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Teaching Vocabulary to Learners with Different Learning Styles

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

Diplomová práce bude zaměřena na výuku slovní zásoby s přihlédnutím k rozdílným stylům učení žáků.

V teoretické části práce budou stanovena východiska pro vlastní výzkum, tj. budou analyzovány individuální odlišnosti žáků s akcentem na styly a strategie učení, dále bude diskutována problematika diferenciací a individualizace v procesech vyučování / učení se anglického jazyka a otázky výuky slovní zásoby.

Ve druhé části práce budou teoretické poznatky ověřovány v praxi. Realizován bude akční výzkum, jehož cílem bude optimalizace procesů výuky slovní zásoby ve všech fázích (prezentace nové slovní zásoby, její procvičování a testování) na základě identifikovaných stylů učení žáků.

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Abstract

This thesis is devoted to teaching and learning English vocabulary. Attention is focused on secondary school pupils and their individual learning styles. The theoretical part describes all the factors of vocabulary teaching; presentation, practice, testing. The part also provides the analysis of the individual learning styles with the accent on visual, auditory, kinaesthetic and tactile type of learning. Moreover, the matter of differentiation inside the classroom is discussed in this part. The outcome of the theoretical part is crucial for the action research. Thus, the practical part describes the research procedure and outcomes. The research focuses on determination of the pupils learning styles and on different approaches and techniques for reinforcement and retrieval of vocabulary items. The main aim of the research is to decide on the basis of the already mentioned criteria which techniques for presentation, practice and testing vocabulary are suitable for each learning style.

Key words: vocabulary, presentation techniques, visual techniques, verbal techniques, translation, a dictionary use, peer teaching, guessing from context, elicitation, memory, practising vocabulary, testing vocabulary, individual learning styles, visual, auditory, kinaesthetic, tactile, differentiation, questionnaire.

Abstrakt

Tato diplomová práce se věnuje výuce a učení se anglické slovní zásoby. Pozornost je zaměřena na žáky druhého stupně základní školy a na jejich individuální styly učení. Teoretická část popisuje všechny oblasti slovní zásoby, oblast prezentace, procvičování, zkoušení a testování. Tato práce dále předkládá analýzu typologie individuálních stylů, obzvláště pak vizuálního stylu, auditivního stylu, kinestetického a taktilního stylu. Teoretická část je uzavřena problematikou diferenciací uvnitř třídy. Výstupem teoretické části jsou kritéria pro následující akční výzkum. Praktická část tudíž popisuje postup a výsledky výzkumu. Akční výzkum této práce je zaměřen na zjištění individuálních stylů učení daných žáků a na výuku pro zapamatování a udržení slovní zásoby. Avšak hlavním cílem tohoto výzkumu je na základě zjištěných individuálních stylů žáků optimalizovat procesy výuky slovní zásoby.

Klíčová slova: slovní zásoba, prezentace slovní zásoby, vizuální techniky, verbální techniky, překlad, použití slovníku, učení s vrstevníky, hádání z kontextu, elicitace, osvojování slovní zásoby, procvičování slovní zásoby, testování slovní zásoby, individuální styly učení, vizuální, auditivní, kinestetický, taktilní, diferenciací, dotazník.

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1. INTRODUCTION

"The more languages you know, the more of a man you are".

A widely spoken proverb advises the society to concentrate on the necessity of communication not only in the mother tongue, but also in other languages. According to the *National Framework for Language Teaching*¹, all European citizens should reach the communicative competence in a mother tongue and in another two languages in order to understand and tolerate cultural differences and beliefs beyond their national frontiers. The language domain is further emphasised within the *Framework Education Programme for Elementary/Lower Secondary Education*, determining that all secondary learners are to be educated in the English language and in another foreign language offered by individual schools. Consequently, the Czech schools are reacting to current changes in the educational policy by implementing new strategies into the language teaching covered in the *School Education Programmes* (MŠMT 2006, 1).

At all events, the communicative power of vocabulary seems to be recognised by teachers of foreign languages as an important area, which appears to be the least systematised and the least well catered for of all the aspects of learning a foreign language. It is undoubtedly the area where teachers' experience is necessary. As a result of this, the purpose of the thesis, *Teaching Vocabulary to Learners with Different Learning Styles*, is to look closely at the matter of teaching vocabulary in a classroom in order to meet learners' individual differences, especially individual learning styles of the particular pupils. The paper is organised into two main parts: a theoretical and a practical part. However, before looking at the specific procedures and techniques used in the research of the practical part, the matter of vocabulary teaching, different learning styles, and finally differentiation are to be introduced first.

Following the introduction, the second chapter of the theoretical part stresses the importance of vocabulary teaching; suggests and presents some presentation techniques suitable for pupils at lower secondary school; deals with questions concerning the process, storage and production of words; and finally focuses on vocabulary practice and testing in a classroom. The chapter deals with the optimal ways of vocabulary

¹ All quotations from the Czech sources were translated by the author.

teaching that can be integrated into English lessons of a lower secondary school.

The individual learning styles and strategies used in the third chapter represent one of the many learners' individual differences that are characteristic for heterogeneous classes. The learners' uniqueness is presented through the individual learning styles based on three main sensory modes – Vision, Auditory, and Kinaesthetic. The learning styles of the presented VAK model are crucial for the practical part of the thesis. Each style is presented with learning strategies used by the particular type of learners, and with possible teaching strategies for teachers in order to integrate the learning style into the teaching-learning process. Therefore, the other categorisation of learning styles is introduced marginally, in tandem with the relationship between the learning styles and other subjective aspects of a learner's personality.

The fourth chapter of the theoretical part finally deals with differentiations within a heterogeneous classroom that supports the optimal learning environment. The aim of this part is to present possible techniques for differentiated learning within the English lessons used for developing classroom practice and for effective planning of lessons of a foreign language in a lower secondary school.

In the practical part, the aim of the research is to investigate the learners' experience with the teaching-learning vocabulary process, and to determine their different learning styles. Moreover, the plan is to find optimal techniques for presenting vocabulary, and activities for practicing and testing vocabulary items in order to meet the learning styles. In this part of the thesis, the research time plan and research methodology is introduced as well as background information. The final conclusion deals with the whole project and its outcomes summarised on the basis of the theory.

I. Theoretical Part

2. TEACHING VOCABULARY

2.1. The importance of vocabulary

No matter how well the language learner studies grammar, no matter how successfully the sounds of the language are mastered, without words to express a wide range of meanings, communication in a foreign language just cannot happen in any meaningful way. Words are the tools we use to think, to express ideas and feelings, and to learn about the world around us. Experienced teachers of English as a foreign language know well how important vocabulary is and so students must learn thousands of the words the speakers and writers of English use. Consequently, most learners identify the acquisition of vocabulary as their greatest single source of problems. Nevertheless, the linguist David Wilkins sums up the importance of vocabulary learning in the following citation: "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed." (Wilkins 1972, cited in Thornbury 2002, 13) In a practical guidebook for English Language Teachers, Jim Scrivener considers the vocabulary role in the classroom of the second language in five initial conclusions:

- Vocabulary is very important and needs to be dealt with systematically in its own right; it is not simply an add-on to grammar or skills lessons.
- Our job does not finish as soon as a learner has first met some new vocabulary; we need to help them practise, learn, store, recall and use the items.
- Training in the use of English-English dictionaries provides learners with a vital tool for self-study.
- We need to distinguish between vocabulary for "productive" use and for "receptive" recognition and adapt our classroom work appropriately.
- We need to deal not only with single word lexical items, but also with longer, multiword items. (Scrivener 1994, 75)

In other words, the knowledge of vocabulary is crucial for meaningful communication between a sender and a receiver in order to be successful. Therefore, this subskill deserves remarkable attention and should be taught systematically and appropriately in the classroom in order to improve communicative skills of the learners.

2.2. Presenting vocabulary in the classroom

The importance of vocabulary uncovers the matter of presenting the meaning of new vocabulary in a language classroom. "By presentation we mean those pre-planned lesson stages in which learners are taught pre-selected vocabulary items." (Thornbury 2002, 75) This chapter explores various techniques for effective and appropriate vocabulary items presentation.

2.2.1. Pre-teaching

Even though the value of pre-teaching is debatable, McCarthy suggests that the practical need of some sort of preparation for the introduction of new words in a lesson is a good idea. The need corresponds to the necessary focus and formalisation of the content of the lesson, and also to when the knowledge is assimilated to the already known vocabulary of the learners, and when the appropriate conceptual framework or schemata are activated in the mind of the learners. Therefore, it is important for the teacher to activate existing knowledge to make the encounter with new words more meaningful (McCarthy 1990, 108).

A lack of knowledge of a new-word meaning may limit a text-based activity objective. Thornbury claims that in textbooks the text-based activities often integrate unfamiliar vocabulary, which might become an obstruction for learners to understand and meet the objectives of the whole activity. The pre-teaching of the unfamiliar words at this preparatory stage is to support the learners' success in the text-based task aimed at receptive or productive skills. However, it is recommended that not all unfamiliar words need to be pre-taught and it is the teacher, who decides upon the keywords essential for learners' vocabulary understanding (Thornbury 2002, 40). Jim Scrivener also supports the idea that a great deal of vocabulary appears in the text-based or tape-based tasks. Pre-teaching of vocabulary before moving to the text or the tape helps to ensure that the objective of following activity will be achieved successfully (Scrivener 1994, 80).

Moreover, Scott Thornbury introduces the principles of the schema-activation technique for pre-teaching new lexical items. This straightforward technique relies on asking a series of questions on the particular subject in order to evoke in the learner the

vital feeling of "need" for a word to fit a meaning that has been activated in the mind. This technique contributes to providing the essential vocabulary for learners within their class, and it also helps the teacher to discover gaps in the learners' knowledge. Nevertheless, any direct pre-teaching of words should only be to help students understand the text; the target words for which the text is presented, should not be pre-taught (Thornbury 2002, 109).

When deciding on the pre-teaching technique of a new-word meaning in tasks based on a text or a tape, the choice of the key words needs to be considered in order to activate the meaningful learning. Moreover, the technique provides the diagnostic role in the learners' vocabulary knowledge on the particular task.

2.2.2. Form or meaning

Firstly, presenting vocabulary means presenting the meaning of new vocabulary as well as the form, and showing how words are used in context. Despite the meaning of a word, the word association, grammatical characteristics and pronunciation need to be considered. What is more, Thornbury points that the form does not reflect its meaning and a dictionary meaning is insufficient. Therefore, a knowledge of the word collocations, connotations, register and cultural background is also necessary (Thornbury 2002, 15). Moreover, Scrivener presumes that the meaning of lexical items may be influenced by the different cultural background and therefore, the translation cannot be exact. Consequently, three ways need to be considered in order to analyse the meaning effectively. To consider the components of meaning, meaning in context and finally relations between words (Scrivener 1994, 75-77).

In conclusion, starting with a set of meanings and then proceeding to actual forms is not the only valid way of presenting vocabulary. These aspects of a word should be presented in close conjunction and the other characteristics need to be described internally within the system of language.

2.2.3. Stimuli for presenting the meaning of a new word

The meaning of a new lexical item can be introduced to learners in varied ways in which the meaning is formally conveyed in a normal teaching situation. Generally, the teaching aids are used to explain language meaning and constructions, engage learners

in a topic, or are used as the basis of a whole activity. This chapter introduces the most common techniques used for conveying the meaning in classrooms. According to Gairns and Redman the means of presentation of new vocabulary items may be divided into "traditional approaches and techniques" and into "student-centred learning" (Gairns and Redman 1986, 73).

2.2.3.1. Traditional approaches and techniques

Gairns and Redman explain that traditional approaches and techniques used in the presentation of new vocabulary items convey the item meaning in a more teacher-centred approach and so they are chosen by the teacher (Gairns and Redman 1986, 73). The presentation of new vocabulary can be generally classified according to verbal and visual techniques.

Visual techniques

In the first place, successful vocabulary learning is naturally provided outside the school environment where everything is named by the word. That condition should be created in the second-language classrooms. Techniques such as visual aids support the condition and are available in many forms either illustrating or demonstrating the meaning of new words. Although their usage is restricted to hearing and seeing the word, the visual aids should be used whenever possible for the purpose of teaching concrete items.

Realia

Objects themselves present the real meaning of a word. Harmer presumes that using real objects for vocabulary teaching "provide a good starting-point for a variety of language work and communication activities." (Harmer 2001, 140) Nevertheless, the limits are in the size and quantity of the objects. Despite these two restrictions, the value of using realia in classrooms is to make the learning experience more memorable for the learner.

Pictures and images

When real objects cannot be brought into a classroom, pictures for vocabulary teaching of different sources can be applied. According to Jeremy Harmer these sources include pictures or graphics to promote a word meaning acquisition of learners. Either drawn, illustrated, taken from books, newspapers and magazines, or photographs can be in the

form of flashcards, large wall posters, picture cards, etc. (Harmer 2001, 134) Thornbury adds that they usually save time for preparation since they can be stored and used many times (Thornbury 2002, 79). However, McCarthy points that not all words can be presented by the technique and the pictures may be sometimes misleading and ambiguous (McCarthy 1990, 115).

Mimes and gestures

Despite the material techniques, a range of gestures and facial expressions can be taught easily and can be employed on the spot in order to maximize learner talking time. Mimes, actions and gestures can be used especially for explaining actions, states and times. Besides demonstrating actions, Allen also suggests using mimes for teaching many adverbs (Allen 1983, 37-38). Nevertheless, even Harmer remarks "gestures do not necessarily have universal meanings and what might seem acceptable in one situation or place will not be appropriate in another." (Harmer 2001, 65)

To sum up, through pictures, gestures or real objects the meaning of concrete items may be presented sufficiently. However, a word cannot be possibly fully explained in relations with other words, as the visual teaching tools are quite limited. Thus, where visual stimuli are insufficient in presenting the vocabulary meaning, verbal techniques may support the full explanation instead.

Verbal techniques

Concerning verbal explanations Thornbury highlights the need of words as they appear incidentally in classrooms. In most cases, teachers do not have visual aids or realia at hand at the exact moment. The alternatives to visual stimuli are various verbal explanations of new lexical items (Thornbury 2002, 81). According to Gairns and Redman verbal techniques are useful to explain more abstract concepts and include illustrative situations, synonymy and definition, contrasts and opposites, scales and examples (Gairns and Redman 1986, 74-75). However, Scrivener comments on a new-word meaning explanation. When presenting new vocabulary verbally, it is important to support meaning by:

- Avoiding language more complex than the word being explained;
- Focusing on the most important usages;
- Using examples;

- Using the teacher's and student's own knowledge and feelings to focus on what is to be understood by the word. (Scrivener 1994, 76)

Illustrative situations

According to Thornbury "a situational presentation involves providing a scenario which clearly contextualises the target word (or words)." (Thornbury 2002, 81) A meaning of a new word is often illustrated either in context or in a situation in order to check the learners' comprehension. Either oral or written presentation is helpful for abstract vocabulary items (Gairn and Redman 1986, 74). Through guided discovery of a new-word meaning Scrivener briefly describes the situational presentation: "the teacher creates a board situation, clarifies a specific meaning and then elicits appropriate sentences from the students or models them by herself/himself."(Scrivener 1994, 130)

Example sentences

The value of seeing or hearing a new word in a sentence is considerable. The example sentences present the key word instantly in context contrary to the illustrative situations. A teacher provides learners with as many examples as necessary so as to elicit a translation of the target word, or a synonym or definition. According to Thornbury the approach possesses several advantages. Firstly, the learners hearing the word repeatedly increase the likelihood of retention in memory. Secondly, a variety of typical contexts provide a range of the word's usage and its collocations. Finally, with contextual examples learners learn about the word's grammar, form and pronunciation. The only disadvantage is that it usually takes some time to prepare the example sentences (Thornbury 2002, 82). Furthermore, Allen, for example, states that only the most experienced teachers may immediately offer an unexpected example within the lesson (Allen 1983, 49).

Definitions and semantic features

When presenting new vocabulary in the form of a definition, it is the teacher's role to provide an appropriate definition or synonym to speakers of other language (Allen 1983, 46). In comparison with the example sentences, mentioned in the previous paragraph, where words are explained in context, the vocabulary meaning in an explanation in the form of definition is presented in a layered definition. Thornbury shows the approach of

the layered definition as a definition segmented into several short sentences with the key word included in each of the sentences. The advantage of this approach is the repetition of the target word in contextual sentences (Thornbury 2002, 83). Nevertheless, Gairns and Redman state that it is inadequate to limit the explanation into a form of definition; however, clear contextualised examples are generally required (Gairns and Redman 1986, 74).

Gairns and Redman, furthermore, refer to the need of language appropriateness when using synonymy with low level learners (Gairns and Redman 1986, 74). Synonymies have a useful defining function and are therefore convenient teaching resources. As with synonymy, contrasts and opposites need to be illustrated in the context which is true (Gairns and Redman 1986, 74). Finally, Gairns and Redman explore the matter of scales and examples of the type. Contrary to scales, the meaning of type examples may be presented with usual aids, scales may be explained through two contrasting or related gradable items (Gairns and Redman 1986, 75). According to Scrivener, the relationship between words is better to be presented in a group of words so that to be more memorable for learners; therefore diagrams, scales or trees can provide a useful visual tool for vocabulary comprehension (Scrivener 1994, 79).

To sum up, verbal techniques generally support learners' vocabulary acquisition and improve their listening and reading skills. Moreover, illustrative situations, example sentences, synonymy and definition, contrasts and opposites, scales and examples are useful to present and explain more abstract concepts.

Translation

Translation can be a very effective and economical way of conveying meaning, instead of losing valuable time on unsuccessful explanations in English. The traditional technique of translation has been the most common way of presenting the meaning in monolingual classes. As with every technique, the translating technique has both advantages and disadvantages (Thornbury 2002, 77).

Generally, words often occur incidentally during a lesson and this technique is always available to teachers (Thornbury 2002, 77). Although translations provide learners with immediate meaning, it is not necessarily a disadvantage if compared to providing definitions or synonyms, since the latter procedures may have the disadvantage of, for example, conveying inexact meanings (Gairns and Redman 1986,

75-76). However, McCarthy further explains that also not every word has its precise parallel translation in the mother tongue (McCarthy 1990, 86). Even though translation might be one way around the problem of explaining difficult concepts, a suitable mother-tongue equivalent is not always available and lengthy mother-tongue explanations to clarify a concept then follow (Gairns and Redman 1986, 17). Consequently, that is why such vocabulary items may remain partly-comprehended. The valuable input of the second language through the verbal techniques presented above means that learners develop an independent second language lexicon. An over-reliance on translation may mean failure in the language improvement; moreover words become less memorable, as learners do not actively participate on eliciting the meaning (Thornbury 2002, 77).

In other words, teachers should be aware of the above mentioned positives and negatives and use translation technique sensibly as a way of presenting meaning. However, using other verbal techniques instead of translation way, learners of the second language are exposed to a lot more English than simply the target vocabulary items.

In conclusion, the varied traditional techniques and approaches of presenting a new vocabulary to learners in classrooms may be summarised with the following box displayed in the book *A Course in Language Teaching* by Penny Ur;

BOX 5.1: WAYS OF PRESENTING THE MEANING OF NEW ITEMS

- concise definition (as in a dictionary; often a superordinate with qualifications: for example, a cat is an animal which...)
- detailed description (of appearance, qualities...)
- examples (hyponyms)
- illustration (picture, object)
- demonstration (acting, mime)
- context (story or sentence in which the item occurs)
- synonyms
- opposite(s) (antonyms)
- translation
- associated ideas, collocations

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(Ur 1991, 63)

A number of techniques can be adopted by teachers to present new vocabulary items. Some techniques are more popular and more often used than others. However, teachers

select which techniques he or she decides to use but always the effectiveness of teaching should be considered.

2.2.3.2. Student-centred learning

Concerning the traditional approaches and techniques, teachers are responsible for the selection of items conveying the meaning of an unknown vocabulary item. Most of the techniques tend to be associated with a more teacher-centred approach. However, the student-centred learning includes such techniques, which develop learners' autonomy and responsibility for the language learning. According to Gairns and Redman, the recent importance of equipping learners with the necessary strategies for dealing with skills involve the following vocabulary learning techniques; peer teaching, a dictionary use and contextual guesswork (Gairns and Redman 1986, 77).

Peer teaching

In the first place, peer teaching involves learners, who are equal, in learning and teaching together so that both may be helped in their understanding. Harmer agrees with when we finally overcome the initial nervousness and work with peers the resulting collaboration helps each participant to develop in language acquisition (Harmer 2001, 349). According to Thornbury, peer teaching represents an alternative to teacher presentation, when learners teach each other vocabulary (Thornbury 2002, 89). As Gairns and Redman comment, when a learner encounters an unknown vocabulary the meaning may be explained by another learner; however, in sufficiently clear context. In addition, learners should master some useful expressions and phrases in order to elicit the target items (Gairns and Redman 1986, 77). In order to maximise the usefulness, learners may be taught the following examples; *What's this called in English? ... What's the opposite of ... It's a thing you use for ... It's made of ... It looks like ... It's where you ... It's when you ... What's the thing you use for ...* (Gairns and Redman 1986, 77-79). Thornbury concludes that the peer teaching of presenting a new vocabulary item may be done within different activities. Firstly, new vocabulary items may be presented through an information gap activity, in which information is distributed between students in pair work or group work. The extra effort is put into peer negotiation of the meaning and form of the unknown item by using, for example, the pre-taught expressions mentioned above. Secondly, students are given a set of cards with different words on each in the form of a translation, synonym or picture representing the word meaning. Every learner

silently studies his/her set of word cards. The aim of group work tasks may alternate: the words may be categorized into groups or according to some criteria, may be used in a short narrative or a story-construction activity (Thornbury 2002, 91).

In short, the peer teaching technique involves learners actively in learning new vocabulary meanings and allows them to work on the process of the presentation independently on a teacher. The peer explanation of lexical items is a powerful learning tool, which finally maximises the vocabulary memorization.

Guessing from context

Among the most common strategies for vocabulary acquisition that students employ is contextual guessing strategy. According to Gairns and Redman, this strategy involves making use of the context in which a word item occurs in order to derive its meaning or to guess from the word itself (Gairns and Redman 1986, 83). Some learners acquire the interfering skill naturally, whereas other students may have considerable difficulty with such a task (McCarthy 1990, 127). However, no matter how many words students acquire, they will always encounter unfamiliar words in their reading and listening and the ability of guess meaning from context without any particular tool to help, will be indispensable. Thornbury recommends that in order to guess, deduce, or infer the meaning of an unknown word most appropriately, learners need to be trained in following certain rational steps:

- Decide the part of speech of the unknown word – it is a noun, verb, adjective, etc. Its position in the sentence may be a guide, as might its ending.
- Look for further clues in the word's immediate collocations – if it is a noun, does it have an article? If it is a verb, does it have an object?
- Look at the wider context, including the surrounding clauses and sentences – especially if there are 'signposting' words that might give a clue as to how the new word is connected to its context.
- Look at the form of the word for any clues as to meaning.
- Make a guess as to the meaning of the word, on the basis of the above strategies.
- Read on and see if the guess is confirmed; if not – and the word is critical for understanding of the text – go back and repeat the above steps. If the word is not crucial, carry on reading. Maybe the meaning will become clearer later on.
- When all else fails, consult a dictionary. (Thornbury 2002, 148)

These strategies can be trained by many useful classroom activities, for example in activities where the target word is substituted by a nonsense word or in a multiple choice type of activity (Thornbury 2002, 148) Based on world knowledge and previous experience, a guess-from-context strategy can be applied both inside and outside the

classroom, because McCarthy thinks that the good learner follows these steps when having difficulty with a text or during a test, where dictionary usage is impossible or inappropriate (McCarthy 1990, 125).

A dictionary use

Thornbury points that when the above strategy of guessing vocabulary meaning from context fails, the use of a dictionary may be the only supportive way available (Thornbury 2002, 151). A dictionary generally provides learners with the information needed in an accessible form and answers the questions about the meaning of the particular word. A selection of dictionaries for English as a second language is analysed in the following lines with the accent on bilingual and monolingual dictionaries and their advantages and disadvantages.

With the translation approach the bilingual dictionaries and electronic translators appeared, providing learners of a second language with one-to-one word correspondence. According to Harmer, bilingual dictionaries are immensely attractive for learners in earlier stages as they tend to translate in their heads when they are learning a foreign language (Harmer 2001, 168). Such a tool minimally interrupts reading or listening time and develops speaking and writing production (Thornbury 2002, 61). Despite the simple one-to-one relationship between words in the source language and the target language, bilingual dictionaries discourage learners' engagement in the target language acquisition that is considered as an important element (McCarthy 1990, 136). Oversimplified one-to-one word equivalents may be misleading and limited in their information without showing the word usage in the foreign language. In addition, Harmer explains that many equivalents are offered in a list of words without grammatical context, appropriateness, and connotation (Harmer 2001, 168).

Monolingual dictionaries, whether in book form, on CDs, or available on the Internet, are written only in one language, for example in English-English. In contrast to translation dictionaries, monolingual dictionaries usually offer sentences exemplifying typical usage, note on common sentence patterns, pronunciation, connections with other words, etc (Harmer 2001, 168). Moreover, McCarthy also supports the advantage that the latest monolingual dictionaries offer detailed information about many alphabetically organised headwords (McCarthy 1990, 132). Above all, Allen adds that the best learners' dictionaries contain valuable information besides the detailed definitions, and

so students should be encouraged using them (Allen 1983, 86). However, despite all the aforementioned positives, in native-speaker dictionaries as well as dictionaries for English as a foreign language, the meaning of a vocabulary item may be explained in difficult definitions, and so the treatment of meaning should be considered (Gairns and Redman 1986, 43). Moreover, McCarthy questions the effectiveness of dictionary meaning explanation and claims that the ideal learners' dictionary should provide sufficient clear explanations not only for decoding the meaning, but also for encoding without error (McCarthy 1990, 134). Finally, to understand the word fully means knowing how native speakers feel about the word representation. Unfortunately, even the best dictionaries cannot provide such information to learners (Allen 1983, 4).

To conclude the strategy, Thornbury presumes that dictionary use is beneficial if used accurately and productively by learners in order to generate a text or as a resource for vocabulary acquisition. Moreover, training learners in effective dictionary use is particularly important as it provides them with vocabulary knowledge for future reference outside the classroom, and makes them responsible for their own learning with considerable autonomy about their decisions (Thornbury 2002, 151).

Student-centred activities make learners responsible for their own learning and help teachers to plan lessons according to learners' individual needs. McCarthy supplies the idea with that organising vocabulary learning is a particularly productive area for the encouragement of learner autonomy (McCarthy 1990, 134). Even though teachers take responsibility for the selection of activities for presenting vocabulary, designing more student-centred tasks are emphasised. As a result of this, asking others, using a dictionary, and making use of context to deduce meaning and guessing the item itself are the necessary strategies for dealing with skills (Gairns and Redman 1986, 77).

2.2.3.3. Other techniques for student-centred learning

The techniques and approaches of vocabulary presentation are more or less connected with teachers' preparation and planning for a teacher centred lesson. In the following lines, the matter of learners' active involvement in the learning of words is to be discussed in order to plan learners' centred lessons.

Elicitation is one of the most regularly used techniques in a classroom, which supports students' involvement in the presentation of new words and structures by enquiring of them their ideas, suggestions, knowledge, and encouraging them in

guessing from context (Doff 1988, 159). Thornbury explains that the form of the technique can be either in presenting meaning first and eliciting the form from pupils, or the presented form can be followed by pupils' supplied definition, synonym or example (Thornbury 2002, 87). Doff highlights the use of pictures, either in the student's textbook or brought in specially, and demonstrations as means of elicitation. Additionally, teachers may best encourage students' various responses in heterogeneous classes by fairly general questions in order to meet learners' mixed abilities and different learning backgrounds. The advantage of eliciting is that learners' attention is focussed on the word and they listen with greater interest (Doff 1988, 159-163). Thornbury summarises the advantages of the technique in the rationale underlying elicitation:

- It actively involves the learners in the lesson;
- It maximises speaking opportunities;
- It keeps the learners alert and attentive;
- It challenges better learners who might otherwise 'turn off';
- It acts as a way of checking the learners' developing understanding;
- In the case of form-first presentations it encourages learners to use contextual clues (Thornbury 2002, 87-88).

Despite the advantages, the use of elicitation may be frustrating for weaker learners, when only the better learners may be involved in the process. In order to solve this problem the technique of *nomination* should be applied (Thornbury 2002, 88). Additionally, the technique can be more time consuming than straightforward presentation of new language. Therefore, teachers should avoid overusing elicitation and combine the technique with other ways of vocabulary presentation (Doff 1988, 161). At all events, as language follows rules, eliciting encourages students to guess and to work out rules for themselves. Such ability is important for learners' language learning development (Doff 1988, 164).

Another important way of involving students in the process of teaching and learning is to have them *personalise* the new words. According to Ur, learners are interested in tasks when they can express their opinions, tastes, experiences, suggestions (Ur 1991, 281). Therefore, "personalisation is simply the process of using the new word in a context that is real for the learner personally." (Thornbury 2002, 88) Thornbury also presents some ideas of expressing personal meanings: learners write a true sentence using the key word; learners create questions for classmates using the key word; learners make an association network centred on the key word, connecting the word

with other associated words; and finally learners may order a rank of items according to personal preferences (Thornbury 2002, 88).

After all, learners stop being passive recipients and are more involved in the presentation phase of word learning with these techniques mentioned above. Thus, teachers should bear in mind learners' participation and prepare and plan lessons in a more students centred way. Moreover, pupils' participation creates a motivational and positive working atmosphere and makes the learning meaningful and enjoyable.

2.3. How words are learned and remembered

To understanding how learners learn and remember information about vocabulary is a matter of concern. Such knowledge of learning and retention of new language items helps teachers to establish meaningful learning atmosphere. The theoretical aspects of mental lexicon that are included in this chapter provide the necessary background on how to cope with something as vast as reinforcement and retrieval of the vocabulary of a language.

Learners of a second language not only need to learn a lot of words, but they also need to remember them. According to Hendrich, vocabulary acquisition is primarily a matter of memory (Hendrich 1988, 130). Therefore, Thornbury presumes that learning vocabulary means accumulating individual items into memory, and words that are learned can be stored through the following three support systems: short-term memory, working memory, and long-term memory (Thornbury 2002, 23).

In *short-term memory* the capacity is limited to a number of items stored for a periods of time up to a few seconds. However, to be successful in learning vocabulary and remembering them, the words need to be integrated into long-term memory. Because this process is not controlled consciously, many cognitive tasks such as reasoning, learning and understanding depend on *working memory*. Information is first placed there, studied and then moved about before being stored for later retrieval. The capacity of working memory is possible by the articulatory loop, a process of subvocal repetition, which enables short-term memory to be kept refreshed. Moreover, working memory capacity determines the ability to learn languages. On the other hand, in order to elicit words from long-term memory into working memory a visual mnemonics, memory prompts, may help (Thornbury 2002, 23). According to Gairns and Redman,

contrary to working memory, *long-term memory* contains unlimited capacity of vocabulary items and can accommodate any amount of new information (Gairns and Redman 1986, 87).

Besides, individual items in long term memory seem not to be stored randomly nor in the form of a list; however, in a highly organised *network*. The enormous network consists of word entries containing information about meaning and form. The individual word entries are then connected to other words with similar characteristics whether of meaning, form, or both. The system of stored vocabulary is further linked to other areas beyond the dictionary entry, such as world knowledge, so that it activates general knowledge and personal experience. Thus, knowing a word means knowing all these connections – semantic, syntactic, phonological, orthographic, morphological, cognitive, cultural, and autobiographical (Thornbury 2002, 16-17). McCarthy says that the mental store is a three-dimensional net with phonological lines crossing orthographic lines and criss-crossing semantic and encyclopaedic lines (McCarthy 1990, 41).

The recent stress towards authenticity and the need to encourage learners' autonomy and responsibility for learning requires the need for meaningful activities in the classroom. Therefore, Gairns and Redman emphasize the importance of such activities, which help learners to commit information into long term memory with personal investment (Gairns and Redman 1986, 90). From psychological point of view, motivation plays the considerable role in vocabulary learning. Moreover, a highly motivated learner is more likely to learn new words quickly, easily and permanently (Hendrich 1988, 138).

Despite the various networks in the memory, students forget words either from lesson to lesson or in the long term. In the words of Thornbury, two factors determine retention; those words that are easy to learn are remembered better, and those words that were learned over spaced learning lessons. Forgetting may be caused both by interference from subsequent learning or by insufficient recycling (Thornbury 2002, 26). Another inconvenience of vocabulary acquisition and usage appears between the mother tongue and foreign language caused by interference, the negative transfer between the languages (Hendrich 1988, 139). Gairns and Redman add that learners forget eighty per cent within twenty-four hours of initial learning, and thus testing activities should not be applied the day after input (Gairns and Redman 1986, 90).

To conclude the matter of learning and remembering words, according to Thornbury the brief summary of the following principles may help teachers to ensure that the material taught moves into permanent long-term memory:

- **Repetition** of material while it is still in working memory. However, one kind of repetition that is important is repetition of encounters with a word, in a text at least seven times over spaced intervals.
- **Retrieval** practice effect means that the act of retrieving a word from memory makes it more likely that the learner will be able to recall it again later.
- **Spacing** represents distributed practice across a period of time than to mass it together in a single block.
- **Pacing** offers learners of different learning styles to work silently and individually during vocabulary learning in an appropriate time.
- **Using** words, preferably in some interesting way, is the best way of ensuring they are added to long-term memory.
- **Cognitive depth**: the more decisions the learner makes about a word, and the more cognitively demanding these decisions, the better the word is remembered.
- **Personal organising**: the judgements that learners make about a word are most effective if they are personalised.
- **Imaging**: Best of all are tasks of silently visualising a mental picture to go with a new word.
- **Mnemonics**: These are tricks to help retrieve items or rules that are stored in memory and that are not yet automatically retrievable. The most well-attested memory technique is the keyword technique and visual mnemonics.
- **Motivation** to learn new words is no guarantee that words will be remembered; however, a strong motivated learner is likely to spend more time on rehearsal and practice.
- **Attention/arousal**: Some degree of conscious attention is required. A very high degree of attention (called arousal) seems to correlate with improved recall. For example words with strong emotional response are more easily recalled.
- **Affective depth**: Related to the preceding point, affective (emotional) information is stored along with cognitive (intellectual) data, and may play an equally important role on how words are stored and recalled. Thus, affective judgements are also important. (Thornbury 2002, 24-26)

2.4. Practising vocabulary in the classroom

The unique quality of each person's mental lexicon, and the idiosyncratic way it is acquired, do not mean that a teacher is redundant. On the contrary, the teacher motivates learners to learn vocabulary effectively. When students are presented with new lexical items they need to practise recognising, manipulating and using them. Lack of recycling previously presented lexis is a direct consequence of forgetting matter, as discussed in

an earlier section. In order to move words into long-term memory, vocabulary items can be revised in a variety of activities or games. Hendrich remarks that permanent vocabulary retaining in learners' memory can be reached only with deliberate and consistent repetitions. Additionally, the way of vocabulary practice is basically determined by the teaching method, objective and time. (Hendrich 1988, 138) However, Allen also informs that language teachers are responsible for creating conditions for vocabulary expansion, and for a well-chosen game that can help the students to acquire English words. On the other hand, not all games are helpful for language learning, and these should not be used in the class (Allen 1983, 52-53).

However, Scrivener mentions that "an important consideration for teachers planning vocabulary work is the distinction between *productive* and *receptive* vocabulary." (Scrivener 1994, 74) Hendrich introduces activities for the active vocabulary practice:

- Naming objects;
- Completing words into context;
- Word formation according to an example;
- Word grouping according to the word classes;
- Word grouping according to a certain topic;
- Substitution of collocations and sentences for new items;
- Answering questions formulated the way that the certain expression is used in the answer;
- Word translation into the target language, supplied with a collocation or a context;
- Translation of collocations, short sentences and longer units into the target language. (Hendrich 1988, 141)

The same author further presents activities used for practising passive vocabulary:

- Reading (with numerous repetitions of the easiest passages);
- Lexical item translation or sentences into the mother tongue, eventually guessing the meaning from the context;
- Extracting of a certain expressions from the context;
- Grouping words according to a certain criteria. (Hendrich 1988, 141)

In the school environment these types of activities usually blend together. All activities of active vocabulary used in lower secondary school English lessons should be aimed at learners' communicative skills. Because of this the accurate practice of a minor number of active items is preferred to superficial teaching of larger amount (Hendrich 1988, 141). According to Scrivener, many vocabulary activities and games are based on the

ideas of communication and roleplay, which need use of words, and on using vocabulary in the written tasks (Scrivener 1994, 83). Scrivener further offers exercises on vocabulary that can be used for individual work as well as for groupwork, or for the whole class work:

- Matching pictures to words;
- Matching parts of words to other parts, e.g. beginnings and endings;
- Matching words to other words, e.g. collocations, synonyms, opposites, sets of related words, etc;
- Using prefixes and suffixes to build new words from given words;
- Classifying items into lists;
- Using given words to complete a specific task;
- Filling in crosswords, grids or diagrams;
- Filling in gaps in sentences;
- Memory games. (Scrivener 1994, 83)

To sum up, revising vocabulary is an important factor in influencing learners' communicative skills. The activities for practising represent a link between vocabulary presentation and the success of the teaching-learning process. Through deliberately chosen activities either for receptive or productive vocabulary teachers may arouse learners' motivation and interest in foreign language.

2.5. Testing vocabulary in the classroom

Vocabulary practice as well as vocabulary testing is a part of the recycling process, which provides teachers and learners with valuable feedback of how effective teaching sequence has been. Vocabulary testing is generally in two forms; in the form of written tests or oral tests. Hendrich shows that through written tests spelling is especially tested and this type of testing is relatively objective when testing the whole class. Concerning oral testing, Hendrich recommends that while testing individual pupils the whole class should be involved in order not to stay passive. (Hendrich 1988, 142) Ur briefly introduces some examples of different types of vocabulary testing techniques:

- Multiple choice;
- Matching;
- Odd one out;
- Writing sentences;
- Dictation;
- Dictation – translation;
- Gap-filling;

- Gap-filling with a 'pool' of answers;
- Translation;
- Sentence completion. (Ur 1991, 71-73)

Just as with vocabulary practice, words should be mainly tested in context either in short sentences or in collocations, because grammatical knowledge and language skills are involved, and thus developed (Hendrich 1988, 142). Moreover, word knowledge can be tested receptively, in listening and reading, or productively in speaking and writing (Thornbury 2002, 130).

After all, whatever technique for vocabulary testing a teacher chooses, several factors for testing need to be considered. Firstly, Thornbury points out that tests have a useful backwash effect. This means that learners feel motivated for a test if they are prepared for it, so they take vocabulary learning seriously. Secondly, tests should test what they are planned for, which means they are valid. Thirdly, tests should give consistent results regardless of the assessor, so that they are reliable. Lastly, tests should be easy to assess, this means that they are practical (Thornbury 2002, 129 -142).

3. INDIVIDUAL LEARNING STYLES

A large number of differences appear between pupils and between groups of pupils, which may influence teaching-learning process. Taking into account pupils' differences is a key factor in thinking about effective teaching and it enables a teacher to be more sensitive to the context. Even though a pupil's level of educational attainment is influenced by a number of factors, such as the pupil's motivation and aspiration, parental encouragement and help, the nature of the content and processes involved in the school curriculum, the pupil's individual learning style is another dissimilarity. Many theories and models of learning styles are recognised by specialists such as Gardner's multiple intelligences, Kolb's learning inventory, etc. The VAK (Visual, Auditory, and Kinaesthetic) model is another way of looking at thinking styles. As the model is crucial for the practical part of the thesis, this chapter provides the explanation and understanding of the VAK model in large measure.

To begin with, learning style refers to a pupil's learning procedures, varying in quality, structure, flexibility and application. It arises from the innate abilities and capacities, which means it is closely connected to the cognitive style, the way new information is acquired, received, remembered and applied. The learning style develops and it is conditioned by inner and outer influences, such as the pupil's learning conception and approach, motivation, aims, autoregulation and social background (Kalhous and Obst 2002, 209). From psychological point of view, the acquisition of subject matter can be through different sensory receivers, such as eyesight, hearing, smell, taste, muscles and skin. Each nerve organ transports the impulses into the cerebral cortex, where the impulses are transformed into the sense perceptions. Finally, from the cerebral cortex the perceptions move into memory. The more pupils employ sensory receivers during learning, the better the subject matter is remembered (Keller 1991, 23).

Therefore, as Harmer reveals, for the teaching-learning process of a foreign language, the personal cognitive and learning style typologies are the most significant (Hendrich 1988, 61). Chapman notes that the Visual-Auditory-Kinaesthetic inventory was first developed by the psychologists and specialists such as Fernald, Keller, Montessori et al., beginning in the 1920's, as a multi-sensory approach to learning and

teaching dyslexic children and other children with specific learning needs (Chapman 2007). Clark introduces the VAK model as a model that derived from the accelerated learning world, based on three main sensory modes – Vision, Auditory, and Kinaesthetic. As learners receive information through all three modes, the learning style can vary from task to task, and within time (Clark 2008). Chapman adds that some people possess more than one dominant or preferred learning style (Chapman 2007).

3.1. Visual learners – seeing and reading

Visual learners prefer receiving new information through eyesight. They prefer seeing and reading information to listening to lectures. The learners possess good visual memory and they often think in images and pictures, called 'practical thinking' (Hendrich 1988, 61). The learners often learn individually by reading or they take notes of information to remember (Richard and Lockhart 1996, 68). Clark further presents sub-channels of the visual style – linguistic and spatial. *Visual-linguistic* learners benefit from written language, on the other hand, *visual-spatial* learners do better with charts, demonstrations, and other visual materials (Clark 2008). For the visual-linguistic learners, Haines recommends the following learning strategies:

- Use of colour coding when studying new information;
- Summarize and write key information;
- Make flashcards of vocabulary words;
- Write out explanations for diagrams and illustrations;
- Write out sentences and key explanations of mathematical and technical information;
- Copy notes into computer word processor and print it out;
- Make visual reminders of information to be remembered and place them in highly visible places. (Haines)

Recommended learning strategies for the visual-spatial learners by the same author:

- Make flashcards with symbols and pictures and with highlighted key words;
- Highlight key words, draw symbols and diagrams to remember the text;
- Make charts to organise the information when learning mathematical or technical information;
- Organise material in computer word processor by creating tables and charts with graphics;
- Translate words and ideas into symbols, pictures, and diagrams. (Haines)

For teachers, Clark presents teaching strategies in order to integrate this style into the learning environment:

- Use graphs, charts, illustrations, or other visual aids;
- Include outlines, concept maps, agendas, handouts, etc. for reading and taking notes;
- Include plenty of content in handouts to reread after the learning session;
- Leave white space in handouts for note-taking;
- Invite questions to help them stay alert in auditory environments;
- Post flip charts to show what will come and what has been presented;
- Emphasize key points to cue when to take notes;
- Eliminate potential distractions;
- Supplement textual information with illustrations whenever possible;
- Have them draw pictures in the margins;
- Have the learners envision the topic or have them act out the subject matter. (Clark 2008)

3.2. Auditory learners – listening and speaking

Auditory learners prefer receiving new information through an acoustic way and usually possess well-developed phonemic and musical sense of hearing, because their auditory memory and verbally figurative thinking predominate. They usually learn out loud and prefer groupwork to individual work (Hendrich 1988, 61). The auditory learners mostly benefit from listening to tapes and from conversations with classmates and teachers (Richard and Lockhart 1996, 68). Moreover, the learners often talk to themselves or move their lips (Clark 2008). Haines offers learning strategies for auditory type of learners:

- Join a study group or work with a 'study buddy';
- Talk out loud to aid recall while studying individually;
- Tape record lectures;
- Use audio tapes as commercial books on tapes, or create own audio tapes by reading notes and textbook information;
- Talk the way through the new information when learning mathematical or technical information. (Haines)

Clark reveals teaching strategies in order to integrate this style into the learning environment:

- Begin new material with a brief explanation of what is coming. Conclude with a summary of what has been covered. This is the old adage of 'tell them what they are going to learn, teach them, and tell them what they have learned.'
- Use the Socratic method of lecturing by questioning learners to draw as much information from them as possible and then fill in the gaps with your own

- expertise.
- Include auditory activities, such as brainstorming, buzz groups, or Jeopardy. Leave plenty of time to debrief activities. This allows them to make connections of what they learned and how it applies to their situation.
- Have the learners verbalize the questions.
- Develop an internal dialogue between yourself and the learners. (Clark 2008)

3.3. Kinaesthetic learners – touching and doing

These learners possess well-developed visual, auditory and kinaesthetic memory. The movement learners use gestures and mimes while talking, and while studying they speak out loud and move a lot, or play with small objects in their hands. The learners need to use the motor skills while learning (Hendrich 1988, 62). Clark adds that the kinaesthetic learners "tend to lose concentration if there is little or no external stimulation or movement. When listening to lectures they may want to take notes."(Clark 2008) This category can be also divided into two sub-channels – kinaesthetic and tactile style, despite the fact that the majority of authors discuss these types together, as they share similar characteristics. Richard and Lockhart observe and comment on the learners of kinaesthetic and tactile style:

Kinaesthetic learners learn best when they are physically involved in the experience. They remember new information when they actively participate in activities, field trips, or role plays. *Tactile learners* learn best when engaged in 'hands on' activities. They like to manipulate materials and like to build, fix, make things, or put things together. (Richard and Lockhart 1996, 68)

According to Haines the tactile and kinaesthetic learners share similar learning strategies:

- Sit near the front of the room and take notes during a lesson without concentrating on spelling and correction and whole sentence structures. Write key words, draw pictures and charts to remember the information;
- While studying walk with textbook or notes and read out loud. Make learning tangible using hands on, spend time in field (museums) to gain first/experience of the subject matter;
- To learn a sequence of steps make flashcards with each step separately, put the cards in order to learn the sequence
- When reviewing new information, copy key points onto a chalkboard or other large writing surface. Type notes and information to remember into word processing software. Use graphics, tables to organize material.
- Listen to audio tapes while exercising. Make own tapes containing important course information. (Haines)

Finally, Clark suggests teaching strategies for teachers to integrate the kinaesthetic and tactile learners into the learning process:

- Use activities that get the learners up and moving.
- Play music, when appropriate, during activities.
- Use coloured markers to emphasize key points on flip charts or white boards.
- Give frequent stretch breaks (brain breaks).
- Provide toys such as Koosh balls and Play-Dough to give them something to do with their hands.
- To highlight a point, provide gum, candy, scents, etc. which provides a cross link of scent (aroma) to the topic at hand (scent can be a powerful cue).
- Provide highlighters, colour pens and/or pencils.
- Guide learners through a visualisation of complex tasks.
- Have them transfer information from the text to another medium such as a keyboard or a tablet. (Clark 2008)

Dunn observes that a pupil's learning style at secondary school is influenced by brain hemisphere preference. The pupils with the right-brain hemisphere dominance benefit from peer studying, they disapprove with strictly organised tasks and studying for the parents' ambitions. These children prefer tactile/kinaesthetic learning to auditory and visual learning. On the other hand, the learners with the left-brain hemisphere preference benefit from visual learning. They are happy with traditionally set classroom environment and organised tasks (Dunn and spol.1989, cited in Mareš 1998, 71).

3.4. Other learning styles

Another classification takes into consideration pupils' approach and motivation to learning. While it is true that the above mentioned typology of learning styles is significant for teaching and learning of a foreign language, Hendrich mentions another interesting typology for teachers of foreign languages; *analytical* and *synthetic* type of learners, whose analytical or global thinking, attention, memory and language predominate (Hendrich 1988, 62). Pask, an English cybernetician and psychologist, calls these two learning types; holists and serialists. *Holistic* learners seek an overall framework. Using suitable analogies, they are able to generalise on the basis of similarities and contrasts, and can apply general rules. Their domain is learning by discovery or invention. On the other hand, *serialistic* learners proceed through individual parts of the subject step by step. However, Pask claims that none of these two types is more beneficial. For real understanding and mastering the problem both

strategies are necessary. Their integration depends of the context of learning (Pask 1988, cited in Mareš 1998, 26-27). Another classification of individual learning styles that Mareš uses is *surface*, *deep* and *strategic*. More information can also be found in Mareš (1998, 62-64).

When classifying pupils according to a particular style, it is necessary to take into account the fact that the individual learning style changes and is influenced by many inner and outer factors. Mareš notes that the individual learning style enriches and changes during the lifetime (Mareš 1998, 75). A pupil's learning style is subjected to age, dominance of the type of the multiple intelligences, sense mode preference, cognitive learning style, motivation, conception of learning, approaches to learning, personality, teacher's style, school type, family environment and socio-cultural background. Moreover, Mareš points out that from psychological point of view, differences occur between boys and girls. The tendency shows that lower secondary school boys are less motivated for learning, and thus need to be monitored by an adult. They prefer tactile learning as they enjoy experiments. The girls are more responsible in learning, and thus do not need to be monitored. They seek quiet places for learning, and contrary to boys, avoid tactile learning and experimenting (Mareš 1998, 118).

In conclusion, according to Kalhous and Obst, the recognition of pupils' learning styles may significantly help teachers with the subject planning and preparation, as well as with the selection of teaching techniques. Such knowledge of how pupils learn also improves teachers' effective presentation techniques (Kalhous and Obst 2002, 209). Harmer also supports the idea; however, it is impossible to cover all pupils' preferences during a lesson. Nevertheless, the more teachers pay attention to different learning styles, the more satisfied learners will be, but not only the whole class but also the individuals within it (Harmer 2001, 43-44). As Harmer adds, the individualised teaching, the use of methods and organisational forms is significant, and it is necessary to guide early learners of a foreign language in creating own learning styles based on their preferred cognitive style. Consequently, the teacher is responsible for applying optimal procedures to meet the pupils' individual learning styles and to create effective working atmosphere for foreign language learning (Harmer 2001, 62-63).

4. INDIVIDUALISATION AND DIFFERENTIATION INSIDE THE CLASSROOM

According to the previous chapter, each person has his/her own particular learning style and own learning preferences. In order to meet the individual learning preferences, individualised or differentiated learning needs to be applied inside the classroom. Skalková implies that the principle of individualisation means an adaptation of the task to each learner based upon the knowledge of each learner's potential. However, this does not mean that learners fulfil the same task individually. Individualisation is closely linked with the matter of pupils' differentiation. The aim of differentiation is to create such learning situations, which enable each learner to find optimal ways for learning (Skalková 1999, 212). In order to effectively organise the task, teachers need to make critical choices, and so Convery and Coyle state that:

The learning effectiveness depends on how teachers provide the most accessible learning opportunities for the widest range of learners. In other words, the teacher is responsible for accommodating a range of learning styles by varying his or her own teaching style. Identifying and understanding teaching and learning styles is therefore essential in establishing a basis from which to create a differentiated learning environment (Convery and Coyle 1999, 4).

Since different authors have identified various types of differentiation, to a certain extent it does not matter too much which type is being used. The important thing is that the teacher tries to match learners' needs to activities (Convery and Coyle 1999, 6). In this chapter the special attention is paid to the classification of differentiating ways in the classroom presented in Convery and Coyle *Differentiation and Individual Learners*.

4.1. By text

Differentiation by text means that at different levels of difficulty of the same subject, learners are working with spoken or written material. All learners cover the same ground of the task, while at the same time the teacher provides learners with different levels of complexity. For example, an authentic material is more suitable for the most able learners in a group, whilst other learners can use an article from a course book (Convery and Coyle 1999, 6)

4.2. By task

In differentiation by task, the learners work on the same text, but the tasks can be graded in difficulty and matched to differing abilities and needs. In this case, the less able learners are asked to fulfil less difficult task. On the other hand, more skilful learners can be initiated to more difficult tasks (Convery and Coyle 1999, 6). However, Hendrich adds that this cannot happen on the prejudice of others, which could disturb the collective balance (Hendrich 1988, 80).

4.3. By outcome

Differentiation by outcome stands for learners' working on the same task but producing differing end results. For example, the pupils can work on a differentiated worksheets prepared ahead by the teacher, however, even the weak learners need to know that their work is valued by the teacher (Convery and Coyle 1999, 6).

4.4. By support

Differentiation by support ensures that the amount of additional support takes place and it is offered to all learners in time, resources and tasks. This support may involve extra teachers, assistants, or additional help in the room, but also a variety of resources and tasks, for example wall displays, posters, useful phrases, new vocabulary, etc. (Convery and Coyle 1999, 8).

4.5. By ability

Differentiation by ability can be also called differentiation by grouping. Convery and Coyle explain that pupils work in groups of similar abilities. Each group is provided with a task according to the group skills (Convery and Coyle 1999, 8-9). Hendrich insists that group work is suitable for differentiated assignments (Hendrich 1988, 309).

4.6. By interest

Convery and Coyle reveal that learners can select activities according to their personal interests. This involves choice in the skill - listening, speaking, reading, writing; choice in the use of equipment, topic and subject matter. If the learners work on something they are interested in, they are hopefully highly motivated by it. Finally, effectively organised

and selected activities and tasks help learners to work at their own pace (Convery and Coyle 1999, 9).

4.7. By range (focus on learning styles)

As described in chapter three, individual learners have their own preferred learning styles. Convery and Coyle suggest that by varying the way in which new material is presented the teacher is providing opportunities for learners to respond in a preferred way. Providing approaches and activities of different types ensure that a variety of preferences are catered for over a period of time (Convery and Coyle 1999, 9).

4.8. By variety (focus on teaching styles)

Not only learners, but also teachers are different and prefer different styles for teaching. However, Convery and Coyle report that the knowledge of teacher's own learning style helps to understand the importance of motivating learners by providing them with variations (Convery and Coyle 1999, 9).

Introducing differentiation into the teaching-learning process of a foreign language is necessary, involving a teacher's production of numbers of new materials, and in the change in teaching style. Thus, the individual differences of learners are important for teachers in order to differentiate effectively and reach as many learners as possible. With differentiation, teachers can plan and prepare lessons in a more learner-centred way and primarily facilitate the need to correspond with pupils' individual differences especially with learning styles. Cedrychová and Raudenský add that individualisation and differentiation inside the classroom are implemented within frontal teaching through various methods, such as individual work, problem solving tasks, games, drama techniques, and practical activities (Cedrychová and Raudenský 1993, cited in Skalková 1999, 215). Incidentally, Petty recommends that if the pupils differ a great deal then the frontal teaching should not be longer than view minutes. The children should be provided with differentiated assignments either according to the coursebook or provided on the blackboard by the teacher, so that the pupils can work in their own pace. Easier tasks should be at the beginning and the more difficult for more skilful learners at the end of the lesson (Petty 1996, 38).

II. Practical Part

5. INTRODUCTION

The practical part of this diploma paper concentrates on the detailed description of the action research realised in the lower secondary school. The action research aim, time, and necessary information background is to be introduced first, followed by the description of the research tools. Chapter 10 of the thesis depicts the research procedure, including all the steps of the research in chronological order. Each stage is presented with preliminary information, outcomes and conclusion. The findings and results of the research are summarised in the conclusion chapter of the thesis.

6. THE AIM OF THE RESEARCH

I decided to follow the process of action research, as I realised that during my Clinical Year I under-utilised the importance of vocabulary teaching. The main cause of the problem was probably in my past experience as a learner, when I was not able to learn hundreds of words, and therefore usually received bad marks. Subsequently, the topic of the thesis *Teaching Vocabulary to Learners with Different Learning Styles* was chosen in order to improve my teaching skills especially in the planning and preparatory stage.

The aim of my research was to investigate the individual learning styles of the particular pupils at the lower secondary school. On the basis of the previous pupils' experience of the teaching-learning English vocabulary and according to my experience as a learner and later as a teacher trainee, I decided to combine possible techniques for presenting, practicing and testing vocabulary in order to meet the identified individual learning styles of the pupils. According to the theory, the role of the vocabulary in the classroom is considered as important, and therefore I decided to find out which techniques are available and suitable for the certain learning type based on the sensory mode preference – visual, auditory, kinaesthetic. Moreover, when devising activities that include seeing, listening and doing, I offered opportunities for the learners within the class to respond in their preferred way. Finally, the secondary aim of my research was to provide the pupils with a number of different techniques and strategies for learning English vocabulary, as this could be important for their future studying.

Williamson and Watson agree that:

Helping students become effective in the educational process will move them toward becoming lifelong learners. [...] When students' learning needs and expectations are met and when students' learning experiences are stretched, learners will be more likely to continue the process of learning throughout their lifetimes. (Williamson and Watson 2007, 74)

7. THE RESEARCH TIME PLAN

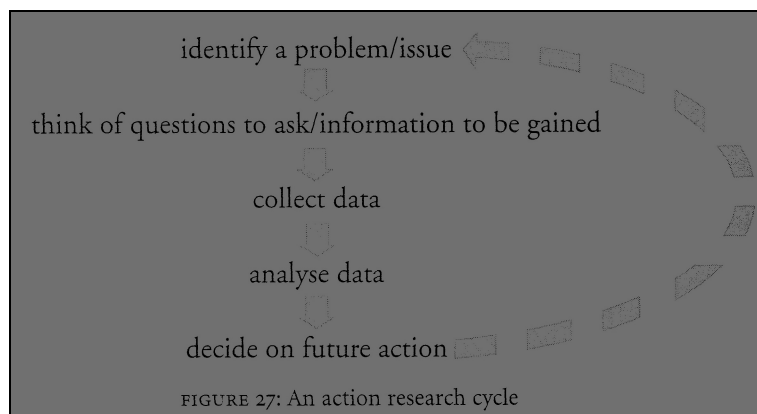
The time planning of the action research was to ensure that all parts of the procedure would be included. According to Table 1 underneath, the whole action research lasted approximately six months, starting with the study of literature and then creating the first two questionnaires and their subsequent distribution. The research realisation continued with the teaching-learning vocabulary in the classroom and the reflection in the form of a diary. The last period was dedicated to the creation and distribution of the final reflective questionnaire.

Consulting Literature	5th October 2009 – 10th February 2010
Preparing Data Collection Instruments: Questionnaire 1, 2.	7 th – 18 th November 2009
Distributing the Questionnaire 1	19 th – 23 rd November 2009
Distributing the Questionnaire 2	4 th – 5 th December 2009
Classroom Discussion	7 th – 8 th January 2010
Teaching Vocabulary	15 th January 2010 – 12 th March 2010
Keeping a Diary	15 th January 2010 – 12 th March 2010
Preparing Data Collection Instruments: Questionnaire 3	12 th March 2010 – 17 th March 2010
Distributing the Questionnaire 3	18 th March 2010
Analysis and Data Interpretation	10 th February 2010 - 21 st March 2010

Table 1: Time Scheme of the Action Research

8. THE RESEARCH METHODOLOGY AND TOOLS

According to Harmer, *the action research* is a number of procedures that teachers use to improve their teaching. According to the figure below, each action research starts with the problem identification, followed by planning and the research itself. However, when the data are collected and analysed the research does not end. Having resolved one issue of the research, the action researchers can focus on a different problem and start the process all over. (Harmer 2001, 344-345).



(Harmer 2001, 345)

This whole thesis deals with the descriptive research problem – "How to teach vocabulary in order to meet different learning styles in the classroom?" For the action research, I selected four main tools for data collection: questionnaires, tests, lesson plans and consequently the reflective journal.

The first and the third *questionnaires* were designed according to the consulted literature. Gavora reveals the advantages of using a questionnaire. Firstly, a questionnaire refers to questions and their answers in a written form. Secondly, it is the most widely used research tool for gathering a great amount of data in an economical way. The author also points out that the success of the questionnaire is in its layout, types of questions, validity and reliability of the questions, the length of the questionnaire, and finally its return ability (Gavora 2000, 99 -109). The second questionnaire used in my research was translated from the English version into the Czech language. The level of English used in the original version was inappropriate for the pupils of the lower secondary school. Richards and Lockhart present this questionnaire called '*Perceptual learning style preference questionnaire*' with the permission for replication from Professor Joy Reid of the University of Wyoming (Richards and Lockhart 1994, 75-77).

The lessons of the action research were prepared and planned in advance and were written in the formal plan. *The lesson plan* was created in a single format and it included the heading with the class, time and date description, followed by overall aim of a lesson. The main body of the plan was divided into four columns; each column contained different type of information. The first column listed activities and their brief description. The second column described material and teaching aids needed for the

activities. The third column showed interaction patterns used within the activity and the last one presented objectives of the activity. The lesson plan was concluded with a line for homework assignments. See an example of the lesson plan in Appendix 1. All information included in the lesson plans are incorporated into the unit descriptions in the teaching vocabulary part of the research procedure in chapter ten.

On the basis of the lesson plans, the lessons were later revised and the evaluations were recorded in *a journal*. The procedure helped me to reflect on the experience of the teaching-learning vocabulary to the learners with different learning styles. In the journal I concentrated on the vocabulary topic with the relation to individual style. The techniques of presenting, practicing and testing vocabulary were compared with the learning and teaching strategies presented in the theoretical part of the thesis. See an example of the reflective journal page in Appendix 1. All information gained through the reflective journal is included in the unit descriptions in the teaching vocabulary part.

The progress or achievement *tests* were applied to measure the pupils' language and skill progress in relation to the syllabus they were using, particularly Unit 5 in the second edition of Project 3 by Hutchinson 2000. The tests mainly concentrated on the vocabulary part of Unit 5.

9. BACKGROUND INFORMATION

The action research was conducted within a particular English language group at the lower secondary school in Pardubice. The group consisted of 10 boys and 8 girls from 14 to 15 years old. All the pupils shared the same classroom with extended education access via information technology and computers. The English language experience differed from 5 to 10 years; however, all started attending English classes in the fifth class so they were at the elementary to pre-intermediate level, A2-B1 according to The Common European Framework of Reference for Languages. This group of pupils was chosen as I was familiar with the group from my previous Clinical Year of trainee teaching and as Richards and Lockhart recommend, investigation of learning styles and preferences should be conducted with a familiar group of learners (Richards and Lockhart 1996, 69). Moreover, the pupils were cooperative and easily motivated.

10. RESEARCH PROCEDURE

10.1. Questionnaire 1: Pupils' experience in learning vocabulary

10.1.1. Preliminary information

At the very beginning of the action research, I decided to discover the previous pupils' experience in learning vocabulary and to what extent they find vocabulary important. The questionnaire '*Pupils' experience in learning vocabulary*' mainly focuses on vocabulary, as well as on general attitude to the subject and the learners' preferences in the language areas. After the pilot research in different groups, the questionnaire was administered to 18 pupils of the English group.

Before starting the action research itself, the pupils were explained the reasons for and the aims of doing the research, which were above all, the awareness of their priorities and attitudes towards English language with the focus on vocabulary part as well as on my teaching development. The students were asked to read and study the questions carefully and to answer them truthfully. This questionnaire contained 8 questions, both closed and open. The questionnaire was presented in the Czech language so that the students could follow the points without difficulties and were able to express themselves freely. The data interpreted below are analysed in English and the Czech version of the questionnaire is enclosed in the appendix part. (See Appendix 2)

10.1.2. Outcomes

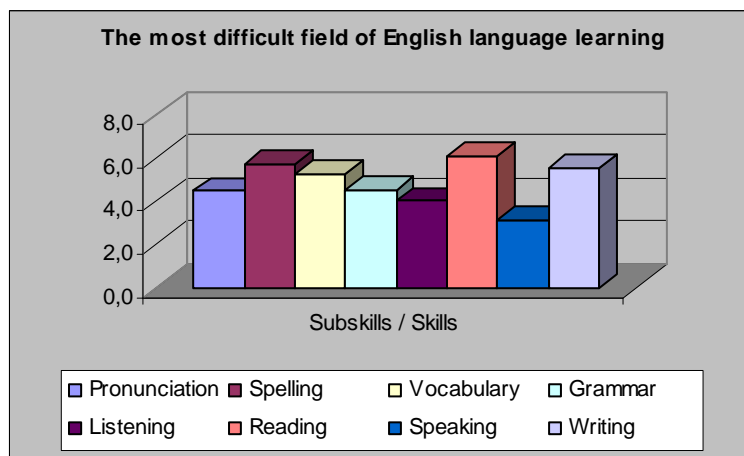
The filled questionnaires were a valuable source of information about the pupils' knowledge of their English language perception and the role of vocabulary. Even though the research tool was difficult to create, and some problems occurred during the administration, the gained data was beneficial for the whole research.

The first question was aimed at eliciting the pupils' ideas and opinions on the matter of vocabulary. Even though all 18 addressed pupils agreed with the David Wilkins' quotation, their further explanations differed:

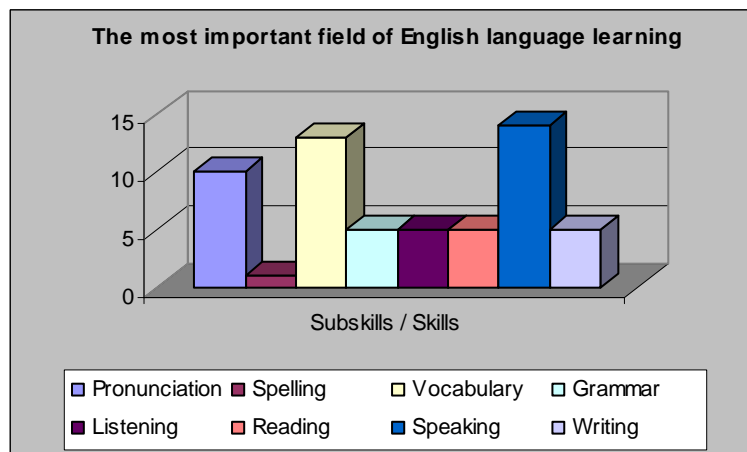
- 5 pupils did not comment on the citation at all.
- 2 pupils presumed that vocabulary is important for creating grammatically correct sentences.

- 5 pupils thought that vocabulary plays important role in communication for expressing needs and feelings in order to be understood by the hearer.
- 3 agreed that particular vocabulary needs to be known in order to be used appropriately in the particular situation.
- 3 believed that low knowledge of grammar does not influence the conversation if vocabulary is used together with gesticulation.

Question two and three concerned the English language as a subject and they were both aimed at gaining the pupils opinion in the most problematic areas and to obtain information about which area they find the most important despite the difficulties.



Graph 1: The most difficult field of English language learning



Graph 2: The most important field of English language learning

According to the results in Graph 1, almost all the aspects of English language are perceived as difficult, especially the field of skills – reading and writing - followed by subskills - spelling and vocabulary. However, Graph 2 showed that these four most

difficult areas are not understood as the most important parts of learning English language. Speaking, vocabulary and pronunciation are the most important for the learners. Apparently, the pupils of the secondary school prefer using English for spoken communication to written form of information exchange.

The following questions four, five and six concentrated only on the field of teaching and learning vocabulary. The aim was to obtain information about how the learners deal with an unknown word and which strategies help them to remember the word afterwards. Table 2 '*Dealing with an unknown word*' presents information of the question four about the way how the individual pupils operate with a new word. The learners primarily tend to seek help from the classmates or the teacher when they do not understand a word during an English lesson. Generally speaking, guessing from the context seems not to be commonly used by the learners. According to the outcomes of question five presented in Table 3 '*The knowledge of a word*', when learning new vocabulary item the learners are preferably interested in the Czech equivalent, the word pronunciation and collocations with other words.

Strategy	Score
Own guess	4
Dictionary search	5
Textbook search	0
Ask classmates	16
Ask teacher	11
Nothing	0
Context guess	3
Association guess	1

Table 2: Dealing with an unknown word

Word knowledge	Score
Czech equivalent	17
Pronunciation	11
Sentence placement	3
Derivations	4
Synonymy/Antonymy	2
Word class	0
Collocations	10

Table 3: The knowledge of a word

Strategy	Score
Oral practice	9
Written practice	6
Sentence use	6
Games	6
Textbook listening	2
Song listening	5
Text reading	9
Speaking	9
PC games	1

Table 4: Strategies for a word storage

Question six, analysed in Table 4 '*Strategies for word storage*', showed that the pupils tend to use different strategies for remembering new vocabulary items. In comparison with Graph 2, the results correspond with the pupils' speaking preference to written

form of practice. Consequently, active use of vocabulary in the form of speaking is mainly required followed by a text reading.

The final two questions focused on the English language outside the classroom environment. The learners were asked to reveal the places where they encounter the English language. The answers can be divided into several fields:

- Media: television, radio, English movies and serials with subtitles, songs, magazines;
- Travelling: abroad, on holidays, at airports;
- Computers: Internet, PC games, Skype;
- Written form: shop signs, T-shirts, instructions;
- Studies: English courses, tutoring;
- Communication: relatives, pen friends, foreign students in the university campus, customers in the parents' restaurant.

Being surrounded by the English language in various forms, the pupils conclude the questionnaire with their favourite English words and phrases from movies, serials, shops and slogans commonly presented around them.

10.1.3. Conclusions

The questionnaire '*Pupils' experience in learning vocabulary*' showed that the pupils are aware of the fact that vocabulary is an important aspect of English. On the other hand, learning English is generally received as difficult even though the spoken part of the language is the most valuable aspect. When dealing with an unknown vocabulary item the pupils apply various strategies; however, asking a teacher or a classmate are the most employed, because of their economical function and so the learners do not have to work hard to access the meaning. Consequently, according to Table 3, the word knowledge means mainly knowing the Czech equivalent, pronunciation and the common word occurrence with other words. The questions concerning vocabulary practice and strategies for word storage again indicate that the speaking activities are favoured. Thus, in conclusion, the questionnaire presented me with the pupils' common preference of practical and active use of vocabulary in speaking activities.

10.2. Questionnaire 2: Perceptual learning style preference

10.2.1. Preliminary information

The second stage of my action research was to identify different learning styles in the group. I chose the direct method – a questionnaire to diagnose the pupils' learning styles. In order to prove the variety of learning styles in the group, the questionnaire on learning styles was used from Richard and Lockhart's "*Reflective Teaching in Second Language Classroom*" (1994, 75-77). The questionnaire tested pupils' preference, dividing them as visual, auditory, kinaesthetic and tactile types; in addition it tested the preference of group work and individual work. The learners responded to a number of questions concerning their study of the English language, following a five point scale: strongly agree, agree, undecided, disagree, and strongly disagree, which was further used for the answers evaluation (see Table 5).

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
5	4	3	2	1

Table 5: Scale for the answers evaluation

Finally, the learners identified their major and minor learning styles as well as negligible styles according to the scale presented in Table 6. The whole questionnaire was translated into the Czech language in order to be understood by all 18 pupils. The data interpreted below are analysed in English and the Czech version of the questionnaire is enclosed in the appendix part. (See Appendix 3) As the pupils admitted that they have never thought about their learning preferences before, the learning styles were introduced to them briefly. This introduction not only helped them to think in the right way but also prevented them from misunderstanding. The pupils were once again informed about the matter of learning styles at the beginning of Unit 5 in January.

10.2.2. Outcomes

However, before analysing the outcomes it is necessary to point out that many factors can influence the interpretation of data. Mareš explains that not only learning styles are investigated but also other information about the pupil, such as the pupil's age, type of school, class, as well as the information about the family living in the particular

place, culture and country (Mareš 1998, 116). The final outcomes of the questionnaire are analysed from the three points: from the whole class perspective and from the point of boys and girls. The results are interpreted according to the following scale (see Table 6) provided by the authors of the questionnaire.

Major learning style	38-50
Minor learning style	25-37
Negligible	0-24

Table 6: Scale for learning style determination

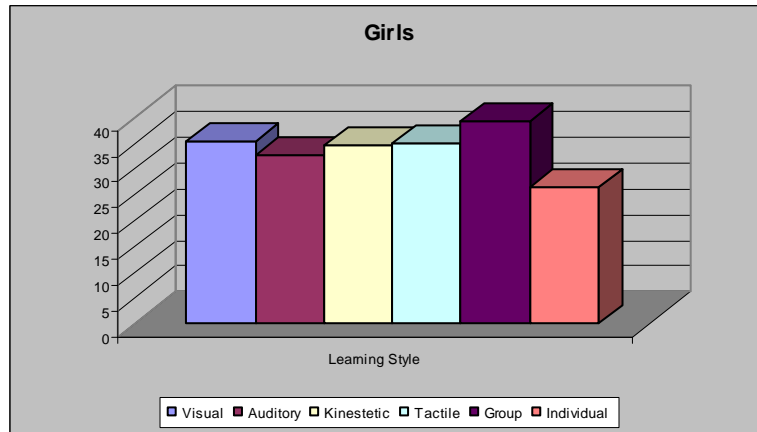
Firstly, the results present that the group is of typical heterogeneous group with the pupils of different learning styles. Surprisingly, none of the learning styles of the class predominates, all of them are considered as minor according to scale (see Table 6). Some students show preference for some type of learning, some of them have low scores. (See Table 7)

No.	Category Genre	Visual	Auditory	Kinaesthetic	Tactile	Group	Individual
1	Girl	32	28	32	26	40	20
2	Girl	40	38	38	44	44	18
3	Girl	42	26	24	22	24	42
4	Girl	26	40	34	38	32	26
5	Girl	44	30	34	36	44	38
6	Girl	32	36	40	44	50	18
7	Girl	40	30	34	34	40	32
8	Girl	28	32	40	36	40	18
1	Boy	20	42	26	18	28	22
2	Boy	20	30	30	30	26	38
3	Boy	40	32	40	34	20	36
4	Boy	22	34	38	34	30	38
5	Boy	32	34	38	40	46	20
6	Boy	28	38	38	36	36	20
7	Boy	44	40	20	26	44	32
8	Boy	22	36	26	22	16	26
9	Boy	38	34	34	24	22	24
10	Boy	26	32	38	14	22	44
	Score	32	34	34	31	34	28

Table 7: Learning styles of the class

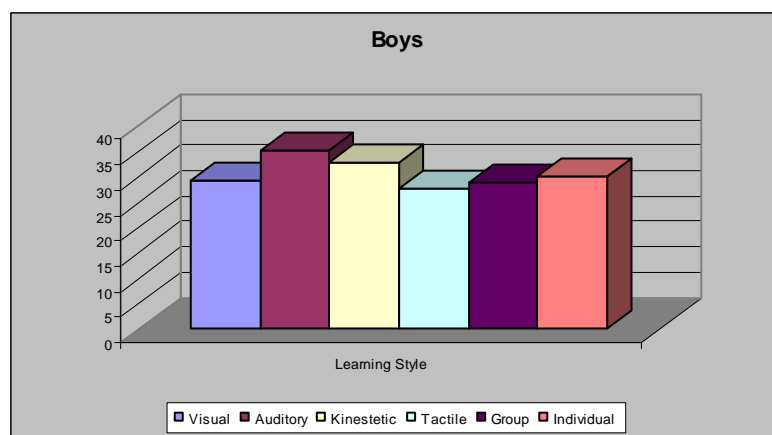
However, when determining the classroom learning styles from the point of gender, slight divergences occur, as Mareš points out the differences between boys and girls at secondary schools (see Chapter 3, page 27). According to Graph 3, girls in this group

generally prefer group work to individual work and benefit from receiving new information through eyesight. Moreover, contrary to the theory, the girls learn best when physically involved in the experience.



Graph 3: Learning styles of the girls

The determination of the learning styles of the boys slightly differs. In accordance with Graph 4, the boys of the group preferably enjoy receiving new information through an acoustic way. The kinaesthetic learning style corresponds with the theory and also with the girls' common preference. However, the boys generally benefit from individual work.



Graph 4: Learning styles of the boys

10.2.3. Conclusions

The profiles of the examined pupils cover all the learning styles tested. The results further indicate that a slight difference occurs between the boys and girls learning style

preference. However, it is still too early for a certain group of students to be aware of any learning style preferences at all. Even though they have never heard of the styles of learning and strategies before, some pupils have already found their learning preferences. To sum up the outcomes of the questionnaire of '*Perceptual learning style preference questionnaire*', auditory learning is in close connection with the preference for kinaesthetic and group work learning. Generally speaking, both boys and girls remember more when they take active part in the learning process. However, despite their individual needs many pupils manifest greater preference to group work. This may be influenced by the fact that the learners are highly motivated by group work or may be influenced by the classroom positive social environment.

10.3. Classification – the VAK model

For the next step of the research procedure, the pupils were clearly arranged into three main groups according to their top scores of the learning styles preferences, focusing only on visual, auditory and kinaesthetic/tactile style. This classification was helpful for the following lessons preparation and planning. As the theory countenances, the kinaesthetic and tactile learners were treated the same way. Moreover, the group work and individual work preference were incorporated into the differentiated tasks and activities. The following classification, used as a handful tool, presents the pupils division according to their questionnaire results. The pupils' names in the tables were substituted by numbers in order to keep the learners in anonymity.

Kinaesthetic learners		
1 - primary	2 - secondary	3 - third
Boy 4	Boy 10	Boy 1
Girl 2	Boy 2	Boy 9
Girl 8	Boy 3	Girl 1
	Boy 5	Girl 3
	Boy 6	Girl 5
	Boy 8	Girl 7
	Girl 4	
	Girl 6	

Table 7: Kinaesthetic learners

Visual learners		
1 - primary	2 - secondary	3 - third
Girl 3	Girl 1	Girl 2
Boy 3		
Boy 7		
Boy 9		
Girl 5		
Girl 7		

Table 8: Visual learners

Auditory learners		
1 - primary	2 - secondary	3 - third
Boy 1	Boy 2	Boy 4
Boy 6	Boy 9	Boy 7
Boy 8		Boy 10
Girl 4		

Table 9: Auditory learners

According to the above tables 7-9, some of the examined learners belonged into more than one group. This means that their learning styles overlap. The results again show the whole group preference. The majority benefits from touching and doing while learning, others enjoy learning through seeing and reading, or listening and speaking.

10.4. Discussion

10.4.1. Preliminary information

After the pupils learning style determination through the questionnaire 2, the learners discussed the learning strategies for visual, auditory and kinaesthetic style, which are presented in Chapter 3 page 23-25. The learners were divided into three groups. Each group was firstly presented with their particular style description and with the learning strategies offered by the literature. Following the given instructions, the students were discussing the style from their point of view. Next day, the same groups were presented with the other two types of learning styles in order to make comparison and learn some other learning strategies. The questions for the discussions were:

- Does this description match to your way of studying?
- Do you use some of the strategies?
- Which strategies you do not use?
- Do you use anything different?
- Will you try some of the strategies?
- Do you think that these strategies will help you?
- Which strategies you will not use?

The pupils were allowed to discuss the questions in Czech because their English language skills were not at communicative level. The following outcomes are presented briefly in English, for the original answers see the appendix part.

10.4.2. Outcomes

The answers of the kinaesthetic pupils discussing the kinaesthetic style:

- *"When we get a new mobile, we do not read the instructions but we try the mobile functions straight away."*
- *"I don't learn any special way, I just read things that I need to learn and I know that, maybe sometimes I repeat it until I know it."*
- *"I like trying things before I encounter them in the real situation."*
- *"I like when a teacher explains something and writes or draws on the board and the whole class is involved in the lecture."*

Additionally, when discussing other two styles the kinaesthetic learners agreed that they remember a lot from the History lessons where the teacher employs all the sense modes while lecturing. They remember a lot from movies (visual style). However, only one pupil admitted learning out loud (auditory style). For details see Appendix 4A.

The answers of the visual pupils discussing the visual style:

- *"We learn from what we see and read. We do not like learning in groups. We visualise everything and then we try to remember it. We are gifted in drawing."*
- *"Things that help while learning; underlining, drawings, descriptions in own words, writing key words, rewriting notes into a computer, symbols, pictures and graphs."*

While discussing the auditory style, they mostly agreed on learning out loud and drill repetitions, sometimes listening to a teacher. In case of kinaesthetic learning style, only one learner approved of learning from a model. For details see Appendix 4B.

The answers of the auditory pupils discussing the auditory style:

The auditory group responded the above questions very briefly. The descriptions do not match to their ways of learning. They use some of the strategies, but not tape recording. They rather disagreed with this style. On the other hand, according to their answers these learners strongly approved of the visual type of learning. See Appendix 4C for the original answers.

10.4.3. Conclusions

The kinaesthetic group agreed on the style description and learning strategies. When receiving new information they prefer being physically involved in the activity. Sometimes they have to learn new information by heart so that they remember it; also talking out loud is supportive when learning. Concerning the visual learners, the description and strategies match their ways of learning. When learning new information they prefer reading and seeing the information. They benefit from learning with a pen in hand. However, contrary to the questionnaire results, the auditory learners strongly disagreed with the auditory style description and the learning strategies. On the other hand, they all agreed on the description of the visual type. This means that the questionnaire outcomes do not correspond with the outcomes of the discussion.

10.5. Teaching vocabulary

10.5.1. Textbook

Before the research realisation, I had to consider the new vocabulary selection to be learnt in the lessons. According to the School Educational Programme, the 9th grade pupils are supposed to know vocabulary of several topics, such as family, shopping, weather, animals, etc. Applying all the topics for my research was irrelevant and the outcomes would be very extensive. Therefore, I decided to use textbook vocabulary, which is used by the English teachers of the lower secondary school. Project 1-3, the second edition, by Tom Hutchinson is based on the principle of creating interest in young minds through motivation topics which bring English to life. Each level consists of a Student's Book, Workbook, Class CD's and Teacher's Book, which includes tests. For more details about the textbook description see Appendix 5. For my research, I applied vocabulary from Project 3 Unit 5 with the overall topic London. Unit 5 is divided into four parts; however only three parts were applied for the research. In this chapter of the thesis, each unit is introduced briefly, followed by the vocabulary list from the Workbook and a set of techniques and activities used for presenting and practising vocabulary. The information about the unit procedure is concluded with a test of the vocabulary and its evaluation. The comments about suitability for the various learners' types are in the brackets in each line.

10.5.2. Unit 5 A - Sightseeing

10.5.2.1. Preliminary information

Topic: Visiting London

p. 46-47 Student's Book

p. 34-35 Workbook (see Appendix 6A)

Aim of the lessons: the pupils will have active knowledge of vocabulary connected with the theme "places in town" and will be able to recognise the words in context.

Vocabulary: Places in town (*square, street, etc.*)

A SIGHTSEEING

building	/'bɪldɪŋ/	budova
crown jewels	/kraʊn 'dʒuəlz/	korunovační klenoty
dome	/dəʊm/	dóm, budova
embarrassing	/ɪm'bærəsɪŋ/	trapný
feed	/fi:d/	krmit
fever	/'fi:və/	horečka
fountain	/'faʊntɪn/	fontána
millennium	/mɪ'lenɪəm/	tisíciletí
palace	/'pæləs/	palác
parliament	/'pɑ:ləmənt/	parlament
pigeon	/'pi:dʒən/	holub
prime minister	/praɪm 'mɪnɪstə/	premiér
show	/ʃəʊ/	podívaná
sightseeing	/'saɪtsi:ɪŋ/	vyhlídkový; prohlídka památek
space rocket	/'speɪs 'rɒkɪt/	vesmírná raketa
square	/skweə/	náměstí
statue	/'stætʃu:/	socha
theatre	/'θi:ətə/	divadlo
tour	/tuə/	prohlídka, okružní jízda
tower	/'taʊə/	pevnost, hrad

Wordlist 1: Project 3, Unit 5, Workbook, p. 86

10.5.2.2. Techniques used for presentation

During the first two lessons, the pupils were presented with new vocabulary of Unit 5A. Firstly, I provided learners with a simple matching exercise in order to introduce the topic. During this exercise a pupil asked for the Czech equivalent of *a mosque*. The meaning was presented through translation technique including English form – pronunciation – Czech form, all written on a board. The meaning was presented after the form (visual, auditory). Secondly, to elicit as many places in town as possible, I used pictures or photos of realia in the Student's Book and a booklet about London. The technique of elicitation was also used for pre-teaching of the key words of the text-based activity; *penguin, tower, crown jewel, and fountain* (visual, auditory). (See Appendix 6B)

10.5.2.3. Activities used for practice

Other lessons were devoted to successive practising of the vocabulary in various formats. Visual stimuli were also used for further practising. Activities and techniques presented below were applied during following five lessons.

- Matching pictures to words; Workbook, handouts, individual work (visual). See Appendix 6B.
- Answering questions formulated the way that the certain expression is used in the answer; handouts, pair work (auditory, kinaesthetic).
- Naming objects; visual stimuli (pictures and photos) in Student's Book, Workbook, photos of London monuments, whole class work (visual, auditory).
- Completing words into context in reading task; Student's Book supplemented with my own handout, individual work (visual). See Appendix 6B.
- Filling in crosswords; Workbook, handouts, individual work, (visual). See Appendix 6B.
- Filling in gaps in sentences; Workbook, handouts, individual work (visual). See Appendix 6B
- Brainstorming of places in town with a board support; whole class work (visual, auditory).
- Tape-based task, listening comprehension; Student's Book, individual work (auditory).
- Writing a word association network; handouts, group work (auditory, visual, kinaesthetic).
- Complex task on culture learning where words were incorporated into the context, The City of London; a map, photos, handouts, pair work (kinaesthetic, visual).

Homework

Using given words to complete a specific task – drawing a city plan with places in town that were brainstormed before in the classroom (visual, kinaesthetic). For the best examples of the pupils homework assignments see Appendix 6B.

10.5.2.4. Test 1

The written test was administered twenty days after the pupils' first encountering the vocabulary. 14 pupils out of 18 participated in the test completing. The aim was to evaluate the pupils' knowledge of the vocabulary from Unit 5A in written form because

the previous practice activities were mostly in written format. (See Appendix 6C) The first tasks focused on matching eight pictures to eight words given in the table. The second multiple-choice type of task was aimed at choosing the correctly spelled word in order to complete the sentence. The third question was designed to supply a dictionary definition with a correct word by own choice. The final question of the test was a memory task; brainstorming of other places in town that were not mentioned in the test. Each task was provided with the maximum scoring. The test was finally evaluated according to the scale used by all English teachers in the secondary school in Pardubice (see Evaluation Scale 1).

24 points	
24-22	1
21-18	2
17-11	3
10-6	4
5-0	5

Evaluation Scale 1

According to Table 11 'Test 1 evaluation', the pupils recycled the vocabulary successfully. Despite the written form of the test, all learning types benefited from this format of testing.

No.	Task Gender	1	2	3	4	Total	Mark
1	boy	8	4	4	8	24	1
2	boy	8	4	4	8	24	1
3	boy	8	4	4	8	24	1
4	boy	5	3	1	5	14	3
5	boy	8	4	4	8	24	1
6	boy	8	4	4	8	24	1
7	girl	7	4	4	8	23	1
8	girl	8	3	4	8	23	1
9	girl	8	4	4	8	24	1
10	girl	8	4	4	8	24	1
11	girl	7	3	3	8	21	2
12	girl	8	4	4	8	24	1
13	girl	7	3	3	8	21	2
14	girl	7	4	4	8	23	1
	Average	7.5	3.7	3.6	7.8	22.6	1.3

Table 11: Test 1 evaluation

10.5.2.5. Conclusion

The first part of the Teaching vocabulary research confirmed that I had not sufficiently concentrated on vocabulary matter in my previous teaching experience. In

order to meet individual learning styles and practice the vocabulary in proper way, I had to supplement the textbook with other material. The textbook did not provide sufficient opportunities for further practice of the vocabulary list of Unit 5A.

In conclusion, the whole lesson procedure lasted about two weeks. During this time some pupils were absent and thus did not participated fully. However, from the activities for practising and techniques for presenting, the visual type of learners obviously most profited from this unit part. The reason for this is that the vocabulary was presented visually and then practiced in written exercises. However, because I supplemented the textbook with other material, the other two styles of learners could participate in the learning process. Consequently, the test on the vocabulary resulted successfully because it was based to the previous teaching-learning process.

10.5.3. Unit 5 C - Asking the way

10.5.3.1. Preliminary information

Topic: Finding one's way about town

p. 50-51 Student's Book

p. 38-39 Workbook (see Appendix 7A)

Vocabulary: Direction and locations (*go past, on the corner of, on the right, etc.*);
places in town (*post office, chemist's, etc.*)

C ASKING THE WAY

go along /gəʊ ə'ləŋ/ jít po (ulici)

go over /gəʊ 'əʊvə/ přejít přes

go past /gəʊ 'pɑːst/ projít kolem

go round /gəʊ 'raʊnd/ jít kolem, jít po
(zakřivené dráze)

How do I get to ...? /,haʊ duː ai get tuː/ Jak

	se dostanu k ...?
	Is there ... near here? /ɪz ðeə(r) ... nɪə hɪə/ Je tu někde blízko ...?
-	next to /ˈnekst tuː, tə/ vedle, blízko, u
-	on the corner /ɒn ðə ˈkɔːnə/ na rohu
-	on the left/right /ɒn ðə ˈleft, ˈraɪt/ vlevo/vpravo
-	on the other side /ɒn ðɪ ʌðə ˈsaɪd/ na druhé straně
-	take the first/second turning /teɪk ðə ˈfɜːst, ˌsekənd ˈtɜːnɪŋ/ zabočit do první/druhé ulice
-	turn left/right /tɜːn ˈleft, ˈraɪt/ zahnout vlevo/vpravo
	In the town Ve městě
	bank /bæŋk/ banka
	canal /kəˈnæl/ kanál
	chemist's /ˈkemɪsts/ drogerie
	hairdresser's /ˈheədresəz/ kaděrnictví
	police station /pəˈliːs ˌsteɪʃn/ policejní stanice
	post office /ˈpəʊst ˌɒfɪs/ pošta
	railway /ˈreɪlweɪ/ železniční
	roundabout /ˈraʊndəbaʊt/ kruhový objezd
	supermarket /ˈsuːpəməːkɪt/ supermarket
	traffic lights /ˈtræfɪk laɪts/ semafor
	turning (n) /ˈtɜːnɪŋ/ odbočka, zatáčka
	underground station /ˈʌndəgraʊnd ˌsteɪʃn/ stanice metra

Wordlist 2: Project 3, Unit 5, Workbook, p. 86-87

Aim of the lessons: the pupils will have active knowledge of vocabulary connected with the theme "direction and locations" and "places in town", and they will be able to use the words in context.

10.5.3.2. Techniques used for presentation

At the very beginning of Unit 5C, I focused on *eliciting* questions about how to ask for direction and locations with a key word *cashpoint*. A few pupils gave *personalised* sentences with the key word. Everything was written on a board (visual, auditory, kinaesthetic). A word *roundabout* was crucial for understanding the tape-based activity, so it was *pre-taught* in order to help weak learners to succeed in the listening comprehension activity. It was also written on a board supplied with an illustration (visual, auditory). The pupils were presented with *visual stimuli* in form of pictures/diagrams presented in the textbook or created by myself to elicit the forms (visual, auditory).

During an exercise in the Student's Book, I provided the learners with *definitions* explaining the difference between *on the corner* and *in the corner*, supplied with an illustration on a board (visual, auditory). A pupil asked for the meaning of *go up/go down*. I provided the pupil with *example sentences* with the key expressions (visual,

auditory). This exercise was generally understood as difficult and some diagrams confusing. Two kinaesthetic learners worked together drawing the diagrams and writing "directions and locations" on a board (visual, auditory, kinaesthetic).

During the picture dictation, a pupil asked for translation of the preposition *opposite of*. The meaning was explained by another classmate in form of *peer teaching* (auditory).

In the second lesson, the pupils worked in groups during the reading task called "Treasure Hunt". A word *clue* was *translated* in the instruction part (auditory). The technique of *peer teaching*, representing a student-centred learning, was applied within the pupils group work. They consulted unknown vocabulary within the group (visual, auditory, kinaesthetic). However, a word *treasure* was presented by me through *example sentences* to elicit the Czech equivalent from the pupil who asked for it (auditory).

During the brainstorming activity of "buildings in town", *an underground* was supplied with American *subway* and colloquial *tube*. All were written on a board (visual, auditory).

For the role-play discussed below, the simple drawings were used for presenting the vocabulary items of places in town. These pictures were firstly used to *elicit* the forms and then they were used during the activity (visual, auditory, kinaesthetic). For sample pictures of buildings in town see Appendix 7B.

10.5.3.3. Activities used for practice

- Matching pictures to words; Student's Book, Workbook, blackboard, individual work, pair work for 2 pupils writing on a board (visual, kinaesthetic)
- Naming objects; my own illustrations, pictures, whole class work (visual, auditory)
- Tape-based task, listening to directions; Student's Book, individual work (auditory, kinaesthetic)
- Picture dictation; the use of familiar words and new vocabulary in contextualised listening task; handouts, blackboard, individual work (visual, auditory, kinaesthetic)
Appendix 7B
- Reading comprehension task called "Treasure Hunt" where readers follow the clues and find treasure on a simple map. The pupils were divided into three groups according to the VAK model. The task was also differentiated according to the

learners' preferences. The kinaesthetic group worked with one large map reading the clues together. The visual group members read and followed the clues individually. Each auditory learner was provided only with the map and they followed the clues while listening to another auditory learner, who was reading the clues out loud. During the activity one pupil was provided with extra support (all styles).

- Completing words into context; Workbook, individual work (visual)
- Making conversations with new vocabulary; Student's Book, pair work (auditory, kinaesthetic)
- Making conversation with new vocabulary, how to get to different places which are within easy reach of the school; pair work (auditory, kinaesthetic)
- Role-play, a virtual city based on the map in Student's Book p. 50. The pupils worked in pairs asking and giving each other directions. Shops and buildings in the town were represented by simple pictures placed on the desks, coloured sheets of paper represented water, park and railway line. The rows of desks were positioned into blocks in order to create streets (auditory, kinaesthetic).

Homework1

Writing a short description of own city map drawn during the previous unit part. The use of the new vocabulary, places in town and the grammatical structure *there is/are* (visual, kinaesthetic) See Appendix 7B.

Homework2

Writing a short note to a friend with directions from the bus stop to their homes (visual, kinaesthetic) See Appendix 7B.

10.5.3.4. Test 2

The testing of the vocabulary consisted of formal and informal test. The formal written test was administered ten days after the first lesson. 15 pupils out of 18 participated in the testing. The aim of the written test was to evaluate the pupils' knowledge of the vocabulary with the grammar pattern from Unit 5C, which were previously practiced in the written form. (See Appendix 7C) The first task focused on matching expressions to the diagrams. This exercise was copied from the Workbook. The second matching task was aimed at connecting the names with the pictures of places in town. The third question consisted of three sub-tasks. The learners read the conversation and followed the directions to the unknown place. While following the

directions, the pupils filled in the articles into the text. The last part focused on reading comprehension. The pupils corrected the wrong directions in the text. The map and the first text were copied from the Student's Book; however, the last conversation was designed by me. Each task was supplemented with the maximum scoring. The test was finally evaluated according to Evaluation Scale 2 (see below) used in the lower secondary school.

34 points	
34-31	1
30-26	2
25-15	3
14-9	4
8-0	5

Evaluation Scale 2

According to Table 12 'Test 2 evaluation', the pupils recycled the vocabulary positively. Despite the difficulties with the test devising, the pupils filled in the test with no difficulty. Task one and two were received as the easiest. However, the learners struggled with the task three, which included not only two sub-skills but also reading skill.

No.	Task Gender	1	2	3ab	3c	Total	Mark
1	boy	11	8	13	2	34	1
2	boy	11	8	10	0	29	2
3	boy	10	8	12.5	2	32.5	1
4	boy	11	8	7	0	26	2
5	boy	9	8	4	0	21	3
6	boy	11	8	12.5	2	33.5	1
7	boy	11	8	13	1	33	1
8	boy	11	8	12	2	33	1
9	girl	11	8	8	2	29	2
10	girl	11	8	13	1.5	33.5	1
11	girl	11	6	13	2	32	1
12	girl	11	8	12	2	33	1
13	girl	11	8	7	2	28	2
14	girl	11	7	12	2	32	1
15	girl	11	8	13	2	34	1
	Average	10.8	7.8	10.8	1.5	30.9	1.4

Table 12: Test 2 evaluation

Concerning the informal test, the learners were informally evaluated during the role-play activity. As this testing was only to check the pupils' ability to use the language in real situation so no formal scoring was applied. During this speaking task; Student A asked for location of a place in the town chosen from the list. Student B

provided Student A with directions of the place. Student A followed the directions and located the place. According to my opinion, both strong and weak learners benefited from this activity as they could choose the roles and the language (auditory, kinaesthetic).

10.5.3.5. Conclusion

To conclude Unit 5C, according to my lesson plans and the reflective journal all learning styles equally benefited from the teaching/learning process of the vocabulary. Generally speaking, the pupils mostly enjoyed the picture dictation and "Treasure hunt". However, even though I prepared the role-play, where the majority of the class could learn most, the pupils seemed not to really enjoy the task. After all, the choice of vocabulary helped me to create effective learning conditions for the auditory and kinaesthetic learners, which did not really profited from the previous unit part. Even though some pupils were absent during the lessons they finally succeeded in the formal and partly in informal testing. Finally, the textbook exercises and my supplemented material helped the learners to use the vocabulary in personalised context.

10.5.4. Unit 5 D - London's burning

10.5.4.1. Preliminary information

Topic: The Great Fire of London
p. 52-53 Student's Book
p. 40-41 Workbook (see Appendix 8A)

Aim of the lessons: the pupils will be able to recognise the word classes of unknown words (nouns, adjectives, verbs). They will also have active knowledge of vocabulary connected with the adjectives and their opposites and comparatives, and will be able to use the words in context.

Vocabulary: Adjectives: opposites and comparatives (wide, narrow, etc.; clean, cleaner, etc.)

D LONDON'S BURNING

Nouns Podstatná jména

baker /'beɪkə/ pekař
bakery /'beɪkəri/ pekařství
brick /brɪk/ cihla
cart /kɑ:t/ vozík, kára
loaf (loaves) /ləʊf (ləʊvz)/ bochník/y
oven /'ʌvən/ pec
rat /ræt/ krysa
rubbish /'rʌbɪʃ/ smetí, odpadky
stone /stəʊn/ kámen
wood /wʊd/ dřevo

Adjectives Přídavná jména

crooked /'krʊkɪd/ křivolaký
dirty /'dɜ:ti/ špinavý
dry /draɪ/ suchý
narrow /'nærəʊ/ úzký
safe /seɪf/ bezpečný
straight /streɪt/ rovný
wet /wet/ mokrý, vlhký
wide /waɪd/ široký

Verbs Slovesa

blow /bləʊ/ vát, foukat
build /bɪld/ stavět, postavit
bum /bʌ:n/ hořet
catch fire /kætʃ 'faɪə/ vznítit se, začít hořet
destroy /dɪ'strɔɪ/ zničit
escape /ɪ'skeɪp/ utéct, uniknout, uprchnout
fall asleep /,fɔ:l ə'sli:p/ usnout
spread /spred/ rozšířit se

Wordlist 3: Project 3, Unit 5, Workbook, p. 87

10.5.4.2. Techniques used for presentation

During the first lesson of Unit 5D, the learners were presented with new vocabulary through a text. The aim of the reading task was to introduce the technique of guessing from context without a dictionary consultation. In a warm-up stage of the lesson, I elicited three basic word classes of already known words from previous lessons; all were written on a board. We discussed the characteristics of nouns, adjectives, verbs in the example sentences written on a board (visual, auditory). Before the text reading about the London's Burning, we created a network of a word *fire* in order to open the topic. It was also drawn on the board (visual, auditory). Visual stimuli in a form of pictures in the textbook helped me to elicit new vocabulary from the learners. I also wrote these words on the board (visual, auditory). While reading, the pupils were asked to underline all the unknown words in the text. The next step was to determine the word classes of the words (visual).

During the pupils free writing, several words needed to be translated quickly so that they could continue without delay– *flesh, skin, to run away, to crack, burnt, confused, scream, and pain*. All the words were written on the board (visual, auditory).

A word *fetch* from the song lyrics was explained in an example sentence and compared with a word *bring*. *Pour on water* was demonstrated by me and presented with its homophone *poor* (visual, auditory)

10.5.4.3. Activities used for practice

- Word grouping according to the word classes; in form of brainstorming or using slips of paper, pair work (visual, auditory, kinaesthetic)
- Translation of the text into the pupils' target language; Student's Book, whole class, individual (auditory)
- Using the vocabulary to complete a specific task, looking back into the historical event, free writing; individual work. The pupils were divided according to the VAK model. The visual learners wrote about what they saw during the fire. The kinaesthetic learners wrote what they smelt and felt. The auditory learners wrote about what they heard. This task was received positively as the pupils could express their personal feelings and apply their imagination (all styles)
- Using suffixes to build new words from brainstormed adjectives creating comparatives and superlatives; Student's Book, a board, individual work, whole class work (visual, auditory)
- Using comparatives to specific task; Student's Book, Workbook, individual work (visual)
- Matching words to their opposites; Student's Book, Workbook, slips of paper. While the pupils were writing opposites of given adjectives in the Workbook exercise, two kinaesthetic learners were matching the opposites on the slips of paper. In order to join the auditory learners in this activity, an auditory learner read the matched opposites out loud so that all learners could check their answers (visual, auditory, kinaesthetic)
- London's Burning song; whole class (auditory, kinaesthetic)
- Filling in gaps in sentences, dictation of the vocabulary; The Great Fire of London recorded text, handouts, individual work (auditory) Appendix 8B

10.5.4.4. Test 3

Concerning the vocabulary division in the Workbook and the number of vocabulary in the wordlist, I decided to create simple test mostly focusing on recognition of the word classes. The test was accomplished nine days after the first

lesson of Unit 5D. 16 pupils out of 18 participated in the testing. (See Appendix 8C) The first task of the test focused on nouns in a form of matching pictures to words. The second task oriented on the pupils' recognition of one extra word of different word class that does not belong into the line. The third question tested the knowledge of word formation of comparatives and superlatives. The text in the question four was copied from the reading task in Student's Book. The pupils were asked to mark nouns, adjectives and verbs in the text. Each task was supplemented with the maximum scoring. The test was finally evaluated according to Evaluation Scale 3 used in the lower secondary school.

37 points	
37-33	1
32-28	2
27-17	3
16 - 9	4
8-0	5

Evaluation Scale 3

According to Table 13 '*Test 3 evaluation*', the pupils recycled the vocabulary excellently. Despite one pupil, other pupils filled in the test with no difficulty. In comparison with the previous two tests, the learners obviously accept matching type of activities as the easiest. Even though the word-class recognition had been practised in great extend, some of the pupils struggled with the last task. However, the results show that all the pupils with different learning styles succeeded in the test despite its written format. As a result of this, new vocabulary presented and practiced in the lesson need to be recycled in the form of a test as important of the teaching/learning process.

No.	Task Gender	1	2	4	5	Total	Mark
1	boy	6	1	12	6	25	3
2	boy	10	2	8	12	32	2
3	boy	9	3	12	12	36	1
4	boy	10	3	12	12	37	1
5	boy	10	3	12	12	37	1
6	boy	10	3	12	12	37	1
7	boy	10	3	12	12	37	1
8	boy	10	3	12	12	37	1
9	boy	10	3	12	12	37	1
1	girl	10	3	12	12	37	1
2	girl	10	3	10	12	35	1
3	girl	10	3	12	12	37	1
4	girl	10	3	12	12	37	1
5	girl	10	3	12	11	36	1
6	girl	10	3	12	11	36	1
7	girl	10	3	12	12	37	1
	Average	9.7	2.8	11.6	11.5	35.6	1,2

Table 13: Test 3 evaluation

10.5.4.5. Conclusion

In summary, Unit 5D lasted about two weeks, which means six lessons in total. As the unit part was based on reading a historical account, the visual learners benefited mostly from the unit, as well as the auditory learners thanks to the range and complexity of the activities used for both vocabulary aspects; presentation and practice. According to my reflective journal, the kinaesthetic learners rather did not participate in the learning process. The reason for this is that I found it difficult to provide the kinaesthetic learners with more than two kinds of activities for vocabulary practice. However, as the pupils possess more than one minor learning style (see Table 7: Learning styles of the class), they finally succeeded in the vocabulary test.

10.6. Questionnaire 3: Pupils' reflection

10.6.1. Preliminary information

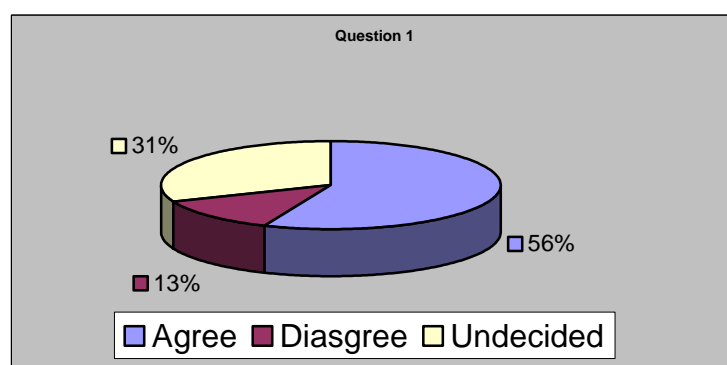
At the very end of the action research, I decided to find out the pupils comments and remarks on the previous teaching-learning vocabulary process in form of a questionnaire. The questionnaire was important to discover the pupils' agreement or disagreement with the vocabulary activities used in the lessons. The students were asked to read and study the questions carefully and to answer them truthfully, as their answers

were important for my future lesson planning and preparation. This questionnaire contained five main questions both closed and open. The main part of the questionnaire concentrated on activities for presenting and practising new vocabulary items used in the teaching/learning process. The questionnaire was presented in the Czech language so that the students could follow the points without difficulties and were able to express themselves freely. The data interpreted below are analysed in English and the Czech version of the questionnaire is enclosed in the appendix part. (See Appendix 9)

10.6.2. Outcomes

The filled questionnaires were a valuable source of feedback on my previous English vocabulary teaching. The pupils not only provided me with a valuable feedback on the teaching process; however, they also reflected on themselves. Unfortunately, two children could not participate in this final phase due to their absence. Even though the research tool was difficult to create, and some problems occurred during the administration, the gained data were beneficial as a reflection on the whole project.

The first question "*Have you enjoyed the vocabulary?*" was aimed at eliciting the pupils' interest in the previously accomplished lessons. The answers show (see Graph 3) that one-half of the group (56%) enjoyed the lessons concentrated on the sub-skill. 31% from the total number of 16 pupils could not decide. 13% disagreed.



Graph 3: Question 1

The second question "*Was the teaching process beneficial to you?*" was answered by all students (100%) as beneficial, positive and useful.

The third question concentrated only on the *presentation techniques* used during the teaching process. The question included four different techniques, each provided with

three possible answers. The first optional answer was marked as positive. The second optional answer was marked as neutral. The third optional answer was marked as unsatisfactory. This means that, the lower the score was, the more beneficial the technique was. (See Table 14) The third question of the questionnaire as well as the fourth question were analysed according to the same scale in Table 14.

Interesting/positive suitable/motivating beneficial	Normal	Uninteresting/ negative/boring unbeneficial	Undecided	Other
1	2	3	n	?

Table 14: Scale for the answers

In the following paragraph, the outcomes of the third question are analysed in detail. See also Table 15 *"Results of presentation techniques"*. Task A concentrated on *"Using visual stimuli for presentation"*. According to the theory, this technique is mostly suitable for visual learners. However, since the visual stimuli were mostly used for elicitation of new vocabulary items, the auditory learners were also involved in the process. This means that the technique of using visual stimuli was accepted with the scoring of 1.56 in average. Task B concentrated on *"Translation of an unknown word"*. According to the theory, this technique is mostly suitable for auditory learners. Nonetheless, since the translated words were always written on a board the visual learners were also involved. Therefore, this technique was received with the same scoring as the previous technique. Task C focused on the technique *"Guessing from context"*. According to the theory, learners need to be trained in this technique in order to be successful. Since the technique was used for the first time, the results show that the technique was received negatively with the scoring 2.07 in average, which is the worst. Task D presented the technique *"Drawing a word network"*. This technique is beneficial for auditory and visual learners. Since the technique includes knowledge of other word associations, the weak pupils did not value the technique. To sum up the results, the task A and B were received as the most suitable to a majority of the learners; however, a minority forming other individuals still need to be considered.

No.	Task	A	B	C	D
	Gender				
1	girl	1	2	1	2
2	girl	2	1	3	2
3	girl	1	2	3	1
4	girl	1	2	1	1
5	girl	2	1	2	2
6	girl	1	1	2	1
7	girl	2	1	3	n
8	girl	2	1	2	2
9	boy	1	1	n	n
10	boy	1	2	2	2
11	boy	2	2	1	1
12	boy	2	2	3	2
13	boy	1	2	3	1
14	boy	2	3	2	2
15	boy	2	1	n	2
16	boy	2	1	1	n
Total		1.56	1.56	2.07	1.62

Table 15: Results of presentation techniques

The question four was intended to find out the pupils reactions to the activities used for "*Practising new vocabulary*" in the lessons. Table 16 shows the results of the pupils' answers. These results were also analysed according to the scale in Table 14, see above.

This task consisted of twelve different activities, which were presented during the teaching process. Activity A "*Naming objects according to pictures*" is suitable to visual and auditory learners according to the theory and my reflective diary. The results (1.27 in average) show the high popularity of the activity. Activity B "*Filling crosswords*" suitable for visual learners was received with the score of 1.88 in average. Activity C "*Completing words into context*" was the third activity to be evaluated by the pupils. This technique for visual learners was analysed as the worst from all of the techniques used, with the score of 2.07. Activity D "*Brainstorming of vocabulary*" was received as positive by auditory learners and with the board support also by visual students, with the scoring 1.56 in average. Even though activity E "*Picture dictation*" was suitable for all the styles, it received the score of 1.67 in average. Activity F "*Drawing a city map with its description*" was the pupils' homework. According to the reflective journal, except for auditory learners the visual and kinaesthetic students profited from the technique. It was scored with 1.57 in average. During the reading activity G called "*Treasure Hunt*" the learners were divided into three groups according to their styles. Even though this

activity was difficult to devise, the pupils understood this activity as the third most valuable with the scoring 1.42. "Word grouping according to word classes", activity H, was understood as the second worst from all the activities with the score 2.06. The activity I "Oral vocabulary practice" was useful for auditory learners and it was scored 1.69 in average. The most demanding activity J the role-play "Giving directions in a virtual city" was successful from all the activities with the score 1.20. The last two writing tasks K and L received similar scoring 1.67 and 1.69, which means that some pupils valued the activity and some not.

No.	Task	A	B	C	D	E	F	G	H	I	J	K	L
	Gender												
1	girl	1	2	2	2	1	1	1	2	3	1	2	1
2	girl	1	3	2	1	3	2	1	2	2	1	2	3
3	girl	1	1	2	1	1	1	2	2	1	1	1	1
4	girl	2	2	3	1	1	2	n	2	1	1	2	1
5	girl	2	2	2	1	1	2	1	3	2	1	2	2
6	girl	1	2	2	1	1	1	1	2	1	1	1	1
7	girl	1	1	2	2	3	2	2	2	2	1	1	3
8	girl	2	1	3	2	1	1	1	2	1	1	2	1
9	boy	n	2	1	2	3	n	2	3	2	2	1	1
10	boy	1	3	n	1	1	1	n	2	2	2	1	3
11	boy	1	1	3	2	n	n	n	1	2	1	3	3
12	boy	1	2	2	1	3	1	n	2	2	2	2	1
13	boy	1	1	1	3	1	2	1	1	1	1	1	1
14	boy	1	1	1	2	1	1	2	2	2	1	1	1
15	boy	2	3	2	2	1	3	1	2	2	1	3	3
16	boy	1	3	3	1	3	2	2	3	1	n	n	1
Total		1.27	1.88	2.07	1.56	1.67	1.57	1.42	2.06	1.69	1.20	1.67	1.69

Table 16: Activities for practising

The last question of the questionnaire included subjective opinions of the learners concerning their personal way of leaning.

10.6.3. Conclusions

The questionnaire called "Pupils' reflection" happened to be the last phase of the whole project on "Teaching Vocabulary to Learners with Different Learning Styles". The questionnaire summarised the research stage "Teaching vocabulary". Even though the learners' showed preference to particular techniques and activities, the future choice need to be considered conscientiously, as some activities or techniques were suitable for individuals within the group. The more variable is the process, the better.

10.7. Conclusion of the Practical Part

The practical part draws on the theoretical part in great extent. However, some techniques for presenting, practising and testing were not included with the respect to the syllabus. The research has had of course some limitations because of the low and not stable sample of pupils. Therefore, the results can not be generalised. They are valid only for the particular group of pupils where the research was accomplished.

On the whole, the choice of the instruments was good, as they were easy to use and analyse; however, demanding to devise. The research helped me to get into a closer contact with my students, which improved the overall atmosphere in the classroom. Moreover, this research enabled me to get familiar with some presentation techniques, and activities for practising and testing vocabulary. The research confirmed the theory in that teachers are responsible for creating positive and valuable learning atmosphere, as not all textbooks provide learners with the activities suitable to all their individual learning styles. This means that without my supplementary material the kinaesthetic learners would not have taken advantage from the lessons. Moreover, while studying with the matter of individual learning styles I finally understand the way how new words or information are acquired. In my opinion, the research was as well beneficial to the students since they realised how important the vocabulary is for them. In addition, the discussion about the learning styles brought positive responses and self-recognition.

11. CONCLUSION

The final thesis, as the title prompts, focused on teaching and learning vocabulary in the heterogeneous classroom. As the subskill is crucial for meaningful communication between people thus the topic was explored closely. First, the theory concerned the approaches and techniques for presenting, practising and testing vocabulary followed by the learning style theories. The obtained data of the action research realised in the English group of pupils were analysed in the practical part.

The first part of the thesis, based on theory, was divided into three main chapters. In the first main chapter, the theory focused on teaching vocabulary with all the aspects that are included. Firstly, the leading role of vocabulary was presented followed by the extended section on techniques and approaches used for presenting new vocabulary items in the classroom. Thirdly, since the learners principally participate on the learning process, the section concerning vocabulary acquisition and retention was included. The fourth section was aimed to introduce activities for practising vocabulary in the classroom. The final fifth section of the teaching vocabulary chapter dealt with the possible ways of vocabulary testing. The second main chapter of the theory explored different learning styles that appear in heterogeneous classes. As a questionnaire based on the VAK model was used in the classroom investigation, this chapter dealt with this classification predominantly. The third main chapter of the theoretical part described the strategies for differentiation inside English language classes necessary for organisation and planning. The theoretical part became the source of information important for the following practical part of the thesis.

The second part of the final thesis concentrated on the research. First off all, the aim of the action research was established, which was to find out optimal activities for vocabulary teaching in order to meet different learning styles of learners in the particular group. On the basis of the pupils experience with the learning new English vocabulary items and the subsequent identification of their individual learning styles, the main part of the research followed. During the part oriented to teaching vocabulary, the attention focused on the particular vocabulary lists in a textbook and the correlation between the pupils learning styles and the techniques and activities used for vocabulary presentation, practice and testing.

According to the theory and the research outcomes, fourteen or fifteen years old learners possess various styles of thinking and learning. Some are auditory types, some visual types; others can be kinaesthetic or tactile types. Some learners prefer working with others, with a partner or in a small group. Others enjoy working individually. This means that one particular teaching style cannot meet learners' needs. Therefore, teachers should apply various types of activities either for presentation, practice or testing vocabulary in order to activate different pupils' thinking ways. Moreover, the research outcomes show that after identification of the individual learning styles of the learners, the teaching/learning process can be improved and better planned.

To conclude, the thesis dealt with many various areas of vocabulary teaching and that is why the outcomes are extensive. Therefore, it can be recommended to concentrate the next study only on one aspect of vocabulary teaching or on deeper analyses of pupils individual learning styles.

12. RESUMÉ

Diplomová práce nazvaná *Výuka slovní zásoby s přihlédnutím na rozdílné styly učení žáků (Teaching Vocabulary to Learners with Different Learning Styles)* se zabývá procesy výuky anglické slovní zásoby. V teoretické části jsou mapovány techniky prezentování, procvičování a testování slovní zásoby vhodné pro žáky druhého stupně základní školy a jejich rozdílné styly učení. V praktické části bylo ověřit korelaci těchto technik s individuálními styly učení žáků pomocí dotazníků, obsahové analýzy plánů na hodiny a reflektivního deníku učitele, a v neposlední řadě pomocí písemných testů žáků na danou slovní zásobu.

Na začátku teoretické části je slovní zásoba představena jako nedílná součást smysluplné komunikace v cizím jazyce. Aby byla cizojazyčná komunikace úspěšná, je třeba věnovat se tomuto jazykovému prostředku patřičně a systematicky v hodinách cizího jazyka, a též je důležité vést žáky k postupnému rozvíjení v této oblasti. O důležitosti slovní zásoby svědčí následující citát lingvisty Davida Wilkinsna, který říká: "Zatímco bez gramatiky se dá říci velmi málo, bez slovní zásoby se nedá říci nic."(Wilkins 1972, citován Thornbury 2002, 13)

Po úvodní kapitole o významu a důležitosti slovní zásoby následuje rozsáhlá kapitola o přístupech a technikách prezentování nové slovní zásoby. V prvním případě, je-li součástí plánu hodiny poslech či četba textu, je možné klíčovou slovní zásobu vysvětlit předem, aby se předešlo nedorozumění. V této fázi je však třeba zvážit množství klíčových slov a úroveň žáků. Jestli však žáky nejdříve seznámit s významem slova, či jeho pravopisnou podobou, závisí na zvolené technice prezentování. Znalost cizího slova znamená znalost nejen jeho tvaru, výslovnosti a překladu, nýbrž i jeho slovního spojení, gramatických znaků, formalit a původu. S počátečním výběrem slovní zásoby, která má být prezentována žákům, učitelé mají možnost použití buď tradičních technik, nebo mohou přistoupit k použití technik, které jsou postaveny na základě žákovy samostatnosti a zodpovědnosti za učení se cizímu jazyku. Tato kapitola popisuje výhody a nevýhody těchto prezentačních technik, které jsou dále podrobně zkoumány ve výzkumné části.

Následující část týkající se výuky slovní zásoby se zabývá získáváním slovní zásoby a jejím ukládáním do paměti. Aby mohla být slovní zásoba zapamatována, je nutné pochopit její princip ukládání do paměti. Na začátku jsou slovíčka uložena v

krátkodobé paměti po dobu několika minut, poněvadž je tato paměť kapacitně limitována. Aby však mohla být uložena v dlouhodobé paměti, stávají se předmětem zkoumání v paměti operativní. Kapacita operativní paměti je umožněna tzv. artikulační smyčkou, která neustálým opakováním udržuje krátkodobou paměť obnovenou. V této operativní paměti probíhají procesy jako je dedukce, osvojování a chápání. Postupně jsou nová slovní spojení zapamatována a uložena na základě předešlých zkušeností a znalostí žáka do spleťtého systému dlouhodobé paměti.

Aby nebyla slovní zásoba zapomenuta, je třeba ji náležitě procvičit a přezkoušet. Následující dvě kapitoly, které navazují na předešlou kapitolu o zapamatování, jsou zaměřeny na stručný výčet a popis aktivit pro procvičování a testování receptivní či produktivní slovní zásoby. Pro zjištění efektivnosti procesu výuky slovní zásoby slouží učitelům i žákům písemné a ústní zkoušení. Procvičování a zkoušení, dvě hlavní části procesu výuky, jsou nedílnou součástí opakovacího cyklu a poskytují učiteli i žákům cennou zpětnou vazbu.

Další rozsáhlá kapitola teoretické části vymezuje individuální styly učení jako jeden z mnoha vnitřních faktorů ovlivňující žákovu schopnost učit se. Mnoho odborníků se zabývá různými styly a typy učení, ale pro tuto práci byl vybrán model VAK, který se opírá o podstatu získávání nových informací skrze tři základní smyslové receptory – oči, uši a hmat. Jedná se tedy o učební styl vizuální, auditivní a kinestetický či taktilní. Základním principem pro výuku žáků preferujících získávání nových informací skrze zrak je používání vizuálních pomůcek, a to proto, že tito žáci rádi informace vidí a čtou. Mají též sklony k individuální práci. Auditivní žáci na druhou stranu rádi pracují ve skupinách a nové informace převážně získávají prostřednictvím sluchu. Třetí skupinu tvoří žáci kinestetičtí a taktilní, kteří mají potřebu být fyzicky zahrnuti do procesu učení. V této teoretické části je taktéž stručně zmíněno rozdělení na žáky s typem učení analytickým či serialistickým, a typem syntetickým či taktéž zvaným holistickým. V každém případě učební styl se vyvíjí z vrozeného základu a úzce souvisí se stylem kognitivním. Jak se člověk postupem času vyvíjí a přetváří získanými zkušenostmi a vzděláním, vyvíjí se i jeho učební styl. Pro učitele je tedy důležité znát individuální styly učení svých žáků, jelikož tato znalost může napomoci k plánování smysluplných a efektivních hodin. Takže čím více se učitel věnuje rozdílným učebním stylům svých žáků, tím více se žáci cítí spokojeni a motivováni jako jednotlivci i jako skupina.

Poslední kapitola zmíněné teoretické části je věnována stručnému popisu individualizace a diferenciaci uvnitř třídy. Jelikož je každý žák jedinečný, je na učiteli, aby vytvořil optimální podmínky pro výuku tak, aby vyhovovala většině. Je mnoho způsobů jak využít diferenciované učení v rámci cizojazyčné hodiny. Učitelé mohou využít diferenciaci různě obtížným textem, diferenciaci zadaným úkolem či rozdílným výsledkem. Další možnosti diferenciaci se naskytují v rámci přídatné podpory, skupinové práce, zájmu žáků a v neposlední řadě využití rozmanité škály aktivit. Na závěr je nutné podotknout, že jakákoliv podoba diferenciaci napomáhá učiteli v organizování a plánování hodin, které jsou zaměřeny na rozvíjení autonomie žáků.

Druhou část diplomové práce tvoří část praktická. Celá tato část je založena na akčním výzkumu, který byl proveden s osmnácti žáky deváté třídy na Základní škole v Pardubicích. Celý výzkum se odehrával v rozmezí šesti měsíců a zahrnoval několik fází. V úvodní fázi výzkumu byl stanoven cíl: na základě definovaných učebních stylů žáků optimalizovat procesy výuky anglické slovní zásoby. Druhotným cílem bylo seznámit žáky s problematikou individuálních stylů, jež by mohlo být pro ně přínosné v budoucím studiu. Všechny výstupy a data této praktické části byly nashromážděny pomocí tří různých dotazníků, formálních příprav na hodiny a jejich následná reflexe ve formě deníku, a v neposlední řadě pomocí testů připravených pro kontrolu znalosti dané slovní zásoby.

První krok výzkumu bylo zjistit dosavadní zkušenosti žáků s učením se anglické slovní zásoby pomocí osobně navrženého dotazníku v českém jazyce. Výsledky ukázaly, že slovní zásoba je brána jako jedna z nejdůležitějších součástí anglického jazyka. Navíc, i když je anglický jazyk chápán jako obtížný předmět, mnoho žáků využívá tento jazyk jako dorozumivací prostředek. Druhá fáze výzkumu byla zaměřena na zjištění individuálních stylů žáků pomocí dotazníku *Učební styl – percepční preference* prezentován v "*Reflective Teaching in Second Language Classroom*" napsán autory Richard a Lockhart (1994, 75-77). Výsledky dotazníku potvrdily rozmanitost stylů v heterogenní třídě a též byly prokázány nepatrné rozdíly mezi pohlavími. Výsledkem tohoto dotazníku byly klíčové informace, důležité pro následný postup výzkumu. V následující fázi byli žáci rozděleni do tří skupin, na základě jejich výsledků v předchozím dotazníku, na žáky učící se převážně vizuálním přístupem, žáky auditivní a třetí skupinu tvořili kinesteticky či taktile zaměřeni žáci. Každá skupina měla za úkol

prostudovat charakteristiky a strategie učení stylu svého a následně dalších dvou stylů. Tato diskuze byla vytvořena pro vlastní sebereflexi žáků. Hlavním bodem celého výzkumu byla následující kapitola popisující výuku slovní zásoby v dané skupině žáků. Tato kapitola je rozdělena do tří částí na základě tří lekcí v učebnici Project 3 od autora Toma Hutchinsona. Každá lekce je uvedena seznamem slovíček z pracovního sešitu pro danou lekci a cílem lekce. Následuje podrobná analýza technik a aktivit použitých pro prezentaci a procvičování nové slovní zásoby. U každé aktivity je přidána informace o stylu učení, který byl použit. Závěrem každé lekce je popis, vyhodnocení a analýza testů navržených pro danou slovní zásobu. Poslední fází akčního výzkumu byl dotazník zjišťující zpětnou vazbu žáků na uskutečněnou výuku slovní zásoby. Tento dotazník byl též navržen tak, aby žáci reflektovali na svůj vlastní styl při učení se slovní zásobě.

Závěrem je třeba podotknout, že výzkum splnil svá očekávání. Jeho prostřednictvím bylo možné seznámit se s individualitou žáků daného věku, a ověřit si odlišnosti v učebních stylech a strategiích těchto žáků. Jelikož je každý žák jedinečný svým postupem při učení se, je tedy na učiteli, aby vyhověl jejich individualitě prostřednictvím různých technik a strategií pro prezentování, procvičování a testování slovní zásoby. I když jsou výsledky výzkumu platné pouze pro konkrétní skupinu žáků, získané informace mohou být inspirující pro ostatní pedagogy zabývající se tímto tématem.

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14. APPENDIX

Appendix 1 – Lesson plan, Reflective journal (samples)

Appendix 2 – Questionnaire 1 (sample)

Appendix 3 – Questionnaire 2 (sample)

Appendix 4 A – Discussion (Kinaesthetic group); the pupils' answers

Appendix 4 B – Discussion (Visual group); the pupils' answers

Appendix 4 C – Discussion (Auditory group); the pupils' answers

Appendix 5 – The textbook Project 3 by Tom Hutchinson (cover)

Appendix 6 A – Unit 5 A; Student's Book, Workbook (pages)

Appendix 6 B – Supplemented material (samples)

Appendix 6 C – Test 1

Appendix 7 A – Unit 5 C; Student's Book, Workbook (pages)

Appendix 7 B – Supplemented material (samples)

Appendix 7 C – Test 2

Appendix 8 A – Unit 5 D; Student's Book, Workbook (pages)

Appendix 8 B – Supplemented material (samples)

Appendix 8 C – Test 3

Appendix 9 – Questionnaire 3 (sample)

Appendix 1 - Lesson plan

Lesson plan

CLASS: A.B

DATE: 8.2.

TIME: 8⁰⁰ - 8⁴⁵

OVERALL AIM: Pupils will be presented with new vocabulary of directions and locations through a listening task and a follow-up activity.

Activity	Materials and aids	Interaction patterns	Objectives
Unit 5 C p. 50-51 Lead in: - short questions about how to use for direction - name places on the map	Blackboard	T → P ₅	motivating involvement into the topic
ex. 1 & 2 Listening part: a) Where do they want to go? b) Follow the routes on the map c) Check the routes by retelling on map/film form	Textbook + radio	T → P ₅	listening comprehension
Follow up: ex. 6) Working with maps match images to phrases	Textbook maps blackboard	S → S individual	vocabulary focus
picture description three or four + already known vocabulary + some new vocabulary	Blackboard paper		vocabulary grammar and listening comprehension
<u>Homework:</u> Write a short description of your own city map. In five points by tomorrow			

Appendix 1 - Reflective journal

Reflective diary

DATE: 8.2.

1. Which technique were used for:

Presenting new vocabulary? ^{+ blackboard} visual techniques (blackboard) = for directions + locations
cashpoint / cash machine (kind in part) = form to meaning + visualisation (board)
a roundabout = pre-learning, aimed for understanding the text (written on the board)
on the corner + in the corner = verbal techniques (board)
circulation = go along + go ahead / forward / go ahead on
Practicing new vocabulary? pre-learning to form (board) go up/down = wrong / heard
peer learning = opposite of
- making pictures to words go along = example sentences
- picture circulation

Testing new vocabulary?

2. Did the particular technique help pupils to understand?

not all pictures offered by the blackboard were clear to understand the phrase
all the techniques were accompanied with the written version on the blackboard.

3. Which learning style benefited from the particular technique?

(drawing)
Visual - visual techniques, pre-learning, form to meaning, verbal techniques,
example sentences

Auditory - peer learning, circulation + meaning to form, example sentences

Kinaesthetic following = drawing, arrows + writing phrases (2 pupils)
picture circulation?

4. Other comments:

Picture circulation was used to practice familiar words with new vocabulary,
pupils enjoyed this activity. For motor Ss I prepared a board.
2 girls at the board were discussing the procedure.
Listening part (c) = most accepted happily. :)

Appendix 2 – Questionnaire 1

DOTAZNÍK: DOSAVADNÍ ZKUŠENOSTI ŽÁKŮ V OBLASTI SLOVNÍ ZÁSObY

Sestavila Jaroslava Jansová

Jméno (iniciály) K.D. Věk 15 Třída 9.B ~~chlapec~~/dívka (hodící se zaškrtni)

Jak dlouho se učíš Anglický jazyk? 6 let

Instrukce: Anglický jazyk je světový jazyk sloužící k dorozumívání lidí na celém světě. Ale to už asi víš. Víš ale, jak se naučit anglicky, aby jsi s těmito lidmi mohl/a komunikovat? K tomu ti beze sporu pomůže patřičná slovní zásoba. Jaké máš zkušenosti s výukou slovní zásoby? Jak se učíš slovíčka? Jak si je pamatuješ?

Tento dotazník byl navržen, aby ti pomohl najít odpovědi na tyto otázky a zároveň pomohl vylepšit výuku slovní zásoby. Přečti si pečlivě každou otázku a odpovídej na každou z nich pravdivě, protože jen tak bude mít tento dotazník smysl.

DĚKUJI ZA ODPOVĚDI!

1. "Zatímco bez gramatiky se dá říci velmi málo, bez slovní zásoby se nedá říci nic." -
David Wilkins, britský lingvista.

S touto citací souhlasím/nesouhlasím. (Hodící se podtrhni)

Proč ano/ne? Proč je to pravda :)

2. Která oblast v angličtině je pro tebe nejobtížnější?

(Seřaď dle obtížnosti. 1 = nejvíce; 8 = nejméně)

<u>4</u> výslovnost	<u>4</u> poslech
<u>2</u> pravopis	<u>8</u> čtení
<u>4</u> slovní zásoba	<u>6</u> mluvení
<u>4</u> gramatika	<u>8</u> psaní

3. Vyber alespoň 3 oblasti, které jsou pro tebe nejdůležitější. (Hodící se zaškrtni)

<input checked="" type="checkbox"/> výslovnost	<input type="checkbox"/> poslech
<input type="checkbox"/> pravopis	<input checked="" type="checkbox"/> čtení
<input checked="" type="checkbox"/> slovní zásoba	<input checked="" type="checkbox"/> mluvení
<input type="checkbox"/> gramatika	<input type="checkbox"/> psaní

4. Když v hodině nerozumíš slovíčku, co uděláš? (Hodící se zaškrtni)

hádám sám
 vyhledám ve slovníku
 vyhledám v učebnici
 zeptám se spolužáka
 zeptám se učitele
 nic
Jiné: _____

5. Zajímalo tě při učení nového slovíčka následující? (Hodící se zaškrtni)

význam slova v českém jazyce
 výslovnost
 postavení ve větě
 písemná forma a jiné tvary
 jeho synonyma/antonyma
 slovní druh
 nejčastější slovní spojení
Jiné: _____

6. Co ti pomáhá nebo pomáhalo při zapamatování nových slovíček v hodině?

(Hodící se zaškrtni)

- ústní opakování
- písemné opakování
- použití ve větě
- hry
- poslechy z učebnice
- poslechy písniček
- čtení textů
- mluvení (např. rozhovory ve dvojicích, názory)

Jiné: _____

7. Kde se setkáváš s angličtinou mimo třídu?

v rodině, chodíváme na "kouřek", doma (sleduji seriály, filmy
v AJ, poslouchám písničky atd.)

* s tulkama :)

8. Jaké je tvé nejoblíbenější slovo v angličtině?

nevím, třeba donuts, I swear, ...

Appendix 3 - Questionnaire 2

DOTAZNÍK: UČEBNÍ STYL – PERCEPČNÍ PREFERENCE

Jméno (iniciály) LD Třída 23 Věk 13

Národnost Čech Rodný jazyk česky

Chlapec/Dívka (hodící se zaškrtni) Jak dlouho studuješ Anglický jazyk? 4. ročník

Instrukce: Lidé se učí mnoha způsoby. Někteří lidé se například učí převážně zrakem (vizuálně) nebo sluchem (auditivně); jiní dávají přednost učení se vlastní zkušeností a/nebo praktickými úkoly (kinesteticky nebo taktilně); jiní lidé se lépe učí samostatně, zatímco jiní dávají přednost práci ve skupině.

Tento dotazník byl navržen, aby ti pomohl najít způsob(y) učení, který ti nejlépe vyhovuje – způsob(y), který upřednostňuješ.

Přečti si jednotlivé tvrzení na následující straně. Prosím odpověď na každé z nich tak JAK SE VZTAHUJÍ NA TVOJE STUDIUM ANGLICKÉHO JAZYKA. Rozhodni se, zda-li souhlasíš nebo nesouhlasíš s jednotlivými tvrzeními. Například, pokud velmi souhlasíš, označ:

	VS	velmi souhlasím
	S	souhlasím
	?	nevím
	N	nesouhlasím
	VN	velmi nesouhlasím

Prosím odpověď na každé tvrzení rychle bez příliš dlouhého přemýšlení. Snaž se neměnit své odpovědi poté, co jsi je už jednou odpověděl. Prosím pro odpovědi použij pero.

(otoč na další stránku)

Kopírování se povoluje se souhlasem profesora Joy Reid, Universita Wyoming.

Kopírováno z RICHARDS, J.C. - LOCKHART, C. *Reflective Teaching in Second Language Classroom*. Focus on the learner. Str.: 75-77. Cambridge: CUP, 1996. ISBN 0 521 458 03 X

(vlastní překlad)

VS	velmi souhlasím
S	souhlasím
?	nevím
N	nesouhlasím
VN	velmi nesouhlasím

VS	S	?	N	VN	
	X				1. Rozumím lépe, když učitel sdělí instrukce ústně.
			X		2. Dávám přednost výuce, při které mohu něco vytvářet.
		X			3. Aktivněji pracuji při práci s ostatními žáky.
			X		4. Více se naučím při práci ve skupině.
			X		5. V hodinách se nejlépe učím, když pracuji s ostatními.
VS	S	?	N	VN	
	X				6. Naučím se více čtením toho, co učitel napíše na tabuli.
			X		7. Když mi někdo v hodinách řekne, jak mám postupovat, naučím se to lépe.
		X			8. Lépe se naučím látku, kterou si mohu vyzkoušet.
				X	9. Pamatuji si více učivo, které jsem slyšel/a v hodině než učivo, které jsem četl/a.
	X				10. Přečtené instrukce si pamatuji lépe.
VS	S	?	N	VN	
				X	11. Látku se lépe naučím, pokud si k ní mohu vytvořit patřičný model.
X					12. Rozumím lépe přečteným instrukcím.
	X				13. Více si pamatuji při samostatném studiu.
			X		14. Naučím se více při vyrábění něčeho pro třídní projekt.
			X		15. Baví mě výuka v hodině pomocí experimentování.
VS	S	?	N	VN	
		X			16. Naučím se více, pokud si látku mohu znázornit kresbou.
		X			17. V hodinách se naučím více, když učitel vykládá.
	X				18. Když pracuji samostatně, více se naučím.
		X			19. V hodinách lépe porozumím látce, při účasti „role-play“.
			X		20. V hodinách se více naučím při poslechu druhých.
VS	S	?	N	VN	
			X		21. Baví mě pracovat na úkolech s 2 až 3 spolužáky.
			X		22. Když něco tvořím rukama, lépe si pak pamatuji, co jsem se při tom naučil.
			X		23. Raději pracuji s ostatními.
	X				24. Naučím se více čtením, než posloucháním učiva.
		X			25. Rád/a pracuji na třídních projektech.
VS	S	?	N	VN	
			X		26. Nejlépe se v hodinách učím, když se mohu přímo účastnit aktivit.
	X				27. V hodinách se mi lépe pracuje, když pracuji samostatně.
X					28. Upřednostňuji práci na projektech samostatně.
	X				29. Naučím se více čtením z učebnice než posloucháním výkladu.
	X				30. Upřednostňuji samostatnou práci.

Instrukce

Ke každé kategorii stylu učení je v tomto dotazníku 5 otázek. Otázky jsou níže uskupeny podle daného stylu učení. Každá otázka, kterou zodpovíš má určitý počet bodů:

VS	S	Nevím	N	VN
5	4	3	2	1

Doplň u každé odpovědi prázdná políčka odpovídajícím počtem bodů. Například, pokud jsi odpověděl *velmi souhlasím* (VS) u otázky č. 6 (kategorie vizuální), napiš 5 bodů (VS) do pole vedle otázky č. 6.

Vizuální
6 - 5

Dopiš všechny body u ostatních otázek v kategorii Vizuální. Sečti tyto body. SOUČET vynásob dvěma a výsledek napiš do pole VÝSLEDEK.

Postupuj u ostatních kategorií stejně. Po dopsání hodnot, podívej se na žebříček výsledků dole na této stránce: pomůže ti ke zjištění tvého převažujícího stylu učení, tvého učebního stylu méně převažujícího, a ke zjištění stylů učení, které jsou nejslabší. V případě nutnosti, požádej o pomoc svého učitele.

VIZUÁLNÍ

6 - 5
10 - 2
12 - 2
24 - 1
29 - 4
SOUČET 24 x 2 = 48 (VÝSLEDEK)

TAKTILNÍ

11 - 1
14 - 2
16 - 3
22 - 2
25 - 3
SOUČET 11 x 2 = 22 (VÝSLEDEK)

AUDITIVNÍ

1 - 4
7 - 5
9 - 1
17 - 3
20 - 2
SOUČET 14 x 2 = 28 (VÝSLEDEK)

SKUPINOVÝ

3 - 3
4 - 2
5 - 2
21 - 3
23 - 2
SOUČET 12 x 2 = 24 (VÝSLEDEK)

KINESTETICKÝ

2 - 2
8 - 3
15 - 2
19 - 2
26 - 2
SOUČET 12 x 2 = 24 (VÝSLEDEK)

INDIVIDUÁLNÍ

13 - 4
18 - 4
27 - 1
28 - 3
30 - 4
SOUČET 24 x 2 = 48 (VÝSLEDEK)

Hlavní učební styl 38 – 50
Vedlejší učební styl 25 – 37
Neslabší učební styl 0 – 24

Appendix 4 A – Discussion of the kinaesthetic group

Když jsem měl, nějaké zážitky, ale skvělé si funkce volila sám.
Přitom jsem měl nějaký speciální způsob, že jsem měl věci
které jsem měl to být a já jsem to, takže
někdy jsem se opakoval a znovu jsem to.

✕

Už jsem mi tohle všechno všechno, chvilku si měřím
časem před tím než je něco vyřizovat a psát.

Dělejší jsem tohle všechno něco něco a všechno to má nějaké a nějaké se
ale všechno.

Nebo když jsem měl na nějaký nějaký nějaký způsob.

Pamatujete si co říkali na nějaký v nějakém.
Pamatujete si k filmu

Pro všechny jsou jen věci, například.
~~nebo~~ si nějaké něco bylo něco absolutně nevyhovující.

Appendix 4 B – Discussion of the visual group

VISUÁLNÍ TYP UČENÍ

- popis - učíme se to toho co vidíme nebo čteme
- nemáme rádi učení ve skupině
 - rádi se představujeme a snažíme se to zapamatovat
 - rádi pro kreslení

co pomáhá k učení - podtrhávání

- náčrtky
 - popisování vlastními slovy
 - dělat si tabulky
 - popisky
 - přepisování do PC
 - psaní symbolů, obrázků a grafů
- zatím si poznámky helpáme na nástěnky/flipchart

AUDITORY LEARNING STYLE

náhradní metody - využívají náhradních nástrojů NE, ANO

- diktování NE
 - musím mít něco slyšet NE
 - náhradní nástroje NE
 - opakování toho, co jsem slyšel ANO
- opakování materiálů
- využívají poznámkový materiál
- opakování materiálů
- NIC
- když je to něco opakovat
- opakování materiálů
- ~~opakování~~ přelínat se na nás sedět, až na to

KINAESTHETIC LEARNING STYLE

Trnava

- nesedi ko na mē

- je lepší, když si to zkusíš, než když jen přečteš teorii...
třeba máš nějaký důst, protože nemáš věchy na vyvolání /
formulí, :) v tomto způsobu učení je lepší teorie
- mám rád techniku, mám se se modelů a mám rád když
mám jak věci fungují
- bych rád měl na mě něco významné
- například na přípravě ko vzájemně svých zbylo si ko normou, například,
můž se učet teorii, ~~ale~~ ale má jing ko na má masech

Appendix 4 C – Discussion of the auditory group

- 1) NO
- 2) YES
- 3) USING RECORDER
- 4) NOTHING
- 5) MAYBE
- 6) -11-
- 7) LIKE 3)

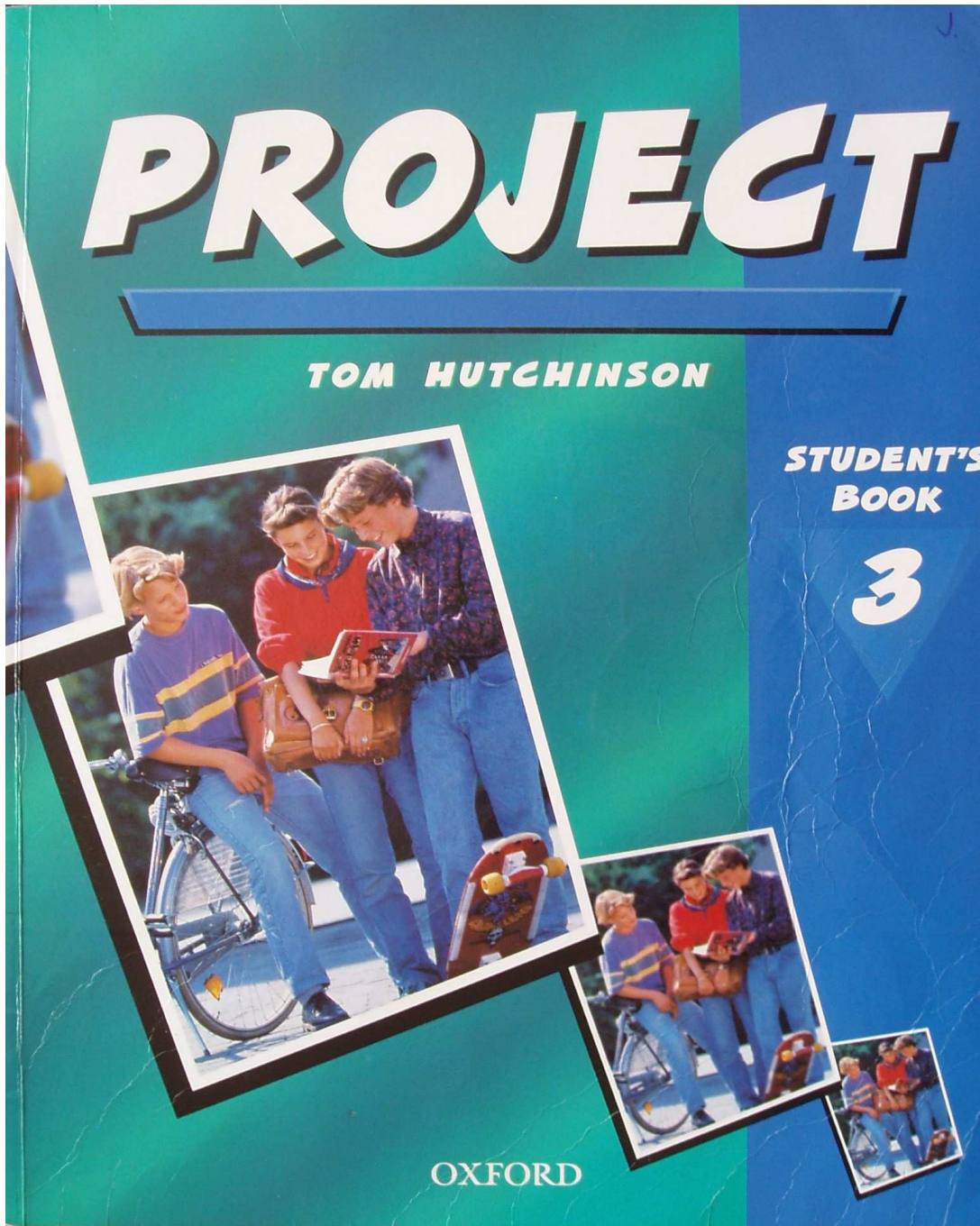
PSYCHIC

- 1) NO
- 2) SOMETIMES
- 3) THE FLASHCARDS, BUT WE USE THEM :X
- 4) _____
- 5) _____
- 6) MAYBE YES
- 7) THE FLASHCARDS, BUT WE WILL USE THEM :!
I HAVE TO WRITE THAT WE'RE NOT USING FLASHCARDS AND YOU'LL THINK THAT WE'RE WRITING TESTS WITHOUT FLASHCARDS

VISUAL

- 1) YES
- 2) YES
- 3) WE USE THEM ALL
- 4) ~~NO~~ NO
- 5) YES
- 6) YES, THEY HELP US
- 7) WE WILL USE THEM ALL

Appendix 5 – Project 3



PROJECT

Project is a five-level English course which starts from beginner level and is based on the principle of creating interest in young minds through motivating topics which bring English to life.

Its key features are:

- A grammar-based, analytical approach which encourages students to think for themselves within a supportive framework.
- Language presented in stimulating, realistic contexts reflecting the real-life situations in which students will want to use their English.
- Integrated skills development from the start of the course.
- Cross-curricular project work which encourages students to communicate in English about their own lives and experiences.
- A strong cultural element throughout the course on life in Britain and other English-speaking countries.
- An emphasis on learner independence through the Student's Book *Progress diary* and Workbook *Progress check*.
- Songs, puzzles and games for lively language practice.

Each level of *Project* consists of a Student's Book, Workbook, Class Cassettes and Teacher's Book (includes tests).

Tom Hutchinson is the author of *Project English*, *Hotline* and *Lifelines*, successful English language courses for teenagers and young adults.

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Appendix 6A – Unit 5A

5 LONDON

A SIGHTSEEING

Language in use

1 a Vicky wrote an article for the school magazine. Look at the photographs. Do you know any of the places?

Our trip to London

Last month I went to London for the weekend with my parents. On Saturday we went on a sightseeing tour. I really wanted to go shopping in Oxford Street, but Dad said 'You can go shopping when you're at home.' Hub, parents! Actually, the tour was very interesting. We saw lots of famous places. Here are some of them.

1 This is Nelson's Column. It's in the middle of Trafalgar Square. There are some fountains and statues in the square, too - and lots of pigeons. I fell in one of the fountains! It was so embarrassing!



2 This is the Tower of London. It's nearly a thousand years old. A lot of people lost their heads here. You can see the Crown Jewels here.



3 This is Buckingham Palace. The Queen lives here.



4 In this photo I'm standing on Westminster Bridge. Behind me you can see Big Ben and the Houses of Parliament. The real name for this building is the Palace of Westminster.



5 After the tour I wanted to go to the shops, but I couldn't because we went to the theatre. We saw 'Saturday Night Fever'. It was a great show. It was at the London Palladium. In this photo I'm standing in front of the theatre.



6 On Sunday we went on a boat on the River Thames to Greenwich. We went to the Millennium Dome and then we had lunch in Greenwich Park. On Sunday afternoon we came home. We never got to the shops. Ah well, maybe next time.



GRAMMAR

Practice

4 Put in **the** where necessary.

<p>A</p> <p>Big Ben</p> <p>the Millennium Dome</p> <p>Nelson's Column</p> <p>pigeons</p> <p>the Prime Minister</p> <p>Saturday Night Fever</p> <p>the Queen</p> <p>boats</p> <p>the Crown Jewels</p> <p>shops</p>	<p>B</p> <p>Trafalgar Square</p> <p>10 Downing Street</p> <p>the Houses of Parliament</p> <p>the Tower of London</p> <p>Oxford Street</p> <p>Buckingham Palace</p> <p>Greenwich</p> <p>the River Thames</p> <p>the London Palladium</p>
--	--

5 a  These people went to London. Listen. What did they do? Match the activities to the people.

<p>1  feed the pigeons</p> <p>2  go to a pop concert</p> <p>3  have lunch</p> <p>4  see the Prime Minister</p> <p>5  watch a show</p> <p>6  see a space rocket</p> <p>7  go on a boat</p> <p>8  go shopping</p>	<p>9  feed the pigeons</p> <p>10  go to a pop concert</p> <p>11  have lunch</p> <p>12  see the Prime Minister</p> <p>13  watch a show</p> <p>14  see a space rocket</p> <p>15  go on a boat</p> <p>16  go shopping</p>	<p>b Listen again. Where did they do the things?</p> <p>c Now write what the people did and where.</p> <p><i>Example</i></p> <p>1 They went shopping in Oxford Street.</p>
---	--	--

STUDY SKILLS

Exceptions to a rule

For most things in a language there are rules. We know whether something is correct or not.

Example

We say: Buckingham Palace ✓
 We don't say: The Buckingham Palace ✗

But sometimes things don't follow the rule.

Example

We say: The Millennium Dome ✓
 We don't say: Millennium Dome ✗

When you meet exceptions, note them in your vocabulary book and learn them as separate things.

Grammar

- Articles
- Present continuous for future arrangements
- Giving directions

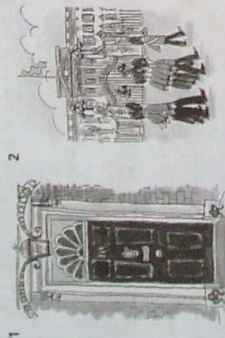
Unit 5

5 LONDON

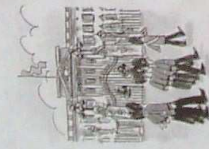
GRAMMAR

1 Famous places 5.1

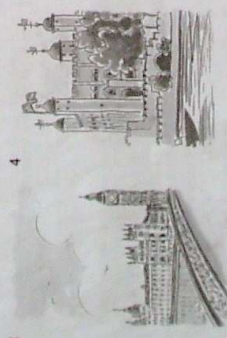
a Write the names of the places.



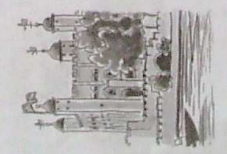
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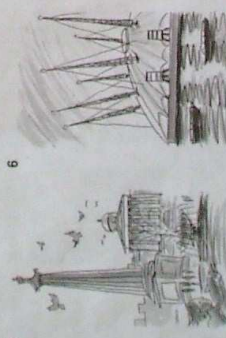
10 Downing Street



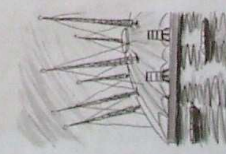
4



3



5



6

b Write the numbers of the pictures in the boxes.

- a You can see the Crown Jewels here.
- b This opened in the year 2000. It's near Greenwich.
- c This is the Prime Minister's address.
- d Big Ben is part of this building.
- e The Queen lives here.
- f There are fountains, lions and pigeons here.

2 the 5.1

Delete **the** where necessary.

From: dannyboy@email.com
Subject: Your phone call

Hi Pedro
I'm sorry I wasn't at **the** home yesterday when you phoned. We went away for **the** weekend. When I came **the** home from **the** school on Friday I got changed and then we went to **the** station and got **the** train to **the** London. We had a lot of **the** fun. From our hotel we could see **the** Houses of Parliament on **the** other side of **the** river Thames.

We did lots of **the** things. On Saturday morning we went to **the** shops and then in **the** afternoon we did some sightseeing. We saw **the** Nelson's Column. It's in **the** middle of **the** Trafalgar Square. Then we went to see **the** Buckingham Palace and **the** Downing Street. My mum took my photo in **the** front of **the** Big Ben. Guess what. While were crossing **the** street near **the** Westminster Bridge we saw **the** Prime Minister. In **the** evening we went to **the** theatre and saw a show. Then on Sunday we went to **the** Tower of London. It's **the** oldest building in **the** City of London. After **the** lunch I wanted to go to **the** Hyde Park but we didn't have time. So we went to **the** Paddington Station and got **the** train back to **the** Oxford.

Unit 5

3 A puzzle

a Look at the clues and complete the crossword.

Clues

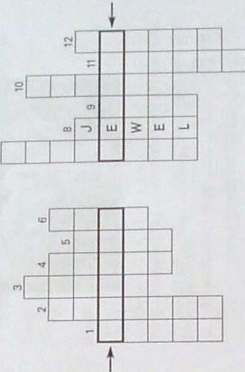
- 1 Vicky went to see a show called Saturday Night _____.
- 2 She went to London with her _____.
- 3 A lot of people lost their _____ at the tower of London.
- 4 _____
- 5 _____
- 6 Vicky hopes she can go shopping the _____ time she goes to London.



11



12



b The letters in the boxes between the arrows are the anagram of a famous place in London. What is it?

The place is: _____

4 Prepositions 4.5

a Put in **in, on, at or to**.

- My name's Geri. I live ¹ _____ Lancaster, a small town ² _____ the north of England. I live ³ _____ number 65 Baker Street and I go ⁴ _____ Central High School. It's ⁵ _____ Preston Road. That's ⁶ _____ the other side of town, so I go ⁷ _____ the bus. A lot of visitors come ⁸ _____ Lancaster, because it's got a lot of old buildings. You can see an exhibition about the town ⁹ _____ the museum ¹⁰ _____ Market Square.
- What can you do ¹¹ _____ Lancaster? You can go ¹² _____ the shops ¹³ _____ the town centre. You can go ¹⁴ _____ the cinema. You can see a play ¹⁵ _____ the Grand Theatre, and ¹⁶ _____ the summer there are plays ¹⁷ _____ the park, too. At the weekend there are

lots of boats ¹⁸ _____ the river. We often stand ¹⁹ _____ the bridge and watch them.

b Write about your town.

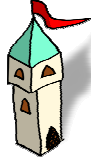
My name's _____, I live _____, a _____ of _____ the _____ number _____ and I go _____ School. It's _____ What can you do _____ You can _____

Appendix 6B – Supplemented material

Pictures for presenting meaning



crown jewel



tower



fountain



pigeon

Reading task

Vicky's trip to London *last month*

1. Vicky went to London ~~for the weekend~~ *last month*.....(when).
2. Vicky wanted to go *shopping*.....(what) in Oxford ~~to see~~ *to see*.....(where).

1. There is Nelson's *Column*..... in the middle of Trafalgar *Square*.....
2. The ~~Tower~~..... of London is ~~thousand~~..... years old.
3. The Queen lives in Buckingham *palace*.....
4. The real name for the Houses of ~~parliament~~..... is the *Palace*..... of Westminster.
5. The ~~Prime Minister~~..... lives in Downing Street at number *10*.....
6. The ~~show~~.... 'Saturday Night Fever' was at the London Palladium.
7. The ~~River Thames~~.... is near Greenwich.

Sentence completion

The City

The Millenium Dome is a very unusual _____ that looks like a big tent.

The royal _____, armour and weapons are placed in the Tower of London.

Trafalgar _____ is full of _____ and there are also two _____ full of water.

A large and magnificent Buckingham _____ was built in 1703.

The House of Commons, the House of Lords, and Big Ben are all parts of the Houses of _____.

The British _____ lives in a closed street called No 10 Downing _____.

The most famous London places of interest may be seen safely and comfortably from a _____ bus tour.

The Lord Nelson's _____ is at the top of the column in the middle of Trafalgar Square.

There are many _____ in London's West End.

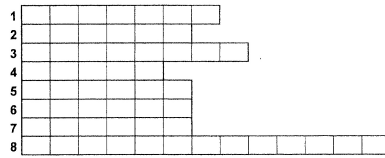
The _____ of London used to be a prison, where many people lost their heads.



1. pigeons
2. theatres
3. Palace
4. statue
5. Square
6. sight-seeing
7. Prime Minister
8. Parliament
9. Street
10. building
11. fountains
12. crown jewels
13. Tower

Crossword

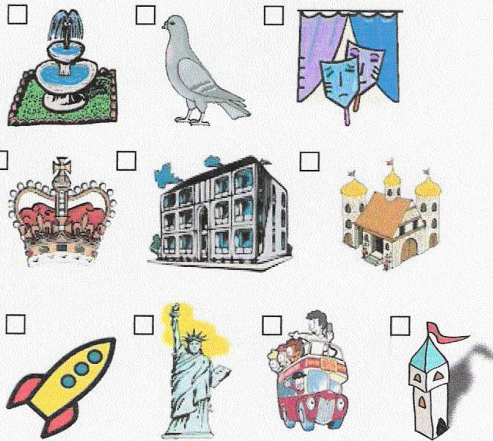
Places in town - crossword



1. A building where theatrical performances or motion-picture shows can be presented.
2. A sculpture representing a human or animal.
3. A structure from which an artificially produced jet of water arises.
4. A structure taller than its diameter; can stand alone or be attached to a larger building.
5. A wild and domesticated bird having a heavy body and short legs.
6. An open area at the meeting of two or more streets.
7. An official residence of a highly situated person in society.
8. The person who holds the position of head of state in England.

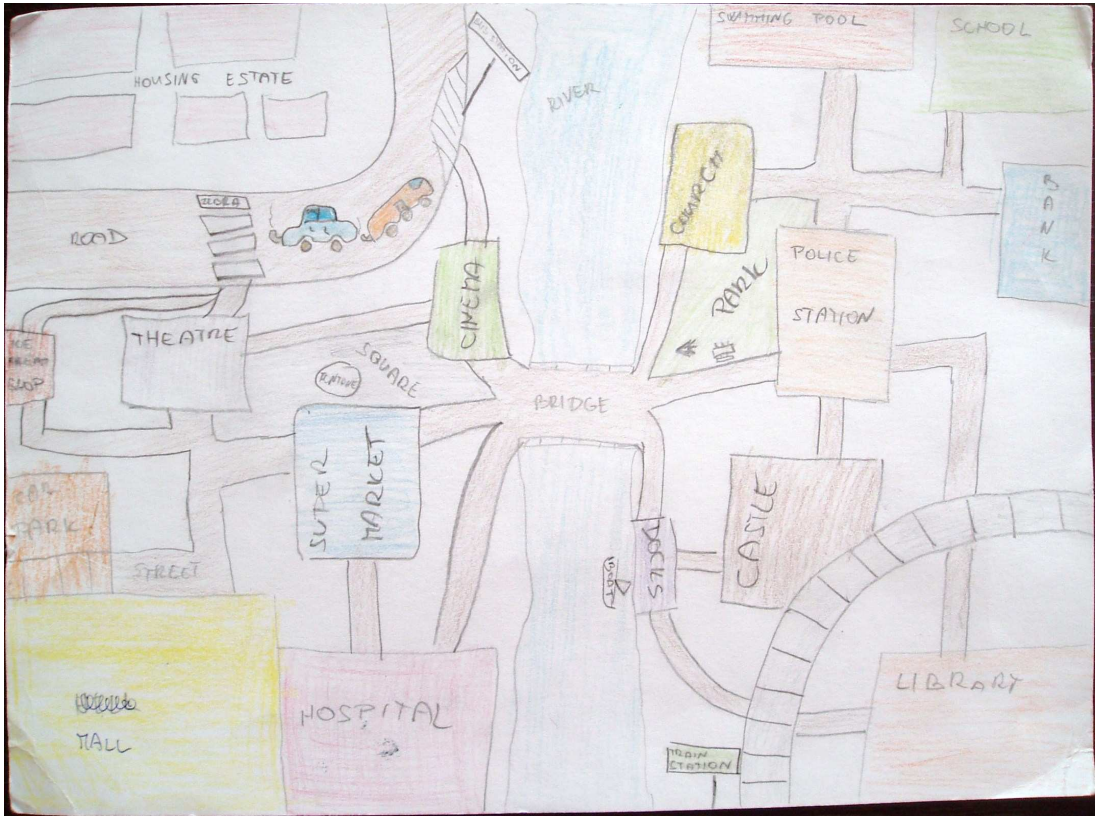
Matching

1. Match pictures to the words.



- | |
|--------------------|
| 1. Building |
| 2. Crown |
| 3. Fountain |
| 4. Palace |
| 5. Pigeon |
| 6. Sightseeing bus |
| 7. Space rocket |
| 8. Statue |
| 9. Theatre |
| 10. Tower |

Homework

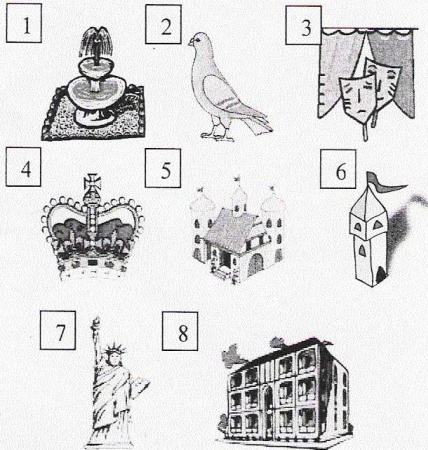


Appendix 6C – Test 1

Blankova

Unit 5 London
A: Sightseeing

1. Name these words.



- | | |
|----|----------------------------|
| 1. | fountain ✓ |
| 2. | pigeon ✓ |
| 3. | class theatre ✓ |
| 4. | castle crown ✓ |
| 5. | castle ✓ |
| 6. | tower ✓ |
| 7. | statue ✓ |
| 8. | building ✓ |

8

2. Choose the correct word.

- The Millennium Dome is a very unusual _____ that looks like a big tent.
a) bliuding b) biuding **c) building**
- The royal _____, armour and weapons are placed in the Tower of London.
a) jewels b) jawels c) juwels
- Trafalgar Square is full of _____ and there are also two large fountains full of water.
a) pidgeons **b) pigeons** c) pigens
- The Lord Nelson's _____ is at the top of the column in the middle of Trafalgar Square.
a) statue b) stetue c) stratue

4

3. Write correct words to these definitions from a dictionary.

- A building where theatrical performances or motion-picture shows can be presented.
theatre
- A structure from which an artificially produced jet of water arises.
fountain
- A structure taller than its diameter; can stand alone or be attached to a larger building.
tower
- An open area at the meeting of two or more streets.
SQUARE

4

4. Write other 8 places in a town that are *not mentioned* in this test.

school, mosque, church, cinema, shop, bridge, park, train station, bus stop, fire station, hospital, police station, university, roads, ~~road~~ block of flats


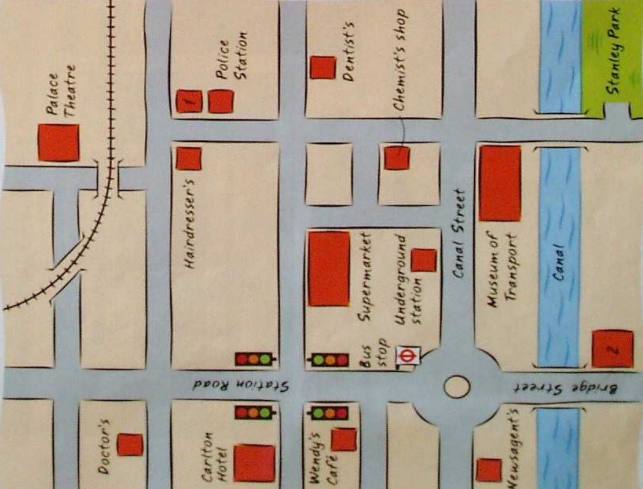
8

24

ASKING THE WAY

Language in use

1 a Look at the picture. What do you think the people are doing?
b Look at the map. Find the Carlton Hotel.

2 a Some people are in front of the hotel. They're asking for directions. Look at the conversations. Where do they want to go?
b Read and listen to the conversations. Label the places on the map.

1 **Man** Excuse me. Is there a bank near here?
Woman Go along here. There's a supermarket on the right. Go past the supermarket and take the first turning on the left. There's a bank on the right. It's on the corner next to the police station.
Man Go past the supermarket and turn left?
Woman Yes, and the bank is in that street.
Man Thanks, that's great.

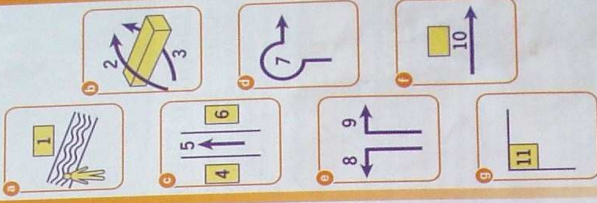
2 **Woman** Excuse me. How do I get to the nearest post office, please?
Man It's on the other side of the canal. Turn right at the traffic lights, then go along that road till you come to a roundabout. Go round the roundabout and over a bridge over the canal. The post office is on the left.
Woman So that's turn right at the traffic lights, then round the roundabout and over the canal?
Man Yes, that's it.
Woman Thanks a lot.

3 a Follow the routes on the map.
b Work with a partner. Read the conversations.

GRAMMAR

WORKING WITH WORDS

6 Find words in the conversations to match the diagrams.



7 Work in pairs. You're at the bus stop in Station Road. Make new conversations to get to these places on the map.

- Wendy's cafe
- the police station
- the post office
- Stanley Park
- a supermarket

What's the rule?

Definite and indefinite articles

4 a Singular nouns must normally have a definite article (the) or an indefinite article (a or an). Find all the examples of articles in the conversations from 2b.

b Look at these rules. First complete the example sentences with the correct articles, then complete the rules with these words: **the** (definite article) **a/an** (indefinite article)

1 We use _____:
• after *There's...* / *Is there?*
Example *Is there _____ bank near here?*
There's _____ supermarket on the right.
• when we mention something for the first time.
Example *Then go along that road till you come to _____ roundabout.*

2 We use _____:
• when we mention something again.
Example *Then go along that road till you come to _____ roundabout.*
Go round _____ roundabout.
• with superlatives and ordinal numbers.
Examples *How do I get to _____ nearest post office, please?*
And take _____ first turning on the left.
• when there is only one possibility.
Example *It's on the corner next to _____ police station.*
(Most towns or districts only have one police station.)

Practice

5 These people are in front of the Palace Theatre. Complete their conversation. Put in **a/an**, **the** or no article.

Woman Excuse me. Is there _____ underground station near here?
Man Yes, _____ nearest station is in _____ Canal Street opposite _____ Museum of Transport. Go under this railway bridge and turn _____ left. Then take _____ first turning on _____ right. There's _____ hairdresser's on _____ corner. Go along that street until you see _____ chemist's shop on _____ right. Go past _____ chemist's shop and turn _____ right. _____ underground station is on _____ right.

1 Giving directions

Match the expressions to the diagrams.

- Take the second turning on the right.
- It's on the left.
- It's on the right.
- Go over the bridge.
- Go under the bridge.
- It's on the other side of the river.

- Go round the roundabout.
- It's opposite the station.
- It's on the corner.
- Go past the bus stop.
- Go along this street till you come to some traffic lights.
- Take the first turning on the left.

2 Articles 5.3

a Look at the map in exercise 3. Complete these dialogues with **a** or **the**.

- 1 The people are at the station.
- Excuse me. How do I get to ¹ library, please?
 - Go down here till you come to ² roundabout. Turn left at ³ roundabout, then take ⁴ second turning on ⁵ right. That's Park Street. There's ⁶ corner. Go down there and you'll see ⁷ library on ⁸ left.
 - Thank you.

2 The people are at the traffic lights.

- Excuse me. Is there ¹⁰ newsagent's near here, please?
- Go ¹¹ nearest newsagent's is near until you see ¹² bus station. Go straight down here ¹³ railway bridge.
- At ¹⁴ newsagent's is just in front of ¹⁵ bridge. It's next to ¹⁶ cafe.
- Thank you.

b Draw the routes on the map.

Thank you.

3 Asking the way

Look at the map and complete the dialogues.

1 Excuse me. Is there ¹ _____ me. How ⁴ _____ please?
 Yes. Go along here. Take the first turning on the right, and it's on the right next to a bookshop.
 2 _____

3 Excuse me. How do I get to the HSBC Bank, please? and take _____ Then go along _____ there till ⁸ _____ turn _____ The ¹⁰ _____
 Go ⁶ _____
 Yes. There's one in Sun Street.
 Go ¹² _____

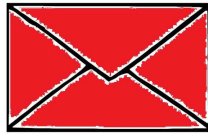
4 Excuse me. Is there a chemist's near here, please?
 Yes. There's one in Sun Street.
 Go ¹² _____

Appendix 7B – Supplemented material

Pictures of buildings in town



bank



post office



supermarket



chemist's

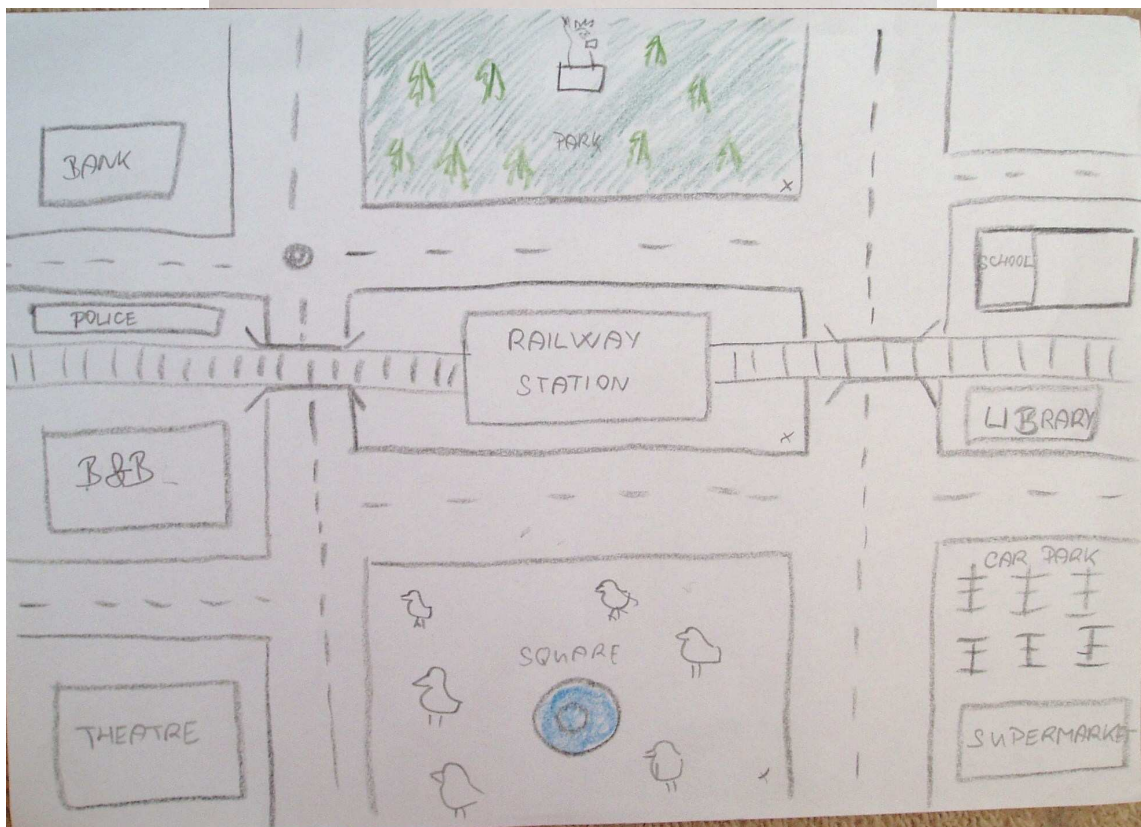
Homework 1

There's the main road in the middle of town. There are a lot of turnings. Under the main road is a long river. On the 1st side of the river is the centre of the town. There's a school and a small library and a large hospital with carpark. On the right side of the main road. On the left side is a shop center with another carpark. There's a cinema, a theatre and fast food with bar on the other side of the carpark. On the 2nd side of the river are lots of flats and small houses. In the end of the town is a large lake.

Perfect! J.

Picture dictation

1. There is a railway station in the middle of the town map. The railway line goes from the left side to the right side **in the middle of** the town.
2. There is a park **opposite** the station **at the top of** the map. There is a statue in the middle of it.
3. There is a square **on the other side** of the station. There are many pigeons and one large fountain.
4. There is a supermarket **on the right side** of the square. There is also a parking lot.
5. There is a B&B and a theatre on the other side of the square. The theatre is **on the corner** of the map.
6. There are two railway bridges in the town. Both on each side of the station.
7. The library is **near** the right bridge on the same side as the car park and the shop. There is a school on the other side of this bridge.
8. The left railway bridge is **near** the B&B on the map, but the police station is on the opposite side of the line.



Homework 2

Task: Write 2 or 3 sentences to answer your friend's question.

Can you email me directions from the bus stop or the station to your house? Thanks, and see you on Saturday.

yes, I help you.

Ⓢ Cross the ~~st~~ road and turn left. Go along and cross the road. Turn right and go past ~~the~~ notice board and turn left.

Go past ~~the~~ block of flats. ~~at the top~~

On the corner turn right. Go along as far as my door ~~is~~ number 121.

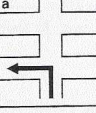

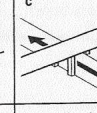
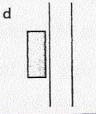
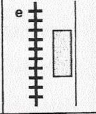
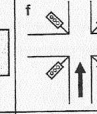
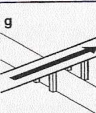
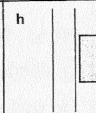

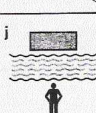
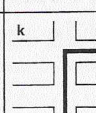
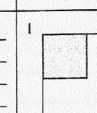
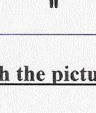
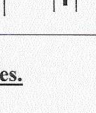
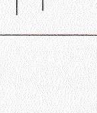
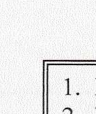
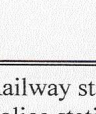
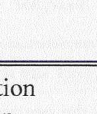
My ~~flat~~ flat is number 2. You can't miss it.
See you Saturday, Raiza

Appendix 7C – Test 2

Dulavõikavõ 9. B


Unit 5 C
Asking the way

1. Match the expressions to the diagrams.


Go round the roundabout. i				Take the second turning on the right. k
It's opposite the station. e				It's on the left. d
It's on the corner. l				It's on the right. v
Go past the bus stop. b				Go over the bridge. g
Go along this street till you come to some traffic lights. f				Go under the bridge. c
Take the first turning on the left. a				It's on the other side of the river. j

2. Connect the words with the pictures.

BANK

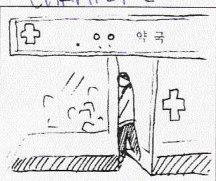


HAIRDRESSER'S




1. Railway station
2. Police station
3. Chemist's
4. Hairdresser's
5. Post office
6. Supermarket
7. Bank
8. Underground station


CHEMIST'S



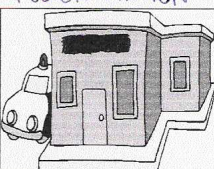
POST OFFICE



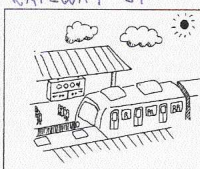
SUPERMARKET



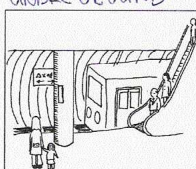
POLICE STATION



RAILWAY ST.



UNDERGROUND



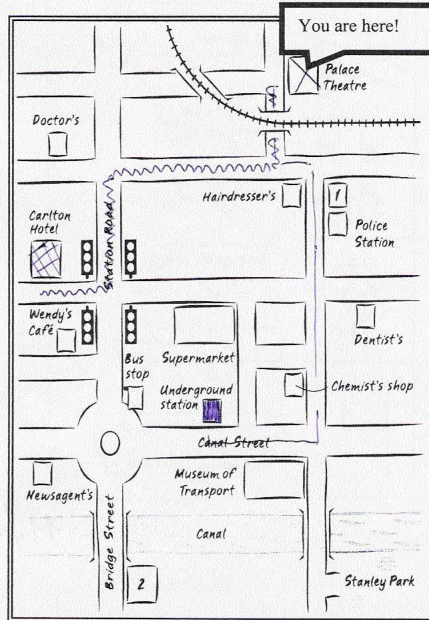
11p.

8p.

Unit 5 C
Asking the way

3. You are standing in front of the Palace Theatre. Follow the route on the map.

- a) Where do you GO? Write the place into the text.
b) Put in a/an, the or no article.



A: Excuse me. Is there a Underground St. near here?

B: Yes. the nearest station is in Canal Street opposite the Museum of Transport. Go under this railway bridge and turn left. Then take the first turning on the right. There's a hairdresser's on the corner. Go along that street until you see a chemist's shop on the right. Go past the chemist's shop and turn right. The Underground St. is on the right.

13p.

c) Look at the map and correct the directions.

A: Excuse me. How do I get to the nearest hotel, please?

B: Go under this railway bridge and take the first turning on the right. Then take the first turning on the left. Go along Station Road till you come to the traffic lights. Turn ^{right} left at the traffic lights. The hotel is on your ^{right} left.

A: Thanks a lot.

B: You can't miss it.

2p.

Total 34p.

1

D LONDON'S BURNING!

Reading

- 1 a Look at the text and the pictures. What is the text about?
 b What do the pictures show?



The Great Fire of London

The old city of London was very different from today's city. It had narrow, crooked streets and most of the buildings were made of wood. It was a dirty and dangerous city, too. People threw all their rubbish into the streets, and there were rats everywhere. However, in 1666 everything changed.

- 2 a The paragraphs of the text are in the wrong order. Read the paragraphs and number them in the correct order.
 b Listen. Check the order.

- c How did you work out the order? What words helped you?

- 3 Read the text again. What does it say about these things?

- rubbish
- bricks
- bread
- St Paul's Cathedral
- the wind
- the Monument
- six people

1 The fire burned for four days and it destroyed most of the city. Amazingly, only six people died, but almost everyone lost their home. The people of London had to build a new city.

2 Soon several streets were on fire. Some people tried to save their houses, but it was no good. The fire was too strong, so they grabbed their children, money and clothes and they ran. The streets were full of people, horses and carts, as everyone tried to escape from the fire.

3 They decided to build a better, more modern city with wide, straight streets. It was cleaner and safer, but the people didn't want another fire, so all the buildings were made of bricks or stone, not wood. Sir Christopher Wren built a new St Paul's Cathedral. Everyone agreed that it was more beautiful than the old cathedral.

4 The assistant, however, fell asleep, and when he woke up at about two o'clock in the morning, the bakery was on fire. From the bakery the fire spread to the next house and then the next. A strong wind was blowing from the river and it blew the fire from house to house. After a hot, dry summer the buildings caught fire very easily, and in the narrow streets the fire spread quickly.

5 Today near London Bridge you can see the Monument to the Great Fire of London. It's thirty-three metres high, because it's thirty-three metres from the bakery in Pudding Lane where the fire started.

6 In the evening of 2 September, 1666, Thomas Farynor, a baker, was in his bakery in Pudding Lane near London Bridge. He was making some bread, and then he put the loaves of bread into the oven and after them went to bed, while his assistant looked after them.

WORKING WITH WORDS

Adjectives and comparatives

- 4 a Find the opposites of these words in the text.
- | | |
|----------|------|
| wide | wet |
| straight | same |
| clean | weak |
| new | safe |
| cold | ugly |

- b What do the opposites describe in the text?

Example

The old city had narrow streets.

- c Find the comparatives of these words in the text. How do we make comparatives?

- | | |
|-------|-----------|
| clean | beautiful |
| safe | good |

- d Compare the old city of London and the new city.

Example

The new city had wider streets than the old city. The old city had narrower streets than the new city.

Listening

- 5 a Listen. What are the students doing? Where are they?

- b Listen again. Which of these things do the people mention?

Speaker:	1	2	3	4
London Bridge				
St Paul's Cathedral				
the Monument				
the fire brigade				
Pudding Lane				
Wren				
Sir Christopher Wren				
London's Burning				

- c Listen again. What do they say about the things?

SKILLS

Improve your writing

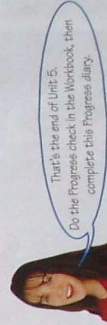
Using pronouns and possessive adjectives

- 6 a Look at this part of the story and answer these questions about the highlighted words.
- Which person or thing do the words refer to?
 - Say if each word is a pronoun or a possessive adjective.
 - Why do we use these words?

In the evening of 2 September, 1666 (Thomas Farynor) a baker, was in his bakery in Pudding Lane near London Bridge. He was making some bread. He put the loaves of bread into the oven and then he went to bed, while his assistant looked after them.

- b Re-write this paragraph. Replace the highlighted words and expressions.

Last month, Vicky went to London with Vicky's parents. Vicky and her parents had a great time. Vicky and her parents stayed at The Lancaster Hotel. The Lancaster Hotel was very good. The Lancaster Hotel was near Oxford Street. Vicky wanted to go to all the big shops but Vicky's dad wanted to go on a sightseeing tour. Vicky had Vicky's camera and Vicky took lots of photographs. On Sunday Vicky and her parents went to Greenwich by boat. Vicky and her parents got on the boat at Westminster Bridge and the boat took Vicky and her parents down the river to Greenwich.



That's the end of Unit 5. Do the Progress check in the Workbook, then complete this Progress diary.

PROGRESS DIARY

How well do you think you know this unit?



SKILLS

1 Opposites



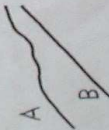
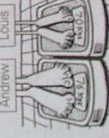
Find the opposites in the box. Write them in the table.

old	short	open	difficult	new	ugly
west	safe	wide	large	interesting	straight
weak	only	clean	thin	slow	heavy
				expensive	wrong

- | | | |
|--------------|-----------|----------|
| 1 hot | cold | 11 small |
| 2 dry | 12 thick | |
| 3 long | 13 closed | |
| 4 narrow | 14 good | |
| 5 dirty | 15 fast | |
| 6 strong | 16 light | |
| 7 beautiful | 17 right | |
| 8 crooked | 18 boring | |
| 9 old | 19 cheap | |
| 10 dangerous | 20 easy | |

2 Comparatives

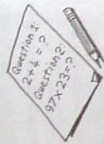
Compare the things. Use the adjective in brackets.

- 1 (fast)  A plane is **faster than** a car.
- 2 (wide)  The river is **wider than** the channel.
- 3 (straight)  Line A is **straighter than** line B.
- 4 (heavy)  Andrew's box is **heavier than** Louis's box.

5 (big)



6 (difficult)



3 London

a Read the text. Connect the names in the boxes to the correct numbers on the map.

b Write these things in the boxes.

- | | |
|----------------------|---|
| houses and stations | banks and offices |
| government buildings | shops, theatres, hotels and restaurants |
| flats and offices | |

London is the capital of the United Kingdom and it is one of the largest cities in Europe. About 7 million people live there. That's 13 per cent of Britain's population.

London is really three cities -- the City of London, the City of Westminster and the City of Southwark (pronounced 'sawsk'). At one time, they were three separate cities with farms and fields between them, but now they are parts of one big city.

The oldest part is the City of London. People just call it 'The City'. Thousands of people work here during the day, but only a few hundred people actually live here, because almost all of the buildings are banks or offices. At one time, St Paul's Cathedral was the tallest building in the City, but today it looks small among all the modern skyscrapers.

The City of Westminster is the government centre. The Houses of Parliament, 10 Downing Street, Buckingham Palace and all the government buildings are here.

The City of Southwark is on the other side of the river. It's one of the poorest parts of London. There are lots of houses here and one of London's biggest stations -- Waterloo.

To the north of Westminster is the West End. All the big shops, theatres, restaurants and expensive hotels are here. Oxford Street is in the West End.

Originally, London was a port and there were large docks east of the City. But modern ships are very big and they can't come up the River Thames to London, so in the 1860s the docks closed down. The old building became flats and offices. At one time, this was the poorest part of London, but now Docklands is a very fashionable place to live. The Millennium Dome is near Docklands.

Unit 5



Writing 5.8, 5.9

Replace the words in bold with personal pronouns or possessive adjectives.

- It was Edward's birthday, but **Edward** wasn't happy. Edward spent the day at the library and then, **Edward** went home. When **Edward** opened the door, **Edward** got a big surprise. All **Edward's** friends were there. "Surprise!" **Edward's** friends shouted and then **Edward's** friends all gave **Edward** a big birthday present. So it was a good birthday after all.
- Edward's** parents didn't say anything, and there were no cards or presents for **Edward**. After breakfast **Edward** went out. **Edward** met **Edward's** neighbour, Suzie. **Suzie** was cleaning **Suzie's** parents' car. **Suzie** said "Hi, but **Suzie** didn't say anything else. Then Mike and Ken walked past. **Mike and Ken** were taking **Mike and Ken's** dog for a walk, but **Mike and Ken** didn't say anything either."

Progress sheet 5, page 70

Appendix 8 B – Supplemented material

Vocabulary dictation

The Great Fire of London



The old city of London was very different from today's city. It had narrow, crooked streets and most of the buildings were made of wood. It was a dirty and dangerous city, too. People threw all their rubbish into the streets, and there were rats everywhere. However, in 1666 everything changed.

In the evening of 2 September 1666, Thomas Farynor, a baker, was in his bakery in Pudding Lane near London Bridge. He was making some bread. He put loaves of bread into the ovens and then he went to bed, while his assistant looked after them.

The assistant however fell asleep, and when he woke up at two o'clock in the morning, the bakery was on fire. From the bakery the fire spread to the next house and then to the next. A strong wind was blowing from the river and it spread the fire from house to house. After a hot, dry summer the buildings caught fire very easily, and in the narrow streets the fire spread quickly.

Soon several streets were on fire. Some people tried to save their houses, but it was no good. The fire was too strong, so they grabbed their children, money and clothes and they ran. The streets were full of people, horses and carts, as everyone tried to escape from the fire.

The fire burned for four days and it destroyed most of the city. Amazingly, only six people died, but almost everyone lost their home. The people of London had to build a new City.

They decide to build a better, more modern city with wide, straight streets. It was cleaner and safer, too. The people didn't want another fire, so all the buildings were made of bricks or stone, not wood. Sir Christopher Wren built a new St. Paul's Cathedral. Everyone agreed that it was more beautiful than the old cathedral.

Today near London Bridge you can see the Monument to the Great Fire of London. It's thirty-three metres high, because it's thirty-three metres from the bakery in Pudding Lane where the fire started.

Appendix 8 C – Test 3

Unit 5 D
Vocabulary test

1. Match picture to words in the table.

1. BAKER
2. BAKERY
3. BRICK
4. CART
5. LOAF
6. OVEN
7. RAT
8. RUBBISH
9. STONE
10. WOOD

2. Odd one out. One word in each line is different. Tick it.

1. different crooked dangerous ^{NOUN} buildings clean → ADJECTIVES
2. rats fire ^{ADJECTIVE} strong wind cart → NOUNS
3. escape spread catch ^{NOUN} leaf build → VERB

3. Write comparatives and superlatives to the adjectives below.

ADJECTIVE	COMPARATIVE	SUPERLATIVE
wide	wider	the widest
clean	cleaner	the cleanest
dangerous	more dangerous	the most dangerous
old	older	the oldest
safe	safer	the safest
beautiful	more beautiful	the most beautiful

4. Mark at least four Nouns, four Adjectives and four Verbs in the following text. Write N, A or V above the words.

The old ^N city of London had ^V narrow, ^A crooked streets and most of the ^N buildings were made of ^N wood. It was a ^A dirty and ^A dangerous city, too. People ^V threw all their ^N rubbish into the streets, and there were ^V rats ^N everywhere.

Dubrovnik

1

Total
/37

Appendix 9 – Questionnaire 3

DOTAZNÍK: REFLEXE ŽÁKŮ

Sestavila Jaroslava Jansová

Jméno (iniciály) L.H. Třída 9 B ~~chlapec~~ dívka (Nehodící se škrtně)

Milí žáku,

předkládám ti dotazník svého výzkumu. Během posledních tří měsíců jsi se značnou mírou podílel/a na zlepšení výuky slovní zásoby. Bez tvé účasti by tento výzkum nemohl být uskutečněn. Tvoje osobní názory v tomto dotazníku mohou ovlivnit výuku slovní zásoby tak, aby lépe vyhovovala potřebám a představám žáků. Prosím tě tedy o pravdivé a upřímné odpovědi k následujícím bodům.

Děkuji za tvé odpovědi a přeji ti hodně úspěchů v tvém studiu anglického jazyka.

1. Bvila tě výuka slovní zásoby? (Hodící se zakroužkuj)

Ano Ne Nevím

2. Byla výuka podle tebe přínosná? (Hodící se zakroužkuj)

Ano Ne Nevím

3. Prezentování nových slovíček pomocí:

a) obrázků/náčrtů v učebnici či kreslené učitelem bylo:

zajímavé normální nepřínosné nevím jiné?.....

b) přímým překladem učitele či spolužáka bylo:

pozitivní normální nepřínosné nevím jiné?.....

c) samostatného hádání z kontextu bez použití slovníku bylo:

zajímavé normální nezajímavé nevím jiné?.....

d) tvoření myšlenkové mapy k danému slovu bylo:

vyhovující normální nevyhovující nevím jiné?.....

4. Procvičování nových slovíček pomocí:

a) písemného či ústního pojmenování obrázků bylo:

pozitivní normální nepřínosné nevím jiné?.....

b) doplňování křížovek bylo:

zajímavé normální nezajímavé nevím jiné?.....

c) doplňování slov do vět či textu bylo:

vyhovující normální nevyhovující nevím jiné?.....

d) vyjmenování co nejvíce slov s celou třídou bylo:

motivující normální nudné nevím jiné?.....

e) malování plánu města podle diktátu bylo:

zajímavé normální nezajímavé nevím jiné?.....

f) malování vlastního plánu města a jeho následné popisování bylo:

přínosné normální nevyhovující nevím jiné?.....

g) aktivity "Treasure Hunt" bylo:

zajímavé normální nevyhovující nevím jiné?.....

h) rozdělování slov do skupin podle slovního druhu bylo:

vyhovující normální nevyhovující nevím jiné?.....

i) ústního opakování s celou třídou bylo:

motivující normální nudné nevím jiné?.....

j) nasměrování spolužáka ve virtuálním městě bylo:

zajímavé normální nepřínosné nevím jiné?.....

k) psaní zprávy pro kamaráda, jak se dostane k tobě domů bylo:

přínosné normální nevyhovující nevím jiné? zajímavé!

l) psaní zprávy, co jsi viděl/a, slyšel/a či cítil/a při požáru Londýna bylo:

přínosné normální nevyhovující nevím jiné?.....

5. Změnil se tvůj postup učení slovíček poté, co jsi zjistil/a svůj styl učení? (1-2 věty)

Učit se umě a nejen v angličtině, i v jiných předmětech.

