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Teaching English Vocabulary

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**Thesis
2008**

Abstract

This thesis discusses the importance of teaching vocabulary which is regarded as a key component for developing communicative competence. Particularly, it deals with the phase of presenting new vocabulary.

The theoretical part of this diploma paper stresses the importance of vocabulary and points out several aspects of lexical unit. Further on, it examines individual differences among pupils since every child is unique and prefers various teaching methods and strategies. Another subchapter considers the criteria necessary for selection of new words. The great attention is given to various presentation techniques which are the principal focus of this thesis.

The practical part was based on the research carried out at primary school. One of its aims is to evaluate the criteria for selection of new vocabulary from the viewpoint of usefulness. However, the main aim of the research is to analyze the potential of particular presentation techniques. Finally, this thesis examines the popularity of each technique among pupils. The teacher and pupils had the opportunity to use and experience some techniques in the lessons and, consequently, evaluate them. The research intentionally includes three techniques which should help pupils to be more autonomous in acquiring further vocabulary.

Keywords: presentation techniques; visual techniques; verbal techniques; student-centred learning; involvement; individual differences; word knowledge;

Abstrakt

Tato práce se zabývá vyučováním slovní zásoby, která je jednou z klíčových oblastí rozvoje komunikativní kompetence. Diplomová práce se blíže zaměřuje na fázi prezentování nové slovní zásoby.

Teoretická část zdůrazňuje důležitost slovní zásoby a poukazuje lexikální jednotku jako na součást několika aspektů. Dále se zabývá individuálními odlišnostmi mezi žáky, protože každý žák je jedinečný a preferuje jiné vyučovací techniky a metody. Další podkapitola zvažuje různá kritéria, která jsou nezbytná při výběru slovíček k prezentování. Velká pozornost je věnována různým technikám prezentování slovní zásoby, které jsou těžištěm této práce.

Praktická část je založena na výzkumu provedeném na základě observačních a dotazovaných výzkumných technik. Jedním z cílů této práce bylo zhodnotit kritéria používaná při výběru nových slovíček z hlediska jejich užitečnosti. Hlavním cílem výzkumu bylo analyzovat potenciál různých prezentačních technik používaných na základní škole. Závěrem tato práce zkoumá oblíbenost vybraných technik mezi žáky. Učitel a žáci měli možnost si jednotlivé techniky vyzkoušet a na základě této zkušenosti zhodnotit. Do výzkumu byly záměrně zařazeny tři techniky, které měly napomoci tomu, aby se žáci stali více samostatnými při dalším osvojování slovní zásoby.

Klíčová slova: prezentační techniky; vizuální techniky; verbální techniky; učení zaměřené na žáka; zapojení do výuky; individuální rozdíly; znalost slova

Content

Introduction	1
---------------------------	---

THEORETICAL PART

Chapter 1

1.1. The importance of vocabulary	3
1.2. Knowledge of the word	4
1.3. Mental lexicon	5

Chapter 2

2. Learner	7
2.1. Differences among learners	7
2.1.1. Motivation	7
2.1.2. Aptitude	8
2.1.3. Anxiety	9
2.1.4. Learning styles	10
2.1.5. Learning strategies	12
2.1.6. The Theory of Multiple Intelligence	13

Chapter 3

3. Selecting new words for vocabulary presentation	15
3.1. Learner's need	15
3.2. Frequency, range and coverage	16
3.3. Learnability	17
3.4. Expediency	19
3.5. Grouping of items of vocabulary	19
3.6. Number of items to be taught	20
3.7. Receptive and productive vocabulary	21

Chapter 4

4. Presenting the meaning of the words	22
4.1. Traditional approaches	23
4.1.1. Visual techniques	23
4.1.1.1. Pictures	24
4.1.1.2. Mime	24
4.1.2. Verbal techniques	25
4.1.2.1. Definition	25
4.1.2.2. Example sentences	26
4.1.2.3. Example situation	27
4.1.3. Translation	27
4.2. Student – centred approach	28
4.2.1. Peer-teaching	29
4.2.2. Contextual guesswork	30

4.2.3. Using a dictionary	32
4.3. How to highlight the spoken form?	33
4.4. How to involved the learners?	34

PRACTICAL PART

Chapter 5

5. Introduction	36
5.1. Examination of preparatory stage	38
5.2. Research on potential of each presentation techniques	40
5.2.1. Pictures.....	40
5.2.2. Mime	44
5.2.3. Definition + example sentence	48
5.2.4. Example situation	52
5.2.5. Peer-teaching	56
5.2.6. Contextual guesswork	61
5.2.7. Learner's monolingual dictionary	66
5.3. Research on the most/least favourite technique	70

Conclusion	72
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Resumé

Bibliography

Appendices

Introduction

Vocabulary is a powerful carrier of meaning and it forms the basis of learning a second language. It is one of the crucial conditions for successful communication. When the knowledge of words is limited, communication usually stops even though the knowledge of grammar is quite high and pronunciation is correct. Therefore, teaching vocabulary deserves a remarkable attention. Moreover, vocabulary should be taught systematically and according to some principles.

I have chosen the topic '*Teaching English Vocabulary*' since I wanted to become more experienced in this essential area of teaching. The main aim of this thesis is to suggest in theoretical part some presentation techniques suitable for pupils at primary school and examine them in the practical part by using three investigating tools: content analysis of my journal, indirect observation and questionnaire.

The first chapter of the theoretical part stresses the importance of vocabulary teaching, points out several aspects of a word pupils should be aware of and describes how words are stored in memory. Second chapter studies individual differences among pupils since every child is unique and teacher should be aware of it in order to meet their needs successfully. Topics to be discussed are motivation, aptitude, anxiety, learning styles and strategies and multiple intelligence. Another chapter advises how to select new words for a vocabulary presentation. Taking into account learner's needs, new words must be particularly useful and it is further recommended to check learnability of each word in order to prevent possible problems during the actual presentation. Finally, the last chapter of the theoretical part discusses the benefits and drawbacks of the following presentation techniques: pictures, mime, definition, example sentence, example situation, translation, contextual guesswork, peer teaching and the use of dictionaries. Additionally, this chapter suggests some ways of teaching pronunciation and techniques which enable pupils to be involved in the lesson and not to be passive.

The practical part is based on the research carried out at primary school in Jihlava and it is divided into three subchapters. The first subchapter is aimed at the stage of preparation. It evaluates criteria that helped me when selecting new

vocabulary. The second subchapter examines in more details various presentation techniques and the research verifies or falsifies some statements discussed in the theoretical part. The last subchapter investigates the popularity of presentation techniques and states which are the most and least favourite ones among pupils. The viewpoint of the teacher is also expressed.

For convenience I have referred to the teacher and learner throughout in the masculine form. This is because of the inadequacies of the English pronoun system. Moreover, since the research was carried out at primary school, I use the term '*pupil*' instead of '*student*'. To make the whole text more coherent I use this term throughout the whole diploma paper.

THEORETICAL PART

1.1. Importance of vocabulary

“Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.”

This is how famous linguist David Wilkins summarizes the importance of learning vocabulary in the book *How to Teach Vocabulary* written by S. Thornbury. (David Wilkins in Thornbury 2002, 13) Such a significant statement is supported by other experts on vocabulary. To exemplify, McCarthy in his book *Vocabulary* claims that even if learners manage to master grammar and sounds of the second language, without words to express a wide range of meanings, communication in the second language just cannot happen in any meaningful way. (McCarthy 1990, VIII) Scrivener also agrees with Wilkins. He professes that “Vocabulary is a powerful carrier of meaning.” He demonstrates his claim on beginner learners. They often communicate in English by using the accumulative effect of individual words avoiding grammar and they are successful. The meaning is conveyed by vocabulary itself. On the other hand, a good knowledge of grammar is not such a powerful tool if the key word is missing. (Scrivener 1994, 73)

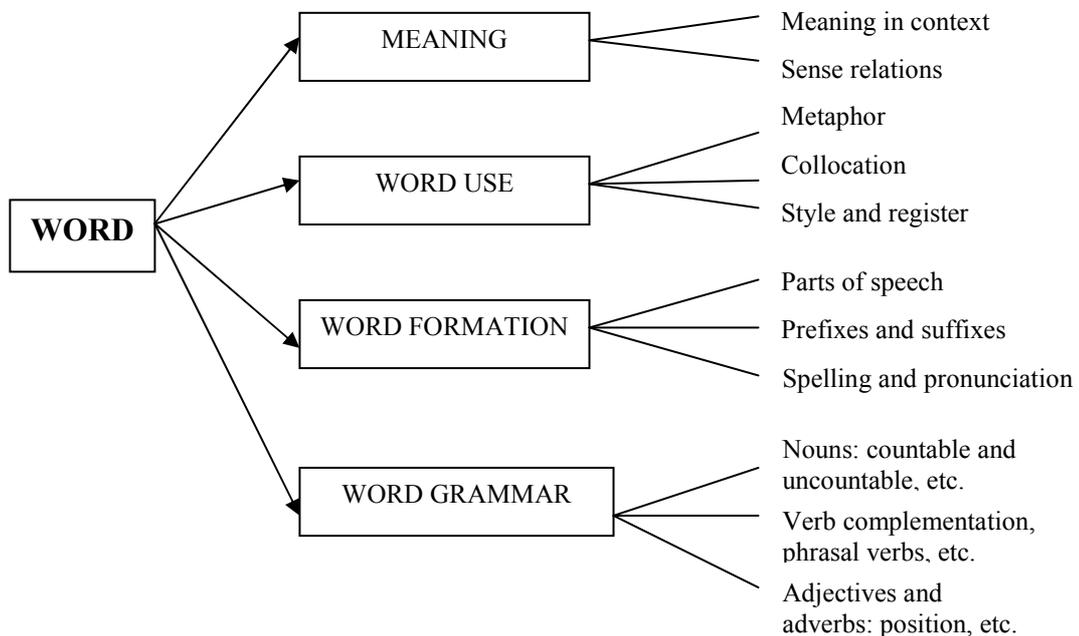
Unfortunately, vocabulary is neglected in some English language courses (Davies and Pearse 2000, 59) and it often seems to be the least systematized and the least well catered for of all the aspects of learning a foreign language (McCarthy 1990, VIII). Moreover, vocabulary often arises in the classroom regardless of the chosen activity, and in spite of any conscious design on the teacher’s part. (Gairns and Redman 1991, 1) However, words are more complex than they appear to be on the surface and they also behave differently in different languages. While grammar at least seems to be finite, vocabulary is virtually infinite. (Davies and Pearse 2000, 59) Moreover, vocabulary errors are potentially more misleading in communication than those of grammar. (Hedge 2000, 11) Therefore, Nation emphasizes the importance of systematic and principled approach to vocabulary by both the teacher and the learners. He advises to select vocabulary carefully in order to be sure that

high priority items are included, provide varied opportunities to practice them and use a wide variety of ways for dealing with them. (Nation 1990, 1-2)

To conclude, vocabulary is crucial for getting meaning from a written or oral text. Without knowledge of key vocabulary in a text, a learner may have serious trouble understanding the message. Therefore, this subskill deserves remarkable attention and should be taught systematically.

1.2. Knowledge of a word

There are several aspects of a new lexical item that learners need to be aware of. Generally said, many linguists point out the same components of word knowledge, only the diagrams used by them are a little bit different. I have chosen the one set up by Harmer because according to me it is the most synoptic. He distinguishes four main areas of word knowledge.



(Harmer 1998, 158)

As it is evident from the chart, it is always essential to know the meaning of a new word and learners should also bear in mind that words usually have more than

one meaning. For instance, the word *book* refers to a thing to be read, but also it means to reserve in advance and it can also stand for a number of other things. Besides, learners need to understand the importance of meaning in context because it helps them to discover the right meaning and they also need to know about sense relations, such as synonyms, antonyms, homonyms. (Harmer, 156)

The next aspect to consider according to Harmer's diagram is the use of a word. Learners should be informed that meaning can be created and extended by means of metaphors and idioms and they need to know how words collocate that is how words go with each other. Last but not least, learners need to be aware of the fact that some words are used only in certain social and typical contexts which means that what we say is governed by the style and register we are in. (Harmer, 157)

The knowledge of a word also includes the area of word formation which means that learners need to know how word is created and how to change it to fit different grammatical contexts. It is also important to find out how prefixes and suffixes work, in other words, how learners can make opposites or different word classes. Lastly, word formation also means how words are spelt and how they sound. (Harmer, 157)

Finally, learners should be aware of a word grammar. Teachers should inform learners whether, for example, the noun is countable or uncountable, that modals are followed by bare infinitive without *to*, or teacher comments on the position of adverbs in a sentence. (Gairns and Redman 1991, 45)

To conclude, '[...] knowing a word means far more than just understanding (one of) its meaning(s).' (Harmer 1991, 158) The teacher should bear in mind the above mentioned components of the word knowledge and while teaching new words he should introduce such information about the word appropriate to pupil's level.

1.2. Mental lexicon

Understanding how our memory works might help to create more effective ways to teach vocabulary. Research in this area offers some insights into this process.

It seems that learning new items involve storing them first in our short-term memory, and afterwards in long-term memory. (Gairns and Redman 1991, 86) This process is not controlled consciously but for words to be integrated into long-term memory they need to be subjected to different kinds of operations. Therefore, Thornbury mentions the so called working memory, where many cognitive tasks such as reasoning, learning and understanding are implemented. Information is first placed there, studied and then moved about before being filed away for later retrieval. Information remains in working memory for about 20 seconds. There is thought to be a special mechanism in this type of memory called the articulatory loop. It is a process of subvocal repetition, similar to a loop of audio tape going round and round. This loop constantly refreshes the store in the short-term memory. The ability to learn foreign languages is mainly influence by the holding capacity of this articulatory loop: the longer the loop, the better the learner. (Thornbury 2002, 23)

Researchers believe that the mind must organize words in some way. However, they do not assume that the mind organizes the lexicon of a second language in the same way as the first language (McCarthy 1990, 34) and it is also not probable that words are organized in the brain as does a dictionary. (Gairns and Redman 1991, 87) McCarthy uses the metaphor of 'webs' or 'nets' to express the way words are stored in the mind. According to him, mental lexicon is "[...] three-dimensional, with phonological nets crossing orthographic ones and criss-crossing semantic and encyclopaedic nets." This citation illustrates the vast complexity of the mental store. (McCarthy 1990, 41) Nattinger adds that, words in the mental lexicon are tied to each other not only by meaning, form and sound, but also by sight and by other parts of the context in which learners have learned or experienced them. (Nattinger in Carter, McCarthy 1991, 64)

Our mental lexicon is highly organized and efficient. It is never static, which means that it is constantly receiving new information which has to be integrated into the existing store. The webs of meanings and associations incessantly shift and re-adjust; new connections are woven, and old ones strengthened. (McCarthy 1990, 42)

Research also shows that mental activity has a strong effect on memory. It means that the more are learners actively involved in working out a solution to a

problem, the more probable is the permanent retention in memory. (Nattinger in Carter, McCarthy 1991, 65) Therefore, Gairns and Redman stress the importance of meaningful activities which enable learners to analyse and process language more deeply (Gairns and Redman 1991, 90) and Hedge points out the significance of tasks comprising guessing meaning from context (Hedge 2000, 121). Additionally, repetition, imaging (Thornbury 2002, 24, 25) and also emotional responses to a word affect retention. (Hedge 2000, 121-122)

2. Learner

2.1. Differences among learners

Generally says, each learner is unique and therefore he varies in many aspects. This chapter discusses various differences among learners which may influence their learning. According to Tice, learners vary in many factors, such as, motivation, aptitude, learning styles and strategies, language level, previous learning experience, intelligence, age, cultural background. (Tice 1997, 5) Hence, it is very important for teachers to bear in mind these differences, because they influence the pupils' learning. The aim of this chapter is to examine in more detail some of the above mentioned factors. The first one to deal with is motivation.

2.1.2. Motivation

In the words of Harmer, "Motivation is some kind of internal drive which pushes someone to do things in order to achieve something." (Harmer 2001, 51) Therefore, it is extremely important for learning a foreign language.

When discussing motivation, an accepted distinction is made between extrinsic and intrinsic motivation. The former is developed from the desire to be rewarded or, on the other hand, not to be punished. With the intrinsic motivation learning experience is its own reward. It was proved that most schools encourage only extrinsic motivation, which means that pupils' main reason for learning is to

please teachers or authorities, rather than to develop a love for knowledge. (Arnold 1999, 14)

Motivation can be promoted consciously. It means that by employing certain methods it is possible to change learners' motivation in a positive direction. For this reason, skills in motivating learners must be constantly applied. (Schmitt 2002, 172) Harmer offers teachers three tips for increasing learners' motivation. Firstly, teacher should pay attention to achieving short-term goals. Secondly, creating an attractive physical appearance of classrooms as well as supportive cooperative environment, are the right conditions for motivated learning. Finally, teachers should keep their classes interesting (Harmer 2003, 53-54) and learner's self-satisfaction in a task well done should be encouraged. (Arnold 1999, 15)

2.1.3. Aptitude

Some pupils are better at learning languages than others, putting differently, the individual learners differ in ease with which they learn a foreign language. (Harmer 2003, 41) As Schmitt claims, aptitude has been referred to under different names, for example, a special 'ability', 'gift', 'knack', 'feel' or 'flair' for languages and everybody agrees that it is a very important attribute. However, we should bear in mind, that language aptitude does not determine whether or not someone can learn a language. (Schmitt 2002, 171)

Carroll, who has been researching foreign language aptitude for 25 years twenty-five years claims that aptitude consists of four independent abilities: auditory ability; grammatical sensitivity; the ability to infer or induce, the so called inductive language learning ability; and lastly the ability to learn associations between sounds and meaning. (Carroll in Robinson 2002, 71) As Harmer claims, the aptitude is measured by tests. The above mentioned components are tested in order to predict the success of an individual to learn the foreign language. (Harmer 2003, 41) However, the tests are not fully reliable, because they focus on language form rather than its communicative aspects. (Hedge 2000, 18) Moreover, as Harmer adds, those who scored badly on aptitude tests will be discouraged to learn the language. (Harmer 2003, 41)

To summarize, someone with a high aptitude will pick up the foreign language relatively easily, whereas for another person the same level of proficiency can only be achieved by means of hard work and persistence. Therefore, the lack of aptitude should be compensated by other factors such as high motivation or the use of effective language learning strategies. Indeed, the majority of people are able to achieve at least a working knowledge of the foreign language regardless of their aptitude – so “[...] where there is a will, there is most likely a way.” (Schmitt 2002, 172)

2.1.4. Anxiety

Anxiety stands in opposition to aptitude and it negatively affects the learning process. It is associated with negative feelings such as uneasiness, frustration, self-doubt, apprehension and tension. (Arnold 1999, 8)

McIntyre and Gardner studied anxiety in the classroom in more detail. Their research shows that anxiety is either closely related to negative experiences in speaking activities or it is a response learned through early encounter with the language. To characterize anxious learners, they are less likely to volunteer answers and to take part in oral activities. They also usually avoid complicated linguistic structures and anxiety can also negatively influence listening comprehension. Moreover, anxious learners experience basic problems in vocabulary acquisition and retrieval. They require more time for their studies. (MacIntyre and Gardner 1991, 296)

From these examples it is evident, that anxiety is a principal obstacle to language learning. However, it can be reduced. (Arnold 1999, 8) MacIntyre and Garner recommend teachers to build self-confidence through positive early experience, to provide placatory feedback and help learners to realize their developing proficiency. It is also conceivable that with increased effort, anxious learners could reach the same level of performance as relaxed ones. (MacIntyre 1995, 96)

2.1.5. Learning styles

Another variable to be discussed is the so called learning or cognitive style. According to Oxford learning styles are “general approaches to language learning”. (Oxford, *Language Learning Style and Strategies: An Overview*) Hedge defines learning style as a “characteristic and preferred way of approaching learning and processing information” (Hedge 2000, 18) Together with learning strategies (discussed later), these two factors influence the learners’ ability to learn.

Differences in pupil’s learning style reflect the different ways people react to learning situations. For example some learners prefer working alone, while others like co-operating with classmates. Some people plan a lot before the completing a task, while others do not plan much and try to solve problems that arise while working on the task. Some people learn best when they use visual cues and write notes, others prefer auditory learning, without notes. (Richards and Lockhart 1994, 59)

Learning styles has been classified in many ways, for example by sensory preferences. Sensory preferences can be divided into four main areas:

- **Visual learners** prefer pictorial or graphic representations. They mostly benefit from reading and prefer writing down notes.
- **Auditory learners** learn best from oral explanation and from hearing. They prefer listening to tapes, songs, storytelling.
- **Tactile learners** like “hands on” activities. They like to manipulate materials, make and put things together.
- **Kinaesthetic learners** learn best when they are physically involved in learning. They remember information by participation in activities or role plays. (Oxford: *Language Learning Style and Strategies: An Overview*)

Another distinction can be made between global and analytic learner. Global learners usually try to emphasize the main idea. Therefore, they prefer inferring and prediction while reading in order to get an overall understanding. On the other hand,

analytic learner concentrates on small details and follows the precise relationships between different parts of the text. (Hedge 2000, 18)

Keith Willing adapts learning style into four categories: convergers, conformists, concrete learners and communicative learners.

- **Convergers** prefer working alone and they avoid groups. They are usually pragmatic and analytic and they believe in their own abilities.
- **Conformists** like to learn about language rather than how to use the language. They try to avoid communication and feel happy when someone tells them what to do. Conformists favour a well – organized teacher.
- **Concrete learners** enjoy learning from direct experience. They are really interested in language use and prefer communication. They like games and working in groups.
- **Communicative learners** prefer learning outside the classroom. They seek opportunities to speak outside the classroom. They do not need teacher's guidance. (Keith Willing in Harmer 2003, 43)

Learning style can be also influenced by biological differences. Some learners prefer learning in the morning whereas other ones like learning in the afternoon. Or some pupils favour a cup of tea or some food while learning. (Oxford: *Language Learning Style and Strategies: An Overview*)

To conclude, the aim of this subchapter is not to describe all possible differentiations of learning styles. I only want to point out that each pupil is individual and prefer various ways of learning. Therefore, teachers should bear in mind such differences and try to adapt the lesson and also the whole course accordingly. To be realistic, Harmer claims that it is not possible to cater for each preference of all pupils at a time, however, over a period of time teacher should focus on different learning styles. (Harmer 2003, 43)

2.1.6. Learning strategies

Learners are not passive while learning, they are actively involved. (Williams et al. 1997, 144) Research and theory in second language learning strongly suggest that good language learners use a variety of strategies to assist them in gaining command over new language skills. (O'Malley et al. 1985, 557) Learning strategy is a very vast conception, therefore, definitions and classifications differ.

Oxford describes learning strategies as “specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, and more transferable to new situations.” (Oxford in Richards and Lockharts 1994, 63) O'Malley and Chamot in their book *Learning Strategies in Second Language Acquisition* define learning strategy as “the special thought or behaviour that individuals use to comprehend, learn, or retain new information” (O'Malley, Chamot, 1990, 1) Finally, according to Richards and Lockhart learning strategies “are specific procedures learners use with individual learning tasks” (Richards and Lockhart 1994, 63)

As regards the classification of learning styles I have chosen the well known categorization developed by Rebecca Oxford. She distinguishes 6 main types of learning strategies:

- **Cognitive strategies** enable learners to understand and produce new language.
- **Memory strategies** are specifically tailored to help the learner store new information in memory and retrieve it later.
- **Compensation strategies** are behaviors used to compensate for missing knowledge of some kind, for example guessing while listening or reading, or using synonyms while speaking or writing.
- **Metacognitive strategies** enable learners to center, arrange, plan and evaluate their own learning.
- **Affective strategies** are techniques like self-reinforcement and positive self-talk which help learners to gain better control over their emotions, attitudes and motivations related to language learning.

- **Social strategies** are described as actions involving other people in the language learning process. Examples are questioning, cooperation with peers and developing empathy. (Oxford and Crookall 1989, 404)

Since this diploma paper concerns mainly with presenting new vocabulary, Nation mentions some strategies which are used when coping with unknown words. The most important one is guessing from context. He further points out strategies like paraphrasing, using word parts, dictionary use, and mnemonic techniques. (Nation 1990, 6)

Oxford claims that language learning strategies contribute to communicative competence, allow learners to be more independent, extend teacher's role, are oriented on the problem, are usually conscious, flexible and can be taught. (Oxford in Richards and Lockhart 1994, 63)

To conclude, it is obvious the learning strategies play an important role in language learning. They influence learners' success or failure. Therefore, teaching pupils how to apply learning strategies to varied language activities is essential. (O'Malley et al. 1985, 558)

2.1.7. The Theory of Multiple Intelligence

The Theory of Multiple Intelligence was introduced by Howard Gardner, the famous psychologist. It was first laid out in his book, *Frames of Mind: The Theory of Multiple Intelligences* published in 1983. As Gardner mentions in one of his articles, he wrote it in order to attack the standard notion of intelligence as a single capacity, with which an individual is born, and which proves difficult, if not impossible, to change. This book was not intended to be about education. Surprisingly, many educators soon displayed toward this work. (Gardner 1995, 16)

According to Gardner's Theory of Multiple Intelligences, each person is capable of seven relatively independent forms of information processing, with individuals differing from one another in the specific profile of intelligences that they exhibit. (Gardner and Hatch 1989, 4) Basically, he distinguishes seven types of

intelligence: musical, bodily-kinesthetic logical-mathematical, linguistic, spatial, interpersonal and intrapersonal.

- **Musical intelligence** is the ability to produce or appreciate music. People with strong musical intelligence understand the use of rhythm, tone, melody, and other aspects of musical expression.
- **Bodily-kinesthetic intelligence** is the ability to use the body effectively in order to solve problems. People are generally skilled at physical activities such as sports or dance and often prefer activities which utilize movement. They may enjoy acting or performing.
- **Logical-mathematical intelligence** is connected to logic, abstractions and numbers. People are able to handle long chains of reasoning.
- **Linguistic intelligence** favours words, spoken or written. People with linguistic intelligence display a facility with words and languages. They are typically good at reading, writing, telling stories and memorizing words and dates. They are also frequently skilled at explaining and teaching
- **Spatial intelligence** has to do vision and spatial judgement. They have a strong visual memory and are often artistically inclined. They are very good at visualizing and mentally manipulating objects.
- **Interpersonal intelligence** is the capacity to discern and respond appropriately to the moods, temperaments, motivations and desires of other people. People communicate effectively and empathize easily with others. They typically learn best by working with others and often enjoy discussion and debate.
- **Intrapersonal intelligence** has people who are highly self-reflective, they learn from their mistakes. They can recognize their needs, wants and desires and they tried as best as they could to achieve them. They prefer to work alone. (Gardner 1993, 17-25)

As it was mentioned above, no two individuals exhibit exactly the same profile of intellectual strength and weakness. Each intelligence is developed differently (Gardner 1995, 16) and in different age. If people are not particularly talented in one area now, they may become more intelligent in that area as they

grow older. (Campbell 1994, 28) An important point to remember is that everyone has different abilities and everyone learns and thinks in unique ways. Therefore, students should be treated as individuals and multiple approaches are invited.

To summarize the whole chapter, it is doubtless that individual differences exist and they play an important role in language teaching and learning. Teachers must take into account learner's individual characteristics, learning styles and strategies. Accordingly, teacher should use a variety of teaching aids, materials, use various teaching methods and strategies, applied multiple approaches to meet their needs successfully.

3. Selecting new words for vocabulary presentation

Before the actual presentation, teacher's task is to choose some words to be learnt in one lesson. To select new vocabulary does not mean to select randomly some words. Taking into account learner's level and needs, new words must be particularly useful. Further on, teacher examines each word from the viewpoint of learnability and decides on how many items to teach in one lesson. New words must be also grouped systematically. Finally, teacher considers whether the new words will be used productively or receptively. The following pages study in more details some criteria that should be considered before each vocabulary presentation.

3.1. Learner's need

Predicting learners' vocabulary needs is also very important in selecting what to teach. In order to foresee those needs, Allen offers answering the four following questions:

- Which words must the students know in order to talk about people, things, and events in the place where they study and live? [...]
- Which words must the students know in order to respond to routine directions and commands? [...]

- Which words are required for certain classroom experiences? [...]
- Which words are needed in connection with the students' particular academic interests? [...] (Allen 1983, 108)

However, it may happen, as McCarthy says, that learner's perceptions of need can not be in accordance with the teacher's perceptions. (McCarthy 1990, 87) Each learner is individual and so are his needs. The teacher task is to enable such learners to pursue their interests in the way which is the most productive. (McCarthy 1990, 90) In addition, Gairns and Redman suggest involving learners in the decisions about the items to be learnt. One way of doing so is to allow them to choose any words they wish from a particular text and let pupils work on them using a dictionary. (Gairns and Redman 1991, 57)

3.2. Frequency, range and coverage

Basically, the words which are most frequently used by the speaker of the language will be those most useful to learners (Hedge 2000, 118) and McCarthy suggests presenting such words in the early stage. (McCarthy 1990, 79) In order to discover which words are mostly used, frequency counts and lists were put together. The classic list of the most useful words of English is Michael West's *A General Service List of English Words* (GSL) which contains 2,000 high-frequency words. (Schmitt 2002, 38) There is also Thorndike and Lorge count which tells us how often each word occurs in 1 million running words of text and give us an indication of its range. The range of a word is a measure of the number of different types of texts in which a word occurs. Words with a wide range occur in many different kinds of texts and fields of study. The most useful words for learners are high-frequency words which have a wide range. (Nation 1991, 19-20)

However, Mc Carthy points out that frequency is not as simple a matter as it looks. Not only that the frequency lists are not fully reliable but the most frequent words are usually the most informationally empty words. He stresses the importance of available words. Two words may be more or less equal in frequency but not equally available. As cited by McCarthy, Richards states that "Available words are known in the sense that they come to mind rapidly when the situation calls for

them". Additionally, available words are usually concrete rather than abstract ones. (McCarthy 1990, 82) Beside the available words, it is also worth mentioning the so called core vocabulary. Such words are used to define other words and generally said they are more useful, albeit not more frequent, than non-core words. (Thornbury 2002, 34) Another example when usefulness is not determined by frequency is highlighted by Gairns and Redman. They claim that some low frequency words can also be very important because they can be the only ones to express particular semantic values which are hardly to be paraphrased. (Gairns and Redman 1991, 59) Additionally, it was estimated that the most frequent words are not necessarily those with high coverage. Coverage is the capacity of a word to take the place of other words. For example, the word *foot* is a useful word from the point of view of coverage because it can be used to make a definition of other words, its meaning can be extended to replace other words and it can be combined with other words to make new words. (Nation 1991, 21-22)

To conclude, the most frequent words are not necessarily the most useful for learner. (Hedge 2000, 119) In order to organize vocabulary teaching, teachers should not only rely on frequency lists, but also, as McCarthy advises, to work out intuitively what to teach. (McCarthy 1990, 80)

3.3. Learnability

The term learnability refers to the fact that some words are easy to learn than others. (Thornbury 2002, 35) According to McCarthy, it goes in hands with frequency since the most frequent words will presumably be absorbed and learnt simply because they occur regularly. (McCarthy 1990, 86) Word may be easy or difficult for a variety of reasons and this chapter examines some of them.

First of all, learners may have difficulties with spelling. (Gower et al. 1995, 143) Thornbury points out that words containing silent letter are the ones to be the most problematic. (Thornbury 2002, 27) However, not only learners of English but also native speakers as McCarthy adds, may have sometimes troubles remembering whether single or double consonants appear in words like *occurrence* and *beginning*. (McCarthy 1990, 86)

In addition to spelling, pronunciation can also cause difficulty. Generally said, words difficult to pronounced are more difficult to learn. (Thornbury 2002, 27) Furthermore, certain words contain complicated clusters of sounds like in words *crisps* and *thrive*, or because spelling interferes with perception of what the sound is (English *worry* is pronounced by learners as it is rhymed with *sorry*). The pronunciation of these words may remain a long-term problem, especially when old habits are entrenched. (McCarthy 1990, 86) Finally, Thornbury calls attention to words that contain sounds which are not familiar to some groups of learners. (Thornbury 2002, 27)

The difficulty of a word often depends on how similar the word is in form and meaning to the learners' first language. The easiest words are those which are similar in form and meaning to the pupils' native language. (Gower et al. 1995, 143) If these words are identical due to the fact that they are derived from a common origin, they are called cognates. French *vocabulaire*, Italian *vocabolario* and English *vocabulary* are cognates, therefore, they are easy to transfer from one language to the other. Additionally, loan words have been borrowed by other languages. (Thornbury 2002, 27) Another factor which makes the word easier is the similarity to English words already known. For example, once students are familiar with the word *friendly*, they should be able to guess *unfriendly*. On the other hand there are words similar in form but different in meaning. Such words are called false friends. (Gower et al. 1995, 143) For instance, a French student seeing the word *library* might falsely assume it has the same meaning as *librairie*. In fact *librarie* means bookshop.

Learners may also feel doubtful about the grammar associated with the word, especially if the grammar is different from that of learner's native language. (Thornbury 2002, 28) The book '*Working with Words*' written by Gairns and Redman includes a checklist containing questions which is useful for a teacher to ask himself when preparing a vocabulary lesson in order to anticipate potential grammatical errors. It is useful for the learner to know, whether the verb is regular or irregular, what construction does the verb take, if the noun is countable or uncountable, whether the adjective is followed by preposition and so forth. (Gairns and Redman 1991, 44)

Another factor influencing the word difficulty is length and complexity. There is no difference in learning long or short words. However, frequent words tend to be short and, therefore, the learner's probability to meet them is quite high. Polysemic words with variable stress may also add to their difficulty. (Thornbury 2002, 27-28)

In addition to learnability, Thornbury warns that it should not be confused with teachability. The later is dependent on how easy is to demonstrate or illustrate the meaning of a word. Generally said, nouns are easily taught than verbs or adverbs, and concrete nouns are more easily taught than abstract nouns. (Thornbury 2002, 35)

3.4. Expediency

Expedient vocabulary includes words which are necessary for understanding the teacher, other learners or assigned activity. Pupils are often the ones who ask for them. One such area is grammatical terminology. Learners benefit a lot after acquiring such vocabulary. Second area of classroom language covers items connected to activity instructions. To give some examples, common words are *tick*, *chart*, *gaps*.

If learners acquire sufficient number of expedient vocabulary, highlighting of important information is easier, explanation more succinct and learners use dictionaries and grammar books more effectively. It is recommended to teach this expedient vocabulary intentionally in order to avoid misunderstanding and confusion. (Gairns and Redman 1991, 64)

3.5. Grouping of items of vocabulary

Vocabulary is not a random collection of items, it consists of interrelating systems that allows us to present new lexical items systematically. There are many ways of grouping new words. The most common and useful grouping is according to the topic (Gairns and Redman 1991, 69) or as Thornbury says, lexical items which is a group of words that share a relation of hyponymy. He agrees with Gairns

and Redman that this grouping is very effective since it reflects the way words are stored in mind.

However, words that too closely associated tend to interfere with each other and can be easily confused. (Thornbury 2002, 37) This was also proved by one research study carried out by T Tinkham who compared learning lexical sets with the sets of unrelated words. The results show that the latter organization is more suitable for learning. In other words, this study shows that even though the words in memory are stored systematically it does not mean that they should be learned together. As Tinkham further mentions, these results also explain why learners often confuse lexical sets such as days of the week, colours, antonyms. (Tinkham in Thornbury 2002, 37) Therefore, Thornbury suggests grouping items that are thematically linked but have a looser not closer relation. (Thornbury 2002, 36)

Except for grouping words according to the topic, Gairns and Redman point out many other options, for example grouping by style (neutral vs. colloquial words or British vs. American English), spelling or phonological difficulty. Especially useful way of presenting new units at lower levels is that of grammatical or notional similarity. The last way to be pointed out is grouping items causing particular difficulty within one nationality group. (Gairns and Redman 1991, 69-71)

Some groupings are more appropriate at certain levels than at others. It is therefore teacher's responsibility to decide which grouping will best suit their pupils (Gairns and Redman 1991, 69).

3.6. Number of items to be taught

It is impossible to state the exact number of words which should be taught within one lesson. Gairns and Redman suggest teaching eight to twelve lexical items per a lesson (Gairns and Redman 1991, 66) and Cross for example mention to teach only five to seven. (Cross 1992, 11)

When deciding on the amount of vocabulary Gairns and Redman recommend considering some factors. Firstly, it is necessary to consider how similar in form is the target item to an equivalent in the learner's own language. Secondly, the teacher should consider teachability (see learnability). Another factor to think of is

intensiveness of the course and whether learners have opportunities to speak outside the classroom. Finally, it is necessary to consider language aptitude. Learners who have a poor memory for language items, or struggle with pronunciation are not able to absorb many new words. (Gairns and Redman 1991, 67, 68)

3.7. Receptive and productive vocabulary

When selecting new lexical items, teachers must take into account whether the words are learnt for productive or receptive use. In the words of Gairns and Redman, productive (active) vocabulary refers to the lexical items which learners can recall and use appropriately in speech and writing. On the other hand, receptive (passive) vocabulary is defined as language items which learners recognize and understand in context of reading and listening material, but are not able to use them. (Gairns and Redman 1991, 64-65)

Learners' receptive vocabulary is usually much larger than their productive vocabulary. In other words, learners can understand many more words than they actively use. (Gower et al. 1995, 142) Thornbury agrees with that and adds that receptive knowledge generally, but not always, precedes productive knowledge. (Thornbury 2002, 15)

Gairns and Redman point out that it is usually teacher's responsibility to decide whether words will be learnt for productive use or only for the purposes of recognition, because teacher's knowledge of complexities and usefulness of the item is probably superior to the learner's. However, the learner may be in a much stronger position. If he perceives the word important, he acquires it well even though the teacher does not pay much attention to the word. Conversely, the pupil may subconsciously or consciously refuse the word teacher has decided to teach productively. (Gairns and Redman 1991, 65) This assumption is also supported by Thornbury who claims that "[...] which words a learner needs to know is a very personal matter. It is not easy neither to predict learners' needs nor to ensure that the words that have been selected for teaching will be learned." (Thornbury 2002, 22)

4. Presenting the meaning of a new word

This chapter explores various techniques for presenting the meaning of new vocabulary. The chart below introduces the most common techniques used for conveying the meaning. I have used the division suggested in the book *Working with Words*, however, I have tried to add some more techniques found in the book by S. Thornbury.

Traditional approaches and techniques		T R A N S L A T I O N	Student-centred learning
Visual techniques	Verbal techniques		
<ul style="list-style-type: none"> ▪ pictures (flashcards, photos, transparencies projected on the wall or board by using an overhead projector) ▪ blackboard drawing ▪ realia ▪ wallcharts ▪ scales ▪ mime and gesture 	<ul style="list-style-type: none"> ▪ example situation ▪ illustrative examples ▪ synonyms/antonyms ▪ superordinate terms ▪ definitions 		<ul style="list-style-type: none"> ▪ contextualguesswork ▪ peer teaching ▪ dictionaries

(Gairns and Redman 1991, 73-85)

All these techniques are suitable for incidental teaching. However, for the purposes of this diploma paper I have selected 8 techniques which are appropriate mainly for vocabulary presentation and which are further examine in the following subchapters. It is also worth adding the technique of translation, even though it is not particularly intended for vocabulary presentation. According to Thornbury, a presentation means those pre-planned lesson stages in which learners are taught pre-selected lexical items. (Thornbury 2002, 75) In other words, this chapter concerned with ways vocabulary can be formally presented in the classroom.

Gairns and Redman in their book *'Working with Words'* claim that the learner may discover the meaning by means of the so called *'traditional approaches and techniques'* or by means of the so called *'student-centred learning'*. (Gairns and

Redman 1991, 73) I have decided to use this distinction because I found it really synoptic.

4.1. Traditional approaches and techniques used in the presentation of new vocabulary items

The term '*traditional approaches and techniques*' is used mostly in the book '*Working with Words*' by Gairns and Redman. Even though it may sound pejorative, it is not intended to be. Indeed, a teacher who does not use these techniques while teaching might feel seriously disadvantaged. '*Traditional approaches and techniques*' include the most common ways by which the meaning is conveyed: visual techniques, verbal techniques and translation. Most of these techniques tend to be associated with a more teacher-centred approach and accordingly the vocabulary to be taught is selected by the teacher rather than a learner. (Gairns and Redman, 73)

4.1.1. Visual Techniques

Visual techniques illustrate or demonstrate the meaning of new words. (Thornbury 2002, 78) They are widely used not only to present the meaning of new words but also as a starting point for practicing English. Moreover, they can give reality to what verbally might be misunderstood. (Kreidler 1971, 22) On the other hand, Nation points out, that teachers can not be sure that pupils interpret the demonstrated things or actions as they want them to. (Nation 1991, 58) As it was already discussed visual techniques are particularly useful for visual learners who learn best by seeing and also for tactile and kineasthetic learners who prefer learning by doing action. (see Learning Style) Let me consider some of the advantages and disadvantages of firstly pictures, secondly mime and gesture.

4.1.1.1. Pictures

Pictures are broadly used for transmitting meaning and are particularly helpful for teaching concrete items of vocabulary. (Gairns and Redman 1991, 73)

They usually save time for preparation since they can be stored and used many times. (Thornbury 2002, 79) More importantly, they also save much of laborious explanation in the lesson. (McCarthy 1990, 115) They can help to introduce the culture of a language pupils are learning. It is much easier to show a picture of a for example piper than to describe it. (Kreidler 1971, 22)

However, the use of pictures has also some limitations. Not all words can be presented by this technique and pictures may sometimes be misleading. A picture is a way of representing the denotation of the word which is a meaning of individual items in terms of what they mean in the real world. It does not show the relations to other words. The only possible explanation of some words may be through their sense relations with other words. (McCarthy 1990, 115)

Using pictures in the class, teacher must be sure that pictures are not cluttered with non-essential details. A picture with too many details looks like a mass of colour or lines to a pupil and he will have trouble deciding just what it is that the teacher wants him to see. Additionally, Allen advises to check whether the picture is big enough to be seen by all learners. (Allan 1983, 34)

4.1.1.2. Mime and gesture

The second visual technique to be discussed is mime and gesture. Gower points out that this technique is essentially useful for presenting action. He gives us examples such as brushing teeth, painting a wall or riding a bike. (Gower et al. 1995, 149) Besides presenting an action, Allan also suggests using mime for teaching many adverbs. (Allen 1985, 37- 38)

Nevertheless, for many words mime and gesture is inappropriate and some words which can be demonstrated cannot be defined by demonstration alone since it may cause misunderstanding. (Nation 1991, 58) Therefore, Gairns and Redman

advise to use this technique in order to supply other ways of conveying meaning. They give us the following example. When teaching an item such as *to swerve*, a teacher might build a situation to illustrate it, making use of the blackboard and gestures to reinforce the concept. (Gairns and Redman 1991, 73-74)

Despite the limited choice of words to be presented and possible misunderstandings, this technique is according to Gower et al. very efficient and memorable though it may seem quite frivolous. (Gower et al. 1995, 149)

Of course, it is not possible to rely only on illustration or miming. As it was proved, the use of these techniques is quite limited. We can not express all words by using visual techniques. In many cases verbal techniques must be used instead. (Thornbury 2002, 81)

4.1.2. Verbal techniques

Verbal explanation is more time demanding than using translation, visuals or mime. However, students are getting extra 'free' listening practice and they are more cognitively involved, because it takes some time to get to the meaning of a word. When presenting new vocabulary it is very important to use language that students will understand. (Thornbury 2002, 81) Three following subchapters closely investigate the use of definition, example sentences and situational examples.

4.1.2.1. Definition

Allen characterizes definition as a way of describing an English word using other English words pupils understand. (Allen 1983, 46) Thornbury uses the term definition only when referring to the dictionary one. Moreover, he mentions the so called layered definition. In essence, it is a dictionary definition segmented into several short statements. The advantage is that learner hears the new word in each sentence. (Thornbury 2002, 83)

Nation distinguishes the so called analytic definition and contextualized definition. The former one tries to examine the different elements of the meaning of the word. Analytic definition provides learners with two main ideas which are

accepted to everybody. To give you an example, two most important elements of meaning in the word *to attract* are *pull* and *notice*. Teacher gives pupils two sentences. “To attract something to something is to pull or draw it toward you; for example, a light *attracts* moths. If you *attract* attention, people will notice you.” Contextual definition is similar to Thornbury’s example sentence and is discussed later. (Nation 1991, 58-59)

The opinion on the usage of definitions differs. Gairns and Redman state that using only definition when presenting new vocabulary is often inadequate. They strongly recommended accompanying the definition by contextualized examples to clarify the limits of the word. (Gairns and Redman 1991, 74) Allan claims that using the technique of definition is not a simple matter, however, if the teacher is skilled in using words learners understand they may benefit from it. She even mentions the technique of definition among two other techniques used with beginner classes. (Allen 1983; 46, 12) On the other hand, Gower et al., argue that giving definition is often the least successful way of conveying meaning of a word, especially at lower level (Gower et al. 1995, 149)

Thornbury (2002, 83) as well as Allen (1983, 46) stress the importance of learner’s dictionaries. The definitions are simpler and offer teacher a reliable model. Additionally, I would like to add that the great benefit of this technique is that it is suitable for all words. However, some words are relatively easier to define than others.

4.1.2.2. Example sentences

Giving several example sentences is the second technique which was previously introduced. Nation refers to example sentence as to contextual definition. Each sentence, as Thornbury and Nation (1991, 61) point out, must be the typical example of the target word in context. Again, the teacher should provide as many examples as possible till the students are able to deduce the meaning of the word. Thornbury further suggests writing them down if the presented words are more difficult. Then the teacher may elicit the translation of the word, or, alternatively, a synonym or definition. (Thornbury 2002, 82)

This approach has several advantages. By hearing the word many times, the probability of retention in memory is increased. (Thornbury 2002, 82) Contextual definitions are very natural and useful for teaching purposes, since they enable learners to see or hear the word in a several typical contexts, so learners get familiar with its grammar, form and range of uses, as well as its typical collocations. (Nation 1991, 60-61) The only disadvantage is that it takes some time to prepare the example sentences (Thornbury 2002, 82) and as Allan states it also require particular skill in composing clear and simple example sentence. (Allen 1983, 49) Here, Thornbury advises to consult the words with dictionaries and corpora.

4.1.2.3. Example situation

According to Thornbury “A situational presentation involves providing a scenario which clearly contextualizes the target word (or words).” (Thornbury 2002, 81) Illustrative situation should be used when words become more abstract and it is further advisable to use more than one situation or context so that a teacher is sure that students understand. (Grains and Redman 1991, 74)

Thornbury suggest two ways to make the words unforgettable. Firstly, the situational presentation should be accompanied by various pictures, board drawings or gestures to make it more intelligible and perhaps more memorable. Secondly, to make the words unforgettable, the presentation should come directly from the experience of pupils or the teacher. (Thornbury 2002, 82)

4.1.3. Translation

The last technique which is included in the category of ‘traditional approach and techniques’ is translation. In the past, translation has been the most common way of presenting the meaning of new vocabulary. As every technique, translation has also some advantages and disadvantages. (Thornbury 2002, 77)

Translation is very quick and therefore suitable for translating an unimportant word in reading text. By giving the meaning immediately the teacher satisfies learners and avoids spending too much time on an unimportant word.

Secondly, it is not limited, as are pictures and objects, to nouns, adjectives, and verbs. Finally, learners can respond by means of translation to ensure teacher that they understand the new word which was presented. (Nation 1990, 62)

On the other hand, translation has also its drawbacks. Grains and Redman point out that it may sometimes happen that translation may not always convey the exact meaning of an item. However, as he continues, the same problem may occur when using synonyms or definitions. (Gairns and Redman 1991, 75) The bigger trouble happens when teachers heavily rely on translation. The over-reliance may mean that learners are not able to develop an independent second language lexicon, which means that they access the target words by means of their mother tongue equivalents and not directly. Additionally, when learners do not have to think about the word or do not have an opportunity to guess the meaning, words are less memorable. (Thornbury 2002, 77) Another danger when translation is over-used is that learners may lose main spirit and atmosphere of being in a language learning classroom and they are also deprived from practicing their listening skills. (Gairns and Redman 1991, 76)

Not only over-reliance but also exclusion of translation harms the learners. Without translation they are left to make their own uncontrolled and often incorrect translations. They also miss the comparison between the mother tongue and the foreign language. (Nation 1990, 63)

To sum up, teachers should be aware of the above mentioned profits and drawbacks and to bear in mind that it is necessary to look at translation as just one of many similar ways of presenting meaning. Many experts on vocabulary suggest combining this technique with others (Nation 1990, 63), or to use it when dealing with incidental vocabulary (Thornbury 2002, 77)

4.2. Student-centred learning

There has been a desire to shift the focus away from the teacher and concentrate on more student-centred activities. This not only makes the student responsible for his/her own learning but also permits greater attention to individual

needs. (Gairns and Redman, 76, 77) The student-centred learning includes the following techniques: peer teaching, using a dictionary and contextual guesswork.

4.2.1. Peer teaching

Firstly, let me briefly examine the so called peer teaching. The basic idea of peer teaching is that students learn from each other. In other words, this technique encourages student to student interaction and participation. (Thornbury 2002, 89) As Gairns and Redman point out, a student may either ask other student to explain the meaning of an item which he has just encountered or, on the contrary, there are situation when a learner finds that he wants to use a particular word but does not know the English equivalent. (Gairns and Redman 1991, 77)

For peer-teaching learners need to acquire two basic strategies. Referring to Gairns and Redman, students must be able to provide sufficiently clear context so that the listener knows what word he is looking for. Secondly, it is crucial for the learners to master some useful expressions or phrases, which would help them to elicit the target word. (Gairns and Redman 1991, 77) Thornbury (Thornbury 2002, 91) and Gairns and Redman (Gairns and Redman 1991, 77-78) emphasize the following ones: *It's a thing you use for... It's made of ... It looks like ...It's where you ... It's when you ...What's the opposite of ...*

To illustrate what peer teaching really is Thornbury suggests some interesting and challenging tasks. The first one he mentions is the so called information gap activity. Each student is given different information and to complete such a task, students must exchange the data. Ordinarily, the information includes words whose meaning is known only to individual members and students teach each other those words while trying to finish the task. (Thornbury 2002, 89) In another activity mentions by Thornbury each student in a group or pair is given a card (or cards) with a different word on it. The meaning is pointed out by translation, definition, synonym or picture. Pupil's task is firstly to learn new items and later on, a group tries to fulfill the task using the words, for instance, they are asked to categorize the words on the cards into groups, or to rank them according to

some criteria. Alternatively, they can tell each other a narrative which will contain the new words. (Thornbury 2002, 91)

To conclude, peer teaching actively involved students in the process. It encourages them to speak and cooperate and particularly, if learners explain the new words to each other, there is a high probability that they will remember them better.

4.2.2. Contextual guesswork

The second student-oriented technique to investigate in more details is contextual guesswork. Referring to Gairns and Redman, this strategy makes use of context in which the word appears in order to derive an idea of its meaning or in some cases to guess from the word itself. (Gairns and Redman 1991, 83) Some learners acquire this skill naturally, whereas other pupils may lack it, or misdirect it and have considerable difficulty with such task. (McCarthy 1990, 127) Therefore, teacher should practice this skill in the classroom as much as possible and learners should master some certain logical steps for guessing from context. (Thornbury 2002, 148) Here are some recommendations suggests by Nation.

- Step 1. Look at the unknown word and decide its part of speech. Is it a noun, adjective, verb or adverb?
- Step 2. Look at the clause or sentence containing the unknown word. If the word is a noun, does it have an adjective? What verb is it near? Does it have an article? If it is a verb, what nouns does it go with? Is it modified by an adverb?
- Step 3. Look at relationship between the clause or sentence containing the unknown word and other sentences or paragraphs. Sometimes this relationship is signaled by a conjunction or by a conjunct. The most common relationships are cause and effect, contrast, inclusion, time, exemplification and summary. Punctuation may also be helpful and the meaning may be also discovered from the form of the word.
- Step 4. Guess the meaning of unknown word.

Step 5. Check whether your guess is right. Firstly, check if the part of speech is the same as the part of speech of the unknown word. Second, replace the unknown word with your guess. (Nation 1990, 162)

If the guess fails, Thornbury suggests going back and trying to correct the inference. If this also fails, it is advisable to check the dictionary. (Thornbury 2002, 148)

The above mentioned guessing strategy can be trained by many useful exercises, for example by means of multiple choice exercises or activities where pupils are asked to find nonsense word and substitute it. (Thornbury 2002, 149) However, Frantzen cites his research many studies which show that as regards the latter task, some learners may actually learn some of these nonsense words and it also removes the possibility of using the word's stem when deriving its meaning. (Frantzen 2003, 169) Additionally, when guessing from context it must be emphasized that the context must be adequate to the task. If unknown words prevail, the students will not be able to guess the meaning. (Gairns and Redman, 84) Surprisingly, Kelly tested the ability of learners to infer the meaning of unknown words in context when just one word within the context was unknown. Her findings led her to conclude that even in this seemingly optimal inferring situation, even when every word except one in a passage is understood, contextual guessing also seldom allows the reader to arrive at the correct meaning. (Kelly 1990, 199) These findings are in accordance with other researchers, Bensoussan and Laufer who reported that in their study it was evident that for many words, there were no contextual clues to be exploited (Bensoussan and Laufer 1984, 26)

In spite of these limitation, guessing is still according to Gairns and Redman (1991, 84), McCarthy (1990, 125) and Thornbury (2002, 148) one of the most valuable skill that learners can adopt and apply not only inside but also outside the classroom and as it was proved by Xiaolong's research, learners who are good at inferring words also retain the words better. (Xiolong in McCarthy 1990, 126)

4.2.3. Using a dictionary

Using a dictionary is the last technique to explore. Allen perceives dictionaries as “passports to independence” because they lead to learner’s self-sufficiency. Dictionaries can serve several purposes and the choice of a dictionary should depend on what it is to be used for. Studies showed that dictionaries are most frequently used for checking the meaning. Secondly, they are used for checking pronunciation and spelling (Nation 1991, 135) and as Gairns and Redman say dictionary is a valuable backup to contextual guesswork. (Gairns and Redman 1991, 79) Students can make use of a variety of dictionaries: bilingual, monolingual, pictorial, thesauri, and the like. (Allen 1983, 83) The following lines discuss the advantages and disadvantages of bilingual and monolingual dictionaries.

According to Thornbury, learners tend to favour bilingual dictionaries over monolingual ones. They are easy to understand but more importantly, they are useful for speaking and writing. However, bilingual dictionaries, especially the pocket ones are misleading (Thornbury 2002, 61) and as Nation claims, the translation in the bilingual dictionary hinders the learners in developing the skill of using paraphrase to make up from words they do not know. On the other hand, when using monolingual dictionaries the meaning is not conveyed through translation but through definition and thus learners have the opportunity to practice the skill of paraphrasing. (Nation 1991, 136) Moreover, Harmer adds that monolingual dictionaries show learners how words are used in sentences, and provide sufficient information about grammatical context, different meanings of the word, connotation and appropriateness. (Harmer, 2001, 168) Nonetheless, students at beginner level will usually have difficulty when using the monolingual dictionary because they do not understand the definition. (Harmer 2003, 169)

Allen suggests that best dictionaries for learning English are learners’ dictionaries. (Allen 1983, 85) They use a restricted vocabulary for their definitions and also include information that is of particular use for learners, such as for example grammar. By means of this type of dictionary learners are very often informed about the common mistakes they can make when using the particular word (Thornbury 2002, 61) and as Allan adds, learners’ dictionaries also include pictures. (Allen 1983, 87)

Bilingual dictionaries are often thought of as inferior to good monolingual learners' dictionaries, perhaps because they often suggest a too simplistic one-to-one relationship between words. In spite of such, they are very widely used by learners, especially the small pocket-dictionaries which give only three or four translation-words for the headword. However, McCarthy states that even the smallest dictionary used intelligently and skillfully can be the most useful. (McCarthy 1990, 136) The choice of dictionary definitely depends on the purpose on what it is to be used for. (Nation 1991, 135) It is essential to show learners the above mentioned advantages and disadvantages and let them to decide which one will be the best in which situation. Additionally, training learners to use dictionaries efficiently should be a part of any syllabus. (Thornbury 2002, 151)

To conclude, it is apparent that some ways of communicating the meaning will be more suitable for certain words than others. While deciding what technique to use, teacher must consider its benefits and drawbacks. (Nation 1991, 53) Moreover, in reality, most teachers draw on range of techniques in their presentations of word meaning. (Thornbury 2002, 84) Finally, it is worth pointing out that learning the meaning of a word, and not only that, is a gradual process of approximation. Pupils do not feel comfortable using a new word from the first time that met it. Additionally, it is not expected from the teacher to clarify every nuance of a word's meaning at first encounter. Learners should be rather oriented to explore it by themselves. (Thornbury 2002, 84)

4.3. How to highlight the spoken form

When introducing new vocabulary, it is advisable to highlight the spoken form since it determines the way a word is stored in the mental lexicon. There are a number of ways of presenting the sounds of words. (Thornbury, 84, 85)

Harmer suggests the so called modelling, when the teacher models the word and both choral and individual repetition follows. Gestures can be used to indicate the main stress. (162) Add to this, Thornbury advises to use a mumble drill before choral or individual repetition, which means that learners mumble or mutter the

word to themselves at their own pace. This subvocalization is a technique that successful learners use naturally and therefore it is worth practicing it in language lessons. (85)

Besides modeling, sounds of words may be also presented through visual representation. Teachers write the new words on the board and usually underline the stressed syllable or they can use the stress mark before the stressed syllable. (Harmer, 162, 163)

Finally, teachers can provide learners with transcription of the word using phonemic script and thus enable them to use dictionaries effectively and become independent. (Stanton, A: Teaching pronunciation with phonemic symbols)

4.4. How to involve the learners

When presenting new vocabulary it does not mean that the teacher speaks and students only listen. They will sooner or later get bored. McCarthy states that interaction between teacher and learners is crucial and it influences the success of vocabulary acquisition. (McCarthy 1990, 121) According to Thornbury and others it is necessary to involve pupils actively in the learning of new words. (Thornbury 2002, 87)

One technique which was already discussed was the so called **peer-teaching**. **Personalisation** is the process of using the new word in a context that is real for the learner personally or, Thornbury suggests making the so called association network centred on the new word. (Thornbury 2002, 88)

The third technique to be used is **elicitation**. Teacher presents the meaning of a word and the learner's task is to provide the form. (Thornbury 2002, 87) Doff suggests eliciting the form by means of pictures. When doing so, Doff highlights the importance of questions which should enable the learners various responses. (Doff 1992, 161-162) Alternatively, the teacher can tell a word and try to elicit a definition, synonym, antonym or example. Conversely, the learners know the form but not the meaning. This is typical for text-based vocabulary work and additionally, when words come up naturally during the lesson (Thornbury 2002, 87)

It is undeniable that elicitation has many advantages. First of all, elicitation involves the learners in the lesson. According to Doff it makes pupils to pay attention and be alert and gives teachers a chance to see what words students know or do not know and readjust the lesson to the level of the class. It is a useful technique for mixed ability classes, where each student knows different things (Doff 1992, 160-161) and, as Thornbury adds, it challenges better learners who might otherwise get bored. Lastly, this technique increases pupil's opportunities to speak. (Thornbury 2002, 87-88)

On the other hand, as Doff professes, eliciting is more time demanding than straightforward presentation and, therefore, teachers should avoid using this technique all the time. (Doff 1992, 161) Besides, as Thornbury notes, prolonged elicitation may end up being frustrating for those pupils who do not know the answers. Consequently, only the better students may be actively involved whilst the rest of the class remains passive bystanders. In order to solve this problem he suggests the technique of **nomination**. (Thornbury 2002, 88)

To conclude, teacher should bear in mind that has learner need to be involved in the lesson. There are many possibilities for involving pupils in the lesson. Teacher should use them in combination and does no rely only on one of them. Moreover, pupils' participation can be also increased if the lessons are kept interesting and enjoyable.

To summarize the whole chapter, after selecting the right words to teach, teacher must consider all presentation techniques and decides which one(s) will be the most suitable. He should also think about the ways pronunciation can be presented. Finally, teachers should be aware of various techniques which enable pupils' involvement in the lesson and must be ready to implement them.

PRACTICAL PART

5. Introduction

The practical part of this diploma paper tries to examine in more details seven techniques for presenting new vocabulary: pictures, mime, definition + example sentence, situational example, contextual guesswork, peer teaching and dictionary.

Even though I also mention in my theoretical part the technique of translating, I do not use it as a presentation technique, since it is not recommended. Additionally, I also decided to combine the technique of providing definition with example sentences because I was not sure whether all pupils would be able to deduce the meaning only from definitions.

The research was carried out at the primary school in Jihlava. I chose my class of seventh graders. Since the research was conducted in my regular lessons of English the number of pupils varies from 10 to 14. Also the length of each presentation is different.

The practical part is divided into three subchapters. The first one reflects on the preparatory stage. I comment on various criteria which I used for selection of new vocabulary before each presentation and state which ones were the most useful and helped me to decide what vocabulary to teach. I investigated the preparation mainly by means of content analysis of my journal and a pictures questionnaire which was distributed before the actual presentations. I tried to find out learners' interests.

The major issue of this practical part is dealt with in the second subchapter. Its aim is to examine the potential of seven presentation techniques. The starting point for my research were strengths and weaknesses of each techniques mentioned in the theoretical part. Each technique is examined separately and I try to answer mainly the following questions:

- 1) Why did I choose the particular technique?
- 2) To what extent was it difficult to understand the meaning and why?

- 3) Did the particular technique help pupils to show how words are used in a sentence?
- 4) To what extent were pupils involved in the presentation?
- 5) How was the presentation perceived by both teacher and pupils?

Additionally, in order to explore each technique in more details, extra questions are sometimes added. To examine this subchapter I used three investigating tools. To be more concrete, to answer the first question I used the content analysis of my journal. The other three questions are examined by means of questionnaire and the technique of indirect observation and the last one processes information from questionnaire, technique of indirect observation and also the content analysis of my journal. This questionnaire was given out after each presentation and each pupil had enough time to fill it in. It is must be emphasized that questions in each questionnaire were a little bit adapted in order to suit a particular technique. However, the great majority of questions remained the same. This questionnaire consists mostly of closed questions. As Nunan claims, the responses to closed questions are easier to collate and analyse than data gathered from open questions. An open-ended format would have taken pupils a fair amount of time to complete and would have resulted in data difficult to code, group, and analyze. (Nunan 1992, 143) Most answers were analysed quantitatively and only two of them qualitatively. Additionally, the questionnaire was written in Czech to avoid problems with understanding and all questions and answers were properly explained to pupils. It is also worth pointing out that the particular techniques were not presented in the same order as they are analyzed. Presentations are organized in the same way as in the theoretical part to make the thesis more synoptic.

Finally, a special subchapter is devoted to comparison of all presentation techniques and I try to state which technique is the most and least favourite among pupils. This last chapter of the practical part is investigated by means of questionnaire already used in the second subchapter and content analysis of my journal.

5.1 Examination of preparatory stage

Before the actual vocabulary presentation it was necessary to consider some criteria in order to determine what words to teach. I mainly considered the following ones: learners' need, learnability, how many items to teach, productive or receptive use.

Learners' need

At the very beginning of the research I needed to find out what topics are pupils mostly interested in. Therefore, I distributed among them a picture questionnaire, created by J. Tice that helped me. This investigating tool discovered that pupils are mostly interested in two topics, namely in cities around the world and in fashion. Accordingly, these were the two major themes for my presentations.

Frequency

Before each presentation I checked whether the words I had chosen are included in the General Service List (GSL) which consists of 2000 most frequent words. In general, only 14 words out of 53 were mentioned there. It also happened that two presentations included words which were not on GSL. However, I did not consider GSL much reliable, from the reasons mentioned in the theoretical part.

Learnability

While choosing the words for each presentation I always considered how easy or difficult the words are to learn. Words easy to learn are for example cognates, short, one syllable words, or such words whose meaning can be deduced from word-formation. On the other hand, pupils may have usually trouble with words including clusters of sounds difficult to pronounce, false friends, words with silent letters or pupils might have problems with spelling.

The easiest words included in the seven presentations were: *jungle, volcano, waterfall, sleeping bag, sun cream*. All these words were also mentioned many times by pupils when asking them after each presentation to write down the words they had remembered. However, remembering is not only influenced by the learnability. On the other hand words like *embarrassed, disappointed, occasion* are difficult to learn and also pupils were hardly ever able to recall them.

How many items to teach

The opinions on how many items to teach in one lesson differ. However, the minimum of words is 5 and maximum is 12. Deciding on how many words to teach I was mainly influenced by learnability. The least number of words I presented was 7, on the other hand, the highest was 9. I also considered whether there was a possibility that pupils would know the words and sometimes the number of words was influenced by the fact that I was not able to find or think about any other words which would suit the set of chosen lexical items.

Receptive or productive vocabulary

I always chose from 7 to 9 words to teach learners productively. I hoped these words would be useful for them. Therefore, I paid attention to them during the presentation. I showed them, how to use the new words in a sentence, how to pronounce them and learners had a little opportunity to practice them. However, I think that not all pupils were able to learn them productively, since there was not much time to practice these words properly. Once I tried to check whether pupils acquire the new words productively or not. Before the fourth presentation I tried to review the words from the previous presentations. Pupils were able to recall almost all of them, however, they had difficulty with pronunciation and sometimes they had problems using the words describing holiday activities in sentence.

Moreover, during the presentation I also tried pupils to learn some words only receptively. To give you some examples, when doing the contextual guesswork, I explained them the opposite of *ban* or when teaching the word *pocket*,

I mentioned the collocation *pocket money*. I introduced these words usually to make the original new words more memorable. Further on, I used some words during my presentation quite often, such as *opposite, noun, adjective, adverb, verb, pronunciation*. I think that they would not be able to recall these words in English, however, they would understand them.

To conclude this chapter, preparation is very important for vocabulary presentation. The criterion I regarded as really important in this stage is learnability. It helped me to decide how many items to present in one lesson. More importantly, thinking about the difficulty of each word forced me to think of further hints to facilitate pupils understanding, usage and pronunciation of new words. It was also worth examining learners' interests. I hope that pupils were really interested in the topics I had chosen on the basis of the picture questionnaire. Further on, I mostly relied on my intuition and judgement when selecting new vocabulary. I also consulted various vocabulary resource books. GSL did not help me much. Moreover, after each presentation I also asked pupils whether they found the presented words useful and they usually told me that they did. This really pleased me.

5.2. Research on potential of each presentation technique

5.2.1. Pictures

Activity description

Stage 1 Teacher asks questions about traveling and tries to elicit the names of the continents.

Stage 2 Teacher shows pupils the power point presentation. In the first picture in the right top corner there is always the name of the continent or country and just below this lettering there is a picture a transport. On the opposite bottom corner there is the name of our next destination. Then the transport starts moving from the left to the right. In the next slide, there is usually the map of the country or continent and teacher shows pupils the place which can be visited in particular country. Teacher shows, for example, the

picture of Niagara waterfall and tries to elicit the English word. The English word is shown afterwards. The same procedure is repeated 7 times.

Stage3 Teacher shows all the seven pictures to pupils and wants to know which places would pupils like to visit?

Number of pupils: 11

Presented words: sight, waterfall, skyscraper, jungle, desert, volcano, cave

Why did I choose the particular technique?

I decided to use pictures for this type of presentation, since they best suited my intention. As it is evident all words to be taught are nouns and easily illustrated by pictures. Moreover, pictures enabled me to make the new words more memorable and the presentation more interesting by choosing the real places in the world. Additionally, I did not use pictures only to show the meaning of the new words, but various means of transport, maps of countries and continents were also represented by pictures. My decision was also supported by specialists in the area of vocabulary who claim that pictures are really suitable for showing the meaning of concrete words.

To what extent was difficult to understand the meaning and why?

The meaning of new words was very obvious from the pictures. Moreover, I showed pupils the real places in the world, so the meaning could be also recognized from the names of the places. (Niagara waterfall, Sahara desert)

Was it difficult to discover the meaning?

Absolutely not	Only a little	Rather difficult	Very difficult
9	2	0	0

To interpret the viewpoint of learners, they did not experience almost any difficulties with interpreting the meaning. It happened only once that one boy

understood the meaning of a word *sight*, was able to give me examples but could not name the word in Czech. So, he asked me to translate the word into Czech and so I did. Except for this boy, I did not have to use any other techniques to demonstrate or explain the meaning. To make the words more memorable, I gave pupils questions about the places in the world and I constantly reviewed the previously learnt ones.

Did the particular technique help pupils to show how words are used in a sentence?

This technique did not enable learners to see how words behave in a sentence. However, these words are not difficult to use. From the video-recording was evident that there were not problems with using these words in a sentence. I spotted some minor troubles only with pronunciation of certain words.

To what extent were pupils involved in the presentation?

This technique is rather teacher-oriented which means that it did not allow all pupils to be involved at a time. However, the video-recording proved that majority of pupils were actively involved. I tried to personalize the lesson by giving questions such as: *Would you like to see Niagara waterfall? What places in the world would you like to visit?* Moreover, I also used the technique of elicitation. I showed them a picture of a place and wanted to hear the English word. Pupils also guessed which continents will be visited and what means of transport could we use while traveling around the world. I elicited the whole class responses as well as I nominated pupils in order to involve the majority of them.

Where you involved throughout the whole presentation?

Yes, always	Almost always	Sometimes	Rarely	Never
3	6	1	1	0

To comment on involvement from the viewpoint of learners, more than half pupils felt that they were almost always involved in the presentation, 3 pupils claimed that they were always engaged and only 1 pupil said that he was involved very rarely.

As I was observing the video-recording., I was mostly surprised by the reaction of two pupils. The first one is usually very weak and rarely participates in lessons. Even though he sometimes disrupted the lesson this time he was involved, he guessed the places, he also asked me questions when he did not understand. The second pupil that attracted my attention was a boy, whose hands was constantly up and it was evident that he really likes Geography.

How was the presentation perceived by both teacher and pupils?

From my perspective, this presentation was successful. The power point and pictures enabled me to make it interesting and funny and pupils paid attention during the whole presentation. The video-recording did not show any bored pupils. The meanings of new words were obvious from the pictures and even the weaker pupils were able to participate and understand the meaning. I intentionally chose the real places to demonstrate the meaning of new words and as means of transport I selected such pictures that were funny. They were curious what would come next. This technique did not enable learners to see how the new words work in a sentence, however, in the case of these words, it was not necessary. Pupils used the words without major difficulties. Minor problems were with pronunciation. Even though this technique did not enable pupils to be involved at a time, pupils were not passive.

What do you think about the presentation in general?

interesting	funny	interactive	normal	boring	unintelligible
11	8	7	0	0	0

To interpret pupils' point of view, they liked this type of presentation very much. From the figures is evident that all pupils found the presentation interesting and 8 of them described it as funny. 7 pupils thought that new words were presented in an interactive way. None of the questioned learners considered the presentation as normal, boring or unintelligible. In general, pupils mostly appreciate that the presentation was prepared in power point. Let me cite some of their answers on the question what did they like about the presentation. *"I like the interactive board", "It was fun", "I like it very much", "I like it, pictures help me to remember new words", "I like everything", I like the power point presentation, it was well done"*. If they were asked to comment on what do they did not like, their only answer was *"Nothing."*

This presentation has confirmed the statement that by means of pictures meaning is usually quickly discovered. Moreover, it also saves much laborious explanation during the lesson.

5.2.2. Mime

Activity description

Stage 1 Teacher tries to activate pupils by giving them questions about traveling and their favorite holiday activities.

Stage 2 Teacher asks for two volunteers to do mime. Teacher shows them the picture with the holiday activity also provided with the English word. The pair has some time to prepare it. After few second, pupils give questions to the chosen pair about their holidays (Where are you? Are you friends? How do you travel?) but not about the holiday activities. After this introduction the pair tries to demonstrate the activity and others guess. The same procedure is repeated 7 times.

Stage 3 Teacher reads out the seven words and pupils repeat them and demonstrate.

Number of pupils: 14

Presented words: sunbathing, scuba diving, sightseeing, buying souvenirs, hiking, sailing, enjoying the nightlife

Why did I choose the particular technique?

I chose the technique of mime, because all the presented words are actions and according to Allen the most suitable way for presenting actions is mime. However, this technique is limited in the choice of vocabulary, since all words can not be presented in this way. The chosen words could also be demonstrated by other techniques, such as pictures or definitions.

To what extent was it difficult to understand the meaning and why?

The meaning of new words was not presented by the teacher. I rather let pupils to demonstrate the action in order to involve them, make it more interesting and funny. I knew that some of these pupils like doing mime since we had already played a theatre together and it had been very successful. On the other hand, I was also aware of the fact that not all pupils like doing it. Therefore, I tried to call out only those pupils whose hand was up. I did not intend to involve those who might have felt uncomfortable in front of the class.

Do you like doing miming?

Very much	Quite	Not much	Not at all
7	4	2	1

The questionnaire showed that the majority of pupils present in the classroom like doing mime. To be more concrete, half pupils like miming very much and 4 of them quite enjoy it. While observing the video-recording I noticed that some pupils were twice at the front of the class, while others either once, which also proved that not all pupils were thrilled to do this activity.

As regards the meaning of new words, I must admit that pupils were really great in performing the actions and other techniques to support the meaning were

not necessary. I really appreciate that pupils tried to guess the activity in English, despite some grammatical mistakes. When they were close to the right meaning and I was sure that pupils knew it I provided them with the English word.

Was it difficult to discover the meaning?

Absolutely not	Only a little	Rather difficult	Very difficult
11	3	0	0

The great majority of pupils claimed that they did not have any difficulties with guessing the holiday activity other classmates were demonstrating. These results are very high, since the discovering of meaning is not depended on the knowledge of English and therefore even the weaker pupils did not have troubles with it. The meaning was clear to all pupils almost immediately.

Did the particular technique help pupils to show how words are used in a sentence?

This particular technique did not help pupils to see how the new words behave in a sentence. Therefore, I wrote all the nouns down on the board and let pupils to make from these nouns verbs. Consequently, I wrote down two example sentences to show how to use the noun and the verb. There were some minor problems at the beginning, however, by the time it improved a lot and almost all pupils were able to use new words in a sentence by the end of the presentation.

To what extent were pupils involved in the presentation?

This technique is rather as well as the previous one teacher-oriented, however, it does not mean that pupils are passive. I dare say that most pupils were actively involved, though differently. As I was observing the video-recording, there were pupils who liked doing mime very much and if I asked for volunteers to do mime, their hands were always up. On the other hand, there were pupils who prefer

giving questions to the pair in front of the class, guessing the holiday activity or who wanted to answer my questions.

During the presentation I used the technique of personalization, elicitation and nominating. As regards the former one, I gave pupils questions such as *Do you like traveling? Where would you like to go? What do you usually do there? Do you like sunbathing?* Speaking about the second technique, after each mime pupils tried to guess the activity. To my surprise, they usually spoke English.

Where you involved throughout the whole presentation?

Yes, always	Almost always	Sometimes	Rarely	Never
2	9	3	0	0

In general, pupils felt involved either always or almost always in the presentation. These results only supported my perception.

How was the presentation perceived by both teacher and pupils?

In my opinion, this type of presentation was successful. Most pupils enjoyed doing mime and almost all of them liked watching it. Pupils were really attentive when the pair demonstrated the action and were keen at guessing. Moreover, when they guessed the meaning correctly or performed the action it increased the possibility of retention of the new word in memory.

Teacher should only bear in mind that some pupils do not like doing mime and that the words to be presented should be carefully chosen in order to be easily demonstrated and, consequently, there will be little troubles with their understanding.

What do you think about the presentation in general?

interesting	funny	interactive	normal	boring	unintelligible
8	9	6	3	0	0

First of all, pupils found the presentation very funny. As they claimed it was mainly caused by the mime. Some sketches were really comical and so were some questions pupils posed to the pair before the mime. Some answers of the chosen pair were also funny. Further on, half pupils considered it interactive and 3 pupils perceived it as normal. Additionally, majority of pupils also found the new words useful, which really pleased me. Except for one pupil who complained that I did not call him out, pupils did not mention anything they did not like about the presentation.

5.2.3. Definition+example sentence

Activity description

Stage 1 Teacher revises words from the previous lessons.

Stage 2 Teacher pre-teaches seven words necessary for understanding the text about England. Teacher has prepared a power point presentation in advance. Teacher shows the first English word. When pupils do not know the meaning teacher uncovers the definition and finally shows the example sentence. The meaning is checked by giving antonyms, another examples, drawings or translation.

Stage 3 Pupils read the text about England.

Number of pupils: 13

Presented words: enormous, blood, an execution, a crack, a ladder, a superstition, a raven

Why did I choose the particular technique?

When working with text, the teacher can pre-teach words pupils do not know, he can use the technique of contextual guesswork or provide pupils with dictionaries. This time I used the former option. I had decided to combine the technique of definition with example sentences. I thought that some definitions would be difficult to understand even though I used definitions from learners'

dictionary and slightly adopted them. Moreover, the example sentence would also help pupils to remember the words. These two techniques are suitable for all kinds of words, however, teacher should be careful when choosing the right words either for definitions or for example sentences.

How did you discover the meaning of new words?

Mostly from definitions	0
Mostly from examples	4
Sometimes from definitions, sometimes from examples	7
I understand both	2
I did not understand several words at all	3
I did not understand all the words	0

The figures indicate that my choice to combine the two techniques was quite right. More than half pupils used both hints to discover the meaning, more surprisingly, 4 pupils relied only on the examples. Definitions were too difficult for them. Only two pupils were able to understand the meaning from both, the definition and example. Finally, 3 pupils state that neither definitions nor examples help them to discover the meaning of some words.

To what extent was difficult to understand and explain the meaning and why?

The meaning of new words presented by the combination of two techniques was not always clear to everyone. The video-recording proved that not all pupils understood new words immediately, as for example with the technique of pictures or mime. I guess that only 3 or 4 pupils were able to discover the meaning promptly, on the other hand, there were pupils who did not understand the new words till their classmates translated them. Pupils perceived the situation similarly to me.

Was it difficult to discover the meaning by the particular technique?

Absolutely not	Only a little	Rather difficult	Very difficult
4	6	4	0

Definition as well as example sentence highly relies on pupils' knowledge of English. The teacher's task is to choose the words so that definition and example sentence is clear and meaning easily understood. However, even though I had a little adopted the dictionary definition, I felt that pupils did not understand them much. I had to support the meaning by other example sentences or other techniques, such as synonyms, mime and sometimes I asked the stronger pupils to translate the new word for the rest of the class. To check that all pupils understand, pupils draw pictures of some new words on the interactive board, however, the primary aim was to make the words more memorable and to liven up the lesson. For all that some pupils still claimed that discovering the meaning was rather difficult. This indicates that I am not still able to make up such a definition all pupils will understand.

Did the particular technique help pupils to show how the words are used in a sentence?

One of the crucial advantages of example sentence is that pupils can see how words work in a sentence. However, the chosen words did not give many opportunities to prove it, since all words are without grammatical discrepancies except one. The word *blood* was used without an indefinite article which indicated that this word is uncountable. However, even if pupils saw the word without an article they used it in a sentence with an indefinite article. Pupils were not able to spot the grammar of new word in a sentence yet. Therefore, the teacher had to point out the grammar of the word and train pupils to perceive how words behave in a sentence.

To what extent were pupils involved in the presentation?

This technique did not involve much the weaker pupils, since they did not understand much the definitions and sometimes also the example sentences. I tried to involve them for example by drawing pictures on the board or give them simpler questions, however, I think that they were mostly bored throughout the presentation. The video-recording proved that approximately 5 pupils were quite involved. The rest of pupils just passively sat and spoke only when they were asked.

Were you actively involved throughout the presentation?

Yes, fully	Almost always	Sometimes	Rarely	Never
1	2	7	3	0

As the figures indicate, there was only one pupil who thought that he was fully involved in the presentation. That was probably the one whose hand was always up and who usually translated the new words to those who did not understand. The majority of pupils stated that they were involved only sometimes. Not only the weaker pupils did not have many opportunities to be involved but also the whole class pattern teaching might have been the cause of this low involvement.

How was the presentation perceived by both teacher and pupils?

At the end of this presentation I felt quite disappointed. Discovering the meaning was not easy for several pupils. Even though I did my best to make the meaning more clear, it did not help much. Consequently, I did not manage to grabbed pupils' attention. Even though they guessed the right meaning, answered my questions and drew pictures. I should have let them to make up extra example sentences and also guessed why the particular word is in the text about England and what it is connected to. The presentation was quite simple. On the other hand, some pupils could benefit from both spoken and written English.

What do you think about the presentation in general?

interesting	funny	interactive	Normal	boring	unintelligible
11	7	5	1	2	0

Surprisingly, the majority found the presentation interesting. This might be caused due to the fact that the presentation was on the interactive board. In order to make the new words more memorable some pupils were asked to draw pictures of new words. I think that these drawings livened up a lot of pupils. Two pupils perceived it as boring. However, in my opinion there were more pupils who were bored throughout the presentation. The presented words might have been very easy for them, or on the other hand, they might have found it too difficult since some definitions were quite complicated. I stood for the latter. When pupils were asked what they liked about the presentation they all agreed that they liked drawing pictures on the interactive board. On the other hand, 2 pupils pointed out that the new words were quite difficult to understand.

5.2.4. Example situation

Activity description

Stage 1 Teacher describes some situations and tries to elicit how would have pupils felt if they experienced such a situation.

Stage 2 Teacher describes three situations and provides speaking with drawings to make the understanding easier and the new words more memorable. Pupils guess the feelings. Then it is pupils' task to make up a situation which describes a certain adjective. Pupils work in groups. They have sufficient time to prepare the situation in advance before the lesson.

Stage 3 Pupils present the situation, other pupils guess the feeling. Teacher usually helps the group at the front of the class to make the situation clearer.

Stage 4 Teacher shows pupils various pictures and pupils try to say how would have they felt by using the new words. Subsequently, pupils work in pairs and

describe each other real situations, in which they felt surprised, annoyed, and so forth.

Number of pupils: 13

Presented words: embarrassed, jealous, proud, frightened, disappointed, annoyed, surprised

Why did I choose the particular technique?

I chose this technique for presenting the words connected to feelings since it was suggested in the book *'How to teach vocabulary'* by S. Thornbury. I think that this technique is also particularly suitable for teaching everyday expressions and phrases. Additionally, it is useful when words become more abstract.

To what extent was difficult to understand and explain the meaning and why?

One of the main advantages of this technique is that pupils are getting extra 'free' listening. Pupils may sometimes broaden their receptive vocabulary. However, I decided to describe only three situations and let pupils to present the other ones since they would practice English and be active. I was aware of the fact that pupils might have had troubles understanding their peers because some pupils are weak and their vocabulary is low or that the situation would not be clear enough the guess correctly the meaning

Was it difficult to discover the meaning when teacher described the situation?

Absolutely not	Only a little	Rather difficult	Very difficult
6	7	0	0

The figures show that pupils did not have major difficulties discovering the meaning from my description. However, I must point out that it took me quite a lot time to make up the three clear and understandable situations, so that also the weaker pupils

could understand me. I also used drawings to illustrate the story and to make the presentation more memorable.

Was it difficult to discover the meaning when pupils described the situation?

Absolutely not	Only a little	Rather difficult	Very difficult
0	8	5	0

When pupils presented their situation to their peers, the meaning was not always clear. I must admit that one presentation was really difficult to understand. The group had evidently learnt the situation by heart and at the front of the class omitted, added or changed some words. Consequently, their sentences did not make much sense. At the end of their presentation I tried to summarize their story, however, the story was so complex that I did not manage to condense it properly. I had to change it and make the plot easier to make it legible to all pupils. Moreover, pupils sometimes used words others might have not understood, so I sometimes stopped their speech and further explained the difficult words by using the technique of definition. After each presentation I also supported the meaning by facial expressions and I checked understanding by eliciting the Czech translation.

It is worth pointing out one presentation prepared by the weaker pupils, two girls and one boy. They had brought to the class the figures of Barbie and Ken and they presented the situation as a dialogue. Their English was not complicated and neither was the dialogue, however, it was legible for all pupils in the class and it was a great fun. The feeling was immediately discovered by the whole class. This has convinced me that even the weaker pupils can be successfully involved in verbal techniques.

Did the particular technique help pupils to show how words are used in a sentence?

This technique is especially useful since it shows how words are used in a sentence. Pupil had the opportunity to hear the adjective in a sentence. At the beginning of the presentation I also intended pupils to learn the prepositions

connected to these adjectives. However, during the presentation I decided not to do so. I wrote down on the board an example sentence which pupils could use avoiding the preposition and if pupils used the adjective in the sentence differently and therefore the preposition was needed I let them guess which preposition to use. Subsequently, I wrote it down next to the card with the adjective. The video-recording proved that pupils had also difficulty with pronunciation.

To what extent were pupils involved in the presentation?

As it was already mentioned I tried to involve learners by presenting their situation. I did not want pupils to only sit and listen to my descriptions of situations, therefore, I gave pupils two days to think about the situation and prepare it.

Were you actively involved throughout the presentation?

Yes, fully	Almost always	Sometimes	Rarely	Never
2	6	4	1	0

Generally said, pupils felt quite involved in the presentation, so my intention to engage them in the lesson was fulfilled. To personalize the lesson I showed them some pictures and wanted to know how would have they felt in this particular situation. Subsequently, they could choose three new words from the board and they described their classmate real situations which had happened to them. The technique of elicitation was also applied. As it was mentioned above I tried to elicit the Czech translation of the feeling presented.

How was the presentation perceived by both teacher and pupils?

After this presentation I felt quite well. This presentation was not so smooth and legible as for example pictures or mime. However, pupils had the opportunity to practice English. Situation definitively livened up the lesson since some presentations were really funny and interesting. Even though the pupils' description

was not always clear enough and discovering the meaning was more demanding I must admit that some pupils were more creative than me.

Pupils appreciate the idea that they could prepare the situations and some of them really enjoyed presenting it at the front. Pupils also liked watching the group or the teacher. However, when the presentation became unclear, they started to be a little bit bored.

How was the presentation in general?

interesting	funny	interactive	normal	boring	unintelligible
6	9	7	2	0	1

The majority of pupils found the presentation funny. They mostly appreciate the use of comical pictures at the beginning and at the end of presentation which I used for eliciting some words describing feelings. Moreover, the majority of pupils praised the presentation of the three pupils with Barbie and Ken. Some of them also appreciated the possibility to show off. Some pupils also felt that the presentation was interactive. That was mainly caused by the last activity when pupils described each other some situations from their lives. During the presentation pupils had the opportunity to practice English, learn to understand each other and also their creativity was developed.

5.2.5. Peer teaching

Activity description

Stage 1 Teacher describes a chosen object in the classroom and pupils guess what it is. The pupil whose guess is right tries to characterize another object. The teacher writes useful expressions for describing things on the board together with the help of pupils.

Stage 2 Teacher explains pupils the main activity. Further on, teacher demonstrates the activity with one strong pupil.

Stage 3 Teacher gives each pupil either green card with pictures from 1 to 4 or a yellow card with pictures from 5 to 8. There is an English word and transcription below each picture. Pupils ask each other to describe the missing pictures, draw them, write down the English word and learn from each other how to pronounce it. At the end of this activity each pupil has got drawings of eight pictures provided with the English words.

Stage 4 Teacher gives questions to pupils in order to group the new words according to their usage (*What is used for sunbathing?*)

Number of pupils: 11

Presented words: a camera, a towel, a first aid kit, a guidebook, a sun cream, a tent, a torch, a sleeping bag

Why did I choose the particular technique?

This technique is not suitable for presenting the meaning of all words. The teacher must be sure that pupils will have enough vocabulary to be able to explain the unknown words to their classmates. Even though I was not fully convinced that all pupils would manage it, I had decided to try. The meanings of these words could also be demonstrated by pictures or teacher could provide pupils with definition.

To what extent was difficult to understand and explain the meaning and why?

Before this presentation I was a little bit worried that pupils will have troubles with interpreting the new words and understanding each other. Therefore, I wrote down on the board some useful expressions and I also presented what to do with one strong pupil.

Was it difficult to explain new words to your classmates?

Absolutely not	Only a little	Rather difficult	Very difficult
6	4	1	0

However, it seems that to explain new words to classmates was not such a demanding matter as I thought. More than half pupils did not experience troubles while expressing the meaning of new words and 4 of them have only a little difficulty. Of course, as it was seen from the video-recording that their English was not grammatically correct and they sometimes could not find the right words. A lot of pupils use mime and gestures to support the meaning. I spotted only one pupil who did not know how to explain the new word. Consequently, this pupil showed the picture to the classmate. In general, pupils did not have major difficulty with explaining the meaning. What was more laborious was to understand the peers.

Was it difficult to understand the meaning of new words from your classmates?

Absolutely not	Only a little	Rather difficult	Very difficult
2	7	2	0

Only 2 pupils fully understand their classmates. Two third of pupils discover the meaning with a little problems and two pupils find it rather difficult. In general, to understand the meaning from the classmates was more difficult than explaining new words. However, the results were quite positive.

When using peer teaching there is a danger that pupils resign to explain the new words in English and switch into Czech. Therefore, I was afraid that some pupils especially the weaker ones will use Czech.

Did you use Czech while explaining new words?

No, never	Only a little	Quite frequently	Yes, always
5	4	2	0

As the figures from the chart above indicate, my worries were not fully justified. Only two pupils admit that they used Czech very often for explaining new words. Almost half pupils did not spoke Czech at all and 4 of them used it only a little. Video-recording also proved that pupils used Czech very rarely. Surprisingly, they also warned each other to speak only English.

This presentation has proved that pupils are able to communicate and understand each other in spite of some grammatical mistakes. They also were frequently omitted a verb from the sentence used mime instead of words, however, they were usually successful in transmitting the meaning.

Did the particular technique help pupils to show how the words are used in a sentence?

Even though this technique did not allow learners to see the word in a sentence it was not necessary. Pupils knew very well how to use them, since all words are nouns without grammatical irregularities. They only had troubles pronouncing the new words since this time teacher was not a model of right pronunciation. Each card was provided with phonemic transcription and it was pupils' job was to teach their peers the correct pronunciation.

Was it difficult to pronounce the new words?

Absolutely not	Only a little	Rather difficult	Very difficult
8	3	0	0

Even though the majority of pupils claim that it was not difficult to pronounce all the words at all, the video-recording proved something else. Pupils usually pronounced words as they were written. I think that it was caused mainly by the fact that not all of them were able to understand the phonemic symbols.

To what extent were pupils involved in the presentation?

Peer teaching enabled pupils to be fully involved in the presentation and be active because this technique is based on the pupil to pupil interaction. They learnt to co-operate, understand and listen to each other.

Were you actively involved throughout the presentation?

Yes, fully	Almost always	Sometimes	Rarely	Never
7	3	1	0	0

The majority of pupils felt that they were fully involved in the presentation. 3 of them thought that they participated in the presentation almost always. Only 1 pupil claimed that he was engaged only sometimes. The video-recording proved that pupils were not only involved when explaining the meaning of new words but they also cooperate before and afterwards.

How was the presentation perceived by both teacher and pupils?

In my opinion this presentation was one of the most favourite. The technique of peer teaching was very popular among almost all pupils in the class. It is suitable for explaining various words, however, teacher should consider the pupils' abilities to describe the words. They should have enough vocabulary. Even though I had a lot of worries about this technique, I was happy that they did not prove to be right. I was really surprised by the course of the presentation. This was the only technique where all pupils had possibility to practice English and use the language in order to communicate. Also the strategy of paraphrasing was trained. Even though I was afraid that pupils will tend to use Czech when explaining new words, they usually did not. They very frequently used mime and gesture to support the meaning. There were minor problems with understanding the meaning while explaining the new words to each other. In general positives prevailed. All pupils were actively involved in the presentation, they could practice English a lot, they learnt to cooperate and explaining enable them to better remember the words.

What do you think about the presentation in general?

interesting	funny	interactive	normal	boring	unintelligible
9	9	11	1	0	0

It the questionnaire pupils evaluate this type of presentation very positively. All pupils found it interactive, probably due to the fact that this technique enabled all pupils to co-operate with other pupils and also the teacher. Further on, the majority described the presentation as funny and interesting. I suppose that this was the first time they had experienced such a teaching. Only one pupil claimed that the presentation was normal. If pupils were asked to express what they like about the presentation, they mostly answered that they really appreciate the fact that they all could speak and cooperate with other classmates. There was anything they did not like.

5.2.5. Contextual guesswork

Activity description

Stage 1 Teacher tries to attract pupils' attention by giving them questions about jeans (*Do you like wearing jeans? Who invented jeans? Who were the first people to wear jeans?*)

Stage 2 Teacher distributes the texts about jeans and gives pupils two questions in order to scan the text quickly and get familiar with it. Teacher describes pupils what to do. Their task is to, firstly, guess the part of speech. Teacher explains the English terminology and tries to elicit some hints which may help. Secondly, pupils try to infer the meaning of new words. Teacher introduces the stages of inferring meaning of new words from the text and demonstrates it. Pupils work on their tasks. Teacher walks around and gives advice.

Stage 3 Teacher checks the task together with the whole class.

Number of pupils: 10

Presented words: to own, a tailor, a pocket, at all, an occasion, baggy, casual, to ban

Why did I choose the particular technique?

I decided to use this technique because it is particularly suitable for a reading text. I had selected those words I thought pupils would not understand. This technique of contextual guesswork can be used with all words. There is no restriction. However, in order to guess the word correctly, the context must be appropriate to pupil's level. Therefore, I decided to simplify the text about jeans I had found on the internet. Then I hoped that pupils would understand what it is about. I also added some pictures in order to show the most important information.

Was it difficult to understand the text?

Absolutely not	Only a little	Rather difficult	Very difficult
1	7	2	0

Pupils found the text about jeans quite easy. The majority of them claimed that they had only a little difficulty with understanding the text. Only two pupils considered the text rather difficult. It seemed that I was able to adapt the text according to pupils' level.

To what extent was it difficult to understand the meaning and why?

The first step for understanding the meaning is to infer correctly the part of speech. I thought there would not be problems with this task. I was convinced that if they were able to understand the text, they would also have been able to guess correctly the part of speech.

Was it difficult to infer the part of speech?

Absolutely not	Only a little	Rather difficult	Very difficult
4	4	1	1

From the figures it is evident, that pupils had only a little or no difficulty with inferring the part of speech. Only one pupil claimed that this task was very difficult. Moreover, it was the same person who had troubles understanding the text.

This proved the hypothesis that if pupils do not understand the text, they will also have difficulty inferring the part of speech and consequently the meaning itself.

Was it difficult to guess the meaning?

Absolutely not	Only a little	Rather difficult	Very difficult
0	7	1	2

When comparing the two above mentioned charts, it is obvious that inferring the part of speech is less difficult than guessing the meaning itself. Moreover, I also wanted to discover the causes of a wrong guess.

If you were not able to guess some words correctly it happened because you

did not understand the text much	1
did not understand other words in the sentence	2
translated the sentence incorrectly or imprecisely	6

The questionnaire has shown that the main reason for the wrong guess was that pupils sometimes translated the sentence incorrectly or imprecisely. This was also obvious from the video-recording. When pupils had guessed the meaning incorrectly, I let them to translate the whole sentence and they usually translated each word one by one without any conjugation or declension and therefore their translation was quite weird.

Observing the video-recording, no pupil was able to infer correctly the meaning of the word *occasion*. I must admit that the context was not as evident as with the remaining words. The meaning of new words was usually checked by translation of the new words or sometimes the whole sentence. After translation, I usually tried to elicit some synonyms, antonyms or hyponyms to make the new word more memorable. I used the technique of situational example when explaining the word *not at all*. (The word which was mentioned in the text was *at all*) Firstly, I said that this word is synonymous to the expression *you're welcome*. However, it was

evident that some pupils still did not understand, so I presented them a real situation. After that, everything was clear. This example shows that sometimes the meaning must be shown in more ways till pupils are able to understand. Once I also used the technique of mime in order to check understanding of the word *pocket*.

Did the particular technique help pupils to show how the words are used in a sentence?

This technique enabled pupils to see how the words are used in a sentence. They could for example see that the adverb *at all* is usually used at the end of a sentence. However, when they were asked what they do not like doing at all, they use the word *at all* in the wrong position. This example has proved again, that pupils did not devote much attention to how words are used in a sentence. Therefore, pupils should do additional exercises training them to see how words work in the sentence.

To what extent were pupils involved in the presentation?

Generally said, this technique enabled all pupils to be involved for some time in the presentation. At the very beginning I tried to activate pupils by asking whether they like wearing jeans and I also wanted to discover what they know about the history of jeans. Further on, pupils work on their tasks and the end they were also involved when their tasks were checked. It was proved not only by the video-recording but also pupils felt that they were involved in the presentation almost always.

Were you actively involved throughout the presentation?

Yes, always	Almost always	Sometimes	Rarely	Never
1	6	2	1	0

They all tried to work on their task. To take into account their individual differences I let them choose whether to work alone or in pairs. From the video-

recording it was obvious, that the majority of pupils prefer working in pairs. During the whole presentation I spotted two pupils whose hand was up almost all the time and it was evident that they quite liked this technique.

How was the presentation perceived by both teacher and pupils?

I think that this presentation did not impress pupils much. The checking of the task was quite long and pupils seemed to be bored with that. I would rather have let them check the meaning from the dictionary and afterwards we should have discussed the words sitting, for example, in a circle.

On the other hand, I think that all words were properly explained and pupils could also learn receptively some words like *formal*, *not at all*, *allow*, *opposite*, *pocket money*. Also the new words were more memorable and this was also proved. When pupils were asked to write down words they had remembered from the presentation, in average, they were able to recall 5.5 words. This is the second highest number, after the technique using pictures, in comparison with other techniques. However, this number did not take into account learnability and other factors, so it is not much valid.

interesting	funny	interactive	Normal	boring	unintelligible
4	3	4	6	0	0

More than half pupils found the presentation normal. I think that it is due to the fact that they practice inferring quite a lot and it was nothing new to them. However, I was happy that the majority of pupils did not have many troubles while inferring the meaning, since this technique is really necessary for learner's autonomy. When they were asked what they liked and did not like about the presentation they usually did not write anything. Only pupil complained that it was not much funny and one pupil appreciated that everything was well explained.

5.2.7. Learners' monolingual dictionary

Activity description:

Stage 1 Teacher activates pupils by giving questions (*What clothes do you /do not you like wearing?*) Further on, teacher explains the terminology which is used in the monolingual dictionary.

Stage 2 Teacher presents pupils their task. (Teacher has written the new words and drawn a chart to be filled in beforehand on the interactive board.) They work in groups of three or in pairs and they have to copy a chart from the blackboard and fill in the following information: who uses the particular clothes, is it a plural noun and does the word have its American equivalent. Moreover, they try to guess the meaning and learn pronunciation.

Stage 3 Teacher checks pupils' task. Pupils are asked to fill in the chart on the interactive board (by moving the words or by writing them) Teacher also checks pupils' understanding by giving additional questions.

Number of pupils: 10

Presented words: a vest, a waistcoat, slippers, tights, underpants, a tracksuit, swimming trunks, a swimsuit, knickers, trainers

Why did I choose the particular technique?

The primary aim of this technique was not to present new words. I rather wanted to raise awareness about learner's monolingual dictionary. As pupils told me they had never worked with it. I intended to show them some of the extra information this dictionary includes and if there is any problem with new vocabulary in the future, they will be able to decide which dictionary will best suit their intention. Subsequently, I wanted pupils to use it in order to complete a task.

At the beginning of this presentation I hoped that some pupils would enjoy working with this type of dictionary, however, on the other hand, I was also a little bit worried that some of them would be discouraged to use it because everything

inside is in English and pupils would simply resign. It would be too difficult for them to work with it.

Did you have difficulties working with dictionary?

Absolutely not, I understood everything from the beginning	3
I had trouble at the beginning but my classmates or teacher helped me	6
It was difficult, I did not understand the information much, I did not ask for help	1

Working with this type of dictionary was not such a demanding matter as I had thought. Pupils claimed that they did not have major difficulties when completing the task and if there were troubles, their classmates helped them. I also tried to give advice while walking around and observing.

To what extent was it difficult to understand the meaning and why?

Even though some definitions in the dictionaries are very elaborate and complex, the definitions concerning clothes in the learner' dictionary were not difficult to understand. Moreover, this dictionary consists of several pages of pictures, one also devoted to clothes, which can support the meaning. Therefore, I was not much worried and I hoped that understanding the meaning would not cause serious troubles.

Was it difficult to discover the meaning?

Absolutely not	Only a little	Rather difficult	Very difficult
5	3	2	0

Half pupils did not have any troubles understanding the new words. Only 2 pupils experienced major difficulties when discovering the meaning. However, as I was walking, I got the feeling that pupils did not need my help much. Moreover,

they could work in pairs or groups of three. Therefore, I did not understand much who these 2 people could be.

Did the particular technique help pupils to show how the words are used in a sentence?

The use of monolingual dictionary is particularly helpful when pupils did not know how to use the words in a sentence. It provides various range of additional information and also example sentences are very often added. As for clothes, pupils were informed whether the new word is a plural noun or not. I further explained them what does it mean.

To what extent were pupils involved in the presentation?

This technique should have enabled all pupils to be involved at a time. However, while observing the video-recording I found out that there were two pupils who did not co-operate while working on the task. They only sat and seemed to be bored. Even though I tried to encourage them to help their peers, they began to work only for few seconds. There were no either interested in the task or they did not feel that their group would need their help. If there were enough dictionaries, each pupil would have been involved. However, they would lack the opportunity to ask their peers and co-operate.

Were you actively involved throughout the presentation?

Yes, fully	Almost always	Sometimes	Rarely	Never
4	4	2	0	0

In spite of the two pupils the figures shows that pupils felt quite involved throughout the presentation. I also tried to involve all pupils when checking the task. Pupils were answering my questions, further on they wrote new words placed the already prepared words in the right column on the interactive board.

How was the presentation perceived by both teacher and pupils?

Before the actual presentation I had hoped that pupils would be curious about the monolingual dictionary since they had never used it. To make it more interesting I had prepared the task on interactive board because as I have already commented they like working with it. The board also facilitated my work. This was only the first step in working with monolingual dictionary. I intend to use it more often to make pupils more familiar with it and so ease their further learning.

How was the presentation in general?

interesting	funny	interactive	normal	boring	unintelligible
6	2	7	4	0	0

As I supposed, pupils did not find the presentation much funny. More than half consider the presentation interesting, however I thought it would be more children. The presentation was normal for 4 pupils. These results are neither positive nor negative. I hoped that pupils would be much keen on the use of monolingual dictionary. They mostly appreciated that they could work with the interactive board and only 1 pupil claimed that he really loved working with the dictionary. On the other hand, 2 pupils did not like working with monolingual dictionary much.

5.3. Research on the most/least favourite technique

The aim of this subchapter is to discover which technique is the most and least favourite among pupils and also the teacher.

How do you like the particular technique?

Techniques	I like it very much	I like it	I don't like it so much	I don't like it at all
Mime	36	50	7	7
Pictures	73	27	0	0
Peer teaching	45	55	0	0
Definition+example sentence	31	54	15	0
Situational example	46	38	15	0
Monolingual dictionary	0	90	10	0
Contextual guesswork	10	60	20	10

(Data are presented in %.)

From the above mentioned figures it is evident that definitely the most favourite technique was showing the meaning through pictures which was mentioned by 73% of pupils. Approximately half pupils very positively evaluated peer teaching and situational examples and a third of pupils preferred miming and the combination of definition and example sentence. Nearly all pupils like using monolingual dictionary and the chart also shows that other techniques are popular as well. In general, the least favourite technique according to pupils is contextual guesswork. However, it can be said that there is no technique which could not be denoted as absolutely unpopular.

To express my point of view I enjoyed working with pictures and using the Power Point presentation. The technique I did not like much was the combination of definition and example sentence. I have found very difficult to make up such a definition or example sentence that would enable pupils to guess the meaning correctly. Moreover, I would like to stress the importance of techniques which supported student-centred learning. Since they lead to pupils' autonomy and further learning outside the class, these techniques should be frequently employed.

To conclude, the research has had, of course, some limitations because of the low and not stable sample of pupils. Therefore, these results can not be generalized. They are valid only for the particular class where the research was carried out. However, this research enabled me to get familiar with some presentation techniques and discover their strengths and weaknesses. It also helped me to realize that there are individual differences among pupils in the class.

Conclusion

I have decided to write my diploma paper about vocabulary teaching since vocabulary is essential for understanding and communication. Moreover, I wanted to broaden my knowledge about presentation techniques by which the meaning is conveyed. The research has helped me to get familiar with many presentation techniques and I have become more aware of its benefits and drawbacks.

I have tried to verify the statements mentioned in the theoretical part. Most of them are valid. The techniques of mime and pictures are limited in the choice of vocabulary, however, example sentences or definitions can be used in any case. Visual techniques are especially useful for conveying the meaning quickly and enabled all pupils to understand the meaning, even the weaker ones. The weaker pupils usually have difficulties with understanding definitions and using the context in order to guess the meaning correctly. Therefore, it is necessary to support the meaning by other techniques such as drawings, synonyms, antonyms, mime or translation.

While investigating the technique of situation example I was convinced that weaker pupils would feel uncomfortable in front of the class since they would not be able to describe the situation. However, a group of weaker pupils present the situation in a simple but very legible way by using toys. This has convinced me that even the weaker pupils can be successfully involved in verbal techniques.

However, it was not proved that example sentences, example situation and contextual guesswork help pupils to use the word correctly in the sentence. Pupils should be given such activities training them to use the information about the grammar of the word in a sentence.

The next intention of this research was to contribute to the development of learners' autonomy. I introduced pupils a monolingual dictionary, contextual guessing strategy and the technique of peer teaching. The latter one was the most successful and has also proved Scrivener's statement that pupils are able to communicate by using the accumulative effect of individual words. As regards learner's monolingual dictionary, pupils did not experience major difficulties when using them. To my disappointment, pupils were not really enthusiastic about it.

However, I intend to continue using it so that pupils will feel more and more comfortable working with it and finally will be able to really appreciate its value. As regards the contextual guesswork, research has shown that if pupils understand the context they are able to guess correctly the part of speech and consequently the meaning of new words. Not only these three techniques enabled all pupils to be fully involved in the presentations, these techniques will also facilitate pupils learning outside the classroom. However, it was just a starting point and these techniques should be further employed and developed.

The research has also shown the importance of preparatory stage. Discovering learners' interests helped me to select such topics pupils were interested in. Moreover, considering each new word from the point of view of learnability helped me to prevent possible difficulties during a presentation.

Furthermore, it has been proved that pupils did not refuse any of the presentation techniques. Pictures were considered as the most favourite. Also the techniques of peer teaching and situational example were evaluated very positively. Further on, pupils really appreciate the work with interactive board and the use of pictures at the beginning of the lesson to activate pupils. They really like practicing English and interacting with each other. Since many pupils found the presentations enjoyable, the research could also raise intrinsic motivation to learn English.

Finally, during the research I have learnt a lot about the fact often emphasized in literature that each pupil is individual and so are his interests, needs, styles and strategies. Even though I tried my best to meet all their differences, I think, I was only partly successful. This area of teaching is like a long – distance run.

To conclude, I think that the research has achieved its purpose. I got familiar with various presentation techniques and I have also learnt how to exploit the maximum from its advantages and eliminate its drawbacks. Therefore, the research has contributed to the development of my professional competence. Moreover, pupils were introduced some techniques which may facilitate their learning outside the class. I have also learnt more about individual differences among pupils in the class, I currently teach.

Resumé

Diplomová práce se zabývá procesy vyučování/učení anglické slovní zásoby. Cílem této práce je v teoretické části navrhnout techniky prezentování nové slovní zásoby vhodné pro žáky dané věkové skupiny a v praktické části byly techniky ověřit a prozkoumat pomocí dotazníků, obsahové analýzy reflektivního deníku učitele, a nepřímého pozorování.

Slovní zásoba je nedílnou součástí rozvíjení komunikativní kompetence v cizím jazyce. Lingvista David Wilkins charakterizuje důležitost slovní zásoby následujícím citátem: „Bez znalosti gramatiky dokážeme vyjádřit velice málo, ale bez znalosti slovní zásoby nedokážeme vyjádřit nic.“ Toto tvrzení je podpořeno dalšími významnými lingvisty v oblasti slovní zásoby jako je McCarthy, Scrivener a Nation. Všichni se shodují na tom, že nedostatek slovní zásoby zabraňuje efektivní komunikaci. Proto by jí měla být věnována velká pozornost, měla by se učit systematicky a podle určitých pravidel.

Tato diplomová práce je rozdělena na dvě hlavní části: teoretickou a praktickou. První kapitola teoretické části zdůrazňuje nezbytnost slovní zásoby jako prostředku komunikace. Dále popisuje slovo jako lexikální jednotku, která se skládá z několika aspektů. Jinými slovy, žákovi nestačí se pouze naučit co slovo znamená, jak se píše a vyslovuje, ale měl by také znát jiné informace. Hamer a mnoho dalších rozlišují čtyři základní aspekty slova: jeho význam, užití, tvoření a v neposlední řadě i jeho gramatiku. Jinak řečeno, žáci potřebují vědět, všechny významy daného slovíčka, v jakém kontextu ho mohou používat, zda se jedná o formální či neformální slova, s jakými slovy se společně vyskytují a smí používat. Žák si dále musí být vědom, z čeho se nové slovíčko skládá, jaké předpony a přípony se z daným slovem pojí, jak se z něj dají vytvořit jiné slovní druhy. Dalším úkolem učitele se seznámit žáky s tím, zda dané slovo je počítatelné či nikoli, jaké má sloveso nepravidelné tvary, kam se ve větě umisťují příslovně a podobně.

Další kapitola se zabývá tím, jak se nová slovíčka uchovávají a ukládají v paměti. Gairns a Redman tvrdí, že se nová slovíčka nejprve ukládají v paměti krátkodobé a poté přechází do paměti dlouhodobé. Předtím než se slovíčka uloží do paměti dlouhodobé, jsou předmětem mnoha zkoumání v paměti operativní. Zde

probíhají procesy jako je dedukce, osvojování a chápání. Speciálním mechanismem této paměti je tzv. artikulační smyčka která je často přirovnávána k neustále se přehrávající magnetofonové pásce. Čím delší páska je, tím si žák více pamatuje. McCarthy tvrdí, že informace uchované v paměti vytváří jakési 'pavučiny' na základě významu, formy a výslovnosti. Nattinger ho doplňuje a říká, že nová slovíčka jsou též propojena na základě zrakového vnímání a také vlastního prožitku a jiných souvislostí a kontextů s kterými se žák setkal. Paměť neustále přijímá nové informace a začleňuje je mezi informace stávající, obměňuje, vyměňuje. Je tedy důležité, aby při osvojování nové slovní zásoby učitel vybíral takové smysluplné aktivity a cvičení, při kterých budou žáci používat své smysly, metodu usuzování, uvidí slovíčka v takových spojitostech, ve kterých se typicky vyskytují.

Druhá kapitola zkoumá individuální zvláštnosti žáků. Každý žák je jiný, odlišně přistupuje k výuce anglického jazyka, je jinak motivován. Některý žák je talentovaný, jiný zažívá při výuce jenom úzkost. Rozdíly můžeme též pozorovat v učebních stylech a strategiích jednotlivých žáků. První faktor, který tato práce studuje je motivace, tedy vnitřní hnací síla, která žene člověka k dosažení určitého cíle. Obecně rozlišujeme motivaci vnitřní a vnější. O vnitřní motivaci hovoříme, když se žák učí proto, že ho zaujala určitá činnost nebo téma. Žák tedy aktivně pracuje aniž by potřeboval být odměněn. Zatímco žáci s vnější motivací se učí proto, aby byli odměněni dobrou známkou, nebo aby se vyhnuli trestu. Motivace může být vědomě podporována a to stanovením krátkodobých cílů, vytvořením příjemné školní atmosféry a zajímavou výukou. Důležité je též posilovat žákovo sebevědomí. Další proměnnou, která žáky odlišuje je talent. Někteří žáci se cizí jazyk učí s lehkostí, jiní musí vynaložit dostatek úsilí, aby se jim vyrovnali. Opakem talentu je úzkost, která úzce souvisí s dřívější negativní zkušeností s výukou cizího jazyka. Úzkostlivý žáci se neradi zapojují do aktivit procvičujících ústní jazyk, mají jednoduché vyjadřování a vykazují též nízké výsledky v poslechových cvičeních. Další odlišnost se týká učebních stylů. Učební styl je jakýsi všeobecný postup, kterým si cizí jazyk osvojujeme. Oxford dělí učební styly podle toho, který je nejvíce při učení používán. Například prezentování nových slovíček pomocí obrázků je vhodné pro vizuální typy, na druhou stranu učení poslechem je charakteristické pro auditivní typ. Dále rozlišujeme analytického žáka, který se

soustřeďuje na jednotlivé detaily a žáka celistvého, který se vždy snaží problematiku pochopit globálně technikou usuzování. Někteří žáci preferují skupinovou výuku, jiní rádi pracují sami. Někteří mají rádi výuku, která je úzce spojena s přímou zkušeností, jiní potřebují učitele, který má výuku dobře zorganizovanou. Učební strategie jsou předposledním tématem druhé kapitoly. Pomocí některých strategií se proces učení stává rychlejší, lehčí a zábavnější. Otázkou učebních strategií se zabývá mnoho autorů a také jejich definice se liší. Richard a Lockhart charakterizuje učební strategie jako určité, specifické procesy kterých žák využívá, aby splnil určitý úkol. Oxford definuje šest základních strategií: kognitivní, paměťové, kompenzační metakognitivní, afektivní a sociální. Velký důraz je kladen na metakognitivní strategie, které umožňují řídit vlastní proces učení. Protože se tato práce zabývá slovní zásobou, Nation zmiňuje některé strategie, které žákovi pomáhají se s novými slovíčky vypořádat. Nejdůležitější je vyvozování významu z textu, dále pak umění parafrázovat, používat slovník a mnemotechnické pomůcky. Na závěr této kapitoly je představena teorie mnohočetné inteligence. Podle ní je každý člověk schopen sedmi relativně nezávislých způsobů zpracovávání informací. Někdo je nadanější v oblasti hudby, jiný vyniká v pohybových aktivitách. U někoho převažuje logická inteligence, jiný je nadaný po jazykové stránce nebo nemá problémy s prostorovou orientací. Někdo se dokáže více vcítit do pocitů druhých, jiný zase dobře rozumí sám sobě. Učitel by si měl být vědom všech výše zmiňovaných individuálních zvláštností a přizpůsobit výuku tak, aby vyhovovala většině žáků. Měl by používat různé vyučovací styly a strategie, přístup mnoha smyslů, využívat různých organizačních forem, učebních pomůcek a jiné.

Třetí kapitola je věnována přípravě, která je nezbytná pro prezentování slovní zásoby. V této fázi se učitel na základě potřeb žáků rozhoduje, která slovíčka jsou pro žáka nejužitečnější, zda je nové slovíčko těžké či lehké si osvojit, zvažuje, kolik slovíček se v dané hodině žáci naučí, na jakém základě budou slovíčka seskupeny a zda se budou žáci učit slovíčka produktivně nebo receptivně. Zabývá se totiž jednotlivými kritérii, které pomáhají učiteli vybrat nová slovíčka pro určitou hodinu. První faktor, který je třeba zvážit jsou potřeby žáka. Učitel se táže sám sebe, která slovíčka jsou nejdůležitější, aby byl žák schopen mluvit o sobě, dalších lidech, popisovat události, svůj den, zážitky podobně. Zajímá se též o žákovy zájmy.

Užitečnost nových slovíček dále zkoumá kritériem četnosti výskytu. Všeobecně lze říci, že ta slovíčka, která se vyskytují v mluveném i psaném projevu nejčastěji jsou nejužitečnější. Existuje dokonce i seznam 2000 nejužitečnějších slovíček, který sestavil Michael West. Tato teorie mám však několik nedostatků. Nejčastější slovíčka jsou většinou ta, která jsou tzv. 'informačně prázdná'. Proto McCarthy zdůrazňuje slovíčka 'dosažitelná', tedy ta, která člověku přijdou na mysl, když si to situace žádá. Thornbury dále zmiňuje tzv. 'stěžejní' slovní zásobu. Žák používá této zásoby, aby popsal jiná slovíčka. Tato slovíčka jsou podstatně důležitější, i když ne nejčastější. Dále musí učitel zvážit, jaké mohou vybraná slovíčka působit žákům problémy. Žáci mohou slovíčko špatně psát, protože obsahuje hlásku, která se nevyslovuje nebo proto se že se některé hlásky píší dvakrát. Další potíže může mít žák s výslovností obsahuje-li slovo tři nebo více po sobě jdoucích souhlásky. Dále mohou si mohou slova žáci plést, protože znějí nebo vypadají stejně jako v češtině, ale význam je jiný. Mezi slova, která se učí snadno patří například ta, která se podobají mateřskému jazyku.

Poslední kapitola teoretické části zpracovává různé techniky prezentování slovní zásoby a zaměřuje se především na ty techniky, které prezentují předem vybraná slovíčka v předem naplánované hodině. Gairns a Redman rozlišuje v knize *'Working with Words'* techniky tradiční a techniky více zaměřené na žáka. Tradiční techniky dále dělí na vizuální a verbální. Tato kapitola popisuje výhody a nevýhody prezentačních technik, které jsou dále podrobně zkoumány v části praktické. Předposlední kapitoly popisují metody, jakými může učitel zdůraznit výslovnost nových slovíček a také způsoby, jak do prezentace zainteresovat žáky.

Praktická část je založena na výzkumu, který byl proveden v sedmé třídě na základní škole v Jihlavě. Počet žáků během jednotlivých prezentací se lišil. Nejmenší počet byl 10, naopak největší 14.

Hlavním cílem praktické části bylo analyzovat potenciál různých prezentačních technik a potvrdit či vyvrátit tvrzení zmiňované v teoretické části. Dále jsem se pokoušela zjistit oblíbenost jednotlivých technik mezi žáky a zhodnotit přípravnou fázi, která předcházela samotnému prezentování slovní zásoby.

První podkapitola se zabývala přípravnou fází. Výchozím bodem pro všechny prezentace bylo zjistit jaké jsou zájmy žáků a následně stanovit témata, o které se žáci nejvíce zajímají. Obrázkový dotazník ukázal, že nejoblíbenějšími tématy jsou 'Města ve světě' a 'Móda'. Nejdůležitějším kritériem pro výběr nových slovíček byla learnability, tedy to, jak snadné nebo těžké je osvojení daného slovíčka. Na základě této learnability jsem se pak rozhodovala, kolik slovíček budu v rámci jedné prezentace vyučovat. Obvykle jsem se pohybovala v rozmezí od 7 do 9 slovíček. Kritérium četnost a s tím související seznam četnosti sestavený Michaelem Westem jsem nepovažovala za důležité. I přesto jsem hledala, zda daná slovíčka na seznamu nevystupují. Zjistila jsem, že z prezentovaných 53 slovíček se na seznamu objevilo pouze 14. Dále jsem se při výběru nových slovíček spoléhala na různé zdrojové knihy týkající se slovní zásoby a také na svou intuici.

Druhá, nejvýznamnější podkapitola zkoumala jednotlivé techniky prezentace: vizuální, verbální a techniky zaměřené na žáka. Výzkum potvrdil, že prezentování nové slovní zásoby pomocí obrázků je velmi efektivní a rychlé. Prezentace v programu Power Point mi umožnila udělat hodinu zajímavější a zábavnější. Význam nových slovíček byl zřejmý bez výjimky všem žákům. Pro tuto prezentaci jsem záměrně vybírala ty obrázky, které zachycují skutečné zajímavosti a místa po celém světě. Většina žáků byla touto prezentací doslova uchválena a velmi aktivně se do hodiny zapojovali i ti žáci, kteří obvykle jenom sedí a nedávají pozor. Tato technika je též vhodná pro prezentování kultury země, jejíž jazyk se žáci učení. Je snazší ukázat dětem obrázek dudáka, než ho popisovat. Je však nutné, aby obrázek byl dostatečně velký a jeho význam jasný. Nesmí být obklopen zbytečnostmi, které by mohli žáka splést. Jediným nedostatkem je, že ne všechna slovíčka mohou být prezentována pomocí obrázků. Tato technika je vhodná pouze pro vyjádření významu konkrétních ne abstraktních slov.

Další vizuální technika, která byla blíže zkoumána byla pantomima. I tato metoda umožnila téměř všem žákům správně pochopit význam nových slovíček. Bylo též prokázáno, že téměř polovina dětí ráda pantomimu i předvádí. K mému překvapení většina dětí se snažila při hádání aktivity používat angličtinu. Stejně tak jako technika prezentování pomocí obrázků tak i pantomima je limitována ve

výběru slov. Nejvíce se používá k demonstrování činností, dále pak v vyjádření určitých přídavných jmen a příslovcí.

Pro třetí prezentaci jsem zvolila kombinaci dvou technik, definice a vzorového příkladu, a to proto, že literatura týkající se slovní zásoby často uvádí, že odhalit význam pomocí definice není vždy jednoduché. Proto jsem každou slovníkovou definici doplnila a větu, ve které bylo nové slovíčko obsaženo. Bylo prokázáno, že dětem opravdu činí potíže pochopit význam z definice. Žáci se snažili pochopit význam nových slovíček spíše z příkladů. Z celkové počtu 13-ti žáků, pouze 2 byli schopni pochopit význam nejen ze vzorové věty, ale též z definice. Někteří žáci některá slovíčka vůbec nepochopili. Bylo tedy nutné použít další techniky k dokreslení významu jako třeba překlad, pantomimu, kreslení, antonyma a další vzorové věty. Žáci, kteří význam nových slovíček nepochopili se během hodiny nudili a zapojovali jen velmi zřídka. Vzorová věta měla též umožnit žákům vidět, jak se nové slovíčko chová ve větě. Bohužel vybraná slovíčka nebylo těžké ve větě použít, s jednou výjimkou. Slovo krev je v angličtině nepočítatelné a tudíž před ním není neurčitý člen. I přesto, že žáci viděli slovíčko napsané bez členu, ve větách ho používali se členem. Z tohoto příkladu vyplývá, že žáci zatím nejsou sami schopni vydedukovat, jak se slovíčko používá. Je důležité, aby učitel na gramatiku nových slovíček poukázal a učil žáky vnímat, jak se dané slovíčko ve větě chová.

Situační příklad byla další technika prezentování slovní zásoby, které byla věnována větší pozornost. Výhodou této techniky je, že žáci mají možnost procvičit si porozumění mluvenému slovu a rozšířit si zásobu receptivních slovíček. Já jsem se ale také chtěla pokusit o to, aby žáci nejenom angličtině naslouchali, ale aby si ji také procvičili. Proto jsem si sama připravila pouze tři situace a další čtyři situace byly prezentovány žáky, kteří si vytvořili skupiny jaké chtěli. Obávala jsem se ale, že někteří žáci nebudou rozumět prezentují skupině a potažmo i mě. Proto jsem doprovázela svůj výklad kreslením na tabuli. Žáci v dotazníku uvedli, že měli potíže rozumět spíše situacím prezentovanými ostatními žáky. I přesto, že jsem se snažila jejich situace uvést na pravou míru, jednou se stalo, že situace byla zbytečně komplikovaná a naprosto nesrozumitelná. I přesto svého rozhodnutí nelituji. Jedna skupina si připravila situaci, kterou nepopisovala, ale spíše hrála jako dialog. Navíc si do hodiny přinesli postavičky Barbie a Kena, aby situace byla zajímavější.

Skupina používala velmi jednoduchou angličtinu, situace byla srozumitelná, vtipná a žáci okamžitě uhodli hledané přídavné jméno. Díky této prezentaci a technice si žáci procvičili angličtinu, učili se naslouchat jeden druhému a byla též rozvíjena jejich kreativita.

Další tři techniky prezentování slovní zásoby měly přispět k rozvíjení žákovi samostatnosti. Žákům byla představena technika usuzování slov z kontextu. Žáci se nejprve snažili uhodnout slovní druh a následně odhadnout význam nového slovíčka. Výzkum ukázal, že první úkol se zdál být celkem jednoduchý. Druhý úkol byl o něco složitější a to hlavně díky tomu, že pro žáka byl text málo srozumitelný, což ověřuje hypotézu Gairnse a Redmana, kteří tvrdí, že když je text málo srozumitelný, význam nových slovíček je těžké uhodnout. Dále jsem zjistila, že špatná dedukce je hlavně způsobena tím, že žák si špatně nebo nepřesně větu přeloží.

Další technika, která měla vést k žakově samostatnosti, byla technika učení se od svých spolužáků. Tato technika se stala velmi oblíbenou a pomohla mi ověřit hypotézu J. Scrivenera, který tvrdí, že žáci dokáží komunikovat pouze tím, že kladou jedno slovíčko za druhým a nehledí na gramatiku.

Poslední technikou z této skupiny byla práce se slovníkem. Záměrně jsem zvolila jednojazyčný slovník určený přímo žákům na úrovni mírně pokročilých. Chtěla jsem žákům ukázat, že neexistuje pouze dvojjazyčný slovník, ale když se potřebují podívat, jak se slovíčko chová ve větě, zda má nějaké zvláštnosti, s kterými slovíčky se typicky pojí, mohou tyto informace najít právě v jednojazyčném slovníku. Z dotazníku vyplynulo, že pracovat s tímto slovníkem nepůsobilo žákům velké potíže, ale na druhou stranu, žáci tímto typem slovníku nebyli nějak oslněny. Ráda bych s jednojazyčným slovníkem více pracovala, aby žáci získali více jistoty při práci s ním a brzy se jednojazyčný slovník stal součástí jejich vzdělávání.

Při prezentacích žáci nejvíce ocenili práci s interaktivní tabulí, prezentaci v programu Power Point a další obrázky, které jsem si do hodin připravila, abych upoutala jejich počáteční pozornost. Dále se jim líbilo, když měli možnost procvičit si angličtinu, ať už u metody učení se od svých spolužáků nebo při popisování situací.

Další část výzkumu měla zhodnotit, které techniky prezentování slovní zásoby jsou více oblíbené, a které naopak žáci odmítají. Výsledky ukázali, že neexistuje žádná technika, která by byla absolutně nepopulární mezi žáky. Naopak většina žáků techniky hodnotí pozitivně. Nejoblíbenější je technika, která používá k prezentaci nových slovíček obrázky a na druhém místě se umístila metoda učení se od spolužáků. Na poslední příčce pomyslného žebříčku popularity se umístila technika usuzování významu nových slovíček z kontextu.

Myslím si, že výzkum splnil svůj účel. Umožnil mi více se seznámit s různými technikami prezentování slovní zásoby a přispěl tak k mému profesnímu rozvoji. Žákům byli též představeny techniky, které by měli napomoci větší samostatnosti žáka. V neposlední řadě jsem si ověřila, že každý žák je jiný, preferuje jiný učební styl a strategie, a proto by měl učitel využívat různých technik a strategií, aby co nejvíce vyhověl jejich individualitě.

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Appendix 1 (Picture questionnaire)

Write a number (1–4) next to each of the following topics.

1 = you are very interested in it.
2 = you are quite interested.

3 = you are not very interested.
4 = you are not at all interested.



fashion



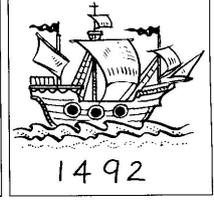
pop music



football



pets



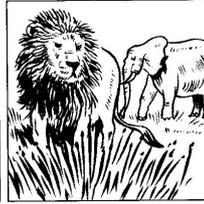
history



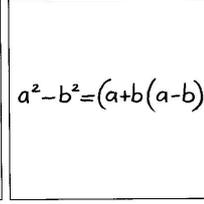
famous people



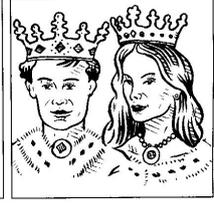
the environment



wild animals



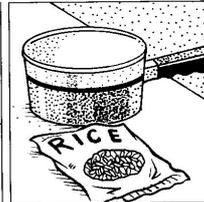
mathematics



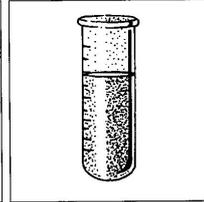
kings and queens



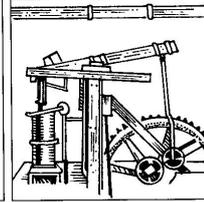
how people live in different countries



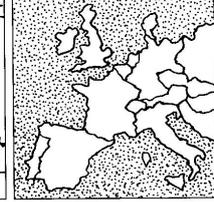
cookery



science



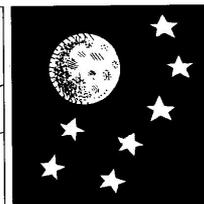
inventions



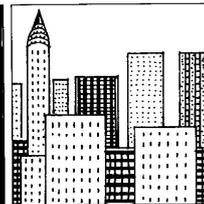
geography



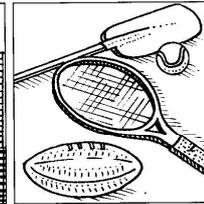
explorers and discoverers



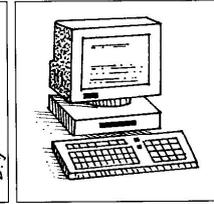
stars and planets



cities in the world



sport



technology

Write down three more topics that you are interested in.

Write a number (1-4) next to each of the following topics.

1 = you are very interested in it.

2 = you are quite interested.

3 = you are not very interested.

4 = you are not at all interested.



fashion 4



pop music 3



football 4



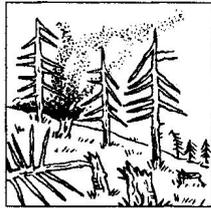
pets 2



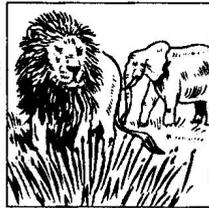
history 2



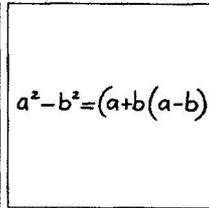
famous people 3



the environment 2



wild animals 2



mathematics 3



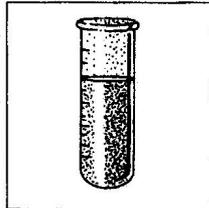
kings and queens 3



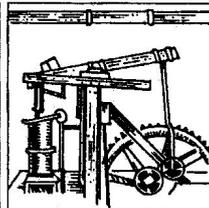
how people live in different countries 3



cookery 4



science 4



inventions 4



geography 2



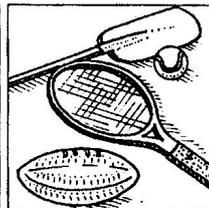
explorers and discoverers 4



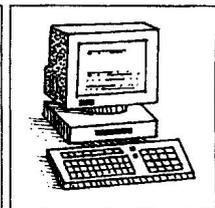
stars and planets 4



cities in the world 4



sport 2



technology 4

Write down three more topics that you are interested in.

Appendix 2 (Questionnaire)

DOTAZNÍK

1) Prezentace nových slovíček byla

zajímavá
zábavná

interaktivní
normální

nudná
nesrozumitelná

Jiná? _____

2) Líbilo se mi, když jsme se nová slovíčka učili od kamarádů a tím, že jsem je vysvětloval/a

- ano hodně
- ano

- moc ne
- vůbec ne

3) Kolik anglických slovíček sis zapamatoval/a?

Napiš: _____

4) Bylo těžké pochopit význam nového slovíčka od svých kamarádů?

- ne vůbec
- jenom trochu

- docela ano
- ano velmi

5) Bylo těžké vysvětlit nová slovíčka svým kamarádům?

- ne vůbec
- jenom trochu

- docela ano
- ano velmi

6) Bylo těžké vyslovit nová slovíčka, když jsi je vysvětloval/a kamarádům?

- ne vůbec
- jenom trochu

- docela ano
- ano velmi

7) Použil/a jsi během vysvětlování češtinu?

- ne nikdy
- jenom trochu

- docela často
- ano, pořád

8) Během prezentace jsem se zapojovala

- pořád
- skoro pořád
- někdy

- zřídka
- nikdy

Co se ti na prezentaci líbilo? _____

Co se ti na prezentaci nelíbilo? _____

DOTAZNÍK

1) Prezentace nových slovíček byla

zajímavá
zábavná

interaktivní
normální

nudná
nesrozumitelná

Jiná? _____

2) Líbilo se mi, když jsme se nová slovíčka učili od kamarádů a tím, že jsem je vysvětloval/a

- ano hodně
- ano

- moc ne
- vůbec ne

3) Kolik anglických slovíček sis zapamatoval/a? 5

Napiš: sleeping bag, camera, sun cream, guidebook
sowel

4) Bylo těžké pochopit význam nového slovíčka od svých kamarádů?

- ne vůbec
- jenom trochu

- docela ano
- ano velmi

5) Bylo těžké vysvětlit nová slovíčka svým kamarádům?

- ne vůbec
- jenom trochu

- docela ano
- ano velmi

6) Bylo těžké vyslovit nová slovíčka, když jsi je vysvětloval/a kamarádům?

- ne vůbec
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- docela ano
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7) Použil/a jsi během vysvětlování češtinu?

- ne nikdy
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- docela často
- ano, pořád

8) Během prezentace jsem se zapojovala

- pořád
- skoro pořád
- někdy

- zřídka
- nikdy

Co se ti na prezentaci líbilo? jako jsem mohla spolupracovat s kamarádem

Co se ti na prezentaci nelíbilo? nic

Appendix 3 (Journal samples)

Pictures

Presentation number 2

Date: 17.1. 2008

a sight, a waterfall, a skyscraper, a volcano, a desert, a jungle, cave

Why did I choose the certain technique? What kinds of words can be presented by means of this technique?

I have chosen pictures, because I'm going to present nouns. I think that by means of this technique, the meaning of these words will be easily conveyed. Moreover, I'm going to use pictures of real places that exist. This technique can be used mainly for presenting nouns, verbs and some adjectives. It would be difficult to find pictures for abstract words.

What criteria did I consider when choosing the particular words?

Frequency – on GSL – jungle, cave, sight

I have found all the words in various Vocabulary coursebook

Learnability – I guess these words are easily learnt

Sight – they already know sightseeing

Waterfall – word formation

Skyscraper – word formation

Volcano – similar to Czech

Jungle – similar to Czech

Desert – they may know dessert

Cave – short word

I think pupils will be able to remember the majority of words

How many items to teach?

I was not able to think of more places, so this time I will be teaching 7 items.

Grouping of items

New words are grouped according to the topic. Moreover, all words are nouns.

How much time did the preparation take?

This preparation was quite time demanding. Not only I have to prepare a power point presentation (I'm not skilled in this area, however, I like it) I had to find pictures depicting real places, maps, means of transport. I must say that I enjoyed doing this presentation it was fun for me and I hope it will also be fun for my pupils.

Finding the right pictures - 45 minutes

Preparing power point presentation - 20 minutes

+ It takes time to decide on the form of the presentation, finding the new words

What makes the presentation more effective and memorable?

- pictures
- real places, Niagara, Etna
- written form of a word
- word formation, difference in meaning (desert x dessert)
- personalization
- continuously revising words they have already learnt

How pupils will be involved?

- they will guess which continent and places will we visit, what can we see there, what type of transport will we use
- answer my questions: Do you want to see Niagara waterfall?...
- elicitation – What 's this? (to challenge to stronger ones)
- personalization – Would you like to see Niagara waterfall?
- nominalization

What problems may arise during presentation?

- I hope there will be no problems, meaning should be evident from pictures, new words are easy to learn

Feelings:

I fell good. I think that pupils enjoyed this presentation, they were amazed by power point (moving car, plane). It was evident that one pupil really like geography. I was surprised by the reaction of one pupil who is weak and usually do not speak during class. Even though he sometimes disrupted the lesson he was involved, he guessed the places, he also asked me questions when he didn't understand anything.

Example situation

Presentation number 5

Date: 8.2. 2008

Why did I choose the certain technique? What kinds of words can be presented by means of this technique?

I think that for presenting feelings (adjectives), example situation is really suitable. I was also thinking about using pictures. This technique will also be suitable. I have already found some pictures and I'm going to use them at the beginning of the presentation to get Ps attention and also at the end for practicing already learnt words

What criteria did I consider when choosing the particular words?

embarrassed, jealous, proud, frightened, disappointed, surprised, annoyed

Frequency – I have already checked the General Service List by Michael West and there are only two words – proud and jealous.

All of these words also appear in Vocabulary resource books for pre-intermediate student I think these words are useful and appropriate to the Ps' level

Learnability

Many of these words will be difficult to learn. They all are abstract words. None of these are similar to Czech, they may only know the word surprise. Jealous and proud are relatively short words, I think pupils will remember them. However, there may be problems with spelling – some letters are doubled some not. Moreover, words are long. Embarrassed will be difficult to pronounce (necessary to repeat in many times)

Learner's need

I don't know if pupils would like to learn such words, but I hope, they will find them useful.

Grouping of items of vocabulary

Words are grouped according to the common topic – feelings. All words are adjective.

Number of items to be taught

I think 7 items as usual will be sufficient. These words are really difficult.

Receptive and productive vocabulary

All the 7 words are taught for productive use, I'm not going to teach them receptively some words. I will write down example sentence to see the word in a sentence and to help them when using the new words. I will also introduce the prepositions each adjective is connected to. Maybe pupils may come up with some words others will not understand, so they may also learn some words receptively.

How much time did the preparation take?

Finding pictures on the internet – 10 min

Making up some situation – 10 min

Preparing cue cards – 3 min

What was difficult and easy to decide on?

DIFFICULT: to decide on vocabulary, to make up clear, legible, simple situations

What makes the presentation more effective and memorable?

- they may remember the word by recalling the situation
- pictures
- pupils will be involved – some of them prepared some situations, some guess the feeling. So, pupils may remember the word they are describing or they successfully guessed.
- ask for Ps experience
- let Ps choose one word to learn

How will pupils be involved?

- guess the new word
- present the situation
- answer my questions
- describe to each other some real situations

What problems may arise during presentation?

- the situation may not be so clear, they will not understand me and also other classmates
- some words difficult to learn, embarrassed – difficult to pronounce

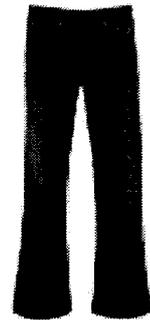
Feelings after the presentation:

At the beginning of the presentation I felt quite well. I tried to elicit some feelings. Then I described my three situations and I hope that pupils understood me, because they were able to tell me the Czech translation. Afterwards pupils present their situation – they were asked to prepare the situation at home. The first presentation was weird. I didn't understand it much, I had to adopt it, however it was not very clear and understandable, so finally, I had to make up totally different situation. Pupils were bored, when they didn't understand the situation. The next presentation was clearer. The most successful was the third presentation done by three week pupils. They brought to the class the figures of Ken and Barbie and present the situation as a dialogue. It was simple and understandable and funny. Pupils really liked it. I didn't mention some of the prepositions connected to adjectives, because I got the feeling that it would be very difficult for them. I also provided preposition only them pupils made up sentence where the preposition was necessary. We also didn't practice pronunciation much.

Appendix 4 (Contextual guesswork – text)

THE STORY OF JEANS

Take a look in your wardrobe. Do you see a pair of jeans? Yes, you probably do. The average American **owns** about seven pairs. You may be wearing a pair right now.



Who invented jeans?

Jeans were invented by a German man named Levi Strauss.

Who started to wear jeans?

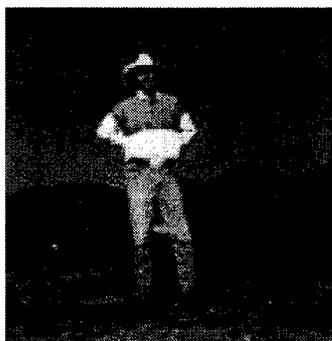
The miners in California had a problem with their pants. When they found gold, they put it in their **pockets** and carried it there. But gold was heavy, and the pockets ripped. Levi met a **tailor** named Jacob Davis and they started to make tough denim pants with special tough pockets. The miners loved them.



Miners in California

How did jeans become popular?

Jeans started to be more popular with western movies. All the cowboys wore jeans. People thought the cowboys looked tough and cool. But jeans still weren't proper for places like school, or offices and women didn't wear pants **at all**. During World War II, off-duty American soldiers wore jeans. They made jeans seem like tough, casual American pants. They became a symbol of America in many other countries. Fashion changed. Movie stars wore jeans in their films. Teenagers everywhere loved them. Some school **banned** jeans because of their 'rebel' image. But **casual** clothes, including jeans, became popular for more and more **occasions**. Jeans were so common that it became OK for anyone to wear them. You can even find pictures of the president wearing jeans. Today, all kinds of people around the world wear jeans. They made them **baggy** or stretchy to be more comfortable.



Appendix 5 (peer-teaching -cards)

1.  [ˈslɪ:pɪŋ bæɡ] a sleeping bag	2.  [ˈɡaɪdbrʊk] a guidebook	3.  [kæməɾə] a camera	4.  [ˈtaʊəl] a towel
5.  a first aid kit	6.  a sun cream	7.  a tent	8.  a torch
1.  a sleeping bag	2.  a guidebook	3.  a camera	4.  a towel
5.  [fɔ:st eɪd kɪt] a first aid kit	6.  [sʌn kɪrɪm] a sun cream	7.  [tɛnt] a tent	8.  [tɔ:ʃ] a torch

Univerzita Pardubice
Fakulta filozofická
Katedra anglistiky a amerikanistiky
Akademický rok: 2006/2007

ZADÁNÍ DIPLOMOVÉ PRÁCE

(PROJEKTU, UMĚLECKÉHO DÍLA, UMĚLECKÉHO VÝKONU)

Jméno a příjmení: **Šárka VOPÁLKOVÁ**
Studijní program: **M7503 Učitelství pro základní školy**
Studijní obor: **Učitelství anglického jazyka**

Název tématu: **Teaching English Vocabulary**

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

Studentka se ve své diplomové práci bude zabývat procesy vyučování/učení anglické slovní zásoby. Východiskem pro teoretické zpracování této problematiky bude vydefinování specifik anglické slovní zásoby a vymezení její pozice v rámci konceptu komunikativní kompetence jako obecného cíle vyučování cizího jazyka. V další části práce se pak autorka bude věnovat konkrétním technikám využitelným ve vyučování slovní zásoby, a to se zaměřením na fázi prezentování nové slovní zásoby. V praktické části práce pak budou představeny výsledky autorčina výzkumu, jehož cílem bude za využití kombinace observačních a dotazovacích výzkumných technik analyzovat potenciál různých způsobů prezentování anglické slovní zásoby u žáků základní školy.

Rozsah grafických prací:

Rozsah pracovní zprávy:

Forma zpracování diplomové práce: **tištěná/elektronická**

Seznam odborné literatury:

CARTER, R., McCARTHY, M. Vocabulary and Language Teaching. Essex: Longman, 1988. ISBN: 0-582-55382-2.

FRENCH, A. V. Techniques in Teaching Vocabulary. Oxford: Oxford University Press, 1983. ISBN: 0-19-434130-5.

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THORNBURY, S. How to Teach Vocabulary. Essex: Longman, 2002. ISBN: 0582429668.

Vedoucí diplomové práce:

Mgr. Pavel Brebera

Katedra anglistiky a amerikanistiky

Datum zadání diplomové práce:

30. dubna 2007

Termín odevzdání diplomové práce:

31. března 2008



prof. PhDr. Petr Vorel, CSc.

děkan

L.S.



PaedDr. Monika Černá, Ph.D.

vedoucí katedry

V Pardubicích dne 30. listopadu 2007