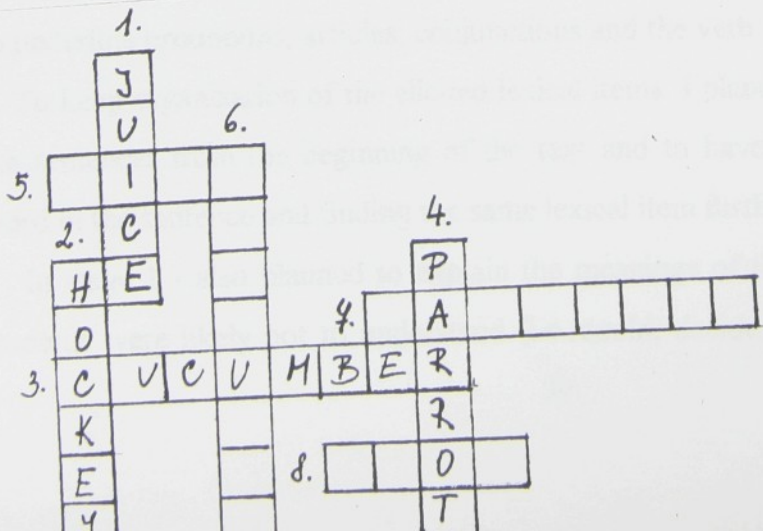
Find out all the words.

down ↓
across →



B.

down ↓
across →



SUMMARY 4

I. GENERAL LESSON THEME

The lesson centred on a text presenting various lexical items as different parts of speech and on students discovering the rules of noun-adjective derivation. It began with students reading the text and identifying the lexical items of the same roots, classifying them according to word classes and translating their meanings. Explanation of unknown words from the text followed and then students translated the whole text. The lesson closed with students forming the appropriate forms of adjectives from the stated nouns and placing them in the sentences.

II. THESIS FOCUS

In this lesson I wanted to investigate how effectively students' knowledge of vocabulary will be reinforced if we focus their attention on that in English it is possible to use the same word as different parts of speech (form-function relationship in stage 1), an important difference between Czech and English, on the fact that one word has different meanings and on usage of common suffixes (i.e.: noun-adjective derivation in stage 2).

III. ANTICIPATED PROBLEMS

I thought students might underline all pronouns and verbs 'to be' when asked to underline all words with the same root in stage 1. I therefore decided to tell students not to underline pronouns, articles, conjunctions and the verb 'to be' in the text.

To keep organization of the elicited lexical items I planned to proceed by reading out the sentences from the beginning of the text and to have students focus on the target word in the sentence and finding the same lexical item further in the text (stage 1).

In stage 1 I also planned to explain the meanings of the words from the text which students were likely not to understand (i.e.: could, decide, invite, thought, woke up) to

prepare them for the following stage where they would translate the sentences from the text.

In stage 2a I expected students would not know all the adjectives they are asked to fill in and therefore to prevent panic and confusion I planned to emphasize them to fill in only the words they know.

I was ready to explain the adjectives students wouldn't know and I would elicit their Czech equivalents, for I supposed students might know only the roots of the words in the form of nouns.

1. Test - word classification

IV. LESSON AIMS

1. to revise vocabulary and to present new words by having students identify the same lexical items in the text and classify their word classes; to revise irregular past tenses; to present homonyms
2. to have students make links between the lexical items of the same form they had already learned and the newly presented ones by identifying their different word classes and learning their meanings
3. to present new words (i.e.: decide; invite; thought; woke; could) from the text
4. to reinforce students' knowledge of the target language by translating the text; to have students focus on word categories and their meanings in context
5. to have students transform nouns into adjectives using correct suffixes while filling in the sentences (e.g.: danger - dangerous) and to have them categorize the adjectives into four groups according to their suffixes
6. to introduce pairs of adjectives of opposite meanings formed by the same roots and by suffixes: -ful, -less (e.g.: careful - careless)

V. MATERIALS

- my own text (stage 1)
- a self-designed filling exercise (stage 2)
- (see copy)

VI. LESSON SUMMARY

1. Text - word classes/homonyms

a. Students read out the title and teacher elicits the translation of the word 'story'. Selected students read out sentence after sentence. Teacher has students underline the words which appear in the text more than once and have the same form (i.e.: to sleep - a sleep; to drink - a drink; to ring - a ring; to show - a show; a letter; love). Students are reminded not to mark pronouns, prepositions, articles, conjunctions and forms of the verb 'to be'. Teacher monitors.

Aim: to familiarize students with the text; to have them focus on the same lexical items in the text

b. Classification of the same lexical items into word classes

Students scan the text to find the same lexical items. Students classify their word classes and translate them. Teacher writes all the elicited, target words in a table on blackboard.

Table on blackboard:

WORD	NOUN	VERB	ADJECTIVE
love	laska	milovat	milostny
sleep	spanek	spat	X
drink	napoj	pit	X
show	sou, hra	ukazat	X
ring	prstynek/ zavolat	telefonovat	X
letter	dopis / pismo	X	X

c. Students underline words in the text which have the same root plus an ending (i.e.: a love - loved; to dream - dreamt; to watch - watched). Teacher elicits these words and then students decide on their word classes and which of the verbs are regular or irregular. Teacher completes the table on blackboard.

WORD	NOUN	VERB	PAST TENSE	ADJECTIVE
love	laska	milovat	loved	milostny
sleep	spanek	spat	slept (ir.)	X
drink	napoj	pit	drank (ir.)	X
show	sou, hra	ukazat	showed	X
ring	prstynek/ zavolat	telefonovat	rang (ir.)	X
joke	vtip	vtipkovat	joked	X
letter	dopis / pismo	X		X

Students copy the table into their exercisebooks.

Aim: to revise vocabulary; to have students identify the same lexical items in the text and to classify their word classes; to present homonyms (i.e.: a ring - to ring; a watch - to watch; a letter - a letter; a show - to show); to revise irregular past tense of the verbs: 'sleep, drink, ring, dream'

d. Explanation of new words

Teacher has students look at the text and ask about any word they don't understand. Then the teacher explains the words and elicits their Czech translation.

Aim: to present new words (i.e: could; decide; invite; thought; woke) and thus prepare students for the next stage

e. Translation of the text

Selected students read out sentence after sentence and translate them.

Aim: to have students realize the word classes of the target words from context; to enhance learning of newly presented words; to practise pronunciation

f. Homework assignment

Students are asked to distinguish the same lexical items in the text by underlining them with same colour pencils and to write the word class above each of them.

Aim: to have students focus on the target words and to reinforce knowledge of the words and their word classes

2. Suffixes - transformation of nouns to adjectives

a. Teacher explains in Czech that the word 'love' can be used in the same form as noun as well as adjective, however, adjectives formed from other parts of speech usually need

an ending, for example, 'sleep' - 'sleepy'. Then students individually fill in the sentences applying stated nouns which indicate the roots of the missing adjectives. Teacher monitors and reminds students not to bother with the words they do not know.

Aim: to have individual students think about the appropriate adjectives and their suffixes; to revise adjectives students had already learned and to have them guess the suffixes of the unknown adjectives formed from known nouns

b. Feedback

Students read out the sentences and teacher checks the completed adjectives. Teacher explains the meanings of adjectives students did not know or had difficulties with and then elicits their Czech translation. Then teacher writes the first adjective on blackboard and has students distinguishing its suffix. The same process is done with all the adjectives and at the end students divide them into four groups according to the suffixes. Teacher emphasizes the words that change spelling (i.e.: sun - sunny; hunger - hungry; beauty - beautiful). Students then note down all the groups of adjectives from the blackboard and mark their suffixes.

i.e.:	1. -Y	2. -FUL	3. -LESS	4. -OUS
	rain/y	beauti/ful	home/less	danger/ous
	sun/ny	wonder/ful		disaster/ous
	hunger/y			
	dirt/y			
	salt/y			

Aim: to have students revise vocabulary of some pairs of nouns and adjectives having the same word roots; to indicate the links between the pairs of nouns and adjectives when distinguishing their suffixes and spelling irregularities; to introduce new adjectives formed from known nouns

c. Opposite adjectives - suffixes: -FUL / -LESS

Teacher points out two suffixes (-ful; -less) from the previous activity and tells students that these suffixes can form adjectives of opposite meanings. Teacher gives an example of one adjective, explains its meaning and elicits Czech translation, writes it on blackboard, marks its suffix and elicits the adjective of opposite meaning. This is done with two more examples of adjectives. Students know only the meanings of their roots and therefore teacher elicits their translation.

i.e.: care/ful care/less
 power/ful power/less
 hope/ful hope/less

Aim: to introduce new adjectives which form their opposites by suffixes -FUL and -LESS; to have students infer meanings of these adjectives

VII. REFLECTION

1. (Text - word classes/homonyms)

a. After eliciting the meaning of the word 'story' students read out the whole text without major problems. I only corrected the wrong pronunciation of unknown words (i.e.: decided, invite, woke...). Students underlined most of the words they were asked. .

b. First students read out the headline and answered that the word 'love' appears three times in the text. Students classified word class of this word in the headline. I wrote on blackboard the term 'noun' and explained it.

Then they read out the other sentences where this word appeared and stated their word classes and Czech equivalents which I filled in the table on blackboard.

i.e.:	WORD	NOUN	ADJECTIVE
		(pod. jm.)	(prid. jm.)
	love	laska	milostny

I again explained what 'an adjective' means. The same procedure followed with all the lexical items from the text having the same form.

c. Some students had difficulties with retrieving the word 'dreamt' being a past form of a verb 'dream' but there I elicited the right answer from their colleagues. I presented irregular past form of a verb 'ring'. Students tried to infer the meaning of a verb 'to joke' because they knew the meaning of the word 'a joke' and they also linked it with a word they know from playing cards 'joker' which shows that students are building links within the system of vocabulary. Although they were not accurate in their inferencing they were close to the meaning I finally stated in Czech. Students were simultaneously copying the table into their exercisebooks.

Finally, students stated out the word 'letter' which appears twice in the text always as a noun and explained the differences in their meanings.

d. Students asked for the meaning of words 'decide' and 'invite' which I explained but failed in eliciting their Czech translation which I finally had to state myself. Then I asked whether students understood the word 'could' which I elicited by telling them that it is a past form of a verb 'can'. I wrote it on blackboard explaining its negative form in past tense. The same was done with words 'thought', 'woke up' when I had to explain what the word 'to wake up' means.

On blackboard i.e.:	could	←	can
	couldn't	←	can't
	thought	←	think
	woke up	←	wake up

e. Students translated the whole text sentence after sentence. Some students hesitated when translating a newly presented word, however their colleagues were quickly helped them.

The whole stage went well since all students were involved during the relatively long and demanding task which the students managed smartly; each stage quickly followed another. Students liked the story and enjoyed translating the words into Czech.

2. (Suffixes - transformation of nouns to adjectives)

a. One student read out the first sample sentence. Then I explained the task and students filled in the sentences. I monitored and prompted individual students by suggesting the missing words in Czech.

b. Students read out the sentences and I wrote the target adjectives on blackboard for students to check their spelling. There were three words that none of the students knew: 'beautiful', 'wonderful' and 'homeless'. I chose these adjectives for this exercise because I thought students might know them for their frequency of usage and because there exist a similar equivalent for 'homeless' in informal Czech (homelesak). After stating each of these three adjectives I explained their meanings and also meanings of their nouns in Czech. I emphasized the change of spelling when I elicited the words 'sunny' and 'hungry'. Then students listed the target adjectives again and decided on dividing them into four groups according to their suffixes (-Y; -FUL; -LESS; -OUS).

c. In this section I introduced three pairs of new adjectives of opposite meanings. First I pointed out that the suffixes -FUL and -LESS (mentioned in the previous stage) can form opposites. Then I stated an example: 'He is care/ful.' and wrote it on the blackboard indicating its suffix. I elicited the translation of the root 'care' students knew and then I explained the meaning of this adjective suggesting what '-ful' means. Students then stated its opposit ('careless') and inferred its meaning. The same process followed with other two pairs of adjectives ('hope-ful/-less'; 'power-ful/-less'). Students noted down all the words from the blackboard.

VIII. CONCLUSION

There were only nine students present in the class but it did not negatively affect the lesson. Students worked enthusiastically and volunteers were selected frequently. Students were interested in the activities because they did not have to work with the textbook, which stereotypical procedures of the exercises were boring for them. They

were working hard and because the activities were challenging they enjoyed both stages equally.

Both stages of the lesson were useful for vocabulary reinforcement, moreover the activity in stage 1 widened students' use of the target words by teaching them about their new functions and in the second stage the overview of common suffixes increased students' flexibility in forming adjectives from nouns. Effectiveness of the activity in stage 2 was checked in a test (see 'Test' adjusted after this lesson).

Next time I would spend longer time on feedback with both stages where I would ask groups of students to write dialogues using the target words with intention to give students more practise and space for their creativity.

Stage 1

It was a big love.

He couldn't sleep, he couldn't drink and he couldn't eat.
He wanted to write a letter to her but then he decided
to ring her to show her how much he loved her.
He dreamt to give her all his kisses.

On the phone he said: "Hello, here's a man in love with you.

I want to invite you for a drink and if you want I can
give you a beautiful ring. I want to kiss you all the time.
I watched all your films million times."

She said: "And did you look at your watch?"
"It's a good joke for some bad show."

And she put the phone down.

He said: "I'm not joking."

She thought it was a bad dream and went to bed.
She wished that nobody woke her from her sleep.

It was the end of "the big Love story" with a capital
letter L.



Stage 2

- ②
1. Today it isn't a rainy (rain) day.
 2. Eat something! You must be very hungry (hunger).
 3. This soup is very salty (salt).
 4. Driving fast is dangerous (danger).
 5. Wash your hands! They're dirty (dirt).
 6. It is a sunny (sun) day today.
 7. But it was very windy (wind) yesterday.
 8. War can be disastrous (disaster).
 9. This is a wonderful (wonder) country.
 10. A person who doesn't have a home is homeless (home).
 11. It's a beautiful (beauty) dress.

A Three-Part Test on the second, third and fourth lessons

After the fourth Lesson the students' knowledge of target vocabulary was tested. The test consisted of three stages.

- The first part (see copy) where students filled in the gaps focused on word formation: verb - noun derivation practised in the second special lesson and on noun - adjective derivation practised in the fourth lesson.

Most of students passed this part without major problems and sixty percent of them got mark one or two. However, a few difficulties appeared in the words 'sportsman' and 'sportswoman' where four students (out of twelve) missed out the letter 's' in the middle of the word. Another problematic word was 'sleepy' which five students did not fill in at all.

- In the second part which centred on taxonomies practised in the third lesson students could decide whether they could arrange a taxonomy of 'sports' or 'food'.

There were no difficulties as students decided on right categories and stated sufficient number of subordinate items. Boys mostly worked on taxonomies of 'sports' and girls on 'food'.

- The third part which focused on definitions (practised in the third lesson) where students were to choose two items from the list (i.e.: football, lion, shark, banana, rabbit, cucumber) and write their definitions or explanations.

Students were very creative in expressing their ideas when a few grammatical mistakes cropped up (i.e.: It swim very fast.; It eat people.; It is hungry fish.). These mistakes are probably due to the fact that students were concentrating on expressing themselves more than on grammatical structures and therefore they often forgot articles or 's' of the third person singular verbs.

Generally, the result of the tests were positive because it proved that the activities in the lesson focusing on vocabulary revision, its systematization and extension were effective because the students were capable of applying the acquired knowledge.

Part 1

It was a _____ (wonder) morning.
The weather was _____ (sun). A brother
and his sister (he was a _____ (sing)
and she was a _____ (photograph))
dived to the bottom of the _____ (salt) sea.
He wasn't a _____ (sport) and she
wasn't a _____ (sport).

Suddenly a _____ (disaster) kind blew
and they couldn't get out of the cold and
_____ (dirt) sea. But they were lucky!
A _____ (cook) saw them from the beach
and with a _____ (fire) sailed to
save them. Their parents told them
how _____ (danger) and _____ (care)
it was to dive. They didn't care. They were
just very _____ (hunger), thirsty and _____
(sleep). The next day a _____ (report)
interviewed them. They promised to be
more _____ (care) next time.

III. CONCLUSION

Vocabulary knowledge plays a significant role in language communication. The more words we know the more efficiently we can express our ideas. If students are to remember words, they must be challenged by tasks which demand them to use the target words in a meaningful way. To achieve permanent retention of the target words, they have to be frequently activated in the brain and thus revised in the lessons.

My teaching aim was to help students organize their vocabulary and build new networks among its items; thus reinforce effectively their vocabulary knowledge and also support students' flexibility in its use. Revision activities were intended to explore effectiveness of focusing students' attention on semantic links between words, on form-function relationship and word formation which contribute to storing a large amount of productive vocabulary into students' memory.

I tried out activities which were different from the ones presented in the textbook Project 1,2 to raise students' interest, for they seemed to be bored working all the time with the textbook. They positively reacted to the fact that the activities did not seemingly relate to the textbook. However, in fact, these activities revised vocabulary presented in the textbooks Project 1 and 2.

I taught four lessons in which the activities illustrated organizational principles of vocabulary from different aspects. In all the lessons the students first revised the target words then the links among these words were explored and additionally new information about the words was added. The students were challenged to integrate their knowledge in pairs, groups or in the whole class. While doing the activities I took full advantage of applying visual aids which offered an organized framework to the students.

The students enjoyed most of all activities in which they were actively involved by 'doing' something and when they could literally 'see' their products. Such an outcome appeared, for example, in the first lesson when the students in groups created posters of semantic networks (words relating to 'travel' and 'holidays') which they then presented to the whole class. In the following lesson they were individually filling in tables names of 'jobs' and places of work to the stated verbs and after this they eagerly volunteered to mime the 'jobs'. In the third lesson the students were proud of taxonomies of 'sports', 'animals'

and 'food' which they again arranged in groups and presented as posters to their colleagues. Even the last lesson activity where the students were distinguishing parts of speech and meanings of related words was successful. The students were actively cooperating when working with the text. I had expected this activity to be slightly boring, however, the students were interested in discovering new functions and meanings to the words they had already learned and they wanted to understand the whole 'amusing' story.

I confirmed the statement contained in my thesis. I tested the students' knowledge during and after the four lessons and the results were very satisfactory. The students enjoyed the activities which worked very well as for remembering vocabulary.

One difficulty I had to face while planning the lessons were time-consuming preparations spent on grouping words which would be suitable for the lesson and then searching for suitable activities and adapting them. However, I might use this material again while teaching other classes.

This subject of planning various activities organizing students' vocabulary and thus contributing to its more effective storing in students' memory is worth future research in the classroom. It might, moreover, explore other ways of organizing vocabulary and thus contribute to faster L2 development.

In summary, I have learned that students are motivated when feeling successful and that is why they should be sufficiently praised and encouraged while revising vocabulary. Teachers should be aware of this characteristic feature and apply it to raise students' interest in the procedures focusing on vocabulary practice. Another important thing is that enjoyable ways of vocabulary practice contribute to its more effective retention. Teaching 10 to 11 year-old students a variety of activities should be used in the lesson to attract their interest and concentration. By presenting interesting activities organizing students' vocabulary teachers can help students enlarge their own vocabulary storage and thus stimulate them to a faster progress in language learning.

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PROHLÁŠENÍ

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

Jsem si vědoma toho, že závěrečná práce je majetkem školy a že s ní nemohu sama disponovat.

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

Dominika Šafařová
.....

podpis

Jméno a příjmení: DOMINIKA ŠAFAŘOVÁ

Adresa stálého bydliště: NA'M. SVOBODY 1
PRAHA 6, 160 00

Adresa podniku, kde budete pracovat (pokud víte): _____