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Další materiály k procvičení slovní zásoby k učebnici  
Project English 1.

(Additional Exercises for Practising Vocabulary for the  
Textbook Project English 1.)

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The purpose of learning language is the ability to communicate. You can speak very well when you have a sufficient range of vocabulary. To be fluent, it is not enough only to learn the words, but also to keep them in the mind. And this can be achieved in the best way by using learned words in various types of exercises. It is important to know for effective vocabulary practice how each type of all exercises influences students, how students react to them, and what is the profit or disadvantage for students.

Das Hauptziel des Unterrichts von den fremden Sprachen ist die Fähigkeit zu kommunizieren. Kommunizieren kann man nur, wenn man den genügenden Wortschatz hat. Damit die Ausdrücke flüssig werden, ist es nötig die Vokabeln nicht nur zu lernen, sondern auch im Gedächtnis zu halten. Und das kann man am besten erreichen, wenn man die gelernten Vokabeln in verschiedensten Arten der Übungen benutzt. Für die effektive Einübung von Wortschatz ist es wichtig zu wissen, wie einzelne Arten der Übungen auf die Schüler zu wirken.



## Abstract

Účelem výuky jazyka je schopnost komunikovat. A komunikovat může ten, kdo má dostatečnou slovní zásobu. Aby byl projev plynulý, je potřeba se slovům nejen naučit, ale také je v paměti uchovat. A toho dosáhneme nejlépe používáním naučených slov v nejrůznějších typech cvičení. Pro efektivní procvičení slovní zásoby je nutné znát, jak který druh cvičení působí na studenty, jak jsou schopni na ně reagovat a kolik užitku mohou z jednotlivých typů cvičení získat.

The purpose of learning languages is the ability to communicate. You can speak very well when you have a sufficient range of vocabulary. To be fluent, it is necessary not only to learn the words, but also to keep them in the mind. And this can be reached in the best way by using learned words in various types of exercises. It is important to know for effective vocabulary practice how each type of all exercises influences students, how students react to them, and what is the profit of these exercises for students.

Das Hauptziel des Unterrichts von den fremden Sprachen ist die Fähigkeit zu kommunizieren. Kommunizieren kann der, der den genügenden Wortschatz hat. Damit die Äusserung fliessend wäre, ist es nötig die Vokabeln nicht nur zu lernen, aber auch in dem Gedächtnis zu halten. Und das kann man am besten erreichen wenn man die gelernte Vokabeln in verschiedensten Typen der Übungen benützt. Für die effektive Einüben vom Wortschatz ist es nötig zu kennen wie einzelne Arten der Übungen auf den Studenten zu



beeinflussen, wie die Studenten auf die Übungen reagieren können und wieviel des Nutzens von einzelnen Arten der Übungen haben können.

## Additional Exercises for Practising Vocabulary for the Textbook Project English I

There are several different ways to practise vocabulary with children more effectively than just using drill exercises and mechanical exercises.

### Chapter 1: Academic

A. It is essential to learn and practise new vocabulary.

1. It is essential in all theoretical books.

2. My personal experience proves that

3. The present situation is better.

B. Project English is a modern type of language textbook.

1. Project English is a good and useful textbook.

2. Children like this textbook.

3. I need this textbook as the basis for my own materials.

C. Teaching materials are based on several sources.

1. The textbook Project English was the inspiration.

2. Practical methodology textbooks also give some examples.

3. Materials should be based on various sources.

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1. The textbook Project English was an inspiration.

2. Practical methodology textbooks also offer some examples

3. Materials should be based on what pupils

like and are interested in.

D. Methodology of teaching and practising new vocabulary.

1. Authors stress the importance of knowledge of vocabulary.
2. Success in learning is important.
3. Thesis is discussed.

E. Professional project

1. Practical teaching experience will be discussed in the Chapter II.
2. Summary and reflection will appear in the Chapter III.

Chapter II. Professional project

A. The development of this paper is based on theories of Allen, Betteridge and Buckby.

1. Experts who concentrate on learning vocabulary.
2. There is a purpose for suggested exercises.
3. There are some barriers in learning.
4. The aim of this paper is to find out effective ways of learning vocabulary.
5. Reading experts' theories raised several questions.

B. Discussion of Model

1. I would like to discover which visuals



and games work in the classroom and are effective in vocabulary practice.

2. The textbook offers quite a large range of exercises.
3. I prepared at least one exercise for each unit in the textbook.
4. I used different types of materials.
5. I decided to use several evaluation techniques.
6. Each lesson plan is designed to test if pupils learnt words and if they are able to use them.

#### C. Practical Implementation of the Model

1. Description of trained students
2. Lesson Plans

### Chapter III. Conclusion

#### A. Discussion of Conclusions

1. The Project was focused on practising of vocabulary.
2. I used several sources to evaluate the exercises.

#### B. Analysis of Project Model

1. Raised questions should be answered.
2. There is the outcome of this Project.

## Chapter I. Academic

### A. It is Essential to Learn and Practise New Vocabulary.

Language is a system of sounds, words and patterns, and it is used to communicate. If you want to communicate, of course, the pronunciation and the knowledge of grammar are also necessary, but the basic elements of a language are words. Expression in the mother tongue depends on the range of vocabulary, and it is true with a foreign language too. The beginners who study a foreign language start with basic words to be able to express main ideas in a simple way. But when they become intermediate or advanced learners, they work on increasing the range of their vocabulary, and they can certainly speak and use the language on a higher level.

The importance of vocabulary is also reflected in the fact that authors of methodology books concentrate on this area and pay a lot of attention to this problem. Virginia French Allen (1983) considers learning and practising vocabulary as very important, and she says that "Experienced teachers of English as a Second Language know very well how important vocabulary is " (Allen,1983:1).

I realized the importance of vocabulary when I met a native speaker for the first time. I found out that the vocabulary we had been taught at elementary and secondary schools was quite wide, but it lacked the words and phrases from everyday life and usual situations.

Another problem is that every language develops all the



time and has different styles. When I spoke to native speakers, they did not use only the language that was presented in our textbooks. Their language also used informal words, slang words and idioms.

These expressions are not always covered in textbooks for elementary and secondary schools, but they are parts of the real language. Therefore, the textbook vocabulary must be understood as the basis which has to be developed and enlarged more and more.

The textbooks which I worked with at elementary and secondary schools were called Angličtina 7,8 (the books for elementary schools) and Angličtina 1-4 (for secondary schools). These books were quite monotonous and did not support the activity of pupils; the only pictures which were used were in black and white pen-and-ink drawings by Květa Pacovská. I did not like these drawings because they seemed to me artless and ugly. Sometimes it was very difficult to guess what was in the picture. For example, cats looked like lions and small children like giants. One of the typical features of these drawings was a disproportion among particular parts of a body. Feet were usually too big, they were out of proportion to the size of the body. Therefore, each man looked like a clown.

There were topics which tried to cover everyday life, such as pets, a pop-music concert, at a birthday party, hobbies and meals, but there were also topics which were dependent on the political situation in our republic at that time. Therefore, you could find topics such as "on



a co-operative farm", quotations of Karl Marx and the Pioneer's declaration.

Methodologically, each lesson was organized in the same way with the same types of exercises.

We practised grammar and vocabulary always in the same way. The most common instructions were: listen and repeat, repeat in groups, repeat the sentences you have heard, answer yes, make sentences from the boxes below. In fact, we practised vocabulary and grammatical items in the mechanical way and through the drill. Our textbooks did not include nice colourful pictures, games, crosswords and puzzles, which would certainly attract more attention from pupils.

Although we practised vocabulary through the drill, we used just certain words because we didn't use difficult grammar and also the words weren't complicated; on the contrary, we expressed in a simple way. In fact, it means that several tens of words were used very often; therefore or in spite of that, we remembered them easily. But some of the words were used rarely, and these words were easily forgotten. It was especially true with the words at the final part of the unit. Our teachers considered these texts as additional; they did not devote so much time to them. So when there were words like poppies, boots, warble, scold and dash, they were read just once and never used again. So even if the students knew the meanings of these words at the moment of using them, these words were not used in other units and they disappeared from students' minds. I have got the experience that I remember words better from context

than from drill.

During my studies at university, especially during the first year, I was able to compare the system of teaching and practising new vocabulary at secondary school with the system which was used by teachers at university. The university teachers used various types of exercises for teaching new vocabulary. Our methodology classes also helped me discover that there are other ways of teaching vocabulary. Teachers stressed the importance of meaningful exercises which are based on the fact that students should provide a maximum of work. It means that students should have active approaches to learning, and they should try their best intensively, with the help of a teacher, to get new knowledge. This comparison helped me realize differences which occur in both systems. The first system was based on mechanical and not stimulating exercises; whereas, the university system by using pictures, songs and simplified English books stressed the activity of learners during practising new vocabulary, which is very valuable for real knowledge of new words.

The idea of practising new vocabulary through meaningful exercises is being used in teaching at a majority of schools. But according to my preliminary teaching experience from last year, I know it is not the same everywhere. There was an elderly lady teacher who was almost shocked when she saw me using pictures and games in TEFL. The only methods that the teacher admitted were the drill and the repetition of correct forms. She blamed using visuals and games for bad



knowledge of pupils. In her own words, there is no other way of teaching English but drill and drill all the time. This teacher believed that visuals and games were not good teaching tools and that pupils would not learn if these tools were used. She considered using visuals and games as wasting of time and as something which distracted pupils' attention.

Therefore, I think that concentration on the subject of practising new vocabulary is quite necessary. Knowledge of new words is important for all four language skills. This paper will try to demonstrate that meaningful exercises where visuals, games and stories are used has its place in TEFL. This Professional Project would be based on my personal knowledge as a learner and the experience from last year's preliminary teaching practice. It is the aim of this paper to demonstrate that practising new vocabulary should not be done only in drill exercises. It also intends to show that it is really worth using visuals and games because experts talk about, stress and recommend using these methods in TEFL. Otherwise, there would not be so many books focusing on this problem.

Fortunately, the present situation at schools is better. After the Velvet Revolution in 1989, the political situation changed a lot. There is a bigger possibility of travelling abroad to English speaking countries, and using English with native speakers. One of the other advantages which is very positive for our school system is the coming of foreign lecturers who use new textbooks, authentic cassettes, video



tapes, and new methods of teaching.

New English textbooks are interesting, full of colourful pictures, full of dialogues, games, crosswords and other interesting themes.

Among the most used English textbooks are Cambridge English Course and Project English.

B. Project English is a modern type of language textbook.

The textbook Project English was written by Tom Hutchinson, who is a teacher at Lancaster University in the Institute for English Language Education.

This is a very good and useful textbook for learning English. There are a lot of pictures and drawings about various subjects. We can see pictures from space, from the moon, from real situations in life and figures from fairy tales and comics.

There are also games, jokes, crosswords, puzzles, tests and quizzes. The cassettes are also available for this book, and there are songs.

The textbook is divided into projects and each project has a certain topic, for example, our town, animals, people, doctors and space. And the vocabulary of each project is related to the topic of the project. Each project gives a sufficient amount of practice, and it encourages the creativity of pupils; it makes them relate the language to their experience.

Vocabulary is practised with grammar. Tom Hutchinson

tried to treat grammar as a problem-solving activity. Therefore, practising vocabulary is an active process for learners, and they have to think.

Project English is compiled in a humorous way. It is the result of Hutchinson's work and experience, which he defined briefly on the cover of Project English. He says that "... fun is a strong element..., it is the life-blood of effective learning".(Hutchinson ,1990: cover).

Project English seems to me to be a useful textbook, but what is more important is that pupils themselves think that this is a great textbook. Last year I asked them several questions about this textbook, and I got positive answers (See Appendix, p.57, 58).

First of all, they said that they liked pictures and games because it is interesting to use pictures and games and learning English is not boring for them. They also enjoyed topics in this English textbook. They can find things and figures which they are familiar with, e.g., Mickey Mouse, Superman, computers, satellites, etc.

As I know that pupils like this textbook, I used it as the basis for my own materials. First of all, I used the topics of this textbook because pupils know them; they are familiar with topics and they like them. And pupils should also know the words which are related to these topics.

I used Hutchinson's system of practising grammar and vocabulary at the same time. I accepted it on the advice of an experienced teacher who knows what works in teaching English.



I have also tried to create a larger context for new vocabulary because I think it might be helpful for pupils to get used to the fact that one word can appear in several situations and different sentences. Pupils should not limit the usage of the word only to the sentence which they have in the textbook.

### C. Teaching Materials are Based on Several Sources.

An essential part of this Diploma Thesis is a discussion of practical teaching materials because the aim of this Professional Project was to try out, practically, the effectiveness of the exercises and to test the thesis.

Teaching materials are based on several sources. First of all, the textbook Project English was an inspiration and a vital source of information. Not only the range of vocabulary in the textbook was important because the exercises must contain the words and grammatical items which children are familiar with, but also the types of exercises were of interest to me. I wanted to find out which exercises children work with and know. According to my knowledge as a learner, I think that if you are familiar with a certain type of exercise, you can be successful in it, and it is not a problem for you to work with this exercise. I remember several lessons where we practised vocabulary. We very often used exercises which combined sentences with missing words, a list of words or descriptions and pictures. I liked these types of exercises, and I found them very useful and



helpful. I became used to working with these exercises because I knew what I was supposed to do, and I was able to complete these exercises without any problems. So I thought it might work with small children too. For example, if they are used to solving crosswords, they know what to do and how to do it and they enjoy it; they might be successful in it. Therefore, I created the exercises which are variations of the textbook exercises. For example, I used gap-filling exercises, filling in timetables, code language, stories about time and daily routines and maps where students mark buildings according to the description.

Besides the textbook Project English, some examples were offered in practical methodology textbooks. One of these books is Games for Language Learning by Wright, Betteridge and Buckby. This book focuses on the importance of using games during language learning. The authors consider language learning as hard work which can be made easier by using games, which I think is true. In my experience, games can be very useful and helpful in language learning and also in practising vocabulary. The possible ways of using games in TEFL were offered to us in methodology classes. We were told that games can be successfully used in teaching and practising all four language skills. We discussed advantages and disadvantages of using games, but the advantages far outweigh the disadvantages.

One of these advantages is making teaching easier. It is especially true with children because it is very natural for them to play. And as they have positive attitude to playing,

they can learn something through games because they do not consider it as learning. This positive attitude is very important because it is easier to learn something which you look at positively , but it is much more difficult to study something which you loathe. Moreover, not only children like games, but adults appreciate using games in teaching foreign languages too. Probably it is like that because learning through games is spontaneous. My observations of several classes where games were used acknowledged the theory of our methodology classes; also, teachers in these classes confirmed the usefulness of games in TEFL. A.Wright, D.Betteridge and M.Buckby (1983) express the same idea when they say that " Many games cause as much density of practice as more conventional drill exercises" ( Wright, Betteridge, Buckby, 1983:2).

Virginia French Allen (1983) maintains that learning is more successful when you feel a personal need for learning. It is also true in learning vocabulary. At this point, she mentions the important roles of games in teaching and learning vocabulary. She says that " Games are helpful because they can make students feel that certain words are important and necessary, because without those words, the object of the game cannot be achieved" (Allen, 1983:52). I agree that the personal need for learning is very essential. The lack of the personal need causes the lack of interest in the subject. Students should be given some reason why they are studying English, for example, because of their careers, because of the ability of speaking and



using English on the trip to England, because of reading simplified English books, or because of writing letters to pen-friends. Small children probably cannot realize the actual purpose of learning foreign languages, but they should be given some reason for doing it. My personal need for learning English developed gradually. First, I was just interested in English; then, I wanted to find more about English because I wanted to read some simple books in English. And lastly, I wanted to continue with studying English at university; thus, I felt a more personal need for learning English.

In summary, games are very useful in practising vocabulary. Therefore, I have decided to use them in my teaching materials. I have used two word games -- Bingo and Hangman -- predicting pictures and a guessing game where children try to guess an animal according to the description.

Finally, there is one more possibility which also offers some examples for teaching materials. This is the possibility of using visuals. Visuals are the aids which extend the reality in the classroom, stimulate students' imagination and they focus attention. Visuals can be used during all stages of teaching, for all age-groups and at all levels. To illustrate what visuals actually are: real objects, pictures, diagrams, blackboard drawings and writings, flashcards, wallcharts, slides, films or video. I met the term visuals first at university in our methodology classes. Teachers also used different types of



visuals for teaching something to us. And I realized that it would have been very useful if visuals had been used in teaching at elementary and secondary schools. Of course, it depends on the learning style which senses you prefer to link up learning. My preferences are visual and auditory; therefore, I found using visuals very helpful for my studying. I can remember some words better when I can see and hear the word, and I can see a picture of the word or when I can get any notion of this word.

The use of visuals is recommended by experts who work in this specific language field. Wright and Haleem (1991) write that "The picture can be displayed quickly and its complexity can provide a rich source of vocabulary practice" (Wright and Haleem, 1991:48). Finally, they give examples of activities where a teacher can use visuals. Some of these examples seemed to me quite useful and helpful; therefore, these exercises appeared in my teaching materials. For example, I have used a lot of pictures from magazines, pictures drawn by myself, wallpictures and wallposters.

In addition to Project English and practical methodology textbooks, teaching materials should be also based on what pupils like. Learners can be more successful if they can study and work with topics and types of exercises which are interesting and motivating for them. If learners are interested in the topic, it is easier for them to study better, to concentrate more and to get better results in the subject. To illustrate, I was really motivated by the topic when we were talking about fashion and about the food. We

studied some words at school but I tried to find more words related to these topics at home. As these topics were interesting for me, I wanted to know more about them, and it motivated me to study them more. Therefore, the requirement of interesting topics should not be overlooked or omitted from teaching materials.

Children love crosswords. All the pupils who were questioned last year stated clearly that they liked crosswords because they were funny and easy ways of learning and practising a foreign language. Not only do they like solving crosswords, but they also like making and creating crosswords themselves. They usually prepare some crosswords on the blackboard before the lesson, and they solve them at the beginning of the lesson. Crosswords are made not only by the oldest children at school who study English, but also by children at the age of ten who like making crosswords. As these children who I worked with are in language classes, they begin with English at the age of eight, and at about the age of ten they are completely used to creating crosswords. A solution is usually a separated word, not a whole sentence. Having this experience, I tried to use crosswords in the teaching materials.

What seems as useful are simple stories. My personal experience tells me that a majority of people like reading stories, especially in a foreign language. When you are reading a simple or a simplified story in a foreign language, it is a sort of adventure for you. You try to discover something new in the language and to detect what is



hidden in the story. Simple stories for children should be completed with pictures to attract their attention longer. This is used in magazines for younger children where there are either texts and pictures or some words in the texts replaced by pictures. This is especially a good idea for practising vocabulary. The words you want pupils to know can be replaced by pictures, and pupils have to use the right word for each picture.

A type of exercise which is used in textbooks is a code language or ciphers. They might be interesting for pupils because they get a chance to discover a foreign language from an unusual direction. In fact, all three possibilities -- crosswords, simple stories and ciphers -- make learning more natural. Pupils learn without knowing about it. Pupils do not realize that they focus on a certain skill or a topic, but they are forced to use the language as in the real life.

#### D. Methodology of teaching and practising new vocabulary

Experts consider the knowledge of vocabulary as very essential. The knowledge of vocabulary influences all four language skills. R.Carter and M.McCarthy(1988) maintain that "The study of vocabulary is at the heart of language teaching and learning, in terms of the organization of syllabuses..." (R.Carter and M.McCarthy, 1988:1 ).

Practice is needed for each language skill, but there must be a good presentation at first. It applies to

vocabulary, too. The main aim of this paper is to test methods of practising vocabulary and discover the most effective methods, but a brief discussion of presentation of vocabulary is important here. According to what we have been taught in our methodology classes, presenting new vocabulary involves : showing the form of the word -- how it is pronounced and spelt and showing the meaning of the word clearly and giving an example of the usage of the word. When we want to show the meaning of the word, we can use real objects, pictures, actions, mime, or we can use the students' own language.

From the list of items which are involved in presenting new vocabulary, it is clear that it is not sufficient to teach and learn just meanings of the words. Language does not mean only meanings of the words. It is also the way the words are combined and how they form sentences. It means that words follow some grammatical patterns, and it should also be taught in terms of vocabulary. Therefore, Virginia French Allen (1983) remarks that " In addition to knowing English words and their meanings, one must know also how the words work together in an English sentence" (Allen,1983: 2). If we did not show students how the word works in an English sentence, and if we did not give an example of the usage of the word, we would not teach the foreign language as a device for communication, which is the main objective of teaching and learning foreign languages.

Words by themselves cannot be sufficient for appropriately expressing oneself in English. They can only



lead to limited speech. Validity of what has been said so far is confirmed by Marla Tritch (1986). She says that " Every teacher knows that simply learning the meaning of a new word is not enough -- the student must also learn how to use it appropriately" (Tritch,1986:154).

Learning is a process of getting information about something. It often happens that learning becomes boring for us. What is the cause of this? We may not understand it, or we may dislike a teacher, or we may not consider this information or the subject important. Learning becomes more effective if we feel personal need for it. We must see that we would be able to use it some time in the future. And teaching and learning English should contain this too. Children must see that the language works and can help them.

Another thing which can make learning more successful is involving as many senses as possible. Allen (1983) suggests that "...success in learning often depends on the number of senses which are used in the learning process. When students can touch something, in addition to hearing and seeing the word that names it, there is a stronger chance that the word will be learned" (Allen, 1983:8). Therefore, I presume that using games, self-designed materials, pictures, posters and other visuals cannot be prejudicial to learning English. Children get a bigger chance to acquire good knowledge of English vocabulary. This also offers a larger context of using English. In conclusion, if there is a personal need for learning vocabulary, a majority of senses are involved and the words are used in larger context -- in several

different sentences -- the teachers work on formation of active vocabulary. If vocabulary is active, it is better because the language functions as it should function. There is no use in mechanical learning of vocabulary just for the words themselves.

Hence, this Professional Project should support the following thesis: There are several different ways to practise vocabulary with children more effectively than using drill exercises and mechanical exercises. This Project intends to demonstrate that using games, self-designed materials and visuals has its place in teaching and practising vocabulary. These exercises aid students in acquiring active vocabulary, and they use the language as a device for communication.

#### E. Professional Project

Finally, practical teaching experience will be discussed in the Chapter II, and summary and reflection will appear in the Chapter III.



## Chapter II. Professional Project

### A. Basis for Project Design

The development of this paper is based on the theories of Allen, Wright, Betteridge and Buckby theories. All of these experts focus on learning and practising new vocabulary. They agree that it is not enough if learners study only meanings of the words. In their opinions, it is very important to study meanings of the words and at the same time to learn how to use the words. One citation which would illustrate this opinion is from Allen's book (1983), she says that "Students who do not learn grammar along with vocabulary, will not be able to use the language for communication"(Allen,1983:3). Therefore, successful practice of vocabulary doesn't mean teachers' asking for English translation of Czech words. When students practise vocabulary, they should have an opportunity to see the word in a sentence because the grammatical usage of the word can appear only in the sentence. And also a word-for-word translation is not really communicative.

Since as a learner I had experience only with word-for-word translations, I thought about different strategies of learning and practising new vocabulary a lot. Therefore, I would like to deal with this language field and try to find out what the other methods or different types of exercises are. I would like to find out which types of exercises are effective for practising vocabulary and which

are helpful for students at elementary school. I would like to know which types of exercises are preferred by students in vocabulary practice. And I am also interested in finding out how using pictures and visuals, which are common methods in TEFL, influence the practice of vocabulary. In my opinion, they are mostly connected with the motivation of students and bring reality into the classroom. I would also like to test which visuals and games are effective.

Of course, some barriers in learning vocabulary can appear. What students mention as one of the most common barriers is that they can remember some words very easily, but there are words which are difficult for them to remember. It may be caused by the way the words were presented. The other possible barrier might be the unwillingness to remember the words at all. But I am sure that pupils who attend language classes and who are interested in English want to learn the words.

Reading experts' theories raised several questions which could be answered by the evaluation of the tested exercises. These questions are:

- a. How does using pictures or visuals influence the practice of vocabulary?
- b. Which visuals are effective in vocabulary practice?
- c. Which types of exercises for practising vocabulary are effective?

Thus, this Project deals with the most effective way of practising vocabulary for the textbook Project English I and it is designed to test which visuals and games are effective



in language learning and vocabulary practice.

#### B. Discussion of Model

Before I started designing lessons, I had studied topics, structures and vocabulary sets in Project English. I wanted the exercises to fit in the regular lessons. I studied each project carefully and I was focusing on the types of exercises there. Project English offers quite a large range of varied exercises. They are more varied than exercises which I worked with as a child. But, in fact, some types of exercises are repeated in all projects. For example, gap-filling of dialogues, conversation and sentences. I think that these exercises are repeated because they are useful.

When preparing my lessons, I designed some exercises which were based on the textbook's exercises, e.g., gap-filling of the sentences with the words listed below the sentences and the exercise with the code language. The other exercises were designed to supplement Project English. Some of them were adapted from Allen's and Wright's books, such as Bingo and Hangman. And I also prepared self-designed materials, e.g., crosswords, correcting of mistakes and stories with pictures.

I tried to make at least one exercise for each unit in the textbook. But some topics could be used for more than one exercise. Talking about animals, clothes, shopping and school subjects are among the interesting topics. I prepared

a lot of self-designed exercises, but for stories about animals I used the book Many More Bedtime Stories as the source.

Exercises and lesson plans were designed to test if pupils learnt words and if they were able to use them. I wanted to give students more practice of vocabulary. And after that practice, I was interested to know if the students were able to use the words in sentences and if they were able to write the sentences.

I was testing the exercises in two classes - - 5th B, 6th B. Both classes are specialized on language learning from the early age of children ; the children of the 5th form have been studying English since their 3rd form, but the children of the 6th form have been studying English for two years. The children are at the age of eleven and twelve. The level of their English is quite good because they are not beginners any more. In the 5th form there are 14 pupils - - ten girls and four boys, and in the 6th form there are 11 pupils - - seven girls and four boys.

To evaluate the results of the model, I decided to use several evaluation techniques:

- a. I observed students working with the exercises and the results of students' work.
- b. I discussed the exercises with the classroom teacher.
- c. I asked the students in questionnaires (see Appendix p. ).
- d. I tried to evaluate the exercises according to Doff's suggestion of an evaluation sheet in Teach English, Teacher's Workbook (1992) (Appendix p.65).



### C. Practical Implementation of the Model

The materials were tested at the 4th elementary school in Jablonec nad Nisou - Šumava, in the classes 5th B and 6th B whose classroom teacher was Mrs Zdena Líbalová. Both the classes were specialized on learning English. But there was a difference between 5th B and 6th B. When I was teaching there, the class 5th B had been learning English for three years because they started at the third form. The class 6th B started learning English at the fifth form. The fifth form used the textbook Come and Play in the third form, and they studied twenty chapters from this book. After these twenty lessons, they continued with Project English 1. On the other hand, 6th B started right from the beginning with the textbook Project English, and it was obvious that the range of vocabulary of the fifth form was larger because they used both textbooks.

Children are chosen for those specialized language classes according to the results of their psychological tests and tests in Czech. These Czech tests consist of a dictation and grammatical questions. In my opinion these tests seemed quite demanding, and the children have to reach high results in order to get to these classes.

The length of time I had for testing was usually fifteen minutes at the beginning of the lesson, but I had an opportunity to teach two whole lessons. I was allowed to teach both classes; in fact, I taught more in the fifth form because of my own and students' of the sixth form schedules.

The following two lesson plans are almost the same, but they were tested in the fifth and the sixth forms.

Lesson plan number 1 and 2

form: 5th, 6th

time available: 45 min.

level: post-beginners

aims: to give students practice of vocabulary which refers to animals and practice of other words of the unit Project 6, to show students several exercises with vocabulary about animals, and to give them a large context where they can practice using those words

objectives: students should be able to choose/fill in correct words

Stage 1

aim: find out if students can choose the correct words according to the pictures or the sense of the sentence

method: quiz 6

- students were given sheets of paper with the quizzes and were supposed to choose correct word for each sentence

materials: sheets of paper for students

Evaluation of this activity:

As the children were given the same tasks, it is possible to compare the results of both classes.

I think the first activity with the quiz was interesting



for students because they told me they had liked it. The results were also very good. In the fifth form there was just one mistake which was corrected by the girl herself; otherwise, there were no mistakes. In the sixth form there were four mistakes in all papers, one was corrected by the child; the other three mistakes were not corrected, and these mistakes were in one paper. Even if there were some mistakes, I think the results are not bad at all. The only problem was the pronunciation of those words when we checked the sentences.

QUIZ 6

1. My pet is



- a) a dog
- b) a parrot
- ☒ c) a mouse

2. My



- a) head is strong .
- ☒ b) hand
- c) leg

3. There are two



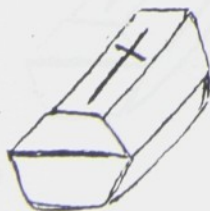
- a) teeth in our garden.
- b) mice
- ☒ c) feet

4. There is a) a shark in Liberec .

b) a rope

☒ c) the ZOO

5.



Count Dracula sleeps in a) bed

☒ b) a coffin

c) a cave



Olivia Simenova

6-B.

## QUIZ 6

1. My pet is



~~a) a dog~~

b) a parrot

c) a mouse ✓

2. My



a) head is strong .

b) hand ✓

c) leg

3. There are two



a) teeth in our garden.

b) mice

c) feet ✓

4. There is a) a shark in Liberec .

b) a rope

c) the ZOO ✓

5.



Count Dracula sleeps in a) bed

b) a coffin ✓

c) a cave

Stage 2 - form:5th

aim: to find out if students know English equivalents for Czech words

method: crossword 5

- The crosswords were drawn on a large sheet of paper which was fixed on the blackboard. Students solved the crossword by themselves on separate sheets of paper. We checked the solution with the whole class.

materials: sheet of paper with the crossword, sheets of paper for students

Stage 2 - form:6th

aim: to find out if students know English equivalents for Czech words

method: crossword 4

- The crossword was drawn on a large sheet of paper, which was fixed on the blackboard. Students solved the crossword by themselves on their own sheets of paper. The solution was "ladybird", but nobody knew the meaning. So I explained it to them by showing them the picture of the ladybird.

materials: sheets of paper for solving the crossword

#### Evaluation of this activity:

These children love crosswords; therefore, I thought it would be motivating for them. They also prepare their own



crosswords so they are used to solving the crosswords. But I think there were some problems with them. The teacher suggested to me to let students solve the crosswords by themselves and check just the solution. Children wrote just the solutions of the crosswords on the papers, and according to them, I must say that some pupils were successful, but some pupils got stuck as they did not know the words. There are quite often mistakes in spelling. In comparison with the previous activity, where the fifth form was a bit better, the sixth form was better in solving crosswords, probably because they are more able to work individually and without the help of the teacher. Maybe it would be helpful to give students sheets of paper with prepared crosswords because some of the students had problems with putting the words together and choosing the right letter for the solution. It mostly happened in the fifth form.

Activity number 2:

H A T E  
L O V E  
F L Y  
A G A I N  
N E E D  
T A V L E  
A W A Y  
P A R E N T S

H E I T  
L O V E  
F L Y  
N E E D  
A X  
P A R E N T S

H  
L O V E  
F L A Y  
N E E D  
A  
I  
P A R E N T S  
P A R E N T S

H	nenávidet
O	miloval
L	lehel
Y	known
D	potéboval
A	odebral
V	
S	rodice



KILL  
RATS  
SPIDERS  
V  
BITE  
MICE  
SHARKS  
DOGS

KILL  
RATS  
SPIDERS  
EASILY  
BITE  
MICE  
SHARKS  
DOGS

HATE  
LOVE  
FLY  
AGAIN

KILL  
RATS  
SPIDERS  
EASILY  
BITE  
MICE  
SHARKS  
DOGS

### Stage 3

aim: to find out if students can give English words for pictures of animals

method: unusual view on the pictures (from the bottom part of the picture, from the upper corner, etc.)

- students sat around the blackboard to see the pictures well. I showed them 10 pictures with a kangaroo, an owl, a rabbit, a hamster, a snake, a dog, bears, a giraffe, a parrot and a bat.

materials: pictures of animals

### Evaluation of this activity:

Unusual views of pictures of animals were appreciated by pupils. It was really motivating for them because you could see their expectations when I showed them some parts of the pictures, and they wanted to know which animal it was. This activity seemed successful. There were no problems with vocabulary, only in the sixth form they did not know how to say a guinea-pig in English. I would say that at least two thirds of hands were raised to say the English word for the animal.

### Stage 4

aim: to find out if students can replace pictures in the story by correct English words, to give students practice of genitives

method: reading the story Great Garden of Animals with pictures



- I wrote the story about animals, and drew the pictures of animals. Students were supposed to read the simple sentences and replace pictures by English words. They had some problems with the words "octopus, swan, grasshopper" because they did not know them, which I did not know.
- When we read the story, I gave students cards with the names of animals, and each student told the whole class the name of the animal.

materials: the story drawn and written on the large sheet of paper, cards with names of animals

#### Evaluation of this activity:

For this activity I prepared a sheet of paper with the story about animals, but there were no English words for animals, just pictures. We read the story with pupils aloud together, and pupils were supposed to give English words instead of the pictures. They had problems only with "an octopus, a swan and a grasshopper." When I found out that they did not know the words, I wrote them on the blackboard, wrote Czech equivalents and let all students repeat those words. After reading, I gave students the cards with the names of the animals, and they were supposed to tell the class, e.g., Squirrel's name is Simon. This was a revision of genitives, but the students had to get used to it, and then the sentences were correct. When we read the story, students sat close to the blackboard to see the pictures well. The teacher suggested to me to make the pictures and

letters bigger in order to be seen from the back part of the  
classroom as well.

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a squirrel, a duck, a dog, a grasshopper,  
a pig, a rabbit, a swan, a bird, a mouse,  
a monkey, a frog,  
an elephant, a kangaroo, a whale,  
a bear, a rhinoceros.

### Animals

a squirrel, a duck, a dog, a grasshopper, a pig,  
a rabbit, a swan, a bird, a mouse, a monkey,  
an owl, a frog, an elephant, a kangaroo,  
a bear, a rhinoceros.

dog, grasshopper, pig, rabbit, monkey,  
snake, mouse, owl, frog, elephant,  
kangaroo, rhinoceros, bear, whale.



a squirrel, a duck, a dog, a grasshopper,  
a pig, a rabbit, a swan, a bird, a snake,  
a mouse, an owl, a frog,  
an elephant, a kangaroo, an octopus,  
a bear, a rhinoceros.

Animals

a squirrel, a dog, a dog, a grasshopper, a pig,  
a rabbit, a swan, a bird, a snake, a mouse,  
an owl, a frog, an elephant, a kangaroo,  
a octopus, a bear, a rhinoceros

dog, grasshopper, pig, rabbit, swan,  
snake, mouse, owl, frog, elephant,  
kangaroo, octopus, bears, rhinoceros

~~skunk~~ a squirrel, a duck, a dog, a grasshopper, a pig,

a ~~mouse~~ <sup>rabbit</sup>, a raccoon, a snake, a mouse, a owl, a frog,  
a elephant, a kangaroo,

Squirrel, duck or goose, dog, grasshopper, pig, rabbit, swan, snake, mouse,  
owl, frog, elephant, kangaroo, octopus, bear, <sup>hy</sup> rhinoceros,

Squirrel, goose, dog, grasshopper, pig, rabbit, swan, snakes,  
mouse, owl, frog, elephant, kangaroo, octopus, bear, rhinoceros,

squirrel, goose, dog, grasshopper, pig, rabbit, swan,  
bird, snake, mouse, owl, frog, elephant, kangaroo,  
octopus, bear, rhinoceros,

dog, duck, dog, grasshopper, pig, rabbit, swan, snake,  
mouse, owl, frog, elephant, kangaroo, kangaroo, octopus,  
bear, rhinoceros, squirrel.

~~skunk~~ squirrel, goose, dog, rabbit, grasshopper, mouse, frog, bear, snake, owl,  
rhinoceros, elephant, kangaroo,



Stage 5

aim: to find out if students can fill in missing words, which are listed below the text, to the sentences according to the sense

method: gap-filling

- I gave the sheets of paper to students. There were sentences with gaps, and students were supposed to fill in the words from the list below.

#### Evaluation of this activity:

Filling in the missing words to the sentences was a little bit difficult for some children I think. Or especially some sentences were difficult because the mistakes were repeated in those sentences. These were the sentences number 1,5,6,7 and 9. Maybe the words there are difficult to remember for students, or the sentences which I used were difficult to fill in and use a correct word. What's also interesting are the mistakes in spelling even if there is a list of words below the sentences. There appeared mistakes like "drinkes, drings, maust, fruid." Probably children don't copy the words carefully, they don't concentrate on the form of the word. I think that children knew how to use these words, they knew their meanings, but the students were not able to write them correctly. I think there are fewer wrong answers and fewer mistakes in spelling in the papers of 6th B. I don't think this type of exercise is unknown to pupils because similar exercises are in the textbook, but I also gave them the sentences with the

different context than in the textbook, and that's why it was a little bit difficult for pupils.

1. The cat ~~is~~ is ~~in~~ in the ~~house~~ house.
2. A wolf ~~lives~~ lives in a ~~case~~ cave.
3. A ~~bat~~ bat ~~flier~~ flies at night.
4. In the evening, our garden is ~~in~~ in the dark.
5. The bear is hungry and it ~~is~~ is ~~in~~ in the forest.
6. ~~Get~~ Get ~~the~~ the cat out ~~and~~ and ~~go~~ go.
7. As always, it is ~~in~~ in the garden.
8. When I am hungry, I eat ~~it~~ it.
9. The cat ~~was~~ was ~~in~~ in the ~~house~~ house.
10. It ~~is~~ is ~~in~~ in the ~~house~~ house.
11. The cat ~~is~~ is ~~in~~ in the ~~house~~ house.
12. A ~~cat~~ cat ~~is~~ is ~~in~~ in the ~~house~~ house.
13. East ~~Tram~~ Tram ~~is~~ is ~~in~~ in the ~~house~~ house.

get it	most	the
off in	ship	the
require	other up	the
dark	help	the



Activity number 4:

Klomin kaza

1. The owl dark ~~wakes up~~ in the night.
2. A wolf lives in a cave.
3. A bat ~~bat~~ flies at night.
4. In the evening our garden is dark.
5. The bear is hungry and it looks for the food.
6. ~~Bat~~ Most cats eat mice.
4. An orange is a fruit.
8. When I am hungry, I must eat ~~find~~ something.
9. The bat usually drinks blood.
10. A vampire bat lives in Central America.
11. The bat cuts ~~wakes up~~ a small hole in the cow's leg.
12. A shark has got sharp teeth.
13. Count Dracula's bed is a coffin.

fruit	most	cave	drinks
coffin	sharp	bat	
vampire	wakes up	eat	
dark	looks for	cuts	

1. The owl wakes up in the night.
2. A wolf lives in a cave.
3. A ~~vampire~~ <sup>bat</sup> flies at night.
4. In the evening our garden is dark.
5. The bear is hungry and it looks for the food.
6. most cats eat mice.
7. An orange is a fruit.
8. When I am hungry, I must eat something.
9. The bat usually drinks blood.
10. A ~~vampire~~ bat lives in Central America.
11. The bat cuts a small hole in the cow's leg.
12. A shark has got sharp teeth.
13. Count Dracula's bed is a coffin.

fruit

coffin

vampire

dark

most

sharp

wakes up

looks for

cave

bat

eat

cuts

drinks



The other two activities I did only in the sixth form as they were quicker.

Stage 6 - form:6th

aim: to find out if students can guess the animal according to the description of the animal

method: game

- students were divided into two groups (boys vs. girls); they got descriptions of animals, read them aloud for the second group, and they had to guess the animals.

materials: cards with descriptions

#### Evaluation of this activity:

The class was divided into two groups; they picked out the descriptions of animals, and they had to guess the animals. Since it was a game, it was motivating, and both groups wanted to win. They guessed all the animals without problems. Also definitions did not cause any problems to students. They understood them very well.

Activity number 5:

This animal is big. It has 4 legs. It doesn't move very quickly and quietly. It eats honey.

This animal is small. It has 2 arms, 2 legs and a big tail. It lives in the tree. It eats nuts.

This animal is big. It lives in the zoo or in Africa. It has 4 legs, a long nose and a tail. It eats grass and leaves.

This animal is big. It is black and white. It has 4 legs and a tail. It lives in Africa or in the zoo. It eats grass.



Stage 7 - form:6th

aim: guessing the animals through spelling the letters and  
finding out which letters are in the word

method: Hangman

- I wrote short lines on the blackboard. Students told me separate letters and tried to guess the animals. We practised these words: a kangaroo, an owl, an octopus, a shark.

#### Evaluation of this activity:

Also this activity -- Hangman -- was done successfully by students. First we checked the knowledge of the ABC, then we practised the words themselves. And it very often happened that children guessed the words although the words were not finished yet.

I think that the exercises I prepared seemed useful but some of them were a little bit difficult for pupils. What I learned is that the pupils know most of the words; they are able to pronounce them, but they have some problems with writing those words correctly. In my opinion, these exercises were more motivating for students; they were different from the exercises which are in the textbook, and they seem to me more effective than drill and mechanical exercises because in semi-controlled practice the form of the sentence or the word isn't the only main focus but also the meaning, and I think students should be able to use a correct form and know the meaning.

### Lesson plan number 3

form: 5th and 6th, this exercise was done in both groups in the same way

time: 10 min.

level: post-beginners

aims: to find out if students can find the mistakes in the spelling of the words in sentences, and if they are able to correct them.

objectives: students should be able to replace the wrongly spelt word by the correct one.

method: written work of a fictional pupil

- I handed the sheets of paper to students, explained to them what to do and let them correct the mistakes.

materials: sheets of paper with the sentences

### Evaluation of this activity:

Again, I can compare the results of the fifth form and the sixth form. When I went through the corrections, it seemed to me that the sixth form had well-balanced results. On the other hand, the fifth form found some mistakes easily, but some of the mistakes were corrected rarely. For example, in the fifth form they had no problems with correcting these words: "hafe, muzt, wai, tojlet, losd." The most difficult word was "dise", but it was caused by the fact that the pupils preferred using the word "cube" instead. This word was corrected just by one pupil. Also only one pupil corrected the mistake in the phrase "have



arest".

In the sixth form they found most of the mistakes quite easily, but they also had problems with "have arest, dise, oupen and klosed." But in the case of "have arest", four pupils corrected that mistake.

When pupils corrected the wrong words, they made mistakes too. More mistakes were in the fifth form. There appeared mistakes like "mast instead of must, finnish, finnd, skool, wei and whei instead of way, wheyte instead of wait."

When I was talking about this exercise with the classroom teacher, she suggested not to use it very often so that the students would not fix the mistakes in their heads. I think she is right, and for my further practice I won't use this type of exercise often, first because it was quite difficult for pupils, and second because when the students cannot write the words correctly, it is not worth offering them wrongly spelt words. As they had to correct the mistakes, they could fix them, and maybe use them later in the future. But it is also true that children liked that type of exercise. They mentioned that in the questionnaires which I gave them at the end of the testing (see Appendix, p.59-64). They liked it because they could be teachers, and they could correct mistakes.

I think this activity worked in the classroom. The difference between this activity and drill and mechanical exercises is that the students have to think and understand the meaning of the sentence; they have to know how to write a word correctly; and according to that knowledge to correct

the mistakes. On the contrary, drill and mechanical exercises are primarily focused on the form, and after some time they become routine. And if children are clever, they can use the form correctly but they needn't understand the sentence at all.



Activity number 6:

Tomaš Drahoňovský

Michal Horáček

5.3.

1. You have to start. have
2. I must finish. must
3. Let's go back. back
4. It's this way. way
5. She must have acted.
6. I must go to the right. right
7. We're lost.
8. I must wait for you. wait
9. Let's find a bus. bus
10. The school is not open. open
11. The shop is closed. closed
12. This is my disc.



1  
Michal Horáček Miss Kemm 6.

1. You have to start. have
2. I must finish; finish
3. Let's go back, back
4. It's this way, when
5. She must have acted, rest
6. I must go to the toilet, toilet
7. We're lost, lost
8. I must wait for you. why?
9. Let's find a bus. find
10. The school is not open. school
11. The shop is closed, clothes
12. This is my disc, disc





Lesson plan number 4

form: 5th

time: 12 min.

level: post-beginners

aims: to find out if students know the words which refer to the village, towns, description of places

objectives: students should be able to describe some town or village, they should be able to say which buildings they can find there, what they can find in the countryside

Stage 1

method: a map without described buildings

- I fixed a map without description on the blackboard, and I read where each building was in the village. The students were supposed to mark the buildings or places according to the description which I read.

materials: a map drawn on a large sheet of paper

Stage 2

method: reading a story about the village Dolní Lhota, there were pictures instead of English words for buildings and places

- I fixed the sheet with the story on the blackboard; I gave papers to pupils, and they wrote the words instead of pictures

materials: a story written and drawn on the sheet of paper,

sheets of paper for students

Evaluation of these activities:

It seems to me that there were no problems in vocabulary either in the first or in the second exercise. But again, spelling of the words caused problems.

In the first exercise, there were two mistakes in the words a lake and a farm. These words were written as "a like, a farne." But the rest of the class helped the girl who made those mistakes to correct them.

In the second exercise there were more mistakes, e.g., cherch, schurch and chirch instead of a church; raylway, railwai and raywal instead of railway; ryver and hils.

This exercise again confirmed that the knowledge of vocabulary is not a problem, but spelling of these words. Children know the meanings of the words, but they are not able to write them correctly. As there is the main stress on the ability to speak, there are mistakes in spelling. But I think that students should know how to write words too because it is also a part of real knowledge of the words.

The teacher liked the exercises I prepared, she found them useful, but she suggested to make sheets with stories larger to be seen from the back of the classroom. These exercises were focused on the meaning of the words, and I don't think they are mechanical exercises. They seemed to work in the class.



Activity number 7:

Paulavoo

church, two, shops, school, railway,  
farm, river, pond, shops, school  
~~the~~ bridge, hills,

shop, shop, school, railway station,  
church, farm, river ~~the~~ lake, school  
shop, shop, church, school, railway  
station, farm, river, lake, farm, bridge

Zemskovo

Nedkovo

~~church~~ & school, railway, church,  
church, farm, ~~the~~ railway station,  
river, lake, ~~the~~ school, shop,  
shop, shop, church, school,  
railway station, farm, river, lake,  
farm, hills, bridge

Musilovo

Church, ~~shop~~ shop, meat shop, school,  
railway station, farm, river, pond,  
school, shop, meat shop, church, school,  
railway station, farm, river, pond,  
farm, hills, bridge



## Chapter III. Conclusion

### A. Discussion of Conclusions

Each textbook offers certain types of exercises for practising vocabulary. I don't think that the only exercises for meaningful practice should be drill and mechanical exercises, especially in semi-controlled practice. Therefore, I focused on preparing such exercises which could be meaningful, useful and motivating for students.

It is important to find out which exercises that I prepared are effective; therefore, I used several evaluation techniques to get information about my work.

My first source were the students. I gave them questionnaires in the last lesson we had. Students indicated which exercises they liked. Some students wrote brief comments on those activities. A majority of students liked quizzes, crosswords and the story about animals. The most common answers were that it was interesting, something new and funny. Some students found there also negatives, e.g., crosswords were not considered as anything special because children use them a lot in ordinary lessons.

The activities of filling in the missing words from the list below the sentences and correcting the mistakes were indicated as the most difficult exercises. Although there were some students who liked the activity of correcting the mistakes because they could be like teachers.

The sixth form liked the game with description of



animals. They said it was a good revision of words and it was interesting and new for them.

As the classroom teacher was present at the lessons, she was able to comment on the activities. She told me that the activities were good, properly chosen and very carefully prepared. The teacher emphasized that she had liked the short and clear instructions given in English. Also she considered the length of activities as appropriate so that they won't become boring and monotonous. The teacher suggested to me to make sheets of paper with stories larger to be seen well from the back of the classroom because it is necessary for students' understanding.

The last source of evaluation was the observation of my point of view. I could see that some activities were appreciated by students a lot, but some of them were very difficult. The students liked the exercises where there were some pictures and they liked games. They were motivated by those exercises; they were involved in the activities and they liked the possibility of working in groups in the case of the game. The size of the materials is very important. As the students couldn't see some pictures from the back of the classroom,, they had to go closer to the blackboard, and it disturbed them from the work.

#### B. Analysis of Project Model

There were several questions which were raised by reading experts' theories; and they should be answered.

The first question: How does using pictures and visuals influence the practice of vocabulary?

Both pictures and visuals are important in language teaching. They remind pupils of the connection between the language and the real life; they support and develop pupils' imaginations. When pictures and visuals are used, they help pupils to understand without using the native language. And they are motivating for pupils, which is also important for efficient language learning.

The second question: Which visuals are effective in vocabulary practice?

In my opinion, all types of visuals are effective. It does not matter if you use pictures cut out from magazines, drawn either by a teacher or by pupils, or if you use real objects. All of them are useful and effective in vocabulary practice.

The last question; Which types of exercises for practising vocabulary are effective ?

I tried out several types of exercises, and I think I found some types which are effective, motivating and appropriate for students. Children like crosswords, quizzes, games and reading stories about animals or about the village. They enjoyed the those activities, were involved in them and succeeded in them.

In my opinion, there is the outcome of the Project. It is obvious that practising vocabulary is important; and the way of doing that is also important. When we use exercises with visuals, games or exercises which students consider as



interesting, we help students practise vocabulary effectively. There must be a relationship between the form of the word and its meaning. Both are important for the knowledge of the language. According to the testing of the materials, I think my thesis isn't accurately stated even if it is not popular to use drill and mechanical exercises, it has its role in teaching languages, especially in the controlled practice when we concentrate on the form. But later on in semi-controlled practice, the emphasis should be on the form and also on the meaning. And then, at this stage, we can enlarge the using of activities which are not primarily based on drill and mechanical repetition. We can give to students the exercises which offer a larger context. At that moment, we connect the language with the real life and communication, and pupils can see that learning languages doesn't have to be based only on the drill and mechanical practice.

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## APPENDIX A: STUDENT WORKSHEETS

1. List the 11 different Project English 1.7. 2000 - 2001

2. List the 11 different Project English 1.7. 2001 - 2002

3. List the 11 different Project English 1.7. 2002 - 2003

4. List the 11 different Project English 1.7. 2003 - 2004

5. List the 11 different Project English 1.7. 2004 - 2005

6. List the 11 different Project English 1.7. 2005 - 2006

7. List the 11 different Project English 1.7. 2006 - 2007

## Appendix

8. List the 11 different Project English 1.7. 2007 - 2008

9. List the 11 different Project English 1.7. 2008 - 2009

10. List the 11 different Project English 1.7. 2009 - 2010

11. List the 11 different Project English 1.7. 2010 - 2011

12. List the 11 different Project English 1.7. 2011 - 2012

13. List the 11 different Project English 1.7. 2012 - 2013

14. List the 11 different Project English 1.7. 2013 - 2014

15. List the 11 different Project English 1.7. 2014 - 2015

16. List the 11 different Project English 1.7. 2015 - 2016

17. List the 11 different Project English 1.7. 2016 - 2017

18. List the 11 different Project English 1.7. 2017 - 2018

19. List the 11 different Project English 1.7. 2018 - 2019

20. List the 11 different Project English 1.7. 2019 - 2020

OZNAČ ODPOVĚDI, S KTERÝMI SOUHLASÍŠ:

1. Líbí se ti učebnice Project English 1 ? ano - ne

2. Líbí se ti témata ? ano - ne

3. Které téma je nejlepší ?

*zvířata*

4. Které téma se ti vůbec nelíbí ?

*nevím*

5. Je pro tebe těžké se naučit slovíčka ? ano - ne

6. Jak se ti nejlépe učí slovíčka ?

- když si je píšu

- nechám se doma vyzkoušet

- ve škole při cvičeních

- ze slovníčku

7. Líbí se ti křížovky, vtipy a hádanky, které jsou v učebnici ? ano - ne

8. Už jsi někdy dělal křížovku ? ano - ne

Líbilo se ti to ? ano - ne



OZNAČ ODPOVĚDI, S KTERÝMI SOUHLASÍŠ:

1. Líbí se ti učebnice Project English 1 ? ano - ne

2. Líbí se ti témata ? ano - ne

3. Které téma je nejlepší ?

*mapy, cvičenka*

4. Které téma se ti vůbec nelíbí ?

*líbí se mi skoro všechny*

5. Je pro tebe těžké se naučit slovíčka ? ano - ne *někdy*

6. Jak se ti nejlépe učí slovíčka ?

- když si je píšu
- nechám se doma vyzkoušet
- ve škole při cvičeních
- ze slovníčku

7. Líbí se ti křížovky, vtipy a hádanky, které jsou v učebnici ? ano - ne

8. Už jsi někdy dělal křížovku ? ano - ne

Líbilo se ti to ? ano - ne

## OZNAČ ODPOVĚDI, S KTERÝMI SOUHLASÍŠ !

5.r

1. Jak se ti nejlépe učí slovíčka?

- když si je píšu ✓
- nechávám se doma od někoho vyzkoušet
- když jsou ve větách nebo v článku
- když se je učím jednotlivě, samotná
- za pomoci obrázků
- za pomoci písniček
- jiným způsobem ?

2. Jak se ti líbila naše společná práce - kvíz, křížovka, doplňování slov do vět, odkrývání obrázků zvířat, opravování chyb, příběhy s obrázky (příběh o zvířátkách, hodiny, vesnice), vánoční dárky, dopis St.Clausovi.

Líbila, protože:

- bylo to zábavné ✓
- bylo to něco nového, zajímavého
- znám to, děláme to často
- mohl jsem pracovat s druhými

Nelíbilo, protože:

- nebavilo mě to
- znám to, děláme to často
- slovíčka byla příliš těžká
- bylo to pro mě moc lehké

Kterou z těchto odpovědí bys napsal k jednotlivým aktivitám ?

aktivita : *líbilo, protože to bylo zábavné*  
- kvíz *líbilo, protože to bylo zajímavé*  
- křížovky *dobré, ale byly těžké*  
- doplňování slov do vět *zábavné, mohl jsem si o*  
- odkrývání obrázků zvířat *ne dobrý - a napínací*  
- opravování chyb *- bylo to těžké*  
- příběhy s obrázky *- docela dobrý, ale krátké*  
- vánoční dárky, dopis St.Clausovi *perfektní - akorát mo*  
*kra'okry, ale jinak dobrý*

3. Pamatuješ si slovíčka z naší společné práce ?

- umíš je napsat AND - NE AND I NE
- umíš je vyslovit AND - NE
- vybavíš si je snadno AND - NE



## OZNAČ ODPOVĚDI, S KTERÝMI SOUHLASÍŠ !

5.r

1. Jak se ti nejlépe učí slovíčka?

☒ když si je píšu

- nechávám se doma od někoho vyzkoušet
- když jsou ve větách nebo v článku
- když se je učím jednotlivě, samotná
- za pomoci obrázků
- za pomoci písniček
- jiným způsobem ?

2. Jak se ti líbila naše společná práce - kvíz, křížovka, doplňování slov do vět, odkrývání obrázků zvířat, opravování chyb, příběhy s obrázky (příběh o zvířátkách, hodiny, vesnice), vánoční dárky, dopis St.Clausovi.

Líbila, protože:

- bylo to zábavné
- bylo to něco nového, zajímavého
- znám to, děláme to často
- mohl jsem pracovat s druhými

Nelíbilo, protože:

- nebavilo mě to
- znám to, děláme to často
- slovíčka byla příliš těžká
- bylo to pro mě moc lehké

Kterou z těchto odpovědí bys napsal k jednotlivým aktivitám ?

aktivity :

- kvíz - už si nepamínám
- křížovky - moc mě to nebavilo, protože křížovky si děláme většinou i
- doplňování slov do vět - líbilo, bylo to zábavné
- odkrývání obrázků zvířat - bylo to ~~zábavné~~ zábavné
- opravování chyb - bylo to pěkné, protože jsme si začali i my naučit
- příběhy s obrázky líbilo se mi to, bylo to jiné než to ostatní
- vánoční dárky, dopis St.Clausovi - bylo to líbilo bylo to něco nového

3. Pamatuješ si slovíčka z naší společné práce ?

- umíš je napsat AND - ☒ NE
- umíš je vyslovit ☒ AND - NE
- vybavíš si je snadno AND - NE ano i ne

1. Jak se ti nejlépe učí slovíčka?

☒ když si je píšu

- nechávám se doma od někoho vyzkoušet

- když jsou ve větách nebo v článku

- když se je učím jednotlivě, samotná

☐ za pomoci obrázků

☐ za pomoci písniček

- jiným způsobem ?

2. Jak se ti líbila naše společná práce - kvíz, křížovka, doplňování slov do vět, odkrývání obrázků zvířat, opravování chyb, příběhy s obrázky (příběh o zvířátkách, hodiny, vesnice), vánoční dárky, dopis St.Clausovi.

Líbila, protože:

☐ bylo to zábavné

☒ bylo to něco nového, zajímavého

- znám to, děláme to často

- mohl jsem pracovat s druhými

Nelíbilo, protože:

- nebavilo mě to

- znám to, děláme to často

- slovíčka byla příliš těžká

- bylo to pro mě moc lehké

Kterou z těchto odpovědí bys napsal k jednotlivým aktivitám ?

aktivity :

- kvíz *líbilo (směna příjmení)*

- křížovky *lepší než normálně (pěkně)*

- doplňování slov do vět *průměrně (děláme často)*

- odkrývání obrázků zvířat *pěkná novinka*

- opravování chyb *běžně (průměrně)*

- příběhy s obrázky *pěkná novinka*

- vánoční dárky, dopis St.Clausovi *nové, pěkně*

3. Pamatuješ si slovíčka z naší společné práce ?

- umíš je napsat

ANO - NE *některé*

- umíš je vyslovit

☒ ANO - NE

- vybavíš si je snadno

ANO - NE *často*



OZNAČ ODPOVĚDI, S KTERÝMI SOUHLASÍŠ !

6.r

1. Jak se ti nejlépe učí slovíčka?

- když si je píšu
- ☒ - nechávám se doma od někoho vyzkoušet
- když jsou ve větách nebo v článku
- ☒ - když se je učím jednotlivě, samotná
- za pomoci obrázků
- za pomoci písniček
- jiným způsobem ?

2. Jak se ti líbila naše společná práce - kvíz, křížovka, doplňování slov do vět, odkrývání obrázků zvířat, opravování chyb, příběhy s obrázky (příběh o zvířátkách), hra s hádáním zvířat ve skupinách, "šibenice".

Líbila, protože:

- ☒ - bylo to zábavné
- ☒ - bylo to něco nového, zajímavého
- znám to, děláme to často
- mohl jsem pracovat s druhými

Nelíbilo, protože:

- nebavilo mě to
- znám to, děláme to často
- slovíčka byla příliš těžká
- bylo to pro mě moc lehké

Kterou z těchto odpovědí bys napsal k jednotlivým aktivitám ?

aktivity :

- kvíz
- ☒ - křížovky; "šibenice"
- doplňování slov do vět
- ☒ - odkrývání obrázků zvířat
- opravování chyb
- příběhy s obrázky
- ☒ - hra s hádáním zvířat

3. Pamatuješ si slovíčka z naší společné práce ?

- umíš je napsat ☒ ANO - NE - *jenom nějaký*
- umíš je vyslovit ☒ ANO - NE
- vybavíš si je snadno ☒ ANO - ☒ NE

OZNAČ ODPOVĚDI, S KTERÝMI SOUHLASÍŠ !

6.r

1. Jak se ti nejlépe učí slovička?

- když si je píšu
- nechávám se doma od někoho vyzkoušet
- když jsou ve větách nebo v článku
- když se je učím jednotlivě, samotná
- za pomoci obrázků
- za pomoci písniček
- jiným způsobem ?

2. Jak se ti líbila naše společná práce - kvíz, křížovka, doplňování slov do vět, odkrývání obrázků zvířat, opravování chyb, příběhy s obrázky (příběh o zvířátkách), hra s hádáním zvířat ve skupinách, "šibenice".

Líbila, protože:

- bylo to zábavné
- bylo to něco nového, zajímavého
- znám to, děláme to často
- mohl jsem pracovat s druhými

Nelíbilo, protože:

- nebavilo mě to
- znám to, děláme to často
- slovička byla příliš těžká
- bylo to pro mě moc lehké

Kterou z těchto odpovědí bys napsal k jednotlivým aktivitám ?

aktivity :

- kvíz
- křížovky; "šibenice" mohl jsem pracovat s druhými
- doplňování slov do vět
- odkrývání obrázků zvířat bylo to něco nového, zajímavého
- opravování chyb
- příběhy s obrázky
- hra s hádáním zvířat znám to, dělám to často

3. Pamatuješ si slovička z naší společné práce ?

- umíš je napsat AND - NE
- umíš je vyslovit AND - ~~NE~~
- vybavíš si je snadno AND - NE

jsem lepší  
jsem lepší



OZNAČ ODPOVĚDI, S KTERÝMI SOUHLASÍŠ !

6.r

1. Jak se ti nejlépe učí slovíčka?

- když si je píšu
- nechávám se doma od někoho vyzkoušet
- když jsou ve větách nebo v článku
- když se je učím jednotlivě, samotná
- za pomoci obrázků
- za pomoci písniček

✓ jiným způsobem ? *Je si doma anglickou knížku a snažím se překládat mladšímu bratři (letka mi pomáhá)*

2. Jak se ti líbila naše společná práce - kvíz, křížovka, doplňování slov do vět, odkrývání obrázků zvířat, opravování chyb, příběhy s obrázky (příběh o zvířátkách), hra s hádáním zvířat ve skupinách, "šibenice".

Líbila, protože:

- ✓ bylo to zábavné
- ✓ bylo to něco nového, zajímavého
- znám to, děláme to často
- mohl jsem pracovat s druhými

Nelíbilo, protože:

- nebavilo mě to
- znám to, děláme to často
- slovíčka byla příliš těžká
- bylo to pro mě moc lehké

- *knížku z které obrázky byly máma doma, názvy některých zvířat jsem neviděla hra mi pomohla odhalit jejich názvy*

Kterou z těchto odpovědí bys napsal k jednotlivým aktivitám ?

aktivity :

- kvíz

✓ křížovky; "šibenice"

- doplňování slov do vět

✓ odkrývání obrázků zvířat

- opravování chyb

- příběhy s obrázky

✓ hra s hádáním zvířat

3. Pamatuješ si slovíčka z naší společné práce ?

- umíš je napsat AND - NE

- umíš je vyslovit AND - NE

✓ vybavíš si je snadno AND - NE

## Self-evaluation sheet

*Answer these questions after you have taught the lesson.  
Write brief notes on a separate sheet of paper.*

### *Preparation*

1. How useful was your lesson plan? Were you able to follow it or did you have to depart from it during the lesson?
2. What difficulties did you find in planning the lesson?
3. Now that you have taught your lesson, what changes would you make to the plan for the next time?

### *Your teaching*

1. How successful was the lesson?
2. Which part of the lesson was most successful? Why?
3. Which part of the lesson was least successful? Why?
4. How did you ensure that all the students understood?
5. How much did you use the blackboard? Was it effective?
6. What other aids did you use? Were they effective?
7. Which of the four skills did you develop most?
8. How much did you use the students' own language? Should you have used more or less?
9. What aspect of the lesson gave you most difficulty? Why?
10. How was this lesson different from the one you taught before and after it?

### *The students*

1. What activities did the students enjoy most? Why?
2. What did the students find the most difficult? Why?
3. Did any students fail to participate? If so, why was this?
4. What discipline problems were there? What caused them? How did you deal with them?
5. What advice might the students give you about the lesson?

This unit incorporates ideas suggested by Stephen Gates, University of Northern Iowa.