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Faculty of Arts and Philosophy

Development of Vocabulary in English in Young Learners with Kinesthetic
Learning Style
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Z á s a d y p r o v y p r a c o v á n í :

Studentka se bude ve své bakalářské práci zabývat tématem rozvoje slovní zásoby v anglickém jazyce, a to specificky u žáků s kinestetickým učebním stylem na I. stupni ZŠ. V teoretické části vydefinuje základní pojmy, bude se zabývat problematikou kinestetického učebního stylu, rozvojem slovní zásoby v hodinách anglického jazyka a charakterizuje žáka mladšího školního věku. V praktické části pak navrhne aktivity, které přispívají k rozvoji slovní zásoby v anglickém jazyce a jsou zároveň zacíleny na žáky s kinestetickým učebním stylem.

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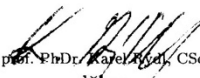
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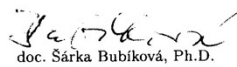
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ABSTRACT

This bachelor thesis is interested in the development of vocabulary of English language in young learners with kinesthetic learning style. The basic terms such as *young learners*, *vocabulary*, *learning style*, and *kinesthetic learning style* are defined. On the basis of the theoretical part, criteria for teaching vocabulary to young learners with kinesthetic learning style are created. According to these criteria, nine activities developing English vocabulary in kinesthetic young learners are suggested. They can be found in the appendices. In empirical part, it is described which criteria and how are fulfilled in every activity.

KEYWORDS

Young learners, vocabulary, learning styles, kinesthetic learning style

ABSTRAKT

Bakalářská práce se zabývá rozvojem slovní zásoby v anglickém jazyce, a to konkrétně u dětí mladšího školního věku s kinestetickým učebním stylem. V práci jsou vydefinovány základní pojmy jako *žák mladšího školního věku*, *slovní zásoba*, *styly učení* a *kinestetický styl učení*. Na základě teoretické části jsou v praktické části navržena kritéria, které by aktivity pro žáky mladšího školního věku s kinestetickým typem učení měly splňovat. Zároveň jsou podle těchto kritérií navrženy aktivity, které odpovídají zaměření bakalářské práce. V praktické části je pak vysvětleno, která kritéria a jak každá aktivita splňuje.

KLÍČOVÁ SLOVA

Žák mladšího školního věku, slovní zásoba, styly učení, kinestetický učební styl

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INTRODUCTION

Every person is different and thus might do everything in a slightly distinctive way. Learning is one of the aspects which is individual to everyone, and individual needs make teaching uneasy for teachers. However, it is possible to find something in common for some people if we group them according to particular criteria. One of the criteria might be age because one age group might have some characteristics in common. Another criterion for grouping might be people's learning styles – the way they learn. The aim of this bachelor thesis is to suggest requirements according to which activities for teaching vocabulary to young learners with kinesthetic learning style should be structured and to suggest some activities which follow these criteria.

At first, this bachelor thesis describes young learners. It defines the term *young learners* and outlines their needs. Mostly, the attention is paid to the needs which are connected to learning. However, there is an individual chapter devoted to the need to move, as young learners and kinesthetic learners in general have this need in common even though they have different reasons for this need. A chapter about how to teach young learners English is also included.

At second, this thesis explains what is considered to be vocabulary and how to teach it. Subchapters which talk about what it means to know a word and how many words should be taught at once are included. This bachelor thesis also shows different ways to teach and introduce new English vocabulary to a class and suggests possible teaching aids that can be used for teaching new words. The thesis also presents what makes vocabulary difficult to be learned.

Subsequently, the definition of learning styles and their different types are given, particular attention is paid to kinesthetic learning which is the most important learning style for this bachelor thesis. Ways to teach kinesthetic learners, what they need in order to successfully learn English and suggested teaching aids helping them to learn English can also be found here.

Finally, requirements were created based on the research conducted in the theoretical part using the qualitative method. According to these criteria, activities developing vocabulary in young learners with kinesthetic learning style were suggested and can be found in the appendices section. The criteria are to be found in the empirical part, as well as a description of which of the criteria were fulfilled in each of the activity and how

I. THEORETICAL PART

1 YOUNG LEARNERS

In order to successfully teach young learners, one needs to know who young learners are and what is the age group of young learners. This chapter characterizes young learners, describes their needs (especially the need to move) and their abilities. It suggests what they need in order for their learning to be fruitful.

1.1 Characteristics

In order to teach young learners successfully, knowing their needs and abilities is beneficial. It is also important to know which learners are considered young learners. In the Czech Republic, by the term young learner, it is understood a child who is attending the first five years of education in an elementary school (Langmeier, Langmeier and Krejčířová 1998, 82; Zitková 2014, 32).

When entering the primary education, young learners are expected to study and learn. However, the fact that children started going to school does not mean that they do not need to play anymore. For young learners, a game is necessary for healthy development. This is a fact Langmeier and Krejčířová (1998, 137) together with Fontana and Balcar (2003, 50) agree on. A definition of a game is given by Oxford Advanced Learner's Dictionary (2018), which describes a game as an activity done by children when they are pretending to be someone else or are playing with toys, and as "an activity or a sport with rules in which people or teams compete against each other." Burac (2013, 147) claims that the game comes from the need to move and helps children to relax and use their energy.

To conclude, young learners, are children at the primary level of education. A game is still essential for young learners' mental development.

1.2 The Need to Move

Every person has some needs – to name a few, it is the need to eat and to drink. If some of these needs are not fulfilled, it will affect person's behavior. The need to which this bachelor thesis pays attention is the need to move.

Kopřiva (2015, 191) claims that the need to move is one of the physiological (primary) needs. The fact that the children do not have enough physical activity might have a negative effect on the quality of their learning (Kopřiva 2015, 192). Haasová (1991, 77)

claims that sitting for a long time is very difficult for young learners and makes them restless. Hansen Čechová, Seifert and Vedralová (2001, 21) even state that more than a half of learners prefer moving to passively sitting when learning.

Small children have a lot of energy, and their physical efficiency is getting better. With that, their need to move grows. (Zitková 2014, 32) Consequently, pupils are more interested in moving activities (Langmeier and Krejčířová 1998, 117). Matějček (2011, 121) even asserts that the five years of primary education are a time of activities involving moving and Lee (1990, 6) claims that people will not acquire English unless they can move while learning it. Halliwell (1992, 68) suggests letting children move around from time to time as they might sit and be calm when the teacher needs them to. Langmeier and Krejčířová (1998, 117) believe that if children are interested in physical activities and they are being praised for their physical performance, it might positively affect their emotional stability and motivation. Kopriva (2015, 193) believes that if young learners are not allowed to move, they might become aggressive, irritable but also passive or apathetic. He also thinks that child's unfulfilled need for moving can cause discord between a child and an adult.

In conclusion, young learners' physical efficiency is getting better, and they start to be more interested in games involving movement. If children are limited in their need to move, they can be aggressive or apathetic. Also, without movement it is hard for them to acquire English.

1.3 How They Learn

Even though every young learner is different, it is possible to find some aspects most of them have in common, for instance, the way they acquire new information.

When entering the primary education, learners' memory is connected to perceiving (Čížková-Hlobilová 1999, 95). Subsequently, children keep developing new ways of learning, their memory is more stable, and they learn things by exploring them (Langmeier, Lengmeier and Krejčířová 1998, 83). Langmeier and Krejčířová (1998, 121) remark the ability of young learners to concentrate on more aspects of a subject matter at the same time and with the growing complexity of curriculum, children learn how to learn.

Zahálková (2011, 5), Larsen-Freeman (1986, 115) and Phillips (1993, 142-143) believe that when teaching English to children at the primary level, oral production (listening

and speaking) should be stressed. Writing activities should be avoided as young learners are not yet proficient in writing in their mother tongue (Phillips 1993, 7). Another reason for stressing listening and speaking when teaching English to young learners is that many children enjoy talking, as Halliwell (1992, 8-9) observes.

Vágnerová (2005b, 45) claims that anything that is familiar, new or often repeated catches young learners' attention. However, they are not able to keep the attention for long (Čížková-Hlobilová, 1999, 95). Phillips (1993, 142-143) suggests that the younger the child is, the shorter the attention span is. As every child is different, it is difficult to state the exact time for which young learners are able to pay attention, and many authors do not mention how long should an activity take in order for the learners to pay attention. One of the authors who gives a specific time is Shin (2006, 4), who recommends spending ten minutes on one activity when teaching young learners and not to make it longer than fifteen minutes. To keep young learners interested, Phillips (1993, 142-143) recommends including some calm and quiet activities as well as some rousing ones which can be done in pairs, groups or involve the whole class in every lesson.

To conclude, young learners are usually able to concentrate on more than one aspect at a time. However, they are not able to pay attention for a long time. It is recommended that when teaching pupils English at the primary level of education, activities should not be longer than fifteen minutes. Also, it is suggested to only use activities developing listening and speaking when teaching children English.

1.4 How to Teach Young Learners

Most of the pupils in the age group of young learners have something in common, and that is the way they need to be taught. When teaching young learners, their needs and abilities should be known, especially the ones connected to learning. When it is known what helps children to acquire English, it might be easier for the teacher to teach them the language and for the learners to learn it.

Activities prepared for young learners should be simple (Phillips 1993, 7) so they can understand what the teacher expects them to do (Lewis and Bedson 1996, 6). To make sure the learners know what they are supposed to do, they can be listening to oral instructions while also seeing a demonstration of what they are supposed to do (Scott and Ytreberg 1991, 5). For instance, there can be two pupils doing the activity while the rest of the class is watching the pair (Phillips 1993, 9).

The task should challenge the learners but at the same time be within their abilities (Phillips 1993, 7). During the task, children should not only repeat set phrases but should be encouraged to use language creatively (Halliwell 1992, 4), for example creating their own sentences.

Activities beneficial for young learners are those that involve coloring, total physical response (see subchapter 2.3.1) games and songs with some action (Phillips 1993, 7). Another reason for involving action songs and songs in general in the lesson is that young learners like rhythm in connection with movement (Zahálková 2001, 5). Songs involving some action are Hockey Pockey, One Little Finger, Head and Shoulders, to name a few. When involving listening activities, Phillips (1993, 17) marks that they should be a little above the learners' level and it is good to use pictures, body language or miming to help pupils to understand what is being said.

1.5 Didactic Game

The process of learning English should be enjoyable because casual and pleasant atmosphere helps language learning (Lee 1990, 1). If learners enjoy an activity, they will learn the language better (Scott and Ytreberg 1991, 6). Furthermore, they will have a feeling that they have achieved something and might be motivated to learn more. (Phillips 1993, 8; Nováková 2014, 44)

One of the ways to make acquiring English fun might be to involve a game in teaching English. A definition of a game was given before; however, it was not mentioned in the context of teaching young learners but as an essential aspect of children's mental development. When a game is used in teaching with the aim of purposely developing cognitive processes, it is called a didactic game (Sochorová, 2011). Burac (2013, 147) adds that not only cognitive processes should be developed through the game, but it should also complete "the objectives of physical, intellectual, moral and tactical training of the child". It is based on solving a problem which is presented as a game (Nováková 2014, 44). Most didactic games should have a didactic aim, clearly defined rules and a content (Sochorová, 2011).

Now, that it is known what a didactic game is, it can be proceeded to why to include it in teaching young learners. Lewis and Bedson (1999, 5) believe that a game is natural and essential when growing up and not incorporating it in learning does not help children to explore their environment and thus make sense of the world they live in (Halliwell 1992,

7). Zahálková (2001, 5) agrees with Lewis and Bedson (1999, 5) that a game is natural at this age and suggests that it can help to motivate the children and make conveying information as well as practicing subject matter easier. Zahálková (2001, 5) also recommends involving a game when teaching young learners English. Another reason to include games in teaching, except for making learning English easier for young learners, is according to Zahálková (2001, 5) that children learn to follow the rules and they train their willpower. Burac (2013, 147) and Zahálková (2001, 5) suggest that a game might help children to interact better even if they are shy.

To sum up, learning English should be enjoyable for the learners. A game might be used to achieve a positive atmosphere, which is vital for learning English. It might make acquiring English easier for the learners and help even children who are shy to interact.

2 VOCABULARY

Vocabulary is an integral part of English language teaching and learning. Knowing vocabulary might be considered more useful than knowing grammar, as it is possible to convey more information through vocabulary than through grammar. This chapter gives a definition of what vocabulary is and talks about what it means to know a word. Furthermore, there are suggestions about how many words should be taught at once and different ways to present new vocabulary are described.

2.1 What Vocabulary Is

According to Oxford Advanced Learner's Dictionary (2018), vocabulary means “all the words in a particular language.” Council of Europe (2001, 109-110) is more specific and claims that the knowledge of vocabulary is a communicative language competence (particularly a lexical linguistic competence) and it is composed of grammatical and lexical elements. Grammatical elements are words belonging to the closed word classes, in English these words are articles, prepositions, particles and conjunctions (Council of Europe 2001, 111), to name a few.

Lexical elements consist of fixed expressions created by more than one word but are learned as a whole, such as greetings and proverbs, compound prepositions (for example *in front of*) and fixed collocations (*to make a mistake*). Another type of lexical elements is composed of only one word belonging to one of the open word class; therefore, it is either a noun, adjective, verb or an adverb. (Council of Europe 2001, 110-111)

2.2 How Many Words to Teach at Once

When teaching vocabulary, it is essential to decide how many new words¹ will be taught in one lesson, or rather how many words are young learners able to learn in one lesson.

The number of new expressions depends on many factors. Thornbury (2002, 75-76) takes into consideration the level of English of the learners (whether they are beginners or advanced), the difficulty of the items to be presented regarding pronunciation or meaning (abstract or specific). He also contemplates how easy explaining or demonstrating the words is and whether the teacher wants the learner to use these expressions actively (thus learn for production) or passively (thus learn for recognition).

¹ Not to repeat the word *vocabulary*, the words and *expressions* are used in this bachelor thesis as synonyms for the word *vocabulary*.

As every learner is different, it is difficult to state a number suitable for everyone. Gairns and Redman (1986, 66) suggest presenting eight new words to elementary learners in one lesson lasting sixty minutes, meaning six words in forty-five minutes (the length of one lesson in the Czech Republic). Thornbury (2002, 76), on the other hand, only mentions that the number of new items presented in one lesson should not exceed twelve, without mentioning neither the length of the lesson nor the level of learners involved.

2.3 How to Teach Vocabulary

Learning vocabulary is a dynamic process, and it cannot be expected that learners will know the word after only one encounter (Cameron 2001, 84). This subchapter gives steps that should be followed in order for the learners to learn vocabulary.

At first, learners need to encounter the new vocabulary at least five times before they have a chance to learn it. To learn it, they have to feel that they need the word. (Cameron 2001, 84) Other authors (Allen 1983, 17; McCarthy 1990, 89) agree that in order to learn a word or an expression, learners should feel a need for that word. It is not enough to tell them they are being taught the vocabulary because they will need it one day (Allen 1983, 12) but learners should know precisely why they are learning it, see the usefulness (McCarthy 1990, 89). One way of creating the need is creating opportunities to use the word (Thornbury 2002, 34) and Allen (1983, 17) recommends planning activities including expressing one's emotions or the exchange of information.

Secondly, learners need to get a clear image (visual and/or auditory) "for the forms of new words" and learn the meaning of the words (Cameron 2001, 84). Both can be done in many ways; however, there is one general rule for doing so, and that is that learners should be actively involved in the learning of new vocabulary (Thornbury 2002, 30). There are many ways to give learners a clear image of the forms of the new words while involving them actively and they can be found in subchapter 2.3.1.

After meaning and the form of new vocabulary was introduced, Cameron (2001, 84) believes a strong memory connection between the meanings of the expressions and their form should be made. That is because new vocabulary will be forgotten unless it is revised and practiced (Gairns and Redman 1986, 89-90). According to Thornbury (2002, 25) and Gairns and Redman (1986, 90) words should be added to long-term memory because the information stored there can be recalled years after the first input (Gairns and Redman

1986, 87). Thornbury (2002, 25) claims vocabulary is transmitted to long-term memory by the usage of the words, especially in an attractive way.

Gairns and Redman (1986, 93) together with Phillips (1993, 74) agree that in order to remember words, teachers need to create opportunities for students to use English in the classroom and using the words is the last step in the process of teaching vocabulary according to Cameron (2001, 84). The more decisions are made about a word, the more the learner remembers it. Decisions about a word might include matching it to a different one that rhymes with it or creates a sentence using that word. It is even better if these judgments about a word are somehow related to the learner. (Thornbury 2002, 25)

2.4 Presenting New Vocabulary

Generally, Phillips (1993, 142-143) thinks it is better to present new vocabulary at the beginning of the lesson. When introducing a new set of words, Thornbury (2002, 24) suggests presenting two or three items at first, then revise them, introduce new ones and go back to them again. The reason for it is that the sooner the repetition starts after being exposed to a word for the first time, the more efficient the repetition is (McCarthy 1990, 117). Unless it is revised, everything that was once learned will be forgotten (Gairns and Redman 1986, 89).

There are many ways in which new vocabulary can be introduced. Thornbury (2002, 77) suggests new words can be presented by demonstration, definition, using images, translation, real objects, miming or even peer teaching (Thornbury 2002, 89). McCarthy (1990, 112) also acknowledges translation as a means of presenting new words and together with Allen (1983, 12) agree on making the meaning of a word clear by giving the learners a definition in English.

Zahálková (2001, 4) claims that when introducing new vocabulary to young learners, we should involve observing and manipulating objects because children at the primary level are able to think only when they see the particular item or a picture of it. Thornbury (2002, 78) and Allen (1983, 23) think seeing a thing whose English equivalent is being taught and manipulating it is helpful for language learners in general. Allen (1983, 5-6) agrees that touching an object while hearing and seeing the word that names the object makes the word more memorable. It might also be easier for the teacher to teach vocabulary that can be demonstrated by images or real objects (Thornbury 2002, 35). Allen (1983, 23) and

McCarthy (1990, 115) also advise using real-life objects rather than pictures, if there is a chance to do so as it is better for the learners.

Demonstration

A demonstration is one way of introducing new vocabulary. The meaning of words can be demonstrated by giving a few example sentences or by an example situation (Thornbury 2002, 81).

Definition

A definition is a method of introducing new vocabulary using other words. It can be given in learners' mother tongue, or it can be in English. The advantages of giving a definition in English is that not only students are forced to work harder on understanding the meaning, but the learners are also practicing their listening skills (Thornbury 2002, 81). Another way of defining a word is to provide its synonyms or antonyms (Thornbury 2002, 81). McCarthy (1990, 112) adds hyponymy as a way to explain a new meaning. For example, if the word to be explained is “apple” it can be said that it is a kind of fruit. Allen (1983, 12) points out that words that learners already understand should be used when defining a word in English.

Images and Miming

Gairns and Redman (1986, 92) think our memory can be relied on in the context of remembering images and recommend connecting a keyword with a picture to remember it. McCarthy (1990, 118) suggests a similar technique for learning vocabulary. He calls it “a keyword technique.” It is about making a mental picture which creates a connection between the new word in learners' second language (English) and their mother tongue. However, this connection should be made on the basis of similar pronunciation. (McCarthy 1990, 118) Thornbury (2002, 25) also mentions that when a word is visualized by the learners, it helps them to learn the word, and adds that if a word is easy to imagine, it is easier to memorize than a word which is hard to create a mental picture of.

When talking about involving pictures when teaching new vocabulary, these pictures do not have to be only mental. According to Gairns and Redman (1986, 73) introducing a meaning of a new word can be accompanied by drawing the word or miming it and Thornbury (2002, 82) even believes that if a word is introduced by miming or drawing, it might be more memorable for learners.

Translation

Translation is another way to explain the meaning of a word and is probably the fastest. It is merely about giving a Czech equivalent of an English word. Thornbury (2002, 77) advises using this method for dealing with incidental vocabulary. However, he warns that the word might not be remembered easily because the learners are not forced to work hard to grasp the meaning. Gairns and Redman (1986, 93) think translation helps to store the word in long-term memory. Its content can be enormous and still persistent over time (Thornbury 2002, 24).

Peer Teaching

Thornbury (2002, 22) claims that a considerable part of one's vocabulary should be acquired incidentally by being exposed to English. The source of incidental learning can be a teacher or other classmates (Thornbury 2002, 22) mainly because learners usually pay more attention to what their peers say rather than the teacher (Gairns and Redman 1986, 65). Allen (1983, 15) agrees that learners might remember better what another learner said. That is peer teaching – pupils learn from each other (Goodlad and Hirst, 1990 as quoted in Sullivan, Marshall and Tangney 2015, 65). Working in groups might encourage peer teaching, therefore Morgan and Rinvolveri (1991, 6) suggest letting the learners work in pairs or groups. What is more, working in groups increases the active involvement of learners (Lee 1990, 4). If learners are working in groups, Lee (1990, 4) and Phillips (1993, 10) agree the number of learners should not be higher than five.

Total Physical Response

Thornbury (2002, 79) mentions TPR (total physical response) as one of the ways to introduce new vocabulary. This technique is about learners physically corresponding to teacher's commands (Harmer 2001, 90) and it is similar to the way "children seem to learn their first language" (Asher 1968, 7). Harmer (2001, 90), Richards and Rodgers (2001, 87) and Larsen-Freeman (1986, 117) think children learn much from the language directed at them which often occurs in the form of commands.

According to Phillips (1993, 19), TPR is "an extremely useful and adaptable teaching technique in a primary classroom," and it can help to satisfy the physiological need for movement. Very much the same method, only not calling it TPR, recommends even Allen as a way of teaching new vocabulary (1983, 22-23).

This technique is about a teacher giving commands in English and students following the commands, all of them at once. When introducing the commands, the teacher performs the orders together with the students, but later on, the students are let to perform the orders on their own without having a teacher as a model. These commands should be fun and humorous in order for the learning to be fun and not stressful for the learners. (Larsen-Freeman 1986, 116-117). Larsen-Freeman (1986, 116-117) indicates learners should not be forced to speak before they are ready as it only creates anxiety.

In conclusion, this technique is not only beneficial for the learners who are allowed to move and thus their physiological need is not limited, but it is also useful for the teachers who immediately know, if the students understand the given utterance or not, based on their physical response. Another advantage of involving TPR when teaching English vocabulary is that learners can also learn by watching each other (Larsen-Freeman 1986, 118-120).

Context

New vocabulary can be introduced in or out of context. The definition of context is given by Cambridge University Press (2018): context means a “situation in which something exists or happens, and that can help explain it”. According to Dictionary.com, LLC, context is “the set of circumstances or facts that surround a particular event”.

Phillips (1993, 74) believes vocabulary should be taught in context. What is more, being exposed to a word through different contexts makes it easier for the learners to recall the word (Gairns and Redman 1986, 94-95). McCarthy (1990, 120) also indicates that meaningful context is essential for remembering a word. Thornbury (2002, 37) adds that teaching vocabulary in lexical sets (meaning a group of words having the same topic, function, or form) might also be a good idea as it reflects the way words are stored in mind.

2.5 What It Means to Know a Word

When teaching vocabulary, it is essential for teachers to know what exactly it means to know a word in order to recognize if their students have learned the word or not.

According to Thornbury (2002, 15), to know a word means to know its meaning and its form, at least at the elementary level and Gairns and Redman (1986, 50) think that pronunciation is a necessary part of teaching vocabulary. As mentioned before, listening and speaking should be stressed when teaching young learners thus by “form” it is

understood a spoken form of a word for the purposes of this bachelor thesis. Knowing a vocabulary does not only mean knowing its dictionary meaning, but also its collocations (words that often occur with the given expression), connotation (addition to the meaning) and register (if it is formal or informal) and pronunciation. (Thornbury 2002, 15)

When talking about knowing a word, it is necessary to realize that there is more than one kind of knowledge – receptive and productive (Thornbury 2002, 22) are the ones most important for this bachelor thesis. When a word is in the productive knowledge, it means a learner can use the word in speaking or writing, while receptive knowledge means that a learner can recognize the word in its spoken or written form (Thornbury 2002, 76). For the purposes of this bachelor thesis, to know a word means to be able to use the expression in speaking and recognize and understand its spoken form, know the word's meaning and pronunciation.

2.5.1 Pronunciation

As mentioned before, pronunciation is an integral part of teaching vocabulary (Gairns and Redman 1986, 50). If students want to speak English and be understood, pronunciation is essential – unless they are understood, the communication will fail (Yoshida 2016, 5).

A goal for teaching pronunciation is having an intelligible pronunciation, meaning that most listeners can understand without too much effort (Yoshida 2016, 6; Kenworthy 1987, 3). Pronunciation consists of many aspects – particular phonemes and word stress, to name the ones important for this bachelor thesis (Yoshida 2016).

Phonemes are the sounds in English that have a distinctive function; they can change a meaning of a word (Yoshida 2016, 17). Not every language has the same set of sounds, and the phonemes which do not appear in learners' mother tongue are those causing them difficulties when learning English (Kenworthy 1987, 1; Yoshida 2016, 44). When trying to pronounce them, learners tend to substitute those foreign sounds by those they know from their mother tongue (Yoshida 2016, 44). At first, it is essential to make sure that the basic sounds are pronounced accurately (correctly), which can be done by practicing saying single words or short phrases (O'Connor 1980, 11).

Word stress is the extra emphasis on one syllable in a word that has more than one syllable (Yoshida 2016, 99). Kenworthy (1987) sees word stress as a part of word's identity as well the sounds of the word. Knowing a word stress of a word is part of knowing the word (Kenworthy 1987).

When teaching pronunciation of a word, at first description and analysis through oral and written instructions of how to produce the sounds should be given to the learners, then students' attention should be drawn to listening practice, more specifically on the ability to correctly recognize the sounds. Then follows the practice to raise the learners' consciousness of the sounds. (Yoshida 2016, 70)

2.6 What Makes Vocabulary Difficult

Some words seem to be quickly grasped by learners; some are troublesome to learn. The difficulty of new vocabulary is something a teacher should take into consideration when planning teaching new expressions.

Generally said, shorter words are remembered more efficiently than the long ones (Thornbury 2002, 27). Pronunciation also plays a vital role in remembering new word as difficult pronunciation makes learning a word harder (Thornbury 2002, 27). McCarthy (1990, 86) explains that phonetic difficulties might be caused by sounds which the learners might find awkward, possibly because, as Yoshida (2016, 44) points out, they do not have this sound in their mother tongue. In English, these are mainly the “th” sounds which learners try to substitute by different sounds, especially /s/ or /f/ (Yoshida 2016, 44).

If a word can be demonstrated or illustrated (for example by a picture or a real object), they are easily teachable, according to Thornbury (2002, 35), rather than those with abstract meaning (Thornbury 2002, 75-76). McCarthy (1990, 86) adds other reasons why vocabulary might be difficult to learners. One is that it is difficult because many words might be very close in meaning, for example “do” and “make”, the second reason is that the words are “false friends” – the English words seem similar to those in learners' mother tongue, but this similarity is false and adds that words used frequently will be remembered more easily. This might be because of the already mentioned need of repetition in order to learn a word.

3 LEARNING STYLES

3.1 What Learning Styles Are

Hyland (2008, 69) claims that “a learning style refers to a person's natural, habitual and preferred ways of learning”. Mareš (1998, 10) has a similar definition; he believes learning styles are methods people find suitable for learning. Lojová and Vlčková (2001, 24) assert learning styles express individuality and together with Alqunayeer and Zamir (2015, 82) agree on the fact that every person reacts to and receives information in their own, unique way.

Razawi et al. (2001, 179) believe learning styles are one of the concepts influencing the learner's success when acquiring English, even though, as Lojová and Vlčková (2011, 24) state, people usually do not think about the way they receive and process information or how they could make their learning more effective. However, if students' ways of acquiring information are not respected, Silver, Moirao and Jackson (2011, 10) point out it could discourage them from new learning.

Clearly, there is more than one type of learning styles in a classroom. Razawi et al. (2001, 179) think that identifying and respecting the fact that every student might learn differently is essential for teachers and especially language teachers. Even though teaching according to the needs of students with different learning styles is beneficial for the learners (Alqunayeer and Zamir 2015, 82), Lojová and Vlčková (2011, 47) indicate that these needs are often underestimated.

3.2 Types of Learning Styles

Learning styles are divided into particular types. Alqunayeer and Zamir (2015, 82) propose that one student usually has more than one preferred learning style although some learners might have one learning style that is superior. Lojová and Vlčková (2011, 25) also claim it is possible for one person to have more than one dominant learning style.

The division of learning styles differs. Some authors like Hansen Čechová, Seifert, and Vedralová (2005, 13), Reid (1987, 89) or Hyland (2008, 72) mention auditory, visual, tactile and kinesthetic. Others, for example, Lojová and Vlčková (2011, 47), Alqunayeer and Zamir (2015, 83) and Willis and Hodson (2013-2016, 1) acknowledge visual, auditory and kinesthetic. According to Lojová and Vlčková (2011, 47), visual, auditory and kinesthetic learning styles are the most known and recognized among students.

This bachelor thesis follows the division of learning styles according to Lojová and Vlčková (2011, 47), Alqunayeer and Zamir (2015, 83) and Willis and Hodson (2013-2016, 1). Kinesthetic and tactile learning styles are taken as one (kinesthetic learning style), as it is often done (Hansen Čechová, Seifert and Vedralová 2001, 15).

Visual learners prefer reading texts to acquire information (Hyland 2008, 72), they better remember what they saw, they like drawing and coloring (Willis and Hodson 2013-2016, 3). Except for reading texts, receiving information in the form of pictures also helps their learning (Hansen Čechová, Seifert and Vedralová 2005, 13).

People with auditory learning style are the ones who learn by hearing the language (Willis and Hodson 2013-2016, 3). They prefer listening and speaking to writing and reading (Hansen Čechová, Seifert and Vedralová 2005, 15).

Kinesthetic learning style is discussed in the following subchapter.

3.3 Kinesthetic Learning Style

Kinesthetic learning style is one type of learning styles, which many authors connect primarily with movement (Hansen Čechová, Seifert and Vedralová 2001, 15; Lojová and Vlčková 2011, 53; Alqunayeer and Zamir 2015, 82; Hyland 2008, 72; Razawi et al. 2001, 180.) Kinesthetic types need to move in order to learn (Hansen Čechová, Seifert and Vedralová 2001, 15) and Razawi et al. (2001, 180) add that kinesthetic learners like learning through body experience and moving.

People who are kinesthetic or tactile learners generally like to move – to run, jump or climb. It is easier for them to learn when they can touch the thing they are studying and represent a meaning by movement. When learning vocabulary for clothes, it is a good idea to touch the particular piece of clothing while saying the word. When being given instructions, kinesthetic learners understand better when they are being shown what they are supposed to do. (Willis and Hodson (2013-2016, 7)

3.3.1 How to Teach Kinesthetic Learners

Learners with dominant kinesthetic learning style² learn better when they have a chance to experience the learning themselves, for example by touching the teaching aids the teachers use (Hansen Čechová, Seifert and Vedralová 2001, 15). Reid (1987, 89)

² From now on, the terms *kinesthetic learners*, *learners with kinesthetic learning style* or *kinesthetic types* are used meaning *learners with dominant kinesthetic learning style*

defines learning by experience as “total physical involvement with a learning situation,” Hyland (2008, 72) also mentions experiential learning as one way of making learning more accessible for kinesthetic types. Moreover, Lojová and Vlčková (2011, 53) accompany experiential learning with manipulating objects or using shapeable materials and Hansen Čechová, Seifert and Vedralová (2011, 42) recommend letting learners with kinesthetic learning style use mobile phones, cameras or enable them working with an interactive board or a computer when learning. It is very beneficial for kinesthetic learners if the teachers use cards, real objects or 3D models when teaching English (Lojová and Vlčková 2011, 54).

Passive learning is insufficient for learners with kinesthetic learning style (Hansen Čechová, Seifert and Vedralová 2001, 33), as well as only hearing or seeing information. Kinesthetic learners need to accompany passive receiving of information with moving, mention Lojová and Vlčková (2011, 53) and also Hansen Čechová, Seifert and Vedralová (2001, 33). Alquanayeer and Zamir (2015, 82) add that kinesthetic learners need to use their senses in order for their learning to be successful. Razawi et al. (2001, 180) explicitly mention the sense of touch and Hansen Čechová, Seifert and Vedralová (2001, 40) agree it is helpful when kinesthetic learners have the chance to be introduced to a new topic while also touching it. When studying the topic of food, it might be a good idea to have real food or at least pictures of the food and when learning the word “banana”, take a banana and touch it. Furthermore, Reid (1987, 89) suggests building models is helpful for kinesthetic learners. Hyland (2008, 72) also mentions the need to move while learning, agrees that building models may help learners with kinesthetic learning style to gain knowledge and adds that role-playing might be beneficial for kinesthetic learners. Lojová and Vlčková (2011, 54) together with Hansen Čechová, Seifert and Vedralová (2001, 42) agree playing roles and engaging drama into English lessons might help kinesthetic types to learn.

Hansen Čechová, Seifert and Vedralová (2001, 40) recommend teachers to plan activities allowing learners to move and manipulate objects (2001, 401). Lojová and Vlčková (2011, 53-54) suggest that following oral instructions (for example the TPR technique, see chapter 2.3.1) is suitable for kinesthetic learners, as well as games involving movement and gestures. Activities for kinesthetic types can include any movement (Lojová and Vlčková 2011, 54), for example cutting out something and gluing it to their notebooks or playing puzzle (Hansen Čechová, Seifert and Vedralová 2001, 41). Activities connected with

movement help kinesthetic types to learn, but also to be able to perform what they have learned (Lojová and Vlčková 2011, 53).

II. EMPIRICAL PART

The research aim was to suggest requirements for activities developing vocabulary in young learners with kinesthetic learning style. In order to do so, at first, the basic principles of teaching English were taken from each of the primary topics – young learners, vocabulary, and kinesthetic learning style.

One of the rules for activities for young learners is, for instance, the length of an activity. From the chapter about teaching and learning vocabulary, the requirement of presenting no more than two words in fifteen minutes was taken, as well as stressing speaking and listening and teaching vocabulary in a context. From the topic of kinesthetic learning, the need to involve the sense of touch was marked.

At first, requirements for teaching English to kinesthetic types were taken, and the aspects helping young learners acquiring the language were added to them. It was also checked if some of the needs of kinesthetic types do not collide with young learners' needs and vice versa.

Secondly, it was found out that all these three primary topics of this bachelor thesis (young learners, teaching and learning vocabulary, the kinesthetic learners) have many principles in common. After studying them, it was considered if these principles can be stated as requirements for activities developing vocabulary in young learners with kinesthetic learning style.

Some of the principles were examined by the author of this bachelor paper as not possible to be granted in an activity. For instance, some authors suggest keeping an activity simple. This principle was examined as inadmissible as the word *simple* is unspecific. A similar case was the suggestion of *enjoyable atmosphere* where it can be argued what precisely the word *enjoyable* means and there can be stated no general rules on how to create a positive atmosphere.

One of the principles which were mentioned throughout more than one topic was, for instance, the benefit of using real-life objects and allowing learners to manipulate them. To involve real items when teaching English was mentioned when researching the topic of teaching vocabulary as well as young learners and kinesthetic learners. Subsequently, it was found out that especially kinesthetic learners in general and young learners have many needs connected to learning English in common. One of them is the need to move.

Regarding young learners, this need is physiological and needs to be satisfied in order for young learners to concentrate on learning, while kinesthetic learners need the movement to acquire information better and also to present what was previously learned. It was then not difficult to state what young learners with kinesthetic learning style need in order to learn English successfully.

Based on the requirements, nine activities were suggested and can be found in the appendices. The topic of the activities is taken from the School Educational Program of Základní Škola, Chrudim, Dr. Malíka 958 and the vocabulary these activities develop is taken from the textbook New English For You 1 – Pupil's book which is used at the school.

The activities are in order in which they should be performed, so they develop the given vocabulary. Activities introducing the words are listed the first, activities where learners are expected to produce the vocabulary without any help are listed the last. Every activity has the same topic and develops the same vocabulary. Apart from that, how long the activity approximately takes, organizational forms of the activity, materials and teaching aids that will be needed, the aim of the activity, a description of the activity itself, additions and varieties of every activity are also included in the appendices. In the empirical part, the attention is paid to the requirements each activity fulfills and involves a further explanation of how they are fulfilled.

All of the activities which can be found in appendices are author's own ideas or are based on author's own experience as a learner and as a teacher. They are not taken from any book; thus, there are no sources cited. Most of the activities can be used for developing the vocabulary of more than one topic if some modifications are made. The general aim of the activities is that after participating in all of the activities, learners will be able to recognize oral forms in simple sentences when said aloud, pronounce the words correctly, know the meaning of the expressions and will be able to use the given vocabulary in simple sentences themselves.

The vocabulary chosen for the purposes of this bachelor thesis is taken from New English For You 1 – Pupil's Book. Six words were chosen from the set of vocabulary given by the textbook. The reason for choosing six words is that is the highest number of new words that can be introduced in one lesson when teaching young learners. This bachelor thesis

includes nine activities which would fit into approximately three lessons. These words are: hippo, rhino, elephant, zebra, lion, tiger.

There are two criteria which are followed in every activity and which are fulfilled for the same reasons. The explanation of their fulfillment is described in the following sentences and are not mentioned again when describing the fulfillment of each criterion in every activity. The first criterion is that every activity has a connection to real life – all of the activities develop the vocabulary of existing animals which learners can meet themselves at a zoo. The second criterion every activity fulfills is that the activities are shorter than fifteen minutes, so learners should be able to pay attention during the whole activity.

4 POSSIBLE DIFFICULTIES OF THE CHOSEN VOCABULARY

There are certain features of vocabulary making it difficult to be learned. One of them is the length of a word. From this point of view, the word “elephant” might be problematic because it is long which makes it harder to remember than the short ones.

Words containing a sound not existing in learners’ mother tongue are troublesome for the learners. Rhino, tiger and zebra might be difficult for the Czech learners if they were being taught the General American pronunciation, more specifically the rhotic “r” as it does not exist in Czech. On the other hand, if being taught the Received Pronunciation, the word *zebra* might be very easy to learn as it is almost the same as in Czech. In General American English, the pronunciation of the word is different from the Czech and British one and learners might be tempted to pronounce it the same way as in Czech because the word is spelled the same in both of the languages.

What might help learners with remembering the words is that their meanings are easily demonstrated by pictures.

5 REQUIREMENTS FOR ACTIVITIES FOR YOUNG LEARNERS WITH KINESTHETIC LEARNING STYLE DEVELOPING ENGLISH VOCABULARY

- The activities must have some connection to real life.
- The activities do not last longer than 15 minutes.
- Learners are actively involved in the activities.
- The activities develop only listening or speaking.
 - If an activity involves listening to a more extended passage, it is accompanied by some visual support (real-life objects, pictures, body language or miming) to help learners to understand the listening.
- The activity requires learners to move.
- The activities should involve a game.
- The activities should involve real objects. If that is not possible, pictures or models of the vocabulary being taught should be used.
 - During the activities, learners are either allowed to touch and manipulate the objects of their learning or at least they can see them.
- The activities should teach the vocabulary in a context and not as isolated lexical items.
- The activities should encourage peer-teaching and let the learners work in groups or pairs.
 - If learners are working in groups, there should be no more than five learners in one group.
- No more than two new words are introduced in one activity lasting fifteen minutes.
- During the activity, learners can use a particular word more than once or at least they have a chance to hear it multiple times.
- More than one sense (sight, hearing, touch, taste, smell) should be involved in an activity.
- During the activity, children are not repeating set phrases but are encouraged to use English creatively, for example creating their own sentences or supplying words to a given sentence according to themselves.

6 ACTIVITY 1

This activity should be done the first of all the activities suggested, as it follows the first three steps of teaching vocabulary (see chapter 2.3) and does not suppose previous knowledge of the vocabulary. Learners encounter the words for the animals many times and are given the auditory form of the expressions because the teacher says the vocabulary aloud and they can also hear other classmates saying that. Pupils are also given the meanings of the words because they can see a picture representing each of the new words and can touch the animals' plastic representations. This activity is focusing on accuracy because a part of its aim is the correct pronunciation.

As this activity introduces new vocabulary, it should be performed at the beginning of the lesson. Images are used to introduce the meanings of the new words because humans' memory is good at remembering pictures and connecting a word to it (see chapter 2.3.1). It is generally helpful for young learners to see a picture of a word whose English name they are learning.

As this activity does not include movement itself, learners should be allowed to move around the class if they are not disturbing others.

Requirements fulfilled:

The activity requires learners' active involvement – they have to pronounce the words, not only listen to them. This activity develops speaking – more specifically pronunciation with the focus on word stress; thus, accuracy is being stressed in this activity.

Pictures (as well the plastic models) help learners to grasp the meaning of the word as human's memory is good at assigning a keyword to an image. If the teacher decides to draw the pictures instead of using ones already created, the words might be more memorable for the learners. However, kinesthetic learners profit more from touching the plastic animals than seeing the pictures as touch is vital for their learning and when they can touch a thing while hearing its English name helps them to remember the word better.

Only two new words are introduced as the learners are at the third grade and for many of them, it might be the first time learning English thus they are on an elementary level. It is essential to revise the words after introducing them both as the sooner the repetition starts, the more efficient the repetition is concerning remembering the word.

To help the learners to remember the vocabulary better, pupils are required to say the words more than once (individually and in a chorus), and they also hear the expressions many times. First when the teacher says the words and then learners repeat them individually.

Pupils can learn from their peers (because they hear them saying the words) thus peer-teaching might appear in this activity. Learners are using three of their senses – sight (they see the picture), hearing (they are listening to the names of the animals) and touch (they are touching the animals). Touch is especially helpful for kinesthetic learners.

7 ACTIVITY 2

In this activity, it is presupposed that learners have already been introduced to the meanings and form of the vocabulary being practiced. It should follow right after the Activity 1 (supposedly that it was repeated three times to introduce all six words, always introducing two at once) when the names of the animals are in learners' short memory.

The activity aims at creating a memory connection between forms of words and their meanings and is focused on accuracy – pronouncing the words correctly. By now, learners should have been familiar with the oral forms of the vocabulary, and now the new vocabulary is practiced because it will be forgotten unless it is practiced and revised. Also, young learners' memory is connected to perceiving, and the pictures help them to create the memory connection.

Learners making a decision about the words also helps them to remember the vocabulary – they have to decide which picture (meaning) matches the oral form of an animal.

Requirements fulfilled:

Children are actively involved in learning the new words because they are asked to match a form of a word with its meaning by themselves, they are not passive receivers.

This activity involves listening because learners are supposed to understand which animal the teacher asks them to find. Speaking is developed as they are saying the words aloud. Mainly the pronunciation of particular words is practiced – to pronounce and recognize the word correctly when spoken aloud – the particular phonemes and word stress. The activity supports the meaning of words by pictures and allows learners to see and touch the pictures representing the vocabulary.

Movement is required of the learners. In this activity, it helps young learners to pay attention because it satisfies their physiological need to move and also helps them to acquire the language.

A didactic game is included, too because learners are solving a problem (they have to understand what animal was said and find it) presented as a game. The activity has a didactic aim, defined rules, and content (connecting an oral form of an animal with its meaning).

Children can learn from their peers when they hear them saying a name of the animal in the picture. Learners hear one word many times because the teacher should ask them to bring one animal more than once.

The learners are not encountering the words in total isolation – even though they are not meeting them in meaningful sentences. They are meeting the words in connection with a picture representing the animal.

8 ACTIVITY 3

When doing this activity, learners should be already familiar with the spoken forms of the animals. Accuracy is being stressed in this activity aiming at creating strong memory connection between the spoken forms of the animals and their meanings. In this activity the vocabulary is being practiced and revised, trying to help learners transmit it to their long-term memory.

Requirements fulfilled:

Learners are actively involved during this activity because they are given a category of animals, and not only they have to realize what animal fits this category, but they also have to know its name in English. They are solving a problem presented as a game because teams compete against each other and it has clear rules. The activity is a didactic game as it has a didactic aim – to develop learners’ cognitive processes.

This activity develops mainly speaking – pronunciation of particular words. Words stress is being practiced as knowing where the stress is in a particular word is a part of knowing it. Listening is also developed in this activity as learners are listening to their classmates and have to understand them and know the meanings of the words in order to confirm if what they are saying is correct or not. For example, when the given category was “animal living in water” and one group says “zebra” the learners have to understand the word “zebra” and to know its meaning (a striped animal similar to a horse) to be able to say if the group is correct or not.

Learners are required to move during this activity because they have to run or walk to get a picture of an animal fitting the given category. Learners' physiological need is being satisfied, and it also helps their learning because kinesthetic learners benefit from any movement. Moving during this activity might also guarantee that learners will be calm during the next activity which is not rousing like this one.

The activity uses pictures of the animals instead of real animals as bringing any of the animals to a class is not possible. Pupils are manipulating objects of their learning in the form of pictures – they pick up a picture and bring it to their group. Using images helps them to remember the words.

The learners are not encountering the words in isolation, but they are given a situation in which the animals exist, or that somehow explains them – the situation might be for

instance the animals' natural habitat or the color of their skin (fur), the vocabulary is then practiced in context.

The activity requires working in small groups where there are no more than five learners. Peer-teaching is supported because a learner might bring an animal fitting the given category but might not remember its English name, the pupil can then ask the classmates in the group what is the animal called in English, and they will tell him/her.

One animal can be heard more than once. Firstly, one animal can belong to more than one category, so learners will hear it more than once when the check is being done for every category. For instance, at first, the category might be “animals living in water”, then “brown animals” and then “animals with a tail” – a hippo belongs to all the three categories and consequently will be probably heard three times if at least one group collected a picture of it. More than one group could have also collected the picture of one animal; thus, it will be said as many times as the number of the groups having the animal is (if three groups had the picture of a lion, then the word “lion” will be heard three times).

Learners need to use two of their senses in this activity. The first one is hearing. They need it to know what category the teacher said and also to check if the other groups have categorized the animal correctly. For instance, if the category was “animals living in water”, and one group says “a tiger” then learners need hearing to understand and correct the others. Another is sight, also needed when checking, to be able to confirm that the animal in the picture a pupil is holding is matching the one the learner is saying (if a pupil is holding a picture of zebra but saying “rhino” then only by seeing the picture they can know it is not correct).

9 ACTIVITY 4

It is required that learners are already familiar with the meanings and spoken forms of each of these animals: elephant, hippo, lion, rhino, tiger, zebra. It is good to do this activity after a rousing one that includes movement and/or competition like Activity 3, so learners will probably be calm now when they are expected to be.

For the first time, learners are encountering the vocabulary in sentences other than “it is a ...” and they can hear the words used accurately. This activity is equally focused on listening and speaking with accuracy being in the focus of attention. The activity helps to create a strong memory connection between a word and its meaning by matching an oral form of a word with its meaning represented by pictures. Thanks to the sentences, learners are given situations in which the words being taught can be used and might start to feel the need for that word. The context can be for example which animal is one's favorite or which one has seen at a zoo.

Learners are making a decision about words – they have to match an oral form with its meaning by coloring the picture of the animal that the teacher said. Making decisions about a word transmits it to learners' long-term memory whose content is persistent over time.

Requirements fulfilled:

Learners are actively involved in the activity. At first, they have to listen to what was said; then they have to understand the meaning, to realize what animal was said and to express their understanding they will color the picture of the animal. After all the animals are colored, pupils have to say a name of one of them (which one depends on the order in which the animals were said). Learners need to listen carefully because the teacher does not say the animals in the order in which they are in the bingo card.

The activity develops mainly listening as learners are hearing sentences in which familiar names of animals appear and they have to understand the spoken form and as well as the meaning so that they can color the correct picture. Speaking is also developed because after every animal was colored, learners say the animals' names aloud – in this case, the stress is on pronouncing the words accurately.

Since pupils are encountering the words in more complicated sentences than the ones they have heard before, they have the support in pictures. Learners are not entirely physically involved, which is on purpose as this activity is meant to be a settling one. However, some

movement is required, and that is coloring which is helpful for young kinesthetic learners. By coloring the pictures, another criterion is fulfilled, and that is that learners are allowed to manipulate with teaching aids.

This activity is a didactic game because learners are solving a problem (to understand and color the animal the teacher said) being presented as a game. It has clear rules, a didactic aim (developing learners' cognitive) and a content (recognizing familiar vocabulary in a sentence and understand it).

One word can be heard at least twice – once when the teacher uses it in a sentence, and for the second time when learners pronounce them in the order the teacher said them.

Pupils do not encounter the words in isolation but in a context – there is a situation in which the words appear. The situation depends on the teacher and his/her fantasy and also on learners' level of English as the teacher should use vocabulary and grammar pupils are already familiar with in the sentences in which the animals appear so that learners can understand.

Hearing and sight are needed to involve in this activity. Hearing because the pupils have to listen to the teacher to understand what animal was said and sight because they need to find the animal on the bingo card.

10 ACTIVITY 5

This activity should be done after the previous one as learners should be already familiar with hearing the names of the animals in sentences in order to understand and be able to answer correctly the questions asked by the teacher. The focus of this activity is on pronouncing the words correctly.

The need for a word is established because this activity includes an exchange of information – the teacher asks about something and learners answer those questions. As learners are using the words actively, not only hearing them, this activity follows the last step of teaching vocabulary and that is using the words in communication (see chapter 2.3).

Requirements fulfilled:

Learners are actively involved because the teacher asks them questions and they answer them according to the truth; pupils are not given what they should say, they have to figure it out themselves. When the teacher asks: “Is it a camel?” the pupils do not have prescribed answers. They have to create the answer themselves depending on if what the teacher is saying is true or not. Even though there is a pattern in which the answers should be structured (“yes, it is a ...” and “no, it isn't, it is a ...”) the learners have to answer according to the truth, according to what they know. They are not repeating sentences someone else has created.

Active involvement is granted as learners have to stand up when the teacher is asking about a different animal than one in the picture the teacher is holding or sit down when the teacher is asking about the same animal which is in the picture. By this, it is achieved that learners are satisfying their physiological need by also being physically involved in their learning.

This activity develops both listening and speaking. Learners have to understand what the teacher asks, then know the meaning of the word and then also the oral form of the name of the animal in English. When a teacher is showing a picture of an elephant and asking if it is a rhino, the learners have to understand the word “rhino” and know its meaning to recognize that in the picture there is not a rhino but an elephant and have to say it aloud.

Learners are not manipulating with the pictures, but they see them. Pictures are used because bringing live animals to the class is not possible.

The words are put into a context (a situation in which something exists) in connection with what animal is or is not in the picture the teacher shows.

Peer-teaching might happen when learners hear their classmates saying what is and/or is not in the picture because they hear the peers saying the words while seeing the meaning of words represented by a picture and might remember the word better.

The name of every animal can be heard more than once because the teacher might use the animal in one of the questions and learners then repeat each animal the teacher said and if it is not correct, they say another animal. For instance, the word “zebra” is heard for the first time, when the teacher holds up a picture and asks: “Is it a zebra?”. The word is repeated for the second time when the learners answer “yes, it is a zebra” or “no, it isn't a zebra, it is ...”. Then it can be heard for the third time when the teacher holds up a picture of a zebra and asks learners: “Is it a rhino?” and the learners answer that it is not a rhino, it is a zebra.

Hearing and sight are needed in this activity. Pupils need to see the picture of the animal while hearing what animal the teacher is saying to answer accordingly.

11 ACTIVITY 6

This activity should follow the previous two as the vocabulary being practiced appears in sentences and learners are the ones creating the sentences. Learners are asking questions starting with “is it ...” with which they are familiar after the previous activity in which the phrase was used by the teacher many times.

Learners make decisions about the words (they have to decide what animal is being performed) helping them to transfer the names of the animals to their long-term memory. The last step of teaching vocabulary is followed in this activity, and that is using the words (see chapter 2.3). For the first time when learning the vocabulary for these animals, learners are communicating only with each other, the need for a word is created again. Learners are making a decision about those words – they have to decide which animal they think is being performed and creating a sentence using that word; thus, they are taking further steps to transmitting the words into their long-term memory.

Requirements fulfilled:

Learners are actively involved in the learning – physically and also mentally. Physically, when they are miming the animals and mentally when they are thinking which animal the performance resembles the most and when remembering the name of the animal which the pupils think is being performed. This activity is suitable for young kinesthetic learners because the movement is directly connected to the meaning of the word.

The activity is aimed at developing mainly speaking (more specifically pronunciation of words) because learners are creating sentences in which the vocabulary appears and using them in speech. Listening is also developed because learners have to be able to understand which animal was said in order to reply to their classmate.

The activity provides vocabulary in a context, there is a situation – a learner performing an animal – and the other has to guess the animal in the context of what the pupil's peer is doing; thus, the words are not used in isolation.

No physical teaching aids are used, learners themselves are the teaching aids, and it can be said that figuratively learners are manipulating with the teaching aids (when miming an animal) and they can see them (when watching a classmate perform).

Learners are working in pairs, and peer-teaching is encouraged because when one learner does not know the name of the animal their partner is performing, they can ask and be told and thus learn from each other as learners remember better what other pupils said.

One word can be used (and also heard) more than once because learners might make incorrect guesses. For instance, they can ask if a tiger is being performed and if it is not then the same learner can ask again when another animal is being mimed or the other pupil can ask when they take turns in miming.

Learners use two of their senses – hearing, and sight. They need sight because they need to see what their peer is performing, and they need hearing to know if their guess was correct or not.

Learners do not have a prescribed dialog they should follow, although they are given a structure they should use. However, pupils are supplying words according to which animal they think is being performed into the given structure.

12 ACTIVITY 7

This activity should be done after learners have already used the vocabulary in simple sentences with the verb *to be* as they are expected to say them under time pressure because this activity is a competition. It follows the last step of teaching vocabulary, and that is using the words. Learners make a decision about the words – they have to recognize what animal the teacher describes.

Requirements fulfilled:

Learners are actively involved in this activity because they have to figure out what animal was described and bring that animal from a box.

This activity develops both listening and speaking because learners have to understand what the teacher said in order to figure out what animal should be brought.

Learners are required to move during this activity because they have to run to the box to get the animal that was described. By including movement in this activity, young learners' physiological need is being satisfied and also helps them to learn because kinesthetic learners benefit from any movement.

The activity involves a didactic game. Its aim is purposeful developing cognitive processes (learning vocabulary), pupils are solving a problem (they have to bring an animal from the box, but they are not told exactly which one, they have to figure it out from the definition) being presented as a game (teams are competing with each other). It has clearly defined rules and content.

Learners are allowed to manipulate with teaching aids (pictures or models of the animals) during the activity because they have to pick it up and bring it to their group.

Pupils are working in groups where there are five learners or less. Peer-teaching might happen because learners can tell their peers which animal was described if someone did not know and the pupil might remember it better because a classmate said it.

One word can be heard more than once if learners listen to what their classmate say when they bring an animal from the box which they think the teacher described and say the name of the animal; however, it is not a requirement of the activity.

The activity does not require learners to repeat set phrases; they can choose what structures to use for saying what animal was described. For instance, they can say "It is a rhino" or "I

have a rhino” or “the animal is a rhino” – it is up to them in which way they express their understanding.

The vocabulary is put into a context because of the definition the teacher gives – for instance describing the look of the animals or saying where they live. By giving such information the teacher creates a situation in which the animals exist or that explain the animal.

Learners need to involve two of their senses and that is sight and hearing. They need hearing to listen to the definition the teacher gives and sight to find a picture of the animal in the box.

13 ACTIVITY 8

This activity is ordered as one of the last ones because it requires learners to use the vocabulary in sentences. They should be able to do that because they have heard their teacher using words in sentences and they have done so themselves in simple sentence referring to an existence of an animal (“it is a lion”). The last step of teaching vocabulary is followed in this activity and that is using the words. Learners are also making decisions about the words because they are creating sentences.

Learners are expected to create a sentence using the words for the animals – other sentences than saying that something only is (“It is a rhino. It is a tiger.”). That is because learners are creating those sentences as a group, not as individuals. This activity is a preparation for the following activity where learners are expected to create such sentences themselves.

Requirements fulfilled:

Pupils are actively involved in the activity because they are either drawing a picture of an animal for their classmates or are guessing what animal is being drawn and then creating a sentence using the word by which they are encouraged to use English creatively.

This activity develops mainly speaking because learners are expected to be already able to recognize the animals in these types of sentences (“is it ...”).

Learners need to move during this activity because they run from the teacher to their group and then are drawing an animal which they were told. There are two types of movement – running (or walking but it is supposed that learners would be running as there is a time limit) and drawing. If a word is represented by drawing, it might be more memorable for the pupils (see chapter 2.3.1).

The activity is a didactic game. It develops cognitive processes, has a didactic aim, clear rules and content and learners are solving a problem (they have to recognize what animal is being drawn and then create a sentence using the word) presented as a game (teams competing against each other).

It can be said that learners are manipulating the teaching aids because they are drawing them. Other learners see those pictures, so the requirements regarding learners' usage of teaching aids are fulfilled.

The animals are put into a context through the sentences learners create. That is why they are not allowed to use sentences like “it is a zebra” because without anything to relate it to (a picture or seeing the animal), there would be no situation in which the vocabulary exists, or which explains it, so there would be no context.

The activity supports peer-teaching because learners are cooperating in order to create a sentence and can learn other words from the chosen set of vocabulary from their peers. The criterion regarding the highest number of learners is also fulfilled because there are five learners or less in a group.

One word can be heard and said more than once since all of the groups are given the same word. Therefore, when they say the sentences they have created, the particular animal should be heard once from every group. Learners also make guesses and might ask about an animal more than once if the guess was not correct (for example, they can use the word “tiger” when guessing “lion”, and then again when they are guessing correctly “tiger” or when they are again making an incorrect guess).

The learners need to involve sight and hearing during the activity. Hearing because they need to listen to the teacher when saying what animal should be drawn and then when the groups make guesses about the animal being drawn. When drawing and guessing, learners need sight because without it, to guess which animal is on the paper would be impossible.

The requirement about letting learners use English creatively is also fulfilled because pupils create their own sentences.

14 ACTIVITY 9

This activity should follow the previous one because this one is rather settling as it does not require movement like Activity 8. Learners are expected to use the vocabulary in sentences similar to those previous ones with the difference that now they should form them on their own. This activity follows the last step of teaching vocabulary – using words.

It is the last activity developing the chosen vocabulary and thus after finishing the activity, it will be seen if the general aim of all the activities was accomplished.

Requirements fulfilled:

Learners' active involvement is a part of this activity because learners have to recognize an animal by touch, and then use the name of the animal in a sentence. They are not passively receiving information.

The activity does not require movement itself, but it requires learners to use touch, which is also helpful for kinesthetic learners.

Learners are not only allowed to, but they are required to manipulate the teaching aids (plastic animals) because touching them is essential for the activity.

The vocabulary is being practiced in a context given by the sentences the learners construct. That is why they are not allowed to use the sentences like “it is ...”, similarly as in the previous activity (Activity 8).

Peer-teaching might happen, but as learners are expected to know the words, it should not happen.

One word can be heard and said more than once by the pupils because there are six animals and usually more than six learners in one English class, one animal can be picked more than once and thus used in more than one sentence.

Touch is the most needed sense for this activity because through touch they can recognize what animal they are touching and also sight, to check if they guessed the correct animal.

Learners are encouraged to use English creatively because they are constructing their own sentences and not repeating ones created by others.

CONCLUSION

The aim of this bachelor thesis was to suggest requirements according to which activities for teaching vocabulary to young learners with kinesthetic learning style³ should be structured and to suggest some activities which follow these criteria.

Firstly, it is important to know what young learners need to successfully learn new words or expressions before teaching them. They need to move from time to time. Unless children are allowed to do so they can become restless and apathetic and will not be paying attention. Young learners are unable to pay attention for long, thus activities prepared for them should be shorter than fifteen minutes. Game is essential for young learners' mental development and can also be used for teaching purposes. Activities for children at the primary level of education should be focused only on listening or speaking because they are not yet proficient in Czech.

As English is mandatorily taught since the third grade, it might be presupposed that for most of the young learners, it is the first time they start learning English. How much pupils know the language is important in order to determine how many new words they are able to learn in one lesson. When teaching new vocabulary to beginners (who most young learners are), six new words in one lesson might be taught, meaning two new expressions in one activity.

In order to learn vocabulary, learners should feel the need for that word, which can be done by showing them situations in which the words can be used. That is also why new vocabulary should be taught in a context and not as isolated items and why the activities should have some connection to real life. Young learners must be actively involved in learning new vocabulary and not to be just passive receivers of information. For instance, they should be allowed to manipulate or at least see the teaching aids the teacher uses. Those teaching aids should be real-life objects. If that is not possible, the teacher can use pictures. Also, learners should use at least two of their senses when being taught new vocabulary, with touch being especially important for kinesthetic learners.

To sum up, criteria for activities developing English vocabulary in young learners with kinesthetic learning style were created and activities following these requirements were suggested. Thus, the aim of the bachelor thesis was achieved.

³ In this chapter words such as *children*, *pupils* and *learners* are used. All of these expressions for the purposes of this bachelor thesis mean *young learners with dominant kinesthetic learning style*.

RESUMÉ

Bakalářská práce se zabývá rozvojem slovní zásoby u žáků mladšího školního věku s kinestetickým učebním stylem. Cílem práce bylo vytvořit kritéria, která by měly aktivity vhodné pro rozvoj slovní zásoby v anglickém jazyce, a to specificky u žáků prvního stupně základní školy s kinestetickým stylem učení splňovat, a na základě těchto kritérií navrhnout konkrétní aktivity zacílené na tyto žáky. Práce se skládá z teoretické a praktické části.

Teoretická část je dělena do třech hlavních kapitol – žák mladšího školního věku, slovní zásoba a styly učení. Zároveň jsou zde vydefinované hlavní pojmy. Podrobněji je zde rozepsáno, jak učit žáky mladšího školního věku, jak vyučovat slovní zásobu, co k učení potřebují žáci s kinestetickým stylem učení.

V praktické části je popsáno, které požadavky a jak konkrétně každá aktivita splňuje. Aktivity jsou seřazeny podle pořadí, ve kterém by měly proběhnout. Jako první je zařazena aktivita představující novou slovní zásobu a jako poslední aktivita, kdy žáci samostatně používají danou slovní zásobu v jednoduchých větách.

Práce je zaměřena na žáky mladšího školního věku, což jsou žáci prvního stupně základní školy, tedy od vstupu do první třídy až do ukončení páté třídy. Po začátku školní docházky mají děti novou sociální roli a tou je role žáka, se kterou se pojí nové povinnosti. Přesto si žáci mladšího školního věku stále potřebují hrát. Hra je aktivita, při které si děti hrají s hračkami nebo předstírají, že jsou někým jiným. Vychází z přirozené potřeby dětí se hýbat, pomáhá tuto potřebu uspokojit a je nezbytná pro jejich správný vývoj. Při plánování aktivit je důležité si uvědomit, že děti na prvním stupni nejsou schopny udržet pozornost více než deset až patnáct minut.

Jelikož se bakalářská práce zabývá výukou slovní zásoby, obsahuje i definici slovní zásoby. Slovní zásoba spadá pod lexikální komunikační kompetenci a jsou to veškerá slova, která jeden jazyk obsahuje. Nejsou to ale jen jednotlivá slova, slovní zásoba zahrnuje i víceslovné výrazy jako jsou pozdravy, přísloví a ustálené kolokace. Ne více než šest nových slov (výrazů) by mělo by představeno žákům mladšího školního věku během jedné vyučovací hodiny.

Možností, jak dětem představit novou slovní zásobu, je několik. Například překlad, popis, nová slova či výrazy mohou být předvedeny pantomimou nebo dětem může být ukázán

obrázek představující novou slovní zásobu. Pokud je dětem nová slovní zásoba představena pomocí pantomimy nebo obrázku, je pravděpodobné, že si děti tato slova budou lépe pamatovat. V této bakalářské práci je věnována část jedné podkapitoly technice, která se nazývá *úplná fyzická odpověď*. Jde o spojení verbálního anglického výrazu s pohybovou činností nebo reakcí.

Při výuce slovní zásoby v anglickém jazyce, a to zejména při učení žáků prvního stupně, je vhodné využívat hru a používat reálné předměty. Pokud nelze použít reálné věci, lze využít obrázky. Zároveň by mělo být dětem dovoleno s těmito předměty manipulovat nebo je alespoň vidět. Jelikož žáci na prvním stupni nejsou ještě naprosto kompetentní psát ve svém rodném jazyce, pouze poslech a mluvení by měly být zahrnuty při učení slovní zásoby v předmětu anglický jazyk. Učitel by po dětech neměl chtít, aby jen opakovaly naučené fráze, ale žáci by měli být podporováni ve vytváření vlastních vět nebo do připravených vět alespoň doplnit slova, podle jejich vlastního rozhodnutí. Aktivitu, které jsou vhodné pro žáky mladšího školního věku, mohou zahrnovat vybarvování, vystřihování, hry a písničky, ve kterých se objevuje nějaká akce.

Pouze představení nové slovní zásoby ale nestačí na to, aby se žáci nová slova (výrazy) naučili. Pokud se žáci naučili nové slovo, jsou schopni mu porozumět, pokud ho slyší, a také ho v mluvené podobě sami použít, měli by tedy znát jeho výslovnost a také význam. Žáci by se měli s novou slovní zásobou setkat v různých kontextech a to mnohokrát, aby se nové výrazy uložily do dlouhodobé paměti a žáci si je mohli vybavit i po několika letech. Pokud žáci slova používají nebo slyší v kontextu, který je pro ně zábavný či atraktivní, je pravděpodobné, že si tyto výrazy snadněji zapamatují.

Vliv na snadnost učení se nové slovní zásoby má vliv i to, jakým způsobem se žáci nová slova učí. Každý člověk se učí více či méně odlišným způsobem – jinými slovy má jiný učební styl. Obecně se rozlišují tři styly učení – sluchový, zrakový a pohybový (kinestetický).

Pohybový učební styl je důležitý pro tuto bakalářskou práci a je mu proto věnována více než jedna podkapitola. Tento učební styl je primárně spojován s pohybem – žáci potřebují pohyb, aby se něco naučili. Pokud nejsou aktivně fyzicky zapojeni do výuky, učení je pro ně velmi obtížné. Naopak jim pomáhá, pokud jsou při výuce používány reálné předměty, kterých se mohou dotknout a se kterými mohou manipulovat. Ještě víc je pro ně přínosnější, pokud mohou manipulovat nebo se dotýkat předmětu a zároveň slyšet

anglický výraz pro ten konkrétní předmět (např. pokud se děti učí slovní zásobu, která se týká školních potřeb, je dobré, pokud drží v ruce pero a zároveň slyší, že pero se anglicky řekne *pen*). V učení jim pomáhá, pokud jsou do učení zapojeny jejich smysly, a to zejména hmat. Žáci s kinestetickým typem učení nevyžadují pohyb pouze při učení, ale i při vybavování si naučeného.

Na základě výzkumu provedeného v teoretické části byla navržena kritéria pro aktivity výuky slovní zásoby v anglickém jazyce u žáků mladšího školního věku s kinestetickým učebním stylem. Téma a ročník, ve kterém se téma vyučuje, je v souladu se školním vzdělávacím programem Základní školy, Chrudim, Dr. Jana Malíka 958, slovní zásoba je převzata z učebnice *New English For You 1*. Na základě výše zmíněných kritérií bylo navrženo 9 konkrétních aktivit, které jsou uvedeny v přílohách.

Závěr bakalářské práce obsahuje shrnutí požadavků pro aktivity rozvíjející slovní zásobu u dětí mladšího školního věku s kinestetickým učebním stylem a které by měly být při plánování výuky zohledňovány.

Aktivity by měly:

- mít nějaké spojení s reálným životem (děti by měly vědět, proč se danou slovní zásobu učí, v jakých situacích ji mohou použít)
- být kratší než 15 minut
- žáky do výuky aktivně zapojovat
- rozvíjet poslech a mluvení
- zahrnovat vizuální oporu (například obrázky) nebo řeč těla, vždy když je využíván poslech
- umožňovat, aby se v jejich průběhu děti hýbaly, mohou obsahovat hru,
- zahrnovat manipulaci s reálnými předměty či jejich obrázky, nebo žákům umožnit, aby je alespoň viděli
- slovní zásobu učit v nějakém kontextu, a ne jako izolované výrazy či slova,
- umožnit, aby konkrétní slova byla v jejím průběhu použita několikrát
- probíhat nejlépe ve dvojicích či ve skupinách (v jedné skupině by nemělo být více než pět dětí)
- zahrnovat učení maximálně dvou nových slov během patnácti minut

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Appendix A – Activity 1

Topic: Animals

Vocabulary developed: rhino, hippo

Organizational form: whole class teaching

Time needed: 10 minutes

Materials needed: One big picture of a rhino and one big picture of a hippo, (small) plastic rhino and hippo

Overall aim: At the end of the activity, the learners will be able to pronounce the words “rhino” and “hippo” correctly in English and know their meaning.

Activity: At first, the teacher takes the picture of a hippo, holds it up so every learner can see it, and sends the plastic hippo around the classroom so learners can touch the animal while hearing its name. The teacher then slowly and clearly pronounces the name of the animal in the picture, at least five times, using structures like “It is a hippo. A hippo. This is a hippo.” The same is done with the picture of a rhino. After both animals were introduced, the teacher should go back to the first one and again ask other learners to say the name of the animal they are shown. The teacher should make sure that every learner had a chance to pronounce each of the animals individually to fulfill the aim of the activity.

Additions / varieties:

- The teacher can at first introduce the words and after that show the pictures of the animals to the learners.
- The teacher can show the pictures on an interactive board or any projection screen, if available.
- This activity can be used with any of the words from the chosen set of vocabulary.
- The order in which the animals are introduced is optional.
- Models of the animals can be used instead of pictures if they are big enough for every learner to see (the models can be plastic or soft toys like a teddy bear).

Appendix B – Activity 2

Topic: Animals

Vocabulary developed: elephant, hippo, lion, rhino, tiger, zebra

Organizational form: mingling

Time needed: 10 minutes.

Materials needed: pictures of animals mentioned above (more than one picture for every word)

Overall aim: At the end of the activity, the learners will be able to understand which animal was said and find and touch the picture of the animal.

Activity: Before the activity starts, pictures of the animals should be spread around the classroom. The teacher asks the learners: “Show me a tiger, please.” The learners then try to find a tiger in the classroom. The teacher gives them a moment to do so and then checks if the learners are touching a correct animal. If they are not, the teacher holds up the picture of the animal which was not said and asks the learners “Is it a tiger?” and pupils should answer yes or no according to the truth and the child which was wrong has to find the correct animal. After that, teacher again asks pupils to find different animal.

Additions / varieties:

- The pictures of one animal do not have to be all the same (they can be drawn differently, can have different colors, ...).
- The teacher should ask the learners to show a particular animal more than once.

Appendix C – Activity 3

Topic: animals

Vocabulary developed: elephant, hippo, lion, rhino, tiger, zebra

Organizational form: groups/mingling

Time: 10 min.

Materials needed: cards with pictures of animals mentioned above – the number of cards with pictures of one animal should be equal to the number of groups, so every group has a chance to collect each animal

Overall aim: At the end of the activity, the learners will be able to choose an animal fitting the given category (thus know its meaning) and say the words for the animals they chose.

Activity: The learners are divided into small groups (no more than five learners in a group). The teacher randomly chooses a category of animals (eating meat, living in water, having a particular color, ...). The learners then have thirty seconds to go to the table where the teacher had placed cards with pictures of animals (always one learner from one group at a time) and take one picture of an animal belonging to the given category. One group cannot have one animal more than once. After the time is up, the groups will say aloud what they have collected, and other groups listen and confirm if what the group is saying is correct or not. Each group is given a point for every animal that belongs to the given category if they can name the animal in English. The pupils should take turns in saying what animals their group has so every learner practices the oral forms of the vocabulary.

Additions / varieties: none

Appendix D – Activity 4

Topic: Animals

Vocabulary developed: elephant, hippo, lion, rhino, tiger, zebra

Organizational forms: whole class teaching

Time needed: 10 minutes

Materials needed: bingo cards with a picture of one animal in each of the six fields (one card for every learner, all of the cards are the same)

Overall aim:

At the end of the activity, the learners will be able to

- understand oral forms of the given words (elephant, hippo, lion, rhino, tiger, zebra) and color the image of the word when they hear it to express their understanding.
- say aloud the English names of the given animals in the order they have heard them.

Activity: Every learner is given a bingo card. The teacher will say simple sentences, in which the words for animals appear. For instance: “My favorite animal is a tiger” or “A zebra is thirsty.” The learners' task is to color the image of the word they heard (e.g., a zebra). The pupils also have to note down the order in which the animals were announced. When all of the animals were mentioned, the learners take turns in saying aloud the names of the animals in English in the order the names appeared.

Additions / varieties: none

Appendix E – Activity 5

Topic: Animals

Vocabulary developed: elephant, hippo, lion, rhino, tiger, zebra

Organizational form: mingling

Time needed: 10 minutes.

Materials needed: big picture of every animal mentioned above (format A4 or bigger)

Overall aim: At the end of the activity, the learners will be able to understand what animal was said and say aloud what animal is or is not in the picture.

Activity: The teacher holds up a big picture of an animal and asks the learners for instance “Is it a hippo?”. Learners are supposed to answer in chorus “yes, it is a hippo” if the picture is correct. If the picture is not right, they should say what animal it is not and continue with what animal it is – for instance: “no, it isn’t a hippo, it is an elephant.” The teacher can do it a couple of times and should most of the time purposely say a different animal than the one in the picture to be sure learners understand. After answering as a chorus a few times, learners then should speak individually. To involve more than one learner at once, all of the pupils should stand up if the teacher asks about a different animal than one in the picture the teacher is holding (when the teacher is “lying”). They stay sitting if the teacher asks about the same animal which is in the picture (e.g., when holding a picture of a lion and asking if it is a lion). The activity goes on until the name of every animal was said at least twice by the learners.

Additions / varieties:

- The pictures can be displayed on any projection screen.

Appendix F – Activity 6

Topic: Animals

Vocabulary developed: elephant, hippo, lion, rhino, tiger, zebra

Organizational form: circle

Time: 10 min.

Materials needed: none

Overall aim: At the end of the activity, the learners will be able to supplement a name of an animal (elephant, hippo, lion, rhino, tiger, zebra) which they think is being performed into the question “Is it ...?” and they will be able to understand an oral form of previously learned vocabulary of animals and answer the question orally according to the truth either “yes, it is ...” or “no, it isn’t ...”

Activity: The learners make pairs. Then they decide what animal they want to perform and how and dramatize it to their partner, who tries to guess what the learner is miming by asking: “Is it a tiger?” and the dramatizing learner answers according to the truth either “yes, it is a tiger” if a tiger is the animal being performed or “no, it isn’t a tiger” if another animal is being mimed. If the guess is incorrect, the learner performs until the answer is correct. Learners should take turns in dramatizing animals.

Additions / varieties: none

Appendix G – Activity 7

Topic: Animals

Vocabulary developed: elephant, hippo, lion, rhino, tiger, zebra

Organizational forms: groups

Time needed: 15 min. or less, the activity ends when there is no animal in the box

Materials needed: plastic animals or pictures of animals

Overall aim: At the end of the activity, learners will be able to understand which animal from the given vocabulary the teacher described and bring that animal (a picture of the animal) to their group and say aloud what animal it is.

Activity: Learners are divided into groups with no more than five learners in one group. Every group has one box with the same content; the boxes are on the opposite side of the classroom than the learners. The groups stand so the distance from one group to the box is the same for every group, and the teacher gives the learners which stand the first in a line a definition of an animal that they are supposed to bring from the box. For instance, “please, bring me an animal that is striped.” One learner from every group has to run to their box, take the animal from the box (in this case a zebra), bring it to the group and say what animal it is, for instance, “it is a zebra.” The first group whose learner has brought the correct animal scores as many points as is the number of groups (if there are four groups, the group scores four points), the second group whose learners brought a correct animal and could name it scores one point less than is the number of the groups, and so on. The last group scores one point if they brought a correct animal and could name it correctly.

Additions/varieties:

- In the box, there can be pictures instead of the plastic animals.

Appendix H – Activity 8

Topic: animals

Vocabulary developed: elephant, hippo, lion, rhino, tiger, zebra

Organizational form: groups

Time needed: This activity ends when every learner was drawing at least once, however, the activity should not exceed 15 minutes.

Materials needed: sheets of paper, one pen for every group

Overall aim:

At the end of the activity, learners will be able to

- understand words for already studied animals if said aloud and demonstrate their understanding by drawing a picture of the word.
- recognize an animal that was drawn and articulate its name in English.
- create and say aloud a correct sentence in which a word for an animal appears, apart from sentences like “it is ...” or “there is ...”

Activity: Learners are divided into groups so that no more than five learners are in one group. Every group has a few sheets of paper and one pen. One learner from each group goes in front of the class, so there is the same number of people as is the number of groups. The learners in front are told a word from the given set of vocabulary. All of them are given the same word (e.g. an elephant). They have to rush back to their group and draw a picture of that word. Other members of the group are trying to guess what their classmate is drawing. However, they should not be heard by other groups. They have two minutes to guess what the drawing is and then together as a group create a sentence with the name of the animal – it can be any sentence apart from “it is ...” or “there is ...”. They can ask questions however, the learner who is drawing can only answer yes or no. The guesses might look like this: “Is it a pig” or they can only say “pig?”. If they guess correctly, they have to rush back to the teacher and tell him/her the sentence in which the word for the animal one of them was drawing appears. The group that makes the correct guess and also uses the animal correctly in a sentence the first, scores three points, the second two points, and the third one point. The group that does not guess the word in time does not score any

points. The game then continues with another learner from each group coming in front of the class.

Additions/varieties: none

Appendix I – Activity 9

Topic: animals

Vocabulary developed: elephant, hippo, lion, rhino, tiger, zebra

Organizational form: circle

Time: Approximately 15 minutes, depends on how many learners are involved in the activity.

Materials needed: small plastic animals, a non-transparent bag

Overall aim: At the end of the activity, the learners will be able to recognize an animal by touch and say its name aloud in English and say a true sentence about the animal.

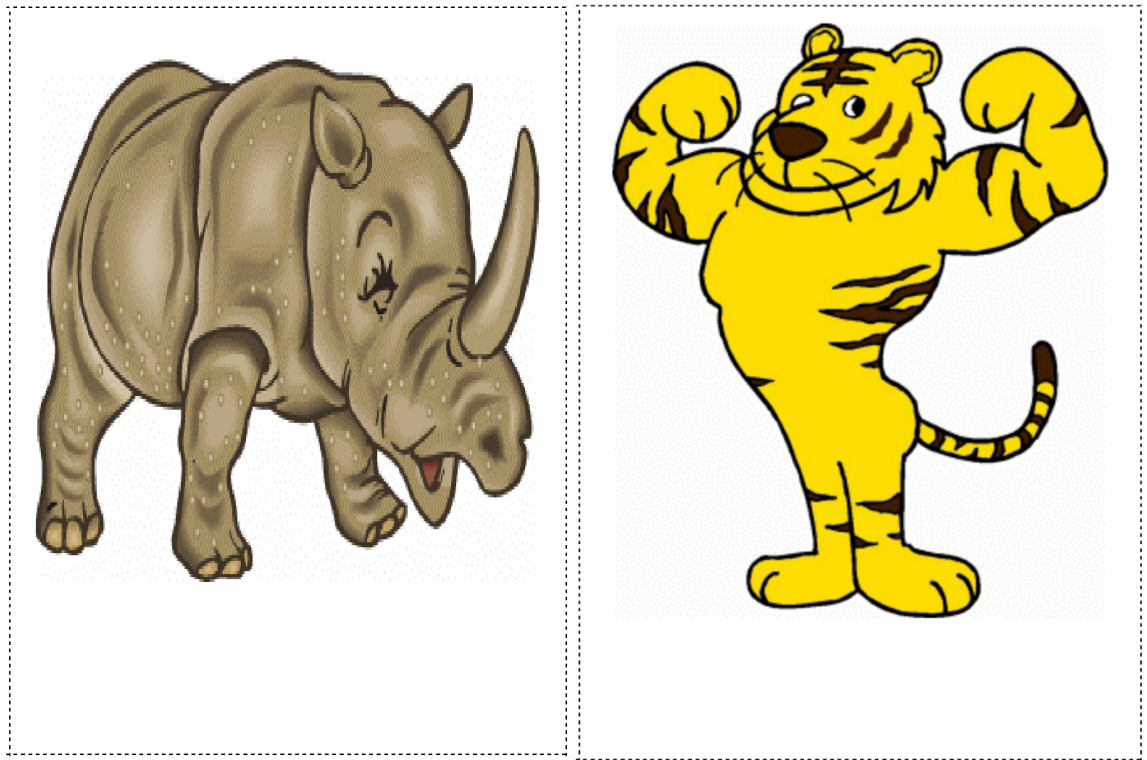
Activity: The learners sit in a circle. The teacher puts the plastic animals in a bag which cannot be seen through. One learner at a time puts a hand in the bag, picks one animal and has to recognize it by touch, without watching and taking it out of the bag. After the learner makes a guess, the plastic animal is pulled out, and the learner can look at the animal and correct his/her guess (if it was wrong). After the animal is known, the learner has to say a sentence about the animal other than “it is a lion” but for instance “the lion is happy.” Other learners supervise the choice and correct the learner if necessary.

Additions/varieties:

- This activity can be done in two groups, so the activity is shorter. In that case, the teacher needs two bags with two same sets of plastic animals.
- The teacher can let learners touch the plastic animals before the activity to make it easier.

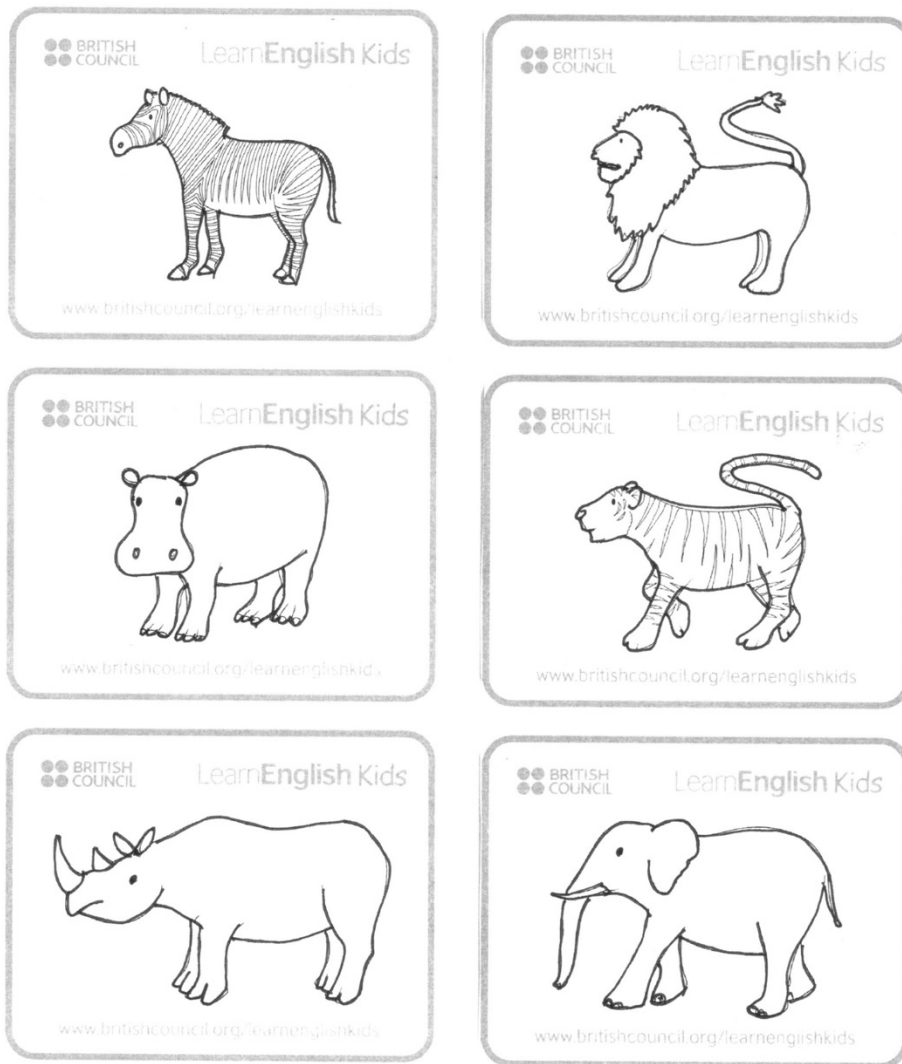
Appendix J – pictures of animals





(downloadable from <http://esl-kids.com/flashcards/animals.html> – different sizes available)

Appendix K – bingo card



Source of pictures:

http://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/flashcards-wild-animals-set-1-bw_1.pdf (accessed June 25, 2018)

Appendix L – plastic models of animals



Appendix M – New English for You 1 – Pupil’s book

5 Sing a song: Screech, scratch



I know some little monkeys
Who swing through the trees.
Looking for bananas
For baby chimpanzee's.
Using their long tails
To hold on tight.
Leaping and then jumping
Oh, what a sight!

Screeching and scratching
All day long.

[: Come on everybody
And sing this song :]

[: Screech, screech,
Scratch, scratch,
Ee, ee, ee.
Listen to the monkeys.
Swinging through the trees. :]

NEW VOCABULARY

■ again	[ə'gen]	giraffe	[dʒi'ra:f]	monkey	[mənki]	wrong	[rɒŋ]
animal	[æniml]	■ guess	[ges]	<u>rhino</u>	[rainəu]	<u>zebra</u>	[zebərə]
bear	[beə]	happy	[hæpi]	■ striped	[straɪpt]		
big	[bɪg]	<u>hippo</u>	[hipəu]	thirsty	[θɜ:sti]		
camel	[kæml]	hot	[hɒt]	<u>tiger</u>	[taɪgə]		
<u>elephant</u>	[elɪfənt]	hungry	[hʌŋgri]	■ try	[traɪ]		
fat	[fæt]	<u>lion</u>	[laɪən]	■ wet	[wet]		

Appendix N – SEP ZŠ Chrudim, Dr. J. Malíka – 3rd grade, 2nd semester

Vyučovací předmět:

ANGLICKÝ JAZYK

Ročník: třetí – 2. pololetí

KOMPETENCE ŽÁKA	UČIVO	PŘESAHY – VAZBY	POZNÁMKY
<p>Čtení jednoduchého textu.</p> <p>Porozumění jednoduché konverzaci dvou osob v cizím jazyce.</p> <p>Schopnost vyžádat si jednoduchou konkrétní informaci a následně ji sdělit.</p> <p>Schopnost vyjádření základních informací o vlastní osobě a schopnost získání těchto informací o osobě druhé.</p> <p>Využívání dvojjazyčného slovníku a orientace v něm.</p> <p>Rozšíření základních jazykových dovedností – čtení a psaní.</p>	<p>Greetings and introduction. To be. Who are you? What is your name? I am. You are. My, your. Short forms. Rozšíření tohoto učiva o dovednosti čtení a psaní.</p> <p>My family. This is my/your/his/her. He is. Tvary slovesa to be v otázce, kladné větě a záporu. Přivlastňovací zájmena v jednotném čísle.</p> <p>Sports. To be good at something. What are you good at? Sloveso to be v jednotném čísle.</p> <p>Objects at school, at home. Neurčitý člen a/an. What is this/that? Short answers – to be. Rozkazovací způsob pro 2. os. č. j. v kladné větě – povely, důležité pro práci v hodině.</p> <p>Animals. Sloveso to be v jednotném čísle. Short answers. Základní přídavná jména.</p> <p>Colours. What colour is this? My favourite colour.</p>		<p>Umět správně pozdravit a adekvátně na pozdrav reagovat. Umět rozlišit správný pozdrav podle části dne a situace.</p> <p>Umět představit sebe a členy své rodiny. Umět používat přivlastňovací zájmena v jednotném čísle.</p> <p>Umět použít sloveso to be v jednotném čísle (otázka, kladná věta, zápor).</p> <p>Umět použít neurčitý člen před podstatnými jmény. Základní pokyny – Čti. Piš. Co je to/tamto?</p> <p>Umět použít přídavná jména se slovesem to be ve větě – hladový, žíznavý, šťastný, atd.</p> <p>Popis věcí, rozvíjení podstatného jména – a red car.</p>