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## FINDING THE APPROPRIATE TECHNIQUES FOR TEACHING VOCABULARY TO BEGINNERS

(Vyhledávání vhodných technik pro výuku slovní zásoby  
u začátečníků)

Závěrečná práce 95-PF-KAJ

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Počet

stran	obrázků	tabulek	příloh
52	-	-	14

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## Anotace

Rozšiřování slovní zásoby je hlavním předpokladem pro studium cizího jazyku. Z tohoto důvodu se vysvětlování a opakování slovíček často používá a stavá se velmi důležitým. Cílem této práce je dokázat, že použití neverbálních technik ve výuce slovní zásoby je zajímavější a srozumitelnější pro začátečníky než aplikace verbálních technik.

## Abstract

Learning vocabulary is a main presumption in studying a foreign language. That is why the vocabulary presentation and revision are commonly used and very important. The aim of this project is to show that it is effective to apply visual aids, mime and games in vocabulary presentation and revision with beginners. It will demonstrate that these techniques are more comprehensible and interesting to this kind of students than application of verbal techniques.

## Zusammenfassung

Die Wortschatzentwicklung ist eine Hauptvoraussetzung für das Fremdsprachlernen. Aus diesem Grund wird das Erklären und die Wiederholung der Wörter oft verwendet und wird sehr wichtig. Diese Arbeit beweist, daß der Gebrauch von nicht-verbalen Lerntechniken im Wortschatzlernen interessanter und mehr verständlich für die Anfänger ist als Anwendung der verbalen Lerntechniken.



## OUTLINE

Thesis: It is effective to use visual aids, gestures, mime and games to present and revise vocabulary with pupils about the age of eleven.

Subject heading: Visual aids, mime, gestures and games in vocabulary teaching.

### Section I

A) Learning vocabulary is the first step in studying a foreign language.

1. From my learning experience, there are several ways of presenting and revising vocabulary.

a) Visual aids, mime, gesture and games.

b) Verbal techniques.

2. Ruth Gairns and Stuart Redman 1986:74

B) According to my teaching experience, it is important to choose the most effective way of presenting and revising of vocabulary.

1. The teacher should choose the technique according to the students' level.

2. Virginia French Allen 1983:24

Virginia French Allen 1983:45

C) The purpose of this project is to demonstrate that some techniques which I used as a teacher are more



successful than others with the eleven-year-old pupils.

- 1) The different techniques were tested on the group of eleven-year-old pupils.
  - a) Visual aids, gestures, mime were more effective to clearly present and revise vocabulary.
  - b) Verbal techniques were not so effective.
- D) Four techniques of presenting and revising vocabulary worked better with eleven-years old pupils.
- E) This paper will include the lesson plans demonstrating the success of various techniques in presenting and revising vocabulary with the students of elementary level in the second part, and the third part will cover the summary of choosing the best technique.

## Section II

### II. Teaching practice

- A) Class profile
- B) Lessons 1 - 4
  - 1) Pre-lesson commentary
  - 2) Lesson summary
  - 3) Reflection
  - 4) Action

### Section III

#### III. The summary of learning theory and doing teaching practice

##### A) My research

##### 1) Studying different presenting and revising ways of vocabulary

a. Non-verbal techniques were supposed to be more effective

b. Verbal and non-verbal techniques were tried

c. Examining my thesis

##### 2) The aims of my teaching practice

a. My teaching aims

b. Students' aims

##### B) The results of my teaching practice

1) The selection of proper technique depends on the teacher's skills and students' level

2) Suggestion to use non-verbal techniques with beginners

3) Doing research is worthy

##### C. What I have learnt during the teaching practice

I. Visual aids, mime, gestures, games in vocabulary teaching and learning.

A. Teaching and learning vocabulary by different techniques.

The conditions for learning English at the grammar school I attended were not adequate. The equipment was not at the appropriate level. For instance, only one type of book was available; it had four parts and its name was English I,II,III,IV. Each year we went through one part. The structure of each issue was always the same. An English text based on the given topic went first; a list of new words followed; new grammar came after the new words; the last part of the issue included the activities focused on the text and new grammar. The most common activities here were translation, gap-filling and answering questions based on the article. The school did not have any other type of book. It did not even have dictionaries. The students did not have many possibilities to hear English because the teacher spoke mainly Czech during lessons, and a tape was not available. As a result, the students did not have a chance to develop listening skills. We did not speak, and the teacher did not encourage us to use English. Writing was the only skill that was practised. The teacher did not explain how to construct paragraphs, but he announced the



topic for writing and the students were forced to write the essay. The construction of essays was not effective, but we learnt to express our opinions in writing. Spelling was also practised.

Furthermore, our vocabulary range was not wide. When I started to study at university, writing was not so difficult for me but I found out that it was difficult for me to speak, read or listen to English. Compared with other students, my skills were not on the level of the university student.

Improving was necessary for the next studying in the course. The first question that came in my mind was: Where should I start to improve my English? It did not take much time to find the answer. Expanding my vocabulary range was inevitable because an adequate knowledge of vocabulary is a basic presumption for developing language. The learner, without knowing vocabulary, cannot understand a listening text, cannot be familiar with the article that is being read; finally, he or she is not able to express his or her opinions in writing or speaking.

When I was studying at grammar school, I knew only one technique of presenting new vocabulary. Students were just given the English words and Czech translations. The teacher only mentioned where the new words were situated in

the book. We drilled the pronunciation of the words. Nothing else was required.

In comparison, according to my learning experience at university, there are several ways of presenting and revising vocabulary. These techniques could be divided into two major groups: non-verbal and verbal. Non-verbal ways are those whereby a word is explained without the use of language. Visual aids, mime and gestures are very helpful in non-verbal techniques. Visual aids include wallcharts, flashcards, magazine and hand-drawn pictures, real objects and illustrations in course books. For example, the teacher wants to teach the word book. Not to use a real object, a book, would be a waste of time. It is faster and clearer than using verbal techniques, such as giving a definition. Miming is effective for presenting and revising adjectives. The word terrible could be mimed on the teacher's face. Adjectives, for instance, tall and small, could be also explained by gestures. Verbal techniques include the use of illustrative situations, synonyms, definitions, contrasts, opposites. Translation is also a common way here.

As for revision, it is suitable to play vocabulary games. They are interesting and attract the attention of students. I observed a lot of teachers during teaching practice and most of them used games. The verbal and non-verbal methods are effective not just for presentation;

they could be applied for revision too. For illustration, the teacher can show the picture of a car and elicit the English word of the object in the picture. The teacher could give a definition of the word and elicit the English expression for this word. For example, the teacher can give the definition: it is an animal; it is a big strong cat with hair and it is a king of the jungle. Students would probably understand and say the word lion. This definition is simplified and beginners would probably understand. To make a definition understandable is not an easy task. It is much more difficult with elementary students because the teacher should use words that students know. If it is possible, it is more effective to use visuals with beginners. This is more clear for understanding meaning than the using definitions including words that beginners are not familiar with.

Sometimes it is not possible to use visual aids for presentation or revision. The abstract word cannot be demonstrated by a visual aid. The presentation of an abstract word is often done by verbal techniques, such as: giving a definition or the use of an illustrative situation. Gairns and Redman (1986) explain the use of an illustrative situation for a presentation of abstract words. In beginners, they had been studying



"This is most helpful when items become more abstract. To ensure that students understand, teachers often make use of more than one situation or context to check that learners have grasped the concept." (Gairns and Redman, 1986: 74)

The word air would be a suitable example here. They can apply the following illustrative situations. "You are flying; you are surrounded by air. All people on earth are surrounded by air, and they all breathe the part of air. This part is called oxygen." It would be more effective to use more illustrative situations to make sure that the students will be able to follow the meaning of expressed word.

B. The methods of presenting and revising according to the level of students.

According to my teaching experience, it is important to choose the most effective way of presenting and revising of vocabulary. The teacher should choose it according to the level of students. I taught eleven-year-old students who were beginners. They had been studying English for three months, and they had mixed abilities in English.

There were differences among them although they all were about the age of eleven. For illustration, some pupils were able to remember a new word after one or two repetitions. The other students had to learn new words at home. It was similar with teaching new structures. For instance, I presented the new structure I have got. Several pupils learnt it faster than the others. There must be bigger differences between students of different age classes. The fifth-form pupils (the age of eleven) cannot be on the same level as the eight-form class pupils (the age of fourteen) who have been studying English for four years.

Compared with my eleven-year-old students, the fourteen-year-old pupils are at a higher level of English. Their skills are more developed; their vocabulary range is wider. The teacher should know these facts and the selection of presenting and revising techniques would be influenced by the level of pupils. For example, my students had been learning English for three months; their vocabulary range was not appropriate for the use of verbal ways in presentation and revision of words. The contingent definition or illustrative situation would include too many unknown words for students, and therefore, the application of these methods would be useless. The main purpose of presentation is to get students familiar with new words.



The presentation must be clear for everybody to understand the meanings of new words. To make the presentation clear for beginners, it is helpful to use visuals. Virginia French Allen (1983) mentions this fact in her work,

"For helping students understand the meaning of a word, we often find that a picture is useful, if it is big enough to be seen by all members of class. but real objects are better than pictures whenever we have them in classroom. When there are real windows, doors, walls, floors, desks, and clocks in the classroom, it is foolish not to use them in our teaching." (Allen, 1983:45)

[On the other hand, using definitions is effective with intermediate pupils. They have a chance to hear English and it makes them think in the foreign language. It is easier to use definitions with intermediate students because they know more words than beginners. Virginia French Allen mentions this fact in her work,

"Intermediate students have one great advantage. They have learnt a large number of English words which can be used by the teacher for defining new vocabulary." (Allen, 1983:45)

C. The purpose of this project.



The purpose of this project is to demonstrate that some techniques which I used as a teacher were more effective than others with eleven-year-old pupils. The thesis will be supported by teaching plans where I applied different methods of presenting and revising vocabulary. It will be explained which techniques worked better and supportive reasons will be provided.

#### D. Thesis introduction.

A lot of different techniques exist for vocabulary presentation and revision. They can be divided into two major groups: verbal and non-verbal. I tried out these techniques with elementary and intermediate students. Non-verbal techniques worked better than verbal. It was effective to use visual aids, gestures, mime and games to present and revise vocabulary with pupils about the age of eleven.

#### E. Paper parts.

The second part of this paper will include several teaching plans. They will cover the testing of various techniques with elementary students. The results will be demonstrated in the final part of project. There will be

also a summary of facts about choosing the most effective technique.

## SECTION II

3 x 45 minutes

Four elements of teaching practice follow. First, the Class Profile describes the specific class in which the lessons were taught. Next, the Pre-lesson Summary discusses the lesson planning stage of the teaching practice. Third, the Lesson Summary establishes the stages of classroom presentation and practice. Finally, in Reflection on the lesson, the learners' experiences are explained.

Thesis: It is effective to use visual aids, gestures, mime and games to present and revise vocabulary with pupils about the age of eleven.

### 1. Class profile

Class	5th
Age	11
Number of pupils	17
Girls/Boys Ratio	8/9
Level	beginners
Textbook	Compass



-----  
Lesson per week

3 x 45 minutes  
-----

Teaching problems

attention  
-----

Learning problems

number of pupils  
-----

What was positive

pupils liked English  
-----

Comments

a. Class

This was a fifth-year class. It was their first year of learning English.

b. Age

The students were about the age of eleven. Their age contributed to a positive classroom atmosphere. They were enthusiastic and keen on learning English and new things; they wanted to show the knowledge that was required by the teacher. On the other hand, the children's age caused discipline problems.

c. The number of students

There were seventeen students, which was not a suitable number. It was difficult to get all students to

participate. It was impossible to pay attention to all students during the whole lesson.

d. Girls-boys ratio

There were eight girls and nine boys, which caused a balance between them. Boys were used to sitting next to boys and girls next to girls. I had to rearrange it because of discipline problems. I moved two boys and had them sit next to girls.

e. The level of English

The students were beginners. On the other hand, they were very clever and their level of English was surprising for me in a positive way. Most of students were also able to learn English quickly.

f. Teaching problems

The major teaching problem was connected with girls-boys ratio. The boys sat next to boys; therefore, they tended to talk with each other. They did not pay attention in this case. This problem was also caused by the age of the students which meant their attention span was short. I solved it by moving students and having them sit girls next to boys.

Another problem was the blackboard. It was too small and it was not possible to write all new words or new structures on it. To solve this problem, I made special

tables with structures that were situated next to the blackboard when they were needed. The next purpose

g. Learning problems vs games were to revise vocab

The students did not need special motivation because they liked learning English. The only disadvantage was the number of pupils. It was impossible to get all students to participate. I solved this problem by using pair-work that encouraged all students to use English and to practise the target language.

iv. Lesson aims

1. To gauge the students' pre-lesson

vocabulary based on the topic animals.

## 2. Lesson summary 1

A. Pre-lesson plan commentary

i. General lesson theme / topic / objectives

The whole lesson was based on the topic animals. It was centred on presentation, revision and further practice of vocabulary connected with the topic. In the first part we revised the known vocabulary (lion, cat, dog...). Then I presented the new words (swan, seagull, penguin). Finally, the students practised the new known words in the game Bingo. (see attached), a tape. Magic Box.

ii. Thesis focus and animal toys.

The presentation and revision of vocabulary was done with visual aids. I wanted to find out in what way



non-verbal techniques of revision and presentation work with the eleven-year-old pupils. The next purpose was to investigate how effective games were to revise vocabulary.

iii. Anticipated teaching problems / possible solutions

I knew that the students were interested in the topic of animals, but I was concerned that they would not know as many animals as was needed for playing Bingo. I was prepared to solve this problem by presentation of new words using visual aids.

iv. Lesson aims

1. To gauge the students' previous knowledge of vocabulary based on the topic animals.

2. To revise known animals in order to prepare the pupils for playing Bingo and Magic Box ( it is a box full by pictures of animals and animal toys).

3. To practise known words in dialogues and Magic Box in order to get all students to participate.

4. To present and practise the new words in order to expand the students' vocabulary range.

v. Materials

Pictures and objects (toys) of animals, cards for Bingo (see attached), a tape, Magic Box (a box with pictures of animals and animal toys).

## B. Lesson summary

### 1. Revision of known animals

a. Students brainstorm animals. The teacher elicits one example of an animal from each student.

"Peter, give me an example of animal. John, do you know another one?"

Aim: to ensure pupils know names of animals in order to prepare them for next activities that will be based on animals

### 2. Practice of known animals

a. The teacher plays the game "Magic Box" with students. They ask the teacher individually if he has got a particular animal in the box.

"Have you got a cat in your Magic Box?"

The teacher answers and gives the picture or toy of the animal to the student whose attempt has been successful.

"Yes, I have. Here you are."

Aims: to provide further practice of known animals  
to practise the structure Have got

### 3. Presentation of new animals

a. The teacher shows the pictures of animals (seagull, snail, swan and penguin) and says the English expressions for these words. Students are asked to repeat these words individually and then in chorus. The teacher writes the

words on the blackboard and students write them down into their exercise books.

"This black and white animal is called a penguin. Tom, repeat after me, a penguin. Everybody, a penguin."

Aim: to present new animals by pictures in order to prepare students for practice

#### 4. Practice of known and new animals

a. Students work in pairs and make up their own dialogues, including new and known animals and the structure It is a ..... The teacher encourages students to include at least one new word and name the animal that students got when they played the game Magic Box.

Peter: "Is it a penguin?"

Tom: "No, it is a seagull. Is it a cat?" showing the picture of cat.

Aims: to practise the known and new animals

to practise the structures "It is a ..." and " It is a ..."

to have all students participate

b. The teacher plays Bingo with students. It is based on the animals. Students have playing cards prepared (see attached). The teacher shows the pictures or objects of known and new animals. Students are asked individually to shout loud the word for the pictured animal. Then students write down the word into a square in the playing



card. When all squares in the playing card are filled, the teacher starts to name the animals and students cross out each animal from their playing cards. It continues till one student has not got a bingo.

Aims: to revise vocabulary animals by having students name them according to shown pictures and by having students listen to the animals

#### 5. Song

a. Students sing the song The Animals Went in Two by Two (see attached) according to the tape.

Aims: to practise pronunciation and stress of the words in the song (animals).

It by asking pupils to translate the words.

#### C. Reflection

##### 1. Revision of known animals

a. This activity went well. Each student was able to name at least one animal. It was perhaps because pupils knew a lot of animals, and it was an interesting topic for them. It was also effective because all students participated although there were seventeen pupils. This activity was also quick because I encouraged pupils to answer by asking questions.

"Next one? Any other?"

## 2. Practice of known animals

a. This game was very interesting for pupils and they were all involved. On the other hand, students knew the animal vocabulary well and they did not need to practise it. Next time I would leave out this game in order to save time for presentation for more new animals. The lesson would be interesting enough without Magic Box because there would still be Bingo and the song.

## 3. Presentation of new animals

a. The presentation by showing pictures was very effective because it was brisk, and students were able to find the proper meaning of the new word easily. I checked it by asking pupils to translate the new word into Czech.

Teacher:" This is a penguin. Peter, repeat after me. A penguin. Yes, everybody. A penguin. Jana, what does a penguin mean in Czech?"

Jana:" Tučňák."

Students did it without mistakes; therefore, the visual presentation worked well. It would have been more effective if I had presented more new words than four (seagull, penguin, swan and snail). Next time I will present more words again by showing pictures, and students will practise in the game Bingo.



#### 4. Practise of known and new words

a. The dialogue was effective because it gave a chance to students to practise vocabulary. It will be more challenging next time because students will practise more new animals.

b. As for Bingo, it would be more effective to practise more new words here. It took a lot of time because we played it with twenty-five animals. Next time we will play it with twelve words and most of them will be new ones from the previous presentation. Using visual aids was effective here because pupils were able to find the English expression for a given picture and it did not take a lot of time.

#### 5. Song

a. There were just a few minutes left; therefore, I used the song. It was effective because pupils liked it and it was connected with the topic Animals. It was also a practice of pronunciation and stress.

#### D. Action

This lesson showed that visual aids were effective in vocabulary presentation and revision with these pupils. They were able to find quickly the right meanings of new words according to the pictures and did not make mistakes. Pupils liked this kind of presentation and revision because



they were very active. There were always a lot of volunteers to answer.

# UNIT EIGHTEEN

## The animals went in two by two

10

Fairly fast

The an - i - mals went in two by two, hur - rah, — hur -  
 rah! — The an - i - mals went in two by two, hur -  
 rah, — hur - rah! — The an - i - mals went in two by two, the  
 el - e - phant and the kan - ga - roo, and they all went  
 in - to the ark, just to get out of the rain. —

1. The animals went in two by two, hurrah, hurrah! (2 ×)  
 The animals went in two by two, the elephant and the kangaroo,  
 And they all went into the ark,  
 Just to get out of the rain.
2. The animals went in three by three, hurrah, hurrah! (2 ×)  
 The animals went in three by three, the wasp, the ant and the bumblebee,  
 And they all went into the ark,  
 Just to get out of the rain.
3. The animals went in four by four, hurrah, hurrah! (2 ×)  
 The animals went in four by four, the huge hippopotamus stuck in the door,  
 And they all went into the ark,  
 Just to get out of the rain.

1. *Zvířata vcházela dovnitř po dvou, hurá, hurá, (2 ×)*  
*zvířata vcházela dovnitř po dvou, slon a klokan,*  
*a všechna vešla do archy,*  
*jen aby se schovala před deštěm.*
2. *Zvířata vcházela dovnitř po třech, hurá, hurá, (2 ×)*  
*zvířata vcházela dovnitř po třech, vosy, mravenec a čmelák...*
3. *Zvířata vcházela dovnitř po čtyřech, hurá, hurá, (2 ×)*  
*zvířata vcházela dovnitř po čtyřech, obrovský hroch uvízl ve dveřích...*

BINGO



## Lesson summary 2

### A. Pre-lesson plan commentary

#### i. General lesson theme / topic / objectives

The lesson was based on revision of making plural and presentation of the structure They are. The new words (mainly adjectives) were presented and practised. The first section focused on revision of plural nouns. The presentation of new words followed. Then, the presentation of the structure They are was done. Finally, the new words and the new structure were practised.

#### ii. Thesis focus

The presentation of new words was done by miming and by having the students guess the meanings from the pictures. The purpose was to investigate how effective mime and pictures were in vocabulary presentation with eleven-year-old students. I wanted to find out how suitable miming was for clear explanation or if it was more effective to use definitions.

#### iii. Anticipated teaching problems / possible solutions

I was not sure if the students would understand miming presentations. To solve this possible problem, I was prepared to help students by giving illustrative situations or by giving the Czech expressions.

Tereza: "Blue."

Helena: "Eye."

iv. Lesson aims

1. To gauge the students' previous knowledge of making plural nouns.

2. To present new vocabulary by using mime, illustrative pictures and definitions.

3. To present the new structure They are.

4. To present the new words and the structure They are by using them in sentences.

5. To practise the students' listening skills by having them listen for details in the listening text.

v. Materials

Compass (textbook), Issue 17, exercises 1, page 36 (see attached); Compass (workbook), Issue 16, exercises 1 and 2, page 36 (see attached); a tape; card with the structure They are (see attached).

B. Lesson summary

1. Word football

a. The students play the game "Word Football". The first student says the English word. The next student has to think of a word beginning with the same letter as the last one of the previous word. It continues till all students are involved.

Tereza: " Blue."

Helena: " Eye."

Katka: " Elephant."

Aim: to involve all students in an enjoyable activity in order to warm them up

## 2. Revision of making plural nouns

a. The teacher checks the homework. The students wrote the exercise 1 (p. 36) in their workbooks. There were several objects in the pictures. The students' task was to count the things in the pictures and to write them down.

" Five bananas. Four oranges. Two dogs. Two lemons."

The teacher lets each student read one answer.

Aim: to have students making plural nouns in order to ensure that they know the rules for it

b. The students do exercise 2 (p. 36) from the workbooks. There is the list of words in plural. The list contains six spelling mistakes. The teacher has these words written on the blackboard. The students' task is to find the mistakes and correct them. It is done orally and the students correct the mistakes individually on the blackboard. For example, sandwiches.

Teacher: " Is this word correct?"

Students: " No!"

Teacher: " Tom, you are a teacher. Come here and correct it."



Aim: to practise the spelling of nouns in plural in order to make sure that the students are able to write the plural forms of nouns

### 3. Pre-teaching vocabulary

a. The teacher holds up the opened textbook (p. 36) and directs the students to open their textbooks and to look at the text and pictures. The teacher has the pupils pay attention to a specific line and lets them guess the meaning of a concrete new word.

Teacher: " Look at line one. The word heavy." miming it  
"What does heavy mean?" giving time to think

The pronunciation is drilled by repetition after the teacher. It is checked if the students have understood the meanings of the new words by having them translate them into Czech.

" Heavy. repeat after me. John. Yes. Tom. Jana. Martin. Everybody, repeat after me. Heavy. What does it mean in Czech? Ida."

Ida: " Těžký"

The adjectives: heavy, perfect, expensive and tall are presented by mime and pictures from the text. The teacher mimes other two adjectives: happy and sad.

### 4. Listening

a. The books are closed. The teacher plays the tape of the text (p. 36). The students listen to it. If the

students hear one of the following adjectives: heavy, expensive, tall or perfect; they mime it as the teacher did in the previous presentation.

Aim: to ensure the students are familiar with the new adjectives by having them listen and respond to sentences containing these words.

#### 5. Presentation of the structure They are

a. The teacher asks the students to open the books again (p. 36) and directs them to look at the text. The students should try to find out: what the structure They are means; how to make the negative and question forms of this structure.

Aim: to have students think about the structure "They are" in order to prepare them for the presentation of this structure

b. The teacher presents the structure They are according to the card with this structure that is put on the blackboard. The teacher uses either English or Czech to make it as clear as possible. He reinforces the form in affirmatives, negatives and questions and compares it with forms of the verb to be in singular.

" We say: They are nice but he, she, it is nice."

Aim: to present the structure They are in order to get all pupils familiar with it

## 6. Practice of new words and the structure They are

a. The students are asked to write six sentences including the structure They are and new words:

[happy, sad, heavy, expensive, perfect, tall, parents and spiders].

Each adjective has to be used in one sentence. At least one sentence has to be negative and one question.

"Parents are perfect. Spiders are not heavy. Are they all?"

### C. Reflection

#### 1. Word Football

a. This activity was effective mainly for two reasons. At first, it involved all students and they liked it. They wanted to continue when I told them to stop it. Secondly, they used English in the activity that required vocabulary knowledge.

#### 2. Revision of making plural

a. Checking homework is always effective because it motivates the students to do it. However, it could have been more effective. I let the students read their results, but I should have told them to spell the words in order to find out if the students knew the rules for writing plural forms. For example, the pupil should know that we had to use the ending -es to make the plural of the word tomatoes.



It would give me a chance to elicit from more people what can influence the students' motivation.

b. The only positive outcome of this activity was that it made the students move and that they were motivated by playing the role of the teacher. On the other hand, only the quicker group of the students participated. Other students were not able to react so quickly although they would have known the right solution. To have all students participate next time, I would let them write this exercise in pairs.

### 3. Pre-teaching vocabulary

a. The miming presentation was successful because the students were able to understand the meanings of new words. Miming went well perhaps because the students saw the new words in the context and illustrated in the pictures. However, the words sad and happy were just mimed, and the students understood them immediately. They were shouting the Czech expressions. It was probably because it was not difficult to mime these two adjectives. It would also be effective to present these adjectives by pictures. It would be easy to draw the pictures that would clearly express the meanings. The next positive effect of miming was that it attracted the students' attention. They were curious what I was going to show. The students managed to guess the

meanings of words size and spiders. They were successful in guessing the word parents. I gave the definition.

" Father and mother are your parents."

It was understandable to the students because it was not difficult to define this word. The definition included just two words (father, mother) that the students were familiar with.

#### 4 Listening

a. The application of mime was effective for motivating the students to listen. It made them listen carefully and catch the details (adjectives); therefore, they practised their listening skills. I showed to the students how to mime each adjective before listening in order to avoid a lot of different kinds of mime. It made it easier for me to find out if the students caught the adjective because just one kind of mime was acceptable.

#### 5. Presentation of the structure They are

a. It was effective to let students guess the meaning of the structure from the context. They had to think also about form in negatives and questions. This made them active and, they would probably remember the structure more easily because they found its meaning and form on their own. They were not just listening to the teacher's explanation.

17 They're very heavy.

b. I did the presentation on my own because I was not sure if all students managed to understand everything about the structure. I wanted to make it clear for everybody.

6. Practice of new words and the structure They are

a. This stage gave the students practice of the new structure in affirmatives, questions and negatives. The students used also new words. Unfortunately, there was not time to do a whole exercise in the lesson; that is why the students started to do it but they finished it at home as homework.

D. Action

The part of this lesson illustrated that mime and pictures are effective in vocabulary presentation with eleven-year-old pupils. The teacher has to be cautious in selecting what words would be mimed because the presentation must be as clear as possible. My presentation proved that mime is effective with adjectives because the students understand the meanings of them.



# LESSON 17

## They're very heavy.

1 Look.

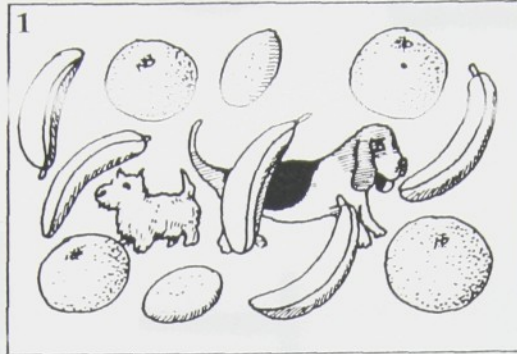


2 Listen and repeat.

3 Listen again and write the sentences in your notebook.



1 How many?

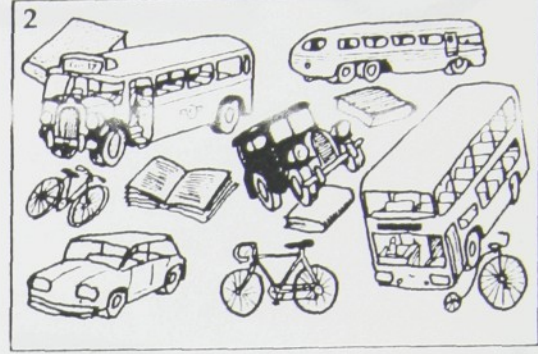


five bananas

four oranges

\_\_\_\_\_

\_\_\_\_\_

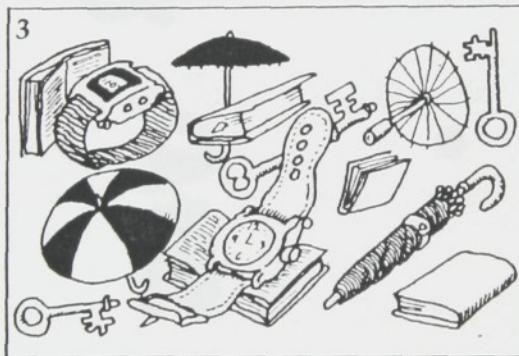


three bicycles

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



2 Look at these words. There are six spelling mistakes. Find them and correct them.

sandwichs books cars hats tomatos bycicles

windows chaires desks babys cubboards

3 Put in capital letters (A/B/C) and punctuation (.//'/).

1 is that an english car \_\_\_\_\_

2 my name is hans and im from germany \_\_\_\_\_

3 whats the matter \_\_\_\_\_

4 mr bradford is a teacher \_\_\_\_\_

5 my father is thirty-four years old \_\_\_\_\_

6 thats a spanish book \_\_\_\_\_

⊕

$\boxed{2.}$

⊖

They are ...

Are they ...?

They are not (aren't) ...

They are = They're



### Lesson summary 3

#### A. Pre-lesson commentary

##### i. General lesson theme / topic / objectives

This lesson was focused on the revision and practice of structures that had been presented in previous lessons, on the revision of the previously covered parts of body and presentation of new ones. In the first part, we revised and practised the structures Where is...?/ Where are...? and prepositions: in, on, under. The second part was based on revision and further practice of the structures They are/It is. Finally, known parts of body were revised and new ones were presented.

##### ii. Thesis focus

In stage 6, I wanted to find out how real objects work in the vocabulary presentation and revision. I also tried to use definitions with several words.

##### iii. Anticipated teaching problems/possible solutions

I expected the students might speak Czech while playing the game in stage 5 which would have limited practice of the target language. I was prepared to eliminate it by monitoring. The next problem would have occur in stage six. The definitions of words brain and heart would not have been understandable to students. I wanted to solve it by giving the Czech definition of the

word brain and by drawing the picture of a heart on the blackboard.

iv. Lesson aims

1. To revise the structures Where are/Where is...? and They are/It is with students by asking them questions about the forms and meanings of these structures.

2. To have students practise the structures mentioned above by using dialogues and a game.

3. To revise known parts of body using real objects.

4. To present new parts of body (nail, belly, knee, mouth, finger, brain, heart) applying real objects and definitions.

5. To practise the prepositions in, on, under in the context of using structures Where are/Where is...? and They are/It is.

v. Materials

Compass, issue 17, page 37, exercise 4, issue 18, page 39, exercise 5 (see attached); a tape; dice; cards with the structures Where are/Where is...? and They are/It is (see attached); Flash cards with prepositions on, in and under (see attached).

## B. Lesson summary

### 1. Song

a. The students sing the song "Jingle Bells" because Christmas is coming. They sing it with the tape.

Aim: to involve all students in an enjoyable activity in order to warm them up.

### 2.a. Revision of structures Where are/Where is...?

The teacher revises these structures with students by asking questions about forms, usages and meanings. Cards with structures are put on the blackboard. Students answer in English. The usage is explained in Czech because pupils are not able to comprehend that in English. Their vocabulary range is not wide enough to make it possible.

"Do you know a shorter version of Where is? Yes, it is "Where`s". Repeat after me. "Where`s". Jana, write it on the blackboard."

Aim: to revise the structures "Where are/Where is...?" by having pupils answering questions about these structures in order to prepare them for practice of it in dialogues (stage 3)

Teacher: "Where is Berlin?"

Pupil: "Berlin is in Germany, where is ..."

Teacher: "It is in Italy."



b. Revision of prepositions on, in, under

The teacher puts flash cards with prepositions on, in, under on the blackboard and asks pupils to read and translate them.

"What does the preposition on mean in Czech? Yes, and in? Perfect. And under?"

The teacher puts a ball on, in or under something and asks students where the ball is.

"Where's my ball?" putting it on the chair and asking John. He answers: "It is on the chair?"

Aim: to revise the prepositions on, in, under by having students translate them

to prepare students for following activities where they will use these prepositions.

3. Students' dialogues

a. The teacher directs students to look at list of cities in the exercise 5 (p. 39). The students are divided into pairs. Each pair choose several cities from the list and make up the dialogue using the structure Where is...? and the names of cities.

Ida: "Where is Berlin?"

Eva: "Berlin is in Germany. Where is Rome?"

Ida: "It is in Italy."

The teacher monitors around the class while the students are making the dialogues. After a few minutes, the students present their work for the rest of the class.

Aim: to have students practise the structure Where is ...?  
and the preposition in the dialogues in order to provide  
more practice of the target language and to involve all  
students

#### 4. Revision and practice of the structures They are/It is

a. The teacher puts the cards with these structures on the blackboard and asks students the questions about the forms, meanings, usages. The students answer in English or in Czech if it is too difficult for them to do that in English.

" Look at the blackboard. Could you read the first structure? Adam. Yes, they are. What does it mean in Czech? Perfect, oni jsou. When do we use it? In singular or plural?"

Aim: to revise the structures They are/It is in order to  
prepare the students for the practice of these structures

b. The teacher gives the Czech sentences using the structures They are/It is. The students translate these sentences creating affirmatives, negatives and questions.

" New York je velký. Translate it please. Helena. Yes, New York is big. Tom, ask Tereza if Jablonec is big. The answer is negative. Martin, answer."

Aim: to practise the structures "They are"/" It is a..."  
in order to make sure that the students are able to use  
these structures in questions, negatives and affirmatives

5. The practice of the structures They are/It is

a. The teacher directs the students to look at exercise 4 (p. 37) and they are given the dice. The students play a game in pairs. The first student has got two dice and use them to get a number. Then, he or she finds the picture in the exercise with the same number as a total sum of numbers from the dice. His or her task is to use the structure They are or It is to create a sentence about the numbered picture. After making the sentence, the students change their roles.

Peter has got the total sum eleven. He says the sentence: " They are snails." Jana has got three:" It is a cat."

Aim: to give all students further practice of the  
structures "They are"/"It is..." in interesting way

6. Revision of known and presentation of new body parts

a. The teacher has a boy in front of the class; shows the parts of boy's body and elicits the English expressions of body parts. The students are asked to answer individually.

" What is it?" raising the boy's hand. " Jan"



Jan: " Hand."

Teacher: " In a whole sentence."

Jan: " It is a hand."

Aim: to revised known parts of body

to find out which parts of body students do not know  
in order to know which words should be presented in the  
second part of the stage

to give students practice of the structure It is

b. The teacher presents new parts of body (nail, belly, knee, mouth, finger) by showing these parts on a girl in front of the class. The teacher also drills the pronunciation with the students and checks if they have understood the presentation by having them translate the new words into Czech.

"This is a finger." pointing to the girl's finger."  
Tom, repeat after me. Finger. Yes. Tereza. Finger.  
Everybody. Perfect. What does finger mean in Czech?  
Markéta."

The words brain and heart were presented by giving definitions.

" Heart. It is inside of us. It beats and it is the motor of our body. The brain is in our heads and it is used for thinking."

The students did not understand my definitions. The teacher presents these words again. He gives the Czech

expression for brain and draws the heart. This time the students understand the presentation. They demonstrate it by shouting the Czech word for heart.

Aim: to present new parts of the body by using different presentation techniques

### C. Reflection

#### 1. Song : activity was effective because

a. This activity was very effective because it involved all students. They used English in an interesting way. They liked singing because of their age.

changed the roles very often in pairs

Jan: "Where is London?"

#### 2. Revision of the structures Where are/Where is...?

a. It was effective to use the cards with these structures because writing on the blackboard would have taken a lot of time and the students would have got bored. The blackboard was also too small for writing everything clearly. As for explanation of usage, the students were allowed to do it in Czech in order to save time. I had found out in previous lessons that the students' vocabulary range made them unable to do it in English.

b. I checked if students knew the prepositions by translation because it was the fastest way, and it showed me if the students knew the meanings of required

prepositions. Using the ball was effective because it was interesting for students; it attracted their attention; it involved many students; finally, it gave students the practice because they used the prepositions in sentences.

### 3. Dialogues

a. This activity was effective because it involved all students although there were seventeen of them. It provided a lot of possibilities to everybody to practise the structures Where are/where is...? because the students changed the roles very often in pairs.

Jan: " Where is London?"

Tom: " London is in England. Where is Moscow?"

Jan: " It is in Russia."

On the other hand, the students made a lot of mistakes in pronunciation of names of cities and countries. They even did not know where some cities were.

Jana: " Where is Cairo?"

Katka: " Nevím."

Next time I will drill the pronunciation of names before doing this activity. I will read the names and have students repeat after me. The location of cities should be checked too. I will ask students quickly where particular



cities are at the beginning. It would be a good idea to use a map and make pupils show the cities or countries in it.

4. Revision and practise of the structures They are/It is

a. I did it in a similar way to stage two because it had gone well. The use of the cards with the structures was quick again and was not so abstract for students because they saw the forms of structures on the blackboard.

b. The translation was effective because it did not give students just the practice of the structures in affirmatives, but also in negatives and questions.

5. Practice of the structures They are/It is

a. This activity worked well because all the students were involved and they were keen on playing the game. This was shown by their reaction when I told them to stop; they tried to convince me to let them continue. I did not need to deal with Czech interruption. The students used mostly English when I was monitoring.

6. Revision of known and presentation of new parts of body

a. This part was mainly effective for me because it indicated which words students did not know. I was surprised by the number of known words related to parts of body; therefore, I chose less frequently used words for the following presentation, for example, nail and brain.

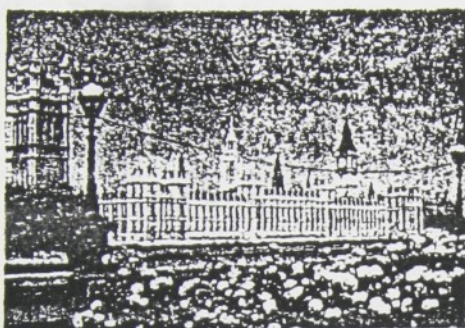
b. The presentation of words: mouth, belly, nail, finger and knee by showing real objects was very successful. The students were able to understand the meanings very quickly and the presentation was very clear. The pupils always knew the Czech word for the presented one. They did not make a mistake in guessing the meanings during presentation. The activity of students proved that the presentation was understandable. In comparison, the definitions of words brain and heart were not effective because the students were silent when I asked them what these words mean after applying the definitions. It made me present these words in another way. The picture of a heart provided clear explanation. The pupils started to shout the Czech word. As for the word brain, I gave just the Czech expression to save time because the picture of brain would not have been clear.

#### D. Action

Although the major part of the lesson was not connected with the thesis, the last activity demonstrated that the visual aids worked better than verbal techniques with beginners in vocabulary presentation. The definitions were not clear for students; it just took time.



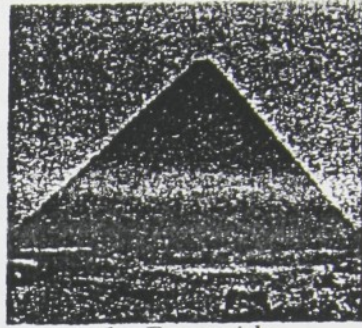
5 Look at these famous places:



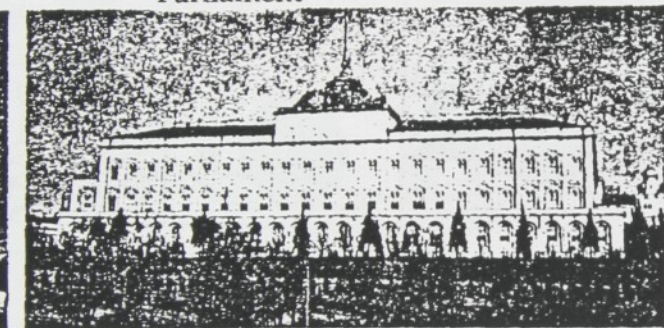
the Houses of  
Parliament



the Giralda



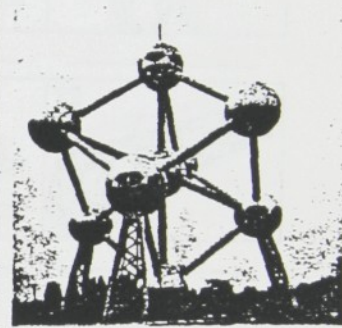
the Pyramids



the Kremlin



the Empire State  
Building



the Atomium

Each famous place is in one of the following cities.  
Be careful! There are twelve cities, and only nine famous places!

Pisa	London	Seville	Brussels	New York	Lisbon
Madrid	Moscow	Cairo	Rome	Berlin	Paris

Ask and answer questions about the famous places.

Where's the Eiffel Tower?

It's in .....

6 Now ask and answer questions about the cities.

Where's Pisa?

It's in .....

7 Over to you.

Use an atlas. Find the names of small towns around the world. Ask other students to guess where they are.

Where's Sacramento?

It's in California.

or

I don't know. Is it in Spain?



## 4 They? It? He? She?



der. They're cold. She's tall. He's a teacher.



## 5 Questions.

Are they spiders? Yes, they are.  
I think so.  
No, they aren't.  
I don't think so.  
I don't know.



Now you ask and answer.

**Remember** They're = They are

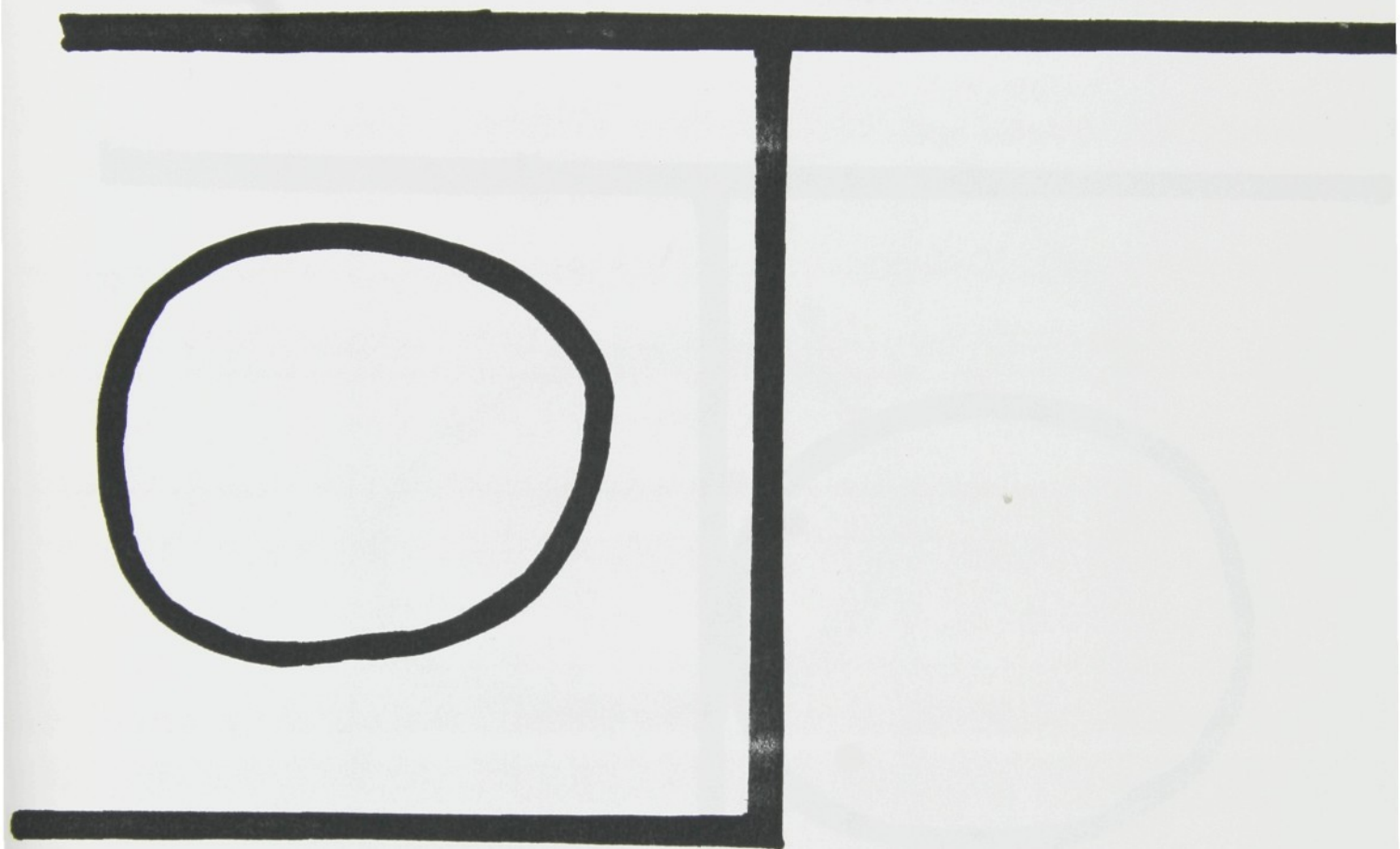


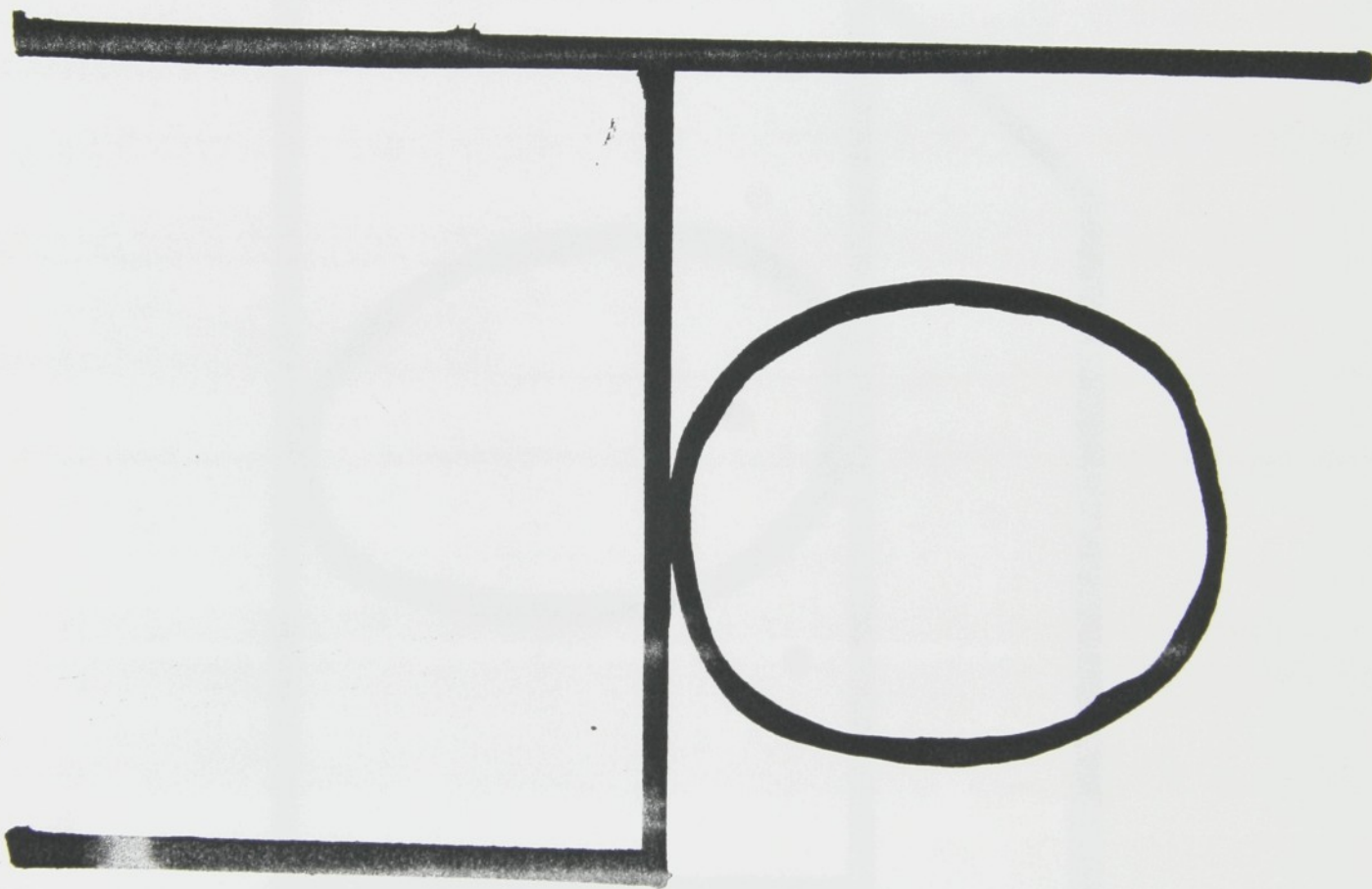
birds? computers? dogs? whales? cats?

## 6 Over to you.

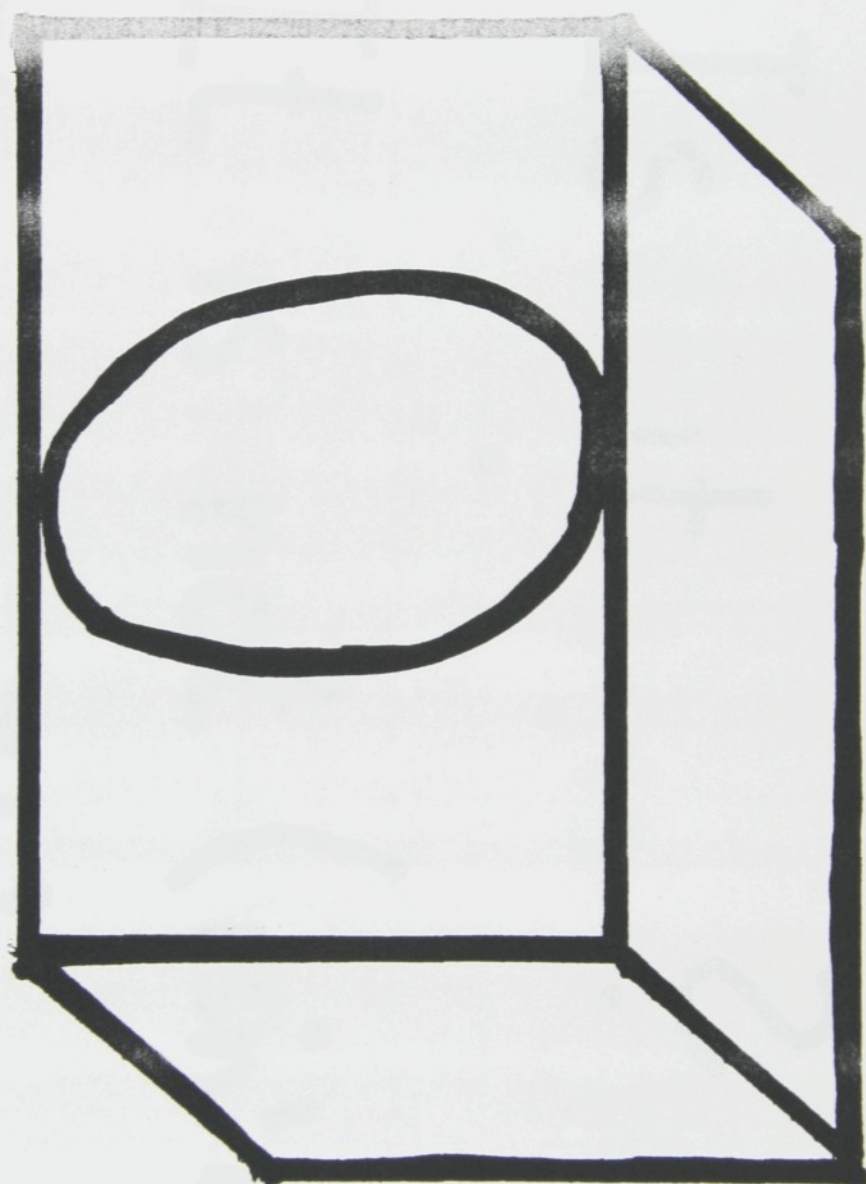
There are 20 words in the box below. Find the meanings in your dictionary. You can divide the words into three groups. What are the groups?

melon	photographer	pineapple	engineer
builder	gorilla	doctor	mouse
journalist	pear	sheep	secretary
plum	pilot	apricot	fox
nurse	zebra	inventor	footballer









⊕

If is ... .

2

Is it ... ?

⊖

If is not (isn't) ... .

If is = It's

j.č.

Where is ...?

mn.č

Where are ...?



⊕

They are ...

2

Are they ...?

⊖

They are not (aren't) ...

They are = They're

## Lesson summary 4

### A. Pre-lesson plan commentary

#### i. General lesson theme / topic / objectives

The lesson focused on the practice of answering about time. It was done in the context of a daily routine. The students also learnt the new words connected with the topic of the lesson Vicky's Day.

#### ii. Thesis focus

The new words were presented by different techniques. Some of them were verbal and the others were non-verbal. I tried to find out which of them were more successful with my students.

#### iii. Anticipated teaching problems / possible solutions

I used the text Vicky's Day from the textbook Project I although the students had not yet used this textbook. The tape of the text was used for listening. I was concerned that it would be too difficult for the students to understand it because the speech on the tape was very fast. In case of problems, I was prepared to read the text on my own. It would be more slow read sentence-by-sentence and repeated twice.

#### iv. Lesson aims

1. To practise answering about time by having students saying times.

2. To practise the students' listening skills by having them listen for details from the listening text.

3. To present new vocabulary by using verbal and non-verbal techniques in order to expand the students' vocabulary range.

v. Materials  
Crosswords (see attached); copies of Vicky's day from Project I, issue 4, page 40 (see attached); tape; pictures of bed, house and TV (see attached).

#### B. Lesson summary

##### 1. Crossword

a. The teacher gives the same crosswords to all students. While they are completing them, the teacher monitors.

Aim: to involve all students in an enjoyable activity in order to warm them up

##### 2. Listening

a. The teacher plays the tape about Vicky's Day. The students listen to it. They should write down the times that they hear from the tape. The text is played sentence-by-sentence first. Then it is played as a whole.

Aim: to practise the students' listening skills by having them write down the details



b. There are numbers from one to nine written on the blackboard. The students are asked individually to write the times as they appeared in the listening text next to the numbers on the blackboard. The other students read these times aloud and decide if these times are correct. For example, Peter writes the time 7:30 next to the number one. John reads: " Half past seven. It is correct."

Aim: to practise answering about time by having students read the times from the blackboard

### 3. Presentation of new words

a. The teacher gives copies of the text Vicky`s Day to the students. He directs them to look at pictures and text. The students` task is to underline unknown words. The students have time to do that. The teacher monitors.

Aim: to find out which words the students do not know in order to investigate which ones should be presented

b. The students say which words they do not know and the teacher presents them.

Aims: to present new words in order to get students familiar with the text

to prepare students for personalition where they will practise the new words and expressing time

#### 4. Personalisation

a. The teacher asks questions referring to the students' daily routines using the new words. Each student answers about himself or herself using the new words and expressing time.

Teacher: "When do you get up?"

Tereza: " I get up at seven o'clock."

Teacher: " When do you have breakfast?"

Martin: " I have breakfast at half past seven."

Aim: to have students think about their daily routines using the new words and expressing time in order to prepare them for describing their own daily routines

b. The students are told to describe their own daily routines. They have to use new words and express the times. They have to write it and they would use the text Vicky's day as a sample.

Students write: " I get up at seven o'clock. I have breakfast at half past seven. I start... ."

Aim: to practise the new words and expressing time in the context of day programme

#### c. Reflection

##### 1. Crossword

a. This stage went well. The students liked it and it involved all students. They have to know vocabulary from

the last lesson to complete the crossword; therefore, it would also be considered as a vocabulary revision. On the other hand, I would motivate students more by giving a good grade to the three fastest pupils. It would make it even more interesting.

## 2. Listening

a. This went also well. Playing it sentence-after-sentence at first and then as a whole was enough for the students. They managed to write the times down. I did not need to read it to make it easier.

b. It was effective to let students write the results on the blackboard because they could move. It made the lesson more lively. Reading out the results was also effective because it provided a chance to participate for the students who had not written on the blackboard. It was also practice of pronunciation. I let them correct mistakes made by other classmates because it made them think about expressing time.

## 3. Presentation of new words

a. The underlining was effective for finding out which words should be presented. I saw it while I was monitoring.

b. The words: get up, go home, go to bed and watch TV were presented by mime and showing pictures. For example, the teacher showed the picture of bed and mimed the verb go.



" This is a bed." checking if the students understood by having one student translate it into Czech.

" I go, I am going." miming the action. " Tell me what am I doing? In Czech. Yes, jdu. And go to bed? O.K., jdu do postele. Jít spát."

The teacher drilled the pronunciation with the students by having them repeat the new words. The phrases: go home and watch TV were presented in the same way using mime and pictures of TV and house.

The teacher gave the illustrative situations of phrases: have dinner, breakfast and lunch.

" I am eating breakfast in the morning. It means that I have breakfast. I am eating lunch at midday. It means that I have lunch at twelve o'clock. I am eating dinner in the evening. I have dinner at six o'clock p.m.. " having students guessing the Czech expression for the phrase: have breakfast.

The students were not successful; perhaps, because they did not understand several words that were included in illustrative situations. Finally, the teacher translated these words into Czech and drilled the pronunciation with the students.

Giving illustrative situations was not so effective as miming and using pictures although I tried to give the simplest illustrative situation I could. The students did

not understand the presentation by giving illustrative situations; they were not able to find the right Czech words for English ones. Their attempts were not successful. In comparison, the pictures and mime worked better. The presentation was clear because the students investigated the Czech words for presented expressions.

#### 4. Personalisation

a. At the beginning there were problems because the students were confused by the fact that I used do in my questions. They did not answer; they were silent. I translated the first sentence into Czech and explained that we use the word in present simple questions. I told them to answer normally in present simple as they were used to doing. All these instructions were said in Czech in order to avoid misunderstanding. This helped because the students started to answer without mistakes like: " I do get up... ". There was not time enough to finish it; that is why the students should have finished it at home as homework.

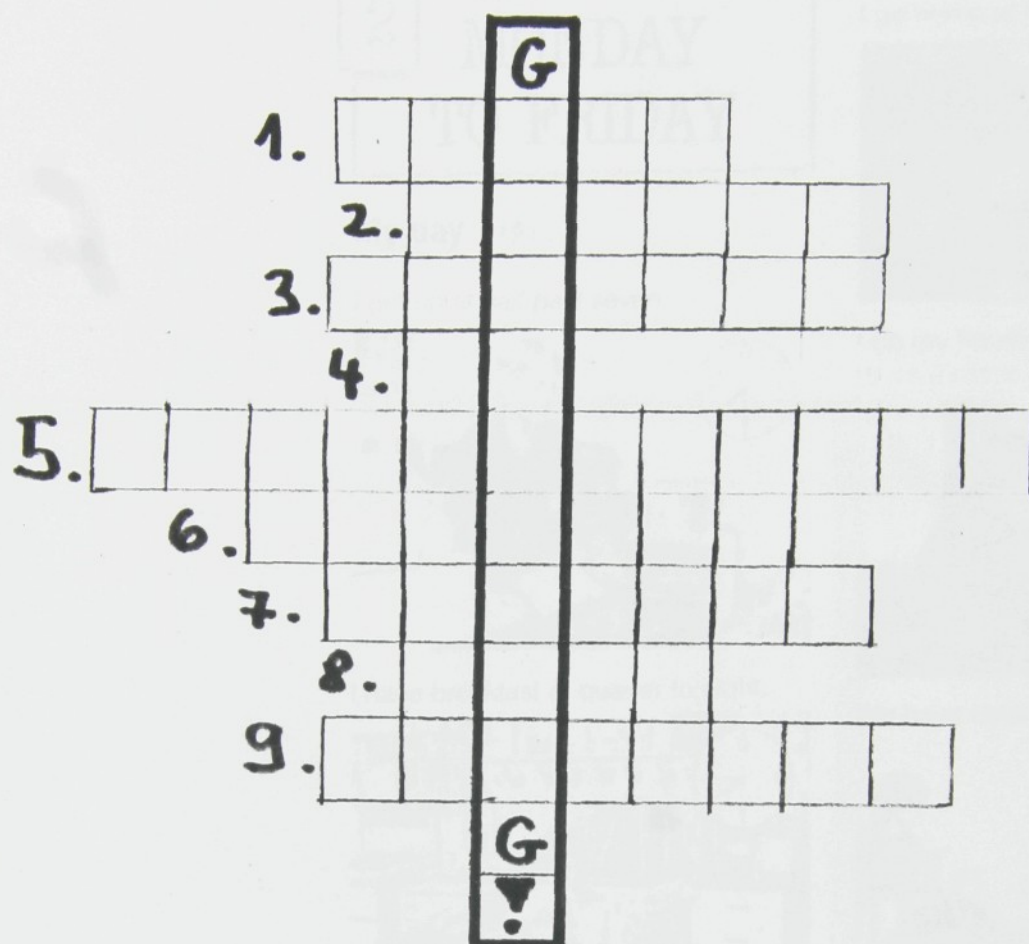
b. They managed only a few sentences in this lesson. While I was monitoring, I found out that the students did not have problems with using new words and expressing time; however, they made mistakes in spelling new words. To avoid this problem next time, I will write the new words on the

blackboard and let students spell them in order to reinforce the right spelling.

#### D. Action

This lesson demonstrated that verbal techniques do not work as well as non-verbal with the eleven-year-old pupils. I tried out using illustrative situations to present new words but the students did not understand them. It was caused probably by the students' low vocabulary range in the sixth grade. However, my illustrative situations were as simple as I was able to create, they still included unknown words for the students. Mime and pictures worked better. The pupils understand them immediately.





- ① hodinky (přelož)
- ② Hlavní město Anglie
- ③ čas na spaní (přelož)
- ④ odpoledne (přelož)
- ⑤ Raňo (přelož)
- ⑥ 15 minut
- ⑦ v noci (přelož)
- ⑧ čas (přelož)
- ⑨ čas k obědu (přelož)

2

# MONDAY TO FRIDAY

## My day 125

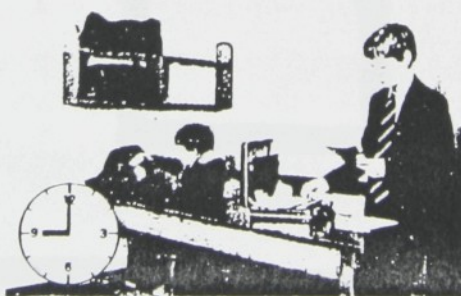
I get up at half past seven.



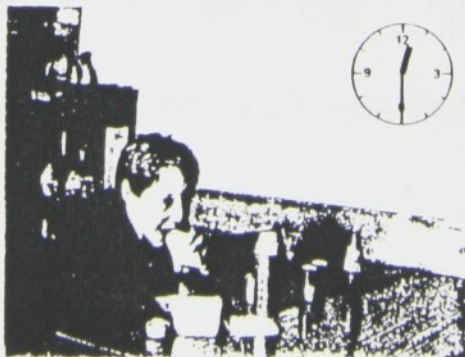
I have breakfast at quarter to eight.



I start school at nine o'clock.



We have lunch at half past twelve.



I go home at four o'clock.



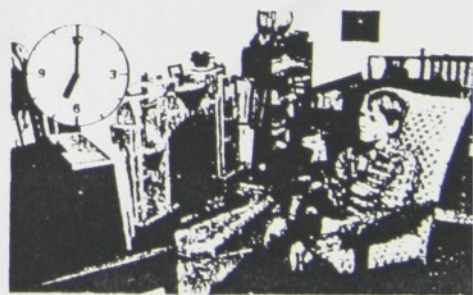
I do my homework from five o'clock to six o'clock.



We have dinner at half past six.



I watch TV from seven o'clock to quarter to nine.

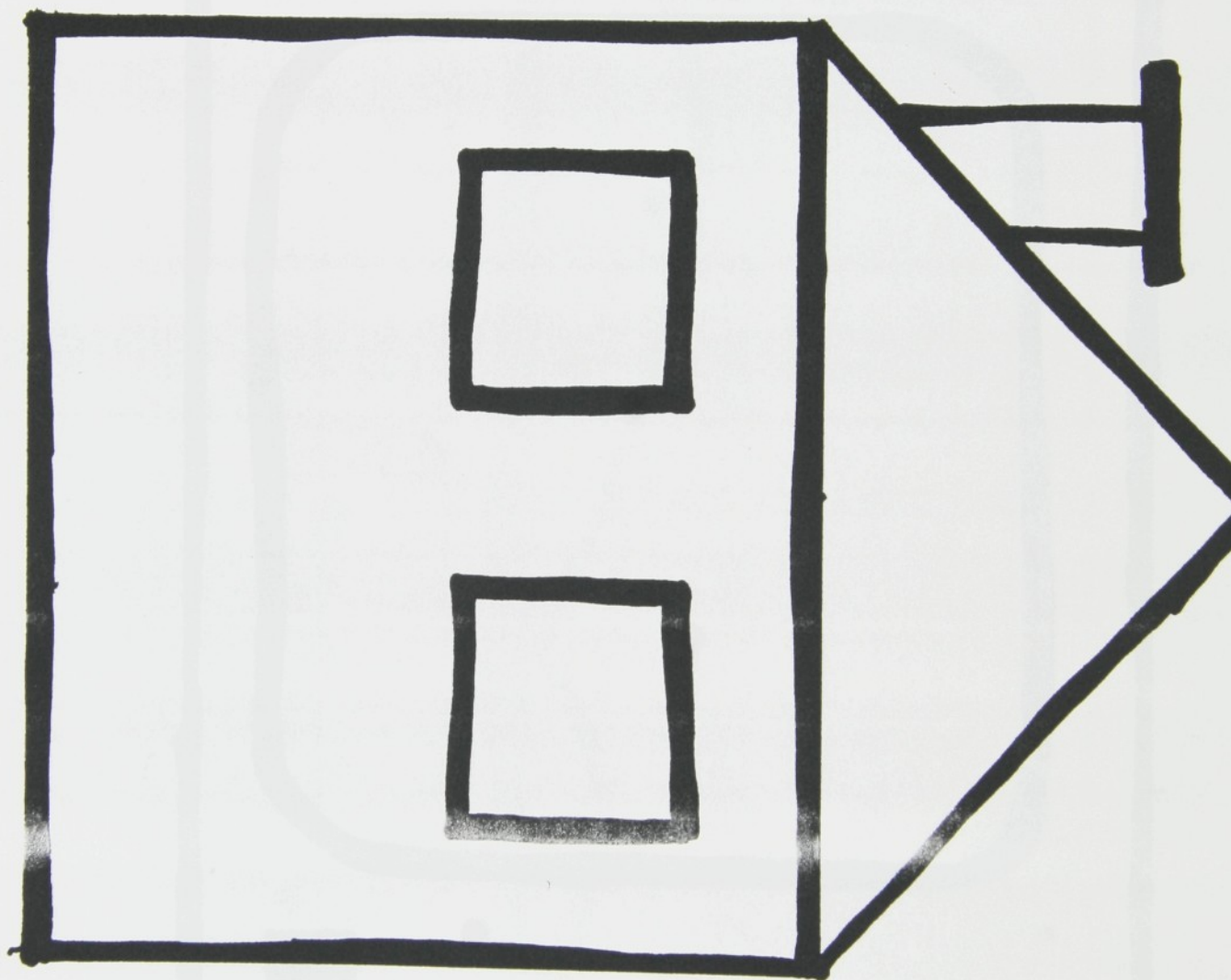


I go to bed at nine o'clock.

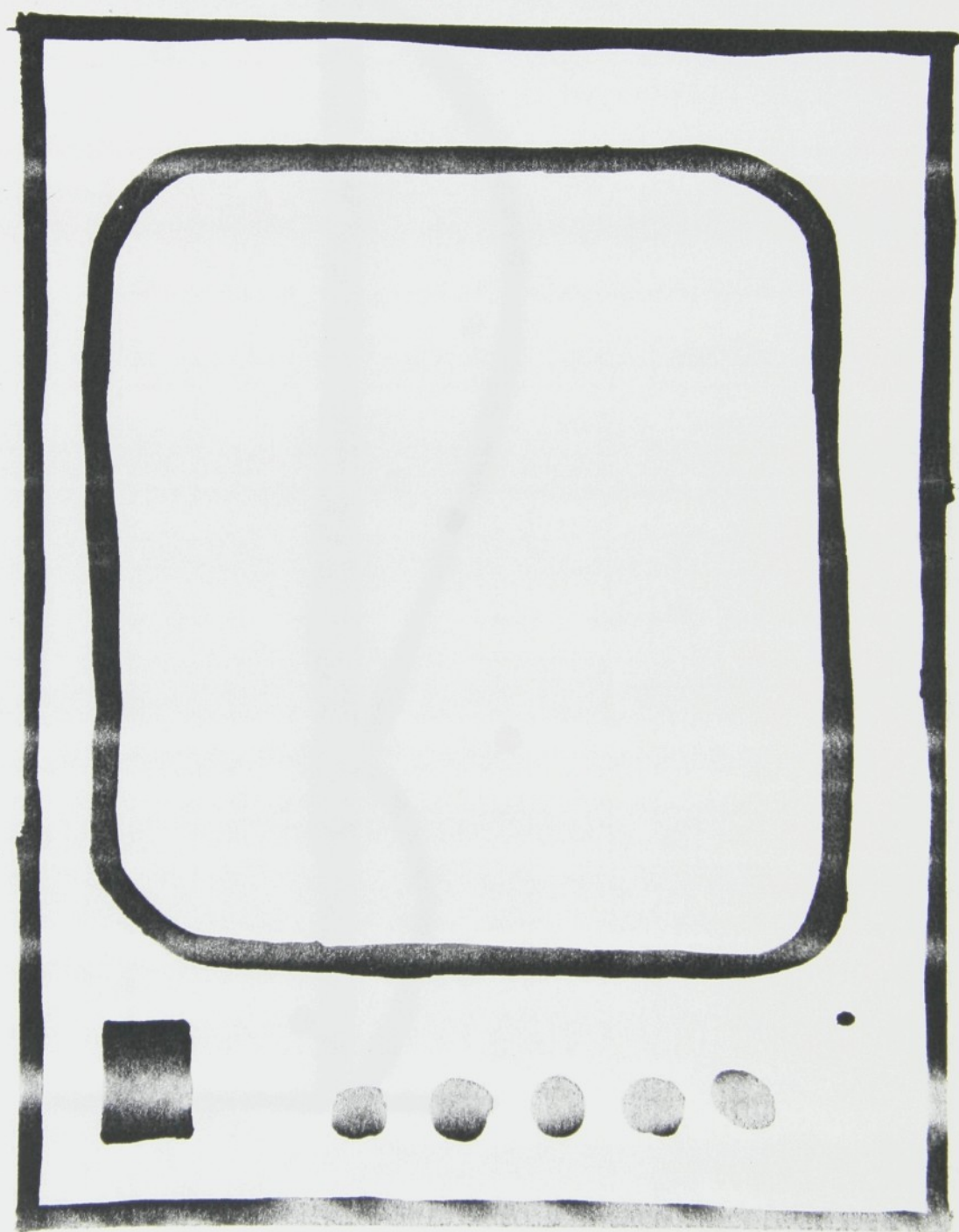


When do you get up?  
When do you go to school?











### SECTION III

Knowing vocabulary is necessary for learning a language and that is why the role of a teacher in presenting and revising words is very important. He or she should be familiar with various techniques that could be applied in vocabulary teaching. It is important to know the theory but it is not enough. The teacher must know also students' level, their interest and skills. It is helpful for selecting the technique that would be the most effective with particular words and with the given kind of pupils.

As a teacher, I tried out verbal, non-verbal techniques and vocabulary games with eleven-year-old pupils in order to find out how they worked.

The lesson summaries and reflections showed that the games and non-verbal techniques were more effective with the beginners mainly for two reasons. Firstly, the vocabulary range of students was not so wide as to make verbal techniques possible. Secondly, the visual aids, gestures, games and mime were more interesting for my students. My teaching aims were focused on supporting the thesis. I did not do that for the whole lesson; it took usually a part of it. In comparison, my students did



not know about my plans and their aim was to extend their vocabulary range.

During my teaching practice I investigated whether the selection of technique for presenting and revising vocabulary depends on teacher's skills and students' level and age. For example, the teacher should be able to act if he or she wants to use mime. To be ashamed of acting would cause failure of clear explanation. In that case it is wasting time because the presentation must be as clear as possible. As for students' level, I found that it is almost useless to apply definitions and illustrative situations. The students level meant that they did not understand them although I tried to make them very simple. The age of students was also important here. If the pupils did not understand the presentation, they lost concentration. On the other hand, the visual aids, mime, gestures and games attracted their attention. It was visible from their behaviour.

To save time, to make the presentation and revision effective and interesting for eleven-year-old students, I suggest using non-verbal techniques.

Doing such research is worthwhile because it demonstrates what techniques in vocabulary teaching are the most effective with particular students. I would recommend it because it helped me to recognise the students' skills

and interest. It is very useful for students and teacher and help create the positive atmosphere in the class.

Finally, as I expected, my teaching practice showed to me that non-verbal techniques worked better with eleven-year-old pupils. They were more clear and interesting than verbal techniques. It demonstrated that these kinds of pupils liked playing games as a revision. It convinced me that it would be helpful to do this kind of research when the teacher starts to teach the new group of people.

## REFERENCES

Allen, F.L. Techniques in teaching vocabulary.

Oxford: Oxford University Press, 1983.

Gairns, R. and S. Redman Working with words.

Cambridge: Cambridge University Press, 1986.



### P r o h l á š e n í

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

Jsem si vědom toho, že práce je majetkem školy a že s ní nemohu sám disponovat.

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

Miloslav Černý  
.....  
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.....

Miloslav Cerny

## Finding the Appropriate Techniques for Teaching Vocabulary to Beginners

### General:

In the theoretical part the writer considers ways of presenting vocabulary and divides them into verbal and non-verbal. Each category is further subdivided. He then continues by giving examples of the most appropriate presentations of several words and stresses the importance of choosing the most effective technique. He also deals with differences between pupils due to age and level and gives reasons for prioritizing visuals with beginners. In the conclusion he states that his research has brought some evidence in favour of games and non-verbal techniques which proved more effective and interesting for eleven-year-old pupils. Unfortunately, this claim is not supported by lesson summaries and reflection sections. Presenting vocabulary seems to be a minor issue in each lesson. In lesson 3 new vocabulary is limited just to presentation. It is not further practised. In lesson 4 it sounds unconvincing that the students cannot understand what "have breakfast, lunch and dinner" mean if they are provided with pictures and simple verbal definitions that "it is what you eat in the morning, at midday and in the evening." It cannot be accepted as evidence proving that non-verbal techniques would work better. It is a pity that the materials attached to lessons 1 and 3 are not related to the presentation of new vocabulary.

A good class profile is provided.

The paper as a whole is well organized and easy to read.

### Specific:

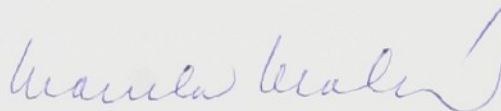
1. Section D in chapter 1 does not introduce the thesis.
2. p.16 One of the lesson aims is "to practice It is a ....and It is a
3. p.43 In the lesson summary you mention the text about Vicky's Day, in the material attached it is called Monday to Friday.
4. Mistakes, mainly articles and prepositions. You compare one-syllable adjectives by means of more and most./e.g. slow p.41, clear p.51/



**Questions to be discussed during the oral defence of the project.**

1. p.6 you state: "The definition or illustrative situation would include too many unknown words, and therefore the application of these methods would be useless." Do you really think that you cannot apply these techniques with beginners?
2. p.12 "This problem was caused by the age of the students which meant their attention span was short. I solved it by moving students and having them sit girls next to boys." What are the possible solutions of the problem of a short attention span?
3. p.17 It is not clear how you played Bingo. Did everybody have the same copy? How did you have students listen to the animals?
4. p.17 The activity with the song seems rushed. Explain how you worked with the song. There are a few names of animals. Did the pupils know them?
5. p.50 "...my students did not know about my plans and their aim was to extend their vocabulary range". It sounds unusual that eleven-year-old children are eager to extend their vocabulary range. What does the teacher usually have to do to make students pay attention?

This paper meets the requirements for granting the degree of Bachelor. I recommend, dependent upon the oral defense, the grade of 3.



PhDr. Marcela Mala



Miroslav Cerny

Technical University of Liberec, Pedagogical Faculty FAST TRACK III (May 1995)

Title: Finding the Appropriate Techniques for Teaching Vocabulary to Beginners

The format, grammar, spelling and punctuation of this paper are nearly flawless.

Citations are apropos. There are, perhaps, too few (3). The citations support the statements of the writer.

The first section of the paper clearly shows what the writer will do and why. After discussion of his own learning experience and the gaps he discovered as a university student, it is clear that he considers the function of vocabulary in language learning essential. He discusses the use of verbal and non-verbal techniques in presenting new words to beginning students.

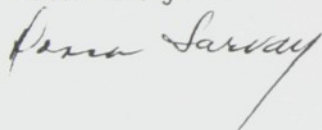
The second section of his paper is thorough, well-written and clearly stated. The Reflection on lessons is particularly informative and includes both the learners and the teacher's experience in depth.

The conclusion of the paper demonstrates that aims and objectives were understood and that the thesis is fully supported by the teaching practice outcome.

I have no questions about this paper.

This paper meets the requirements for granting the degree of Bachelor. I recommend, without reservation, the grade of 1.

Donna Sarvay. MA

A handwritten signature in cursive script, reading "Donna Sarvay". The signature is written in dark ink and is positioned below the printed name.