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**ZPŮSOBY PREZENTACE NOVÉ SLOVNÍ ZÁSoby
PRO ŽÁKY DRUHÉHO STUPNĚ ZÁKLADNÍ ŠKOLY**

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Thesis

**WAYS OF PRESENTING NEW VOCABULARY TO
THE UPPER-PRIMARY LEARNERS**

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Plzeň 2013

Tato stránka bude ve svázané práci Váš původní formulář *Zadání dipl. práce*
(k vyzvednutí u sekretářky KAN)

Prohlašuji, že jsem práci vypracovala samostatně s použitím uvedené literatury a zdrojů informací.

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Abstract

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Ways of presenting new vocabulary to the upper-primary learners

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This graduate thesis deals with ways of presenting new vocabulary items to the upper-primary level and with possibilities of storage vocabulary items. In the background chapter, the general information about English teaching and learning as well as information about vocabulary in general are described. The greatest importance is put on ways of presenting new vocabulary items and on storage of vocabulary items. The aim of this work is to answer two research questions: *What are the most frequently used ways of presenting new vocabulary items at upper-primary level, namely in the 7th grade?* and *How do pupils in 7th grade store new vocabulary items?* To achieve this aim a survey which consisted of two questionnaires was carried out. The results of the research are presented in detail in practical part of this thesis. Based on these results it was found out that the most frequent used way of presenting new vocabulary items is translation following by using pictures on the second place and, concerning the second research question, it was concluded that majority of questioned pupils store vocabulary items in vocabulary notebooks, where they write vocabulary items in following way: English expression, pronunciation and Czech expression. The majority of pupils write down vocabulary items when the teacher tells them to do so.

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I. Introduction

Vocabulary teaching and learning is an important part of English language acquisition. Vocabulary teaching has more parts, one of them being presentation. New vocabulary item presentation is something the teacher should prepare carefully to make sure that the meaning and form of the item have been fully understood by learners. An integral part of vocabulary presentation should form also vocabulary item storage as it should help learners to memorize the items more easily.

The aim of the thesis is to answer two following questions:

- 1) What are the most frequently used ways of presenting new vocabulary items at upper-primary level, namely in the 7th grade?
- 2) How do pupils in 7th grade store new vocabulary items?

The first research question was chosen because there are more ways of presenting new vocabulary items in English classes and it would be interesting to find out which of them teachers prefer. The second question was aimed to find out how pupils store the vocabulary items – there are again many possibilities how to do it and we want to find out which possibility is the most frequent one.

The thesis comprise of two parts – theoretical and practical part. In the theoretical part the theoretical background for the research will be presented. It covers issues dealing with English as a foreign language, teaching English at upper-primary level, English teaching and learning and parts concentrated at vocabulary in general and vocabulary presentation as well as vocabulary storage.

In the practical part the data from questionnaires are depicted and the answers to research questions presented. For the research two different questionnaires will be used. One will aim at English teachers of seventh grades of primary schools and should help the first question and well as the second question from teachers' point of view. The second questionnaire should be filled in by 7th graders in ZŠ Mrákov and ZŠ Podbořany and should give the answers to the second research question – from pupils' point of view.

Finally, the whole thesis is summarised in chapter Conclusion, which is followed by appendices consisting of questionnaires used to collect data for the research.

II. Theoretical Background

This chapter builds the theoretical part for the following research and should answer the research questions mentioned above. At the beginning of the chapter important issues that closely connected to the main topic, are being dealt with. The chapter opens with the importance of English as foreign language, considering English as lingua franca and English as global language. In the next part the term upper-primary level and teaching at upper primary level are described, looking closely at the second stage of elementary education. Furthermore, language learning and teaching are described in next part of this chapter, with focus on learners' competences described in CEFR, and on learning process. As the thesis progresses, the description of the term vocabulary is described, including the form and the meaning of the vocabulary items, receptive and productive vocabulary and distinguishing between words, lexical chunks and collocations.

Getting to the essential part of the thesis, the ways of presenting vocabulary are introduced, namely translation, real things and pictures, gestures and mimes, verbal explanation and dictionaries. Moreover, the challenges and difficulties during vocabulary acquisition are covered in next section of the thesis. Last but not least the topic of vocabulary item storage is introduced in the theoretical background chapter.

English as a Foreign Language

English language is considered to be one of the most important languages in the world. There used to be a higher number of English native speakers than English non-native speakers, but in last decades it has changed and the number of people who use English as a foreign language outdone the number of English native speakers. It is said that there are around 400 million native English speakers. Moreover, there are said to be 1 billion learners of English language on the world (W. A. Lake, What is English as a Foreign Language – online).

English became lingua franca by the end of the twentieth century; that means many people who do not have the same mother tongue use it to communicate. Nowadays English is called global language as its use is spread widely and it is used in communications all over the world. One can say that the extension of English language use was caused especially by economics, business and travelling, and certainly by internet.

English language is taught at schools all over the Czech Republic. It is usually considered as first foreign language (or just foreign language) at elementary schools. It can be said that language teaching is different from teaching of other subjects, as it is taught especially for the purpose of communication. “This means that the language you teach should be meaningful, natural, and useful to your learners” (Hadfield, Hadfield, 2008, p. 7).

According to Scrivener (2011), the subject matter of English Language Teaching (ELT) encompasses two sections: language systems and language skills (p. 24). There are five language systems: phonology, vocabulary, grammar, function, and discourse. “If we are considering teaching of an item of language, one thing we need to decide is which system(s) we are going to offer to our learners information about” (Scrivener, 2011, p. 24).

There are four types of skills in the language: reading, listening, speaking and writing. These are divided into two groups: receptive skills and productive skills. Receptive skills are those skills where the learner “receives information but does not produce it” (Scrivener, 2011, p. 26). Productive skills are, on the other hand, skills where the learner produces some information. It follows that speaking and writing are productive skills, whereas listening and reading build the group of receptive skills. All these skills need to be practised in a number of areas. We have to plan the lessons so that the learners are given opportunities to practise and improve their language skills.

Apart from language systems and language skills, there is more to English Language Teaching. According to Scrivener ELT is not only about the language but it is also about personalities, relationships, about different cultures etc. The students learn new ways of learning, they also learn about the other people in their class, they learn how to interact with them, they learn about different countries and their cultures, and they learn how to achieve specific goals. “They may be learning about almost anything else. The subject matter of ELT can encompass all topics and purposes that we use language to deal with” (Scrivener, 2011, p. 30).

To summarize, English language has spread widely in last decades, being considered as the most important language in the world. Therefore, it is also taught as a (first) foreign language at Czech schools. As teachers, we should keep on mind that the language is taught especially for the purpose of communication and thus should be meaningful and natural. Concerning ELT there are two sections of the subject matter: language skills and language systems. Moreover, ELT is not only about language teaching but also about teaching about

different countries and cultures, as well as about the pupils themselves – about their personalities and learning styles.

Teaching English at Upper-primary Level

At the beginning of this part of the thesis the term upper-primary level or upper-primary education will be specified. The description of the term can be found in the National Programme for the Development of Education in the Czech Republic, so called White Paper. The White Paper is a project, which formulates general purposes and development programs of educational system. In this project we can find description of all educational levels – pre-school, basic, secondary, tertiary education and adult education.

Basic (elementary) education takes place at the primary schools. It is the only education which is compulsory for the Czech learners, that means, every Czech child has to enrol primary school. Basic education is the base for the whole-life learning for the population.

Upper-primary level is the second stage of basic education. “The main purpose of the second stage is to provide pupils with as good a basis of general education as possible” (The National Programme for the Development of Education in the Czech Republic, 2001, p. 52). The pupils should learn basic human values and practical skills which allow them to carry on with more specialised education. The stress should be laid on motivation for learning, learning strategies, developing of competences and interests, problem-solving, cooperation and respect to others. “At this stage of basic education, the most important thing is to continue recognising, encouraging and development individual pupils’ potential” (The National Programme for the Development of Education in the Czech Republic, 2001, p. 52). On the upper-primary level is important to pay attention to pupils’ individual needs and their current level of knowledge, and to support them.

Another important document influencing Czech elementary education is the Framework Educational Programme for Elementary Education (FEP EE). FEP EE is published by the Czech Ministry of Education, Youth and Sport (MŠMT) and it states standards for elementary education in the Czech Republic. It serves as a model for elementary schools – on the basis of this programme the elementary schools build their own programme, called School Education Programme. The FEP EE “delimits all that is shared and necessary within the compulsory elementary education of pupils ...” (FEP EE, 2007, p. 6); it defines the educational content (the expected outcomes and subject matter) and much more. In the FEP EE we can find the

educational areas for elementary education. The educational area this thesis is interested in is Language and Language Communication, specifically Foreign Language.

The FEP EE specifies the requirements for foreign-language education, which are based on the Common European Framework of References for Languages (CEFR). FEP EE states which level of foreign language should be achieved at the end of elementary education. In case of Foreign Language the level to be achieved is A2.

To sum up, the important documents for elementary education are The National Programme for the Development of Education in the Czech Republic (the White Paper) and the Framework Educational Programme for Elementary Education. The White Paper encompasses the general purposes and development programs of educational system, and all educational levels. In FEP EE the educational contents and educational areas of elementary education as well as level of key competences are described.

Language Teaching and Learning

Language teaching and learning process and the attendant competences are described in Common European Framework of References for Languages (CEFR). This document was developed by Council of Europe “to provide a common basis for the explicit description of objectives, content and methods in second/foreign language education” (Council of Europe - online). Additionally, the CEFR defines six reference levels which have been developed to make the comparisons between different school systems easier and to help by description of levels of proficiency. As was mentioned earlier in this thesis, the reference level for the upper-primary level is A2.

Table 2.1

The Global Scale descriptor for level A2

A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
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(CEFR, 2001, p. 24)

In the CEFR, the level A2 is called Waystage. CEFR further claims that at level A2 “the majority of descriptors stating social functions are to be found” (CEFR, 2001, p. 33) which means that the pupils are able to use forms of greetings and to address people, to talk about work and free time, to make and accept offers and others (CEFR, 2001, p. 33). Moreover, the descriptors of everyday life situations are covered such as giving directions and asking for direction; transactions in shops, post offices, banks; finding out simple information about travelling; using public transport, buying tickets; asking for and providing everyday goods and services (CEFR, 2001, p. 34). In addition, level A2 can be extended by level A2+ which is called a strong Waystage.

It is needed that the teacher states what learners need to learn and acquire. This is based on the aims and objectives of language learning and teaching. According to Common European Frame of References these aims and objectives “should be based on an appreciation of the needs of learners and of society, on the tasks, activities and processes that the learners need to carry out in order to satisfy those needs, and on the competences and strategies they need to develop/build up in order to do so” (CEFR, 2001, p. 131).

As teachers we should build the lessons on the basis of prescribed educational contents and aspire to make students achieve the required level at the end of their upper-primary education. Therefore it is also important to follow the aims and objectives of foreign language learning, competences being the important part of them. The following chapter will look closer at competences the learners need to develop.

Learner’s competences. When we look closer at competences described in CEFR (2001), we find out that there are two groups: general competences and communicative language competences. For this thesis the second group of competences is important – the communicative language competences. These competences are gained as a result of participation in communicative events. The group of communicative language competences has three components: linguistic competences, sociolinguistic competences and pragmatic competences. In this thesis the linguistic competences will be closer looked at.

Linguistic competence can be described as linguistic knowledge of a language. According to the majority of descriptive linguists, the main components of linguistic competence are “knowledge of, and ability to use, the formal resources from which well-formed, meaningful messages may be assembled and formulated” (CEFR, 2001, p. 109). Every language is in a

constant progress; the ability to use linguistic resources develops constantly during the learning process as well. The CEFR describes general linguistic range for each level. Since this thesis focuses on upper-primary level, the general linguistic range of level A2 can be seen in Figure 2. We need to know the general linguistic range of the level as it describes the repertoire of language knowledge and of the general topics. Knowing the linguistic range for the level we are interested in, we can choose the range of vocabulary we want to or should teach our learners. Learning vocabulary is important to develop linguistic competence because the bigger range of vocabulary knowledge the pupil has, the easier for her/him is to express herself/himself.

Table 2.2

General linguistic range for level A2

A2	<i>Has a repertoire of basic language which enables him/her to deal with everyday situations with predictable content, though he/she will generally have to compromise the message and search for words.</i>
	<i>Can produce brief everyday expressions in order to satisfy simple needs of a concrete type: personal details, daily routines, wants and needs, requests for information. Can use basic sentence patterns and communicate with memorised phrases, groups of a few words and formulae about themselves and other people, what they do, places, possessions etc. Has a limited repertoire of short memorised phrases covering predictable survival situations; frequent breakdowns and misunderstandings occur in non-routine situations.</i>

(CEFR, 2001, p. 110)

The linguistic competence consists of following competences: lexical, grammatical, semantic, phonological, orthographic and orthoepic competence. For the vocabulary learning lexical competence is essential. Remaining communicative competences relate to vocabulary acquisition as well, therefore they will be also mentioned.

Lexical competence can be described as “knowledge of, and ability to use the vocabulary of a language” (CEFR, 2001, p. 110) and is built by lexical and grammatical elements. Lexical elements involve fixed expressions and single word forms. Fixed expressions are the words that are learned and used as one vocabulary item. Fixed expressions comprise of sentential formulae, phrasal idioms, fixed frames, other fixed phrases such as phrasal verbs and compound prepositions, and fixed collocations. Single word forms include nouns, verbs, adjectives, adverbs. Other lexical sets may be formed for grammatical and semantic purposes. Grammatical elements such as articles, quantifiers, demonstratives, prepositions,

conjunctions, auxiliary verbs and personal pronouns belong also to the group of single word forms.

Below you can see model scale for the range of vocabulary knowledge and the ability to control it.

Table 2.3

Vocabulary range for level A2

A2	<i>Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.</i>
	<i>Has a sufficient vocabulary for the expression of basic communicative needs. Has a sufficient vocabulary for coping with simple survival needs.</i>

(CEFR, 2001, p. 112)

Table 2.4

Vocabulary control

A2	<i>Can control a narrow repertoire dealing with concrete everyday needs.</i>
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(CEFR, 2001, p. 112)

The teacher should consider which lexical elements the learner will need, which elements the learner should be equipped with, and which elements the learner should be required to recognize and to use. It is also important how the lexical elements are selected and ordered.

Grammatical competence is important for vocabulary teaching especially with respect to morphology as it “deals with the internal organisation of words” (CEFR, 2001, p. 114). The learners should know the meaning of expressions such as root, suffix, prefix. We should also point out the word-formation. It is important that the learners can identify simple words, complex words and compound words.

Semantic competence “deals with the learners’ awareness and control of the organization of meaning” (CEFR, 2001, p. 115). For this thesis, lexical semantics is especially important. Lexical semantics is concerned with questions of word meaning – for example with relation of word to general context, such as reference, connotation and expression of general specific notions; and with interlexical relations, such as synonymy and antonymy, hyponymy, collocation, translation equivalence.

Phonological competence is next important part of learners' competences. Phonological competence has many parts, however, for this thesis is important "knowledge of, and skill in the perception and production of the phonetic composition of words (syllable structure, the sequence of phonemes, word stress, word tones)" (CEFR, 2001, p. 116) and intonation.

The orthographic and orthoepic competences are also important for vocabulary acquisition as the learners need to know e.g. how the word is written and spelled, and they should be able to work with dictionaries.

To sum up, there are many competences the learners have to meet during language acquisition. All these competences are equally important and should be considered in the process of language teaching and learning.

The process of language learning. Language learning refers to "the process whereby language ability is gained as the result of a planned process, especially by formal study in an institutional setting" (CEFR, 2001, p. 139). According to Scrivener, "the process of learning often involves five steps: doing something; recalling what happened; reflecting on that; drawing conclusions from the reflection; using those conclusions to inform and prepare for future practical experience" (Scrivener, 2011, p.19). We have to be aware of the fact that learning involves the whole person. The students have their wishes, their home background, their life experience, their moods, their worries and much more, which leads to the fact that different pupils carries off different information or message from the lesson.

In the process of learning many specialists are included – people concerned with examinations and qualifications, textbook writers, authorities who draw up curricular guidelines or formulate syllabuses and least but not last teachers and learners. Teachers "are a most important part of the environment for language learning/acquisition" (CEFR, 2001, p. 145). They have to respect any official guidelines, they use course books and course materials and design and administer tests. The teacher should prepare a plan for each class to be sure that s/he knows what activities will be carried out during the lesson. Moreover, it is important for the teacher to be able to make minute-to-minute decisions about classroom activities and to be flexible according to pupils' responses. The teacher is supposed to monitor pupils' progress as well as analyse their learning problems and help them to overcome the problems and difficulties. Last but not least, the teacher needs to develop the pupils' individual learning abilities. On the other side of learning process are the pupils/learners. The pupils' duties are to

develop their learning competences and strategies; to perform the tasks, activities and processes which they need to be able to take part in communicative events.

Concerning learners, the term autonomous learning is very important. Autonomous learning means that learners learn how to learn, that is, they are conscious of the way they learn, they know what possibilities they have and they themselves choose the possibilities which suit them the best; in other words, they show responsibility for their own learning. The learners should be given choices regarding the objectives, materials and working methods. The teacher is supposed to consider learners' needs and should motivate them.

In relation to vocabulary teaching we should decide not only about the ways of teaching but we also have to consider the range, size and control of vocabulary. We have to decide about the number of vocabulary items the pupils shall need or be required to control; and about what vocabulary themes and domains we should cover. Moreover, the distinction should be made between the vocabulary items that are on the one hand taught for recognition and understanding and which are on the other hand taught for recall and productive use.

What Is Vocabulary?

This section encompasses description of the expression “vocabulary” and it describes its importance in English lesson as well as difficulties and challenges in second language acquisition. If we look up the meaning of the word “vocabulary” in the dictionary, there are more definitions. It means for example “all the words in a particular language”, “the words used for talking about a particular subject”, “all the words used for talking about a particular subject” or “a list of words and their meanings, especially in a book for learning a foreign language” (Macmillan dictionary – online).

Vocabulary is very important part of English language learning, “without vocabulary nothing can be conveyed” (Thornbury, 2004, p. 13). Acquisition of new words is continual process which proceeds during the whole life, even in our mother tongue. In each English class, the pupils usually learn at least one new word or new meaning of familiar word. In following parts of the thesis, we will look at vocabulary meaning and form, distinction between receptive and productive vocabulary, vocabulary presentation, difficulties and challenges during the process of vocabulary acquisition and at storage of vocabulary.

Form and meaning. When we talk about knowing a word, it means to know its form and its meaning. The form of the word is “the phonological or orthographic sound or appearance of a word that can be used to describe or identify something” (The free dictionary – online). Spelling and pronunciation are quite difficult to learn as the sounds in the mother language usually differ from sounds in foreign language. It is important that we teach the pupils to understand the various ways in which sounds can be presented.

There is more behind the meaning of a word. It is not only the dictionary meaning or the explanation of the word. The meaning of the word includes its collocations, connotations, register, grammatical function and cultural background. “What the word means is often defined by its relationship to other words” (Harmer, 2011, p. 35). Therefore, it is also important that the pupils know the word classes.

There are eight word classes: nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions and determiners. The words have different roles in texts depending on which word class they belong to. Knowing the word classes is important because it shows the learners how the words should be used in the sentence and what meaning the particular word in the sentence has. Many words in English may come under more word classes. For example the word “run” may function as a verb or as a noun; the word “like” can function as preposition, as verb or as adjective.

It is substantial to teach the words in context as many words have different meanings in different situations. When explaining the meaning of the word it is also good to use antonyms, synonyms or superordinate forms. Both the meaning and the form of a word are very important to know.

Receptive and productive vocabulary. We distinguish between productive and receptive vocabulary. Receptive vocabulary is “the set of lexical items that we recognise and understand, but tend not to use ourselves in everyday speech” (Harmer, 2011, p. 188). Productive vocabulary refers to words that we know and use in everyday English. Opportunities should be given to learners to practise their productive vocabulary in spoken communication and to practice its spoken and written form as well.

Very important task for the teachers is to choose the vocabulary to be presented. Big part of the vocabulary items has been chosen for us by the designer of the teaching book but we do not have to teach all of them. We have to decide which vocabulary items are important for our

pupils. Moreover, we have to decide which vocabulary items are taught for production or only for recognition. One measure of importance is the frequency of use of the item. There are more possibilities how to find which items are more frequent. We can either look up the frequency of usage in monolingual dictionary, we can look it up in the corpora or we can simply use our common sense and decide whether the word is for our learners important to know.

We have to keep in mind that when talking about vocabulary, it does not mean “one word” but also lexical chunks and collocations as will be shortly explained in subsequent part.

Words, lexical chunks, collocations. The expression vocabulary item does not contain only single words but also multiword items and collocations. Multiword items are “longer combination of words that are typically used together as if they were a single item” (Scrivener, 2011, p. 186). These multiword items are called lexical chunks. The group of lexical chunks is built by multiword units that function as sentence frames, and phrasal verbs. Examples of multiword units that function as sentence frames are e.g. “If we look at ...”, “In my opinion ...”, “I believe that” Very common lexical chunks are phrasal verbs such as “to break down”, “to get over”, “to wake up” etc. It is important that the pupils learn to use the chunks as a single meaning unit. Collocations are “common going together patterns of words” (Scrivener, 2011, p. 186). These patterns of words have high frequency of usage and go together naturally. Collocations are for example following expressions: blond hair, burst into tears, commit suicide.

To sum up, when we talk about teaching or presenting vocabulary items, it does not mean only teaching or presenting only words. We have to think about the form and the meaning, we have to distinguish between productive and receptive vocabulary. Moreover, it is important to realize that vocabulary item does not have to be only a single word but it can be also collocation or lexical chunk.

In following section the basis of presenting vocabulary will be introduced, looking closer at verbal and non-verbal means of presenting vocabulary.

Presenting Vocabulary

Vocabulary presentation is “pre-planned lesson stages in which learners are taught pre-selected vocabulary items” (Thornbury, 2004, p. 75). We can also present vocabulary

incidentally, as some words occur unexpectedly during the lesson but still this chapter will concentrate on that vocabulary teaching that occurs in pre-planned lesson stages.

According to Hadfield & Hadfield (2000), when presenting new vocabulary item, we need to “create a context, focus on the form and check comprehension” (p. 2). To check the learners’ comprehension means to control if the learners have understood how the language is used and how it is formed. To check the comprehension we need to give the pupils opportunity to use the vocabulary item. Checking comprehension can be carried out in many ways. Hadfield & Hadfield (2000) claim that it is good to start with the whole class. They mention three ways: teacher-learner, half-class-half-class and open pairs (p. 6). “Teacher-learner” means that the teacher asks questions and the learner answers or vice versa. “Half-class-half-class” is the cooperation between two halves of the class – one half asking questions and another half answering. Finally, “open pairs” is when one of the pair asks question and another one answers while the rest of the class is listening. Checking serves especially for finding mistakes and errors in vocabulary acquisition and for deciding how to eliminate them.

As teachers we should consider some questions concerning vocabulary. The first question is “How many words we should present in one lesson?” To answer this question is not easy, it depends on many factors. We have to consider learners’ level, the difficulty of items as well as their teachability and whether we teach the items for production (writing and speaking) or for recognition (listening and reading). We should present as many words as it is possible for learners to remember, that is, the number of new words presented in a class should not overload the learners’ capacity. Moreover, we should keep on mind that there should be space in the lesson to practice the words and their usage.

Next question we should ask ourselves is “In what order should we present vocabulary?” Here we have two possibilities: either we can present first meaning and then form, or we can present first form and then meaning. Both sequences of presentation are valid. “Meaning first” approach is said to be more efficient and more memorable as “the meaning first creates a need for the form” (Thornbury, 2004, p. 76). From another point of view, “form first” presentation is more suitable “when the words are presented in some kind of context, so that the learners can work out the meaning for themselves” (Thornbury, 2004, p. 76).

The main question concerning presentation of new vocabulary items occupies with ways of presentation. We can choose from translation, using real things or pictures, actions and

gestures, definitions and situations, and dictionaries. We should also consider whether we present the word in the spoken or written form and in what order and how soon. The ways/means of presentations can be divided into two groups – verbal and nonverbal – as can be seen in following section.

Verbal means of presentation vocabulary items. Verbal means build a varied group of vocabulary presentation. Some of the means are considered as very useful, some are rather criticized. This group encompasses translation, verbal explanation (example situation, example sentence, synonyms, antonyms, definitions) and use of dictionaries.

Translation

Translation has been traditionally the most widely spread technique of presenting vocabulary in monolingual classes, though it is not considered as a good one. “Lexical items live within their own languages, and though a dictionary translation can give an introduction to the meaning of a word, it can never really let us into the secrets of how that word exists within its language” (Scrivener, 2011, p. 187).

In translation there is no need of using pictures or other teaching aids, therefore it is very economical and it is good when dealing with incidental vocabulary. On the other hand, translation has the disadvantage of learners having not to work very hard to acquire the meaning of the word and that makes the word less memorable. As teachers we should tend to use monolingual dictionaries and explanations in L2 rather than using translation.

Verbal explanation

Verbal explanation refers to usage of other words to illustrate the meaning of vocabulary item. We can provide an example situation, give example sentences, we can use synonyms, antonyms or superordinate forms and finally we can use a full definition of a word. Using situational presentation means “providing a scenario which clearly contextualises the target word” (Thornbury, 2004, p. 81). In this case it is suitable to use a personal situation that really happened (if possible). It is more memorable as learners like to hear something about their teacher. When we use example sentences to explain the meaning of a word, we should allow the learners to hear the sentence as many times as they need to elicit the meaning. The advantage of repeating the sentence several times is that the students hear correct

pronunciation of the word and its grammar form. It is good to use the word in various contexts, so that the learners hear its typical collocation.

Usage of synonyms, antonyms or superordinate form is good when we need to explain the meaning quickly. Their use is especially helpful when explaining words that we encounter in texts. On the other hand, definitions demand more effort from the teacher as well as from the students. When we talk about definitions, it does not have to be only dictionary definitions, as mentioned later in this part of the thesis. We can also come up with our own definitions of the words which occur to us at the moment of presenting. Our own definitions might be easier to understand for the pupils as we know the range of their vocabulary. The advantage of using definitions is, again, that the learners hear the word repeated more times and in the context, which should make it easier to remember.

All these means of explaining the meaning can be supplemented by visual aids such as pictures. The main advantage of verbal explanation is that the learners are more engaged as they have to listen to the definition and try to figure out the meaning of the word. The teacher has to keep on mind that the words used for explanation need to be within the learners' knowledge.

Dictionaries

Dictionaries are also considered to be means of presenting vocabulary as they provide definitions of words; apart from that the words are used in context in some dictionaries which is very helpful by vocabulary acquisition. There are more types of dictionaries which can be used in the class for vocabulary teaching. There are monolingual dictionaries, bilingual dictionaries and monolingual learners' dictionaries (MLD). Bilingual dictionaries are usually commonly used in the classes, although they are not supposed to be very good to use: "... it was argued that if the dictionary is a bilingual one, learners may over-rely on translation, at the expense of developing a separate L2 lexicon" (Thornbury, 2004, p. 60). On the other hand, Scrivener (2011) claims that bilingual dictionaries can be useful at lower levels for some simple receptive problems, "offering a swift way of getting an idea of the meaning of some of the flood of new words they meet" (p. 317).

Monolingual dictionaries can be very helpful by teaching new vocabulary items, especially monolingual learners' dictionaries. In such dictionaries, the pupils can see the word in the context; moreover, the context is adapted for learners' understanding. "Modern MLDs

often use a special defining vocabulary, which means that even the most complex words are explained using words that students will be able to understand” (Harmer, 2011, p. 243). It is important that we teach the pupils how to work with dictionaries, also when to use the dictionaries and which ones. “Learner training in the effective use of dictionaries gives students a valuable skill that they can use in and out of the classroom” (Scrivener, 2011, p. 188).

To sum up, we can use various types of dictionary in English classes. The selection of dictionary is important. We should choose the type of dictionary according to the level of students and the type of activity. The bilingual dictionaries are considered to be good in lower-level classes for receptive problems. Monolingual learners’ dictionaries are believed to be especially useful in English classes.

Nonverbal means of presentation vocabulary items.

Real things and pictures, gestures and mimes

Real things (realia) and pictures are ways how to illustrate meaning. Pictures are powerful aids for presenting vocabulary items. We can draw them on the board, we can prepare them on the paper or poster, or we can use cards (flashcards). Posters and flashcards have advantage over drawings on the board as they can be prepared in advance and used over and over again. The pictures, in general, can demonstrate not only noun but also verbs or even situations.

Realia are very useful tools for presenting vocabulary whenever it is possible to use them in the class. The biggest advantage of real things is that the pupils do not only see the thing but they can also touch it or even smell it. There are many topics where we can bring real things to the class to make the illustration of meaning more interesting. We can use realia for teaching food, tableware, clothes, furniture etc. According to Allen (1985), there are some exceptions for using real things in the classroom. We should not point at our pupils or at their pieces of clothing as it could make them feel uncomfortable (p. 24).

Using gestures and mime is another way of illustrating meaning. It is sometimes fun for the pupils to guess the meaning of the activity the teacher is trying to illustrate.

To sum up, there are many ways of presenting vocabulary items in English. In this thesis the ways of presenting were divided into two groups – verbal and non-verbal. Verbal ways of presenting encompass translation, verbal explanation and dictionaries; non-verbal techniques

of presenting comprise of real objects, pictures and gestures and mimes. In the following section it will be shortly looked at difficulties and challenges during vocabulary acquisition.

Difficulties and Challenges

There are some difficulties pupils can have during the acquisition of vocabulary items: they may come across absolutely unfamiliar words, or words that are being used in for them unfamiliar ways or “they may even be meeting concepts that are simply not represented by words in their first language” (Thornbury, 2004, p. 2). The difficulties may arise due to many different facts, one of them could be “false friends”. “False friends” are words that sound or look similar to expressions in learner’s mother tongue but in fact there is no similarity in their meaning. These words usually confuse learners and are one of the reasons why learners make mistakes. Considering English and Czech language we can mention false friends as “actually” – “aktuálně” (translation is vlastně, doopravdy), “eventually” – “eventuálně” (translation is nakonec, konečně). The problem in teaching vocabulary is that there is many words that the learners “met, they know them by name, they even understand them but they will never be quite as familiar as to them as their mother tongue equivalents” (Thornbury, 2004, p. 20).

Acquisition of second language vocabulary brings also challenges: it is needed to “make the correct connections between the form and the meaning of words” and to use “the correct form of the word for the meaning intended” (Thornbury, 2004, p.2). Therefore it is necessary that learners acquire numbers of words which help them to understand the language as well as to produce the language. Moreover, the pupils should remember words overtime and they should “be able to recall them readily” (Thornbury, 2004, p. 2) The big importance in vocabulary acquisition have also strategies developed by learners for managing gaps in word knowledge and managing unfamiliar words or unfamiliar usage of words.

To sum up, the problem in teaching vocabulary is that there is many expressions that the learners meet during the vocabulary acquisition, they know them and they can understand them but sometimes they are not able to use them in context; sometimes there are also problems with remembering the wrong meaning of the expression which is caused for example by false friends. The connection between the word and the meaning is also very important as these two terms build inseparable parts of the word. Learners’ strategies for managing the vocabulary knowledge are essential and teachers should help pupils to develop

them. One of the help could be showing learners how to manage storage of vocabulary items, which will be discussed in following part of the thesis.

Storage of Vocabulary Items

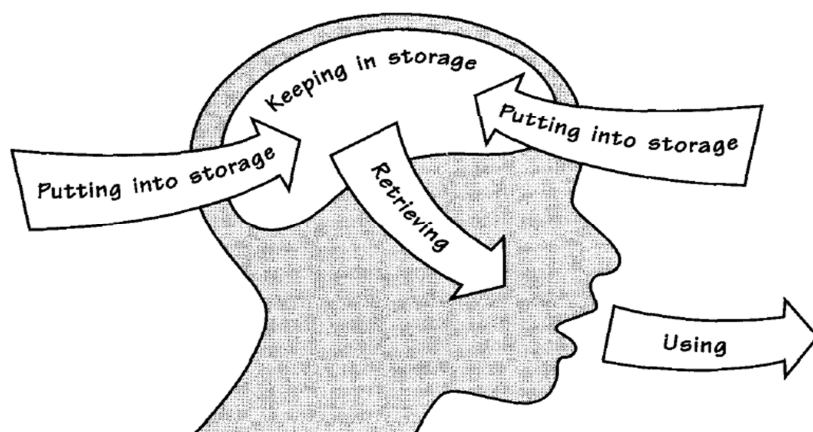
When talking about teaching vocabulary items, it is also important that the learners know how to store them. It is well known that the learners often keep vocabulary notebooks where they can record new word units but these notebooks are sometimes not well organized and the pupils do not know how to use them when they want to recall the vocabulary. Therefore, the teacher should help the learners to make such notebooks (or the learners could even make small cards with new words) and show them how to use it. “Encouraging students to keep a useful lexical item list is one way to ensure that the teaching and the storing of lexis has a value after the lesson is over” (Scrivener, 2011, p. 200).

Nowadays it is quite common to divide the notebook page in three columns, having new word in one column, pronunciation in the middle and translation of the word in the third column; or to divide the page only in two columns, leaving out the pronunciation of the word. Leaving out the pronunciation of the word is not a good idea as pronunciation is significant part of the word; moreover, the stress of the word should be highlighted.

Scrivener introduces alternative methods for recording vocabulary items, one of them being “lexical items list” which encompasses much more information about the vocabulary item: lexical item, pronunciation, translation, grammar, collocations, example and idea (Scrivener, 2011, p. 200). Although this lexical item list would be more time consuming, there can be seen much of more usefulness than in pages that are used by pupils nowadays. Moreover, it would be helpful if the new vocabulary items were presented and recorded in groups related to particular topics.

As teachers we should also help learners to remember new words and to use them. Here the term “repetition” is very important. Pupils can spend some time on repeating and memorizing the vocabulary at their homes and we should also bring the word items into the lesson as often as possible. Not to make the repetition boring, we can create various activities during lessons, such as games. According to Scrivener (2011), in remembering, there are four items involved: putting into storage, keeping in storage, retrieving and using, as can be seen on following picture:

Figure 2.1



(p. 200)

We have to keep on mind that words need to be used in contexts. As soon as the pupils memorize the new vocabulary items, we should bring the words into action and make the learners to use them in a communicative way. It is also needed that we revise “the old vocabulary items” and make sure that they are not left behind.

Summary of Theoretical Background

The intention of this chapter was to provide a theoretical background for the research that follows. The chapter encompasses the basic information about English language and teaching English language at upper-primary level as well as the description of the term “upper-primary level”. Moreover, learner’s competences were described, especially linguistic competence as it is important for vocabulary learning. Next part of the chapter deals with the process of language learning and discusses closer the personalities of teachers and students being parts of learning process. Later the term “vocabulary” will be explained, looking closer at its meaning and form and at receptive and productive vocabulary. The main part of this chapter consists of ways of presenting vocabulary and covers translation, using real things, pictures, gestures and mimes, verbal explanation and dictionaries. Further the difficulties and challenges during vocabulary acquisition are mentioned. Finally, the possibilities of vocabulary storage items are discussed.

In the following chapter the methods used for research will be presented. The methods should give the answers to the research questions that were stated at the beginning of the thesis.

III. Methods

This chapter covers the practical part of the thesis, where the methods used to gather the data for research will be introduced. The methods used are questionnaires and should give answers to both research questions: “*What are the most frequently used ways of presenting new vocabulary items at upper-primary level, namely in the 7th grade?*” and “*How do pupils store new vocabulary items?*” For the research two questionnaires were used– teacher questionnaire and pupil questionnaire. Teacher questionnaire was further divided into two parts – PART 1 and PART 2. The first part of teacher questionnaire was supposed to give answers to the first research question. To gain answer to the second research question the PART 2 of teacher questionnaire and the pupil questionnaire were used.

Teacher Questionnaire – Questionnaire 1

As a main research tool was chosen questionnaire as it is a good way how to obtain as many answers as possible. Two questionnaires were used. The first questionnaire (further called questionnaire 1 – see Appendix A) was made in online form on Google Docs and was sent in the middle of May 2013 to upper-primary level teachers in district Pilsen, district Domažlice and Prague. The questionnaire was anonymous, and aimed at the English teachers in the 7th grade at primary schools. The questionnaire was written in Czech to ensure the best possible understanding. The main goal was to obtain at least twenty completed questionnaires. More than 90 teachers were addressed, out of whom 23 teachers filled-in the questionnaire. The questionnaire has got eight questions. Some questions are in the form of multiple choice, giving the respondents various options to choose from. The multiple choice was supplemented by the box “other” where the respondents could write other possibilities than given. Next type of questions was the scale. The scale means that the respondents were supposed to number the possibilities on the scale from 1 to 7. The third type of questions was writing own responses to the question (an open question). This questionnaire was made to find out answer to the first as well as to the second research question. The second research question can be answered from the teachers’ point of view as well as from the pupils’ point of view. To be able to compare two different points of view, the second questionnaire was made, this time aimed at pupils.

Pupil Questionnaire – Questionnaire 2

Questionnaire 2 (see Appendix B) was aimed at seventh graders at primary schools. Two classes were addressed – one at primary school ZŠ Mrákov and the second at primary school ZŠ Podbořany. The questionnaire was in printed form and was given to pupils at the beginning of the lesson by their teachers. Questionnaire 2 was also anonymous. It consists of four questions and is written in Czech language for better comprehension. Two questions were multiple choice which were supplemented by “other possibility”. Remaining two questions were open questions giving pupils space to write down their answers.

In ZŠ Mrákov the pupils learn English as a first foreign language – obligatorily from the third grade. The pupils in the 7th grade are between 13 and 14 years old. In ZŠ Mrákov eighteen pupils responded to the questionnaire. Pupils in 7th grade (7A) in ZŠ Podbořany are between 13 and 14 years old; English is taught there from the 4th grade and the pupils have English as a first foreign language. The questionnaire filled in twenty pupils from ZŠ Podbořany.

In this chapter the research methods were introduced. For the research two questionnaires were used – questionnaire 1 and questionnaire 2. Questionnaire 1 was made online and was applied at teachers of seventh graders; twenty three teachers filled in the questionnaire. Questionnaire 2 was presented to seventh graders in two primary schools; thirty eight pupils in total responded. The survey was made to answer two research questions: “*What are the most frequently used ways of presenting new vocabulary items at upper-primary level, namely in the 7th grade?*” and “*How do pupils store new vocabulary items?*”

In the following part of the thesis the results of the survey will be presented and commented on.

IV. Results and Commentary

The data resulting from the research will be presented in this chapter. Two different research questionnaires were used for the research. The results are presented question by question in diagrams and charts for better lucidity. Initially, results from the first part of the questionnaire 1 will be presented. Afterwards, the data from the second part of questionnaire 1 and the data from questionnaire 2 will be introduced.

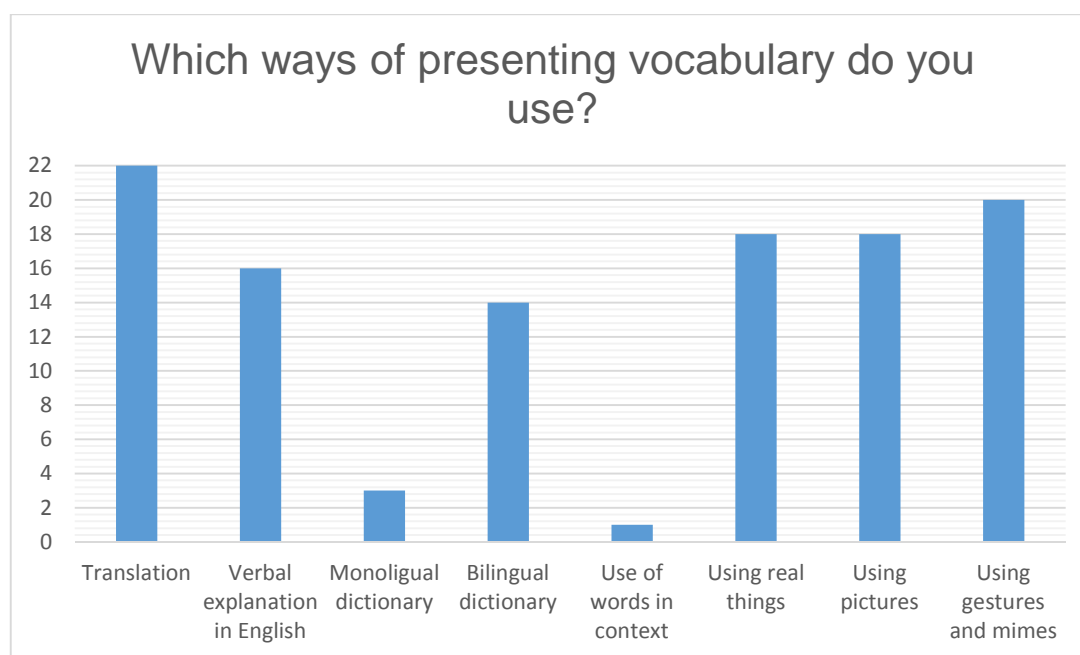
The First Research Question

Questionnaire 1 – Part 1. As was already mentioned the questionnaire was chosen as a tool how to answer this (and also the second) question. Questionnaire 1 was aimed at English teachers in 7th grade at primary school and encompasses eight questions, out of which three questions (PART 1) were established to help to answer the first research question. As was already said, there were twenty three respondents to the questionnaire.

Question 1: Which ways of presenting vocabulary do you use?

The first question was aimed to find out which ways of presenting vocabulary are generally used. There were eight possible answers – translation, verbal explanation, monolingual dictionary, bilingual dictionary, using real things, using pictures, using gestures and mimes, and “other”. The teachers could choose more than one answer.

Figure 4.1



As can be seen in Figure 4.1 , the ways chosen the most were translation (22 teachers), using gestures and mimes (20 teachers) and using real things and pictures (18/18 teachers). On the other hand, monoligual dictionary as way of presenting vocabulary was chosen only by three teachers. One teacher chose another option – using words in context. Surprising was that fourteen teachers chose the option “bilingual dictionary”. As was stated in theoretical part of the thesis, bilingual dictionaries are not supposed to be very useful tool for presenting new vocabulary items (see p.15) therefore it was not expected that the teachers would really use them. The leading position of translation was not a surprise as it is considered as traditionally wide spread technique in presenting vocabulary items (see p. 14).

Question 2 and 3

Question 2: Use numbers and order the following ways of vocabulary presentation according to the frequency of usage in your lesson.

Question 3: Use numbers and order the following ways of vocabulary presentation according to the usefulness – in your opinion.

Answers to question 2 and 3 are presented always in one figure concerning one particular way of presenting vocabulary items to show the differences between frequency of usage and between usefulness. First it is explained how the questions were carried out and then the results are presented in figures.

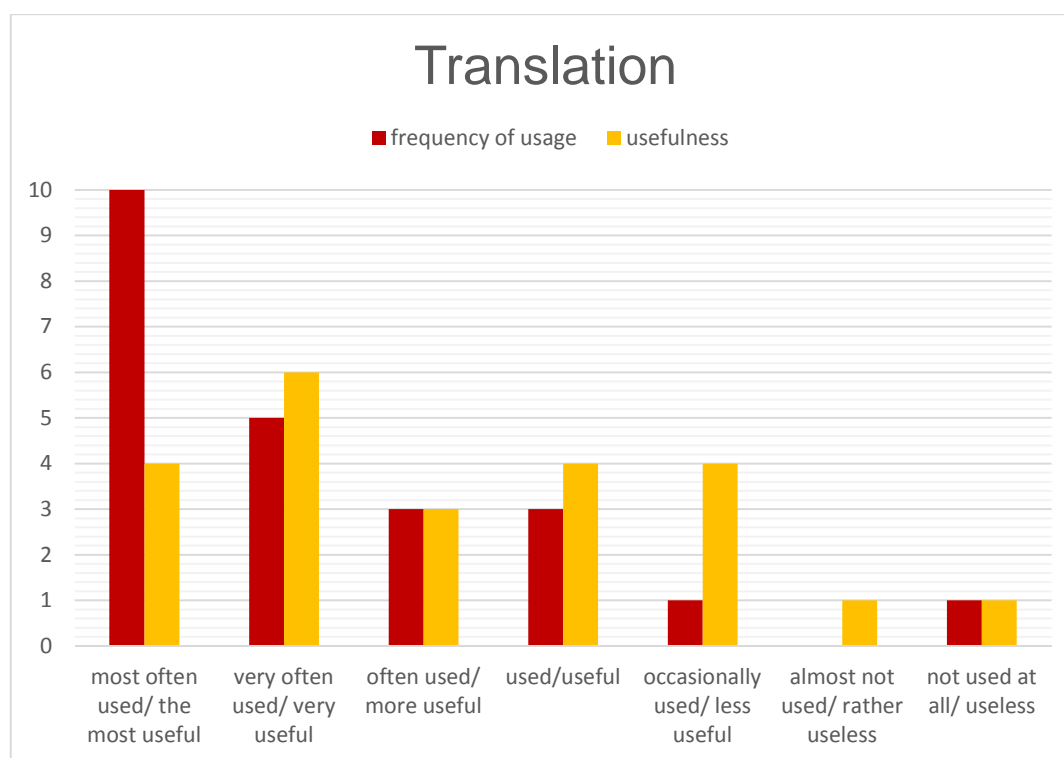
Question 2 was divided into eight parts. Seven ways of presenting new vocabulary items were given (translation, explanation in English, monolingual dictionary, bilingual dictionary, using real objects, using pictures and using gestures and mimes) and the teachers were supposed to number each of the ways according to the frequency of usage in their lessons. The scale was from 1 to 7, where: 1 = most often used; 2 = very often used; 3 = often used; 4 = used; 5 = occasionally; 6 = almost not used; 7 = not used at all.

The eighth part of this question was to write down some other way of presenting vocabulary items – if any – and to give it a number from the scale as well. This opportunity was used by one teacher who wrote that she/he uses the words in context and gave it number 3. Since the opportunity was taken only by one teacher, there is no particular figure concerning this way of presenting.

Question 3 was also divided into eight parts. Seven ways of presenting new vocabulary items were given and the teachers were supposed to number each of the ways according to usefulness. The scale was also from 1 to 7 but the meaning of numbers was different: 1 = the most useful; 2 = very useful; 3 = more useful; 4 = useful; 5 = less useful; 6 = rather useless; 7 = useless. The eighth part of the question was again to write down some other way of presenting vocabulary items – if any – and to give it a number from the scale as well. This opportunity was not used.

Two of the questions are presented at once as it is interesting to see the differences between the frequency of usage and usefulness of the ways of presenting. The two questions are in figures distinguished by colours – the frequency usage is in red, as it is more important for this thesis and the usefulness is in yellow. The first way of presenting was translation.

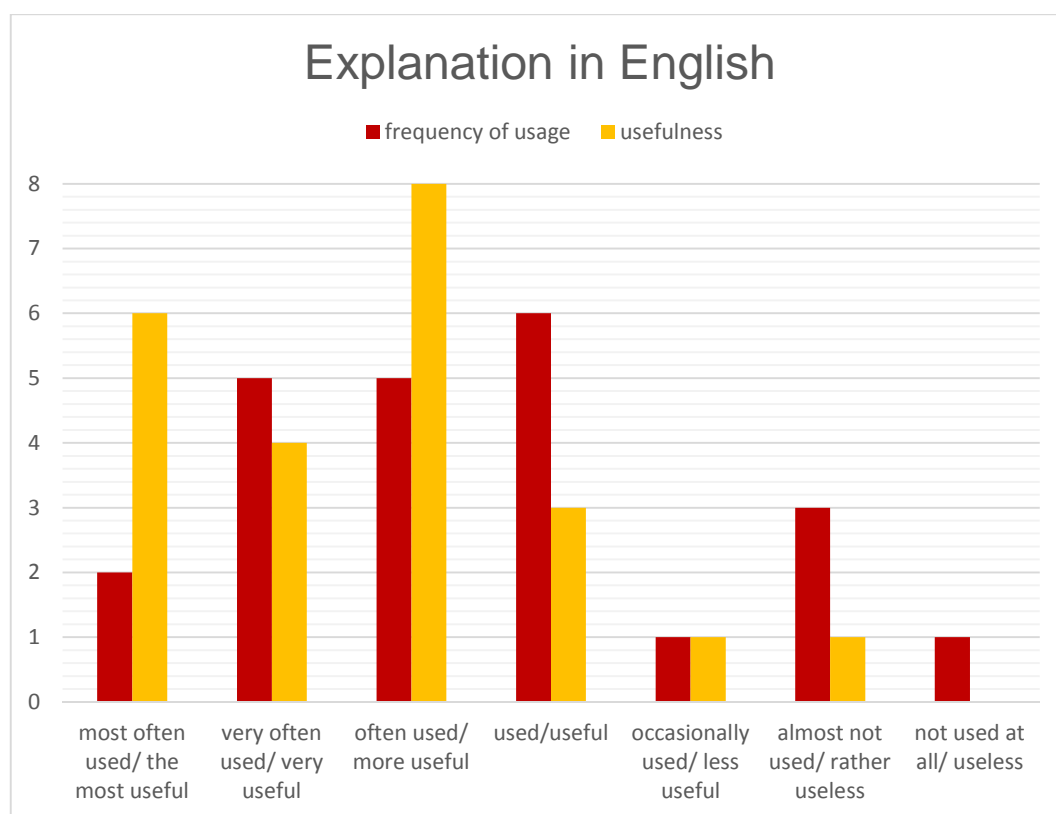
Figure 4.2



It can be seen in the Figure 4.2 that translation is really often used as ten out of twenty three teachers said that the translation is the most often used way of presenting which they use. On the other hand, the only four teachers stated that translation is the most useful way of presenting but still, six teachers answered that it is very useful way. Only one teacher said that translation is not used and not useful at all. As was already said in the theoretical part of the thesis, translation is one of the ways of presenting new vocabulary items which are the most common used, though not considered to be the very good one (see p. 14). The results can be seen as confirmation of this statement, concerning the usage in the 7th grades at primary schools.

The second way of presenting new vocabulary items was explanation in English. The results here are quite diverse. The results can be seen in Figure 4.3.

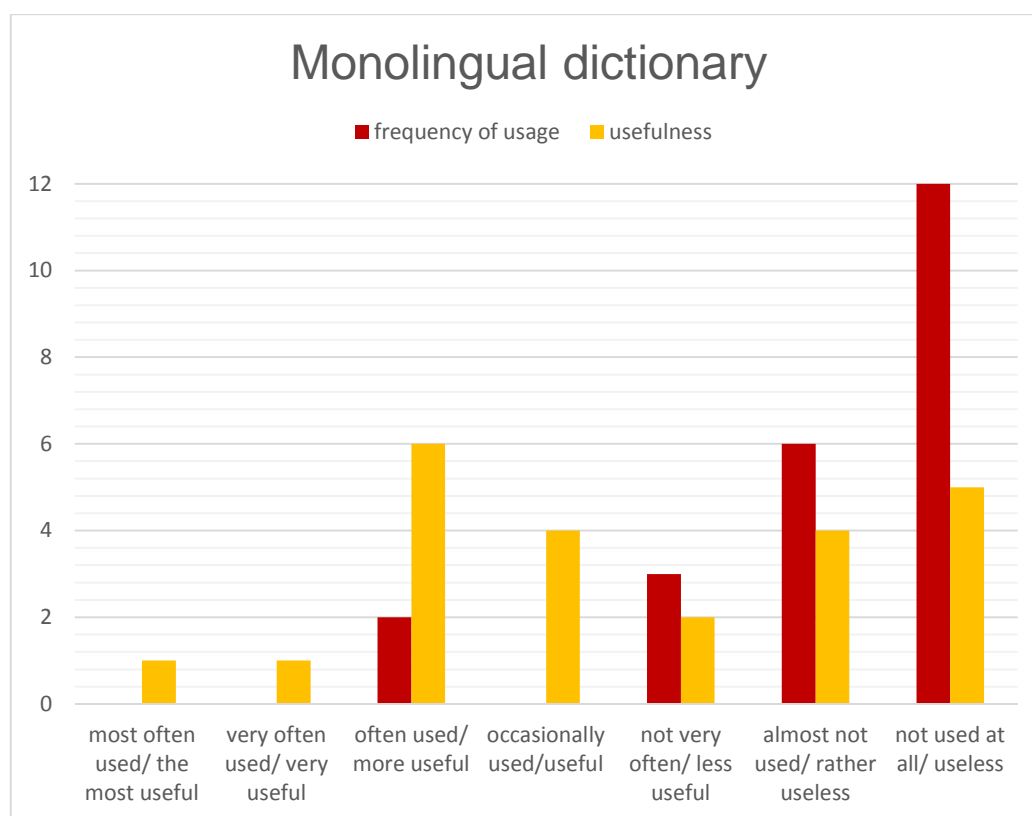
Figure 4.3



Two people claimed that explanation in English is the most often used way of presenting vocabulary in their class. Five teachers said that they use it very often and five that they use it often. The biggest number of teachers said that explanation in English is “used” in their classes (6 teachers). On the other hand, three teachers said that they almost do not use explanation while presenting new vocabulary and one teacher said that explanation is not used at all for presenting new vocabulary in her/his classes. In the case of usefulness eight teachers said that explanation in English is “more useful”. From the results follows that explanation is used in 7th grades, although it is probably not used too often. Moreover, it can be said that it is considered to be rather useful.

The third part of the question was using monolingual dictionary. The results can be seen in Figure 4.4.

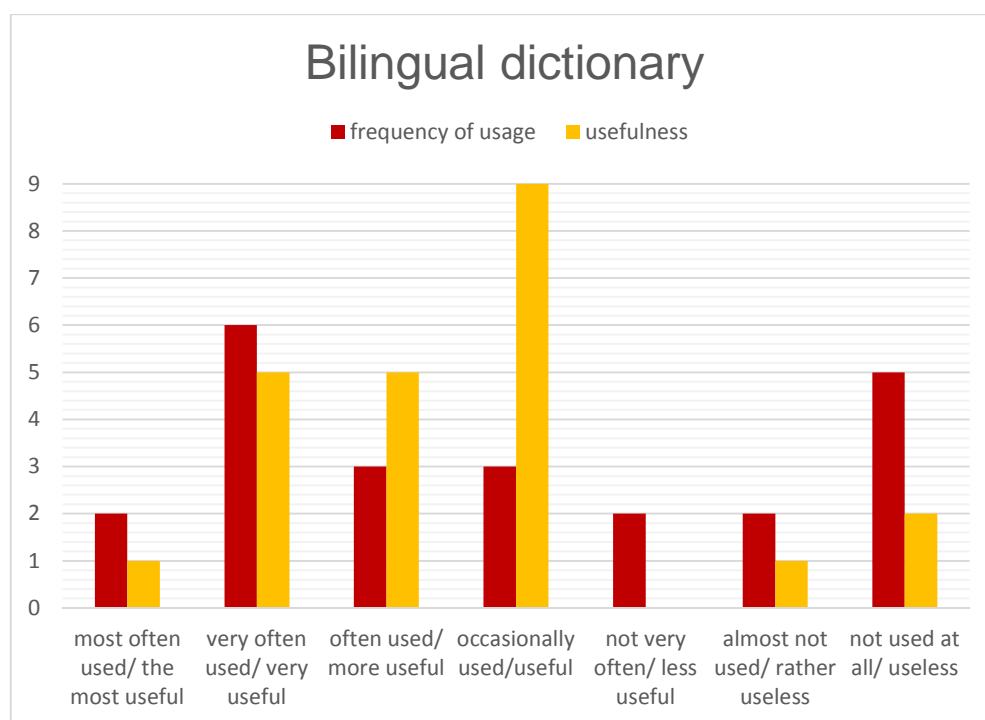
Figure 4.4



The results in this case are rather negative. Twelve teachers out of twenty three answered that they do not use monolingual dictionary for presenting new vocabulary items at all; moreover, there were zero answers to two first options – “most often used” and “very often used”. In the case of usefulness only one of the teachers thinks that monolingual dictionary is the most useful tool as well as very useful tool. Bigger number of answers can be seen by the third option – “more useful” - six teachers chose this option. On the other hand, five teachers said that the monolingual dictionaries are useless. The results show that monolingual dictionaries are almost not used in 7th class at the primary schools. The question of usefulness is quite diverse.

The difference can be seen with the next means of presenting vocabulary – bilingual dictionary. The results are shown in following Figure 4.5.

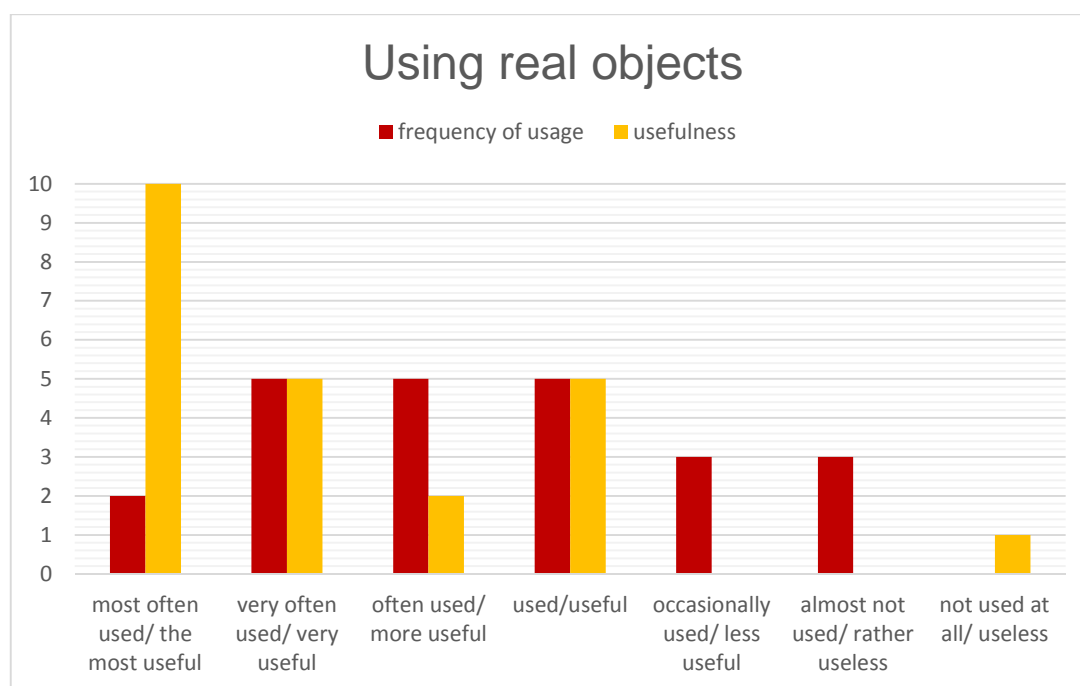
Figure 4.5



In contrast to monolingual dictionary, bilingual dictionary seems to be more often used for presenting new vocabulary items. Two teachers said that they use them most often and six teachers said that they use them very often. The contrast within bilingual dictionary can be seen between six teachers who said that they use the dictionary very often and five teachers who said that they do not use it at all. This is very interesting. Concerning usefulness, only one teacher said that bilingual dictionary is the most useful tool, and two teachers said that it is useless. The biggest figure is by the fourth option of usefulness – nine teachers consider the bilingual dictionary as “useful”. To sum up, it is interesting that to see that the teachers and authors of the publications have quite different opinion of using dictionaries in the class. Authors consider monolingual dictionaries as more useful than bilingual dictionaries (see p. 15), whereas questioned teachers have opposite opinion.

Next way of presenting new vocabulary items in English language is using real objects (Figure 4.6).

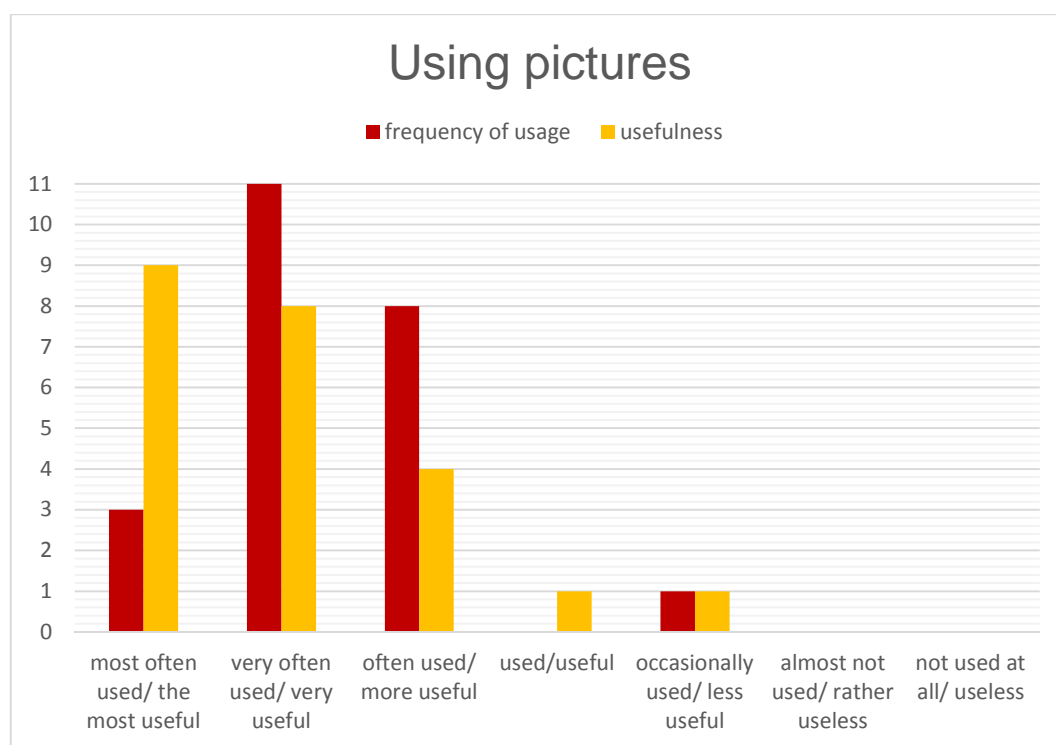
Figure 4.6



By the first option on the scale – 1 (“most often used”, “the most useful”) big difference can be seen between two questions concerned. In the field of frequency of usage, on the one hand, only two teachers chose the number 1 – “most often used”. On the other hand, using real objects has been chosen by ten teachers as the most useful technique in presenting vocabulary in 7th grade at the primary school. The contrast is very big. However, the options 2 and 4 are balanced: five teachers said that they use real objects very often in their classes as well as five teachers stated that they consider this way of presenting very useful; similarly, five teachers answered that they use real objects in the class as well as five teachers replied that they find this method useful. To sum up, usefulness of real objects as means of presentation vocabulary items can be seen as positive; however, they are less used in English classes.

Using pictures is the next way of vocabulary presentation encompassed in the questionnaire (Figure 4.7).

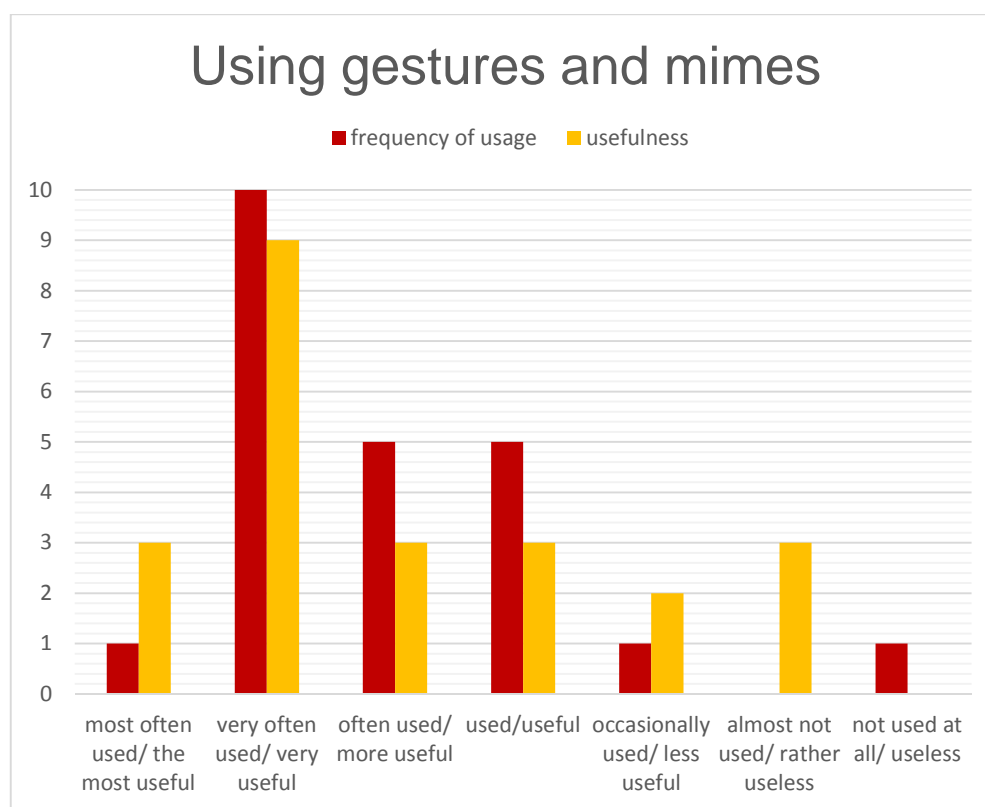
Figure 4.7



Right on the first sight can be seen that using pictures for presenting vocabulary items is altogether positive. In spite of the fact that only three teachers checked using pictures as “most often used”, still eleven people say that they use pictures “very often” and eight people said that they use them “often”. In the question of usefulness, nine people considered using pictures as the most useful and eight people as very useful way of presenting new vocabulary items in the class. Very important fact is that none of the teachers who filled in the questionnaires said that they do not use pictures at all or almost not, as well as none of them consider using pictures as “rather useless” or “useless”. The results show us that using pictures is greatly used way of presenting vocabulary items which is also positively appraised by questioned teachers regarding usefulness.

The last given way of presenting new vocabulary items was using gestures and mimes.

Figure 4.8

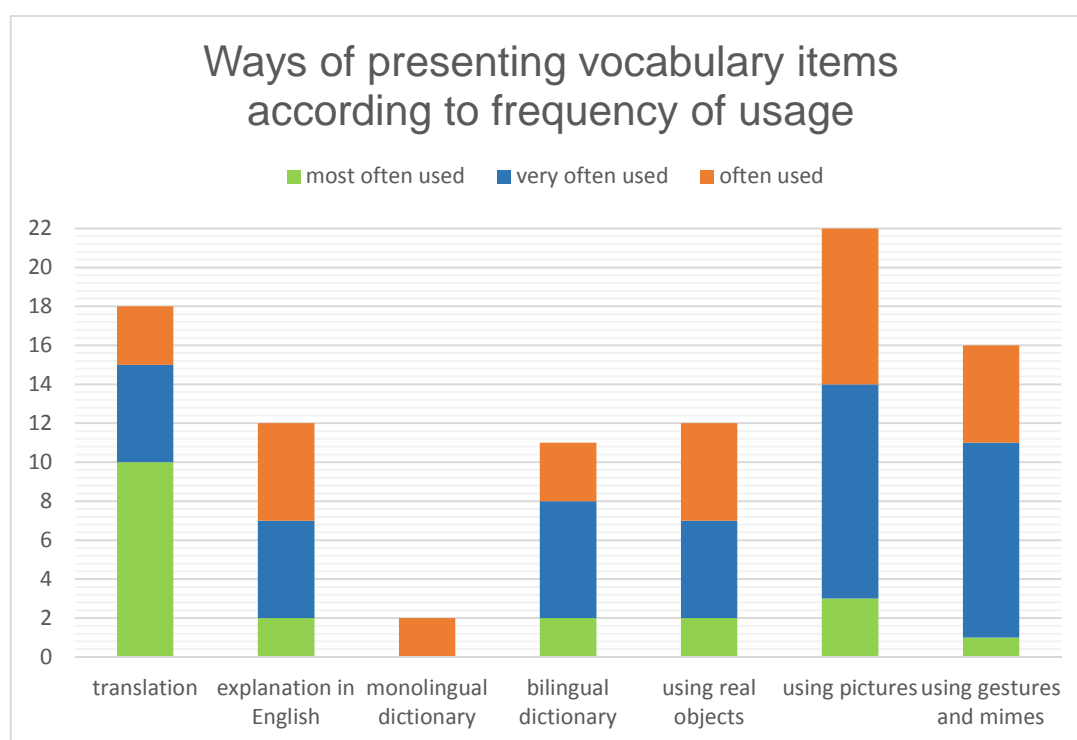


In Figure 4.8 can be seen that, considering the frequency of usage, the biggest number of teachers chose possibility number two – “very often used” (10 teachers). One teacher said that using gestures and mimes is the most often used way of presenting in his/her classes, as well as one teacher said that she/he does not use gestures and mimes at all. From the point of usefulness, nine teachers said that they consider gestures and mimes as very useful tool and three teachers said that they consider it as the most useful, more useful and useful tool as well as three teachers said that they consider it as rather useless. To sum up, using gestures and mimes is regarded as more used way of presenting vocabulary items as it has got only two negative votes, furthermore the results create the impression that this means of presentation is rather useful.

As can be seen from the results, the difference between the frequency of usage and usefulness (as seen by respondents) is by some ways of presentation quite big. It is interesting to see what teachers consider as the most useful way of presenting vocabulary items in the 7th class, and to see what they are really using in their classes. The contrast can be seen in following figures – Figure 4.9 and Figure 4.10. In the following Figure 4.9 is the answer to

the first research question presented: *What are the most frequently used ways of presenting new vocabulary items at upper-primary level, namely in the 7th grade?* To answer this question the possibilities 1, 2 and 3 from the scale were counted and presented – that means – “most often used”, “very often used” and “often used”. For better transparency, three different colours were used in the figure – green was used for the option “most often used”, blue was used for the option number 2 – “very often used” and the third option was marked by red colour.

Figure 4.9

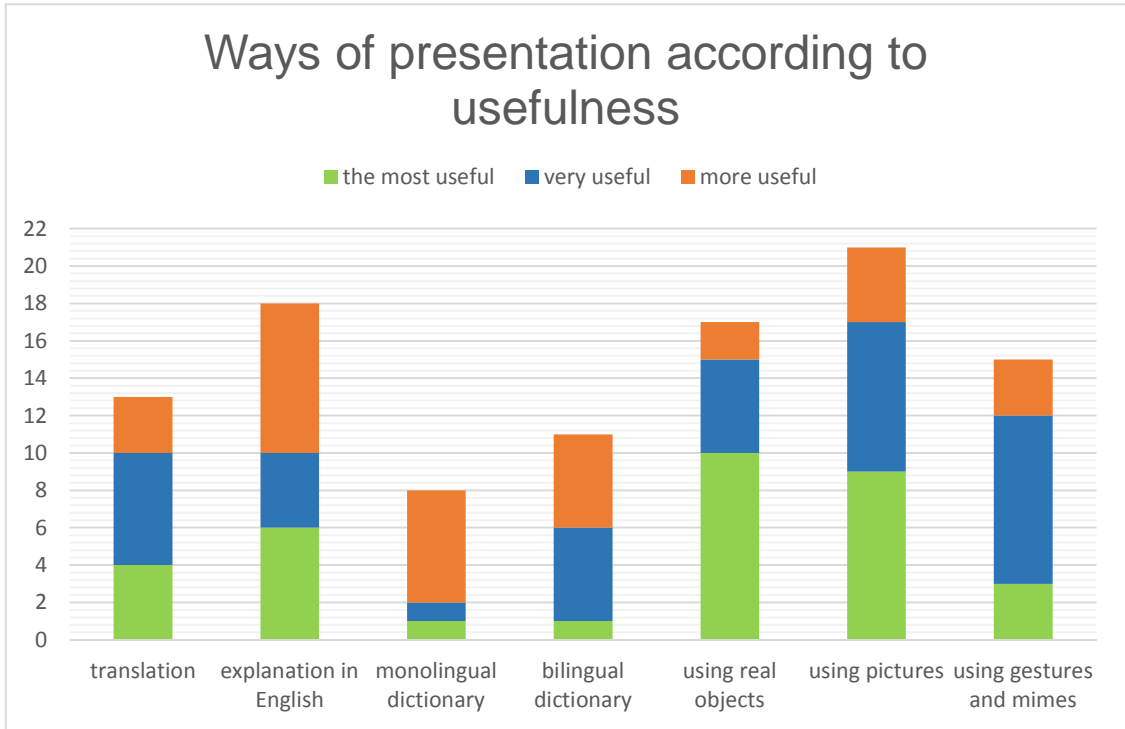


When considering the first option – “most often used”, the first place won entirely translation with ten teachers giving this answer, second place took using pictures with three votes and on the third place were at the same time explanation in English, bilingual dictionary and using real objects with their two votes. Adding the second option (“very often used”), the results are almost the same, only the numbers are bigger. On the first place is still translation with total number fifteen votes; on the second place is again use of pictures – having fourteen votes in total. The third place was different – it is taken surprisingly by using gestures and mimes (10 teachers in total) which was previously on the last place. Interesting changes arose

when also the third option was added. For the first time translation is not on the first place but on the second place (18 teachers in total), the first place was taken by using pictures (22 teachers in total) and on the third place was this time using gestures and mimes (16 teachers in total). It can be said that translation and using pictures can be considered as the most frequently used ways of presenting new vocabulary items among the questioned teachers.

On the other hand, Figure 4.10 was made to see teachers’ opinion about usefulness of previously named ways of presentation of new vocabulary items. It is very interesting to compare the results from Figure 4.9 considering frequency of usage and results from following figure which shows the results considering usefulness. Again, three first options from the scale were counted and three different colours were used in the figure for better transparency. Green colour stands for “the most useful”, blue stands for “very useful” and finally red colour stands for “more useful”.

Figure 4.10



When the votes for “the most useful” were counted, as the most useful was considered using real objects, on the second place was using pictures and the third place took explanation in English. In the second step using pictures and using real objects switched their place - using pictures took first place with sixteen votes in total and using real objects was placed second

(fifteen votes in total). The third place was also different – this time was the third place taken by using gestures and mimes (twelve teachers in total). In the third step the possibility “more useful” was added to the figure and the results changed again. Although on the first place was still using pictures, the second and third place changed, this time was on the second place explanation in English and the third place was taken by using real objects. It can be said that teachers consider as the most useful way of presenting vocabulary items using pictures and using real objects which took one of the third positions in all three possibilities. When we take into consideration only the first options, namely “the most often used” and “the most useful”, we can see that the most often used way of presenting new vocabulary items is translation, whereas as the most useful was of presenting is considered to be using real objects. In the second step (“very often used” and “very useful”) translation was still in leading position considering frequency whereas considering usefulness the leading position was taken by using pictures. Only in the third step the same way of presenting new vocabulary items took the leading position, namely using pictures.

This could mean that the most often used way of presenting new vocabulary items does not need to be the most useful way. As we are interested primarily in the answer to our research question *What are the most frequently used ways of presenting new vocabulary items at upper-primary level, namely in the 7th grade?*, we have to say that according to questioned teachers translation is the most frequently used way of presenting new vocabulary items as it was in leading position in first two possibilities (“the most often used”, “very often used”) considering frequency of usage, followed by using pictures on the second place.

The Second Research Question

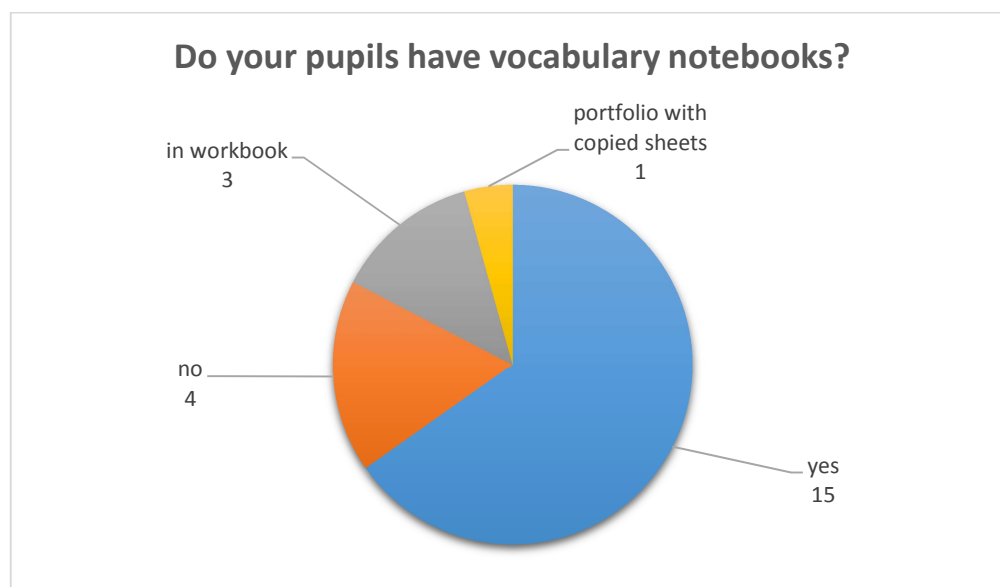
To answer the second research question, questionnaire 1 and questionnaire 2 were used. As was already mentioned questionnaires were chosen as tool how to answer this question. The first questionnaire was aimed at teachers teaching English at 7th grade at primary school; as was already mentioned there were twenty three respondents. The second questionnaire was aimed at seventh graders at primary schools. Two schools were chosen – ZŠ Mrákov and ZŠ Podbořany. Thirty eight pupils filled in the questionnaire, out of which there were eighteen respondents in ZŠ Mrákov and twenty respondents in ZŠ Podbořany.

Questionnaire 1 – Part 2

Question 1: Do your pupils have vocabulary notebooks?

This question was encompassed in the questionnaire to find out whether the learners have got vocabulary notebooks or not or whether there exist any other possibility (answer “other option”).

Figure 4.11

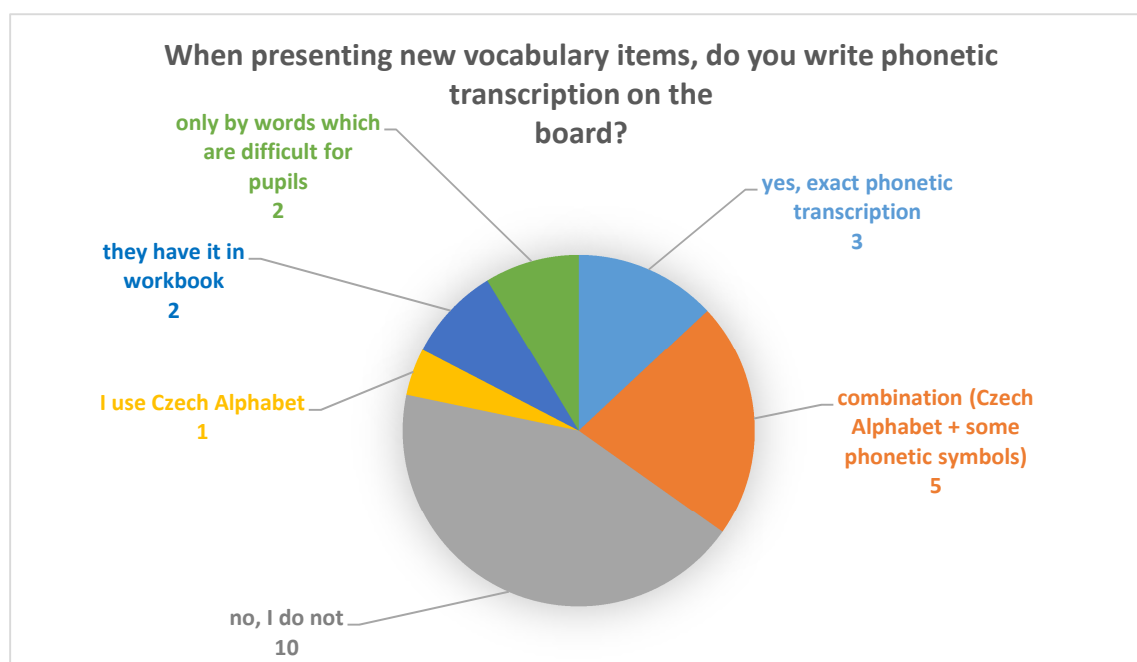


To this question three possible answers were offered: yes, no and other option. Fifteen teachers answered “yes”, four teachers answered “no” and four teachers chose the option “other”, out of which three teachers said that the pupils have vocabulary notebooks in their workbooks and one teacher said that pupils have portfolio with copied sheets. The results as seen in Figure 4.11 are quite clear – the majority of the pupils have vocabulary notebooks as seen by the questioned teachers.

Question 2: When presenting new vocabulary items, do you write phonetic transcription on the board?

This question was covered in the questionnaire since pronunciation forms an integral part of presenting vocabulary. It is important that pupils know how to pronounce the word and writing pronunciation on the board (and in their vocabulary notebooks) should help them to remember it.

Figure 4.12

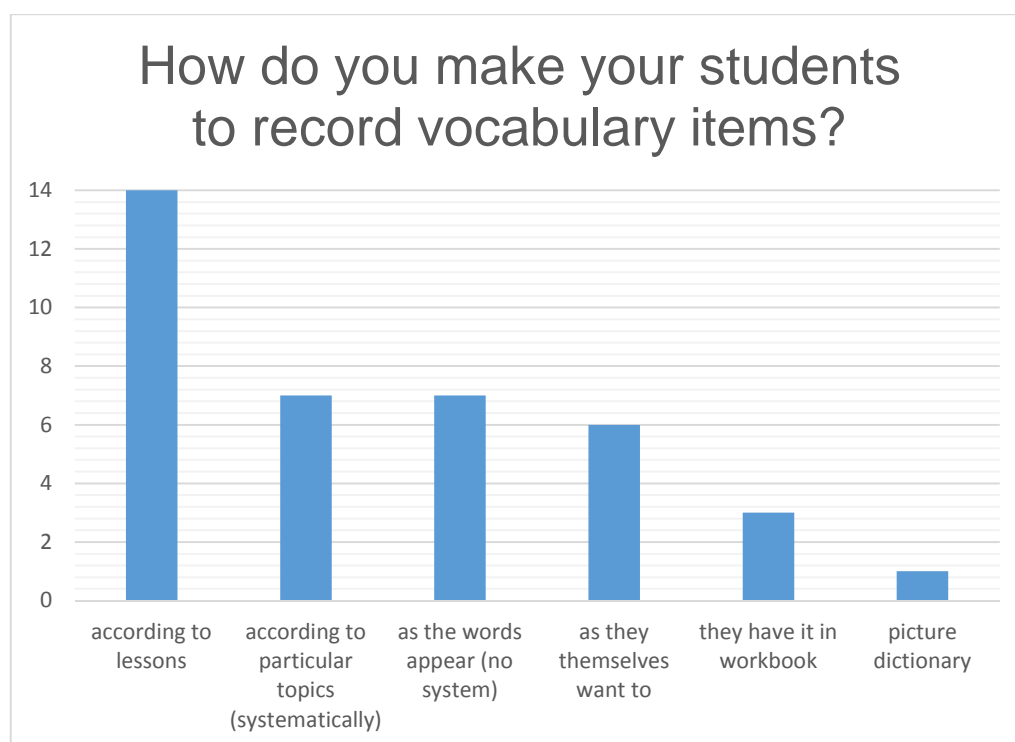


When we look at the results (Figure 4.12), we see that surprisingly nearly half of the teachers answered that they do not write the phonetic transcription on the board at all (ten teachers). Two teachers write phonetic transcription only by words that are difficult and two teachers said that the pupils have pronunciation written in their workbooks. Nine teachers said that they write phonetic transcription on the board, out of which five teachers use combination of the Czech alphabet and some phonetic symbols, one teacher uses even Czech alphabet when writing pronunciation on the board and only three teachers use exact phonetic transcription. It can be said that this results are quite surprising and disturbing seeing that almost half of the teachers do not write the phonetic transcription on the board at all, and out of those who write the transcription on the board only three use IPA.

Question 3: How do you make your pupils to record new vocabulary items? (Figure 4.13)

This question was aimed to find out whether the teachers have some system in recording new vocabulary items. In this question the teachers could have chosen more than one answer. There were five possibilities to choose from: “according to lessons”, “according to particular topics (systematically)”, “as the words appear (no system)”, “as pupils themselves want to”, “other”.

Figure 4.13



The majority of teachers chose the first option stating that they make the pupils to store new vocabulary items according to lessons (14 teachers). Seven teachers said that they make the pupils to record vocabulary items according to particular topics as well as seven teachers said that they make the pupils to store the vocabulary items as they appear, that means without any system. Six teachers answered that they let the pupils record the vocabulary items as they themselves want to. Four teachers chose the option “other”, out of which three teachers said that the students have the vocabulary items in their workbooks and one teacher said that the pupils have picture dictionary. To sum up, the most frequently way of recording vocabulary items as seen by the questioned teachers is according to lessons.

Question 4: In what way do your pupils record vocabulary items?

The last question aimed at teachers concerning vocabulary items storage was an open question. Although only sixteen teachers answered this question, there were many various answers to this question. For better transparency the answers are presented in table (Table 4.1).

Table 4.1 In what way do your pupils record vocabulary items?

Answer	number of teachers
English expression - pronunciation - Czech expression (or vice versa)	7
English expression - Czech expression	2
pupils have vocabulary items in workbooks	1
English expression - pronunciation - Czech expression - example sentence	1
pupils have vocabulary items in workbooks + make their own notes, write down extra vocabulary, cross out difficult and redundant expressions	1
English expression - Czech expression - pronunciation - drawing	1
combination of picture dictionary, classic form and mind maps	1
pupils get copied vocabularies and they work with them - they underline familiar expressions, they copy words to worklists and they match expressions with pictures	1
English expression - Czech expression + sometimes synonyms or pictures	1

There were various answers to the question. There is no need to describe all answers in detail as the results are to be seen in Table 4.1. The table shows that the most frequent answer was that pupils record vocabulary items in following way: English expression – pronunciation – Czech expression (six teachers). Some teachers added also example sentence (1 teacher) and drawing (1 teacher).

As was already said the second part of questionnaire 1 was designed to answer the second research question *How do pupils in 7th grade store vocabulary items?* from the teachers' point of view. To sum up, four questions were used and the results are as follows. The most important question was whether the pupils actually have their vocabulary notebooks and fifteen teachers answered “yes” which was the springboard for next questions. Since it was stated that pronunciation forms an important part of vocabulary item, the next question was aimed at writing transcription on the board when presenting vocabulary. The results here are rather disturbing as ten teachers said that they do not write phonetic transcription on the board. Nine teachers said that they do write the phonetic transcription on the board, although only three stated that they use exact phonetic transcription. Next question was devised to find out whether the pupils have (according to their teachers) any system in recording new vocabulary items. The majority of teachers said that it is according to lessons. The last

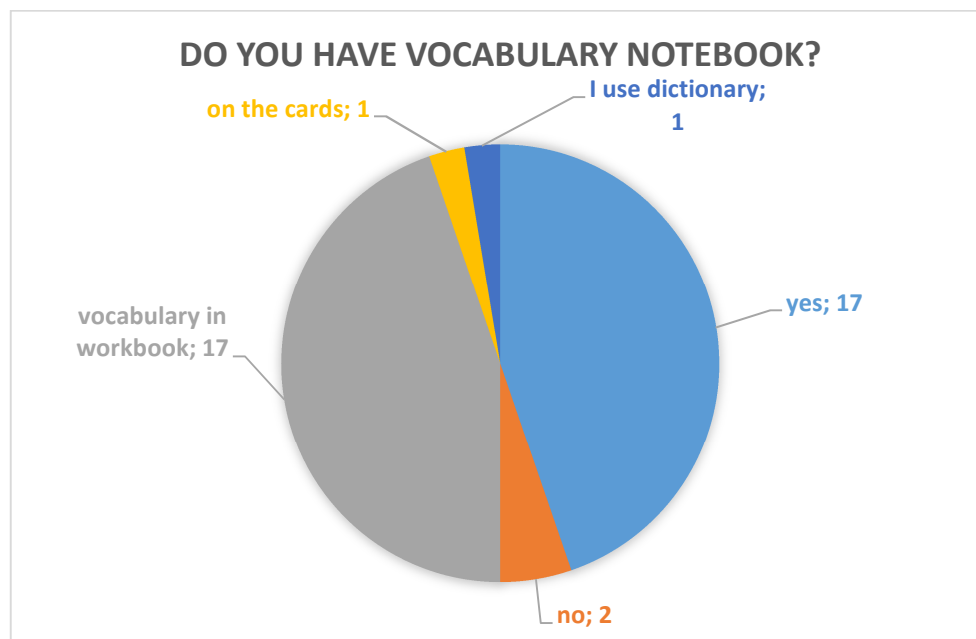
question was aimed at discovering in what way the pupils write down the vocabulary items in their vocabulary notebooks. The most frequent answer was English expression, pronunciation and Czech expression (seven teachers), some teachers added also pictures (one) or example sentence (one).

Questionnaire 2 – Pupils

Question 1: Do you have vocabulary notebook?

In this point we will talk about results from questionnaire 2. The first question was supposed to find out how many respondents have got their vocabulary notebooks. The pupils could have chosen from four possible answers: yes; no; we have it in the workbook; other option. As can be seen in the Figure 4.14 the same amount of respondents chose the first and the third option, that is seventeen pupils answered “yes” and seventeen pupils said that they have vocabulary in their workbooks. Two pupils said that they do not have vocabulary notebook at all. Two pupils chose the possibility “other” – one of them stated that she or he has got vocabulary items on small cards and another one said that she or he has got dictionary which she/he uses when unfamiliar words appear.

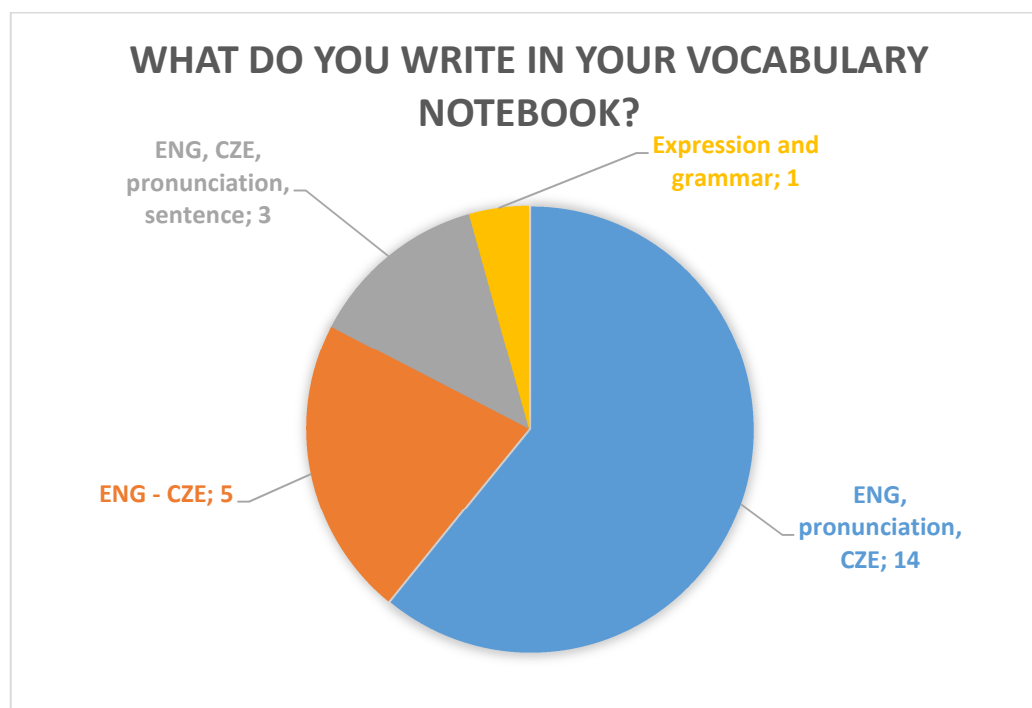
Figure 4.14



Question 2: What do you write in your vocabulary notebook?

Second question was devised to find out what pupils write in their vocabulary notebooks. This question was an open question and the pupils should have written down what everything they write in their notebooks. This question was answered by twenty three pupils. The results are presented in Figure 4.15.

Figure 4.15

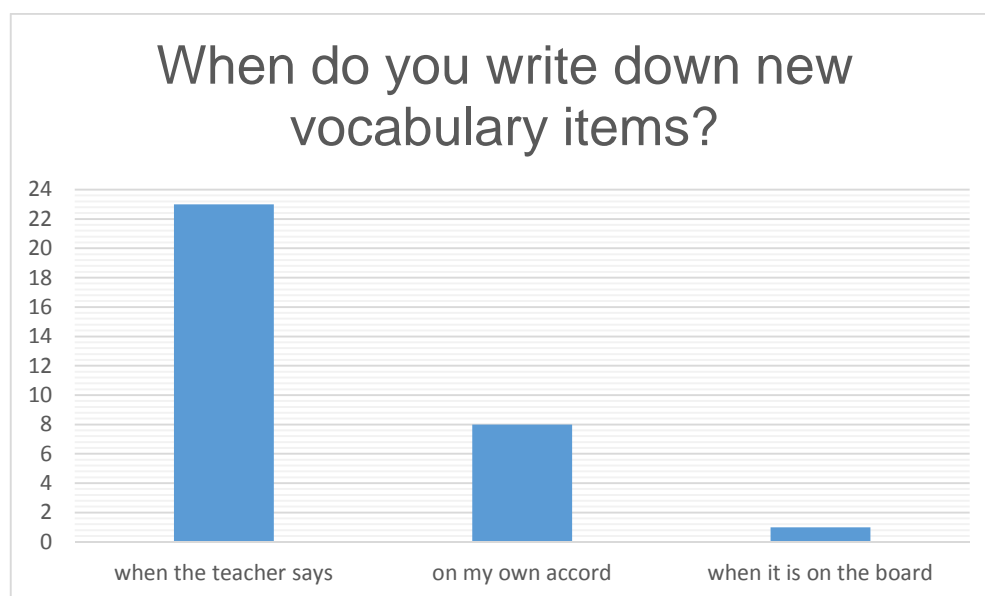


The largest number of pupils (14) answered that they write in their vocabulary notebooks English expression, Czech expression and pronunciation. The order of the three columns was sometimes slightly different but the three expressions remained in majority of answers. Three pupils stated that they also write down English expression, Czech expression and pronunciation, and furthermore they write down also example sentences. Five pupils said that they write in their vocabulary notebooks only English expression and Czech expression, without pronunciation. One person wrote that she/he writes down expression and grammar. When the answers to this question from questionnaire 1 and questionnaire 2 are compared, it is clear that the results are equal.

Question 3: When do you write down new vocabulary items?

The third question was covered to find out when pupils write down new vocabulary items in their vocabulary notebooks; it was a multiple choice and there were three answers to choose from: when teacher says; when a new item appears (on my own accord); other possibility. It was allowed to choose more than one answer. The results are presented in following Figure 4.16.

Figure 4.16



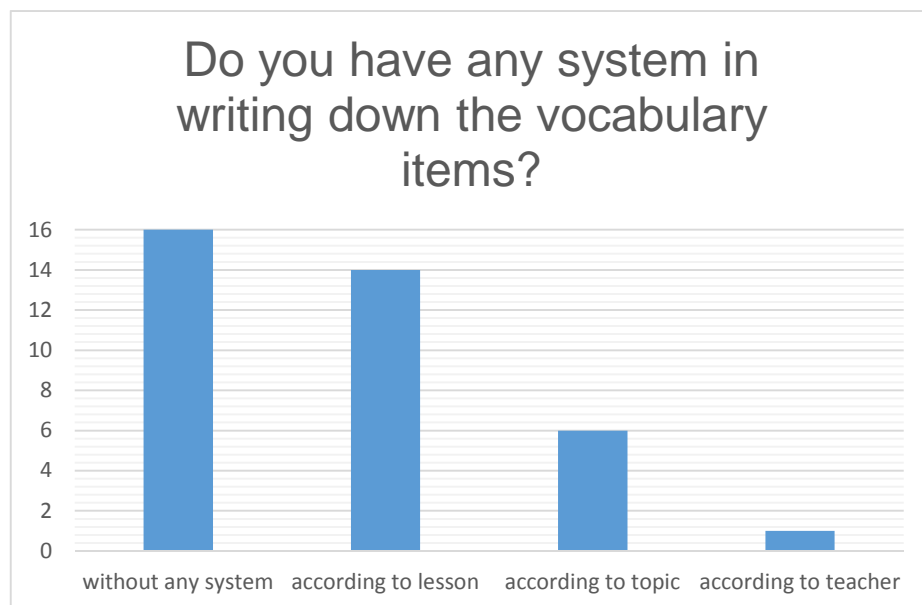
The majority of questioned pupils said that they write the items down when the teacher tells them to do so (twenty three). Only eight pupils stated that they write the items down on their own accord, when the new item appears. One pupil chose the “other possibility” saying that she/he writes the item in their notebook when it is written on the board. It follows that the learners rely more or less on their teachers and follow teachers’ instruction how and when to note down vocabulary items.

Question 4: Do you have any system in writing down the vocabulary items in your notebook?

The last question was constructed to find out whether the pupils have any system in writing down the vocabulary items: whether they write them down according to the topics, lessons, etc. or whether they simply write the expressions as they appear – one after another.

This was an open question and, as can be seen in Figure 4.17 four types of answers appeared: no I do not have any system; according to lessons, according to topics; according to teacher.

Figure 4.17



The answer with biggest number was unfortunately “no I do not have any system” (sixteen pupils). The second biggest number had the answer “according to lessons” (fourteen pupils), then “according to topics” (six pupils) and one pupil said that she/he writes the items down when the teacher says. It has a logical implication that the students are not used to have any system in keeping the vocabulary notebooks which can lead to difficulties by learning the new expressions. However, recording vocabulary items according to lesson can be considered as system as the lessons are usually divided according to particular areas.

To make a summary, the questionnaire 2 was aimed at answering the research question *How do pupils in 7th grade store vocabulary items?* from the pupils’ point of view. Four questions were used. The first question asked whether the pupils have their vocabulary notebooks. Seventeen pupils said that they have vocabulary notebooks and seventeen pupils said that they have vocabulary notebooks in their workbooks. Next question was supposed to find out what the pupils write in their vocabulary notebooks. The majority of pupils said that they write there the English expression, pronunciation and Czech expression (fourteen pupils); moreover, three pupils added also example sentence. The third question was aimed at seeing when the pupils write down the vocabulary items – large majority of pupils said that

they write the items down when the teacher tells them to do so. In the last question the pupils were asked to write down whether they have any system in writing down the items in the vocabulary notebook. The most of them said that they do not have any system (sixteen pupils), fourteen pupils then said that they write the vocabulary items according to lessons.

Summary to Second Research Question

In this section of the thesis we will compare the teacher and questionnaire 2 and draw conclusion. When we look at both questionnaire 1 and questionnaire 2 we can see that the results are almost the same. According to teachers, the majority of their pupils have got vocabulary notebooks, where they record the vocabulary items mostly according to lessons and in following way: English expression, pronunciation, Czech expression or in addition pictures and example sentences. The only problem seems to be with writing pronunciation on the board as only three teachers write the exact phonetic transcription for the pupils on the board.

Looking closer at results from questionnaire 2, the majority of pupils have got their vocabulary notebooks or they have it in workbooks. The answers concerning the content of vocabulary notebooks are the same as in questionnaire 1 – the pupils write in their vocabulary notebooks English expression, pronunciation and Czech expression, someone extra example sentences. The majority of the pupils write the items down when the teacher says so; the majority of them write the items down without any system, which is different to the results from questionnaire 1.

To sum up, in this chapter the results of the research were presented. For the results two questionnaires were used, namely questionnaire 1 and questionnaire 2. Questionnaire 1 was aimed at English teachers of seventh graders and consisted of two parts – the first part aimed at answering the first research question *What are the most frequently used ways of presenting new vocabulary items at upper-primary level, namely in the 7th grade?* and the second part was supposed to answer the second research question *How do pupils store new vocabulary items?* from the teachers' point of view. Questionnaire 2 was designed for the seventh graders in ZŠ Mrákov and ZŠ Podbořany. Questionnaire 2 was supposed to give answers to the second research question from the pupils' point of view. Concerning the first research question, it was discovered that the most frequently used ways of presenting new vocabulary items in the 7th grade are translation and using pictures. Regarding the second research

question, it was ascertained that the majority of pupils store their vocabulary in the vocabulary notebooks, where they write English expression, pronunciation and Czech expression.

In the following part of the thesis, the implications to the research will be introduced, covering the pedagogical implications, limitations to the research and suggestions for further research.

V. Implications

This chapter deals with the results of the research and is divided into three sections. The first section deals with the findings and their influence on teachers and learners. In the second section further limitations of the research will be presented and in the end suggestions for further research will be outlined.

Pedagogical Implications

First part of the research showed that teachers at upper primary level, namely in 7th grade, prefer translation and using pictures as frequently used way of presentation new vocabulary items. Translation can be considered as the most frequently used way of presenting vocabulary items as it was in leading position in first two possibilities. When we take into consideration the usefulness of presentation techniques, most of the teachers claimed that the most useful way of presentation is either using real objects (which was on leading position in the first step) or using pictures (leading position in next two steps). It can be said that translation is the most frequently used technique because it needs no preparation and is easy to apply in any stage of the lesson whereas using real objects and especially using pictures need in most cases some preparation. In some cases there is also difficult to find a picture or real object which would symbolize the expression (e.g. feelings, qualities). Nevertheless it can be said that real objects and pictures could be considered as useful ones since the pupils can connect the expression with some illustration and it could be easier to memorize.

The second part of research was aimed at storing vocabulary items. It was found out that most of the pupils have got their vocabulary notebooks where they store the items in following way: English expression, pronunciation, Czech expression and sometimes example sentence or drawing. More emphasis could be made on phonetic transcription as many teachers stated that they do not write phonetic transcription on the board when presenting vocabulary items. In writer's opinion the pupils should be taught exact phonetic transcription (IPA) as it is important not only for writing down the pronunciation in their vocabulary notebooks but also for the work with dictionaries. It would be also good if the pupils wrote in their vocabulary notebooks example sentences so that they could see the use of the word in context.

Limitations of Research

In previous chapters clear results of the research were stated; however, these results cannot be considered as general ones. There are some limitations of the results considering the questionnaires. It must be said that by both questionnaires there was a low number of respondents. Although the questionnaire 1 was aimed at around ninety teachers, only twenty three filled questionnaires were received. As for questionnaire 2 only two classes of seventh graders were asked to fill in the questionnaire (38 pupils) out of which two pupils said that they do not have vocabulary notebooks which reduced the number of pupils to thirty six.

One can say that after some time or aiming at another or wider group of teachers and pupils the results could be different. It also has to be said that the pupils usually write down vocabulary items as the teacher says so with different teachers different way of noting down the vocabulary items could appear. On the other hand, we can see that within only two classes the answers differ as well.

To summarize, it would need longer and wider application of questionnaires extended to more teachers as well as pupils, the results could be taken as general.

Suggestions for Further Research

The objectives of the research were to find out which way of presenting vocabulary items at the upper-primary level is the most frequent used and how seventh graders store vocabulary items. As was already mentioned in the first part of the chapter, there was only small number of respondents; it follows that the first suggestion for further research would be to address more respondents and to explore the topics more deeply. It would be also interesting to make the research in all classes on the upper-primary level and to see how the ways of presentation as well as the ways of storing vocabulary items differ within the grades. Next possibility to the research would be to find out what are pupils' most favourite ways of presenting vocabulary items, what they enjoy the most, and what is for them the most helpful way of presenting.

To conclude, there are many possibilities how to extend the research and how to find out more information.

VI. Conclusion

The aim of this diploma thesis was to find the answers to the research questions *What are the most frequently used ways of presenting new vocabulary items at upper-primary level, namely in the 7th grade?* and *How do pupils store new vocabulary items?* The thesis has two main parts – the theoretical part and the practical part. The theoretical part encompasses the theoretical background, consisting of concept of English as a foreign language, teaching English at upper-primary level, English teaching and learning with focus on competences and process of language learning. The main section of the theoretical part is aimed at vocabulary in general, at ways of presenting vocabulary and at vocabulary storage.

The practical part consists of the research which was made with help of two different questionnaires. The first questionnaire was aimed at teachers of seventh graders at upper-primary schools. Around ninety teachers were asked to fill in the questionnaire out of which twenty three teachers answered. The second questionnaire was aimed at 7th graders in ZŠ Mrákov and ZŠ Podbořany. There were thirty eight completed questionnaires. The results from both questionnaires were depicted in figures and tables in the last section of the practical part; the answers to research questions were answered.

The major outcome of this thesis was to answer the research questions and to present the answers. It was found out that the most frequent ways of presenting new vocabulary items are translation and using pictures and, concerning the second research question, it was discovered that majority of questioned pupils have got their vocabulary notebooks, where they write new vocabulary items in following way: English expression, pronunciation and Czech expression. Furthermore, it was found out that the pupils rely on teachers' instructions concerning when they are supposed to record the vocabulary item and unfortunately majority of pupils have no system in noting down the expressions.

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Appendix A

Questionnaire 1

Dear teachers,

I would like to ask you to fill in this questionnaire. This questionnaire is anonymous and serves as resource to my diploma thesis “*Ways of presenting new vocabulary to the upper-primary learners*”.

The questionnaire is designed for those, who teach or taught English in **7th grade** at an elementary school.

Thank you very much for your cooperation.

Hana Braunová

PART 1

1) Which ways of presenting vocabulary do you use? (You can choose more answers)

- a) translation
 - b) verbal explanation in English
 - c) monolingual dictionary
 - d) bilingual dictionary
 - e) using real things
 - f) using pictures
 - g) using gestures and mimes
 - h) other
-

2) Use numbers and order following ways of vocabulary presentation according to the **frequency of usage** in your lessons: 1 = most often used; 2 = very often used; 3 = often used; 4 = used; 5 = occasionally; 6 = almost not used; 7 = not used at all

- a) translation
- b) verbal explanation in English
- c) monolingual dictionary
- d) bilingual dictionary

- e) using real things
 - f) using pictures
 - g) using gestures and mimes
 - h) other (if you use any other way of presenting vocabulary items, please write down and give it a number)
-

3) Use numbers and order following ways of vocabulary presentation according to **usefulness** – in your opinion: 1 = the most useful; 2 = very useful; 3 = more useful; 4 = useful; 5 = less useful; 6 = rather useless; 7 = useless

- a) translation
 - b) verbal explanation in English
 - c) monolingual dictionary
 - d) bilingual dictionary
 - e) using real things
 - f) using pictures
 - g) using gestures and mimes
 - h) other (please write down and give it a number)
-

PART 2

1) Do your pupils have vocabulary notebooks?

- a) yes
 - b) no
 - c) other
-

2) When presenting new vocabulary items, do you write phonetic transcription on the board?

- a) yes, exact phonetic transcription (IPA)
- b) combination (Czech alphabet + some phonetic symbols)
- c) no, I do not write it

d) other

If your answer to question 1 was YES:

3) How do you make students to record vocabulary items? (You can choose more answers)

- a) according to lessons
 - b) according to particular topics (systematically)
 - c) as the words appear (no system)
 - d) as they themselves want to
 - e) other
-

4) In what way do your pupils record new vocabulary items? Please write down.

Questionnaire 1 in Czech language

Vážené paní učitelky, vážení páni učitelé,

ráda bych Vás poprosila o vyplnění tohoto dotazníku, který slouží jako zdroj k mojí diplomové práci. Tento dotazník je anonymní a je vytvořen pro ty, kteří učí anglický jazyk v sedmé třídě na ZŠ.

Předem Vám velice děkuji za spolupráci.

Hana Braunová

ČÁST 1

1) Které z uvedených způsobů prezentace slovní zásoby používáte? (Můžete vybrat více odpovědí)

- a) překlad
 - b) vysvětlení v angličtině
 - c) jednojazyčný slovník
 - d) dvoujazyčný slovník
 - e) použití reálných objektů
 - f) použití obrázků/obrazů
 - g) použití gest a mimiky
 - h) jiná možnost
-

2) Očíslujte následující způsoby prezentace slovní zásoby podle častosti využití ve Vašich hodinách: 1 = nejčastěji používaný; 2 = velice často; 3 = často; 4 = používaný; 5 = občas; 6 = spíše nepoužívaný; 7 = nepoužívaný

- a) překlad
- b) vysvětlení v angličtině
- c) jednojazyčný slovník
- d) dvoujazyčný slovník
- e) použití reálných objektů
- f) použití obrázků/obrazů
- g) použití gest a mimiky

h) jiná možnost (prosím, napište a očísľujte)

3) Očísľujte následující způsoby prezentace slovní zásoby podle užitečnosti (dle Vašeho názoru): 1 = nejužitečnější; 2 = velmi užitečný; 3 = spíše užitečný; 4 = užitečný; 5 = méně užitečný; 6 = spíše nejužitečný; 7 = nejužitečný

a) překlad

b) vysvětlení v angličtině

c) jednojazyčný slovník

d) dvoujazyčný slovník

e) použití reálných objektů

f) použití obrázků/obrazů

g) použití gest a mimiky

h) jiná možnost (prosím napište a očísľujte)

ČÁST 2

1) Vedou si Vaši žáci slovníčky?

a) ano

b) ne

c) jiná možnost

2) Když prezentujete novou slovní zásobu, píšete na tabuli fonetickou transkripci?

a) ano, přesnou fonetickou transkripci (IPA)

b) kombinaci české abecedy a fonetických symbolů

c) ne, nepíší

d) jiná možnost

Pokud jste na otázku číslo 1 odpověděli ano:

- 3) Říkáte žákům, aby si zapisovali novou slovní zásobu (můžete vybrat více odpovědí):
- a) podle lekcí
 - b) podle jednotlivých témat (systematicky)
 - c) podle toho, jak se nové výrazy objeví (bez jakéhokoliv systému)
 - d) nechávám je, aby si ji zaznamenávali podle toho, jak sami chtějí
 - e) jiná možnost
-

- 4) Jakým způsobem si žáci zaznamenávají slovní zásobu do slovníčků? (prosím napište)
-
-

Appendix B

Questionnaire 2 in English

Dear pupils, I would like to ask you to fill in this questionnaire. This questionnaire is anonymous (you do not need to sign it) and serves as resource to my diploma thesis.

Thank you very much for your help.

Hana Braunová

- 1) Do you have vocabulary notebook?
 - a) yes
 - b) no
 - c) we have it in workbook

If you have vocabulary notebook:

- 2) What do you write in your vocabulary notebook? (example: English expression, Czech expression, example sentence, pronunciation etc.)

- 3) When do you write down new vocabulary items?
 - a) when the teacher says
 - b) when a new item appears (on your own accord)
 - c) other possibility (please write down)

- 4) Do you have any system in writing down the vocabulary items in your notebook? (example: according to lesson, according to topic, as the expressions appear – one after another – no system etc.)

Questionnaire 2 in Czech language

Milé žákyně a milý žáci,

chtěla bych Vás poprosit o vyplnění dotazníčku.

Dotazník je anonymní (nemusíte se podepisovat) a slouží jako zdroj pro moji závěrečnou práci.

Předem děkuji za vyplnění.

Hana Braunová

1) Vedeš si slovníček?

- a) ano
- b) ne
- c) máme ho v pracovním sešitě
- d) jiná možnost

2) Pokud si slovníček vedeš, co si tam zapisuješ? Prosím vypiš (např. anglické slovíčko, český překlad, příkladovou větu, výslovnost atd.)

3) Kdy si zapisuješ nova slovíčka?

- a) když to řekne paní učitelka/pan učitel
- b) sama/sám od sebe
- c) jiná možnost

4) Máš v zapisování slovíček nějaký systém (např. podle lekcí, podle témat nebo si zapisuješ slovíčka, jak se objeví – jedno za druhým – bez systému atd.)?

Summary in Czech

Tato diplomová práce se zabývá způsoby prezentace nové slovní zásoby na druhém stupni základních škol, především v sedmé třídě, a způsobem jakým si žáci v sedmé třídě zapisují novou slovní zásobu. Cílem této práce bylo odpovědět na dvě výzkumné otázky: *Jaké jsou nejčastěji používané způsoby prezentace nové slovní zásoby na druhém stupni základních škol, konkrétně sedmé třídě?* a *Jak si žáci sedmých tříd zapisují novou slovní zásobu?* Ke zjištění odpovědí na tyto dvě otázky bylo použito dvou dotazníků. První dotazník byl určen pro učitele/učitelky anglického jazyka v sedmé třídě a druhý dotazník byl vyplněn žáky sedmé třídy v ZŠ Mrákov a ZŠ Podbořany. Výsledky výzkumu jsou zaznamenány v této práci. Na základě těchto výsledků byly výzkumné otázky zodpovězeny. Bylo zjištěno, že nejčastěji používané způsoby prezentace nové slovní zásoby je překlad a použití obrázků. Co se týká druhé výzkumné otázky, bylo zjištěno, že většina dotazovaných žáků si vede slovníček, do kterého si zapisují novou slovní zásobu následovně: anglický výraz, výslovnost, český výraz.