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**The Development of Key Competencies in ELT through Dictionary-
based Activities**

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Z á s a d y p r o v y p r a c o v á n í :

Autorka se bude ve své bakalářské práci zabývat problematikou rozvoje klíčových kompetencí ve výuce anglického jazyka prostřednictvím učebních aktivit založených na práci se slovníkem. V teoretické části práce autorka nejprve zasadí uvedenou problematiku do kontextu kurikulární reformy, představí Rámcový vzdělávací program pro základní vzdělávání, zejména pak koncept klíčových kompetencí a autonomie žáka. Následně se bude zabývat různými druhy slovníků a jejich potenciálem pro rozvoj klíčových kompetencí v rámci výuky anglického jazyka. V praktické části práce studentka navrhne soubor konkrétních učebních aktivit založených na práci se slovníky, ověří je v praxi a vyhodnotí, jak přispívají k rozvoji klíčových kompetencí.

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ABSTRACT

This bachelor thesis deals with the development of key competencies in ELT through the use of a dictionary in a classroom. The theoretical part of the thesis covers three topics. First it deals with the concept of key competencies from the point of view of new curricular policy principles and its development in all subjects as well as in ELT, and then gives typology of key competencies. The second topic, which is dealt with, is the use of dictionaries in ELT. There are described types of dictionaries, their content and there are also given suggestions for the use of them in a classroom. The third topic that is included, the concept of learner autonomy that emphasizes learner independence, interconnects the two main parts.

The practical part of the thesis is based upon suggestion of a set of activities based on a dictionary use, and also on an analysis of observations of these activities in classrooms. The observations are primarily aimed at development of key competencies and secondary to address communicative competence. The overall aim of the thesis is to decide what competencies are being developed by dictionary-based activities and how they are being developed.

KEY WORDS:

Key competencies, dictionaries, learner autonomy, educational reform

SOUHRN

Tato bakalářská práce se zabývá rozvojem klíčových kompetencí v učitelství anglického jazyka, pomocí aktivit založených na práci se slovníkem. Teoretická část práce obsahuje tři kapitoly. Nejprve se zabývá problematikou konceptu klíčových kompetencí z hlediska kurikulární reformy, jejich rozvojem ve všech předmětech jakož i v učitelství anglického jazyka, a nakonec nabídne typologii klíčových kompetencí. Druhým tématem, kterým se práce zabývá, je použití slovníku v učitelství anglického jazyka. Jsou zde popsány druhy slovníků, co vše mohou obsahovat a také doporučení, jak s nimi pracovat v hodině. Třetí téma, koncept autonomie žáka, který zdůrazňuje hlavně nezávislost žáka, jaksi propojuje dvě hlavní témata.

Praktická část práce je založena na návržení sady aktivit založených na práci se slovníkem, a také na analýze pozorování těchto aktivit v praxi. Pozorování jsou směřována nejprve na rozvoj klíčových kompetencí a poté na různé aspekty jazyka. Celkovým cílem práce je rozhodnout, které kompetence jsou pomocí použití slovníku v hodině angličtiny rozvíjeny, a jak jsou tyto kompetence rozvíjeny.

KLÍČOVÁ SLOVA:

klíčové kompetence, slovníky, autonomie žáka, kurikulární reforma

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INTRODUCTION

The overall aim of the bachelor thesis is to try to elicit how dictionary-based activities contribute to the development of key competencies. Since it is believed that using a dictionary in English lesson is important, and successful learners should be able to use them efficiently, if they are to be successful users of English, and it is also said that key competencies are being developed in every subject. When more deeply thinking of it, there is no better source for this development in ELT than a dictionary.

In the theoretical part, the first chapter will be concerned with key competencies mainly from the point of view of educational reform and new curricular policy principles. There will be defined the concept of key competencies itself and its determination. Then the work with key competencies, i.e. how teachers could best incorporate it into their lesson and to develop key competencies together, will be written about. Finally there will be given the typology of key competencies with detailed description of each of them.

The second chapter will cover the second, much emphasized concept nowadays, the concept of the learners' autonomy. The autonomy is a concept that interconnects the two chapters. Key competencies emphasize the individual approach to learning and the use of a dictionary mediate learner's independence, to be short, learner autonomy.

The third, final chapter of the theoretical part will be concerned with dictionaries. First of all, it will give reasons for the connection with the two concepts, autonomy and key competencies. Then there will be described the content of dictionaries, i.e. what all information learners can rely on finding in various dictionaries, and then how and why learners should be trained to use dictionaries. There will also be given typology of dictionary-based activities and then the typology of dictionaries themselves. Finally there will be compared the use of monolingual and bilingual dictionaries.

The practical part of the thesis will be based on designing a number of dictionary-based activities, and then on a research project, when these activities will be tried out practically in English classroom and then analysed from the point of view of contributing to the development of key competencies in ELT.

1. KEY COMPETENCIES

1.1 THE CHANGE OF CZECH EDUCATIONAL SYSTEM

The world is changing very quickly and any educational system is not able to cope with these changes properly, and the future life of current pupils will be also different. They will have to face various unfamiliar situations, they will need the ability to resolve these situations, and they will meet people that they are not used to meeting nowadays. Working in branches that are not known yet and using instruments that will be invented in future will be required from people as well (Bělecký at al., 2007, p. 5).

As a result of this development, there is still increasing amount of subject matters that need to be taught. And it is almost impossible for educational system to keep up with these changes. But there is also another aim of education, and it is skills. Skills used for working with subject matter that are not changing and increasing (Ibid., p. 6). And as Brassard states: “key competencies have a longer lifetime than professional qualifications, and therefore they can serve as a basis for further education...” (qtd. in Belz, 2001, p. 174).

Framework Education Programme for Basic Education (FEP BE) goes out of the new educational strategy that emphasizes key competencies interconnected with the content of education and application of acquired skills and knowledge in real life. It specifies what particular key competencies and (also a level of these competencies) are expected to be reached at the end of the basic education. Framework educational programmes support the autonomy of schools and teachers that are professionally responsibly for the educational outcomes. (FEP BE, 2007, p. 7)

The conception of elementary education in Framework Educational Programme is summarized as follows:

Elementary education at **Stage 2** helps pupils acquire knowledge, skills and habits which will enable them to study independently and create such values and attitudes that lead to prudent and cultivated conduct, to responsible decision making and to respecting the rights and obligations of a citizen of both our state and the European Union (Ibid., p. 10).

Basic education should help pupils form and gradually develop their key competencies and should offer reliable foundations of general education. Some objectives should be fulfilled. Teachers should prepare conditions and teach learners to:

- Acquire good learning strategies and to motivate them to further learning (FEP BE, 2007, p. 10)

- Manage all-purpose open communication and to actively participate
- Cooperate with other pupils and respect their own work as well as a work of other pupils
- Behave like an independent and responsible persons and how to exercise their human rights and responsibilities
- Express positive feelings in their behaviour and to act and improve sensitive relations to other people as well as to the environment and teach them to live in agreement with others and tolerate them
- Develop their physical and mental health and how they should protect it
- Work with their abilities and skills and how they can help them in their future education and life, etc. (Ibid., p. 11)

To sum it up, during the basic education learners are gradually acquiring such personal qualities that allow them to continue with further education and development, to improve in selected profession and to learn in the course of the whole life. They also learn how to actively participate in society according to their potential. (FEP BE, p. 10)

1.2 DEFINITION OF KEY COMPETENCIES

In Framework Educational Programme key competencies are defined as “the system of knowledge, skills, abilities, attitudes and values (FEP BE, p. 12). To have a competency means that a person has got a whole complex repertoire of knowledge, skills and attitudes, that are interconnected in such an advantageous way that thanks to that, the person is able to fulfil all tasks and situations that he/she has to face in school, in work and in personal life. That people are able to behave and orient appropriately in particular familiar situations and that they are able to perform suitable activities and adopt a positive attitudes means to have a particular competency (Bělecký et al., 2007, p. 7). Belz describe key competencies as such knowledge and skills that result in competencies with which it is possible to perform a lot of positions and functions at the same time and that are suitable for managing all kinds of problems that are caused by usually changing requirements during a life (Belz, 2001, p. 174). “Therefore the acquisition of key competencies is a crucial step in an individual development.” (Richter, in Belz, p. 174)

Key competencies are something that is being developed in all subjects. They are considered something like “universal competencies”. This means the art of learning, of

communicating, cooperating, the art of acting democratically, problem-solving, etc. This knowledge, skills and attitudes should be developed in training together, they should not be taught in isolation (Bělecký, p. 7).

And when should be these competences developed? It is important not to postpone the development of competencies until learners will acquire all the crucial knowledge. Because the modern pedagogical psychology claims that the acquiring of knowledge is most effective when the learner activities are coherent and meaningful and it is not only rehearsing and memorizing (Ibid.). It is not easy to imagine, but in principle, all competencies can be developed in all subjects, even if they do not seem to fit on the first sight (Ibid., p. 8).

1.3 WORKING WITH KEY COMPETENCIES

Teachers have to learn how to work with competencies and they have to use new strategies and methods in education (Bělecký, 2007, p. 6). The school reform caused that FEP include key competencies as one of the objectives of elementary education. It means that objectives and content of teaching will be different, because just teaching only according to syllabi would consume all the time needed for work that develops skills and attitudes. According to FEP, the education should seek the equal proportion among an amount of a knowledge input, the development of skills and strengthening attitudes (Ibid., p. 8).

The school should be developing key competencies systematically. When designing school education programme, teachers should be aware of all aspects and all types of competencies. They should be able to plan lessons in a way that it is required, because developing skills and strengthening attitudes takes more time than just interpretation of a subject matter and practising from a textbook. This education goes slowly forward, but on the other hand, learners will be able to really use this knowledge further on (Ibid.). It is suggested to teachers, that they should “unpack” particular competencies to simpler abilities, in order to better imagine how particular ability is expressed. It demands difficult preparations to set “how these abilities are expressed” in subjects, since every learner has his/her own communicative style. This, fortunately, is not applicable to teaching English, because in this case it is easy to identify particular abilities to managing it (Čechová, 2009, p. 12-13).

Teachers have to systematically plan really intelligible activities in a course of year

and a whole basic education (Ibid., p. 18). Before entering a classroom, a teacher should have stated not only what topic he is going to teach, but also what competencies (abilities) s/he desires to be developed and how it would be expressed by a learner. “The English teacher does not teach English, but he teaches how to speak, listen, read and write in English language” (Čechová, 2009, p. 12). Teachers should also formulate “classroom strategies”, i.e. particular principles and policies that would help conduct the educational process more effectively and to create an open, communicative and creative environment (Šikulová et al., 2008, p. 20).

It is important to mention that key competencies are overlaying. For example, when solving problems, a learner uses also other competences, e.g. social, communicational and civic (Ibid., p. 19).

1.4 TYPOLOGY OF KEY COMPETENCIES

According to *Výzkumný ústav pedagogický*, there are six main competencies in education that should be constantly developed. These competencies are worked out according to what should be reached at the end of the basic education.

1.4.1 Learning competencies – Having this competency means that at the end of the primary education a learner is able to find out suitable means, strategies and methods for learning that is effective for him/her, and is able to use them properly. He/she is capable of planning, organizing and conducting his own learning. The learner is willing to continue with further school education and even the lifetime education. She/he intentionally searches the information and classifies them. When having understood, she/he interconnects and systematizes the information, and then effectively and mainly actively uses them in learning and in all situations in a practical life. The learner is capable of working with generally known and used terms, signs and symbols, he/she is able to find the connection between things, and connects knowledge from various educational areas into the wider units. On this basis he/she has a more complex view of various social, natural (mathematical) and cultural phenomenon.

This learner recognizes the purpose and the aim of learning, has got a positive approach to his/her learning, and plans how to improve his/her own learning. He/she is able to determinate and to prevent possible difficulties that could make his/her learning difficult, and is able to discuss the results of his work and critically evaluate them. The

last thing that competency to learning means is that the learner should be able to manage is the ability to observe and explore individually, and compare and criticize the results and think of the usage in future (Bělecký et al., 2007, p. 20).

1.4.2 Problem-solving competencies – This competency means that at the end of the primary education a learner perceives various situations at school and outside it and is able to recognize whether they are common or problematic. Thinks about discrepancies and what causes them, and uses his experience and argument to solve these problems. The learner looks up information suitable for solving the problem and can realize differences and similarities among them, actively uses his/her knowledge and skills when considering the way of solving the problem, and is patient and hard working when looking for some definite solution. When choosing suitable solutions he/she uses suitable, logical, and empirical procedures. And what is the most important, he/she solves problems individually. Proves that the procedures used are suitable, and these procedures are being used when solving similar as well as new problems. This successful learner is able to think critically, makes sophisticated decisions, is able to vindicate them and is aware of responsibility for these decisions. Observes and evaluates his/her progress when solving problematic situations.

This type of competency is somehow different from the rest, because parts of problem-solving competency are developed only together with other parts, and they are acquired gradually (according to how they are described) (Ibid., p. 25).

1.4.3 Communication competencies – Having this competency means that an elementary-school graduate is able to formulate and express his/her opinions and thoughts accurately, coherently, in a logical and mainly sophisticated way in written as well as oral discourse. He/she is able and especially willing to listen to other people, understands what they intend to say and knows how to react. When discussing, he/she actively participates, uses right arguments and advocate his/her opinions.

Successful learner is aware of various types of texts, visual materials, records, sounds and gestures used in everyday life. Thinks about, reacts and uses them as well as other informational and communicational means in his/her personal and active social development. This learner uses informational and communicational technologies for effective communication with his/her surroundings. And the highest level of

communicative competency means that the learner makes use of his communicational skill to make relations essential to coexistence and effective cooperation with other people (Ibid., p. 36).

1.4.4 Social and personal competencies – The basic criterion when having social and personal competencies is the ability of a learner to effectively cooperate in a group and to create rules of team work together with teachers and due to the assumption of new role in a team, the quality of collective work is positively influenced. The pupil actively participates when creating a pleasant environment in a team, contributes to strengthen interpersonal relations within the team by behaving considerately and with respect, and in case of need, he/she offers or he/she himself/herself requests for a help.

When having a discussion in a small group or whole class a pupil actively contributes and is aware of the importance of effective cooperation with other pupils when solving given task. He/she appreciates experience of other and older people, respects various aspects and is able to learn from what other people think and do. The pupil constantly develops positive view of him/herself, which supports his/her self-confidence and independent development, and takes control of his/her behaviour so that he/she could reach the feeling of self-satisfaction and self-respect (Ibid., p. 44).

1.4.5 Civil competencies – A 9th grade graduate should respect opinions of other people, respect their intrinsic values and try to think over their situations. The pupil denies any kind of oppression and rough manipulation and is aware of his/her duty to oppose physical and psychical violence. This pupil is aware of his human rights and responsibilities inside and outside the school and understands basic principles of laws and social standards. According to given situation he/she is able to responsibly decide, to offer the usable help according to his/her chance, and to behave responsibly in a critical situations and situations dangerous for human life and health.

As well as all mentioned above, having civil competency means to have a positive attitude to art and art pieces, and to respect, evaluate and protect national traditions and cultural and historical inheritance. It means not only to have a sense for culture and creativity, but to participate in cultural and sport activities actively.

The learner having civil competency is also aware of basic environmental and ecological problems and behaves according to requirements of a quality environment.

He/she makes decisions in the interest of support and protection of health and sustainable development of a society (Ibid., p. 54).

1.4.6 Working competencies – The last of competencies, the working competency means that a learner is able to use all materials, instruments and equipment in a proper and safe way at the end of a primary education. He/she keeps the rules given and fulfils all responsibilities and tasks. When there is a change in conditions, he/she is able to cope with these changes the best he can. He considers the results of the working activity from the point of view of its usability, quality, economy and social significance as well as from the point of view of health protection of himself/herself and others, protection of environment and cultural and social values.

Knowledge and experience gained in various educational areas are used on behalf of learner's development and preparation for future. The learner makes proper decisions about further education and professional sight. In addition, he/she orients in fundamental activities needed for realizing business intentions and understands the principle, aim and risk of business and develops his business thinking (Ibid., p. 61).

When writing about key competencies it is important to define the terms competence and competency. They are believed to be used synonymously and also a dictionary denotes that the terms mean the same (Oxford Advanced Learner's Dictionary, 2005, p. 307, but the two terms are not interchangeable.

- Competence means general characteristics or some “potential to perform”.
- Competency is rather an actual ability. It is “a demonstrated skill in performing an actual task in the area where one has this potential” (Competence vs. Competency, on-line source)

This chapter was dealing with the concept of key competencies as a crucial part of the educational system. As was mentioned before, these competencies are interconnected and are being developed in every subject. It means that they are being developed also in ELT and even when working with a dictionary, which will be dealt with later, in the third chapter. The second chapter will be dealing with learner autonomy that is connecting both chapters. It is closely related to key competencies as well as to dictionary-based activities.

2. LEARNER AUTONOMY

As well as key competencies, other concepts based upon learner autonomy and self-regulation emphasise lifelong education. As has been written before, schools are not able to mediate all knowledge and skills needed by students during their whole life. And the core is “to teach learners to learn”. Therefore the basic role of school education is to lay the foundations of lifelong education by equipping learners with the competency to conduct their own learning (Janík, qtd. in Janíková, 2007, p. 8). The concept of learner autonomy does not exist separately. It is one of the educational changes to the curriculum itself that is aimed at a more learner-centered learning (Thanasoulas, 2000, on-line source).

There are many definitions of learner autonomy, for example Little states, that it is “essentially a matter of learner’s psychological relation to the process and content of learning - a capacity for detachment, critical reflection, decision-making, and independent action” (1991, qtd. in Thanasoulas, 2000). A learner is autonomous when he/she is able to independently choose purposes and set goals of his/her learning, when she/he is able to choose methods and materials, to organize and carry out the chosen task and also when he/she is able to evaluate his/her work critically (Dam, 1990, qtd. in Thanasoulas) This definition by Dam is probably much more accessible definition. But very often is used the definition of Holec, that learner autonomy is “the ability to take charge of one’s own learning” (Holec, 1981, qtd. in Thanasoulas)

Holec further distinguishes two aspects of autonomous learning. The first one is “capacity” (cognitive psychological aspect) and it is the area of defining, setting goals and adopting metacognitive skills. The second one is “practice” (i.e. realization - pedagogical aspect). And it means setting up learning opportunities and the ability to learn independently. He also defines key components of learner autonomy as:

- The ability to act autonomously in the process of learning and the chance to improve this ability through the use of proper learning structures.
- The principle of learning control through the use of resolutions, that are concerned with one’s own learning of education or guidance that have to be kept.
- Autonomous learning can be improved only when being exercised (Holec, 1988, qtd. in Janíková, 2007, p. 9).

Considering ELT, according to Omaggio, there are seven main attributes characterizing autonomous learners in context of education. Autonomous learners are aware of, and are able to use their learning styles and strategies, take an active approach to learning and are good guessers. Autonomous learners communicate in target language in all situations and are willing to take risks. They place importance not only on accuracy, but also on appropriacy, are able to revise and reject hypotheses and rules that do not apply and have a tolerant and outgoing approach to the target language (qtd. in Thanasoulas, 2000).

It is sometimes believed that learner autonomy means learning without assistance and for example Nunan states that “the fully autonomous learner operates independently of classroom, teacher or textbook”. But this theory is rather an ideal than actual state (qtd. in Polfreyman, 2006). It is important for autonomous learner to know how to use various sources, for example:

- Other learners – they act as models, reinforcers of learning and consultants in critical situations. “The learning activities of successful self-directed learners are placed within a social context, and other people are cited as the most important learning resource”. It does not mean that autonomous learner have to work in a social vacuum.
- Teachers – Teacher dependency is seen as the opposite to what is needed nowadays. But teachers are valuable resources for students, because they “develop learners’ awareness by guiding them, discussing with them and trying to offer them different ways of learning”. They are simply preparing them for lifelong learning. Hanušová states that the role of teacher changes into the role of facilitator (Hanušová and Váňová, in Janíková, 2006, p. 103).
- Grammar reference books and a resource often mentioned in connection with learner autonomy is a dictionary (Polfreyman, 2006). Learners have to be trained in its use, they have to be able to use them, and also to know when to use and when not to use them.

There are many methods developing in foreign language learning that are based on autonomous learning. To mention just briefly, there are traditional methods like direct, grammatical-translation or audio-oral method (Hanušová and Váňová, in Janíková, 2006, p. 100). And there are alternative methods that appeared in 70th of last century

like Silent Way, Community Language Learning, Total Physical Response etc. (Ibid., p.101-102). For purpose of this thesis, it is important to mention one of the newest approaches which is Lexical approach (Ibid., p.104). To learn new vocabulary means to have a capability to independently acquire and extend one's vocabulary. For this we need to acquire some lexical strategies. There are many of them, among others the semantic strategy, the strategy for guessing the meaning of words and finally the strategy for working with a dictionary.

To conclude, learner autonomy is concept that is being developed in all areas of education. It was important to put this concept in this thesis since the third chapter will deal with dictionary-based activities and the basic purpose of a dictionary is to give learners kind of independence and autonomy.

3. DICTIONARIES

3.1 IMPORTANCE OF A DICTIONARY

For learners who want to increase an amount of words they understand and are able to use, or just when they come across it in a text and need to know the meaning of it, the dictionary obviously provides one of the best resources for them (Harmer, 1991, p.174).

In the late 1970's, the teachers were sceptic about the use of dictionaries, because they were considered to support the learners' laziness. Instead of using their own resources or trying to guess the meaning of a word, they just looked it up in a dictionary. But dictionary use has many positive aspects. At first, a learner who is able to make good use of a dictionary becomes more autonomous about his own learning, because he is able to continue learning even outside the classroom. Secondly, dictionaries are very valuable support as a backup to contextual guesswork. Words usually appear ambiguous in particular contexts and in such cases dictionaries can serve as a good tool for clarifying the uncertainty. There also situations in which guesswork is impossible and a dictionary is the only study aid that can be used (Gairns and Redman, 1986, p. 79). Another reason is, when a reading material becomes increasingly difficult and much more words need to be explained. The teachers should not, and simply cannot teach all of them. They cannot write meanings of all words on blackboard, because it would fill the entire class period and three unfortunate results will appear. Students would remain unreasonably dependent on the teacher, there would be left no more time for communicative use of the language, which is the primary aim of learning language and opportunities for dictionary use training would be lost (Allen, 1983, p. 82).

3.2 CONTENT OF DICTIONARIES

Allen calls dictionaries are as "passports to independence" in his Techniques in Teaching Vocabulary (Allen, 1983, p. 83). It is probably true, because no other book or textbook contain so much information as dictionaries contain. Good monolingual dictionaries contain a lot of useful information since being created, and as was mentioned before, great improvements were made also in bilingual dictionaries that are aimed to give as much help to their users as their monolingual counterparts. Good dictionary will tell learners much more than just translation or definition of a word, for example:

- Synonyms (+ their differences), antonyms (McCarthy and O'Dell, 1994, p. 10).
- Pronunciation – Using phonemic script (IPA) that is a bit different from English alphabet need to be learnt by learners. Dictionaries illustrate stress marking as well, often highlighted by a mark or by underlining the stressed syllable. (Ibid.) Some dictionaries also show stress on two-compounds and idioms and describe pronunciation of inflections and derivatives (Gairns and Redman, 1986, p. 80).
- Parts of speech – Dictionaries usually use abbreviations to show word class of words. With nouns it also gives information whether a word is countable or uncountable. It gives information about irregularities, e.g. plurality of nouns, comparatives and superlatives of adjectives and past and past participle forms of verbs. Information about verbs contains (in)transitivity, and whether a verb is followed by gerund or infinitive, preposition or 'that' clause (Ibid.).
- The usage of words – Definitions of words are listed according to frequency of their usage. Very useful is contextualizing words into sentences. Thanks to this illustration learners can see how a word is used in sentences. In many cases there is also guidance on style and register, and meaning of multi-word verbs, idioms and proverbs is given, as well as the illustrations of items (Ibid.).

“If a dictionary is going to help in the learning of vocabulary, it needs to show the form and meaning relationships between word and their uses so that the learning burden of words is reduced.” (I.S.P. Nation, 1990, p. 136)

3.3 DICTIONARY ACTIVITIES

Dictionaries are resources that are important for many types of activities thanks to the amount of information contained. According to Cindy Leaney, activities can be divided as follows:

- Confidence and dictionary-skills-building activities – Activities that make learners confident and happy while using dictionaries (Leaney, 2007, p. 5).
- Vocabulary-building activities – It is probably the main aim of dictionaries, to present a great amount of lexis (Ibid., p. 27).
- Grammar activities (Ibid., p. 57)
- Pronunciation Activities (Ibid., p. 73)
- Reading (decoding) and writing (encoding) activities (Ibid., p. 91)

- Special activities when using various types of dictionaries (Ibid., p. 109-144)

The division of dictionary activities is not the primary aim of this bachelor thesis. The primary aim of this paper is how dictionary activities develop key competencies and therefore this division will work just as a secondary aim when creating activities for observing in a practical part of this paper.

3.4 TRAINING IN A DICTIONARY USE

According to Scrivener, learner training means raising students' awareness about how they are learning, and helping them to find the most effective ways of learning, so that they can continue working independently and more efficiently when being away from their teacher. This learner training includes the use of dictionaries as well (Scrivener, 2005, p. 77). If a learner can use a dictionary properly, it means that he/she has a skill that allows him/her to work independently (Ibid., p. 317).

Teachers need to achieve three basic things in dictionary training. Firstly, they have to try to remove the fear that learners have, when facing the mass of information contained in a dictionary. Secondly, teachers have to make learners understand all the information contained and thirdly, they have to make learners use a dictionary comfortably in everyday study and practice (Harmer, 1991, p. 176). Learners should be actively involved in discovering what the information contained in the dictionary actually means (Ibid., p. 177).

Katzerová in her diploma paper describes four main dictionary skills that learners should develop in order to use a dictionary properly. These four skills are to:

- Know the alphabet – Learners have to know the letters in a target language and alphabetical order. It is very common that learners can say the alphabet by heart, but then they are not able to say whether a letter goes before or after the other letter and it may cause him/her difficulty in a dictionary use by slowing the process of looking up a word (Katzerová, 2004, p. 63).
- Know the phonemic script – It is vital for learners to know the International Phonetic Alphabet (IPA). The learner that cannot read it is not able to use it individually. Teachers should teach learners IPA symbols and symbols illustrating stress directly (McCarthy, 1990, p. 134).
- Be able to select a correct meaning - There are many words in English that have several meanings, and learners very often chooses the first one they come across,

without looking on its part of speech or meaning. This is not right, learners should be trained to look carefully at all entries and use the sentence illustrations that are very helpful (Katzerová, 2004, p. 67).

- Be able to recognize parts of speech – When starting to use a dictionary, learners should go through the abbreviations used for parts of speech in a dictionary. Many English words can be used as nouns, verbs etc. in sentences and teachers should make clear to their student how words of different parts of speech appear in sentences (Ibid., p. 69).

Gairns and Redman claim that raining in the use of dictionaries should be “an integral part of any syllabus”. (1986, p. 81) Teachers should not just use dictionary activities as random fillers of a classroom time, but there should be added a regular thread of dictionary activities in every second or third lesson, let’s say for just seven minutes (Scrivener, 2005, p. 318).

Learners would waste their money in buying dictionaries, because they would never open it, unless they are trained in understanding the information in dictionaries (Harmer, 1991, p. 175-6).

3.5 TYPES OF DICTIONARIES

A dictionary is a book that every learner of foreign language should have on his/her desk. It is a long term investment that gives a good service long time after being bought, in comparison with many other books. And to have one big dictionary in a family is something like „social prestige“(Carter, 1998, p. 150). Probably no learning resource has been published in so many different sizes, mediums and other types. There is a lot of dictionary types, that learners can choose from to use. And they should choose suitable dictionary for their purposes. There have to be considered many different aspects when classifying dictionaries. According to Atkins and Rundell, the learners or teachers should think clearly about the following aspects:

- The size of the dictionary – There can be standard, so called collegiate editions. Then there are concise editions and pocket editions. But these pocket dictionaries “can be extremely dangerous”, because its use can encourage learners to believe in one ‘exact’ equivalent of a word. They do not (often) offer any other explanations, if different meanings are offered (Atkinson, 1993, p. 96). There are some examples of the dictionaries: Merriam-Webster’s Collegiate Dictionary (US) or dictionaries by Lingea

or Fronek (CZ), a smaller type is Concise Oxford English Dictionary and an example of typical pocket one is one of Fragment or Lingea, widely used by Czech learners.

- The dictionary medium – There are traditional printed dictionaries. Then web-based dictionaries, that are very useful, but many of them request payment when using them. Among very good free dictionaries belong for example: dictionary.cambridge.org, macmillandictionary.com, dictionary.com, thesaurus.com and m-w.com. These are monolingual. Among bilingual belong for example: slovník.atlas.cz, slovník.seznam.cz or slovník.cz. And then there are electronic dictionaries, for example on CD-ROM, DVD or handheld. There are many kinds of them, e.g. Oxford Wordpower Genie, Lingea Lexicon or Macmillan English Dictionary. Hulstijn suggests that learners will much more tend to use them because computerized entries are easier to use than traditional dictionaries (Richards and Renandya, 2002, p. 263).

- The coverage of the dictionary – Usual dictionaries cover general language. But there are various dictionaries covering encyclopaedic and cultural materials, sublanguages and a particular terminology, for example Oxford Business English, of Chemistry, Macmillan Military Dictionary, Cambridge Academic Content Dictionary or English-Czech Dictionary of computing by Fraus (CZ). And then there are dictionaries covering specific language area. These are dictionaries of idioms, phrasal verbs and collocations (Atkins and Rundell, 2008, p. 24). Particular examples are: Oxford Dictionary of English Idioms, Macmillan Phrasal Verbs Plus or Oxford Picture Dictionary.

- The organization of dictionary – There are two types of organization. The most common type is word to its meaning. The second type is word to its meaning, to a word. This is where “looking up one word leads to other semantically related words”.

- The language(s) of users – There are dictionaries designed for various groups of users. The first is a group of users all speaking the same language. Then there are dictionaries meant for two specific groups of speakers of a language and the last group are learners of the language of the dictionary worldwide.

- The skills of the user – There are different types of dictionaries not suitable for all levels of language. Language professionals such as linguists, educated adults, school students, young children and foreign language learners will not choose to use the same type of dictionary. There are publishers, to emphasize Cambridge or Oxford, that publish dictionaries targeted for the whole scale of users of different knowledge levels.

- What the dictionary is used for – There are two types of uses and they can be used for one or both of the following:

- decoding which means understanding the word meaning; used when translating a text from a foreign language into a native language (L2-> L1)

- encoding which means the correct usage of a word, and real language teaching and learning; used when translating a text in a native language into a foreign language (L1-> L2) (Atkins and Rundell, 2008, p. 25).

- The dictionary language – These dictionaries are monolingual, bilingual and multilingual (Ibid., p. 24). And there should be add another, somehow new type of a dictionary, called biligualized dictionary. Monolingual and bilingual dictionaries will be described in more detail below.

Monolingual dictionaries – These dictionaries are written completely in English (L1) and they are written for native or non-native speakers. The difference between them lies in a kind of information they offer. For non-native user “a main aim is to supply encoding information which will allow him/her for productive use of the language” (Carter, 1998, p. 152). Another difference lies in definitions of words which users are supplied with. In case of learners’ monolingual dictionaries for non-native speakers, there should be used restricted defining vocabularies or at least authors should make effort to use unambiguous and clear definitions. One of the most basic lexicographic principles should be fulfilled: “That the definitions of words are always written using more simple terms than the words they describe” (Procter, in Carter, 1998, p. 152-153).

There are many other positive aspects of monolingual dictionaries. As there are words that do not have equivalents in a target language, it is useful that a monolingual dictionary gives definitions of ‘untranslatable’ words. They also contain a lot of useful additional information for students, for example a detailed guide to the various English verb patterns, system of notes on particularly difficult aspects of grammar and style, etc. Monolingual dictionaries simply force learners to understand English through English and to think completely in English (Atkinson, 1993, p. 93). But because there is needed a certain level of knowledge of English to understand even the simple entries, the most of these dictionaries are not suitable for beginning and elementary learners (Ibid., p. 94).

Bilingual dictionaries – These are dictionaries that contain a list of words in one

language and translations in a second language. These dictionaries are unidirectional or bidirectional. Unidirectional means that there is a single text in that the source language is English, and target language is Czech. Bidirectional means that there are two texts and works ‘both ways’. It means that there are translations from source to target language and vice versa (Atkins and Rundell, 2008, p. 24).

It is so called ‘traditional’ dictionary for language learners. In the past, bilingual dictionaries were criticized due to poor quality. Fox describes that they gave a little help to users, because they were offering not much more than “undifferentiated list of possible translations” and they lacked extra features and explanations that are expected from learners’ dictionaries (Fox and Potter, 2006). But great improvements were made in both the range and a quality of information they provide, and newer types of bilingual dictionaries aim to give as much help to their users as monolingual learner’s dictionaries. Many of these dictionaries are targeted to specific types of users (Ibid.).

The most important positive of bilingual dictionaries is that even the absolute beginners can use them, because what they need is just to find out how a word is said in English. And it is right to note that the clearest way how a learner can understand a word, is simply translating it (Atkinson, 1993, p. 95).

Bilingualized dictionaries – This type of dictionary includes definitions in target language (L2), sentence examples of L2 and additionally the source language (L1) synonyms. It is a combination of both, bilingual and monolingual dictionary (Richards and Renandya, 2002, p. 263). The greatest advantage of a bilingualized dictionary is that it can be used by learners of all levels of language, because advanced learners can use the English part of it and the beginners can use the translations (Ibid.). In addition, a bilingualized dictionary is proved to be more effective than the two for both receptive and productive purposes (Laufer, in Sterkeburg, 2003, p. 152).

As can be seen above, there are many variants of dictionaries and learners have a wide range of them to choose from. According to a facility and situation in which they are and mainly on level they are.

3.6 THE USE OF MONOLINGUAL VS. BILINGUAL DICTIONARIES

Atkins summarizes the use of these two types of reference book as follows: “Monolinguals are good for you (like wholemeal bread and green vegetables);

bilinguals (like alcohol, sugar and fatty foods) are not, though you may like them better.” (Heuberger, 2000, p. 1)

One great problem of majority of bilingual dictionaries is that they do not provide learners with sufficient information that they can use. In English, there is a problem that majority of words have more than one equivalent in second language. Some words have even five or six of these equivalents listed. Such a lack of information can lead to serious errors when translating (Harmer, 1991, p. 174). Another negative is that when learning a language, learners tend to translate words in their heads and they like the idea of a one-to-one correspondence between words in two languages. (Harmer, 2001, 168)

But there is a problem with beginning or elementary learners of English. They simply cannot use a monolingual dictionary, because they are not able to access the information in it. The definitions contained are too difficult for them to understand even though there is a restricted language used in them. Such students do not have an alternative to a bilingual dictionary use. But as soon as they have acquired enough knowledge, learners should be introduced with a monolingual dictionary that should be used as a complement to a bilingual one. Learners should be pushed to look up a word in a bilingual and then check what they have found in a monolingual dictionary. To only monolingual dictionary use learners should switch over, when being on about the intermediate level. Because they can understand definitions and can appreciate all information that it offers and should stop using a bilingual one completely. Advanced learners should use a monolingual dictionary as their prominent source of all information as “there is no better resource for a learner” (Harmer, 1991, p. 175).

Though they are more difficult to use, monolingual reference works are believed to enhance learning itself, compared to their bilingual counterparts (Jackson, in Heuberger, 2000, p. 1). This surely is true, because it means learning English through English. It means working all in the English language, repeating and revising already known vocabulary and learning new words through their synonyms etc. To know English properly means “to get into the habit of thinking in the target language” (Scholfield, 2009, p. 1). If learners are dependent on bilingual dictionaries more than is needed, it probably tends to retard the development of desirable language proficiency even though such dictionaries are usually “retained for use when definitions given in a monolingual dictionary are insufficiently understood” (Baxter, in Carter, 1998, p. 151).

Is there any difference in the influence on memory when using these two types of sources? Majid Hayati made survey on the effect of the two resources on recalling vocabulary in Iran. He has proved that in both cases learners learned a number of words while reading and that there is no significant difference in using monolingual or bilingual dictionary, concerning retention of vocabulary (Hayati, 2006, p. 125). In addition he has proved that the use of bilingual dictionary can help learners learn new vocabulary, when being under time pressure, and leads to a high reading speed. On the contrary, the monolingual dictionary use helps users to process words deeply for recall, only when they are not under time pressure (Ibid., p. 129).

In conclusion, also Framework Education Programme for Basic Education indicates in Language and Language Communication Area the content of Foreign Language Education as follows: At stage 1 learners use a bilingual dictionary. At stage 2 learners “use a bilingual dictionary, find information or the meaning of a word in a suitable explanatory monolingual dictionary” among others (FEP BE, 2007, p. 26).

PRACTICAL PART

1. RESEARCH PROJECT

The aim of the research is to try to decide how dictionary-based activities contribute to the development of key competencies, as based on verification of activities in practice. The research consists of four stages. The first was to design the dictionary-based activities, which was the core. The second step was to create observation sheets for these activities, when being observed in a classroom. The third step was to try these activities out in practice, and finally to analyse the results of observations.

1.1 DESIGNING DICTIONARY-BASED ACTIVITIES

For the purpose of this thesis, six activities based on a dictionary use have been designed. These activities were created according to the school educational programme for particular grades, so that it was relevant for the level of their knowledge from the point of view of grammar and also the vocabulary learnt. For this purpose, the chosen grades were the 6th, 7th and 8th.

The primary aim when creating the activities was to focus them on developing key competencies. A dictionary use itself develops some types of competencies, but the rest of them not. The activities have to be modified for this purpose. When focusing on it, it was crucial to go through the particular competencies and its characteristics and incorporate it into the process of the activities. Every activity is focused primarily on developing two particular types of competencies, but in all cases it develops also other competencies.

The secondary, but not less important aim was to address communicative competence, according to L.F. Bachman. There has been predominantly addressed organizational competence. All of the activities suggested are aimed at developing grammatical competence, from the point of view of vocabulary, phonetics, morphology and syntax. There was an effort to cover up the most important information that a dictionary can offer and to focus on generally problematic areas of grammar. Also strategic and pragmatic competences have been addressed.

Two activities dealing with pronunciation have been designed. The first one is dealing with the problematic area of minimal pairs that forces learners to look the pronunciation up in a dictionary and the second one is dealing with stress and syllables that forces learners to recognize and perceive the signs of stressing in a pronunciation.

One activity for the reading and writing purposes has been designed, the activity focusing on synonyms. Learners are forced to perceive all information about the meaning that are provided in a dictionary, because there are many words that mean almost the same, but are used differently in sentences. Also one vocabulary-building activity, the mind map activity, has been suggested. Learners are supposed to brainstorm words from a given field and look the translations in a dictionary themselves, to conduct their own learning. The last two activities suggested are dictionary-skills building activities. One of them deals with skimming a dictionary. In this activity learners exercise quick orientation in a dictionary and also learn new vocabulary. The second one is dealing with parts of speech. It forces learners to perceive signs of them and to be able to use it themselves.

The activities has been suggested not to be only useful and educational, but also to be interesting for learners so that they will be happy when working on them, and to be motivating for them to use a dictionary further on.

1.2 CREATING OBSERVATION SHEETS

The observation type of research has been chosen, because of the opportunity to go in a classroom and to be present during the lecture. "Participant observation" is one of the most often used methods, but at the same time it is one of the most difficult methods of data gathering in qualitative research (Švaříček, 2007, p. 142). It is a type of observation when the studied phenomena are being observed directly in the area where they take place, and interaction between a researcher and research participants takes place, although the researcher do not intervene in teaching (Ibid., p. 144). Other criteria had to be stated. The observation was straightforward, which means that a researcher is present in the time of process, and it was structured, which means that a researcher seeks answers for the predefined phenomena (Ibid. p. 145).

Before the process of observing, it was important to through some steps. First step was to set the aim of observing. This goal has been set already before. There was an intention to achieve defining what key competencies are being developed in ELT though the use of a dictionary, and how. The second step was to set an object of observing. Learners, their behaviour and to some extend also development, when they were working on tasks, were the objects. The third step was to set a time in which the observation will take place. The observation proceeded during one month. During this

time, three classes for two times after some time were visited and observed.

The last important step before going to school for a research was to create observation sheets. Structured sheets have been designed, in which could be eventually added things that would be considered important to note down. The observation sheets are focused on development of key competencies and not on the activities themselves. It was just a secondary aim.

When defining the particular sentences in observation sheets, it was important to go through the characteristics of each competency. Some of them were obviously being developed just from the nature of dictionaries, but they have also been focused on in a class. Other competencies were needed to be observed when wanting to decide whether the dictionary-based activities really develop key competencies. Every competency had to be analysed in detail and determined how a particular aspect can be expressed by a learner's behaviour while working on a task. The samples of observation sheets are in Appendices 7-12.

1.3 CLASSROOM OBSERVATIONS

As has been written before, the activities were tried out in three classes, the 6th, 7th and 8th grade on a basic school, where was the occasion to come and observe the lesson.

Learners were using dictionaries that were provided by the school and some of the learners took their own. All of the dictionaries used were bilingual. Firstly there was a intention to try to use monolingual dictionaries, but there were two reasons against. The first and the most important one was that it would be very difficult to get sufficient number of these dictionaries and it would be even more difficult to collect monolingual dictionaries suitable for the learners of lower English knowledge level. And the second one was that the learners were not used to work with monolingual dictionaries and to be precise, they were not used to using any dictionary. Finally, for purposes of the activities, these bilingual dictionaries were useful enough. The dictionaries used were the traditional printed pocket dictionaries, covering general language and traditional printed standard size dictionaries also covering general language (as described in chapter 3).

2. ANALYSES OF THE ACTIVITIES AND OBSERVATIONS

2.1 FIRST ACTIVITY - MINIMAL PAIRS (Appendix 1)

The first activity suggested is designed for 6th grade. The aim is that after the activity learners will be aware of the existence of minimal pairs in English and at the same time they will know that they should use a dictionary to look the pronunciation up.

This activity as well as the observation sheet was aimed primarily on developing learning competencies and problem-solving competencies. But even other competencies were being developed and also observation sheet was modified according to it. I was analysing results according to the most important characteristics of each competency as has been defined in the first chapter:

- Learning competencies:

Learners choose the appropriate methods, strategies and means for his/her successful learning - When the learners were asked where they can find the information (the pronunciation of words), they answered that they can use the internet, (text)books, they can ask people that know the information, e.g. a teacher, or they can use a dictionary. Learners were aware of these sources, for our purposes a dictionary is important. They proved that they are aware of the amount of information a dictionary offers and they actively used these information (meanings of words) even though they were not primarily asked to do it. It means that they did not learn just the pronunciation of words. Learners also planned their work in most pairs (strategic competence).

Learners search and sort the information out – Some learners took their own dictionaries and looked up the information immediately after they were asked about the pronunciation of the two words /still, style/ on a blackboard. They actively used dictionaries and were able to search the information on their own. The whole activity was based on looking words up in a dictionary. It is a primary purpose of dictionaries, people sort the amount of information and use what they want or need for their purposes.

Learners use generally used terms and signs, and use knowledge from various branches and subjects further on – When working with a dictionary, learners used mainly linguistic symbols and signs. In the activity, learners operated with an alphabet. Although it is often seen that learners have difficulties with an alphabetical order, these learners were successful and it took them a short time to orientate in a dictionary.

Learners also used International Phonetic Alphabet (IPA). They understood the most of the signs and used these signs on their own when noting the pronunciation down. To know this alphabet is very important, because this (as the term says) is worldwide used phonetics alphabet. Then they used terms like synonyms etc.

Learners are capable of working individually (manage their own learning), and then they compare their results, discuss them and draw a conclusion – Learners could decide whether they would rather work in pairs or individually. They worked in pairs, but even in pairs some of them were working “individually”. With the use of a dictionary learners were allowed to work individually. Then the learners were comparing their results with other classmates, corrected what was wrong and inductively drew a conclusion of a task (the division of words according to pronunciation).

Learners recognize the purpose and aim of learning and have a positive approach to learning – Learners gave valuable answers about the purposes of the activity (see observations sheet). They were aware of the importance of a dictionary as a source of information and they were enthusiastic about the activity and liked it.

- Problem-solving competencies:

Learners search the information appropriate for solving a problem, and use their knowledge and skills for solution. – The same as with a learning competency. Learners were aware of various sources needed, mainly a dictionary and searched the information that they needed in it.

Learners individually solve problems – As was written before, learners were working in pairs, but they more or less looked up the information individually in a dictionary, since every learner had his own. A dictionary enables people to work individually.

Learners remain working till the problem is solved in spite of possible previous failures – When learners made a mistake, they took it well and were immediately searching for another solution. This happened many times and they remained working hard. Especially when they could not find a word in a dictionary, they knew the Czech translation and used the other part of a dictionary (CZ to EN) to search it.

Learners verify their results – Learners came inductively to a solution and discussed their results with other learners, then with a teacher, and when there was a misunderstanding, they used the dictionary again and again to verify the information.

Learners think out and plan the way of solving the problem – In most pairs (four out

of six) learners planned how they will solve the task. They worked systematically. Every learner had his/her role in a task and learners were proceeding in a logical way.

- Other competencies developed:

Working c.- In terms that learners set the rules of work before the task, planned the process of the task, used appropriate means and equipment when solving the task, were using their knowledge from different subjects (Czech language) when working with a dictionary and they had a good time-management (five pairs out of six).

Communication c.- Learners actively and intentionally used dictionaries and mainly understood generally used symbols in dictionaries. And that they actively participated in a classroom communication (were not afraid to ask or add something) and used appropriate language (pronunciation learnt from a dictionary) in a communication.

Civil, Social and personal c. – In terms that learners worked well in group, they were discussing, cooperating and helping one another and were keeping rules that they set with a teacher at the beginning. All learners played an active role in the task.

To conclude, all key competencies have been developed. This dictionary-based activity is developing mainly the learning and problem-solving competencies, because it has been focused on them. It also develops working and communication competencies, when we consider the use of a dictionary. Civil and Social and personal are not being primarily developed by the use of a dictionary, but by the conditions of the activity.

2.2 SECOND ACTIVITY – PARTS OF SPEECH (Appendix 3)

This activity has been designed for 7th graders. The aim is that at the end of the activity, learners will know that words can have different meanings in different sentences (that they are different parts of speech), and also will know how to use dictionary to find out the function of a word in it.

This activity and observation sheet was primarily aimed at developing communication and working competency according to these characteristics:

- Communication competencies:

Learners understand various types of texts, materials and communication means, think about them and react to them, and creatively use them for further development and social participation – As one of materials used for looking up information in, learners mentioned a dictionary. They were aware of the importance of it and the importance of searching the information in it. This activity taught them to perceive and

use all information given about a word, to identify the commonly used abbreviations and symbols in a dictionary and orientate in it.

Uses information and communication means for a proper communication with a world – Learners knew how to use a dictionary and they actively used it. At the end of the activity they summarized the content of a dictionary and they got to know that it offers so much help that they can use it when solving various tasks in school and also for communication with foreigners.

Learners use proper terms concerning the given topic – Learners were using only appropriate terms like verb, noun, adjective, adverb, preposition and synonym and their Czech equivalents (when explaining to others at the beginning). The dictionary use forced learners to use these terms and their abbreviations and learners got used to it.

Other parts of communication competencies were being developed further in this activity, but not primarily by the use of a dictionary:

Learners formulate their thoughts and ideas intelligibly and in a logical way – Learners were speaking whole sentences when speaking to the whole class and presenting their results and explanations.

Learners make new contacts, keep them, and state and keep rules of a communication – Learners were divided into heterogeneous groups by the teacher and they were working hard and cooperating very well. Learners communicated in pairs and among pairs, they were expressing and discussing their thoughts and choosing the right solution. Learners also stated rules of pair communication with a teacher. They really kept these rules.

- Working competencies:

Learners use knowledge and experience gained in various educational branches for their further development – As was written before, for this activity learners used the previous knowledge from Czech language (word classes) and then they deepened this knowledge in English. If they can orientate in a dictionary and know what to find there, they can use it individually whenever they want to improve.

Ls effectively use materials and equipment – the same as above, the activity showed them one of the functions of a dictionary and then the learners were able to effectively use it for looking up word classes. They were aware of other functions of a dictionary and just needed the training in its usage.

Other parts of working competencies were being developed not primarily by a dictionary use:

Learners keep set rules, they fulfil tasks and duties, and note down the procedure – They were keeping the set rules concerning the rules of communication, time management and working according to the instructions. They fulfilled whole task successfully and were taking good notes of their work and about unknown things. The learners liked the activity and it was observable on their behaviour and active approach.

- Other competencies developed:

Problem-solving c. – Mainly in terms of looking up appropriate information in appropriate sources, the ability to solve the problem individually and to remain working in spite of the previous failure.

Learning c. – Mainly in terms of choosing appropriate materials and strategies for learning, managing Ls' own learning (or working individually), working with generally used terms and symbols and searching for information and sorting it.

Social and personal, civil c. – Effective group cooperation with everything concerning respect to others, helping and listening to them, and in terms of setting rules of group work.

To conclude, even in terms of a dictionary use this activity is developing communication and working competencies as well as problem-solving and learning competencies. Social and personal and civil competencies are being developed, but only by the further improvements, not primarily by the use of a dictionary.

2.3 THIRD ACTIVITY – MIND MAP (Appendix 4)

This activity is suggested for 8th graders. The aim of this activity is that at the end of it, learners will know many new English words, that they consider to be important, concerning one chosen field and they will learn the words themselves with the help of a dictionary. Learners will simply conduct their own learning.

This activity was primarily focused on developing learning and civil competencies according to these aspects:

- Learning competencies:

Learners choose appropriate methods, strategies and means for their successful learning, conduct their own learning – Learners were aware of various sources that they

can use in case of not knowing a translation of a word. As one of the sources, they mentioned a dictionary. Learners were choosing their own vocabulary connected to the task, they chose what is important and useful for them. They were using dictionaries when producing words, instead of asking teacher, and for verifying their knowledge.

Learners search and sort the information out – Learners were actively looking up information in dictionaries, they were choosing even difficult words and were not afraid of it. They knew that a dictionary gives them all the information they need and when summarizing the task they proved that they know what all they can find in it.

Learners use generally used terms and signs, and use knowledge from various branches and subjects – They were using terms from ICT and also technical terms. In a dictionary they found out that the most of these words are generally used worldwide. They also had to use the alphabet and IPA which is also used worldwide.

Learners are capable of working individually (manage their own learning) and they compare their results, discuss them and draw a conclusion – Learners could decide whether they would rather work in pairs or individually. Three of them worked individually and the rest in pairs, but even in pairs learners were searching the information individually, they just cooperated when brainstorming etc. The use of a dictionary allows people to solve tasks on their own and to check their ideas in it. This activity was whole conducted by learners.

Learners recognize the purpose and aim of learning, and have a positive approach to learning – Learners showed that they were aware of the importance of a dictionary and they also discussed well about the use of computers for language learning, but they did not proved to know the sense of the activity. Anyway they had positive approach and even the teacher said that they had never been so quiet and hard working as now.

- Civil competencies:

Learners understand basic social rules and norms – Learners proved that they know the rules needed for a classroom symbiosis, when they were setting them with a teacher, because they suggested many of them. They are also aware of consequences resulting from not keeping them and therefore they kept them. They were also acting individually, because they recognized whether they have enough information or they should work more. They were also helping classmates, giving them advices and ideas when they saw that they are not very successful. They did not work just on their own.

Learners respect others - Learners proved this ability by listening to ideas of classmates, thinking of it, giving their own ideas, and cooperating.

It is crucial to note that civil competencies were being developed in this activity, but it is not due to a dictionary use. These conditions could be set in any other activity.

- Other competencies developed:

Problem-solving c. – In terms that learners searched the information appropriate for solving a problem, learners were able to solve the task individually, they remained working till the task was completed to some degree. And learners were verifying their results and ideas in dictionaries.

Working c.- In terms that learners used knowledge and experience gained in various educational branches for a task and they will probably use new knowledge further. Also in terms that learners were effectively using dictionaries and will use them further on and that learners kept the set rules and fulfilled the task.

Communication c. - In terms that learners actively and intentionally used dictionaries and mainly understood generally used symbols in them, they actively participated in a classroom communication and used appropriate language (pronunciation learnt from a dictionary) in a communication.

Social and personal c. - Effective group cooperation with everything concerning respect to others, helping and listening to them, and in terms of setting rules of group work.

To conclude, learning competencies were definitely being developed by the use of a dictionary as well as communication, working and problem-solving competencies. On the contrary, the civil competencies were developed, but not by the use of dictionaries as well as social and personal competencies.

2.4 FOURTH ACTIVITY – CATEGORIES (Appendix 2)

This activity focused on learning new vocabulary was designed for learners of 6th grade. The aim was that at the end of the activity, learners will know some new words from given fields appropriate to their level, and they will at least slightly practice skimming a dictionary (orientating quickly and well in it).

The special focus was put at problem-solving and civil competencies. They were being developed according to these aspects:

- Problem-solving competencies:

Learners search the information appropriate for solving a problem and use their knowledge and skills for solution. – Learners were able to work effectively with a dictionary. They knew why it is so helpful source and could orientate in it properly and it made them competent users of it. A dictionary can help them solve many types of tasks.

Learners individually solve problems – Probably the most important part of these competencies concerning the dictionary use. Learners were able to solve the task and learn the words individually without the step of teacher's presentation. She had rather a role of a controller than teacher. Proper knowledge of a dictionary allows people to solve the tasks individually.

Learners remain working till the problem is solved in spite of possible previous failures – Learners were trying various ways of solving the task. When they got to know that the way they solve it is not effective, they tried to solve it in a different effective way, they used both parts of dictionaries and they had great results.

Learners verify their results – It is a great positive of a dictionary, that learners look the information up in it themselves and they also can whenever verify it themselves and can use both parts of it (CZ-EN and vice versa). They did not have to ask the teacher and they gradually got used to verifying the results themselves.

Learners think out and plan the way of solving the problem – Learners were allowed to solve the task differently. A dictionary allows them to work in a way that suits them the best, but always systematically and actively.

Learners intelligibly describe their solutions – Because a dictionary gives learners information about the pronunciation, meaning and many other information, they were able to present their results intelligibly, with the right pronunciation and with the meaning directly, without being told to do it by the teacher.

- Civil competencies:

Learners understand basic social rules and norms – Learners were again setting the rules of classroom behaviour themselves and they were keeping the rules. When they wanted to ask something, they claimed for a help, went to a teacher and spoke quietly. They were not disturbing others, although it was challenge and they had a shortage of time.

Learners respect others – Learners proved that they can work individually and also

have a responsibility for a pair. They listened to each other and cooperated in most cases in pairs. They were cooperating only in pairs, because it was a challenge, but when checking the results, they were advising one another etc.

Again in this activity the civil competence was being developed just by the manner of the activity, by setting the rules and pair cooperation, not by the dictionary use.

- Other competencies developed:

Learning c.- Again mainly in terms of choosing appropriate materials and strategies for learning, managing Ls' own learning (or working individually), working with generally used terms and symbols and searching for information and sorting it.

Working c.- Learners were effectively using dictionaries, exercised skimming it quickly and will use them probably further on and they successfully completed the task. Learners used knowledge and experience gained in various educational branches for a task and they will probably use new knowledge further.

Communication c. - In terms that learners actively and intentionally used dictionaries and mainly proved to understand generally used symbols in them, they actively participated in a classroom communication and used appropriate language (pronunciation learnt from a dictionary) in a communication.

To conclude, problem-solving competencies were definitely being developed by a dictionary use, but civil competencies just by the manner of the activity as well as in case of social competencies. Other competencies being developed by a dictionary were learning, working and communication competencies as was proved in all activities so far.

2.5 FIFTH ACTIVITY – SYLLABLES AND STRESS (Appendix 5)

Syllables and stress activity was designed for 7th graders and its primarily aim was that learners will practice identifying syllables and stress in words, and they will be able to recognize the signs of it in a dictionary and to notice them whenever they want to pronounce a word properly.

The activity was primarily focusing on communication and social competencies. Communication one was again developed already by the character of a dictionary. For the development of the social one, it had to be somehow modified:

- Communication competencies:

Learners understand various types of texts, materials and communication means,

think about and react to them, and creatively use them for further development and social participation – Again they were able to specify many sources that they can use with a dictionary on the first place. Learners also proved that they think about the usage of a dictionary, because they were able to find in it what the signs mean and where they can see it themselves, in spite of not being asked to. They were aware of the importance of proper pronunciation in communication and used a dictionary actively to help them.

Uses information and communication means for a proper communication with a world - The same as above. The learners knew how it is important to speak English properly to communicate effectively with the whole world and to know how to use a dictionary to show them the stress that is given in English.

Learners use proper terms (concerning the given topic) – Learners were operating with proper terms like primarily stress and secondary stress and its signs when writing it down, because they themselves found them in it and it forced them to use them. They also properly summarized what other things they find in a dictionary (from the previous lesson) like parts of speech etc. It was more effective than if a teacher told them.

Communication competencies were also developed from other points of view, but not primarily by the dictionary use:

Learners formulate their thoughts and ideas intelligibly and in a logical way – Learners were formulating their thoughts well, they spoke whole sentences, because they were at the beginning asked to by a teacher, and they really kept it.

Learners make new contacts, keep them, and state and keep rules of a communication – At the beginning, learners again set the rules of communication in pairs and they were keeping the rules well. They were divided into heterogeneous groups and were able and willing to cooperate and I think that it caused some “ice-breaking” between them.

- Social and personal competencies:

As was mentioned before, these competencies are being developed mainly by (as the term itself says) a class management (group, pair work):

Learner first seeks help in books and other sources, then asks a classmate and only then asks for help of a teacher – When working on the task, learners were using only dictionaries as a source of information. When they were not sure about the findings, they discussed the difficulty with partners or other classmates. They did not ask the

teacher at all.

Learner is able to work in a group, sets and keep rules of team work and due to taking an active role in a task, he/she contribute to a quality of a work – This part of competencies was being developed in a way that learners were setting rules of group work themselves, were aware of their importance and also kept them (except two cases). Then because the learners were discussing the approach to solving the task, what would be most efficient, less time-consuming etc. and they divided roles and took responsibility for their roles in the task solving. Each of the learners was behaving well to others, because they were listening to each other, giving advice, cooperating. The classroom atmosphere was very positive.

- Other competencies developed:

Learning c.- Mainly in terms of choosing appropriate materials and strategies for learning, working individually, working with generally used terms and symbols and searching for information and sorting it.

Working c.- Learners were effectively using dictionaries and probably will use them further on and they successfully completed the task. Learners used knowledge and experience gained in various educational branches for a task.

Problem-solving c. – Learners searched the information appropriate for solving a problem, were able to solve the task individually, they remained working till the task was completed. Learners were verifying their results and ideas in dictionaries.

To conclude the 5th activity, all of the competencies were developed. It is not important to repeat it again. Communication one was definitely being developed and the social one, as well as the civil one was also developed and when concerning a dictionary-use, it was mainly due to the first criterion mentioned.

2.6 SIXTH ACTIVITY – SYNONYMS (Appendix 6)

The last activity that I have suggested is the activity for 8th graders. The primary aim is that after the activity, learners will be aware of synonyms and that they are usually incongruent and therefore are used differently in sentences, and secondary, they will be given training in using a dictionary to distinguish these words.

This activity is also focusing on social competencies (and there is the same problem with it as in previous activity) and then on working competencies:

- Social and personal competencies:

Learner searches the information in books and other sources, then asks a classmate and only then asks teacher for help – Learners again used only dictionaries for the task. In groups of three they were very often helping one another and a teacher was not “used” as a source anytime.

Learner actively works in a group, sets and keeps rules of group work, and has a positive behaviour to other learners – Learners were setting the rules themselves and kept them almost absolutely. They broke it once, when a learner was laughing, but it was due to an interesting thing that was found when searching something. Almost in every case (except just 3) they were expressing positive behaviour to one another, in case of helping, cooperating and expressing shared happiness from the success. The remaining 3 learners were not expressing negative, but no signs of deeper cooperation. The last thing was that they worked really hard to achieve the result, because they divided their roles and felt the responsibility for the whole group. The overall feeling of managing the task was positive.

- Working competencies:

Learners use knowledge and experience from various branches for their development – Learners used terms like synonyms and antonyms and their Czech counterparts. They have learned that there are some exceptions in their use (as well as in Czech) and they proved that they will be able to distinguish it themselves from now, thanks to the use of a dictionary.

Ls effectively use materials and sources – Learners showed that they were capable of using a dictionary properly. They were noticing all details about the words, used both parts of a dictionary for deepening their results, and were working only with dictionaries. They did not ask any questions, they just asked for a word in case of adding something interesting or making sure, whether found info is important or not.

Also other part of working competencies was being developed:

Learners keep set rules, fulfil tasks and duties, and work according to simple instructions – They were given handouts with instructions and were supposed to work on the task. They managed it well, because they did not ask for a help or advice of a teacher at all. Only in one case they were a bit struggling with two words, but with a little help of classmates they finished it successfully. The overall managing of the task was very good and worked better than was expected.

- Other competencies developed:

Learning c.- In terms of choosing appropriate materials and strategies for learning, managing Ls' own learning (or working individually), working with generally used terms and symbols and searching for information and sorting it.

Communication c. - In terms that learners actively and intentionally used dictionaries and mainly proved to understand generally used symbols in them, they actively participated in a classroom communication and used appropriate language.

Problem-solving competencies - Because learners used various approach to the solution including an “exclusive” method.

To conclude the last activity, it was the same as in all activities above (all of them were being developed), because all of the activities were designed in order to “somehow” touch all of the competencies.

A few samples of filled in observation sheets are in Appendices 13-15.

CONCLUSION

To conclude, the aim of the thesis, that was to try to prove that dictionary-based activities contribute to the development of key competencies and to find out in what way they contribute to it, was fulfilled. The outcomes are not straightforward, because it would need a long time to investigate, whether the learners really developed their key competencies, and it is also difficult to measure human behaviour and thoughts. But there was at least an effort to determinate some aspects that substantiate this claim.

There are two points of view when considering the results. The first one is that there are types of competencies that are being developed automatically, just by the character of dictionaries. These competencies are predominantly the learning competencies and then communication, problem-solving and working competencies. It is mainly because all of these are almost the same in the core, because they emphasize individual search for information, the use of globally used terms and sources, and learning to learn on learners' own. To sum up, it is about learners' awareness of a dictionary and their active usage of it for their further development. The remaining two, social and personal and civil competencies are being developed as well, but it is caused by the modification of activities, and not primarily by the dictionary use. The activities have to be optimised for pair or group work or simply to learners' cooperation, they have to be improving learners' responsibility and behaviour to others etc. The second point of view is that all key competencies are being developed by the dictionary-based activities that are provided in this thesis.

When considering the second aim, which is the development of communicative competence in ELT, the activities addresses mainly organizational competence. In this case, learners developed grammatical competence, from the point of view of learning new vocabulary, proper phonetics, morphology and syntax, since there was an effort to cover up most important information that a dictionary can offer, and to focus on generally problematic areas of grammar. They also developed their strategic and pragmatic competences. Finally, both aims are fulfilled, because by the dictionary-based activities, learners develop their key competencies and also acquire new knowledge, without a stage of teacher presenting the content.

To summarize it, the use of a dictionary in English classroom is definitely very important, and it undoubtedly contributes to the development of the both concepts:

learner autonomy and key competencies. Learner autonomy is increasingly emphasized concept in current education that has a lot in common with key competencies. Especially when learning languages. It emphasizes individual learning, but it does not mean learning apart of everything or everybody. It just means the learners' awareness when to consult other learners, and when not to consult them. The role of a teacher changes as well, rather to some role of a facilitator. And it is important to note that very often mentioned source connected with autonomy is a dictionary. Key competencies maintain very similar approach, because there is stressed the effort to lead learners to independence or autonomy. The intention is that learners become more responsible for their own acting, they will be trained in learning, so that they are able to learn on their own and desire for their further improvement etc. The concept of key competencies in Czech education should, to a certain extent, change teachers' approach to teaching.

Probably no other source can be compared to a good dictionary. There is so much that a dictionary can offer to learners, e.g. pronunciation, word class, translation, meaning and many more. There are also many types of dictionaries, from electronic to printed ones, from pocket to standard ones. There are dictionaries for different knowledge levels and for native or non-native speakers in short. To sum it up, dictionaries are still improving, they become more and more accessible and they intend to cover increasing number of information. The main positive of the dictionary is that as soon as a learner can use it properly, can orientate in globally used signs (e.g. IPA, signs of parts of speech, etc.) and knows what all it offers (e.g. meaning or translation, contextualisation etc.), he/she can become autonomous and independent learner of English, because he can learn on his/her own and do not need a teacher as a source of all knowledge.

A dictionary is a source that should be incorporated into English classes, and there should be worked with them regularly, not only occasionally. There is no need of concentrating whole lesson to the use of a dictionary, but short activities for e.g. 10 minutes will be enough. The use of monolingual dictionaries rather than bilingual ones also contribute to the learners' development, because they will be even better users of English if they think fully in English from the very beginnings. Hopefully, this phenomenon will be consulted by English teachers and will gradually spread even in Czech education.

RESUMÉ

Bakalářská práce se zabývá problematikou rozvoje klíčových kompetencí v učitelství anglického jazyka pomocí aktivit založených na práci se slovníkem. Cílem teoretické části práce je přiblížit smysl kurikulární reformy a hlavně důležitost konceptu klíčových kompetencí a autonomie žáka v jazykové výuce a nezbytnost práce se slovníky ve výuce anglického jazyka. Cílem praktické části je navrhnout sadu aktivit, které budou založeny na práci se slovníkem, ověřit tyto aktivity v praxi a nakonec vyhodnotit jak přispívají k rozvoji klíčových kompetencí.

První kapitola teoretické části je zaměřena na koncept klíčových kompetencí nejprve z pohledu kurikulární reformy, jakožto změny procesu vyučování. Se stále více se měnícím světem, rostou nároky na žáka a roste množství informací, které musí být žákovi předány. Proto Rámcový vzdělávací program zdůrazňuje jako cíl vzdělávání rozvoj tzv. klíčových kompetencí společně se vzdělávacím obsahem, a propojení těchto dovedností a vědomostí v reálném životě. S rozvojem těchto klíčových kompetencí by se nemělo čekat do fáze, kdy žák získá dostatečně množství znalostí, ale mělo by se to dít najednou. Také moderní pedagogická psychologie tvrdí, že znalosti se nejlépe získávají díky smysluplnosti a spojitosti aktivit a ne pouhým memorováním.

Klíčové kompetence jsou v Rámcovém vzdělávacím programu definovány jako souhrn znalostí, schopností, dovedností a postojů, které žákovi umožňují zvládnout veškeré situace jak ve škole, tak v osobním životě, pokud jsou správně propojeny a využity. V programu je definováno šest základních klíčových kompetencí. První z nich je kompetence k učení, která zdůrazňuje organizaci a plánování vlastního učení, využívání vhodných strategií a metod k efektivnímu učení, schopnost vyhledávat a třídit informace, pracovat s obecně užívanými znaky a termíny a propojovat různé znalosti do širších celků. Žák s kompetencí k učení hlavně samostatně vyhledává a experimentuje, a zná smysl svého učení. Druhou kompetencí je kompetence k řešení problémů, která podtrhuje zejména schopnosti rozpoznat problémové situace a naplánovat nejlepší způsob řešení, vyhledat informace vhodné k tomuto řešení, samostatnost při řešení problémů a vytrvalost až do úplného rozřešení. Tato kompetence také obsahuje aplikaci osvědčených strategií při řešení podobných situací a kritické myšlení a rozhodování. Třetí kompetencí je komunikativní kompetence, která vyzvedává hlavně porozumění různým typům materiálů a textů, komunikačních materiálů a gest, které přispívají

k aktivnímu zapojení do společenského dění. Využívání komunikačních prostředků a dovedností ke smysluplné komunikaci s okolím, smysluplnou formulaci myšlenek jak písemně tak ústně, a aktivní participaci v kolektivu. Čtvrtou kompetencí je kompetence sociální a personální, která je založena hlavně na spolupráci ve skupině, naslouchání druhým, aktivní participaci a převzetí určité role, čímž se pozitivně zvyšuje kvalita práce a prostředí, a upevňují se mezilidské vztahy. Tato kompetence je také založena na utváření pravidel práce ve skupině a žákovy dosažení pocitu sebeúcty, sebeuspokojení a pocitu osobního rozvoje. Pátou kompetencí je kompetence občanská, která zdůrazňuje hlavně pochopení základních společenských norem, práv a povinností žáka jak ve škole tak mimo ni, zodpovědné rozhodování a poskytnutí pomoci. Poslední kompetencí je kompetence pracovní, která vyzdvihuje účinné používání vybavení a materiálů při práci, dodržování pravidel a závazků, a také vyzvedává přístup k pracovní činnosti a jejím výsledkům z hlediska kvality, a využívání dovedností a znalostí z jiných oblastí k vlastnímu dalšímu rozvoji. Toto jsou pouze základní charakteristiky kompetencí, které jsou dobře aplikovatelné pro učitelství anglického jazyka.

Práce s klíčovými kompetencemi vyžaduje jiné pojetí plánování výuky. Učitel by měl plánovat nejen jednu vyučovací jednotku, ale celý školní rok a celé základní vzdělání. Měl by formulovat jisté principy a zásady, tzv. třídní strategie, které mu pomohou vytvářet otevřené a komunikativní prostředí. Předtím než učitel vstoupí do třídy, měl by mít stanovené určité cíle. Ne pouze jaké téma bude probírat, ale také jaké dovednosti chce rozvíjet, a jak se tyto dovednosti později promítnou do chování žáků. Učitel může pomoci rozložení nebo rozbalení jednotlivých kompetencí na jednodušší dovednosti, avšak jelikož lidé mají různé komunikační styly, učitel musí konkretizovat, co určitá kompetence znamená u daného žáka. Naštěstí v učitelství anglického jazyka je toto rozbalení poměrně snadno rozpoznatelné.

Druhá kapitola teoretické části se zabývá rozvojem druhého konceptu, který zdůrazňuje celoživotní vzdělávání, autonomie žáka. Tento koncept je směřován k učení řízeného samotným žákem. Jednou z definicí autonomie je, že je to záležitost žákova psychologického vztahu k procesu a obsahu učení – kritické úvaze, rozhodování se a samostatnému jednání. Základními atributy autonomie v kontextu vzdělání je, že žák si je vědom svých učebních stylů a strategií, aktivně přistupuje k procesu učení a dobře předvídá. Žák komunikuje v anglickém jazyce v každé situaci a je schopen riskovat,

klade důraz nejen na správnost ale také na “vhodnost“. Autonomní žák ví, kdy je dobré konzultovat úkol se spolužáky a kdy ho řešit samostatně, není závislý na učiteli jako zdroji veškerých znalostí, ale spíše jako na konzultantovi a rádci. Stejně tak ví, kdy je dobré používat jiné zdroje, jako je slovník nebo učebnice a kdy to vhodné není.

Poslední kapitola se zabývá problematikou slovníků. Okolo 70. let minulého století bylo používání slovníků spíše kritizováno, jelikož podporovalo lenost žáků, kteří namísto přemýšlení vyhledali informaci ve slovníku. Ale je zde mnoho důvodů proč s nimi pracovat. Jednoduše někdy není jiná možnost, kde informaci vyhledat, učitelé nemají šanci žáky naučit veškerou slovní zásobu a vysvětlit jim vše potřebné, a hlavně díky slovníku (a pokud jej umí správně používat), žáci mohou vyhledat a nabýt znalost i mimo školu. Slovníky jsou často nazývány “propustkou k nezávislosti“, jelikož nabízejí tak velké množství informací. Anglické výkladové slovníky toto velké množství informací obsahovaly od počátků jejich tvorby a nynější překladové slovníky jsou vyvíjeny tak, aby se svou úrovní mohli rovnat i těm výkladovým. Dobrý slovník neobsahuje pouze překlad a definici slova, ale nabízí také synonyma a antonyma slov, jejich výslovnost, vysvětlí možné slovní druhy, jak se slovo používá ve větách atd. Mnoho různých aktivit vyplývá z obsahu slovníků, mimo jiné aktivity budující slovní zásobu, výslovnost, gramatiku, aktivity rozvíjející čtení a psaní a aktivity rozvíjející schopnost práce se slovníkem. Žáci by měli soustavně být trénováni v používání slovníků, jelikož pouze takový žák, který s ním umí pracovat správně, s ním může pracovat samostatně. Učitelé by měli nejprve ze žáků sejmout strach při čtení takové spoustě informací, poté jim vysvětlit obsah slovníků a trénovat jejich používání v hodinách. Tyto aktivity nemusí být nijak časově náročné, stačí zakomponovat sedmi až desetiminutové aktivity do každé například třetí hodiny, ale nemělo by se jednat pouze o nahodilé časové výplně. Stejně tak by měly být rozvíjeny dovednosti práce se slovníkem, jako je mimo jiné znalost abecedy, fonetického skriptu, schopnost rozeznat slovní druhy a zvolit správný význam slova.

Ve třetí kapitole je též obsažena typologie slovníků podle určitých kritérií s příklady těchto slovníků. Slovníky mohou být standardní (velké), pak stručné a nakonec (ne příliš vhodné) kapesní. Mohou být tištěné, on-line nebo elektronické (CD-ROM), mohou obsahovat všeobecný jazyk nebo určitou terminologii a také idiomy nebo frázová slovesa. Pak jsou slovníky určené pro rodilé mluvčí a studenty jazyka, slovníky

pro různé stupně znalosti jazyka a nakonec výkladové a překladové slovníky. Nakonec se práce zabývá problematikou práce s výkladovým a překladovým slovníkem. Ačkoliv to není příliš rozšířeno, doporučuje se pracovat s vhodnými výkladovými slovníky již od základů, protože cílem je, aby žák v anglickém jazyce nejen pracoval, ale i myslel.

Praktická část práce je založena nejprve na navržení sady aktivit založených na práci se slovníkem. Tyto aktivity byly navrženy primárně tak, aby pomáhali rozvoji klíčových kompetencí. Některé klíčové kompetence jsou rozvíjeny již samotnou "povahou" slovníku. Těmito kompetencemi jsou komunikativní, pracovní a kompetence k řešení problémů a hlavně k učení. Ale pro rozvoj zbylých kompetencí, sociální a personální a občanské, musí být tyto aktivity modifikovány. Druhým, neméně důležitým cílem při navrhování aktivit bylo zaměřit aktivity na rozvoj komunikativní kompetence podle L.F. Bachmana. Nejvíce se aktivity opíraly o organizační kompetenci, jelikož všechny aktivity byly navrženy pro rozvoj gramatické kompetence z hlediska slovní zásoby, výslovnosti, morfologie a syntaxe. Aktivity byly zaměřeny na problematické oblasti jazyka. Dále byly rozvíjeny kompetence strategická a pragmatická.

Dalším cílem praktické části bylo tyto aktivity ověřit v praxi, a zjistit jak přispívají k rozvoji klíčových kompetencí. Pro tento výzkum bylo zvoleno přímé, strukturované pozorování, proto musely být navrženy pozorovací archy, do kterých byly zapisovány výsledky pozorování ve třídě. Pro smysluplné formulování otázek a jevů, bylo potřeba projít charakteristiky různých kompetencí a také to, jak se rozvoj těchto kompetencí promítne do chování žáků.

Poslední částí práce je analýza pozorování aktivit ve třídě. Výsledky analýzy přispěly k tvrzení, že aktivity se slovníkem přispívají k rozvoji klíčových kompetencí žáka. Již samotným "charakterem" slovníku se rozvíjejí kompetence k učení, komunikativní, k řešení problémů a pracovní, jelikož je zde zdůrazněn hlavně individuální přístup k učení, samostatnost a efektivní práce se zdroji a obecně užívanými znaky. Zbylé dvě kompetence, občanská a sociální a personální, mohou být taktéž rozvíjeny pomocí aktivit založených na práci se slovníkem, ale pro tento účel je potřeba aktivity modifikovat hlavně ke skupinové práci, aby rozvíjely schopnost kooperovat a upevňovat vztahy s ostatními žáky. Jak již bylo zmíněno, schopnost práce se slovníkem je základem pro to, aby se žák stal autonomním a schopným individuální práce. Práce se slovníky by se měla stát jednou ze základních součástí výuky angličtiny.

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APPENDIX 1

MINIMAL PAIRS

Aim: At the end of the activity learners will be aware of the existence of minimal pairs in English and at the same time they will know that they should use a dictionary to look the pronunciation up.

Primarily developed competencies: Problem solving, learning competency

Focus: Vowel sounds and phonetic description in a dictionary.

Grade: 6th

Time needed: app. 30 minutes

Procedure: 1. T writes a sample of a minimal pair on a blackboard /still, style/ and:

- Asks Ls to say it (or then T says it) and what is the difference (vowel pronunciation).
- Asks Ls how they can find it out? (a dictionary)
- 2. Ls can choose whether to work individually/in pairs + go over the rules of work

3. Ls get cards with words. They are supposed to look the pronunciation up in a dictionary and write it down on cards, and then divide it into two parts (1st hill will be the pronunciation [i] and the 2nd hill will be [ai]).

4. Learners make groups of four and check the results. They go over the words and exercise the pronunciation.

5. T discusses with Ls the sense of the activity and its further use, and the importance of a dictionary (different pronunciation of almost similar letters, individual work).

PITCH	PIE	WIT	WHITE
SIT	SIDE	STILL	STYLE
KICK	BEAN	GUIDE	TYPE
GUITAR	TIP	LIGHT	FLIGHT

APPENDIX 2

CATEGORIES

Aim: At the end of the activity, learners will know some new words from given fields, and they will slightly practice skimming a dictionary (orientating quickly and well in it)

Primarily developed competencies: Problem solving, civil competency

Focus: Skimming a dictionary

Grade: 6th

Time needed: app. 20 minutes

Procedure: 1. T gives Ls instructions about the exercise:

- Ls will get a chart and will work in pairs.
- They are supposed to write as much words as they know or find for a chosen letter (e.g. S) and write them down to the chart according to the categories.
- There will be a time limit for that and then they have to! finish (and a pair with the most words will receive 1).

2. T asks Ls what source is appropriate to help them, and they discuss why. (A dictionary)

3. T sets working rules with Ls (to speak quietly, not to hurry for dictionaries, to close it at a deadline, etc.).

4. The process of activity.

5. After checking, the winner pair presents their results and Ls complete their charts together. Then every pair creates a sentence for 5 words from the chart and quickly says aloud.

6. T discuss with Ls what this activity was good for, and what did they learn. (New vocabulary, the content of a dictionary)

SPORT	CULTURE	HOUSING	NATURE

APPENDIX 3

PARTS OF SPEECH

Aim: At the end of the activity, learners will know that words can have different meanings in different sentences (that they are different parts of speech), and also will know how to use dictionary to find out the function of a word.

Primarily developed competencies: Communicative, working competency

Focus: Parts of speech and signs of it in a dictionary

Grade: 7th

Time needed: app. 30 minutes

Procedure: 1. T writes a word /HEAD/ on a blackboard in sentences and asks Ls:

- What is a difference between these sentences (head=different function)
- Where they can find it out (in a dictionary after a word)
- Where they can find the abbreviations to parts of speech (the beginning of a d.)

2. T only gives instructions to Ls:

- To write down the abbreviations of parts of speech in their notebooks.
- That they will work in pairs.
- To create a chart (as one below) and to look the words from the chart in a dictionary and note where it applies (tick if a word is a noun, verb, etc.).

3. T negotiate with Ls the time needed for the parts of the activity and they are supposed to manage the time.

4. T summarizes with Ls the rules of pair communication. (To listen to a partner, not to speak loudly, to take an active role, etc.)

5. The process of activity.

6. In pairs Ls choose 3 words from the chart, and create sentences according to parts of speech of the word. Then present their products and a class discuss if there is a mistake.

7. T summarizes with Ls what a dictionary is important for, what can they find there.

	NOUN	VERB	ADJECTIVE	ADVERB
DOWN				
DRINK				
OPEN				
LAST				
VALUE				
MEAN				
HOME				

APPENDIX 4

MIND MAP

Aim: At the end of the activity, learners will know many new English words that they consider important, concerning chosen field and they will learn the words themselves with the help of a dictionary.

Primarily developed competencies: Civil, learning competency

Focus: Translating with a dictionary.

Grade: 8th

Time needed: app. 15 minutes

Procedure: 1. T describes Ls the sense of mind map (on a sample, e.g. school) and that they will do it now.

2. Ls can choose whether they want to work in pairs or individually.

3. T sets working rules with Ls (to speak quietly, literary, to be helpful for others)

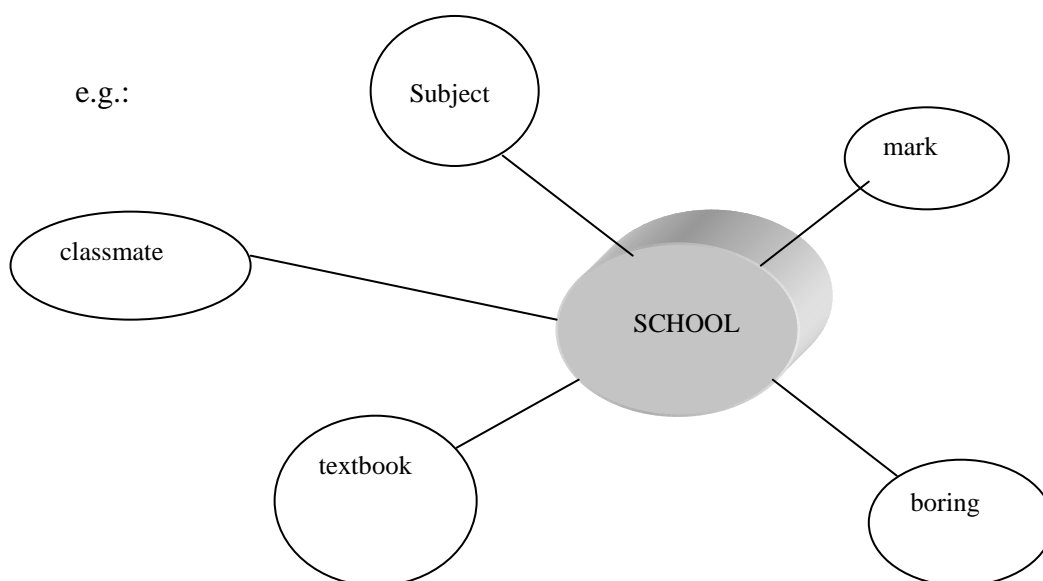
4. T asks Ls what source could be helpful for them to translate words. (A dictionary)

5. T says the word /computer/ and Ls work.

6. Ls discuss aloud what all things were written and they summarize it on a blackboard.

7. Discussing the positives of this activity, what they have learnt (new vocabulary, to think actively, to use a dictionary) and the positives of the use of a dictionary.

8. Discussing “how computers can be used to learn English” (communication, chat, internet, etc.)



APPENDIX 5

SYLLABLES AND STRESS

Aim: Learners will practice identifying syllables and stress in words, and they will be able to recognize the signs of it in a dictionary and to notice them.

Primarily developed competencies: Communicative, social and personal competency

Focus: Recognizing syllables and word stress and signs of it in a dictionary.

Grade: 7th

Time needed: app. 25 minutes

- Procedure:**
1. T asks Ls what all information can be found in a dictionary and discuss.
 2. T writes 3 words on a blackboard /breakfast, lunch, dinner/ and Ls take dictionaries and say how many syllables there are. They say how it is marked in a dictionary. (‘,)
 3. T writes on a blackboard the chart with signs and Ls are supposed to create it themselves.
 4. Ls are divided into groups of 2/3. T summarizes with Ls the rules of communication in a group.
 5. They are given a set of words and they look its pronunciation in a dictionary and write it down. They also divide the word according to the number of syllables.
 6. Every member of a group takes a role of A or B or C or D and As join, Bs join etc. and discuss the results and correct it.
 7. Whole class discussion about the importance of the activity and the knowledge of pronunciation. + summarize the content of dictionaries.

Oo	Ooo	oOo	Oooo

WORDS: Cucumber	shopping	salad
Honey	drugstore	
Cauliflower	vinegar	
Potato	tomato	
Watermelon	pineapple	
Banana	blackberry	
Basket	sweetcorn	

APPENDIX 6

SYNONYMS

Aim: After the activity, learners will be aware of synonyms and that they are usually incongruent and therefore are used differently in sentences, and secondary, they will be given training in using a dictionary to distinguish these words.

Primarily developed competencies: Working and social competency

Focus: Meaning of similar words and using a dictionary to pick the proper one to a sentence.

Grade: 8th

Time needed: app. 30 minutes

Procedure: 1. Ls will work in groups of 3. They will get the handout of the activity.

They are supposed to work on it and ask in case of some difficulty.

2. Ls are supposed to negotiate with a T:

- First they make sure that they know what are synonyms/opposites..
- The rules of work in a group (listening to others, discussing, roles in the activity).
- Time needed for all parts of the activity.

3. The process of activity.

4. After deadline, T asks whether there is a group that have not finished it yet. If yes, other groups help and check.

5. Groups present their findings + sentences.

6. T discusses with Ls what worked and what did not and what aspects could be improved next time.

+ Summarizes what all a dictionary can help them with.

The handout:

There are groups of synonyms and some sentences:

1) You are supposed to take a dictionary and find the meaning of these words in it. Be careful of all information that is provided and write it.

- CZ: Vezměte si slovníky a vyhledejte význam těchto slov. Všimněte si pozorně, co slova znamenají, popřípadě použijte i českou část slovníku.

2) Then according to their proper meanings put them in sentences.

- CZ: Podle jejich přesného významu je použijte v těch větách.

JOURNEY	TRIP	TOUR	VOYAGE
---------	------	------	--------

1) Jane is on her from France to Italy.

2) We are on a day to Prague.

3) Tom is on a guided.....of a Prague castle.

4) I am on aaboard a great ship to America.

MISTAKE	ERROR	FAULT	SLIP
---------	-------	-------	------

1) Sorry! It was my that we are lost.

2) You received mark 5. You made a lot of.....in the test.

3) I did not want to say your secret! It was just a

4) The research was unsuccessful because of a technical

ROBBER	SHOPLIFTER	BURGLAR	PICKPOCKET
--------	------------	---------	------------

1) The was in my house and stole my TV.

2) I was walking on a square and a stole my purse.

3) The went into the bank and stole 25 millions! But police caught him.

4) I was in a store and caught a stealing

APPENDIX 7

PROBLEM-SOLVING COMPETENCIES – OBSERVATION SHEET:

1) Ls plan how to solve the task (strategy):

+ Comments:

Yes	no

2) Ls are working:

individually	
in groups	

+ Comments on a Ls' discussion in groups:

3) Ls answers for the question “What source is essential for them to use?”:

4) The task was finished successfully:

+ Comments:

yes	no

5) Ls comments in a discussion on a sense or further use of the activity:

6) Other comments:

APPENDIX 8

CIVIL COMPETENCIES - OBSERVATION SHEET:

1) Ls negotiate the rules of work with a teacher. Ls' answers:

Comments on the Ls breaking these rules:

2) Ls express respect to others (listen to opinions, respect partners, help when misunderstood).

yes	no

+ Comments:

3) Ls are actively participating in a group (asking, brainstorming, etc.)

yes	no

+ Comments:

4) Ls help each other:

inside the group	
among the groups	

+ Comments:

5) Comments on the results of work:

- Did Ls manage the task:
- Effects:

APPENDIX 9

COMMUNICATION COMPETENCIES - OBSERVATION SHEET:

1) Ls create the rules of classroom communication with a teacher. Ls' answers:

2) Ls' answers for the question "where they can find the information?":

3) Ls use proper terms when working on a task (stress, syllable, verb, adjective, etc.)

yes	no

- If no, what words and comments?
- If yes, what terms and comments on the use?

4) Comments on a Ls communication in a group:

- Listening to each other:
- Mixing in and keeping contacts:
- Other communication:

5) Ls' behaviour:

Positive (asking for a word, listen to others)	Negative (talking when not asked, interrupt.)

6) Ls speak whole sentences:

yes	no

7) Ls' answers for the further use of the learnt information:

APPENDIX 10

WORKING COMPETENCY – OBSERVATION SHEET:

1) Ls notes down the work procedure:

yes	no

+ Comments:

2) Comment on the use of:

- Dictionaries:
- Other materials:

3) Comments on Ls usage of knowledge from various subjects:

4) Ls ask for information:

Important (Needed for task or knowledge)	
Unimportant (wasting time)	

+ Comments:

5) Ls work according to instructions:

yes	no

+ Comments:

6) Comments on the result of the Ls' work:

- Ls' time management (what was time consuming and difficult and the opposite):
- The overall managing of the exercise (successfully finishing whole task, etc.):

7) Ls comments on the use and further improvements:

APPENDIX 11

LEARNING COMPETENCY - OBSERVATION SHEET:

1) Ls use generally used terms and symbols (from various subjects):

2) Ls want to work individually/in pairs:

individually	in pairs

+ Comments:

3) Ls are talking to teacher because they:

Do not understand	Want to know more	Add something

4) Ls' answers to a question "What source is going to help us?":

5) Ls' answers about the sense of the activity and further usage:

6) Ls' reaction for possible mistakes:

positive	negative

7) Comments on:

- the Ls' active participation:

- the Ls' use of dictionaries:

- individual approach to solving the task:

Other comments:

APPENDIX 12

SOCIAL AND PERSONAL COMPETENCY - OBSERVATION SHEET:

1) Learners set rules with a teacher. What are the suggestions?

2) Ls break these rules. How?

+Comments on it:

3) Ls' group cooperation:

- How many Ls were in groups?
- Comments on how Ls discussed the plan of the activity and took their role in an activity:

- Learners behaviour:

	positive	negative
To each other		
Expressing emotions		

+ Comments:

4) Comment on the Ls' search for help:

- in materials (dictionary):
- other Ls:
- Teacher:

Other comments:

APPENDIX 13

WORKING COMPETENCY:

1) Ls notes down the work procedure:

Ls can work just according to a simple plan

yes	no
	—

+ Comments: They had the handout of the activity, they just filled it in & put notes down

2) Comment on the use of:

= use orient in various materials
+ LEARNING + COMMUNIC.

- Dictionaries: Work according to dictionaries and only with them - used it well, were noticing all details about words.
- Other materials: HANDOUTS - filling in

3) Comments on Ls usage of knowledge from various subjects:

Ls use effectively terms from various sub in

They were aware of linguistic terms SYNONYM, antonyms - practise them

4) Ls ask for information:

it is used only & they use them

Important (Needed for task or knowledge)	
Unimportant (wasting time)	

+ Comments: They some times told T what interesting & important they found & whether it is important (asked)

CZ+ also in English

5) Ls work according to instructions:

Ls work according to instructions

yes	no

+ Comments: Ls were working ONLY according to instructions in a handout

6) Comments on the result of the Ls' work:

successfully fulfil the task

- Ls' time management (what was time consuming and difficult and the opposite): They were struggling with onl words, but with a little help of 2nd group they managed the time!
- The overall managing of the exercise (successfully finishing whole task, etc.):

↑ REMAIN WORKING SUCCESSFULLY! They managed it well just with the help of a D. + Ls in group - noticed all the differences between words

7) Ls comments on the use and further improvements:

synonyms + antonyms	to take a D. to help me to distinguish
practising synonyms with different meanings	-"- to help me with task & unknown words.

INDIVIDUALLY!
- DO NOT NEED EXPLAINING

use knowledge & a D. for further development + LEARNING

OBSERVATION SHEET (for Parts of speech activity)

COMMUNICATION COMPETENCY:

WORKING C. - keep set rules
 1) Ls create the rules of classroom communication with a teacher. Ls' answers: + SOCIAL C.
 They will cooperate help classmates
 They will work hard not to shout
 We'll not speak about anything else

Ls set rule of work in a class with a T.

+ LEARNING C. in various sources (that are available) look up needed information
+ PROBLEM-SOLVING C.
 2) Ls' answers for the question "where they can find the information?":
 an internet - google
 encyclopedia
 a dictionary

Ls understand various types of text & materials & actively use them for commun. with "surrounding"

3) Ls use proper terms when working on a task (stress, syllable, verb, adjective, etc.)

yes	no
	—

Ls use proper terms, that are connected to a task
+ LEARNING C.

- If no, what words and comments?
- If yes, what terms and comments on the use? noun, verb (at the beginning) adjective, adverb, preposition + in Czech (sometimes) synonyms at the begin.

4) Comments on a Ls communication in a group:
 Ls make new contacts in a collective, keep rules of commun., help others, listen to them
+ SOCIAL C.
 • Listening to each other: Yes, they helped other group with correcting
 • Mixing in and keeping contacts: They worked in groups made by a T & they are cooperating well
 • Other communication: They gave advice to each other in pairs.

5) Ls' behaviour:
LEARNING C.

Positive (asking for a word, listen to others)	Negative (talking when not asked, interrupt.)

 T was happy with them
 Girls talked to other group "what word did they choose?"

6) Ls speak whole sentences:
 manner of language

yes	no

 When they were speaking in front of a class - (Yes) in pairs - (No)

Ls formulate ideas & thoughts accurately & in a logical way

7) Ls' answers for the further use of the learnt information:
Info. in a dictionary - phrases, translation
 - parts of speech + abbreviations
 - pronunciation
 - maps
 - grammar
 - irregular verbs
+ WORKING C.
 Ls find a place & information necessary for a task
 Ls use knowledge for other further development

APPENDIX 15

OBSERVATION SHEET (for Minimal pairs activity)

LEARNING COMPETENCIES:

1) Ls use generally used terms and symbols (from various subjects):

+ COMMUNICATION C.
+ WORKING COMP.

Ls operate with (generally) used terms & signs

alphabet in a D.	
phonetic alphabet (IPA) + also write it	
synonyms	

2) Ls want to work individually/in pairs:

individually	in pairs

Ls individually experiments & cope with cooperation in groups

+ Comments: They immediately grouped as they are used to work.

3) Ls are talking to teacher because they:

COMMUNICATION C.

Could not find a word in a D.
Wanted to make sure about parts of base, 1 symbol (p) of IPA in a D.

Do not understand	Want to know more	Add something
//	!	

Ls actively participate in a class-room learning

4) Ls' answers to a question "What source is going to help us?":

L chooses appropriate methods & means to learning

on internet	in a D.
in books	books
asking T or somebody who knows it	

Also Problem-solving c. "Searches info needed for problem-solving"

+ COMMUNICATION C.

5) Ls' answers about the sense of the activity and further usage:

Recognises the purpose of learning + aim

to see the difference in pronun	When they speak for English people.
to use it	
learn new vocabulary	

6) Ls' reaction for possible mistakes:

Also Problem-solving c. - "Ls remain in seeing the results in spite of mistakes"

They immediately see the right answer & try

positive	negative
	/

critically assess results of his work & positive approach.

Ls actively participate

the Ls' active participation: Ls were seeing information immediately. Were very active & enthusiastic.

Ls know where to see the info.

the Ls' use of dictionaries: Ls immediately looked in a D., they didn't ask how to orientate there - managed well.

+ Problem-solving - "Looks up the info appropriate for the task-solving"

individual approach to solving the task: Some groups were cooperating & individual some worked "individually" work

+ WORKING C.
+ COMMUNICATION C.

Other comments: Ls immediately looked into a D. when T asked what is a difference in the two words on a black-board. They orientated very well in a D.

Ls search individually information

Ls (some of them) used their own dictionaries although they were not asked to take it & they were not used to working with it.

