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**Metody výuky slovní zásoby v anglickém
jazyce na ZŠ**
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Zásady pro vypracování:

Cílem diplomové práce je reflexe metod a postupů pro výuku slovní zásoby v anglickém jazyce na ZŠ. Práce nejprve představí obecnou problematiku výuky angličtiny na ZŠ (např. legislativa, RVP, ŠVP, inkluze, nadané dítě, apod.), pak bude charakterizovat oblast výuky slovní zásoby. V praktické části práce např. rozebere některou z metod pomocí drobného výzkumného prvku, nebo zvolené metody porovná, případně zhodnotí vytvořené pracovní listy (i prostřednictvím žáků). Práce je psána anglicky.

Seznam doporučené literatury:

Nation, I.S.P. Teaching Vocabulary: Strategies and Techniques. Heinle, 2008.
Graves, M.F., August, D., Mancilla-Martinez, J. Teaching Vocabulary to English Language Learners. New York: Teachers College Press, 2013.
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Harmer, J., Thornbury, S. How to Teach Vocabulary. Pearson Education Limited, 2009.

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Prohlášení

Prohlašuji, že jsem tuto diplomovou práci vypracovala pod vedením vedoucí diplomové práce samostatně a uvedla jsem všechny použité prameny a literaturu.

V Hradci Králové dne 27. 5. 2020

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Cílem diplomové práce je reflexe metod a postupů pro výuku slovní zásoby v anglickém jazyce na ZŠ. Práce představuje obecnou problematiku výuky angličtiny na ZŠ (např. legislativa, RVP, ŠVP, inkluze, nadané dítě apod.) a charakterizuje Gardnerovu teorii mnohočetných inteligencí v souvislosti s výukou slovní zásoby. V praktické části práce je Gardnerova teorie mnohočetných inteligencí ilustrována pomocí drobného výzkumu na vzorku žáků, dále je zhodnocena práce s deníky žáků a stručně představen online výukový program WocaBee.

Klíčová slova: slovní zásoba, výuka, metody, Gardnerova teorie

Annotation

POSPÍŠILOVÁ, Zuzana. *Methods of Vocabulary Teaching in English at Basic School* Hradec Králové: Pedagogical Faculty, University of Hradec Králové, 2020, 110pp. Diploma Thesis.

The aim of the thesis is to reflect on methods and procedures for teaching vocabulary in English at basic schools. Firstly, the thesis introduces general issues of teaching English at basic schools (for example legislation, FEP BE, SEP, inclusion, gifted child, etc.), then characterizes the Gardner's theory of multiple intelligences in connection with vocabulary teaching. In the practical part of the thesis, the Gardner's theory of multiple intelligences is illustrated by a small research element with a few samples of the questionnaire then the work with diaries is evaluated and the online programme WocaBee is briefly presented.

Keywords: vocabulary, teaching, methods, Gardner's theory

Prohlášení

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Poděkování

Děkuji vedoucí práce, kterou byla Mgr. Pavla Machová, M.A., Ph.D. za odborné vedení diplomové práce a poskytnutí cenných rad. Ráda bych také poděkovala všem žákům, kteří se na vzniku této diplomové práce podíleli ať už při výzkumu nebo při tvoření deníků a pracovních listů.

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INTRODUCTION

This diploma thesis is based on my twenty-eight years' experience with primary and secondary education as a teacher of English. I enjoyed studying English and French in the Canadian province of Quebec where I spent eleven months. It was an unforgettable experience for me as a student but also as a future teacher. Based on that previous experience I decided to devote my time and energy to teaching, to gaining knowledge and skills in practice and also by continuing my studies at the University in Hradec Králové.

Due to the topic being very extensive, I concentrated on the area of teaching vocabulary in a practical way and I added my own experience with teaching vocabulary during the virus Covid 19 pandemic quarantine. At first, I introduced, sketched and summarized generally some theoretical backgrounds and basic legislation for English as a foreign language. The first chapter deals with the position of English as a foreign language within the Framework Educational Programme for Basic Education and describes the influence of The Common European Framework of Reference for Languages. Chapter one is concerned with the education of children with special needs and exceptionally gifted children. The second chapter presents the ideas of the specialists about their choice of suitable textbooks for Czech students and how the vocabulary should be presented and taught. The third chapter concentrates on information about motivation and presents The Gardner's theory of multiple intelligences and characterizes each intelligence from the point of view of suitable teaching activities, materials and instructional strategies. The focus of the thesis is the fourth chapter which is devoted to teaching vocabulary in an entertaining way to motivate students and the interconnections with The Gardner's theory of Multiple Intelligences.

The fifth chapter presents a combination of research conducted concerning a reading project using pupils' diaries. Pupils created their own stories based on a chosen topic. The diaries are described in detail with specific examples. The main part of the chapter is the small exploratory research conducted via 30 questionnaires that were based on interconnections between the Gardner's multiple intelligence theory and pivotal methods for vocabulary learning. The last part is an introduction to a new programme for teaching vocabulary called WocaBee with the results that my classes reached during the Covid 19 quarantine.

I used italics for citing my teaching experience. For naming pupils, word learners and students were used because we regularly meet those expressions in the media, talking with colleagues at work or at home

1. AIMS AND STRUCTURE

The thesis follows two aims. The first aim of the thesis is in connection with the key issue regarding methods of teaching vocabulary. I try to capture some information in order to help me understand the system and structure of teaching English as a foreign language to pupils in basic schools in the Czech Republic. Currently, the English language holds the position of being a crucial language to the general public, from early childhood to old age. Considering my personal experience with teaching, I focused on pupils of basic schools and their education. They need English because they communicate with the world via social networks, emails, by watching films and listening to music. Briefly, there are given examples of the most important documents which are connected to educational strategies of the Czech Republic, and thereafter international documents for teaching English. I introduce the Gardner's theory of Multiple Intelligence as the suitable technique for teaching vocabulary to emphasise pupils' intelligence and support individualization in the Czech Republic.

The second aim is practical, and it is focused on three small research modules interconnected with the Gardner's Theory of Multiple Intelligence. The first is the vocabulary diaries research, then I will show the results of the questionnaire based on the pupils' intelligence and the last chapter concerning the practical part will introduce the programme for teaching vocabulary called WocaBee. Due to the Covid 19 virus, I added my practical experience with teaching vocabulary online. The data from the programme WocaBee was gathered during the quarantine and I will present this data in the last chapter.

1.1. Connected with English teaching

To open the topic of teaching English as a foreign language, it is necessary to get to know the fundamentals about the educational programmes for basic schools. The first chapter will introduce curricular documents. These are developed at two levels: the national level and the school level.

The Framework Educational Programmes define binding educational norms across various stages: pre-school education, basic education and secondary education. The school level consists of school educational programmes (SEPs), forming the basis of education at the individual schools. (FEP BE, p.8 [online])

It is useful to know what level of language proficiency my students will try to accomplish. The requirements for foreign-language education specified in the FEP BE are based on The Common European Framework of Reference for Languages: Learning, Teaching, Assessment. For the purpose of the thesis the abbreviation CEFR will be used. The CEFR presents the common language policy of the European Union and the idea of plurilingualism. The core of the CEFR is a description of various levels of language proficiency and category overviews which describe how to use the language (topics, functions, types of texts, competencies etc.) (CEFR, 2001, p.24). The six reference levels (Figure 1) are becoming widely accepted as the European standard. Basic education learners are supposed to reach the A2 level or A2+. The CEFR levels are used to identify textbooks level. It is usually written for

Common European Framework of Reference for Languages - Self-assessment grid

	A1 Basic User	A2 Basic User	B1 Independent user	B2 Independent user	C1 Proficient user	C2 Proficient user
Understanding	I can understand familiar words and phrases used frequently in my family and immediate surroundings when people speak slowly and clearly.	I can understand phrases and the basic structure of short texts, such as radio or TV news, and I can understand the main points of announcements, notices, and simple messages and announcements.	I can understand the main points of clear standard texts such as radio or TV news, lectures, etc. I can understand the main points of radio or TV programmes or current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and can identify the main points in files of announcements, notices, etc. I can understand the main points of radio or TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech and can identify the main points in files of announcements, notices, etc. I can understand the main points of radio or TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I have no difficulty in understanding any extended speech, whether in face-to-face or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.
Speaking	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can manage very simple social exchanges, such as ordering food or tickets, or I can manage to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics which are of personal interest or where I have to give a short answer to questions on my hobbies, work, travel and current events.	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussions on familiar subjects, defend my views and justify my decisions.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use a range of vocabulary and effectively for social, professional and academic purposes. I can formulate ideas with precision and make my contribution skilfully to discussions with other speakers.	I can take part effectively in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussions on familiar subjects, defend my views and justify my decisions.
Written	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can select appropriate forms and styles to convey the significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about a range of subjects in a letter, an essay or report, underlining what I consider to be the subject's focus. I can select appropriate forms and styles to convey the significance of events and experiences.	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points.

Common European Framework of Reference for Languages (CEFR) © Council of Europe

Figure 1: CEFR 1

Level A2 is called a basic user and it is described in Figure 1.

The CEFR quite a fundamental document, it can be justified as a manual for ELT teachers to refer to. In comparison with The FEP BE, the CEFR involves only language specifications as opposed to the FEP BE which provides various subjects for basic schools.

There are four important skills specified in CEFR for the level A2. According to outcomes in listening comprehension, pupils should understand simple and clearly articulated speech and conversation and understand the meaning of the thematic areas.

According to speaking, pupils should ask about basic information and react appropriately in ordinary formal and informal situations, for example when talking about their family, friends, leisure time and other acquired topics. They should be able to tell a simple story or event, describe people, places and things from their everyday life.

Pupils like talking about their friends and what they were doing at the weekend. This is a good starting point for the lesson.

The third requirement is their reading comprehension. Pupils should find the required information in the simple authentic materials and understand it.

Pupils enjoy reading about some news, stories and other articles from the magazines. My experience is with a Gate and Bridge however the Gate is an English educational magazine at the CEFR level A2-B1, whereas the Bridge is for B1-B2 level.

Writing is necessary for learners to complete the basic information in the form and they should be able to write easy texts about themselves and the family, school, leisure time and other acquired topics. Pupils should react to simple writing tasks.

The curriculum is focused on the sound and graphic form of the language – development of pronunciation skills and the ability to differentiate between some elements of the phonological system of language, word and sentence accent, intonation, and spelling.

Pupils like dialogues and conversation about some interesting and current topics and especially making up stories and easy texts. Developing pronunciation skills and phonological system of language is included in most textbooks published in Oxford or Cambridge and pupils can practise not only via exercises but also in Multi ROM. I focus on vocabulary learning and according to CEFR pupils should develop sufficient vocabulary for oral and written communication related to the thematic areas and communication situations; this includes work with a dictionary.

Thematic areas are home, family, housing, school, leisure, culture, sport, health care, feelings, and mood, eating habits, weather, nature and town, shopping and fashion, society and its problems, job choice, modern technologies and media, travelling, some facts about English speaking countries.

The second international document is European Portfolio which is based on the CEFR. There is a Language Passport, a Language Biography and a Dossier. The Dossier consists of a pupils' documents, homework, and tests. The ELP supports the development of learner autonomy, plurilingualism and intercultural awareness.

Cited from the ELP: ... "its aims are to help learners give shape and coherence to their experience of learning and using languages other than their first language. It is also designed to motivate learners by acknowledging their efforts to extend and diversify their language skills at all levels and to provide a record of the linguistic and cultural skills they have acquired (for the learners to be consulted, for example, when they are moving to a higher learning level or seeking employment at home or abroad." (ELP, 2010, p.1, [online]).

While Covid 19 teaching in quarantine, I created a portfolio for each pupil. I had been teaching in 3 classes in the basic school. Every pupil had their own file with photocopies of homework, projects, and tests. It takes a lot of time and effort to do this, but finally a complete set of documentation is produced which I can look at or use to show either parents or pupils for some further explanations or clarifications. Such a resource would be useful for pupils to keep for their own benefit. Via the portfolio, pupils could see their process of learning and if they were improving or not.

To conclude the summary of programmes, I must mention the School Educational programme (SEP).

"School Educational Programmes are developed by individual schools themselves, based on principles set out in the appropriate Framework Educational Programme. As a tool, the schools can use the Manual for Developing School Educational Programmes ("the Manual"), which exists for each Framework Educational Programme." (FEP BE, p.6 [online]).

In the SEP characteristics there are pedagogical and educational strategies with regards to teaching children with special educational needs and also how to incorporate cross-curricular themes.

According to teaching foreign languages, every SEP specifies how to teach exceptionally gifted children and how to teach disabled children. There is a chapter for evaluation and auto evaluation. Each school has a different approach to their learners' needs, but the basic methods always come from FEP BE.

1.2. Framework curriculum timetable

According to the FEP BE the educational content of the educational field Foreign Language has a weekly time a distribution of 3 teaching hours and is compulsory for the third to ninth forms. If the pupils are interested and the legal guardians give their consent, the instruction of Foreign Language may begin at a lower form; the pupils must be offered the instruction of English prior to other languages. If the pupils (their legal guardians) select a language other than English, the school must demonstrably inform the pupils' legal guardians of the fact that the educational system may not guarantee continuity in the education of the selected foreign language during the pupil's transfer to another elementary or grammar school. (FEP BE, p.112 [online])

Pupils more and more often attend private English lessons to study because they have problems at basic schools and their parents or teachers recommend them to study individually or in a small group to improve their English. Moreover, the number of pupils with educational needs has been increasing rapidly, and they have been integrated into basic schools since 2005.

1.3. Education of pupils with special educational needs

This chapter describes education of pupils with special educational needs. This topic is included in the thesis because it relates to teaching vocabulary. Students with special educational needs must be taught with a special approach. We meet increasing number of these students in our classes, and it is important to be educated in and gain knowledge of, special pedagogy in order to understand how the pupils behave and why. Teachers are required to be agreeable and patient but also consistent.

I appreciated the courses at university that were practical, and we were thrown to situations that any teacher could actually experience. We could try out the situations acting pupils with special educational needs. Those pupils demand special methods and teaching techniques.

According to the FEP BE there is a definition for the pupils with educational needs.

“Such pupils are considered as pupils with special educational needs who suffer from chronic health conditions (physical disability, visual and/or hearing impairment, mental retardation, autism, speech impediments, simultaneously handicapped with multiple disabilities and learning or behavioural developmental disorders), physically handicapped pupils (physical debilitation, long-term illness and mild mental-health disorders leading to learning and behavioural problems) and socially disadvantaged pupils (coming from a family background with a low socio-cultural position, at risk of sociopathic phenomena, having court-ordered institutional care or education in a juvenile correction institution and pupils in refugee status and asylum-seekers)”. (FEP BE, p.115 [online])

As stated in the FEP BE, in all forms of educational organization, it is necessary to create such conditions for the pupils that would enable their successful education and satisfy their special educational needs. For the education of pupils with a chronic health condition and/or physical handicap, it is necessary to combine special educational approaches, alternative methods with modified methods. Elementary education of pupils with a chronic health condition and/or physical handicap requires the professional preparedness of pedagogical employees, a stimulating and accommodating school environment which, with the contribution of all supportive measures and thus facilitates their social integration.

1.4. Education of exceptionally gifted pupils

Teaching exceptionally gifted pupils needs a particular way of behaving and treating them. I believe that teachers are more afraid of teaching pupils with disabilities than exceptionally gifted ones, but it is a real challenge and responsibility to teach the exceptionally gifted pupils in such a manner that they have acceptable results. I found out that with my own teaching experience, it is useful to use Gardner’s theory of intelligence for those exceptionally children. Determining the intelligence of the student helps to choose what appropriate methods of teaching vocabulary are. The education requires much effort, additional work and advanced planning generally. Every pupil is an individual, and they need different approaches and strategies for learning however there are certain similarities in their interests, and it is the most difficult task for a teacher to recognize them. Education of exceptionally gifted pupils should be based on the principles of individualization and internal differentiation. It means the pupils

are given individual education plans with augmentation of the educational content; the pupils have the possibility to attend some subjects with older pupils. Everything depends on the right communication between the school and parents. If there is no communication, the exceptionally gifted child finishes the basic school with average studying results or worse.

Some students felt inferior when I gave additional work to one exceptionally gifted learner. I explained that he needed more work because he was always ready to do more and became bored. The next day I was asked by the headmaster, why I did not have the same approach for all learners and that some parents were complaining about it.

Foreign language teaching has been developing since 1989 because of the unceasing deluge of songs with English lyrics, mass media, films and computer games and this language surrounds us in gastronomy, ICT technologies and other branches. Pupils communicate in English via the network (Facebook, Twitter) and e-mails. They listen to music, watch films, play computer games and read books, magazines, and watch cartoons. There is a White Book (Národní program rozvoje vzdělávání v České republice Bílá kniha, 2020 [online]) on the national programme for the development of education in the Czech Republic. The economic, political and educational proclamations of the White Book for the years 2015-2020 is the latest version. The White Book opened a discussion on differentiation and individualization in the Czech education system. Until then, the education system focused on the quantity of obtained facts rather than on the quality of teaching and its form. Nowadays we are free for discussions and education must not stagnate if it wants to adapt to those changes and continue to develop.

It is written in the White Book that to assure equitable access to education is one of the basic preconditions for giving everybody the opportunity to find their own educational path and development, and to be able to complete and amend it according to their needs throughout their life. This applies to the whole population – from the exceptionally gifted to individuals with physical or social disadvantages. (Národní program rozvoje vzdělávání v České republice Bílá kniha, 2020, p.17 [online])

I try to find in every pupil at least a little flame of interest in learning and motivate them for learning. This is the most demanding for me as a teacher.

“The increase of the specific abilities of individuals, institutions and the whole education system results in more efficient learning on the part of each pupil and student. In other words, if the pupils are to learn well, and teachers to teach well, they all need suitable conditions to be able to do that.” (Vzdělávání, 2020[online])

2. TEXTBOOKS AND TEACHING VOCABULARY

There is a question that is raised in the SEP about any conception of the textbooks. It is known that there are varieties of SEPs with special requirements on textbooks. The textbooks must fulfil certain standards. In this chapter, I will present opinions of the linguists who describe functions, aspects and suitable textbooks related to vocabulary teaching.

When I started to teach, it was difficult to choose a suitable textbook and I used a lot of materials. The chapter 2.1. presents the basic function of the textbook. The following chapter sums up the aspects. The Chapter 2.3. shows the key elements for what is considered to be a good choice and 2.4. mentions some basic advantages and disadvantages of using textbooks associated with vocabulary teaching. The following chapter describes two textbooks Project and More! that I have been using in my lessons. There are some examples of vocabulary activities in both textbooks. For example, the activities developing vocabulary and integrating of CLIL. The last chapter shows how to work with dictionaries in the classroom. However, dictionaries are rapidly being replaced in the classroom by students who prefer to now use mobile phone translation applications.

Průcha speaks about the renaissance of textbooks. He defines the textbook as an educational construct, as a creation designed for specific purposes of education, where it acts as an element of a curricular project, as part of a set didactic resource and as a way in which to use school didactic texts. (Průcha, 1998, p.13). Knecht, Maňák include in this extensive group of resources exercise books, readers, dictionaries, proceedings, hymns, atlases, collections of tasks, books and other materials. (Knecht, Janík, 2008, p.272)

There are some teachers who prefer their own materials because they found the textbooks boring, unsuitable for their classes and students. Harmer states that these teachers consider the textbooks to be boring, suffocating, and unsuitable for students and teachers in their class. However, this solution is unthinkable for most educators because it is very demanding, both in terms of time and in terms of the creativity and inventiveness of the teacher. (Knecht, Janík, 2008, p.272)

2.1. Function of the textbook

The basic function of the textbook is the way how information is presented. The textbook is created according to curriculum documents and focused on approaches and aims of education. (Knecht, Janík, 2008) show three basic functions of textbooks:

- 1) Curriculum project
- 2) Didactic
- 3) Educational resource for learners

I use textbooks for 90 % of teaching because I concentrate on demanding forms of work organization in the classroom, I have not the time or energy to prepare the whole plans for lessons and that is why a textbook is a main, suitable resource. I prepare some interesting files to motivate learners.

Illustrations which fulfil the function of non-verbal information must be clear and understandable, appropriate and suitable for the learners' age. Not only is the design of textbooks important but also the content. Topics about everyday situations, current and actual life problems attract learners' motivation.

Textbooks should support required attitudes and values like gender stereotypes, stereotypes with minorities, refugees. However, what are the relevant aspects for textbooks? According to Maňák, the proper functions are pupils' motivation, presentation and transferring of information, leading pupils, differentiation of pupils' approach to learning, - supporting of pupils' self-evaluation and encouraging pupils to use learning strategies and to have desirable attitudes and values. (Maňák, 2007, p.13-14)

2.2. Aspects

All textbooks accepted for Czech schools are created in accordance with curriculum documents, primarily with Framework Educational Programme for Basic Education. FEP BE (FEP BE, 2007, p.33, [online]). The CEFR, developed by the Council of Europe, was designed to provide a transparent, coherent and comprehensive basis for the elaboration of language syllabuses and curriculum guidelines, the design of teaching and learning materials, and the assessment of foreign language proficiency. The CEFR describes foreign language proficiency at 6 levels: A1 and A2, B1 and B2, C1 and C2.

The reference framework has an impact on textbooks and other teaching materials. Currently, the content of the textbooks is based on the above mentioned six levels. The CEFR enables teachers to understand and determine the suitability of the textbook for their learners.

Learners can understand sentences and frequently and can use expressions related to the areas of experience most immediately relevant to them (very basic personal and family information, shopping, places of interest, employment, etc.). They can communicate in simple sentences, describing everyday tasks requiring no more than a plain and direct exchange of information on familiar and routine matters. Learners can describe in modest terms aspects of their past, environment and matters related to his/her immediate needs.

As for understanding reading, they read short simple texts and can find specific predictable information in simple ones, in advertisements, prospectuses, etc. They can understand short simple personal letters. Regarding writing, short simple notes and reports about their basic needs are taught. They can write a very simple personal letter, such as a thanking someone for something. (CEFR, 2001[online])

According to the content of textbooks, it must be factually right, and it is assumed that correctness of English textbooks is indubitable. The textbook must be well-structured and interesting with suitable illustrations. Learners should be motivated to work individually, in pairs or in groups. Didactic components are educational games, projects, exploratory mini projects, tests etc.

Teachers prefer textbooks completed with further information and documents giving a guidance to practise with a workbook, teacher's book, CD, or CD-Multi Rom. The textbook should allude to printed dictionaries, electronic information resources and internet websites. Currently, textbooks are commercially produced, and it seems quite difficult to influence the contents at the authors-editors level.

2.3.How to choose the right textbook?

The choice of the textbook depends primarily on the teacher's ability to decide what the most appropriate material for his or her students is. A generally known rule is that all students are individually different, and students create the class. That is why it so complicated to find one textbook for all learners in the class. In this respect, one textbook cannot be selected for all classes of the same year. The textbooks must consider and set certain criteria which they insist

on and guarantee the suitability of a textbook for a given class. When I started teaching and I had no experience with textbooks, I felt clueless and asked myself many questions. I can recommend Harmer's nine key elements for choosing a suitable textbook for any class. He recommends noting down the price, availability, the design and appearance, methodology, skills, syllabus, topics, stereotyping and a guide for teachers. (Harmer, 2000, p.119)

2.4. Advantages and disadvantages of using textbooks

As a teacher I must ask myself the following questions like what the textbooks provide according to vocabulary, why it should be used, etc. Harmer focuses on advantages in using textbooks in ESL classes. The textbook contains entertaining materials and progress in all aspects of the language with revisions and plans what to learn in step by step manner. Textbooks can be considered as systematic for teaching vocabulary and allow self-learning at home for pupils or students. (Harmer, 2000, p.120)

Graves (Graves, 2000, p.112) writes about disadvantages of teaching with textbooks. He mentions irrelevancy for certain group where it is, used and problems with old content in textbooks which is one of the discussed issues nowadays. What is updated today is outdated tomorrow. Textbooks must be re-edited regularly, and old editions are useless and thrown away. It is waste of textbooks. Teachers are often pressed to finish the textbook in unrealistic time and that is why they are forced to jump over some activities or cut them out completely in order to complete the syllabus.

2.5. Czech and foreign textbooks

Currently, there is a flood of textbooks for basic schools on the Czech market either from foreign publishers or from Czech publishers. According to the law and statements issued by the Ministry of Education, Youth and Sports of the Czech Republic, approval clauses (2009 č. j. 1 052/2009 - 20), it is necessary for the use of textbooks in teaching. The content of textbooks has to correspond with the educational objectives set out by the Education Act, the Framework Educational programme. (Schvalovací doložka, 2013, [online])

For the purpose of the thesis I have focused on two foreign textbooks: Project 1 and MORE!1. They are frequently used in our basic schools. Project textbooks have been used in the Czech Republic since the 1990s. It was one of the first textbooks I used as a learner. The

MORE! 1 textbook is becoming increasingly popular among pupils and teachers. I introduced the textbook MORE! 1 at eight-year grammar school in Přelouč in 2010 and I was very satisfied with the textbook. I recommended the textbook to my colleagues in adjacent schools and they have still used them.

2.6. The textbook PROJECT 1

Firstly, I would like to mention the following information to characterize the textbook written by Hutchinson. The Project1 textbook, fourth edition, has six units. These interrelated units support one another, respecting the principle of progress from the known to the unknown and from the simpler to the more complex. The vocabulary covers basic topics such as animals, food, weather, movies and households. Another basic and necessary part of the language is pronunciation. The textbook deals with intonation, rhythm, and strong and weak forms. As we know, in the framework of the FEP, it is necessary to integrate the language into other subjects. The authors of the textbooks are aware of this requirement. The topics cover the curriculum, which include activities related to culture, theatre, history, transport, and biology such as animals, etc. (Hutchinson, 2008, p. 2-3)

The Project textbook is a nice guide for learners. There are different ways in which to present new vocabulary to them. Pupils like illustrations and the pictures help stimulate the learner's imagination. A clear presentation under each picture is also helpful. Learners are given the opportunity to practise the pronunciation of all new vocabulary. All new lexical sets are followed by a practice exercise to familiarize students with the language and to provide consolidation. The new language which is presented at the beginning is practised and used in relation to the grammar.

Multi-skilled activities give students the opportunity to develop their understanding of English in varied contexts. Learners are also given the opportunity to act out (role play) reading texts themselves whenever possible.

Chosen topics such as culture life are found to be interesting and comprehensive. Pupils can learn about aspects of life in English-speaking countries. Motivational texts show "English in use" across a wide range of other subject area. The materials are also available on the DVD and on other resources. Learners can absorb some of the basic vocabulary needed for talking about other subjects by revising vocabulary learned in the unit.

Tasks are assigned in each unit and draw together the language topic of the unit. Students build up their knowledge and learn how to get the best out of the set tasks. Songs further develop listening skills and consolidate language. They offer an enjoyable way to round-off the unit. Pronunciation activities practise important aspects of English pronunciation. Popular rhyme and tongue twisters make pronunciation practice fun. Total physical response activities make pronunciation come alive as students respond physically to the sounds they hear.

Units have extra vocabulary practice that relates directly to the unit. Focusing on the language from the text will increase the students' vocabulary. It is fun to make vocabulary groups of four students with mixed ability. They get a vocabulary heading, for example food and they should write down as many words as they think of. The group with most words writes it on the board with the correct spelling. Then another group is asked to write additional words. The winning group loses a point for every word they did not have.

There are some vocabulary activities from the teacher's textbook (Project 1, 2014, Tviii) that I would recommend using for practising and developing learner's vocabulary.

Vocabulary Bingo

Pupils are asked to write down five new words they have learned recently in the unit. Then they are given definitions. The first pupil who has five of the given words' shouts "Bingo!" Then he/she says the words.

The ABC games

Pupils are asked to write down an English word starting with each letter of the alphabet. The person with the most correct words is the winner.

The Whisper circles

The class is split into three or four groups. Ideally each group should sit in a circle but if there are too many, they can be in a row. One pupil from the circle is asked to write down a word from a unit (secretly). This student must whisper the meaning to the next student. No repetition is allowed. The student who hears the definition must pass on what they heard to the next student and so on until the last person in the group is reached. This person must then say what the word is. If it is correct the group gets one point. Then they repeat this exercise with every student. The group with the most points is the winner. The pupils learn to choose their definitions carefully and pronounce words as well as they can.

While Covid 19 teaching in quarantine I had to find solutions for pupils, but also their parents in order to provide them the most effective way for pupils to learn online at home. Project fourth edition was displayed online and for example, I sent the link to my students with vocabulary from Unit 6 and exercise 2 with the topic clothes. (Project 1 Fourth Edition, 2020, [online]). They could click on the link and work with it and practice it. Listening was always inseparable part of practising. For pupils it was a pleasant change and enjoyable way how to practise vocabulary via textbook online exercises. However, I would appreciate the system more if the whole Project 1 online, as it was presented by Nová Škola s.r.o. Their books were all online with many interactive exercises which were integrated straight into pages. (Nová Škola, 2020, [online]).

2.7. The textbook MORE! 1

Another textbook which has been used by my students is the second edition MORE! 1. It is a four-level English course from highly respected authors that inspire young teenagers to learn. As it is said in the introduction, this new edition is bursting with added features and an even more user-friendly design to capture young teenagers' imagination and help improve their learning. The course encourages reading for pleasure with new adventure photo stories and engaging texts. Both CLIL sections, now an integral part of each lesson, and mini projects inspire teenagers' natural curiosity. In addition to dedicated grammar, vocabulary and the skills sections, the textbook also helps improve students' exam results with new exam skills sections and learning tips in the Workbook. Each level of the textbook offers 80 to 90 hours of teaching material and a rich choice of digital components for the teacher and students. Cyber Homework and web resources provide homework and language practice that is enjoyable for students, while the Presentation Plus DVD-ROM, Test builder CD-ROM and DVD provide additional support with teaching and monitoring of the students' progress. (More! 1, 2014, introduction)

Cross-curricular learning (CLIL) in subjects such as Math, Geography, Music, Science and ICT is an inseparable part of the textbook.

The Teacher's resource Pack which contains entry tests, tests for each unit, term tests and an end of year test. Unit tests are single page tests with grammar, vocabulary, functions and listening material from each unit. Vocabulary is tested in two or three different ways with tests for spelling, identifying lexis and using new words in the correct context. (Puchta and Stranks, 2014, p.4)

Vocabulary practice in MORE! 1

While teaching students online due to the Covid 19 teaching quarantine restrictions I realised that cyber homework and online resources are very helpful for pupils who are required to study at home. It was only necessary for me to the link and they found it enjoyable. I only sent the link <http://www.newmore-online.com/more1/menu.html> which they found easy to use and also found it to be enjoyable. They practised reading and listening comprehension as well as grammar and vocabulary. After finishing each exercise, they received immediate feedback in the form of an evaluation. They pressed a check button and received the resulting score: correct and incorrect. When I spoke to them, they were motivated to do their homework and they could see immediate results. I use the online resources MORE!1 with some of my private students and sometimes to complete teaching online. However, the MORE!1 textbook is not either available online as I mentioned before in connection with the Project 1.

2.8. Teaching dictionary skills

Dictionaries are very important material for students, and they are cited in FEP BE to be an important material in vocabulary learning. (RVP ZV, 2013, p.28, [online]). Students frequently need to research language on their own if they are studying autonomously, when correcting homework and when they need to find a new word for a project or as part of an assignment. They have to search for the meanings of word in reading and listening texts.

Teachers should show students how important helps the dictionaries are in the acquisition of English. Students who are interested in the language usually purchase bilingual dictionaries or electronic translators because they frequently hope that they will find an instantly usable translation of the word in their mother tongue. This attitude might be tolerated at the early stages. For beginners the idea of a one-to-one correspondence between words in two languages seems to be attractive: the easiest and the best. Many bilingual dictionaries fail to give sufficient information about grammatical context, dissimilarities and connotation. As an example: A word in L1 might have six or seven equivalencies in the L2; these equivalencies are just offered as a list of words and provide no information about which one to use and when. If a student uses a bilingual dictionary his results should be compared with a monolingual dictionary.

Advanced learners prefer Monolingual dictionaries. The dictionaries are in the book form or on CDs or they are available on the internet. Their definitions are written in a language

which is simplified, avoiding the possibility that the definition is more difficult to understand than the word itself. Monolingual dictionaries contain definition, different meaning meanings that the word has, a pronunciation guide, what other words it collocates with and when it can be used. The dictionary also offers example sentences so that a student gets a very good idea how they can use this word. Around the intermediate level, students should definitely start to work with it. In reference dictionaries, a student looks up a word to see what meanings it has, how it is used, and the way it is spelled and pronounced. (Longman Dictionary of Contemporary English, 2009).

Such dictionaries might also contain the difference between British and American usage, similar words (and differences among them), frequency in different media (whether the word occurs in written or spoken form, its level of formality, connotations. This is very important for further studying vocabulary and vocabulary enrichment. There is no information or specifications about British or American English in FEP BE. Nevertheless, a lot of textbooks which are used in basic schools are published in Oxford or Cambridge and they use what is referred to as the “language of the Queen”.

I use British English in my lessons and the textbooks are also based on British English. However, I also explain the difference between both forms of the English language using examples especially when I teach the culture themes. Even the 9-year-old pupils start by learning the basic information about the UK, the USA, Canada, New Zealand and Australia. The Longman Dictionary shows the difference.

My teaching online during Covid 19 quarantine made me realise that Longman Dictionary of Contemporary English is a great tool for my students. I shared it and it was used to revise vocabulary, its meanings, collocations, pronunciation and spelling.

To conclude this chapter, I must admit that it was crucial for me to choose a convenient textbook with available, interesting, colourful, catchy topics, various types of exercises and good quality supplements and appendices (vocabulary lists, a grammar summary, CD, charts, and visual aids). It is almost impossible to find a textbook which would be acceptable for each and every pupil in the classroom. I have been working with the textbooks More! Project, English File, Face to Face and Maturita Solutions. I chose the textbooks More!1 and Project1 because they are determined for basic schools and I added my own experience while teaching pupils in quarantine. Definitely, textbooks are a necessary part of my teaching practice and it must be stressed that their online versions provide considerable assistance while teaching for the teachers and learning for the pupils under quarantine conditions. There should be always

some time dedicated to teaching dictionary skills. It is necessary to show students that using a dictionary on daily basis is highly beneficial. The dictionary skills are useful when we need a student to recognise a metaphorical meaning or identify typical phrases the word occurs in. Dictionary skills mean to be able to read, understand and use pieces of information that is given there. So, such information in the dictionary should be explained to students. Finally, it should be noted that dictionaries are rapidly being replaced in the classroom by students who prefer to now use mobile phone translation applications.

3. MOTIVATION AND MULTIPLE INTELLIGENCES AS A DECISIVE FACTOR IN TEACHING VOCABULARY

When I reflect upon the techniques of teaching vocabulary, I realised that motivation plays an important role in learning. If pupils are not motivated, or, I could say driven by something either by the methods, strategy, or perhaps even their own talent, they would not move forward in their acquisition of English. That is why I concentrated on Gardner's Theory of Multiple Intelligences. I thought that if I found the connections between the type of pupils' intelligences and the methods or techniques of teaching vocabulary, it would be phenomenal. In the previous two chapters I realised that the FEP BE also places emphasis on teaching pupils with special needs or exceptional children. I think that it was simply a question of different terminology and those children could be categorised according to their intelligences for all subjects, and not only for languages. Chapter two was engaged in textbooks and as it was stated, it is necessary to find the textbook which would motivate pupils, make them happy and get them to pay attention. It would be great to have textbooks prepared for example for pupils with musical intelligence.

Currently, pupils are categorized into classes according to their names, or to be more precise, according to the first letter in the surname. If they were divided according to the Gardner's theory, they would be separated into classes with schoolmates who are talented or interested in a similar subject or problem. They would be able to discuss the issues which are close to their hearts and it could result in them raising their levels of enthusiasm and happiness in learning. I feel that it could be the right motivation or at least start-up of the pupils' passion and eagerness for learning. It would be easier for teachers to find the methods or strategies to teach English because every intelligence differs, and pupils with a certain intelligence have different approaches to learning. This chapter is devoted to motivation connected with learning vocabulary from the point of view of the intelligences.

The word motivation expresses certain eagerness and willingness and a reason why to do so, longing and wish. Gardner states that: "... motivation involves four aspects, a goal, effortful behaviour, a desire to attain the goal and favourable attitudes toward the activity in question.... the goal is a stimulus which gives rise to motivation..." (Gardner 1985, p. 50).

Motivation is the desired goal which is activated by elementary sources. Deckers distinguishes internal that can be either biological (e.g. hunger) or psychological (e.g. interest), and also external sources such as incentives and goals. Deckers explains that incentives and

goals pull an individual toward a specific result and internal motivations push an individual into action (Deckers, 2010, p. 1).

Motivation is divided between internal and external motivation. (Průcha, Walterová, Mareš, 2008, p.127). Internal motivation is based on the pupil's interest in the theme, and activities that make sense and are suitable and acceptable for them. Pupils should feel comfortable and relaxed in learning. External motivation is based on bonuses, and rewards. Getting marks is kind of external bonus and our education system is based on that. Marks express a range of success in learning. However, that is not the point of my interest, it would be another topic for a thesis.

When I teach English, I concentrate on pupils' gestures and their reactions to my tasks. I need them to be curious, but they must feel that they are able to do it. I think the best method is by teaching through games, drama playing or by listening to music and watching films. They are motivated by their success. It means that when they play games for example, they are engaged in practicing vocabulary within a programme and then they win. The victory gives them the reason to continue and be better. Other pupils love dialogues, role playing or drama playing, and those activities are great examples of getting pupils involved in learning. Their bonus is their performance where they are awarded applause. However, not all pupils are motivated in this way. Others hate acting and showing themselves in public, even in the classroom. There can be awkward moments of silence because they are shy, or they simply do not like it. Their interest may lie elsewhere, for example in counting. However, teaching via games is very useful and gets pupils involved in the curriculum.

Pupils can have different feelings about the subject because of the teacher who was teaching them previously. The teacher and that teacher's method may now be completely different. However, pupils are also influenced by their family backgrounds and finally, by class ambience. Those influences might change pupils' motivation. There are certain methods or strategies that a teacher might use and can be completely discouraging. I am persuaded that it would not happen if the teacher knows exactly what intelligence the pupil is at and how to work with him or her.

It is seemingly impossible for a learner to fulfil their language goals without adequate motivation. *Motivation is one of the most important factors in learning. We want children to enjoy learning. Enjoying means being motivated. It is important to find out what they like, enjoy doing and to know their desires, passions, and skills. I always search for their talent because if they are good at something, they like it and they want to be better. During my studies at*

university, and after a long- lasting period of teaching, I have found the theory that confirmed my approaches and strategies in teaching. The name of the theory is Gardner's Multiple Intelligence Theory. (MI)

This theory is based on the idea that every learner is intelligent in some way. Howard Gardner's theory of multiple intelligences was described and presented in his book *Frames of Mind*. I read the book in Czech and it is called "Dimenze myšlení." (Gardner, 2018).

On the basis of ethnological, psychological and other research, Howard Gardner, who founded the theory, established certain types of intelligences. He wanted to show that it is possible to adapt teaching to individual needs and the requirements of pupils. For understanding how to teach children in an effective way, teachers should realise at which level of intelligence their learners are. In the beginning Gardner recommended seven intelligences then he added natural intelligence and existential to his theory. Every intelligence works autonomously of the others. The basic seven intelligences are abridged in Figure 2. In my practical part, I will work with seven intelligences also in my questionnaires.

Students have distinctive qualities. For example, a few students prefer visual aids over aural aids. These are stated here:

1. Verbal/linguistic – the ability to use language effectively and creatively.
2. Logical/mathematical – the ability to use numbers effectively to see abstract patterns, and to reason well.
3. Musical/rhythmic – an ability to recognize total patterns and sensitivity to rhythm, pitch, melody.
4. Visual/spatial – the ability to orient oneself in the environment, to create mental images, and a sensitivity to shape, size, colour.
5. Bodily/kinaesthetic – the ability to use one's body to express oneself and to solve problems.
6. Intrapersonal – the ability to understand oneself and to practise self-discipline.
7. Interpersonal – the ability to understand another person's moods, feelings motivations, and intentions.



Figure 2: Gardner's MI 1

3.1. Characteristics of each group from the point of view of teaching vocabulary.

I will characterise each group from the point of view of teaching methods that should be effective for those pupils within that group. I will start with Verbal/Linguistic intelligence. Gardner specifies that these types of people are strong in using words well, both in written and spoken form. These individuals are able to study languages and the languages become necessary and ubiquitous parts of their lives. They are very good at writing stories, memorizing information, and reading. People with linguistic-verbal intelligence remember written and spoken information and enjoy reading and writing. They work in some fields where they can debate or give speeches. They like explaining things and use humour when narrating.

Baum et al. (2005) places emphasis on following strategies for the development of pupils with verbal/linguistic intelligence. These include texts, language games, manuals, novels and newspapers. In addition, theatre playing, speaking, making dialogues, are all activities that are perfect for the Verbal/linguistic intelligence.

Logical-Mathematical Intelligence

Gardner defines Logical-Mathematical Intelligence as the ability to analyse problems logically and solve mathematical operations and conduct scientifically research. People whose strength lies in Logical-Mathematical Intelligence are good at reasoning, and recognizing patterns, and they can use numbers very effectively. They become mathematicians, and accountants and they

can argue very well. These individuals tend to think conceptually about numbers, relationships, and patterns. (Gardner's Theory of MI, 2017, [online])

According to Baum et al. (2005) the following are suitable strategies for Logical-Mathematical Intelligence. These include graphs, charts, diagrams, timelines, inventions, computer programmes, business plans and logical crosswords, riddles, brain teasers and puzzles.

Musical Intelligence

People who have strong musical intelligence are good at thinking in patterns, rhythms, and sounds. They have a strong appreciation for music and are often good at musical composition and performance (Gardner's Theory of MI, 2017, [online])

According to these strategies everything that can be based on music is motivating for pupils. People with musical intelligence love singing and playing musical instruments and they remember songs and melodies. It would be great to teach them new vocabulary based on songs and musicals. When practising dialogues, pupils can record them. Rhyming is great way of learning new vocabulary.

Visual-Spatial Intelligence

People whose strength lies in Visual-Spatial Intelligence are good at visualizing things. These individuals are often good with directions as well as maps, charts, videos, and pictures. People with Visual-Spatial Intelligence read and write for enjoyment. They are good at putting puzzles together. They love interpreting pictures, graphs, and charts and they are good at it. Drawing, painting, and the visual arts leads them to be architects, artists and as another example engineers. (Gardner's Theory of MI, 2017, [online]).

According to Baum et al. (2005), suitable strategies for people with the Visual-Spatial Intelligence are graphs, pictures, designs, diagrams, films, maps, models and inventions.

Bodily-Kinaesthetic Intelligence

Those who have high bodily-kinaesthetic intelligence are said to be good at body movement, performing actions, and physical control. People who are strong in this area tend to have excellent hand-eye coordination and dexterity. People with bodily-kinaesthetic intelligence are skilled at dancing and sports, enjoy creating things with his or her hands, have excellent

physical coordination and are able to remember by doing, rather than hearing or seeing. (Gardner's Theory of MI, 2017, [online]).

Gardner describes the Bodily-Kinaesthetic Intelligence as the skills of individuals to use the body or parts of the body in order to solve a problem or create something. This intelligence is important for dancers, actors, athletes, surgeons, craftsmen and mechanics. (Gardner, 1999)

According to Baum et al. (2005), there are several following methods that support this group which includes acting, miming, dancing activities, painting, games requiring movement.

Personal intelligence

Gardner divides personal intelligence into two intelligences. Intrapersonal and interpersonal. Individuals whose strength lies in intrapersonal intelligence are good at being aware of their own emotional states, feelings, and motivations. They tend to enjoy self-reflection and analysis, including daydreaming, exploring relationships with others, and assessing their personal strengths. People with intrapersonal intelligence are philosophers, writers, theorists and scientists. (Gardner's Theory of MI, 2017, [online]).

Baum et al. (2005) recommend the strategies based on poems, self-reflection, diaries, plans, and autobiographies.

The other personal intelligence is interpersonal intelligence. While intrapersonal intelligence pupils concentrate on themselves, the interpersonal intelligence individuals effectively cooperate with others and try to understand them.

Those who have strong interpersonal intelligence are good at understanding and interacting with other people. These individuals are skilled at assessing the emotions, motivations, desires, and intentions of those around them. (Gardner's Theory of MI, 2017, [online]).

Methods which place emphasis on the intelligence are generally anything related to organizing. They like to research and prepare projects. Their role is always leading.

I presented seven intelligences because Gardner originally stated them and then he added other two. My practical part is based on the questionnaire based on those seven intelligences.

Language teachers today have to be aware that pupils have different strength and even learning potentials but with MI Theory we can teach effectively in different ways. It is a good

idea to give a student MI test to see which intelligence he is. Then the teacher can create an ambience for each pupil by choosing the method. (Armstrong, 2009, p.51).

The MI classroom is designed to support the development of the ‘whole person’ and the environment and its activities are intended to enable students to become more well-rounded individuals and more successful learners in general. Some linguistic activities are as follows: student speeches, storytelling, debates, journal keeping, small and large group discussions, worksheets, word games, listening to cassettes or talking books, etc. The literature on MI provides a rich source of classroom ideas and can help teachers think about instruction in their classes in unique ways. (Richards and Rogers, 2014, p.237)

Pupils want to do as they like. It gives them a chance to be imaginative as much as possible. According to their wishes and interests. The ability to be creative and to gain as much as possible is directly proportional to their talent. They are motivated because they do what they like. They are good at it and they can influence the learning only in the way which is very natural to them. Teachers do not force them to learn because learners found the acceptable, suitable and likeable way themselves. If we know the type of intelligence; we can choose not only the textbooks and teaching materials but also the methods and approaches for learners.

It is interesting that teachers can support the strengths of the pupils by choosing the right method for those pupils. For example, the Total Physical Response places emphasis on language learning through physical action using Bodily –Kinaesthetic intelligence while the Communicative approach is important for the Interpersonal Intelligence student. It is not important to rely on speaking or when teaching vocabulary, but pupils should use their senses via movement, colours, and sounds and take advantage of the space available in the classroom or enjoy the open spaces of parks or forest. Playing during teaching is great way how to deepen relationship among pupils and MI interconnect pupils that does not divide them. It helps bring unity to the class.

Whenever we had group work, the pupils were left to choose with whom they wanted to be with in a particular group. It allowed them to create a group with their schoolmates who were of the same intelligence. I must admit that after my own teaching experience, I am able to recognise the intelligences after a certain length of time while teaching in the classroom. A group of similar pupils usually cooperate with one another. However, if there is someone who has a different intelligence than the rest of the group, then those individuals do not usually cooperate and will only sit and watch. This is the perfect time to ask them if they want to remain where they are or want to be with another group. It is the teacher’s responsibility to arrange

appropriate teaching ambiance for pupils but sometimes it is better to let pupils decide on their own.

To conclude this chapter, there is a fascinating idea about interconnection between teaching, motivation and the Gardner's Theory of Multiple Intelligences. Pupils whose Verbal/Linguistic intelligence is the weakest can get opportunity to use other means of communication in order to understand the English as a foreign language, and to feel comfortable and motivated. Effective method of vocabulary teaching is to find out the pupil's intelligence. Good teachers systematically add activities for other intelligences than Verbal/Linguistic in order to get the attention of all pupils and make them feel passionate. Thanks to knowledge of the Gardner's Multiple Intelligence Theory, pupils can take advantage of their strength but also develop their weakness. Then they can be made to feel that learning is meaningful for them.

4. HOW TO TEACH VOCABULARY

This chapter completes information about entertaining ways and effective techniques to teaching vocabulary in basic schools. A brief summary of active and passive vocabulary will be presented at the beginning of the chapter. I will discuss gradation sources that teachers could find useful as well as the vocabulary size and CEFR levels in English required at basic schools in the Czech Republic. The thesis was written while the Czech Republic was in quarantine because of the virus Covid 19 pandemic and that is why teaching online became a necessary part of all teaching experience. My own online teaching experience based especially on the use of the WocaBee programme for teaching vocabulary will be discussed further on the chapter 4.9.

4.1. What does knowing a word mean?

“Knowing” a word is complex. There are different levels of knowledge about a word from knowing what a word means in a single, everyday context to understanding the different meanings of a word including how it is used in quite specialised contexts and how it is used in connection with other words. It is vital to get across the meaning of the item clearly and to ensure that your students have understood correctly with checking questions.

The students need to know whether the word is a verb / a noun / an adjective etc. to be able to use it effectively. Problems can appear with pronunciation. This can be particularly problematic for learners of English because there is often no clear relation between how a word is written and how it is pronounced. It is very important to use the phonemic script, highlight the word stress and drill them.

For example, man-men / information (uncountable) and if the word is followed by a preposition (e.g. depend on). Bachelor is a neutral/positive word whereas spinster conjures a more negative image. The situations when the words are not used. Is it formal/neutral/informal?

Collocation is one way in which words occur together. Richards writes about collocations that we say: describe things 'in detail' not 'in big detail'... and to ask a question...you 'raise your hand' you don't 'lift your hand'. It is important to highlight this to students to prevent mistakes in usage later. Collocation refers to words that are found together in language (make/bake/eat a cake). The words that go together, it has a lot to do with teaching in context. The words should not be thought of in isolation. If we are choosing collocations that we are going to teach during lessons, we always keep their frequency, level, topic (relevance) in mind.

It is important to teach collocations during lessons; students can speak and write in a more natural way then, and they have a wider range of vocabulary. At the elementary level, it is better to teach them in chunks. e. g. *we have a meal* rather than *take a meal*). (RICHARDS, 2015, p.300).

What the affixes (the prefixes and suffixes) may indicate about the meaning. If we look at the word *substandard* when it is dissected, we can see some signs. In this word *sub* means under. This is particularly useful at a higher level.

As I mentioned in the chapter about textbooks and dictionaries, we can find collocations and pronunciation in textbooks. Dictionaries show a metaphorical meaning or identify typical phrases the word occurs in. The next chapter will describe the factors of teaching vocabulary.

4.2. The factors of teaching vocabulary

Your students are the best source of evidence that you are providing the amount of vocabulary input correctly. Not all students have the same ability to learn vocabulary. Time, repetition opportunities and learning habits play an unforgettable role in teaching vocabulary.

The number of words you can teach will also depend on how many chances you can find in your lesson to repeat them. If you have enough time, resources or activities in your repertoire for you to repeat each word you set out to teach a minimum of 5 to 8 times through deep processing tasks within the lesson.

A native English-speaking person knows between 10,000 (uneducated) to 20,000 (educated) word families. A person needs to know 8,000-9,000-word families to enjoy reading a book. Studying heritage language learners reveal that a person with a vocabulary size of 2,500 passive word-families and 2,000 active word-families can speak a language fluently. The English vocabulary contains about 800,000 words (total with inflections, words typical for regions, group of people, slang). (Nation, 1990, p.11)

To learn a second language is not only necessary but it enriches our brain. Charlemagne said: “To have another language is to possess another soul.” Language creates reality. (Charlemagne, [online]).

Gogoi (Gogoi, 2015, [online]) in the article about active and passive vocabulary explains the difference between them. Active vocabulary consists of those words which are used accurately and confidently. For example, in speech, fluency and ability to reproduce

correct sounds, pronunciation, intonation, rhythm etc. All have their part to play. On the other side, the Passive vocabulary consists of those words, the meaning of which can be understood when they appear in speech or the written word of others but which we cannot use in our speech or writing because we are not fully conversant with them. With passive vocabulary, the person does not know the precise meaning of a word and he does not make any use of those words in communication. Sometimes he can understand the meaning of that word only to a certain extent depending on the context. Passive vocabulary refers to the receptive side of language. A good communicator tries to turn passive vocabulary into active vocabulary. Words from passive vocabulary shift to active vocabulary after some years. There is no hard and fast rule of acquiring active vocabulary. The only requirement is the student's enthusiasm and effort with some proper directions (intentional usage, recognition in reading and listening, exposure). (Gogoi, 2015, [online]).

This raises the question about required number of words that are necessary for basic school pupils to learn. According to FEP BE, pupils should finish the basic school with maximum A2 level obtained. The vocabulary size and CEFR levels in English are based on the *Vocabulary size and the common European framework of reference for languages*. Written by James Milton, and Thomaï Alexiou, in 2009 it states the following: for students at the level A1 <1500 and for students at the level A2 1500–2500. They checked the vocabulary of students that passed Cambridge exams at different levels, so their results are empirical. (Milton and Alexiou, 2009, p.200, [online]).

Two competing publishers, Pearson and Cambridge, provide vocabulary lists marked for each individual level: Pearson presents pages for teachers who want to save time and improve the quality and relevance of the English classes. These teachers use The GSE Teacher Toolkit. It makes it quick and easy to find learning objectives, grammar, and vocabulary and course book recommendations all mapped out to the GSE and CEFR formula. (GSE toolkit, 2020 [online]). Cambridge University Press offers The English Vocabulary Profile. It gives reliable information about which words (and importantly, which meanings of those words) and phrases are known and used by learners at each level of the CEFR. The English Vocabulary Profile is making the A1-C2 English Vocabulary Profile available free of charge to teachers and educationalists around the world. (The CEFR for English: English Profile, 2015, [online]).

Another resource of gradation is called the Extensive reading foundation. The ERF announced that many publishers had generously allowed their materials to be shared online, free of charge, during this time of crisis. Graded Readers are books of various genres that are

specially created for learners of foreign languages. They may be simplified versions of existing works, original stories or books that are factual in nature. They are ‘graded’ in the sense that the syntax and lexis are controlled in order to make the content accessible to learners of the language. Publishers normally issue reader series with 4-6 different reading levels to suit a range of skill levels and allow progress over time. The ERF comprises a valid, ‘authentic’ type of literature aimed at a specific readership. (Graded Readers, 2020, [online]).

Language competences are not indicated by the amount of acquired curriculum, but by the pupil's final ability to communicate in a foreign language at a given language level (A1 – A2 in basic schools). In addition to textbooks, which are marked with the language level directly on the cover or inside the methodological textbook for teachers, the European Language Portfolio is a very useful and illustrative tool for teaching foreign languages. As I mentioned in the first chapter, I think it very useful material for individuals because there are the outputs for individual language competences. Pupils and teachers can see what improvements from the very beginning of the studying programme. In addition, teachers can use the portfolio to guide students to self-assessment and to monitor their partial progress.

4.3. How to teach vocabulary in entertaining ways?

As stated in the previous chapters, it is important to engage pupils who are having the lesson and make them feel comfortable in learning, regardless of the topic being taught. I think about the Gardner’s theory of MI, all intelligences showed a particular interest in playing. It seems that all pupils like playing, which is a perfectly natural thing to do. At this point, I will introduce the Fun Cards.

"Do not...keep children at their studies by compulsion but by play." This motto was said by a Greek philosopher Plato who lived in 427–347 BC. This motto is used in my favourite company Creativo which was founded to meet the expectations of many teachers and parents. They create engaging and highly favoured games for learning English. Fun Card English materials are designed by Paweł Dwornik and published by Creativo. They consist of English Idioms, Fun cards English word formation and many others. The set consists of 100 idioms with pictures and clear, easy to understand definitions. Additionally, there are 100 questions that are perfect to make your students talk and use the idioms in context. Idioms are phrases and meaning cannot be derived from the usual meaning of the words. For example, the idiom “it is

raining cats and dogs.” With this set students not only learn the idioms but also learn how to use them. (Creativo, 2013 [online])



Figure 3: Fun cards 1

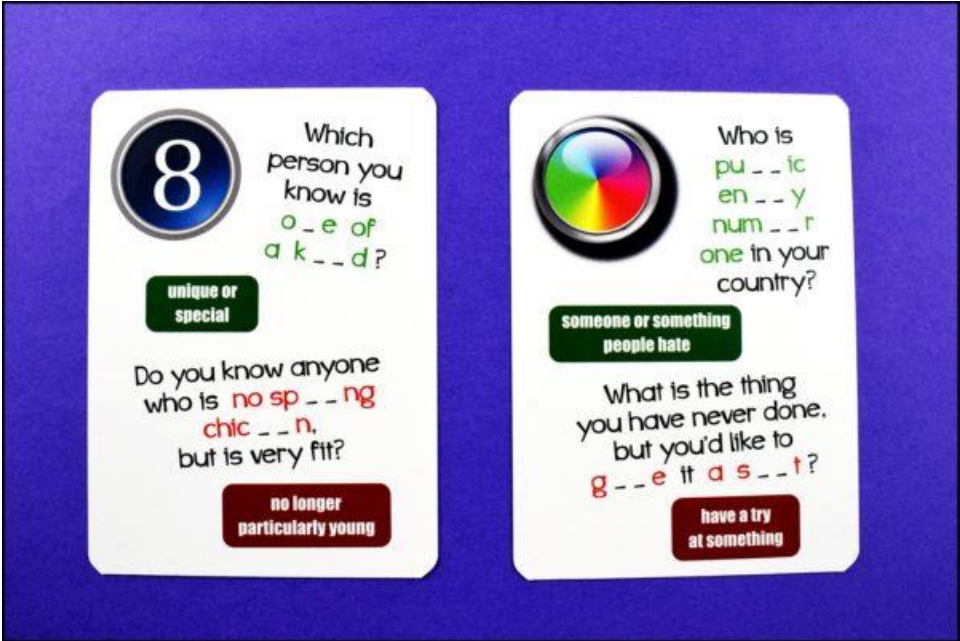


Figure 4: Examples of cards 1

There is also the possibility to download worksheets of games. They are great for revision. They can also be used as homework or testing materials. This is the example of worksheets. Figure 5 shows worksheets that can be used for many topics. They can be cut up and divided, and pupils can get only one piece of the worksheet. For example, the first one on

the page is focused on words related to a restaurant and the words for hotel rooms. Other topics are places where people do sports and different types of sport. Other topics are planets and space, natural disasters and landscape, clothes and electronic devices, negative feelings and positive feelings, family members and many others.

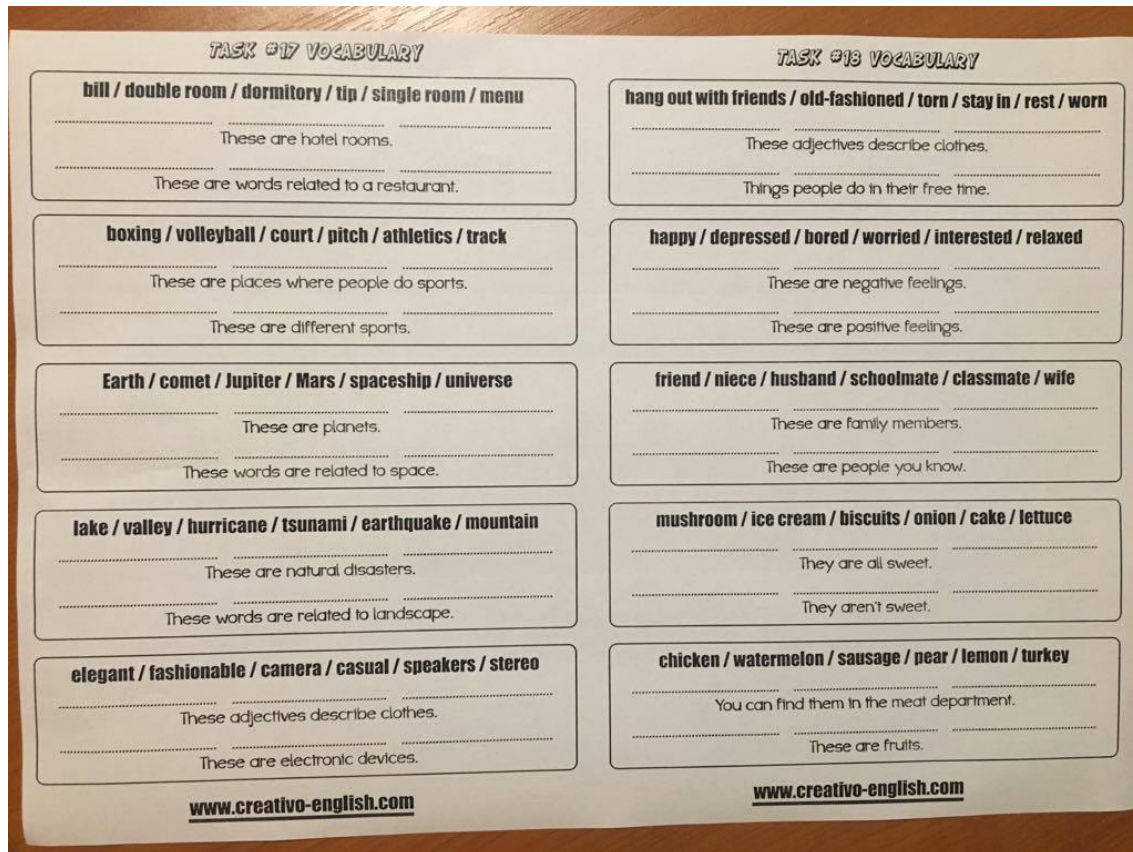


Figure 5: Vocabulary worksheets 1

There are other worksheets with a possibility to download them.

- Fun Card English Game Instruction
- XXL Fun Card English 1 worksheets (16 crosswords)
- XXL Fun Card English 2 worksheets (16 crosswords)
- XXL Fun Card English 3 worksheets (320 picture puzzles)
- XXL Fun Card English 4 worksheets (320 questions)
- XXL Fun Card English 6 worksheets (640 conversation questions)
- XXL My First Exam Grammar Worksheets

- XXL My First Exam Vocabulary Worksheets
- XXL My First Exam Situations Worksheets

I have been using the cards during lessons and learners like them. Worksheets are quite useful for revising or testing. The language would not be acquired without paying attention and memory usage. Regularly using the cards keeps vocabulary "fresh".

4.4. Audio-visual aids and showing pictures

Visual aids are great especially for pupils with a Spatial Intelligence. Audio aids are helpful for Musical Intelligence and Logical- Mathematical Intelligence. It is also important when the teacher who wants to draw or paint, can draw or paint.

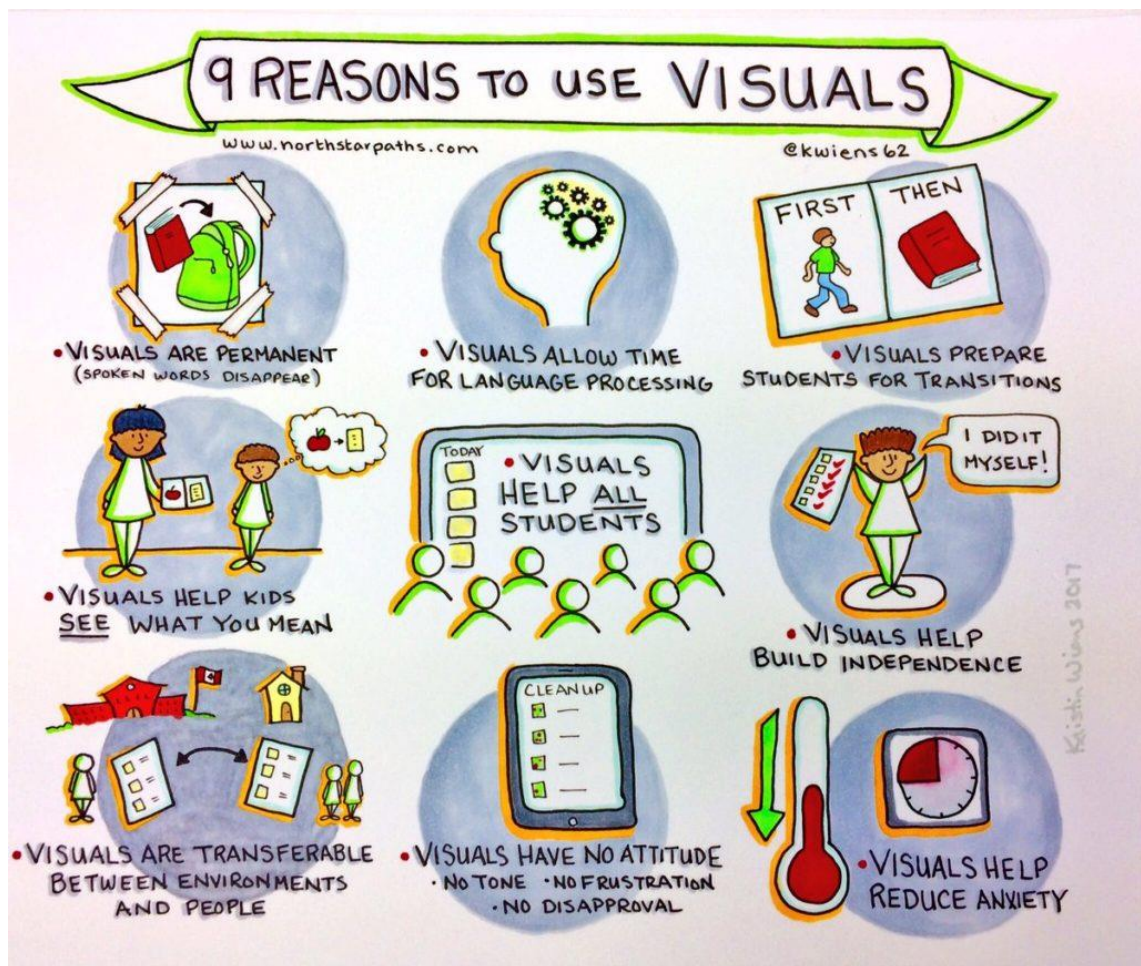


Figure 6: Using visual aids 1

My students like visual aids because they help them to reduce uneasiness. They usually help all students and they have no tone. If you want to say something which frustrates you, the visual aids can be a great support.

Visualisation can bring to the classroom activities that are more vivid and make them more memorable. It combines left and right brain functions (language and imagination) and can help students to develop their ability to create different sensory images. It helps with calming learners when they are disturbed or are energetic during a lesson. It brings variety into teaching. It helps learners to relax making them more receptive (Gogoi, 2015, [online]).

My pupils know that when I show my hand during teaching and, for example, bend my little finger, it is to remind them that they have the possibility of working with a dictionary. We also often close our eyes and imagine the word written or in context. I also let them talk about it to support them. These activities love pupils with Bodily – Kinaesthetic Intelligence.

Pictures can be used to clarify for example adjectives and prepositions. Pictures can be funny, and pupils enjoy learning with them.

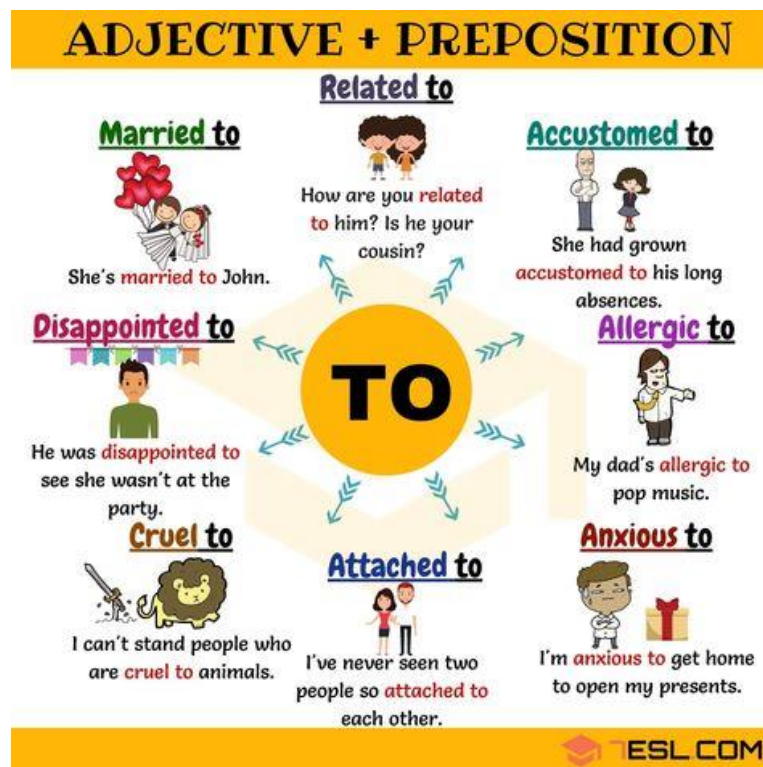


Figure 7: Adjective and preposition 1

4.5. Showing real objects and other techniques

The objects which the teacher can easily bring to the classroom should be shown to the students. For example, stick, stone, maps, clock. To teach some words, the teacher should perform the action like walking, writing, laughing, etc. in the class. Other ways to use visual aids in teaching are to use:

- Scales (a description of an essay: excellent, very good satisfactory, weak)
- Items related by topic (types of fruit, articles of clothing)
- Items which are similar in meaning (pretty, lovely, attractive...)
- Items which form “pairs” (synonyms, opposites...)
- Items grouped within “word families” (biology, biologist, biological), derivatives (pleasant, unpleasant)
- Items grouped by a grammatical similarity (adverbs of frequency, prepositions, irregular plurals)
- Items grouped by style: neutral (cigarette), colloquial (ciggy), American and British English (petrol, gasoline) (Gogoi,2015, [online])

Showing real objects is the perfect approach for all intelligences, and largely depends on the way in which those objects are presented by the teacher to the pupils. In my own teaching experience, I had several different approaches to doing this, depending on the type of intelligence shown by the students. Verbal - Linguistic Intelligence pupils learn best by repeating vocabulary after me and then they write it in their diaries or on cards. Logical - Mathematical Intelligence pupils learn best by categorizing the subjects and they love analysing them. Spatial Intelligence pupils love to draw the subjects in their diaries and design their own by visualizing them. Musical Intelligence pupils make up rhythms which represent the objects, or they compose simple songs with the new words. Bodily-Kinaesthetic Intelligence pupils touch and move the objects and they show by dancing or moving the objects named, thus procuring knowledge through bodily positions. Interpersonal Intelligence like organizing everything and I often cooperate with them while showing them the real objects they in turn assist me. They are in some ways an extension of myself in how they help me. Intrapersonal Intelligence pupils love having their own space and I leave them to work alone and decide for themselves how to realise what is the best way for them to learn.

Mental lexicon is a mental dictionary that contains information regarding a word's meaning, pronunciation, and syntactic characteristics. (Mental lexicon, 2001, [online]).

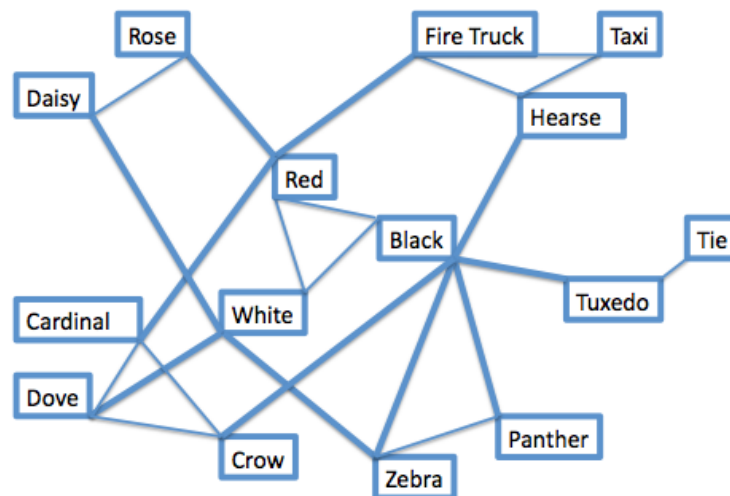


Figure 8: Mental lexicon 1

4.6. Teaching vocabulary in context

Context relates to the words that come just before and after a word, phrase or statement and help to understand its meaning. Vocabulary is easier to learn in context rather than each word separately without any context. However, it is the way in which the teacher associates the context with the new vocabulary that is important in order to gain a more meaningful and more complex cognitive process, which in turn leads to memorizing the information provided. Gardner's theory of Multiple Intelligences describes how pupils with different intelligence prefer different context.

For Verbal-Linguistic Intelligence pupils context relates to stories which are either written, or audio versions or spoken. Logical-Mathematical Intelligence prefer context with numbers and patterns logically explained. Spatial Intelligence pupils need the context shown in films or charts, or maps and colours which assist them to understand differ the context. The Musical Intelligence pupils can listen to music and find the context in lyrics. For Bodily-Kinaesthetic Intelligence pupils the perfect approach is mapping in context and interacting with movement. It can also be some activity which can then be associated with the vocabulary. Interpersonal Intelligence pupils like to imagine the situation or context related to them. Pupils with Intrapersonal Intelligence prefer their own forms of reflection and they are usually shy to talk about what they have discerned, but it does not mean they do not make their own

associations. After experiencing the meaning of the word means in its many contexts, students can get a complete understanding of its meaning. In conclusion, only if students are motivated in relation to the context when learning new words, will they be able to gradually develop their language competencies.

To conclude teaching in context, it is important to associate a new word with a word that is already known to the students and in such a way that is meaningful for them with regards to their intelligences. Pupils have channels of intake, their senses, using sight (visual aids, pictures, miming...) taste, and smell, hearing and touch...During my reading project I used a variety of associations to teach vocabulary. This will be described in chapter 6. Another important step when teaching vocabulary in context is to recommend using the words actively and the teacher should introduce and use new English words during lessons. For example, if they have already been taught the instructions such as “Read!” or “Write! etc., they should be used regularly by the teacher and spoken in English not in Czech. This is especially true for those pupils Verbal/Linguistic, Logical-Mathematical and Musical Intelligences. These groups like a more thorough interpretation about the word formation. Words can be grouped into clusters based on their affixes which help learners to understand the meaning of the word.

4.7. Writing down vocabulary

There are many different ways of writing down vocabulary. Some good methods are lexical notebooks, lexical cards and vocabulary diaries. However, we can find technology on the internet or programmes that enable any student to write down new vocabulary. I am going to present the programme WocaBee because I have had very good experience during the Covid 19 quarantine teaching online using this programme. Vocabulary diaries are part of my reading project research and more information about the project will be found in chapter 4.9. As I teach also privately, I recommend for some students The Gold list method (*How to get fluent with Dr. Popkins, 2020, [online]*), for some students but the method is not often successful. I have found that pupils usually give up after a period of time writing down the new vocabulary.

The method is based on writing. It is important to create the first page in the notebook which is then referred to as the head list.

"Open your book to the first double spread. Now write the first twenty-five words or phrases down, one below the other, on the left-hand side of the individual page. Include any integral information such as gender or plural forms of nouns or irregular aspects of a verb's

conjugation. Don't rush the writing. Enjoy the physical process. Think about what you're writing as you do it." (How to get fluent with Dr.Popkins, 2020, [online])

It is an interesting system of learning vocabulary, but it only works if the learner who starts to write using this method keeps on using it. My students tend to give up because of time constraints. However, I think it could be suitable for Logical-Mathematical Intelligence or Verbal-Linguistic Intelligence pupils.

According to lexical cards, Selivan thinks that words are not used in isolation and therefore it is extremely useful to record new words together with their lexical partners (collocations) and in grammatical patterns that they occur in. Ideally, lexical notebooks should be organised by topics, such as work, health, appearance etc. (Lexical notebooks or vocabulary cards?, 2017, [online])

It is shown in a similar format to that in figure 9.

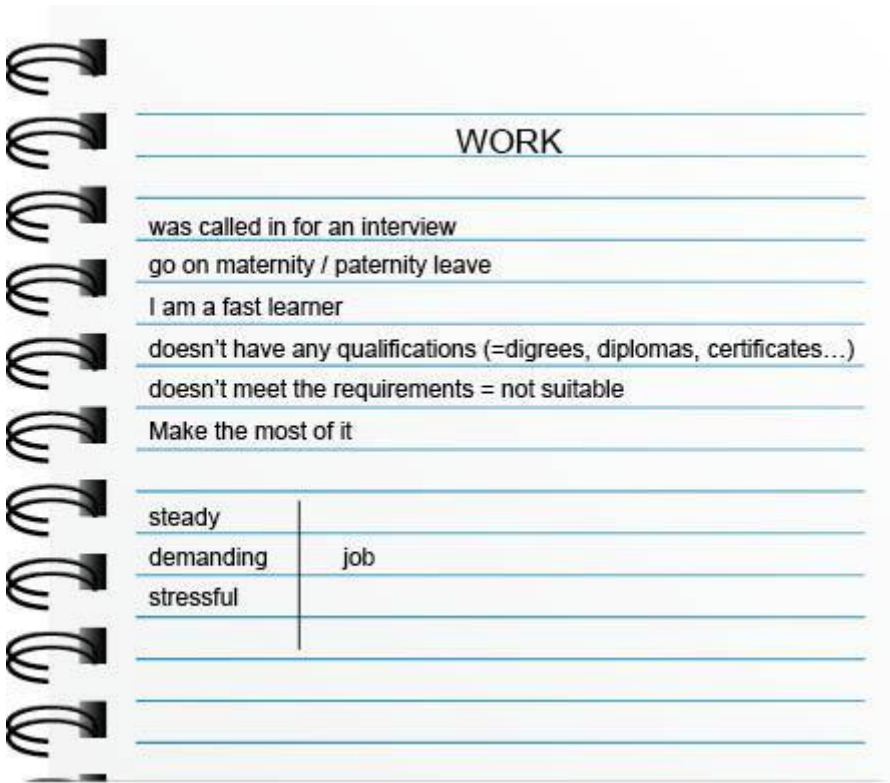


Figure 9: Selivan's lexical notebook 1

Word cards, also known as flashcards, are small cards with the English word on one side and the L1 translation on the other. In recent years, with the increased interest in vocabulary

acquisition in general, word cards have been undergoing something of a resurgence in popularity. (Lexical notebooks or vocabulary cards?, 2017, [online])



Figure 10: Selivan's lexical cards 1

I also use lexical cards which I make with my pupils or they make them during the lesson when using vocabulary. To retain the knowledge they have learned, each pupil puts the new words into an envelope with the topic or date. They have a folder with the envelope, and they can practise the vocabulary from the envelopes during lessons. I also record the cards but only in my private lessons. I think there are several advantages but also disadvantage of making cards. Some pupils do not like making them and after some time they lose them. Or lose interest in them.

4.8. Revising vocabulary

There should be time in lessons for revising vocabulary (e. g. warm-ups or homework targeted at particular words). Pupils should learn the vocabulary by themselves at home (e. g. as homework) but it is not enough. It is also important to revise vocabulary as often as possible.

All activities targeted at revising vocabulary are based on communicative activities, discussions, and role-play requiring use of the words. Making the use of the vocabulary in written tasks can be realised in crossword puzzles, word games, memory games, matching pictures to words, matching the words to other words (collocations, synonyms, opposites...) Using prefixes or suffixes to build new words from given words is also quite useful. Other possibilities are classifying items into lists and filling in gaps in sentences. I think it is useful to revise vocabulary from the previous lesson at the beginning of the lesson. If there are new words

in the lesson, they can be revised at the close of the lesson. (E.g. write a paragraph containing new words).

Scrivener names several exercises on lexis.(Matching pictures to lexical items, matching parts of lexical items to other parts, e.g. beginnings and endings, collocations, synonyms, opposites, sets of related words, classifying items into lists, using given lexical items to complete a specific task, filling in crosswords, grids or diagrams, filling in gaps in sentences, memory games). (Scrivener, 2005, p.237)

Revising vocabulary should be interesting for pupils and not boring. They should see their progress and if they keep European Language Portfolios as it was mentioned in previous chapters, they can save the revising materials and look back to see their improvement.

4.9. Technology

In this chapter I would like to briefly sum up some impacts of technology on learning vocabulary. I will be mainly presenting the WocaBee program and my own results with the programme during the virus Covid 19 pandemic quarantine, which has had a significant impact on teachers and students alike.

English is becoming quite a common language in the Czech Republic and some expressions are seen in the street, in shops, in magazines, newspapers, advertisements and on TV or on the Internet. Pupils like playing computer games, listening to music and watching films or serials in English. The motivation is to understand all of them. I know that pupils are interested in listening to music or watching films and this is the main key for opening their mind and attracting their attention to gain their pleasure, happiness and enthusiasm in learning vocabulary and becoming fans of English.

Today, technology has an enormous impact on all aspects of teenage life, which simply cannot be ignored. Today's teenagers feel connected to the rest of the world – and indeed they are. They are also used to exploratory learning. This level of independence needs to be extended to activities in the language – learning classroom. And the implications for the classroom are huge.

All textbooks I use for teaching have educative programs on CD ROMs such as Project, MORE, English File, and English for Life. I became a member of IATEFL (The International

Association of Teachers of English as a Foreign Language) and we communicate through e-mails or blogs, but it is possible to find documents, files, and photos.

During my lessons I use a website called Help for English created by Marek Vít . His website is well organised, and he also has an additional programme called English me that is a paid for service, but it is worth of trying. There is a section only for vocabulary and all pupils can find the level that suits them and improve themselves. I also recommend this page to my students because they can practise every day if they want to.

I would cite Dudeney and Hockly:

" Being an online learner, oneself is the fastest and the most effective way of getting insights into the online learning and teaching process, as well as familiarity with the tools and software." (Dudeney and Hockley, 2007: p.142)

The authors, Dudeney and Hockley, specialize in online and distance learning. The book has two main goals: introducing a wide range of teaching possibilities for those teachers who are not fully aware of computer technology and Internet and provide ideas for classroom activities.

Technology Enhanced Language Learning (TELL) is designed to follow a set format of exercises such as filling in gaps in texts, matching sentence halves and doing multiple-choice activities. The philosophy of TELL is mainly connected with the use of the Internet and web-based tools. Dudeney and Hockly see a big potential in TELL because the Internet is available to learners at homes and it has become a natural and integrated part in their lives. (Dudeney and Hockly, 2007:p.150)

Technology, especially the Internet provides new opportunities for authentic tasks and materials, as well as access to a wealth of ready-made materials. Among the high numbers of these pages mainly the web pages of the British Council (BC, 2019) should be emphasized, as they provide not only exercises and activities available for ELT, but also theoretical background information and allow to use portable devices like mobile phones or MP3Players.

When I was put into quarantine because of the virus Covid 19, I realised that online teaching and the use of the internet, online dictionaries, and online books was the only possible way in which to continue teaching and how to continue to communicate with my pupils. In the beginning it was extremely difficult to organise everything. If I mention as one example student registration, either for online books, the WocaBee programme or using Skype as the programme for online communication, I began to realise how many parents cannot work with or are not

familiar with computers. It took a lot of time and patience on my part to explain to them how to register, but, finally, they were registered, and we could start the class. I have had about thirty pupils from my basic school ZŠ Živanice participating and another 25 who I am privately teaching. Only one pupil from the basic school was not able to communicate online. This was due to the fact that the pupil came from a socially disadvantaged family and not because the pupil did not want to learn online. However, I did manage to maintain contact with the pupil via the mobile phone.

As I already mentioned in the chapter about textbooks, I appreciated the online pages of Nová škola s.r.o. (*Nová Škola: MIUČ projekt, 2020*, [online]). Pupils could practise by using the textbook called Listen and play interactively. There were various exercises based on various intelligences of pupils. All competencies were practised in an interactive way. (Appendix 4). Thanks to the online Project, pupils were able to practise all language competencies. In Appendix 5, I illustrated some vocabulary exercises that we were able to practise in this way. Pupils enjoyed the experience of learning online. When I was working with the books online, I found it to be beneficial and meaningful. However, I also found that learning new vocabulary and practising by use of the online textbook was not enough. I was searching for some programme in which I could insert the new words and phrases for individual class. This was in order that the pupils would be motivated, and they would systematically practise the vocabulary which I would prepare for them. I was searching for a programme that would definitely support the individual intelligence of pupils and I finally found a suitable programme called WocaBee.

The programme WocaBee is a new application, designed to support students to learn foreign language words quickly, easily and effectively. The teacher manages the class: adding word packages once or twice a week. Students must complete each package by a given deadline. The teacher is able to see finished homework assignment and assess each student individually. The web app means no installation is required and it is designed to work on every device – smartphone, tablet or computer. Pupils can play and learn at the same time and words are pronounced clearly and loudly. (*WocaBee, 2019*, [online]).

The programme is new, but it is rapidly becoming very well-known both to teachers and pupils alike. In *Týdeník Školství*, there was an article about the programme WocaBee, which highlighted the fact that it brought revolutionary methods to learning new vocabulary in the basic schools. Pupils enjoy learning and they are motivated. And this is of particular interest to teachers who want to motivate their pupils and keep their interest in learning in an entertaining way. Teachers have the opportunity to enter some information about what level (according to

CEFR) the pupils they teach have reached and which textbooks they should subsequently use in the classroom. Then the teacher creates the packages with a new vocabulary or phrases and pupils can learn these packages at home. As a bonus, pupils get points which are called Wocapoints and then they can compete in the classroom with their schoolmates. (Týdeník školství, 2019, [online]).

The programme has become well known and is used by more and more schools and its popularity has greatly increased particularly during the Covid quarantine. There is even a championship taking place among the schools who are using the programme. (*Jarní wocabee šampionát*, 2020, [online]). I personally was astounded by the programme WocaBee and the success it has shown in helping to teach vocabulary in the basic schools and the way in which pupils are motivated and interested in learning. I will share the results of almost three months experience of using WocaBee during the Covid 19 quarantine in a practical part of the thesis.

5. TEACHING VOCABULARY IN A PRACTICAL WAY

The second aim of this thesis is to describe teaching vocabulary in a practical way. It is based on the reading project assigned to students along with their diaries, and a questionnaire and the last part the program Wocabee. All parts are interconnected with vocabulary teaching. The practical part was divided into three main chapters. The first chapter is based on the reading project, the next chapter evaluates a small research element based on questionnaire and the third part introduces the programme WocaBee which I used as a meaningful tool for teaching vocabulary online during the Covid 19 quarantine. All of the projects materialised because of my interest in teaching vocabulary effectively with the appropriate approach based on the Gardner's theory of Multiple Intelligence.

5.1. Reading project with the pupils' vocabulary diaries

The first practical part was based on a reading project with vocabulary diaries that revolved around a story about a witch. The idea came about from teaching my private students. Finally, we had 30 stories that were made up by pupils who were aged between 11 to 15 years old. The topic of the story was "Witches" because of the Halloween feast. We were talking about witches and the pupils had an idea to write a story about a witch. (Figure 11) I was very surprised about the level of interest shown by them and by just how much they were interested in it. I gave them the opportunity to think about the name of their witch. This was the first step. When they had the name, they found a picture on the internet and created their story. I was simply a facilitator for pupils as they produced their stories up to their conclusion. It was interesting to see how the students could be creative and happy about writing a story. I helped younger pupils only when I realised that they needed additional help such as handouts which would assist them.



Figure 11: Witches tale 1

The students were searching for new vocabulary and finally started to write down their own lists of words in the form of a handout. They were then able to use these handouts to make a diary that would serve them as a source for learning and revising. My role was that of an adviser and guide for them. The design and accomplishment were completely due to the work done by the students. One story writing task with one handout was finished in two 45 minutes lessons. Learners' creativity is supported and developed by the exercise focused on the meaning of the new words. Antonyms, homonyms, synonyms, homophones are used in these exercises. Finally, the learners were able to write down feedback with their own comments. Students could help each other and work individually or in groups, but they had to hand over their own story. The groups were not fixed. Initially students started to work with someone and then they has the option that they could, if they preferred, work alone or with someone who perhaps liked mathematics or someone who loved music, or who was better suited to them.

This project was based on the individual intelligence of pupils. I could observe how pupils prepared their diaries with a variety of approaches and how they used the new vocabulary to work with the new words in creating stories. Pupils who wrote down their own word lists on handouts or who composed stories, could choose the way that was the most appropriate for them. They were free to do so which gave them the opportunity to be themselves and choose a design that was most suitable for them. In contrast to textbooks, which are published for a wider public, they designed and gradually worked on their own materials and they were also ultimately the person responsible for publishing the finished work. As stated in chapter 3, Gardner divided pupils into 7 categories. During the project I could see that the students were grouped together not according to their marks or name but according to their talents and interests and they cooperated very well.

After the experience with the stories about witches, we started to write vocabulary diaries. Vocabulary diaries are notebooks created by learners. The words are written down with relevant pronunciation and associations. For example, in selection the word “bowl”, a symbol or a picture of a bowl is drawn with something that a learner likes very much. Someone might draw strawberries, followed by crisps or chocolates. I recommend to the students to try to imagine something that they would love to be in the bowl. One student said: “Dělají se mi boule za ušima”! With this association is the Czech word boule with the English word bowl. However, another student looks at the way in which it is written and he underlines” B O W” and to my surprise, he draws a bow and instead of an arrow is the letter “L”. Learners can share their ideas if they want to. Pre-teaching the new words by their associations is very useful because the learners are individuals and as the Gardner’s theory showed also of different intelligence's.

When searching for new words, pupils used English – English dictionaries and the younger pupils the Czech – English dictionaries. They could find pronunciation, collocations, synonyms and relationships with other words. Sometimes they may also find pictures. However, for pupils from the basic school, it is better to search in a dictionary with the Czech translation.

When the learners find the word in the dictionary, they practise using the lexical items. They write it into their vocabulary diary and draw a little symbol or a picture. The next step is to think about the association with the word. Some of the made-up associations are read out as means of inspiring the other students. With the agreement of the learners selected words may be written on the board or notice board.

In their diaries the students can translate the words into Czech and some prefer Czech translations all of the time especially the Logical-Mathematical Intelligence pupils and Verbal-Linguistic Intelligence pupils. Pupils with all intelligences needs to put vocabulary into its context. However, different intelligence pupils differ in the way in which they choose the context as I mentioned in the chapter 4.6. Pupils communicate about the topic, and diaries are a kind of game for them. Finally, the learners receive immediate feedback from their schoolmates. Pupils express their ideas and opinions freely and they feel responsible for the diaries. That is also why they pay attention to them. Because of the internet and mobile communication, we started to register the stories and make videos of pupils. Their individual story can be changed into a little drama or dialogue. This technique is very successful especially for Bodily-Kinaesthetic and musical intelligence pupils

5.1.1. Examples of planning a story

In this chapter there are examples of tasks and stories that were created by the learners. The topic was a story about a witch. The task was as follows: Write an interesting story about a witch. Do not forget to describe her life, age, where she lives, her hobbies, her favourite music or colour and try to use new vocabulary. If you have more ideas, do not hesitate to write more. Finally, find a picture on the internet which you can use to describe your witch and print it.

The following story was written by a 15-year- old boy from my course. The fig. 12 illustrates the story that was made up by the learner called Jirka. He followed the above-mentioned instructions and created the story. He had to find some words that he did not know in the dictionary. After writing the story, he created some handouts.

Cat witch story by Jirka 15 years old

My witch lives in an old house in the outskirts.. She is tall about 4 feet. She has black tangled hair. One of her eyes is green and the other is blue while her mouth is ordinary. her teeth are white. She always tries to ruin , destroy or interrupt kid's dreams while she laughs and pets her cats. She loves her cats. She often changes them into terrible monsters and sends them to scare the kids. She is single but she lives with dozen of cats and she loves their company. She can turn herself into the cat as well and she can also chooses her look as the cat. Her favourite activity is watching her monsters terrifying the kids and she feels happy when the worried child pisses their pants. Her favourite music style is her cats meowing. They are the best music band. She hates small kids because they were rude to her when she was young. She is a bad witch.

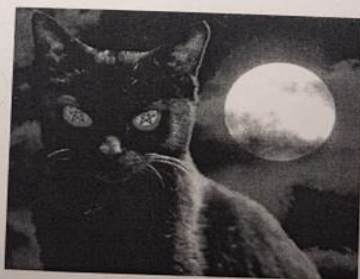


Figure 12: Jirka's story

Learners are used to creating their own handouts. They can work in pairs, small groups or individually according to their wishes. Every learner has their own story to create. Some of them cooperate and help each other but others prefer working alone. Firstly, they look up new words in the dictionary and write down some synonyms. Some of them search or the Czech translation to be sure. Then they start with pictures or symbols written alongside each new word and make up the associations. (Figure 13)

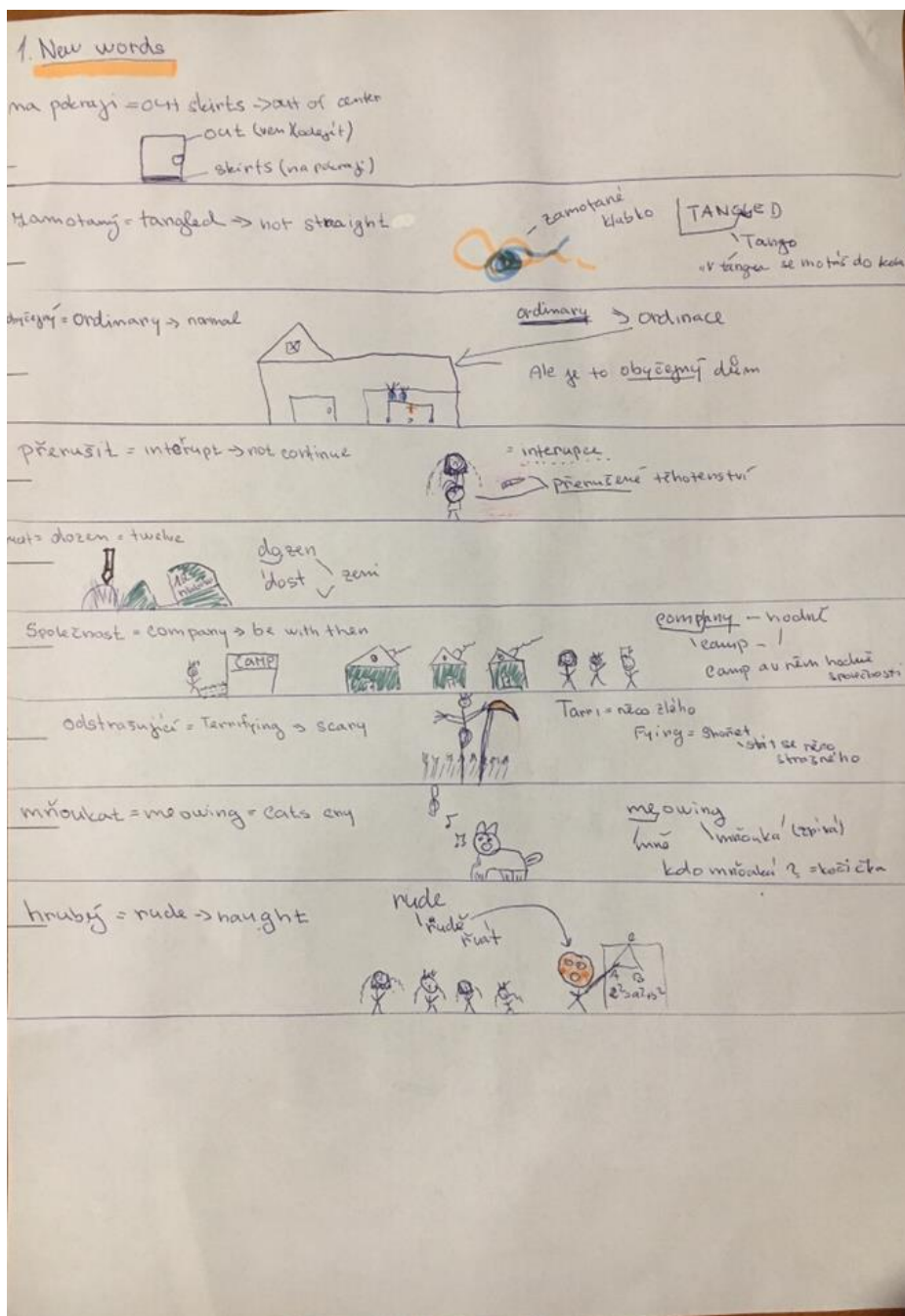


Figure 13: Jirka's Handout 1

The enthusiasm they bring to the task and how they develop their ideas is unforgettable. There are the moments when the teacher can feel very proud of her pupils. Associations are entertaining for pupils and finding rhymes makes them happy. The rhyming words are later used for cooking up some poems. When the poem is ready, they can draw a small symbol, or a picture related to the poem. Sometimes it is difficult for some learners and I must admit that today's children have problems when it comes to taking up a pencil and creating sketches. They

are so used to playing on computers and drawing using computer-based programmes that it is sometimes quite demanding work to catch their attention and keep them focused. That is also why it is important to find the best way to change their approach to particular tasks. Finally, they can prepare some crosswords or quizzes, or alternatively use a letter cruncher. Figure 14

5.1.2. Remembering the new words

The stories and handouts that the students create serve as a vocabulary book with pictures, rhymes, crosswords, and other options. These are creations of the pupils and at the end of the academic year we have an exhibition of vocabulary diaries. That is why pupils are motivated to assemble their individual diaries in such a way that they can be proud of what they have done and what they have achieved. It works! It took me a long time to find out the best way to whip up their interest to endeavour, but the diaries are great motivators for the students. It is also a record of what the individual student has done during the school year. And it can also be used as a means to motivate students in lower years who can see what can be achieved by them if they work hard.

2. Synonyms

OUTSKIRTS = edge

TANGLED = entangle

ORDINARY = common, informal, regular

INTERUPT = stop, finish

DOZEN = a lot of, very much, plenty

Company = devices, train, group, band of people

Terrifying = SCARY, Horrible, Deterrent

Meowing = give off voices, give off sounds, give off tones

RUDE = unsavory, rater - sharp, a sharp tongue, unsavory, rugged

3. Rhymes

OUTSKIRTS = concerns

TANGLED = angled

ORDINARY = hairy

INTERUPT = erupt

DOZEN = cousin

COMPANY = accompany, funny

TERRIFYING = drying

MEOWING = yawning

RUDE = brute

4. poem

The fisherman who was tangled ^{to} the fish he angled. He was rude, his name was Brute.

Figure 14: Next page 1

5.1.3. Vocabulary diaries evaluation

Vocabulary diaries were an idea that came from pupils. It is important that I was a facilitator, and that I listened to them and followed their ideas. It is also far better to have a topic to work on that pupils like. Children have imagination and fantasy and they like to associate words and signs or pictures. The handouts are based on associations. However, for some learners it can be difficult to draw a picture or to make this association. It depends on their intelligence. A reading project in conjunction with writing diaries can be very successful. Learners like it, they realise their own ideas, read stories and at the same time practise vocabulary. Because of the availability of a variety of technologies, we started to register the stories and make videos of pupils. Their individual stories can be changed into little dramas or dialogues. However, this is not true for all intelligences, for example intrapersonal intelligence pupils need more time and help.

5.2. The questionnaire

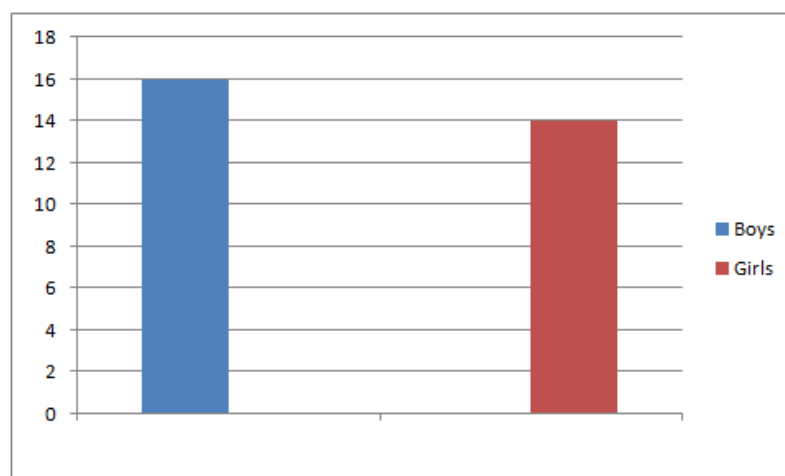
The second practical part was a small research element based on a questionnaire about learning and practising vocabulary. This involved pupils from the basic school attending the year eight classes. I had 30 respondents in total. I have used as my subjects 16 boys and 14 girls. They had been informed about the Gardner's theory before they completed the questionnaire. The participants did not have a limited time for completing the questionnaire, but they finished within 35 minutes. Respondents answered 14 questions. These pupils attend my private lessons once a week for 60 minutes. The pupils use the textbooks "Project" and "More" at school and sometimes when they are with me.

The questions offered many options on how to respond. A very important and interesting question was number 14 because this question is about the type of Seven Intelligences. Answers provided by the respondents surprised me very much, because when I saw the responses to question 14, I suddenly knew, that my thinking about multiple intelligences was being confirmed, and that the standard of English being displayed was according to CEFR at the A2 level.

The main intention of the questionnaire was to investigate whether learners differ according to Gardner's theory, if there are key elements or clues to motivate them so they learn vocabulary effectively and with enthusiasm and that they also remember the words. If there are

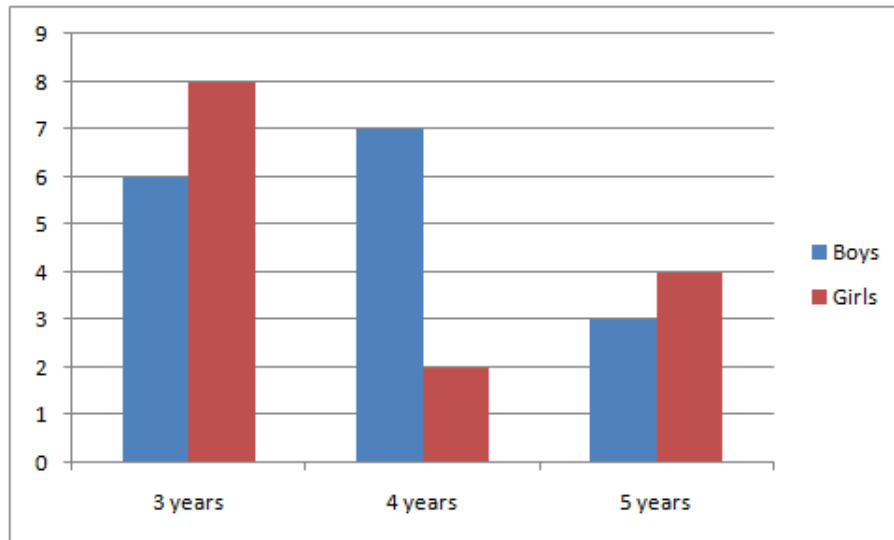
interconnections between the Gardner's theory and methods of vocabulary learning. Some questions are focused on the way in which pupils learn vocabulary and remember it. The questions are also oriented to the importance of learning vocabulary. The aim of other questions was in order to investigate which type of activities learners consider as the most useful and interesting. The questionnaire is attached as Appendix 1 The questionnaire is anonymous. Participants wrote about their English learning experience in my private lessons. The questionnaire was written and fulfilled in the Czech language, to avoid misunderstanding and confusion. The other personal information was related to the sex of the pupil. The questionnaires were completed during February 2019.

There follows the results of the questionnaire. Every question was put into the graph



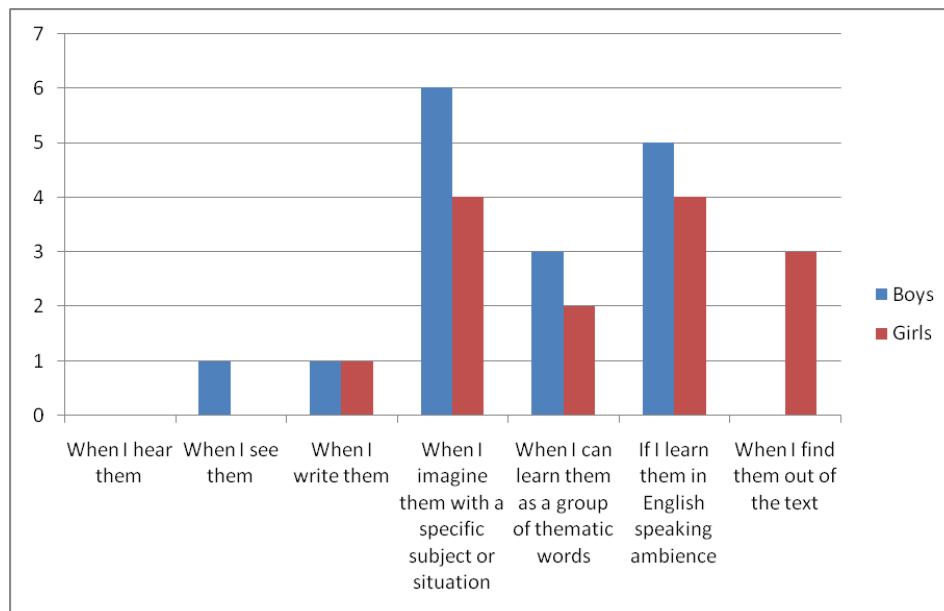
Graph 1: What is the sex of the respondents?

It is obvious from the graph above, that the number of boys is 16 and girls 14, so for the questionnaire results, the numbers of boys and girls are almost balanced.



Graph 2: How long have you been studying English in my private lesson?

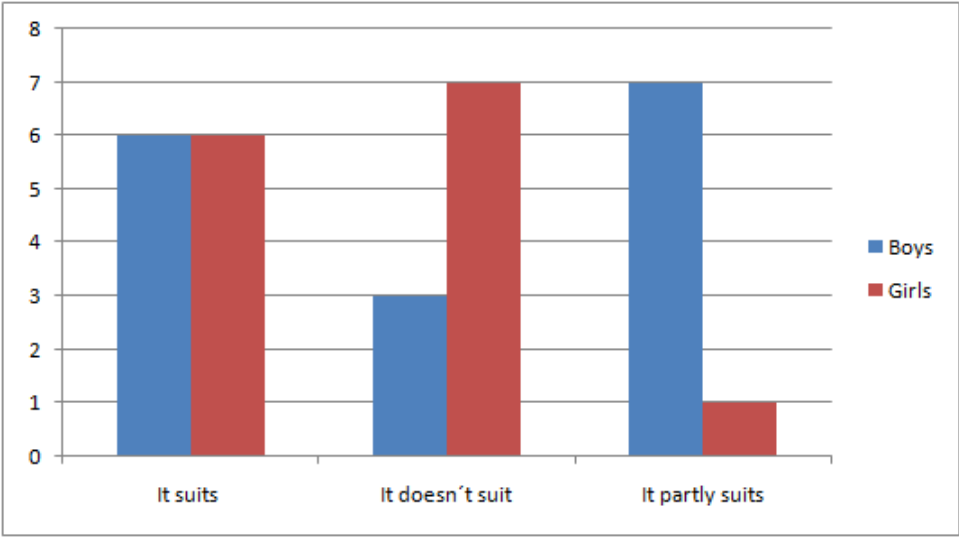
Four girls have been studying English for 5 years and 3 boys 5 years also. In the middle of the graph, there are 2 girls, who have been studying for 4 years and 7 boys also. The shortest studying time has been studied by a group of 8 girls and 6 boys.



Graph 3: What is the best way in which to remember new words?

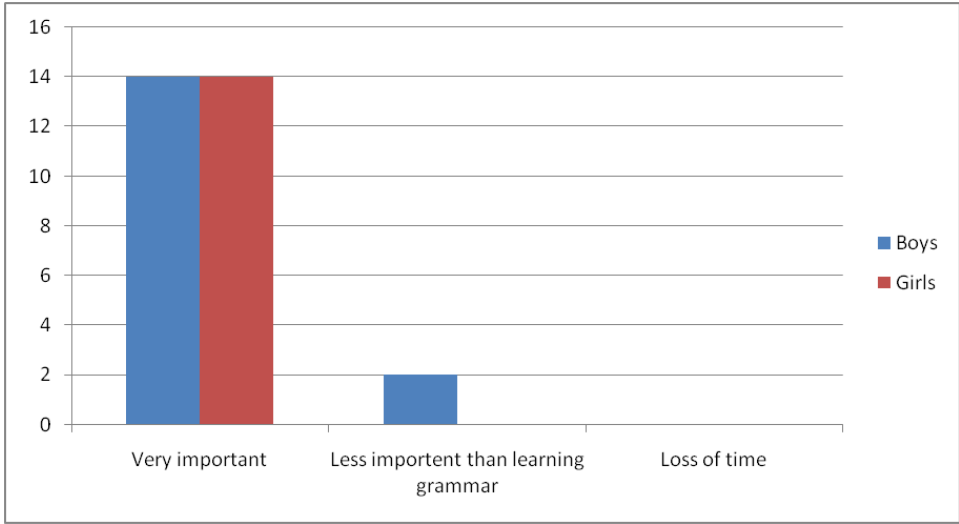
After counting all responses, I found that the best way, according to the respondents, how to remember the new words was by the use of imagination related to a specific subject or situation. This appears to be the best way for boys. The girls answered in the same way, but

also, they prefer English speaking ambiance. None answered with the variation that they remember vocabulary only by hearing.



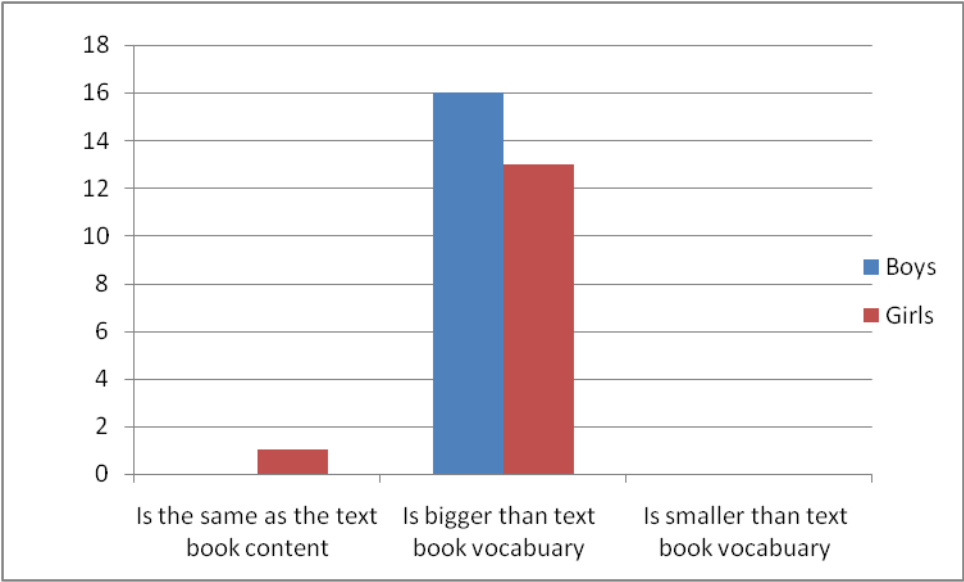
Graph 4: Learning vocabulary according to the textbook wordlist?

Six pupils had the same results and learning vocabulary according to the textbook wordlist suited them. Three boys did not like learning vocabulary according to the textbook and neither did 7 girls. For the last graph surprisingly 7 boys wrote that they partly like learning vocabulary according to the textbook. Only one girl responded the same way.



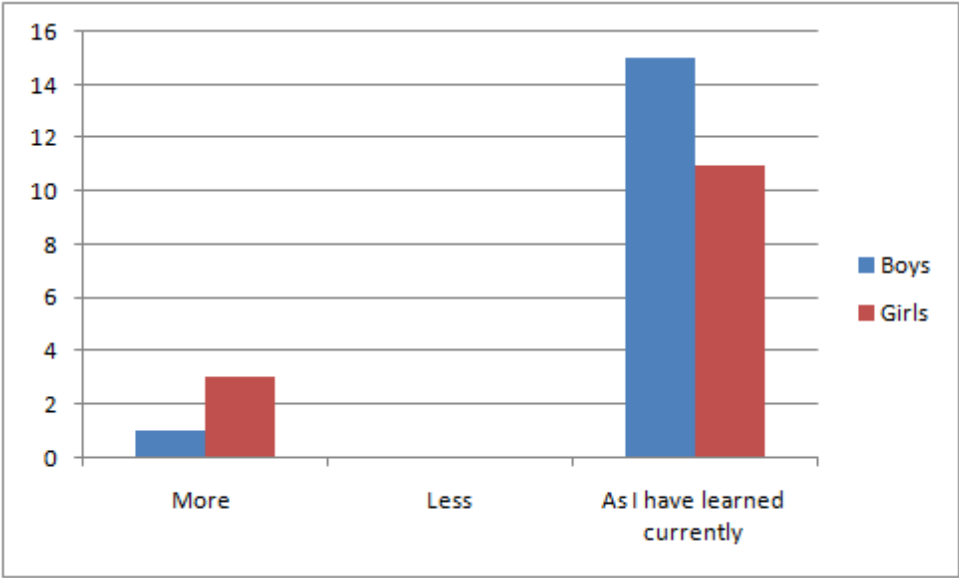
Graph 5: Vocabulary is for me

The same number of boys and girls considered learning vocabulary very important, only two less important and no one thought that it was a waste of time.



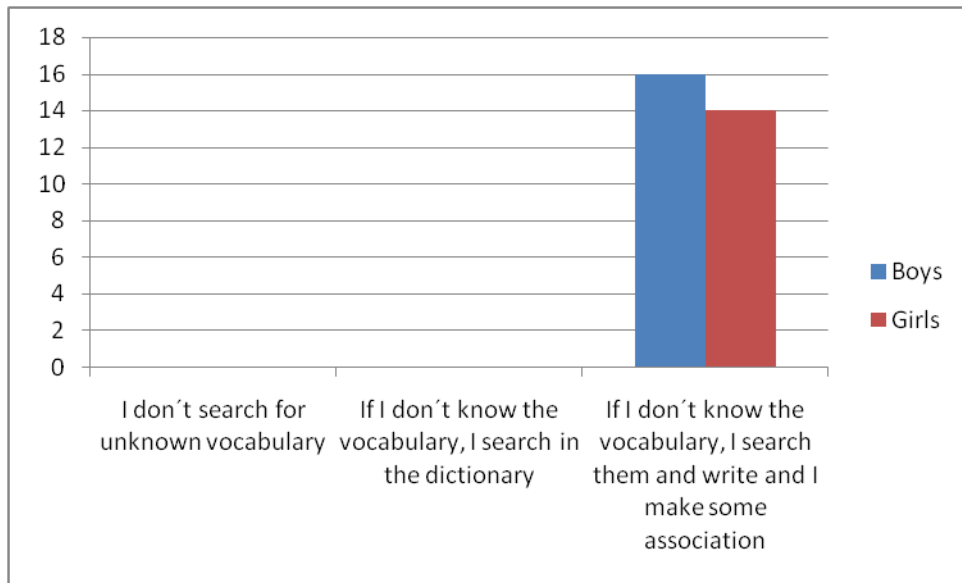
Graph 6: I think that my vocabulary

One girl thought that her vocabulary was the same as the textbook content, 16 boys and 13 girls thought their vocabulary has become enlarged. No one thought it had become smaller.



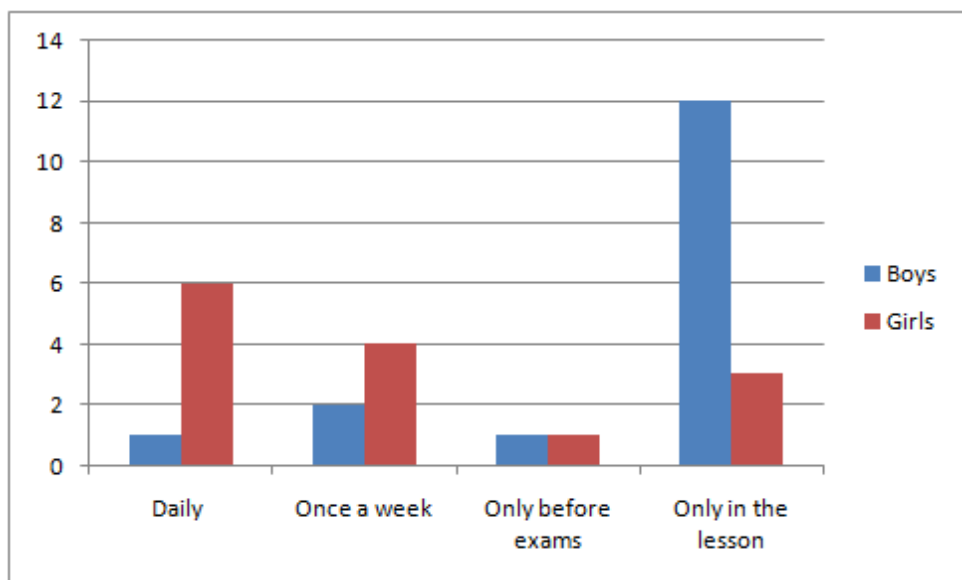
Graph 7: I would like to learn vocabulary

Most pupils 15 boys and 11 girls were satisfied with learning vocabulary.



Graph 8: When I read text

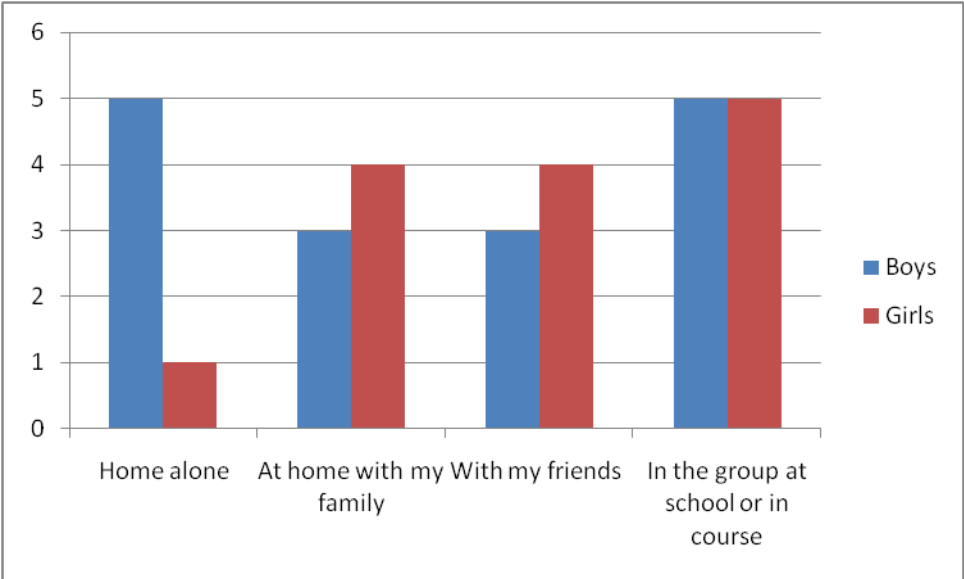
All of the boys and girls found that writing new words and creating associations increased their vocabulary.



Graph 9: I repeat vocabulary

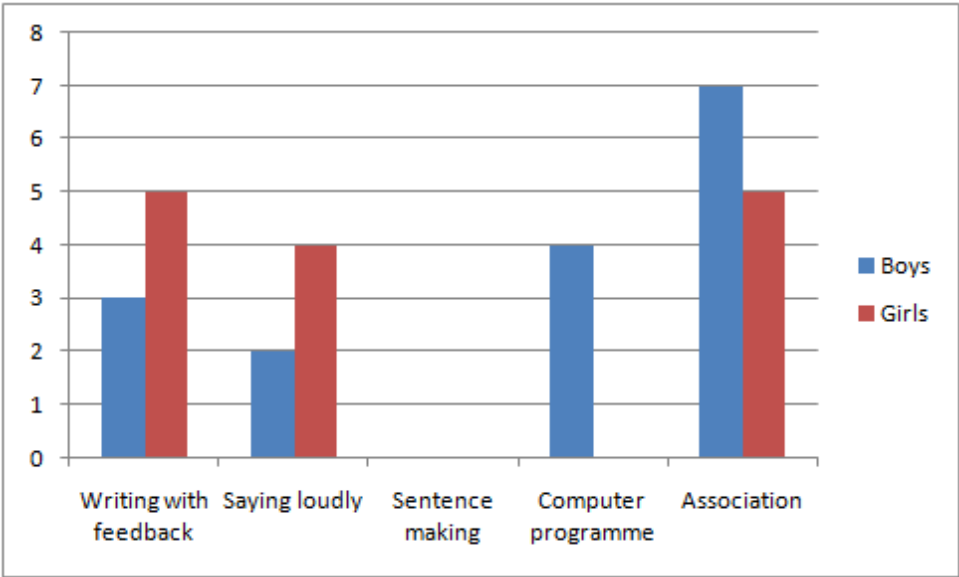
Only 1 boy stated he repeated vocabulary daily, as opposed to 6 girls who stated they repeat it every day. Two boys repeat the vocabulary once a week as do 4 girls. 1 boy and girl

stated they revise vocabulary but only before exams. Twelve boys and 3 girls only repeat during the lesson.



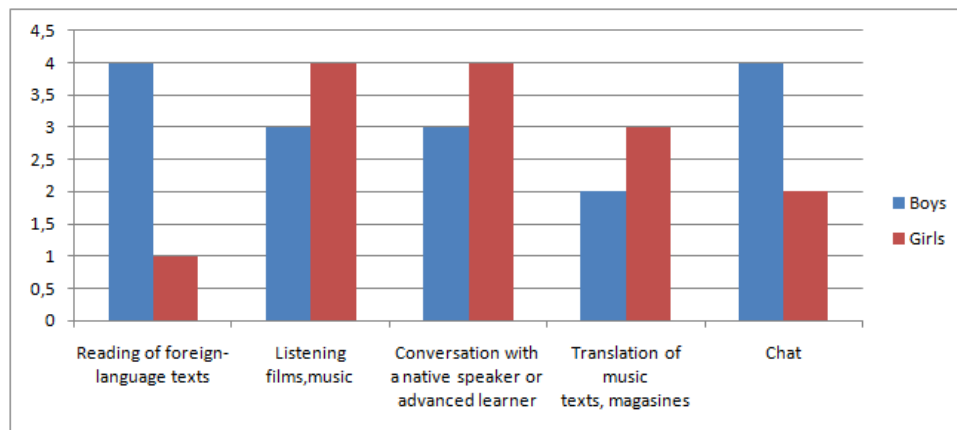
Graph 10: I prefer to repeat the vocabulary

This graph shows a variety of ways pupils like learning vocabulary using their own best method. Interestingly, 5 boys and 1 girl like learning at home alone. There were 3 boys and 4 girls who like studying at home with their family which includes parents, grandparents or siblings. The same number, 3 boys and 4 girls like repeating vocabulary with their friends. The largest number of respondents 10 (5 boys and 5 girls) like revising vocabulary in a group at school or on a course.



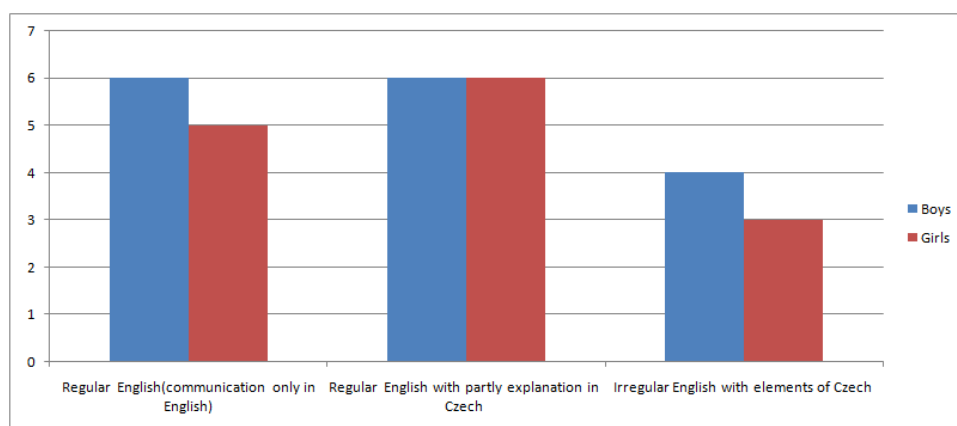
Graph 11: I practise my vocabulary

I found that 3 boys and 5 girls practise vocabulary by writing and feedback. The second group (2 boys and 4 girls) say the words out loud. No one practised vocabulary by creating sentences. Surprisingly only boys (4) practice vocabulary using a computer program. The largest group of 7 boys and 5 girls practise by associations.



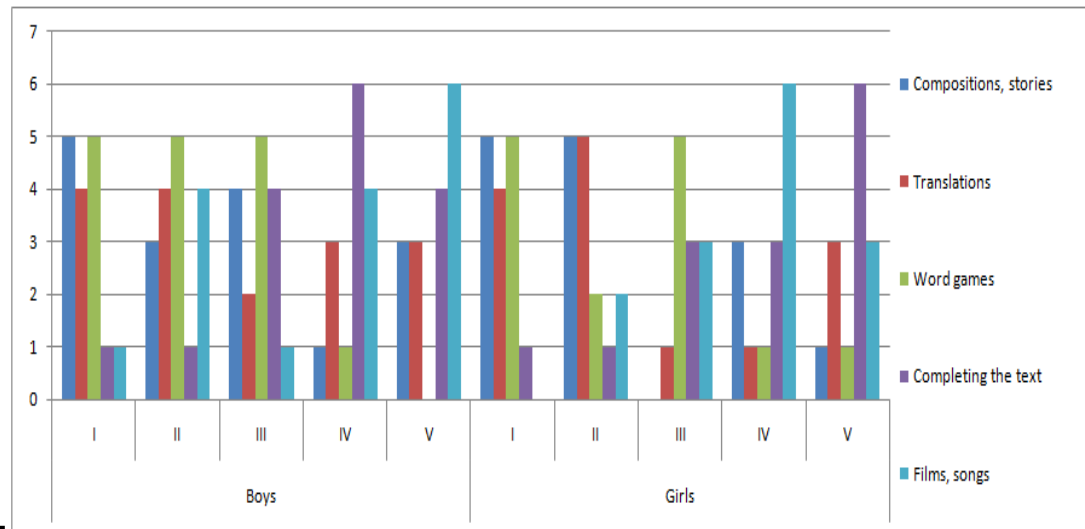
Graph 12: How do you learn?

What are the best ways to learn vocabulary? My pupils learn differently. The first group 4 boys and 1 girl learn by reading foreign texts. The other pupils learn by listening to music and watching films. Conversation with a native speaker or an advanced student is preferred by 3 boys and 4 girls. Translation of music and text in magazines is the preference of 3 girls and 2 boys. The last blue column and red one show that 4 boys and 2 girls practise vocabulary by chatting.



Graph 13: Communication with a teacher during a lesson

As shown in Graph 13, six boys and 5 girls want to communicate regularly only in English. The same number of boys and girls (6) want to speak English regularly but partly and 4 boys and 3 girls prefer irregular English speaking with elements of Czech.



Graph 14: Following the same rules for marks at school, write down a number between 1 and 5 according to the following scale: 1 =the most, 5=the least

From the point of view of my pupils, boys evaluated Compositions & stories and Word games as the best way to practise vocabulary. The second favourite was translation. The third favourite was completing the text and Films and songs. All those activities were evaluated by mark 1. The worst mark 5 was matched 6 times to Films, 4 times to Completing the text and to Compositions & stories and Translation was just 3 times.

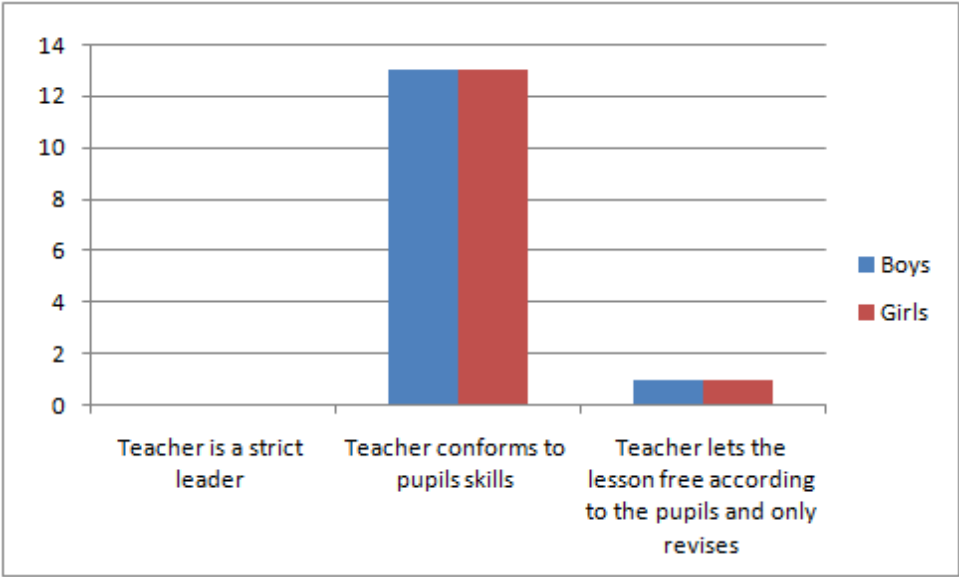
For my girl pupils, they evaluated Compositions & stories and Word games as the best for practising vocabulary, as did the boys. The Translation was as popular with girls as with boys. Completing the text was less popular with just one girl evaluating completing the text with a mark 1. No girls evaluated films by mark 1.

The worst mark 5 was matched 6 times to Completing the text. Three times it was for translation and films or songs, once for compositions & stories and word games.

While the boys do not like Films and songs, the girls like them more than completing the text.

Both boys and girls enjoy Compositions & stories and Word games and Translation. It is obvious that my teaching methods are liked by both boy and girl pupils. They like writing

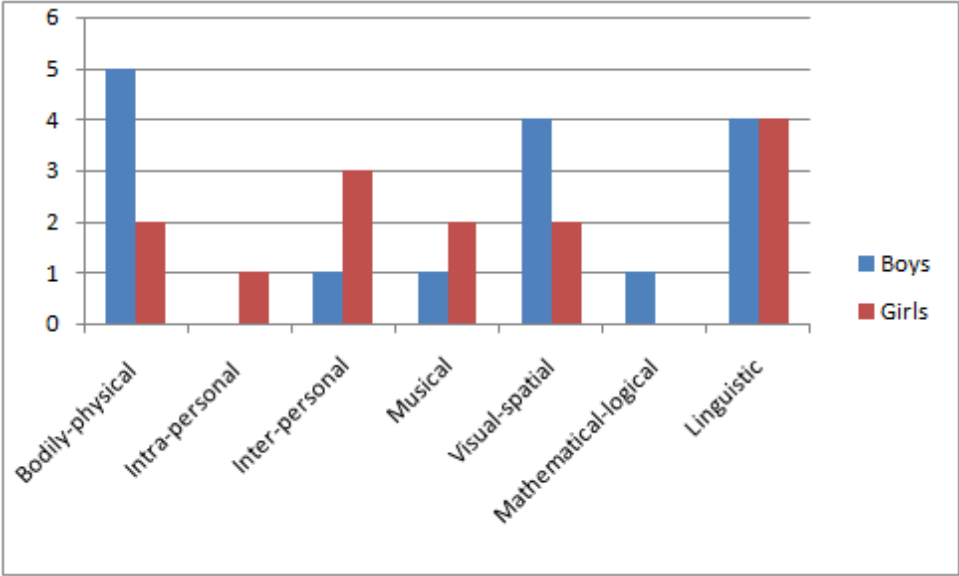
stories that are focused on a certain topic, for example, Halloween and witches. The stories are enclosed in the attachments with working sheets.



Graph 15: What teacher's approach do you like?

Neither boys nor girls like the direct approach of the teacher. This information did not surprise me because I know my pupils and I know that the communicative approach is the best approach for them. The same number of boys and girls (13) want the Teacher to shape the lesson to their skills and demands. The teacher is in the role of a facilitator and not a leader.

Just one boy and one girl would like to have free lessons with just a minimal involvement of the teacher for example when revising some important points of study.



Graph 16: Write next to the figure yes if it expresses yourself, write no next to the part that does not express you?

5.2.1. Questionnaire evaluation

The questionnaire had 14 questions and every question was put into the graph. The questions were associated with the topic vocabulary learning, methods and Gardner's theory about the multiple intelligences. Learners enjoy learning vocabulary if teachers are able to find the best way for learners to learn. The comments are about the intelligence level that students believe they are at and how it is bound to vocabulary learning.

Bodily-Physical Intelligence (BPI)

Five boys and 2 girls have chosen this type of intelligence. Interestingly, they remember the vocabulary actively, not just by writing and listening without any movement or action but they like learning in English speaking ambiance. Connection and associations help with learning and practising vocabulary. They like some topics to talk about. Pupils with Bodily-physical Intelligence learn from the text, they prefer word games, films, and songs. Learning vocabulary is very important to them. While boys are learning only within lessons or before the tests, girls learn vocabulary daily. According to my questionnaire, BPI appreciates the teacher as a facilitator who conforms to the pupils' skills. Interestingly they do not like completing songs. All pupils (BPI) would never choose Musical intelligence.

Intra-personal Intelligence (INTRAPI)

This type of intelligence has been chosen by 1 girl. She remembers the vocabulary best when she studies individually. She does not like teamwork much and she must first write the word with its pronunciation and then she makes associations. She always thinks that she is not good enough and needs to improve herself. She loves writing stories or compositions and translations. She hates word games and watching films without any reading comprehension. Learning vocabulary is very important to her and regularly being able to talk only in English too, but she revises vocabulary only before tests. She likes practising new words by listening to my recordings. She would never choose Inter-personal intelligence. According to my questionnaire (INTRAPI) appreciate a teacher as a facilitator who conforms to the pupils' skills.

Inter-personal Intelligence (INTERPI)

Three girls and 1 boy have chosen this type of intelligence. They remember the vocabulary in English speaking ambiance. They like learning vocabulary according to the textbook and learning is very important to them. Pupils like the way in which they learn vocabulary and they are satisfied with a learning vocabulary process. They qualify their vocabulary more broadly than their schoolmates do at school. When it comes to the revision of the new words, they repeat them once a week. They like repeating the words with their family, friends, and schoolmates but not alone. When they practise vocabulary, they prefer writing with feedback or speaking aloud. They prefer a conversation with a native speaker, chatting and some translations of texts (music, from magazines). If the pupils with Inter-personal Intelligence learn from the text, they prefer word games, compositions, and stories. According to my questionnaire, INTERPI appreciates the teacher as a facilitator who conforms to the pupils' skills.

Musical Intelligence (M)

Two girls and 1 boy have chosen this type of intelligence. They remember the vocabulary when they learn in English speaking ambiance and when they imagine the word with a specific subject or a situation. They do not like learning vocabulary according to the content in the textbook. Pupils like the way in which we learn vocabulary and they are satisfied with a learning vocabulary process. They qualify their vocabulary more broadly than their schoolmates do at school. When carrying out revision of the new words, they repeat daily. They like repeating the words alone, with their family, friends, and schoolmates. When they practise vocabulary, they like making up associations and saying words out loud. They mainly learn by listening to authentic materials for example music, and films. During lessons, they appreciate regular English speaking as well as some Czech explanations. If the pupils with Musical Intelligence learn from the text, they prefer completing songs, and word games. According to my questionnaire, INTERPI appreciates the teacher as a facilitator who conforms to the pupils' skills.

Visual-Spatial Intelligence (VS)

Four boys and two girls have chosen this type of intelligence. They remember the vocabulary when they find out the meaning of the word in the text themselves without the help

of the teacher. They also remember new words when they can connect the word with a specific subject or situation. They like some topics to talk about. They like learning vocabulary according to the content in the textbook; only one person does not like it. Pupils like the way in which they learn vocabulary and they are satisfied with a learning vocabulary process. All pupils qualify their vocabulary more broadly than their schoolmates do at school. According to the revision of the new words, they repeat only in the lesson. Two girls repeat once a week. They like repeating the words alone, with their family, friends and at school with schoolmates. When they practise vocabulary, they like making up associations, reading and foreign language texts, translating songs and working with a computer program. They mainly learn by reading foreign texts, translating texts from songs and magazines. During lessons, they appreciate regular English speaking with a little Czech explanation. If the pupils with Visual-Spatial Intelligence learn from the text, they prefer composition/ story writing, translations, and word games. According to my questionnaire (VS) appreciate the teacher as a facilitator who conforms to the pupils' skills.

Mathematical-Logical Intelligence (ML)

Only 1 boy has chosen this type of intelligence. He remembers the vocabulary when he can see it written down. He likes learning vocabulary according to the content in the textbook. He would like to spend more time on vocabulary, but he thinks that learning vocabulary is less important than grammar. He qualifies his vocabulary more broadly than his schoolmates do at school. He looks up the new words, writes them in the notebook and makes up the associations to the words. According to the revision of the new words, he repeats only in the lesson. The best way in which to learn them is by translation of texts (songs, magazines). During lessons, he appreciates regular English speaking (communication only in English). If the pupils with Mathematical- logical intelligence learn from the text, they prefer composition/ story writing, completing the text (songs). According to my questionnaire (ML) appreciates the teacher as a facilitator who conforms to the pupils' skills.

Linguistic intelligence (LI)

Four boys and three girls have chosen this type of intelligence. They remember the new words when they can connect the word with a specific subject or situation. They also like to connect the words with some topics or themes. They like learning vocabulary according to the

content in the textbook. Pupils like the way how they learn vocabulary and they are satisfied with a learning vocabulary process. All pupils qualify their vocabulary more broadly than their schoolmates do at school. According to the revision of the new words, the girls repeat daily and boys only in the lesson. They like repeating the words at school with schoolmates, with their family and friends. When they practise vocabulary, they like making up associations as well as writing with feedback. One boy prefers speaking aloud. They mainly learn by conversation with a native speaker or an advanced learner. Other learners like chatting and listening to the recordings. During lessons, they appreciate regular English speaking with a little Czech explanation. If the pupils with Linguistic Intelligence learn from the text, they prefer composition/ story writing, translations, and word games. According to my questionnaire (LI) appreciate the teacher as a facilitator who conforms to the pupils' skills.

According to my small research there was one interesting point. There is a certain interconnection between vocabulary learning and MI theory. MI is associated with motivation and it can help teachers to find a way to encourage, motivate and develop a kind of inner wisdom about students learning. They appreciate the teacher as a facilitator who conforms to the pupils' skills. BPI pupils do not like completing songs. They love movement and the method TPR is suitable for them. They also like to talk about topics and Communicative language teaching is a good method to use. All pupils (BPI) would never choose Musical intelligence. On the other side the pupils with Musical Intelligence learn from the text, they prefer completing songs, and word games. Pupils with Visual-Spatial Intelligence mainly learn by reading foreign texts, translating texts from songs and magazines. During lessons, they appreciate regular English speaking with a little Czech explanation. If the pupils with Visual-Spatial Intelligence learn from the text, they prefer composition/ story writing, translations, and word games. They like translating. There was only one pupil with Mathematical-Logical Intelligence, and he learns by translation of texts, for example songs and magazines. He is systematic and all presented methods would be suitable for him. He qualifies his vocabulary more broadly than his schoolmates do at school. He looks up the new words, writes them in the notebook and makes up the associations to the words. ML pupil remembers the new words when he can connect the word with a specific subject or situation. Communicative language teaching is suitable for him as is the audio-lingual method. Students with INTERPI are recommended to teach in the communicative way, they love games and group in contrast with INTRAPI.

5.3. The programme WocaBee

In this chapter I will introduce the results of my teaching and my pupils' intensive learning during the Covid 19 quarantine using the programme for teaching vocabulary. This programme was presented in chapter 4.9 and I found the programme because I needed the additional tool for my pupils to help them with and motivate them in learning vocabulary. At the same time, it was necessary for me to support my pupils to learn intensively and to manage the class while adding word packages interconnected with the textbook they were using to learn with. This revolutionary method is based on an artificial intelligence which means that it can offer pupils a suitable strategy for practising the vocabulary in such a way that suited their individual needs. It is based on individualisation as is required in the FEP BE and also because it was already written down in the White book. This was also previously mentioned in chapter 1.4. It reminds me of the Gardner's theory of Multiple Intelligence because it sets out the pupils' approach to studying. Firstly, I will introduce the way in which to create the classes, then how to prepare the packages with the new vocabulary and then the methods of practising and revising vocabulary will be illustrated. Finally, I will demonstrate how to prepare the test.

5.3.1. How to register and create the classes?

I teach three classes and that is why I had to count the number of pupils in every class and then I wrote down the names of each pupils in that class. There is an exact description how to register the classes. Then I received the registration code for students which must be sent to each pupil with the instructions as to what they should do next. Every pupil gets the code with an explanation of how to register themselves. (Appendix 6). Pictures of the WocaBee programme can be legible enough in e-forms if they are enlarged to a maximum size. After the pupils were registered and matched with their class, I could see all my classes online and start to create my first package. (Figure 15).



Figure 15: Division into classes

I chose vocabulary that was in the textbook for example in Unit 2, and then tried to interconnect it with the pages we were using whilst working with the online textbook. When I saw that there were more new words, I then thought it necessary to create a new package. There is a sample to illustrate the forming of a new package with the chosen vocabulary. I was also able to set some conditions for each of the packages. I could state the name of the lesson and which package to use, for example L2 New Zealand. I could then validate of the package, which means that the package must be completed and practised in allotted time span. I could also quantify the new vocabulary and use a minimum of 8 and maximum of 20 new words for the pupils to learn. (Figure 16)

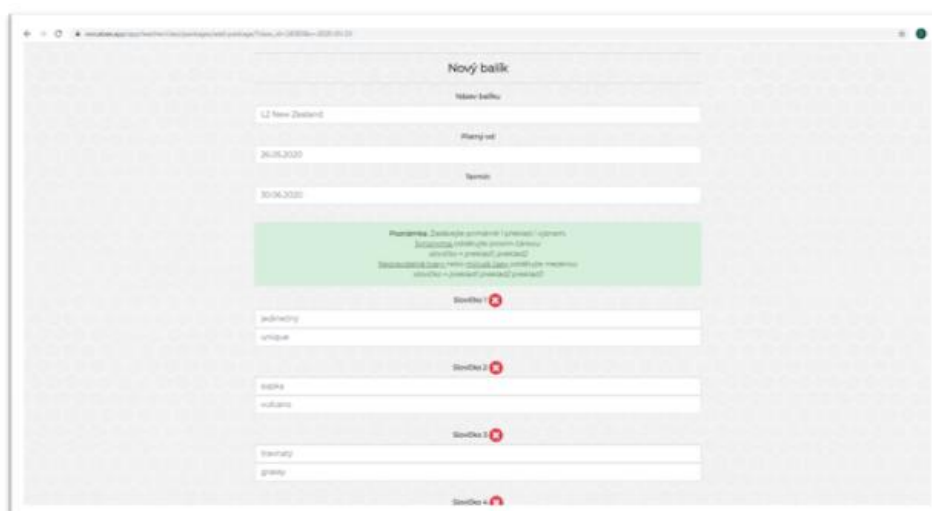


Figure 16: New package creation

All packages that I created are shown with their details (Figure 17)

Name (Package)	Date	Status
12 New Zealand 100	20/04/2020	+
12 New Zealand 100	20/04/2020	+
12 New Zealand 100	20/04/2020	+
12 New Zealand 100	20/04/2020	+
12 New Zealand 100	20/04/2020	+
12 New Zealand 100	20/04/2020	+
12 New Zealand 100	20/04/2020	+
12 New Zealand 100	20/04/2020	+
12 New Zealand 100	20/04/2020	+
12 New Zealand 100	20/04/2020	+
12 New Zealand 100	20/04/2020	+
12 New Zealand 100	20/04/2020	+
12 New Zealand 100	20/04/2020	+
12 New Zealand 100	20/04/2020	+
12 New Zealand 100	20/04/2020	+
12 New Zealand 100	20/04/2020	+

Figure 17: New package creation

Every package is introduced to pupils at the beginning of the lesson and the vocabulary is presented to them. Then the practice starts (pupils can complete the letters forming new words, and they can choose from several options, assign, match, etc.) The application can read words out loudly, so it is easier for children to learn or remember the correct pronunciation. There is a time limit set for completing the package (it is recommended 1 week). After this time, it will not be possible to open the package. Dates for individual packages are always displayed. At the same time, the application notices where the student makes mistakes and then the student has the opportunity to practise the problematic word again and again. Green icons are displayed when the package is completed. All that students have to get two green icons for the completed package. If the students want to continue practising, they can also collect three icons which is optional. (Figure 18)



Figure 18: Green icons

For completing the task, as well as for subsequent practice, students earn points, the so-called WocaPoints. As a teacher, I monitor the activity of all children and their results. This gives me a clear overview about every pupils' activity at home and as a self-study pupil. (Figure 19)

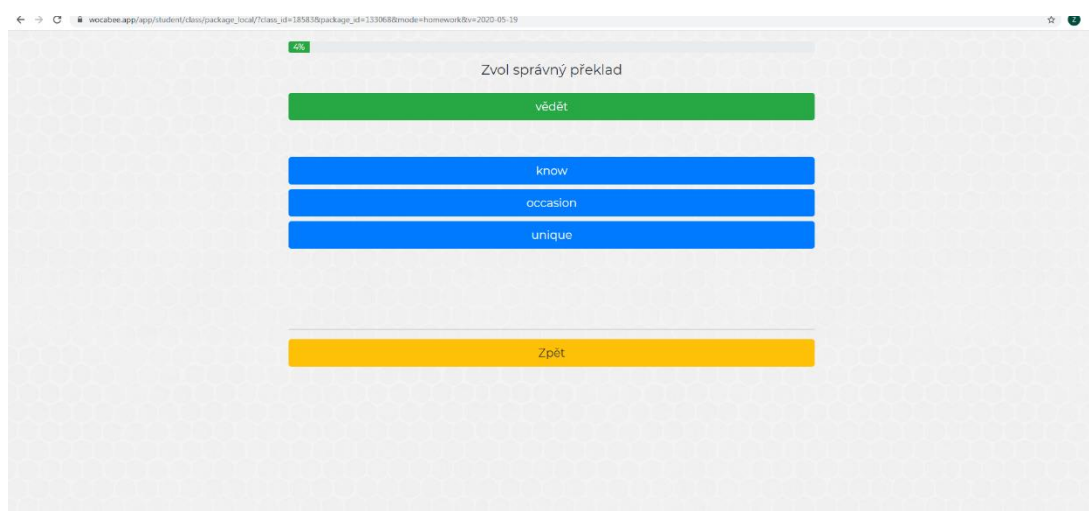


Figure 19: Practice of new words

I used this application during the Covid 19 quarantine, and it was great for me because the programme served as a test tool. When I saw that pupils had completed their practice tasks, I created a test. The test can be planned for an exact day and time, and I was able to choose the number of new words for each test. The results are shown as points and percentages to pupils.

I was also able to see the details of the test that each pupil took. It is interesting to see, which words are problematic and how it differs from pupil to pupil. (Figure 20)

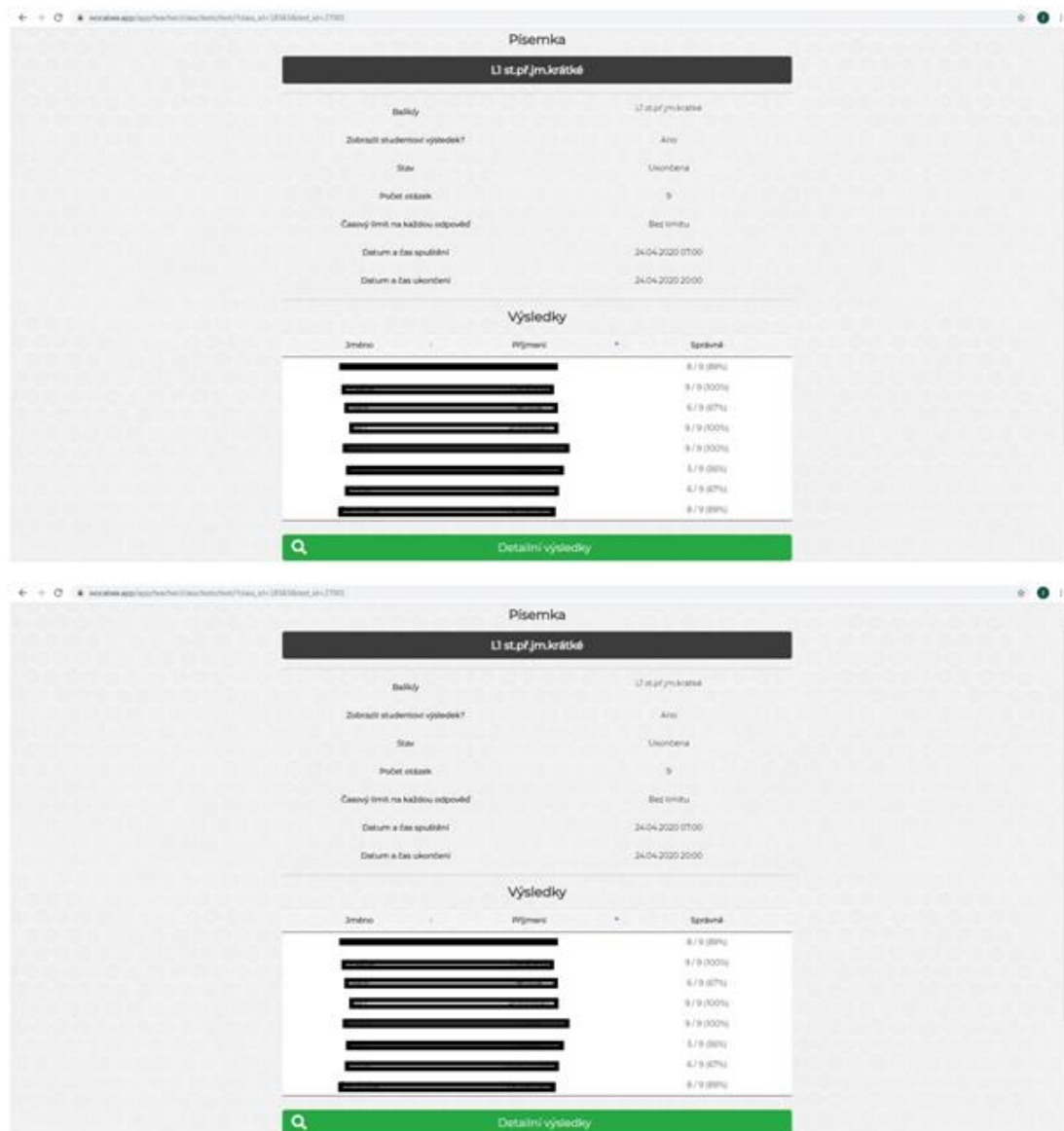


Figure 20: The results of tested vocabulary

Pupils are motivated by gaining the Wocapoints. It is great to watch their enthusiasm and passion in learning new vocabulary. I then cancelled the Wocapoints gained by those pupils in order to let other pupils also have a chance to gain the Wocapoints, and also to motivate those pupils who were last, and it worked. (Figure 21)

Student	WocaPoints	Spíněné bačky
1.) [redacted]	11886	20 / 21
2.) [redacted]	8836	19 / 21
3.) [redacted]	5854	19 / 21
4.) [redacted]	5599	20 / 21
5.) [redacted]	5580	19 / 21
6.) [redacted]	5538	20 / 21
7.) [redacted]	4449	20 / 21
8.) [redacted]	4197	11 / 21
9.) [redacted]	4171	19 / 21
10.) [redacted]	3252	18 / 21
11.) [redacted]	2971	16 / 21

Buttons below the table:

- Poslat zprávu všem
- Vynulovat WocaPoints body
- Přehled aktivit
- Nastavení třídy

Figure 21: Wocabee scale

Finally, I must say that it is very helpful, because there are also pictures in the programme that I can use to introduce new words when I teach online. I even play games with them and they can play interactively among them. I also have the ability to send emails to all group or to individuals. This revolutionary method can offer a suitable strategy for weaker pupils as well as the gifted ones. It is based on an artificial intelligence programme that can offer students the opportunity to practise the vocabulary in such a way that it suits the individual needs of the learners. It is an excellent tool for weaker pupils as well as the gifted ones. The weaker pupils can practise vocabulary according to their needs. It means that they can work at their own pace. They can go as fast or as slowly as they want to, or even pause or stop if they need to. The gifted pupils have the opportunity to improve themselves and a teacher can monitor their activity and their results. The activities can also be modified individually online as the teacher has the possibility to access each pupil, in addition to being able as the teacher to access the whole group. It is very interesting to monitor the exact words with which a pupil has encountered problems. If I have time in the future I would definitely like to conduct research in order to determine if there are any interconnections between the types of intelligence and the problematic words.

CONCLUSION

The thesis followed the current situation on teaching vocabulary in basic schools in the Czech Republic from two principle points. The first aim was to capture some information in order to help me understand the system and structure of teaching English as a foreign language, because English holds the position of being a crucial language to the general public. Considering my personal experience with teaching, I focused on pupils of basic schools and their educational needs. Briefly I introduced the most important documents which are connected to education strategies of the Czech Republic, and thereafter international documents for teaching English. Because I am a more practical person than theoretical, I followed my own experience with teaching vocabulary. I realised that the best technique of teaching could be based on the Gardner's theory of Multiple Intelligences with emphasis on pupil's intelligence and supporting individualization as it was recommended in the White book. Regarding the documents, I would recommend creating a portfolio for each pupil based on the European Portfolio because this document can support the development of pupils in learning English. While Covid 19 teaching in quarantine, I created portfolios for my pupils and through these portfolios, pupils could see their individual process of learning. I presented SEP characteristics because of educational strategies and with regards to teaching children with special educational needs. Each school has a different SEP programme and different approach to their learners. There is a question that is raised in the SEP about the conception of the textbooks. However, the textbook must fulfil certain standards according to the requirements of Czech law. While Covid 19 teaching in quarantine I had to find a solution for pupils, but also their parents in order to provide them with the most effective way for pupils to learn online at home. I realised that cyber homework and online resources are very helpful for pupils and enjoyable for them. The online textbooks Project1, and MORE! 1 provide considerable assistance to the teacher while teaching and learning for the pupils under quarantine conditions. The textbooks are created to be meaningful for all intelligences. Dictionaries are very important helpers in the acquisition of English.

When I reflected upon the methods of teaching vocabulary, I realised that motivation plays an important role in learning. If pupils are not motivated, or, I could say driven by something either by the methods, strategy, or perhaps even their own talent, they would not move forward in their acquisition of English. That is why I concentrated on Gardner's Theory

of Multiple Intelligences. I thought that if I found the connections between the type of pupils' intelligences and the methods of teaching vocabulary, it would be phenomenal. I realised that the FEP BE also places emphasis on teaching pupils with special needs or exceptional children, and I think that it was simply a question of different terminology and those children could be categorised according to their intelligences for all subjects, and not only for languages. Chapter two was engaged in textbooks and as it was stated, it is necessary to find the textbook which would motivate pupils, make them happy and get them to pay attention. It would be great to have textbooks prepared for example for pupils with musical intelligence. Howard Gardner established certain types of intelligences because he wanted to show that it is possible to adapt teaching to individual needs and the requirements of pupils. I introduced teaching in context from the point of view of their intelligences interconnected with the Gardner's theory of Multiple Intelligences. It is important to associate a new word with a word that it is already known to the students and in such a way that is meaningful for them with regards to their intelligences. There are many different ways of writing down vocabulary and I also presented some entertaining ways of learning vocabulary based on writing like lexical cards, The Gold list method or lexical notebooks. There are several advantages but also disadvantages of making cards because some pupils do not like making them and after some time, they lose them, or lose interest in them.

The second aim of the thesis was to describe teaching vocabulary in a practical way and it was based on a reading project, a small research element based on a questionnaire, and the third part which was realised due to the Covid 19 quarantine, was the programme Wocabee for teaching, practising, revising and testing new vocabulary. The first project the reading diaries were kind of a game for pupils. They were able to express their ideas and opinions freely and they felt responsible for the diaries. Their individual stories were made up on the basis of the Gardner's theory of MI. The stories and handouts that the students created, served as a vocabulary book with pictures, rhymes, crosswords and other options, but the design always reflected the pupils' intelligence. These were creations of the pupils and at the end of the academic year they can have an exhibition of the vocabulary diaries. That is why pupils are motivated to assemble their individual diaries in such a way that they can be proud of what they have done and what they have achieved. It is also a record of what the individual student has done during the school year and motivation for lower year's pupils who can see what can be achieved by them if they work hard. However not all learners feel comfortable in the creation

of diaries. This is not true for intrapersonal intelligence pupils who need more time and help. The second practical part was a small research element based on a questionnaire about learning and practising vocabulary. The main intention of the questionnaire was to investigate whether learners differ according to Gardner's theory, if there are key elements or clues to motivate them so they learn vocabulary effectively and with enthusiasm and that they also remember the words. If there are interconnections between the Gardner's theory and methods of vocabulary learning. Some questions were focused on the way in which pupils learn vocabulary and remember it. The questions were also oriented to the importance of learning vocabulary. The aim of other questions was in order to investigate which type of activities learners consider as the most useful and interesting. The results were commented via each intelligence which is bound to vocabulary learning. MI is associated with motivation and it can help teachers to find a way to encourage, motivate and develop a kind of inner wisdom about students learning. Finally, the last practical part was based on my experience with the programme Wocabee. I am personally astounded by this programme and the success it has shown in helping to teach vocabulary in basic schools and the way in which pupils are motivated and interested in learning. I shared the results of almost three months experience of using Wocabee during the Covid 19 quarantine.

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Pictures

Figure 1 CEFR

Dostupné z:

https://embedwistia-a.akamaihd.net/deliveries/c737064eabbc808cac4dbd9de0e2a847c648d263.webp?image_crop_resized=1280x684

Figure 2 Multiple intelligence

Dostupné z:

Dostupné z: <https://encrypted-tbn0.gstatic.com/images?q=tbn%3AANd9GcRz19uJ2YMn1m3AGnBBsypokFyVsJVsyZKCrFglG2CNwrNykJgk&usqp=CAU>

Figure 3 Creativo Fun Cards

Dostupné z:

<https://creativo-english.com/product/15166/?lang=en>

Figure 4 Examples of the cards with special cards

Dostupné z:

<https://creativo-english.com/product/15166/?lang=en>

Figure 5 Worksheet

Dostupné z:

<https://creativo-english.com/product/15166/?lang=en>

Figure 6 Visual aids

Dostupné z:

<https://www.google.com/url?sa=i&source=images&cd=&ved=2ahUKEwi8qfXWteDmAhXBaVAKHReJADoQjRx6BAgBEAQ&url=https%3A%2F%2Ftwitter.com%2Fmindshiftkqed%2Fstatus%2F1147807659061592064&psig=AOvVaw3B4K20f8PmlaRBf6WjFn3Y&ust=1577899940131389>

Figure 7 Collocations in pictures. Adjectives and prepositions

Dostupné z:

https://www.google.com/url?sa=i&source=images&cd=&cad=rja&uact=8&ved=2ahUKEwid7ZfmtuDmAhWFZlAKHaxxD2gQjRx6BAgBEAQ&url=https%3A%2F%2F7esl.com%2Fenglish-collocations%2F&psig=AOvVaw0pFniYFj3gfZnmBzsoO_LG&ust=1577900261703986

Figure 8 Mental lexicon

Dostupné z:

https://upload.wikimedia.org/wikipedia/commons/7/78/Spreading_Activation_Model_Mental_Lexicon.png

Figure 9 Lexical notebook

Own source

Figure 10 Lexical cards

Dostupné z:

<https://www.teachingenglish.org.uk/article/lexical-notebooks-or-vocabulary-cards>

Figure 11 Witches story

Dostupné z:

<https://media5.picsearch.com/is?t7eNS9FmZvcK0m49hP40UxTth7qMeAlJ2i-ANAPty4s&height=341>

Figure. 12 Story about Cat Witch made up by Jirka

Own source

Figure 13 A sample of Jirka's vocabulary diary

Own source

Figure 14 Next page of the diary

Own source

Figure 15 Division to classes

<https://wocabee.app/app/teacher/>

Figure 16 New package creation

Dostupné z:

https://wocabee.app/app/teacher/class/packages/package/print/?class_id=18583&package_id=133068

Figure 17 The list of packages

Dostupné z: https://wocabee.app/app/teacher/class/packages/?class_id=18583

Figure 18 Green icons

Dostupné z:

https://wocabee.app/app/teacher/class/packages/package/?class_id=18583&package_id=126962

Figure 19 Practice of new words

Dostupné

[z:https://wocabee.app/app/student/class/package_local/?class_id=18583&package_id=133068&mode=homework&v=2020-05-19](https://wocabee.app/app/student/class/package_local/?class_id=18583&package_id=133068&mode=homework&v=2020-05-19)

Figure 20 The results of tested words

https://wocabee.app/app/teacher/class/packages/package/spDetail/?student_id=165645&package_id=126962&class_id=18583

Figure 21 Wocabee scale

https://wocabee.app/app/teacher/class/?class_id=18583

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Appendix 1: The Questionnaire for Analyzing learning vocabulary and methods

Cíl dotazníku: Zjistit, jakým způsobem se žáci:

- a) učí slovní zásobu (nová slovíčka)
- b) procvičují slovní zásobu
- c) které metody jim vyhovují

Vyberte pouze jednu z daných možností

Datum:

Dívka/chlapec

Anglický jazyk se učím..... roky/roků.

Učení se novým slovíčkům:

1) nová slovíčka si nejlépe zapamatuji:

- a) když je slyším
- b) když je vidím napsaná
- c) sám/a si je napíši
- d) když si je mohu spojit s konkrétním předmětem nebo situací
- e) když se je mohu učit jako skupinu tematicky podobných slov (např. nábytek, ovoce...)
- f) pokud se je učím v anglicky mluvícím prostředí
- g) když si je sám vyvodím z textu, který je obsahuje

2) Učení slovíček podle seznamu v učebnici mi:

- a) vyhovuje
- b) nevyhovuje
- c) částečně vyhovuje

3) Učit se slovíčka považuji za:

- a) velice důležité
- b) méně důležité, než učení se gramatice
- c) ztrátu času

4) Myslím, že moje slovní zásoba:

- a) odpovídá rozsahu učebnice
- b) je širší než slovní zásoba v učebnici
- c) je menší než slovní zásoba v učebnici

5) Chtěl/a bych, abychom se slovní zásobě věnovali:

- a) více

- b) méně
- c) současný stav mi vyhovuje

6) Učení z textu:

Přičtení textu si:

- a) slovíčka, která neznám, nevyhledávám
- b) slovíčka, která neznám, vyhledám ve slovníku
- c) slovíčka, která neznám, vyhledám, vypíšu do slovníčku a vytvořím si k nim asociaci

7) Slovíčka si opakují:

- a) denně
- b) 1x za týden
- c) jen před testem či písemnou prací
- d) jen v hodině

8) Slovíčka si nejraději opakují:

- a) sám/a doma
- b) doma s rodiči, prarodiči nebo sourozencem
- c) ve dvojici s kamarádem
- d) ve skupině s kamarády ve škole či v kurzu

9) Slovíčka si procvičují:

- a) psaním a zpětnou kontrolou
- b) odříkáváním nahlas
- c) tvořením vět
- d) pomocí výukového programu na počítači
- e) tvořením asociací

10) Jakým způsobem se učíš?

- a) čtením cizojazyčných textů (časopisy, knihy, Internet)
- b) poslechem autentických materiálů (hudba, filmy...)
- c) konverzací s rodilým mluvčím nebo pokročilejším studentem
- d) překladem textů (hudebních, v časopisech...)
- e) chatováním

11) Komunikace s vyučující/m při výuce:

- a) Pravidelná angličtina (komunikace jen v angličtině)

- b) Pravidelná angličtina s částečným vysvětlením v češtině
- c) Nepravidelná angličtina s prvky češtiny

12) Podle daných kritérií ohodnot' jednotlivá cvičení. Škála odpovídá hodnocení ve škole, tzn. 1 = nejvíce, 5 = nejméně

Ze způsobů, jak procvičovat slovní zásobu mám nejraději:

Slohová cvičení, např. příběh

Překlady.....

Slovní hry (písemné i ústní).....

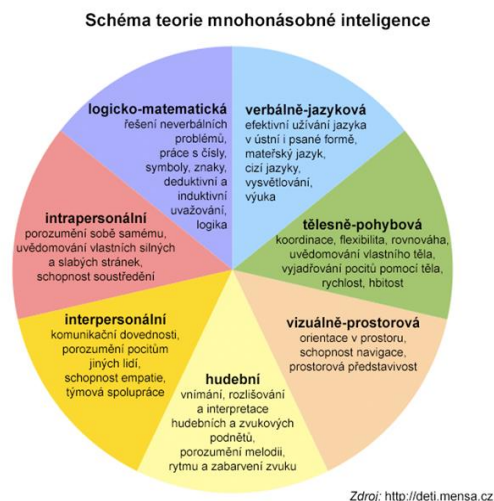
Doplňování do textu (čtení, poslech, písničky).....

Filmy

13) Jaká forma přístupu učitele ti vyhovuje?

- a) učitel striktně vede výuku, dle svého plánu
- b) učitel se přizpůsobuje schopnostem žáka a dle toho také probíhá výuka
- c) učitel nechává výuku volně plynout dle schopností žáka a pouze ho koriguje

14) V daném schématu označ jednu část, která je ti nejbližší při výuce (značením ANO) a poté označ jednu část, která ti není blízká (označením NE)



Děkuji moc všem žákům za pravdivé vyplnění dotazníku. Bc. Zuzana Pospíšilová

Appendix 2: The sample of the questionnaire

The Questionnaire for Analyzing learning vocabulary and methods

Cíl dotazníku: Zjistit, jakým způsobem se žáci:

a) učí slovní zásobu (nová slovíčka)

b) procvičují slovní zásobu

c) které metody jim vyhovují

Vyberte pouze jednu z daných možností

Datum:

Dívka/chlapec

Anglický jazyk se učím..... roky/roků.

Učení se novým slovíčkům:

1) nová slovíčka si nejlépe zapamatuji:

a) když je slyším

b) když je vidím napsaná

c) sám/a si je napíši

d) když si je mohu spojit s konkrétním předmětem nebo situací

e) když se je mohu učít jako skupinu tematicky podobných slov (např. nábytek, ovoce...)

f) pokud se je učím v anglicky mluvícím prostředí

g) když si je sám vyvodím z textu, který je obsahuje

2) Učení slovíček podle seznamu v učebnici mi:

a) vyhovuje

b) nevyhovuje

c) částečně vyhovuje

3) Učit se slovíčka považuji za:

a) velice důležité

b) méně důležité, než učení se gramatice

c) ztrátu času

4) Myslím, že moje slovní zásoba:

a) odpovídá rozsahu učebnice

b) je širší než slovní zásoba v učebnici

c) je menší než slovní zásoba v učebnici

5) Chtěl/a bych, abychom se slovní zásobě věnovali:

a) více

b) méně

c) současný stav mi vyhovuje

6) Učení z textu:

Při čtení textu si:

a) slovíčka, která neznám, nevyhledávám

b) slovíčka, která neznám, vyhledám ve slovníku

c) slovíčka, která neznám, vyhledám, vypíšu do slovníčku a vytvořím si k nim asociaci

7) Slovíčka si opakuji:

a) denně

b) 1x za týden

c) jen před testem či písemnou prací

d) jen v hodině

8) Slovíčka si nejraději opakuji:

- a) sám doma
- b) doma s rodiči, prarodiči nebo sourozencem
- c) ve dvojici s kamarádem
- d) ve skupině s kamarády ve škole či v kurzu

9) Slovíčka si procvičuji:

- a) psaním a zpětnou kontrolou
- b) odřikáváním nahlas
- c) tvořením vět
- d) pomocí výukového programu na počítači
- e) tvořením asociací

10) Jakým způsobem se učíš?

- a) čtením cizojazyčných textů (časopisy, knihy, Internet)
- b) poslechem autentických materiálů (hudba, filmy...)
- c) konverzací s rodilým mluvčím nebo pokročilejším studentem
- d) překladem textů (hudebních, v časopisech...)
- e) chatováním

11) Komunikace s vyučující/m při výuce:

- a) Pravidelná angličtina (komunikace jen v angličtině)
- b) Pravidelná angličtina s částečným vysvětlením v češtině
- c) Nepravidelná angličtina s prvky češtiny

12) Podle daných kritérií ohodnoť jednotlivá cvičení. Škála odpovídá hodnocení ve škole, tzn. 1 = nejvíce, 5 = nejméně

Ze způsobů, jak procvičovat slovní zásobu mám nejraději:

Slohová cvičení, např. příběh ¹...

Překlady ²...

Slovní hry (písemně i ústně) ³...

Doplňování do textu (čtení, poslech, písničky) ⁵...

Filmy ⁴...

Ze způsobů, jak procvičovat slovní zásobu mi nejvíce užitečný připadá:

Slohová cvičení, např. příběh

Překlady.....

Slovní hry (písemně i ústně).....

Doplňování do textu (čtení, poslech, písničky).....

Filmy

13) Jaká forma přístupu učitele ti vyhovuje?

- a) učitel striktně vede výuku, dle svého plánu
- b) učitel se přizpůsobuje schopnostem žáka a dle toho také probíhá výuka
- c) učitel nechává výuku volně plynout dle schopností žáka a pouze ho koriguje

14) V daném schématu označ jednu část, která je ti nejbliže při výuce (značením ANO) a poté označ jednu část, která ti není blízká (označením NE)

Schéma teorie mnohonásobné inteligence



Zdroj: <http://deti.mensa.cz>

Děkuji moc všem žákům za pravdivé vyplnění dotazníku. Bc. Zuzana Pospíšilová

Appendix 3: Sample of vocabulary diaries and tests

Written by: KONZA JIRAVA

Age: 10.

Marsh witch story

My witch lives in the marsh. She is tall about 200 cm. She has horrible straight wet green long hair. Her eyes are green and blue mouth with horrible small and green teeth. She is the queen of all frogs and toads. She loves frogs and drinks marsh drinks. Her favourite activity is preparing marsh muddy potion for people and they change into toads. All toads are changed people. She hates people who go to her marsh. Her best friend is a frog, which was a present from her mum. She is a nice witch for frogs but a bad witch for people, who go to her territory.



Pracovní list 1

1) Co je stinky? Uveď příklady z textu?

wisec *ferick*

hair *beck*

horn mushroom

2) Najdi rým na stinky

wisec *milka* *marsh* *knick* ~~*miss*~~

3) Co si představíš, když se řekne
broomstick.....

smothered..... *randoušiny* *snagem*

tangled..... *egle* *ra* *modrchanj* *perička*

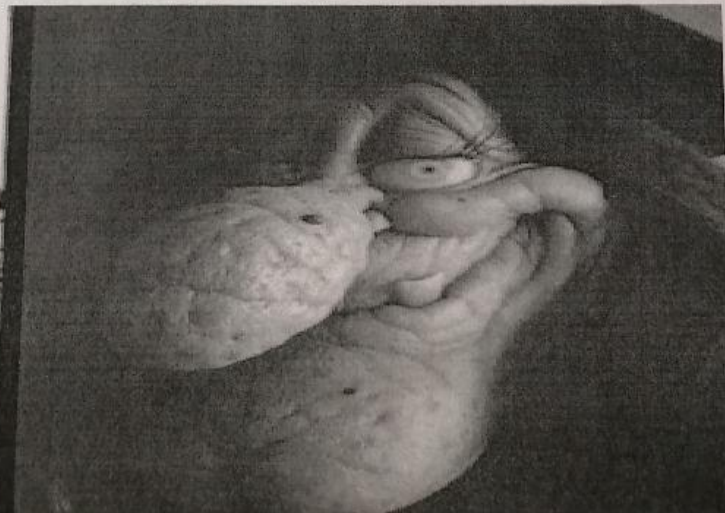
Horn mushroom..... *horn* ~~*sto*~~ *snudlavsed* *rah*

Slidy.....witch story

by Andra.....

Age: 12

My Slidy witch lives in the slidy forest. She is tall about 760 cm. She has slidy short slidy hair. Her eyes are green and she has a slidy mouth with slidy slidy teeth. She always slidy on the slidy and uses slidy slidy not to stink. She loves slidy slidy mushrooms. Her favourite activity is eating a slidy slidy mushrooms. She hates slidy her body and slidy her teeth. Her best friend in the forest is a slidy spider. She is a slidy witch but most visitors can't leave because they die from slidy stink.



by S. Nedbal

Age: 11

Simon.....witch story

My Simon..... witch lives in the circus. She is tall about 150.....cm. She has curly medium long hair. Her eyes are blue and red mouth with humble teeth.....teeth. She always smiles.....and smiles. She loves fish.....and chips and Tapioca pudding. Her favourite song is entures.....from Carlos Santana. She hates angels..... but she likes pirates..... She also likes hamburger. Her best friend in circus is a hell..... She is a nice witch.



Appendix 4: Listen and Play

Listen and Play online p.10 and 11 - reading and listening activities

The screenshot shows a digital learning page titled 'AMERICAN NATIONAL FESTIVALS'. It features a map of the United States with callouts for Thanksgiving Day, Independence Day, and Saint Valentine's Day. Each callout includes a brief description and a list of associated activities or foods. For example, Thanksgiving Day is associated with turkey, pumpkins, and corn. The page also contains listening exercises with audio icons and a 'LISTEN READ' section. On the right side, there is a search bar labeled 'Hledat' and a list of activities for 'Strany 10, 11', including 'Listen. Choose one of the professions and talk about it.' and 'Listen. Read. American national festivals'. The bottom navigation bar includes icons for 'UČ', 'PS', and 'Strany 10, 11'.

Listen and Play - American national festival – activities online

This screenshot shows a different page from the same online learning interface, focusing on activities for 'American national festivals'. It features a map of the United States with various festival-related items labeled: flowers, box of chocolates, roast turkey, teddy, corn, barbecue, and the Statue of Liberty. There are also images of a turkey, a teddy bear, and a box of chocolates. On the right side, there is a search bar labeled 'Hledat' and a list of activities for 'Strany 10, 11', including 'Listen. Choose one of the professions and talk about it.' and 'Listen. Read. American national festivals'. The bottom navigation bar includes icons for 'UČ', 'PS', and 'Strany 10, 11'.

Listen and Play textbook online p.22 and 23

School Project

Read the story. Act out the situation.

MY ANIMAL CARD

Strany 22, 23

Read the story. Act out the situation.

Listen and play textbook online p. 22 - Reading and acting exercise

Read the story. Act out the situation.

Strany 22, 23

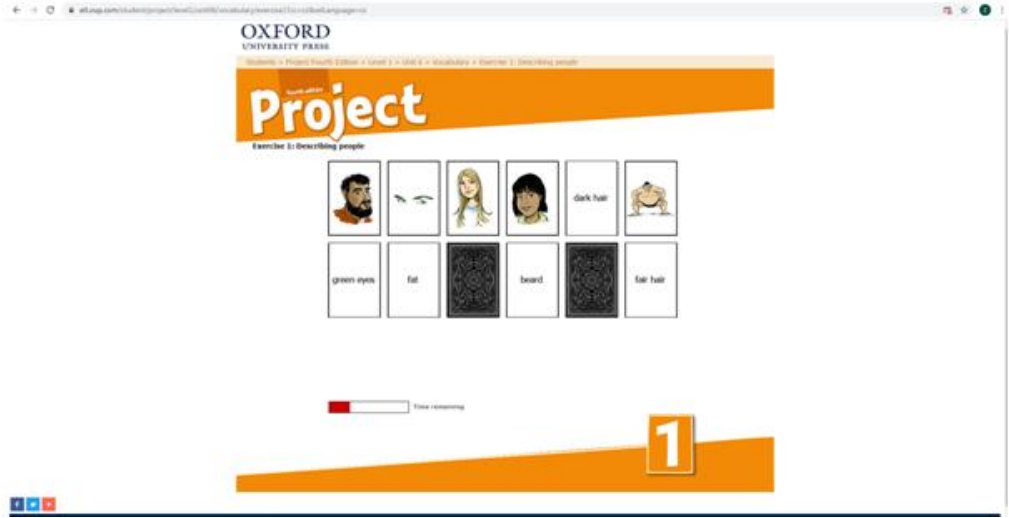
Read the story. Act out the situation.

Appendix 5: Project textbook online

Project online



Vocabulary practice 1



Vocabulary practice 2

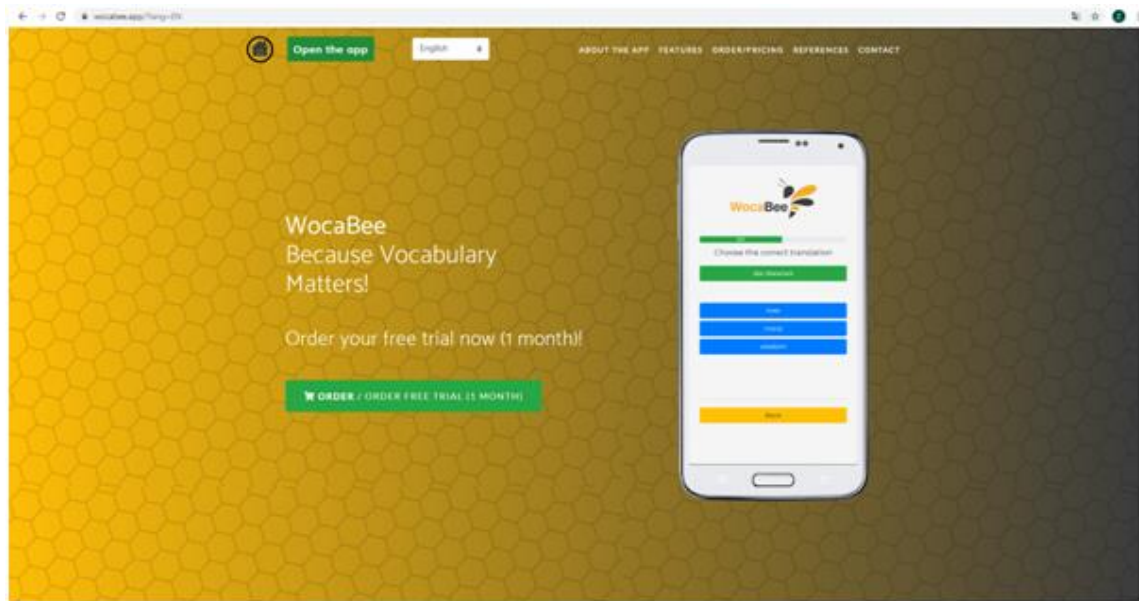


Vocabulary practice 3

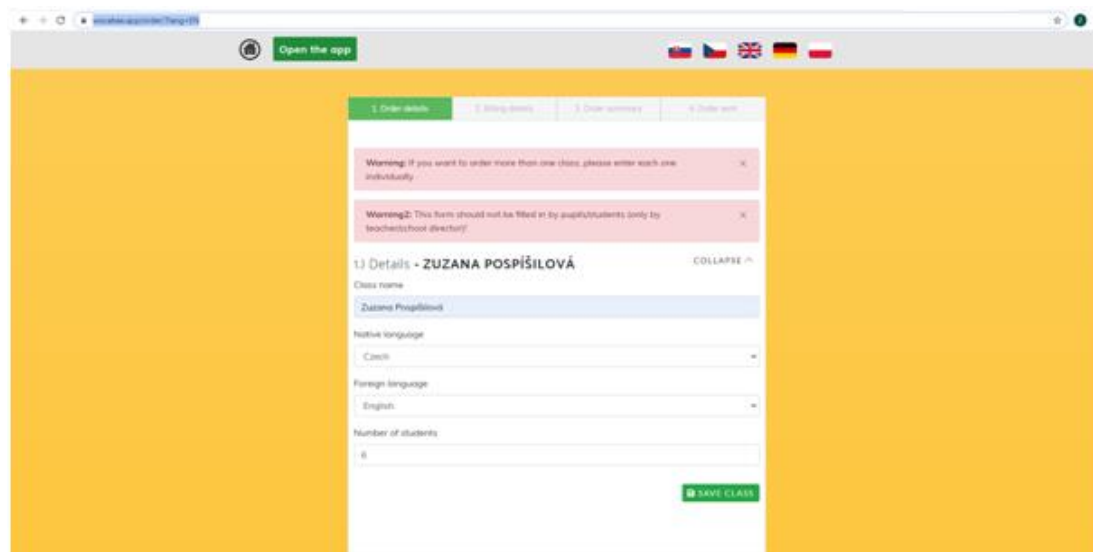


Appendix 6: WocaBee application

WocaBee application



Wocabee -registration form



The image shows a screenshot of the WocaBee registration form. The form is displayed on a yellow background. It has a progress bar at the top with four steps: "1. Order details", "2. Billing details", "3. Order summary", and "4. Order with". The current step is "1. Order details". There are two warning messages: "Warning: If you want to order more than one class, please enter each one individually." and "Warning: This form should not be filled in by pupils/students only by teachers/school directory!". The form fields include: "Class name" (Zuzana Pospisilova), "Native language" (Czech), "Foreign language" (English), and "Number of students" (6). A green "SAVE CLASS" button is at the bottom right.

