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**USING VISUAL AIDS FOR THE PRESENTATION OF
VOCABULARY TO YOUNG LEARNERS**

Diplomová práce

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PROHLÁŠENÍ

Prohlašuji, že jsem diplomovou práci vypracovala samostatně a použila jen uvedeníh pramenů a literatury.

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vlastnoruční podpis

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TABLE OF CONTENTS

ABSTRACT	
INTRODUCTION	7
THEORETICAL PART	8
1 VOCABULARY	8
1. 1 IMPORTANCE OF TEACHING VOCABULARY	8
1. 2 WHAT KNOWING A WORD INCLUDES	9
1. 3 TEACHING VOCABULARY IN CONTEXT.....	11
2 PRESENTING VOCABULARY	13
2. 1 VOCABULARY PRESENTATION TECHNIQUES.....	13
2. 2 VOCABULARY NOTEBOOKS	18
3 LEARNING STYLES AND INTELLIGENCE TYPES	21
3. 1 LEARNING STYLES	21
3. 2 MULTIPLE INTELLIGENCES	23
4 USING VISUAL AIDS IN THE EFL CLASSROOM	26
4. 1 REASONS FOR USING THE VISUALS.....	26
4. 1. 1 The acquisition through senses.....	26
4. 1. 2 Motivation.....	27
4. 2 TYPES OF THE VISUALS AND THEIR USE WHEN PRESENTING VOCABULARY.....	28
5 PICTURES IN FOREIGN LANGUAGE TEACHING	34
5. 1 KINDS OF PICTURES	34
5. 2 SOURCES OF PICTURES	35
5. 3 FILING AND STORING PICTURES.....	37
6 PROS AND CONS OF USING VISUAL AIDS	40
6. 1 ADVANTAGES OF USING VISUAL AIDS.....	40

6. 2 DISADVANTAGES OF USING VISUL AIDS	41
PRACTICAL PART.....	42
1 INTRODUCTION.....	42
2 RESEARCH PART ONE: SURVEY AMONG TEACHERS.....	43
2. 1 ANALYSIS OF QUESTIONNAIRES.....	43
3 RESEARCH PART TWO: SURVEY AMONG PUPILS.....	51
3. 1 ANALYSIS OF RETURNED QUESTIONNAIRES.....	52
4 INTERPRETATION OF RESEARCH RESULTS.....	56
5 TEXTBOOK ANALYSIS	59
5. 1 ANALYSIS OF THREE PROJECT EDITIONS	60
6 CONCLUSIONS	68
REFERENCES.....	70
APPENDICES	
RÉSUMÉ	
ANNOTATION	

ABSTRACT

Although the idea of using visual aids in language teaching is not new, little research has been undertaken on their position and importance in the classroom. In this study, I analyze the use of visual aids and their function in the English classroom especially when presenting new vocabulary to young learners. Furthermore, three textbooks have been compared and analyzed with regard to the role of the visuals. The research findings show that presenting new vocabulary through the visuals is very popular among both teachers and young learners. Commonly used textbooks include visual material as well.

INTRODUCTION

I have chosen the topic of using visual aids when presenting new vocabulary because I strongly believe that visuals can help language learners to remember new vocabulary. What is more, I suppose that visuals are motivational aids which attract pupils' attention. I am a visual learner and from my own experience I know that visuals help in the learning process enormously.

During my teaching practice I strongly missed any interesting vocabulary presentation techniques. I would like to prove and demonstrate that besides translating words there are a lot of various interesting techniques how can be new vocabulary presented to young learners. I concentrate especially on young learners which are pupils who attend the primary school; it means children till the age of eleven. I would like to provide how teachers can help their pupils to learn the meaning of new words.

My diploma thesis is divided into two parts – the theoretical and the practical part. The first and the second chapter of the theoretical part deal with an issue of teaching new vocabulary, how important it is and which techniques for presenting new words to a class can teachers use. In the third chapter the question of learning styles and multiple intelligences is presented. The next three chapters are focused on using the visual aids, collecting and storing them.

The practical part is composed of two surveys I have conducted in the field of using visual aids in foreign language teaching. In the first part of the research, I present an analysis of questionnaires which I distributed both among English teachers and learners. In the second part I analyze and compare three textbooks with regard to which visual material they contain, which vocabulary presentation techniques are used and if topics and tasks work towards different types of learners.

THEORETICAL PART

1 VOCABULARY

Not only grammar structures but also a store of words allows us to communicate. The fact is that without vocabulary any language cannot exist.

“If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh” (Harmer 199, p. 153).

According to Harmer (1991) new words should be taught to pupils so that they know what words mean and how they are used. Pupils should possess a strong understanding of vocabulary they need for their level and should be able to use the words in a context. Teachers should therefore concentrate on teaching vocabulary in their lessons.

What is more, as Phillips (1993) supposes “young children are quick to learn words”. And therefore, teaching vocabulary is very rewarding for all teachers.

1. 1 IMPORTANCE OF TEACHING VOCABULARY

I suppose that teaching vocabulary was quite neglected in that time when I was a pupil. As Hedge (2000) says teaching and learning vocabulary was a neglected area in the past. According to Cameron (2001) “vocabulary has moved to centre stage in foreign language teaching in recent years”, it means at the end of the 20th century.

From my own experience I know that presenting vocabulary was as simple as giving pupils long lists of new words and pupils were supposed to learn them by heart. They did not experience words. They did not learn them in context.

As I suppose teachers concentrated more on teaching grammar, because it was possible and easier for them to do it in a systematic way. As Harmer (1997) mentions more and more vocabulary books are written for learners and methodology books for

teachers start to occur. That is why vocabulary teaching and learning is more often seen in English classrooms.

Scrivener (1994) claims that vocabulary is a powerful carrier of meaning. He adds that it is even possible for beginners to communicate in English only by using individual words. Grammar is not as powerful tool as vocabulary. According to Cameron (2001) “vocabulary learning can serve as a stepping stone to learning and using grammar.”

Scrivener (1994) gives an example of an English learner who communicated only by saying individual words, completely avoiding grammar. Despite this the learner was understood because the meaning was conveyed by the vocabulary alone. In spite of the fact that the structural correctness seems to be dominant, properly used vocabulary can cancel out structural inaccuracy (Harmer, 1991).

We should consider the fact that communication will be impossible without vocabulary because there will be merely “empty” grammatical structures, nothing else.

To conclude, vocabulary and grammatical structures depend upon each other. Therefore, in practice, both vocabulary and grammar is important to teach.

1. 2 WHAT KNOWING A WORD INCLUDES

There is the question of what presenting a new item to learners actually involves. Is it enough to present to learners only the form of the word and one of its meanings?

According to Harmer (1991) learners need to know the meaning of the word, how the word is used and formed, and they should even be familiar with the grammar of the word. Cameron (2001) agrees with Harmer because she emphasizes that knowing about a word involves knowing its form, its meaning and its use.

- **Meaning**

Generally, an English word has often more than just one meaning. The word “*book*” can be either a thing you read from or it can mean a number of other things (Harmer, 1991). For example it can be used as a synonym for the verb “*to reserve*” as in the sentence “*I booked a room at the hotel*”. A lot of vocabulary items have multiple meanings, and that is why it is very useful and important to teach the meaning of the words in context.

- **Word use**

Another aspect Harmer (1991) mentions is knowledge about how words are used. Learners need to understand metaphorical language. They should know how words collocate; in other words, how words go together. It is a very tricky topic for non-native speakers because collocations sound right just to native English speakers. In practice, when presenting a word “*homework*” the teacher should notice that we can “*do homework*” but we cannot “*make homework*”. Another issue concerning word usage is teaching that words can occur in different social and topical context. Teachers should therefore notice when presenting new vocabulary items which of them are used in formal situations and which may be used when speaking with peers, friends or family members.

- **Word formation**

Moreover, learners should be aware of facts about word formation: how words are formed, how suffixes and prefixes work and how words are spelt and how they sound (Harmer 1991). We can teach, for example, how to make a verb from a noun and vice versa.

- **Word grammar**

The last thing Harmer (1991) points out is the awareness of grammatical behaviour of words. Learners should distinguish between countable and uncountable nouns;

they need to know irregular forms of verbs and which position in the sentence adjectives are placed in.

- ***Denotation and connotation***

Furthermore, knowing about a word involves its denotative and connotative meaning. Denotation is the meaning of the word which is found in dictionaries. On the other hand, connotation is connected with emotions and feelings which arise when the learner hears the certain word (Hedge, 2000). People find some words to be more positive than others. The word “*together*” might be seen as a positive word because it evokes images of people who love each other – families and friends. On the other hand, “*apart*” may be seen as a rather negative word because it evokes images of distance between those loved ones.

- ***Pronunciation***

When learners are taught a new vocabulary item there is a need to become familiar with its pronunciation as well. Teachers should draw attention to sounds, spelling and stress when teaching vocabulary (Gairns and Redman, 1991).

1. 3 TEACHING VOCABULARY IN CONTEXT

One of the central features of vocabulary use is that words occur in context. This means that if we teach learners new words we need to show them how words are used, together with other words and in context. Words do not exist and occur just on their own; they depend upon each other (Harmer, 1991). And we, as the teachers, must make certain that our pupils are aware of this fact.

Schouten-van Parreren (1989, cited in Hedge, 2000, p. 120) claims that if the words are not presented in context (it means when words are presented just as isolated elements, e.g. in word lists), learners are likely to forget the words very quickly. As he points out they forget the words because “there is no point of support, no ‘cognitive

hold' for them in the learners' memory". Moreover, learners get also a much better picture of what words mean when learning them in context (Harmer, 1991).

In addition, Harmer (1997) defines three vocabulary-related skills teachers should help learners to acquire. One of them is the ability to guess the meaning of words learners are not familiar with. Teachers should encourage learners to look at the context so that they can try to work out what unfamiliar words could mean.

Summary:

The fact is that without vocabulary no one would be able to communicate. The issue of teaching and learning new words is important for all educators. It is important for each teacher to know how to present new words to his or her learners.

Firstly, we should realize that teaching a new vocabulary item is not simply teaching its form and one of its meanings. Consequently, knowing a word includes more aspects. The most important of them are: knowing a word's meaning, knowing its grammar, its word formation and in which context the word can be used.

Secondly, teaching and learning words in context is very important because learners are likely to remember the words learned in context than those memorised in long lists. A teacher must instruct the pupil to look for context clues to determine the meanings and connotations of unfamiliar words.

2 PRESENTING VOCABULARY

Teaching vocabulary is a process consisting of four steps. Firstly, a teacher *presents* new vocabulary to learners. After presentation the new vocabulary items are *revised* and then can be *practised*. The last step teachers should make is *testing* learners in order to determine if learners possess a strong understanding of the new vocabulary (Harmer, 1991).

In this chapter I would like to deal with presenting vocabulary which is as I have already said the first step the teacher should make. In my opinion the stage of presentation is the very important one when teaching vocabulary.

2.1 VOCABULARY PRESENTATION TECHNIQUES

In the first chapter I mentioned that teaching new vocabulary is as important as teaching grammatical structures. In this chapter I would like to introduce some techniques of presenting new words to pupils. The aim is to show that there are much more techniques than just translating words from English to Czech and vice versa.

As is generally known, learning vocabulary is not always fun for children. Many learners find studying long lists of vocabulary boring and tedious. And it is no wonder. That is why each teacher should provide techniques for presenting new vocabulary items which engage pupils, making the process enjoyable.

Ur (1991) claims that the most popular techniques among English learners are using definitions, synonyms and descriptions. However, we can hardly use these techniques with young learners. Fortunately, there are other ways how to bring a new word into a classroom.

According to Jeremy Harmer (1991) there are many techniques of how to present new items to learners: ***realia; pictures; mime, action and gesture; contrast; enumeration; explanation and translation.***

- **Realia**

I would like to introduce the first technique of presenting new words which is using realia. It means that the teacher brings real objects into the classroom. Harmer (1991) suggests that the teacher holds an object, says the English equivalent and makes pupils repeat the word.

There are many things the teacher can bring with – for example small objects like *a cup, a plate, a folder, an envelope, a ball, a doll, various soft toys etc.* There is also the possibility of using and manipulating objects which can be found directly in the classroom – *a chalk, a sponge, a pen, a pencil, a schoolbag and others.* Further, teachers can point at larger objects such as *curtains, a table, a wall, a poster, a window or a door.*

What is more, using this technique the teacher can present vocabulary field of “*clothing*”. He or she can point at pupils’ pieces of clothes.

Similarly, the teacher can use this method to teach the vocabulary connected with “*parts of the body*” this way, too.

I find the technique of using realia very useful because pupils can both see the certain object and touch and manipulate with it. Sometimes words are not enough and it is helpful to include movement and involve senses as well (Scott and Ytreberg, 1990).

- **Pictures**

Another technique Harmer (1991) points out is using pictures when presenting new words. It is sometimes impossible to bring all objects into the classroom (*e.g. a car*). However, the teacher can solve this problem by showing a picture of a car to the pupils.

Pictures can be a fun medium when presenting vocabulary. I deal with the issue of using pictures (and other visual aids) in the fourth chapter of my diploma project.

- **Mime, action and gesture**

Harmer (1991) explains that not all words are possible to demonstrate through using objects or pictures. The next technique he outlines is using mime, action and gesture. Words like *“running”* or *“smoking”* are easy to present by mime.

The teacher can also mime prepositions (*“to”, “towards”, “behind”, “under”, etc.*) which help pupils to understand this difficult subject matter.

Times can be explained by this technique as well. For example, the teacher could represent *the past time* by jerking his or her hand back over the shoulder (Harmer, 1991).

There are many words which the teacher can demonstrate physically, especially verbs such as *“to run”, “to jump”, “to wave”, “to stroke”, “to write”, “to draw”, “to wink”, “to smile” etc.* We can mime out both everyday activities and emotions.

I suppose the young pupils enjoy if their teacher does a mime. They like guessing the words which he or she demonstrates or performs. Pupils remember demonstrated words with the aid of the visual stimuli better than memorising lists of words.

- **Contrasting**

The next presentation technique which is mentioned by Harmer (1991) is contrasting. The teacher can present the meaning of *“full”* by contrasting it with *“empty”* or *“cold”* by contrasting it with *“hot”*. In this way the teacher uses antonyms to display the meanings of words.

Likewise, there is also an opportunity to present new words using synonyms (Ur, 1991). To demonstrate the meaning of the word *“pleasant”* the teacher can enumerate words such as *“nice”, “friendly”, “polite”* or *“attractive”*, moreover, he or she can contrast the word *“pleasant”* by giving words like *“ugly”, “impolite”* or *“unfriendly”* as well.

I definitely agree with Harmer’s ideas (1991) that by drawing attention to the contrasts in meaning teachers ensure pupils’ understanding. When they understand

the word well, they will be able to remember it and thus will know when to use it properly.

The technique of using synonyms or antonyms is probably most used when explaining adjectives.

- **Enumeration**

Enumeration is another technique mentioned by Harmer (1991). The teacher uses general and specific words. When explaining the meaning of “*vegetables*” the teacher enumerates or lists various items such as “*carrot*”, “*tomato*”, “*cucumber*”, “*pepper*”, “*cauliflower*” and “*broccoli*” in order to illustrate the meaning. From these specific words pupils are able to understand the meaning of the general word “*vegetables*”.

Personally, I like this presentation technique very much. By listing and enumerating the teacher puts the items into a kind of a context which is important and very beneficial when learning new vocabulary, as mentioned in the previous chapter.

The teacher actually uses hyponyms and hypernyms for explaining words. Hyponyms are words that represent different categories covered by superordinate items called hypernyms. Practically, the word “*vegetables*” is a hypernym, or a superordinate term, whereas, words like “*cucumber*” and “*tomato*” are hyponyms.

- **Explanation**

A rather difficult presentation technique is explanation. Explaining the meaning of vocabulary items by giving pupils definitions is not easy especially at beginner and elementary levels (Harmer, 1991).

Moreover, Harmer (1991) points out that the teacher’s explanation must include all the facts of the word use. It means when explaining the word “*mate*” it must be mentioned that the word is a colloquial word which is used in informal conversation and it is mainly used for males.

From my point of view, this technique is very useful for intermediate learners because it helps them to enrich their vocabulary store. They learn through the definitions. What is more, if they are used to this explanation technique they become familiar with monolingual dictionaries quite easily and they will use them effectively.

The technique of using definitions is, however, almost impossible to use with young learners. The fact is that their storage of vocabulary does not allow them to follow the teacher's definitions.

- ***Translation***

The last technique Harmer (1991) deals with is translation. As he mentions it is a quick and easy presentation technique of new vocabulary. Gairns and Redman (1991) agree because they point out that translating words saves time.

However, translation is not always without problems. Firstly, it is sometimes not possible to translate all words we come across. Secondly, when translating the teacher isolates pupils from interacting with other words.

According to Harmer (1991) using translation is a good idea in a case where we need to solve a presentation problem as quickly as possible. On the other hand, a good English teacher should avoid using Czech as much as possible.

However, learners usually like linking the English word with its mother-tongue equivalent (Gairns and Redman, 1986).

To use translation or not is a controversial topic. In my opinion we should not only translate words. It is very important to use a variety of presentation techniques regularly.

- ***Discovery techniques***

An appropriate alternative to standard presentation techniques are so called discovery techniques which are worth mentioning as well (Harmer, 1991).

It is not a technique where the teacher presents the meaning of a new vocabulary item; however, pupils discover what the word means for themselves. They discover how and why the certain word is being used which allows pupils more involvement than just a presentation led by the teacher.

This technique can be used especially with intermediate and advanced learners, since they already have a broad store of vocabulary.

On the other hand, Harmer (1991) says that such techniques can be used at beginner level as well. Even young learners can work out what words mean, rather than simply assigning them an appropriate equivalent in their mother tongue.

One of the discovery techniques, for example, is any kind of matching task. Pupils find words not only from their memories but also from their peers (Harmer, 1991). Therefore it is very beneficial when the teacher allows pupils to work either in pairs or in small groups. Each teacher can prepare his or her own collection of these activities which can be although time-consuming but useful and effective.

2.2 VOCABULARY NOTEBOOKS

After a new vocabulary item is presented to learners they are supposed to note it down into their vocabulary notebooks. Keeping vocabulary notebooks is a kind of a written storage system which allows learners to take control of their vocabulary learning. Vocabulary notebooks can be a very effective learning tool.

According to Gairns and Redman (1986, p. 95) “the most common way of indicating meaning was to assign a mother-tongue equivalent to each item.” However, this type of system does not reflect any associations. What is more, this system is not very flexible – it is not possible to add any information later.

It could be very useful to advise learners to write down new items with the relevant information. Then, when pupils have left a little space next or below the new vocabulary item – they can add any additional information at a later time.

As Hedge (2000) believes adding any extra information next to the new word helps pupils to remember the meaning and the pronunciation.

Hedge (2000) suggests:

- ***writing an explanation in English***
- ***writing the word in a sentence to show its meaning***
- ***writing the translation***
- ***writing the opposite word***
- ***adding stress marks***
- ***drawing a diagram or picture***

I suppose that the most important aspects pupils should note down are: *the Czech word and the English equivalent* (or vice versa), *phonetic transcription* (to know how the word is pronounced) and *writing the word in a sentence to show its meaning* (appropriate primarily at intermediate level).

To consider the young learners and the level of their English I find *drawing a diagram or picture* as the very useful technique. Drawing a picture is a simple and effective indication of meaning (Gairns and Redman, 1986).

Morzano suggests using tables or charts to note down the new item and its other aspects. There are some aspects proposed, however, they can be changed according to pupils' needs, of course. This model can help the visual learners because of the grids and its lucidity (See Appendix 1).

Gairns and Redman (1986) point out most learners note down their new vocabulary chronologically – in the order as new items are presented. There are, however, other ways in which pupils can store the new vocabulary (e.g. organising the vocabulary items alphabetically).

Summary:

To sum it up, in this chapter I tried to list all the most important techniques which teachers can use when introducing a new word to a class. The main aim was to show that besides translating there is a range of other presentation techniques. It is important to choose the technique which will learners like and thanks to which they will remember new vocabulary items better.

Moreover, I have shown that pupils' vocabulary notebooks are very important learning tools. Since young learners are usually not prepared to note down all new items and to organise them effectively, teachers should help them by showing how to adopt a systematic way of storing vocabulary. There are other possibilities than just noting down the new English word and its Czech equivalent next to it. Teachers must try to be creative.

3 LEARNING STYLES AND INTELLIGENCE TYPES

Every learner is an individual and has his or her own needs. I suppose that everyone knows from his or her experience that different people use different styles for their effective learning. I would like to provide a list of learning styles we, as the educators, may come across.

3.1 LEARNING STYLES

A learning style is, as Hedge (2000, p. 18) claims, “a preferred way of approaching learning and processing information”.

Neuro-Linguistic Programming mentions an idea that “we take in information chiefly through the eye, ear and movement” (cited in Berman, 1998, p. 1).

Therefore, we can derive three main types of learning styles or three main types of learners – **visual, auditory and kinaesthetic learners**. However, as Janíková (2005) says, a learner might not fit perfectly into one specific style of learning, however, the learning styles are combined.

- ***Visual learners***

Learners who belong to this category are likely to learn effectively from what they can see. Visual aids, such as texts or pictures, are helpful elements for visual learners in the learning process (Janíková, 2005). Therefore, the best method of teaching the visual learners effectively is to teach them through various visual aids. Nowadays there is a wide range of the visuals a teacher can choose from. The sources of the visuals and the types of them will be mentioned later.

- ***Auditory learners***

According to Janíková (2005) hearing new information is the greatest help for auditory learners. In other words, they remember best the information which they can hear. They absorb new information through the teacher's lecture, through music and sounds, and through discussions (Berman, 1998).

- ***Kinaesthetic learners***

Kinaesthetic learners need to “*touch*” and “*explore*” things (Janíková, 2005). They learn best through doing, moving and acting. It is important to provide enough activities for such learners because they find it hard to sit in one place for the whole lesson (Berman, 1998).

There are lots of questionnaires which could help learners to identify which learning type they are. It is worth for them knowing which group of learners they belong to. Knowing about it allows them to learn more effectively.

And of course, a teacher should know what kinds of learners he or she is teaching. The awareness of the kind of learning types present in the classroom is important for all educators. They can better reach and achieve pupils' success in the process of teaching by identifying a person's preferred learning style. To reach everyone in the classroom it is necessary to teach multi-modally (Berman, 1998). Therefore, it might be helpful for teachers to know more about multiple intelligences.

3. 2 MULTIPLE INTELLIGENCES

The theory of multiple intelligences (or MI) was proposed by Howard Gardner. The term intelligence Gardner (1993, p. 7) specifies as “an ability to solve problems and to fashion products”.

Gardner (1993) defines seven intelligences people possess – ***linguistic, logical-mathematical, spatial, musical, bodily-kinaesthetic, interpersonal and intrapersonal intelligence.***

According to him teachers should help learners to develop their intelligences and to reach goals that are appropriate to learners' particular needs. What is more, Gardner (1993, p. 10) suggests “to match individual students to ways of learning that prove comfortable for them”.

- ***Linguistic intelligence***

Gardner (1993) claims that this kind of intelligence is an ability which is most developed by poets. Learners with well-developed linguistic intelligence like expressing themselves both orally and in writing. Teachers can develop the linguistic intelligence using activities such as: discussions, reading and storytelling, to name a few (Berman, 1998).

- ***Logical-mathematical intelligence***

Logical-mathematical intelligence is defined as a logical, mathematical and scientific ability (Gardner, 1993). Learners who are good at solving problems and who like working with computers possess a high degree of the logical-mathematical intelligence. Gardner (1993) suggests activities which are connected with problem solving (puzzles, guided discovery etc.) to develop the logical-mathematical intelligence.

Linguistic and logical-mathematical intelligences are put “*on a pedestal*” in our schools (Gardner, 1993, p. 8).

- ***Spatial intelligence***

According to Gardner (1993) spatial intelligence is an ability which allows us to form a mental model of a spatial world. Learners with this ability think in pictures. When solving problems they use diagrams and memory maps (Berman, 1998).

- ***Musical intelligence***

Learners with well-developed musical intelligence are comfortable with music; with sounds, melody, and rhythm. A musical person usually plays a musical instrument (Berman, 1998). Teachers develop one's musical talent by dealing with songs.

- ***Bodily-kinaesthetic intelligence***

Bodily-kinaesthetic intelligence is an ability to solve problems using one's body (Gardner, 1993). Pupils with high level of this kind of intelligence like learning through movement. To cater to those learners teachers should ensure them enough movement and exercises during the lesson (Berman, 1998).

- ***Interpersonal intelligence***

This type of intelligence is for example the ability to cooperate (Gardner, 1993). Catering to a pupil with this type of intelligence would mean putting people in situations where they can work together in the classroom, either in small groups or in pairs (Berman, 1998).

- ***Intrapersonal intelligence***

According to Gardner (1993) this is a person's ability to create a model of his- or herself and to operate in the life effectively. Berman (1998) suggests for example any project work or a self-study to develop learners' intrapersonal intelligence.

Summary:

To conclude, it is essential for all educators to have knowledge about the different learning styles as well as an understanding of multiple intelligences. It might help all teachers to cater for their pupils' needs and talents when knowing about the MI. To reach everyone in the class the teacher should be conscious about the fact that each pupil is an individual – he or she learns and receives new information in different ways. While one pupil may prefer learning via hearing new things, another operates better by touching and manipulating objects. Each pupil is an individual and has an individual way of absorbing new information.

4 USING VISUAL AIDS IN THE EFL CLASSROOM

The world we live in is like a rainbow – it is full of colours and brightness. What is more, we are surrounded by various images which have different shapes, forms and sizes. We can hardly find two completely identical objects in the nature. Our world which we can see and which floods our senses is very diverse.

In my opinion, “bringing the colourful world” into the classroom is one of the teacher’s most important tasks.

4. 1 REASONS FOR USING THE VISUALS

4. 1. 1 The acquisition through senses

“Experience has shown that the more senses are involved in the learning process, the better human memory works” (Gerngross and Puchta, 1992, p. 3).

Jan Amos Comenius, the father of modern education, was convinced that the utilization of learner’s senses was a critical means of achieving language acquisition. Moreover, he was the first one who produced the first picture book intended for children called *Orbis Sensualium Pictus (The Visible World in Pictures)* which has significantly influenced the children’s education (in Smith).

Using visual aids when presenting new vocabulary is as important as using any other different method such as explaining words, using synonyms and antonyms, translating etc. When using the visual aids the teacher is able to reach especially those pupils who learn by seeing.

However, I am convinced that by using and working with various visual aids a teacher is able to reach more learners than just the visual ones. By bringing pictures or real objects into the classroom the teacher also works towards developing the

kinaesthetic learners. It is a great opportunity for those learners because they can manipulate and touch an object.

4. 1. 2 Motivation

Motivation is an issue which teachers face every day. What does the term “*motivation*” actually mean? As Dörnyei (2001, p. 1) mentions “motivation is an abstract, hypothetical concept that we use to explain why people think and behave as they do.” He adds that “motivation explains why people decide to do something, how hard they are going to pursue it and how long they are willing to sustain the activity”.

In other words, motivation is sometimes understood as a kind of desire to learn (Dörnyei, 2001). Motivation is not stable; it changes because of both ***internal factors*** (interest of activity, attitudes, self-concept, etc.) and ***external factors*** (learning environment, family networks, peers, teachers, interaction with them).

According to Dörnyei (2001) teachers should use compelling tasks and activities to motivate pupils. We can use the visuals (pictures, real objects, flashcards, etc.) to break the monotony of the learning process. When things are always done in the same way pupils will quickly become bored. I believe that pictures (and other visuals) are fun elements and therefore can motivate children well. We cannot forget that the visuals create a pleasant and relaxed atmosphere which is one of the strategies of motivating our pupils.

There are two main kinds of motivation: intrinsic and extrinsic (Carlton, 2003):

The intrinsic motivation is internal (the force comes from within oneself). Children do things because of desire and pleasure; they actually do things because they want to do them. They make their *own* choice: a small child chooses a toy he or she likes, an older child chooses his or her hobby.

On the other hand, ***the extrinsic motivation*** occurs when there are any external forces. Children often become involved in activities because adults (parents, teachers) tell them to. Extrinsic motivation often involves rewards or punishment.

However, we need children to be intrinsically motivated in the classroom. This kind of motivation is more rewarding than the extrinsic one. According to Carlton (2003) “a child is more likely to learn and retain information when he is intrinsically motivated – when he believes he is pleasing himself.” Teachers can support the intrinsic motivation by guided classroom activities and games children like and enjoy.

I believe that pictures (and other visuals) are fun elements which can motivate children. Other benefits of using pictures are that they draw childrens’ attention and they can be used to create a pleasant atmosphere in the classroom.

4. 2 TYPES OF THE VISUALS AND THEIR USE WHEN PRESENTING VOCABULARY

Visual aids are very useful teaching tools in the classroom. A teacher can use the visuals to illustrate the meaning of new vocabulary items.

Pictures or posters come to one’s mind when a person thinks of visual aids, however, there are many more kinds of visual aids we can bring or have in the classroom such as objects, models, miming, blackboard, and various classroom technologies. Nowadays, there is a wide range of various visual aids the teacher can use.

I have tried to organize the main visual aids and I have listed them (Wright, 1989):

- ***Pictures***

Pictures, a very popular visual aid among teachers, can occur in different kinds and sizes and they can be used in many different ways. It is a wide topic and I will deal with the issue of pictures in the next chapter.

- **Posters**

Posters are large pieces of paper which are decorated with pictures and other markings and labels. Their advantage is that they are suitable for the whole class because of their size and format. Sometimes teachers cannot find posters which fit to their topic. A solution is for the teachers to create and design their own posters. What is more, nice and coloured posters can decorate the classroom (Cook, *Classroom Poster Ideas*). Placing posters, pictures and other visuals on the walls not only makes them easily accessible as a teaching tool but also takes away that boring, intimidating feel of the empty room.

- **Objects and models**

The real objects a teacher brings into the classroom are always very interesting and attractive for pupils. Teachers usually bring smaller objects for vocabulary presentations such as – *an envelope, a postcard, a calendar, a diary, a cup etc.* To present a new vocabulary item the teacher holds up the object, says the English word and makes pupils repeat it (Harmer, 1991).

The three dimensional objects are catchy for pupils because they can often touch and manipulate them. In this way, the teacher reaches both visual and kinaesthetic learners. When pronouncing the new word he or she gives audible stimuli as well. There is no better way how to remember a new thing than when we can “see, smell, touch and taste it” (Kwiatkowska, 2008).

Furthermore, by bringing in a real object a teacher also brings a piece of his or her personality. Kwiatkowska (2008) suggests letting the learners to bring their own objects to have fun.

On top of that, a lot of realias are situated directly in the classroom; teachers can point out things like – *a pen, a pencil case, a book, a blackboard, a window and many others.*

What is more, teachers can use themselves and others for visual aids. Easily accessible visual aids are the various things that a person wears (*e.g. clothes, accessories or jewellery*). A teacher can point at their things or even at things that pupils are wearing. A description of our body is also possible (*vocabulary related to parts of the body*).

Objects which are not possible to bring into the classroom (*a car, a horse, a house*) are often replaced by using pictures (Harmer, 1991).

- ***Miming***

Miming can be classified as a visual aid too. Not all words are possible to demonstrate by showing a picture. Vocabulary related to actions, movements or gestures is probably better demonstrated by mime (Harmer, 1991). By miming a teacher can easily present for example these words: *to jump, to swim, to stumble, to blink, to wave, to be happy, to be sad, to cry etc.* Furthermore, Harmer (1991) believes prepositions (*towards, to, etc.*) and times (past time – a hand jerked back over the shoulder) are possible to mime as well.

- ***Blackboard***

Boards are one of the basic equipments of all classrooms. Originally, there were only blackboards; however, nowadays we can use a whiteboard at the Czech schools as well. Teachers can use the board whenever they need it, since it is always available. What is more, a board is usually possible to use without any preparation.

A board is a valuable teaching tool which can be used in many ways to support teaching. When presenting a new vocabulary item by writing it on the board and pronouncing it the teacher provides both visual and audible stimuli (Dobbs, 2001).

However, not only text written on the board serves as a visual stimulus. There are so called **blackboard drawings**. When demonstrating a new word blackboard drawings are very helpful.

As MacErland and Peyton claim drawings make a lesson more interesting. According to them learning from pictures will help pupils to think of the meaning and they will better remember the new word.

Each of us can draw and the blackboard drawings may not be necessarily perfect pictures with all the details. They must be simple and very clear for children. The drawings can be even odd, strange and bizarre because then they are better remembered. While drawing on the board teachers should ask questions, such as: "What am I drawing?", "What is this?", "Who is this?", "What is he doing?" etc.

As Dobbs (2001) points out to remember new words pupils must be given opportunities to experience them.

A blackboard drawing guide that is found in the Appendix 2 might be inspirational for teachers.

- **Classroom Technology - Technical aids**

Various technologies which have improved in recent years are introduced to the classroom and are used as technical aids.

- **Overhead projector (or OHP)**

An OHP has a very long history and it is often used at Czech schools. An OHP displays images on the wall, making the size of these images appropriate for the whole class (Crystal, 2009).

- **Computers**

There is a wide choice how to use them. The most common software used is probably Microsoft PowerPoint. With this program teachers are able to show a lot of pictures in a single PowerPoint presentation.

- **Videos, Filmstrips**

Videos (short films, documents, advertisements, etc.) are ideal for the whole group. It is a slightly unusual method for presenting new words, however, it can work. What is more, films give stimuli to both visual and auditory learners.

- **Interactive Whiteboard**

To make the lessons of English more interesting we can use the interactive whiteboard as a tool when presenting new vocabulary. Unfortunately, the interactive board is not found at all schools, but it is gaining popularity among both teachers and learners. Pupils love interactive boards; they enjoy being chosen to go to the board so that they can show anything they know (Knowlton, *Interactive Whiteboard for Primary Classroom*).

To this long list of various visual aids I would like to list any kind of a **text** as well. Texts, headlines, and words that are written down are useful tools because they provide visual stimuli as well.

Summary:

To sum it up, the list of the visuals is almost endless. It depends on the teacher to select which of the visuals he or she will use in the English classroom. All of them are very useful because due to them new vocabulary is better-remembered. When presenting new words, especially various concrete items, it is worth using visuals such as real objects, pictures, drawings and others.

Additionally, visuals are a source of motivation and they can even create a pleasant atmosphere which encourages pupils not only to speak in the foreign language.

5 PICTURES IN FOREIGN LANGUAGE TEACHING

According to the results of the research I have done pictures are the most popular visual aids among the teachers. Pictures are quite good available through magazines, newspapers, catalogues, brochures, picture flashcards, postcards, and photographs (the sources of pictures will be mentioned later).

5. 1 KINDS OF PICTURES

There are many kinds of pictures teachers can work with and which can be used as a tool when presenting and demonstrating the meaning of a new vocabulary item (Wright, 1989):

- **Pictures of objects** (or of a single object – any kind of food, clothes, animals etc.)
- **Pictures of people** (who they are – age, family, work; the human body, health and illness etc.)
- **Pictures of famous people** (fame, fashion, clothes, art, entertainment, countries and nationalities etc.)
- **Pictures of people in action** (everyday activities, sport and games, work, travel etc.)
- **Pictures of places** (building, landscapes, environment etc.)
- **Pictures of fantasies** (colours, animals, everyday activities, character and personality etc.)

I have listed various kinds of pictures which are available and can be used in the English classroom (Wright, 1989); all of them are suitable when presenting new vocabulary. There are suggestions in the brackets which vocabulary fields these pictures can refer to.

5. 2 SOURCES OF PICTURES

As mentioned before pictures are readily available and are quite cheap. I provide a list of some sources of them (Wright, 1989).

- ***Newspapers***

Newspapers are used very often. They are very cheap and older print is usually free. On the other hand, the pictures in newspapers are too small to use them for the whole class without having to pass them around.

- ***Magazines***

In comparison with newspapers magazines are a high quality material. What is more, magazines are not expensive. And learners themselves can bring different magazines they like. So the teacher can ask them to bring some. They would be, as I suppose, keen to participate and to help.

- ***Advertisements and publicity***

Leaflets, posters and advertisements are very easy to get. They are found almost everywhere. Their sizes vary – they can be used both for individuals and for the whole class. Advertisements usually present a product or an object – pictures of them are very suitable when presenting new words.

- ***Holiday brochures***

Brochures are actually full of pictures of different places and historical sights which are suitable for presenting new words. They are free and easy to get as well.

- **Catalogues**

Catalogues are typically free and full of pictures of different objects, such as *toys, furniture, cars etc.* Catalogue pictures are useful when teachers keep the whole page – learners can see in how many forms, shapes and colours one object can occur.

- **Calendars**

Old calendars can also serve when presenting vocabulary. One of the advantages of the pictures from calendars is that they are big enough for the whole class. Calendar pictures relate to a lot of topics (*landscape, sightseeing, animals, plants etc.*)

- **Postcards**

Postcards are worth collecting because they usually show images of different places and sights. Teachers can demonstrate vocabulary like “*a castle*”, “*a church*”, “*a tower*” *etc.* Another benefit is that postcards can be stored very easy. They are all same size and what is more, they are made of card. A teacher can use them many times because they are made of durable material.

- **Old books**

Old books (especially children’s books) are a rich source of many illustrations and pictures. Unusual and amusing pictures in children’s book are attractive not only for small children but also for adults. These pictures often represent everyday activities, for example – *to eat, to drink, to sleep, to walk, to run, etc.*

- **Family photographs**

The teachers’ and the pupils’ photographs are a part of their individuality. Everyone is curious about who in the photo is and where they are. That is why they are always so interesting for pupils.

- ***Wrapping paper***

Believe it or not, wrapping paper can be a valuable source of pictures as well. There are many kinds of wrapping paper as for example birthday wrapping paper, children wrapping paper, wedding wrapping paper, to name the few. For presenting vocabulary related to the topic of *Christmas* – the Christmas wrapping paper is a good choice. The pictures on it repeat which allows every pupil to get his or her own picture which they can stick into their vocabulary notebooks next to the new vocabulary item.

- ***Course book***

In a course book there are plenty of illustrations, drawings, and photos which can be often used in other ways that are not suggested by the author.

- ***Photocopying***

If teachers do not want to use originals, it is possible to copy many pictures. Even photocopying of objects (*keys, tickets*) is possible.

5. 3 FILING AND STORING PICTURES

There is a question of how to store pictures effectively. A wide collection can contain thousands of pictures. What each teacher needs is to find pictures quickly and to use them easily. Each teacher establishes usually his or her own storing system.

Wright (1989) suggests several possibilities of filing systems:

- ***Filing by subject***
- ***Filing by course unit***
- ***Filing by language teaching points***
- ***Filing by skills***

- ***Filing by topic***
- ***Filing by situation***
- ***Filing by cultural information***

I find the system of ***filing by subject*** to be the most effective and suitable one not only for presenting vocabulary. This system is very flexible because it is not aimed to a certain use of pictures.

The main point of this filing system is to divide pictures according to the subject.

When dividing pictures Wright (1989) suggests five main categories:

- § *People*
- § *Food and drink*
- § *Objects*
- § *Animals and plants*
- § *Places*

This system is very simple; however, it grows with time when a teacher collects more and more pictures. Then, the main categories can be divided into sub-categories:

- § *People - portraits, famous, jobs, people in action, everyday activities etc.*
- § *Food and drink - fruit, vegetables, breakfast, lunch, dinner etc.*
- § *Objects - household, school, transport etc.*
- § *Animals and plants - Zoo, pets, birds, garden, forest, flowers, trees etc.*
- § *Places – buildings, sights etc.*

Another issue I would like to mention is storing and protecting pictures (Wright, 1989):

When a teacher finds a picture he or she should cut it out and stick it on a piece of card so that the teacher can use the picture again and again. Card is a thick, stiff and durable material.

What is also important is to find a suitable container for storing them. For a novice teacher a shoe box should be sufficient. The last step is to categorise all pictures, it means to store together pictures of one subject and to separate them out of the others by an interleaving piece of a coloured card.

Another system of storing pictures might be to use a ring binder. Teachers put their collected pictures into plastic envelopes which are held by the file. Each plastic envelope includes a set of pictures that belong together.

To bear in mind, I have chosen just two of many other possibilities how pictures can be stored. Each teacher can have his or her own system which would be suitable for him or her.

Summary:

Many types and sources of pictures were presented in this chapter. The list of them would be much longer, but I tried to gather just the main ones. There are even many possibilities how to file and store them. Although I tried to give some suggestions, it is upon each teacher to decide which pictures to choose and how to use them. Each teacher will probably choose his or her own system of working with pictures.

6 PROS AND CONS OF USING VISUAL AIDS

6.1 ADVANTAGES OF USING VISUAL AIDS

Visual aids have many advantages. Pictures and other visuals are very attractive for all language learners – not only for children. Even pictures of fantasy can be interesting for adults. Any visual aids are a great source of motivation and can draw pupils' attention quite easily. Pictures are images of reality. What is more, they can create a pleasant atmosphere in the classroom. We can have a lot of fun with pictures. And this is what pupils actually like. They will enjoy the lessons.

As I have already mentioned people learn better when they can absorb new information through their senses. The visuals allow pupils to learn both through their eyes and through their hands (when given the opportunity to touch and manipulate an object). In other words, pictures help pupils remember words because they serve as reminders to the meaning. When manipulating with real objects the kinaesthetic learners whose learning style is, unfortunately, often ignored are reached.

Teachers should not forget that their own drawings can be very helpful as well. They cannot be afraid to draw because it is enough to provide only a simple blackboard drawing.

Visuals are multifunctional. Once a teacher collects some pictures he or she can use them in various ways. They are helpful tools not only when presenting new vocabulary, as mentioned above, but also in stimulating conversation, discussion or a writing task. They can also be used when presenting new grammatical structures (Dobson, 1992).

One of the greatest advantages of the visuals is their availability. Pictures are found almost everywhere around us. We must keep our eyes open.

6. 2 DISADVANTAGES OF USING VISUAL AIDS

Nothing is perfect and so using the visuals have disadvantages too. First of all pictures, or any other kind of the visuals, are sometimes not sufficient and suitable when demonstrating the meaning of all words. For example, abstract words such as *“information, opinion, advice, idea, etc.”* are not possible to demonstrate by showing a picture (Harmer, 1991).

When presenting new vocabulary I would suggest not using only the visuals, but also to interchange and to use other techniques as each technique may be suitable for other words or word classes (various vocabulary presentation techniques are found in the second chapter).

Secondly, it is important to be careful that our lessons are not always the same. When a teacher uses only the visuals for the presentation of new vocabulary pupils will probably find his or her lessons monotonous. Naturally, when using the same picture several times pupils will become bored.

Lastly, looking for the right picture might be very time consuming – especially for novice teachers who lack their own collection of the visual aids.

PRACTICAL PART

1 INTRODUCTION

In the first section of the research part I would like to deal with the use of visual aids when presenting new vocabulary to young learners.

The research I have carried out consists of two parts – the research among teachers and the research among their pupils. I have chosen the method of questionnaires for gathering data because of their advantages – they are cheap and fast (Brown, 2001).

The aim of the research was to answer following questions:

Do teachers use the visual aids when presenting new vocabulary to pupils?

Which kinds of the visuals do they usually use?

What sources do they take the visuals from?

Do pupils like pictures?

Which pictures do pupils like most?

Do pupils keep their vocabulary notebooks?

Which components pupils note down next to a new vocabulary item?

Are pupils familiar with the phonetic transcription?

Out of 16 teachers, 4 teachers belong to the young group (to 35 years old), 9 teachers belong to the middle aged group (36 – 50) and 2 teachers belong to the group of older teachers (more than 51).

It means, the major part of the respondents were middle aged teachers.

One from the addressed teachers did not answer the question about the age. He or she considered perhaps this question as too personal.

Finally, I found out that information about the teachers' age is not relevant for my research.

The 16 respondents were from 6 different schools in Olomouc, Šumperk and its surroundings.

Question no. 2:

What do you prefer to teach in your English lessons – grammar or vocabulary?

The proposed answers were:

- *I prefer teaching grammar*
- *I prefer teaching vocabulary*

The major part of the teachers prefers teaching vocabulary (9 of them). 3 respondents answered that they prefer teaching grammar. Both grammar and vocabulary marked 2 of the addressed teachers.

Unfortunately, 2 respondents did not answer this question. When I was thinking about the reason I realised that my question was quite unclear. I wanted actually find out if they personally like more teaching grammar or teaching vocabulary. I wanted to know their point of view and their personal preferences. When not answering the question they probably wanted to show me that they are professional teachers who should not prefer anything.

Question no. 3:

Which techniques do you mostly use when presenting new vocabulary?

The proposed answers were:

- *using visual aids (pictures, charts, photos, drawings, flashcards, maps, etc.)*
- *using realia (objects which are situated in the classroom or you bring them with)*
- *using mime or gesture (any kind of demonstration)*
- *using synonyms*
- *using antonyms*
- *explaining words in English (using definitions)*
- *translating words*
- *using other techniques, please specify_____*

Out of 16 respondents, all of them use visuals such as pictures, charts, photos, drawings, flashcards, maps, etc. when presenting new vocabulary. 15 teachers work with realia, 13 teachers demonstrate the meaning of new words by mime or gesture. Furthermore, 13 respondents translate words, 9 use antonyms for illustrating the meaning, 4 use synonyms. Only 2 teachers claim they demonstrate the meaning of a new vocabulary item through explaining its meaning in English.

I was very positively surprised by these results which have shown that all teachers use visual aids as a tool when demonstrating the meaning of new vocabulary. Using realia or miming can be considered as a kind of a visual aid as well. It means that any kind of the visuals is a very important tool for the teachers in English classroom.

As results have shown, a majority of the respondents use translating as a method of demonstrating the meaning as well. Translating has both advantages and disadvantages as I have mentioned in the theoretical part of my thesis. It has definitely its important role when teaching the meaning as well.

Very few teachers (only 2 out of 16) explain the meaning of the word in English giving definitions. The reason probably is that their pupils' level of English is too low and they will not understand the definitions. Using definitions is a quite demanding technique for pupils at elementary level.

To demonstrate and make the results clearer I have designed a graph (see Figure 1).

Question no. 4:

If you use visual aids when presenting new vocabulary, do your pupils enjoy it?

The proposed answers were:

- *They like it.*
- *They do not like it.*

All teachers replied positively. Teachers provide probably the visual aids because their pupils like it much.

Question no. 5:

If you use visual aids when presenting vocabulary, which kinds of the visuals do you mostly use?

The proposed answers were:

- *pictures and picture cards*
- *photos*
- *postcards*
- *posters*
- *flashcards (word flashcards, picture flashcards)*
- *charts and wall charts*
- *magazines and brochures*
- *blackboard drawings*
- *mind maps (word networks)*
- *real objects*
- *other visuals, please specify*_____

Various kinds of pictures and picture cards are used by 15 teachers. 14 teachers work with real objects, 12 teachers use flashcards (either word flashcards or picture flashcards), 11 teachers use photos and 7 teachers use posters. 11 teachers even draw a picture on the blackboard to illustrate the meaning. Only 4 teachers out of 16 demonstrate the meaning of new vocabulary using postcards, 3 teachers work with magazine and brochure pictures. 2 teachers demonstrate the meaning through various charts and only one teacher uses so called mind maps (word networks).

There are a lot of different kinds of the visuals and all of them are more or less used by the teachers.

See results in Figure 2.

Question no. 6:

Which sources do you mostly take the visuals from?

The proposed answers were:

- *from the teacher's book and its supplementary material*
- *from other books*
- *from the internet*
- *from magazines, newspapers or catalogues*
- *from other sources – please, specify_____*

15 teachers out of 16 use their teacher's book and its supplementary material as the main source of the visuals. 11 respondents work with visual aids which are taken from other books. Internet as a source of pictures is used by 10 teachers. 10 respondents claim that they use also magazines, newspapers and catalogues. One teacher's answer was that he or she makes also his or her own visuals.

In summary, the major part of teachers uses their teacher's book and supplementary material which belongs to it.

See results in Figure 3.

Question no. 7:

Do your pupils keep their vocabulary notebooks?

The proposed answers were:

- *Yes*
- *No*

Out of 16 respondents, 7 replied positively, 9 negatively. It means that only 7 teachers lead their pupils to keep vocabulary notebooks.

I was quite disappointed with this result. In my opinion the pupils are too young and they need somebody who show and help them how to organise new vocabulary

effectively. I strongly support the idea that all pupils (especially the younger ones) should keep their vocabulary notebooks.

See results in Figure 4.

Question no. 8:

Which components do pupils note down into their vocabulary notebooks?

The proposed answers were:

- *the Czech word and the English equivalent*
- *the Czech word, the English equivalent and phonetic transcription*

All seven teachers whose pupils keep their vocabulary notebooks claim that their pupils note down following components into their notebooks: the Czech word, the English equivalent and the phonetic transcription. It means their pupils should be familiar with the symbols of the phonetic transcription.

Question no. 9:

Do your pupils add any extra information next to the new vocabulary item?

(e.g. drawing a picture or writing a definition)

The proposed answers were:

- *Yes*
- *No*

Out of seven teachers, three teachers replied positively – it means that their pupils do add any extra information next to the new word. Pupils of another four teachers do not add any extra information.

Question no. 10:

If yes which techniques do they usually use?

The proposed answers were:

- *they draw a diagram or a picture next to the new word*
- *they write the new word in a sentence (context)*
- *they notice the opposite word*
- *they notice the synonym*
- *they write an explanation in English (a dictionary definition)*

Out of three teachers whose pupils add extra information all of them replied that they draw usually a diagram or a picture next to the new word. Moreover, one teacher says that their pupils notice the opposite word and the antonym as well.

3 RESEARCH PART TWO: SURVEY AMONG PUPILS

The main aim of the survey among pupils was to find out if their teachers incorporate pictures in the English classroom when presenting new vocabulary (pupils' point of view). I also wanted to know which kinds of pictures pupils like most and if they keep their vocabulary notebooks.

I designed a very short questionnaire (see Appendix 8) which has respected the pupils' age. It contained six questions which were very easy to fill in. The questionnaires were handed in the pupils' mother tongue so it was understandable for them and took them only few minutes to fill in.

I distributed 120 questionnaires which I handed at primary schools in Olomouc, Šumperk and its surroundings. I collected 100 of them which were fully completed.

The first two questions of the questionnaire were personal - concerning which class and which school they attend.

In the second part of the questionnaire I wanted to find out if their teachers use visual aids when presenting new vocabulary (the pupils' vs. the teachers' point of view). Furthermore, I asked them which pictures they like most, if they keep their vocabulary notebooks and the last question examined the fact if they are familiar with the phonetic transcription.

3. 1 ANALYSIS OF RETURNED QUESTIONNAIRES

I will analyze each question separately. I will also include figures showing the results to some questions in order to make the results more clear.

Question no. 1:

Which class do you attend?

The proposed answers were: *3rd class* *4th class* *5th class*

I found out that 43% of the respondents attend the 3rd class, 16% attend the 4th class and 41% of the respondents attend the 5th class.

See results in Figure 5.

Question no. 2:

The name of school you attend _____

Pupils were supposed to write the name of the school they attend. I received 100 questionnaires from 4 different primary schools.

Question no. 3:

Does your teacher present new vocabulary using pictures?

The proposed answers were:

Yes, he or she presents new vocabulary using pictures.

No, he or she does not present new vocabulary using pictures.

91 respondents out of 100 answered positively. Only 9% of the pupils claimed that their teacher does not present new words using pictures. From pupils' point of view not all teachers introduce the meaning of new vocabulary using visual aids. In comparison, all teachers replied that they work with the visuals in order to demonstrate the meaning.

See results in Figure 6.

Question no. 4:

Which pictures do you like most in the English classroom?

The proposed answers were:

- *Various coloured pictures*
- *Photographs*
- *Posters*
- *Graphs and charts*
- *Course book pictures*
- *Magazine pictures*
- *Blackboard drawings*

Out of 100 respondents, 49 like course book pictures most, 46 pupils like various coloured pictures, 27 like photographs and posters, 24 like magazine pictures and blackboard drawings, the least pupils – 18 – like graphs and charts. (See results in Figure 7)

In summary, course book pictures are the most favourite ones among the pupils.

Question no. 5:

Do you keep your vocabulary notebook where you note down new words?

The proposed answers were:

- *Yes, I keep my vocabulary notebook.*
- *No, I do not keep my vocabulary notebook.*

The major part of the pupils (75%) does keep their vocabulary notebooks for noting down new words. The quarter of the asked pupils (25%) does not keep their vocabulary notebooks. These results conform also with the answers from teachers.

Results are demonstrated in Figure 8.

Question no. 6:

Which English words are hidden behind these symbols?

- [mVD@] -
- [g3:l] -
- [b0:d] -
- [&pI] -

Concerning the word [mVD@] only 25% of the respondents write the English word correctly. The rest of them (75%) were wrong. The pupils were most successful when guessing the word [g3:l] - 71% of them were right, 29% were wrong. The word [b0:d] was the most challenging one for the respondents – only 24% of them answered

correctly, the rest of them (76%) were wrong. The last word [p] write 65% of the pupils correctly and 35% were wrong.

As I have already mentioned the respondents were most successful with the word [gɜ:l] and at least successful with the word [bɔ:d].

Instead of the word “mother” a lot of pupils suggested the word “mouth”, “made” or “maths”. Instead of “girl” they suggested “gril” and instead of “board” there were suggestions like “bird” or “bed”.

Moreover, when writing the word “apple” a lot of the respondents made a spelling mistake (“apl”), however, I did not consider it as a correct answer.

I also analysed the results of the correct answers in the 3rd and 5th class separately in order to see the differences:

	3rd class	5th class
<i>[mVDe]</i>	35%	15%
<i>[gɜ:l]</i>	51%	95%
<i>[bɔ:d]</i>	25%	24%
<i>[p]</i>	40%	88%

4 INTERPRETATION OF RESEARCH RESULTS

I have summarised the research results of both questionnaires for teachers and learners. There is a brief overview of the most important research results:

- Ø The major part of the addressed respondents was middle aged teachers.
- Ø Out of 16 teachers, 9 prefer teaching vocabulary for teaching grammar.
- Ø All addressed teachers use visual aids such as pictures, posters, photos, etc. when presenting the meaning of a new word.
- Ø On the other hand, 91% of their pupils claim that their teacher uses the visuals when presenting the meaning of new vocabulary.
- Ø Almost all teachers (15 out of 16) work with real objects when demonstrating the meaning.
- Ø Translating as a method of presenting the meaning is used by 13 out of 16 addressed teachers.
- Ø Explaining the meaning of new words in English is the less used presentation technique.
- Ø All teachers say that their pupils enjoy the lesson when they use the visual aids as a tool when demonstrating meaning.
- Ø Almost half of the pupils like most pictures from their course books.

- Ø 15 teachers use the visuals from their teacher's book and its supplementary material.

- Ø 75% of addressed pupils keep their vocabulary notebooks.

- Ø Out of 16 teachers, 7 claims that their pupils keep their vocabulary notebooks and that they note down also a phonetic transcription.

- Ø 3 teachers state their pupils also add extra information next to the new word (they usually draw a picture next to it).

- Ø In total, pupils seem to be quite familiar with the phonetic transcription. When solving a task (transcribing phonetic symbols and creating words) 71% of addressed pupils were successful when transcribing the word "girl".

- Ø The most difficult for them was transcribing the word "board" – only 24% of them were right.

Summary:

The research has shown that various kinds of the visuals play a very important role in the English classroom when presenting the meaning of new vocabulary. All teachers are used to work with the visuals such as pictures, posters, photos, blackboard drawings, picture and word flashcards, real objects, etc. As the main source serves a teacher's book and its supplementary material.

Pupils appreciate if their teachers use pictures. As the most favourite pictures pupils describe their course book pictures.

The vast majority of the addressed pupils keep their vocabulary notebooks. When concerning the age of the pupils, they are quite familiar with the phonetic transcription.

To sum it up, I was very positively surprised that all teachers work with visual aids when presenting the meaning of new words. In spite of the fact that their teacher's book is the main source of various visuals, teachers seem to use a lot of supplementary material as well. They often seek for pictures in other books, on the internet or in magazines. It is definitely very positive that they use the visual aids in their lessons.

On the other hand, I was disappointed with the fact that not all pupils keep their vocabulary notebooks. After a new vocabulary item is presented it should be also noted down. It is very simple; however, not all pupils are led to do it this way. From my point of view, pupils should note down, store and organize new words in order to learn them effectively.

5 TEXTBOOK ANALYSIS

In this section of my practical part I have decided to analyse textbooks. I suppose that a textbook is a very important teaching aid in the EFL classroom. Cunningsworth (1995) states that the content and nature of both teaching and learning foreign languages are influenced by books which are used. Therefore I want to deal with this issue as well.

I would like to analyse three textbooks with regard to which kinds of visual material they contain, which vocabulary presentation techniques are used and if topics and tasks work towards different types of learners.

There is a list of research questions:

- *Are visuals used extensively in the material?*
- *Are visuals used as an integral part of teaching material or are they essentially decorative?*
- *Is the course book flexible? Does it allow different teaching and learning styles?*
- *How is new vocabulary presented? Which techniques are used?*

I would like to analyse Project textbooks by Tom Hutchinson because I have worked with them during my teaching practice and I am quite familiar with them. Among Project 2 and Project 3 I have also worked with Project 1 (The third edition). I would like to concentrate on the Project books for young learners and to analyse them.

I will analyse and compare following editions of the Project textbooks:

- The first edition, *Project English 1, student's book*, 1985
- The second edition, *Project 1, student's book*, 1999
- The third edition, *Project the Third Edition 1, student's book*, 2008

5. 1 ANALYSIS OF THREE PROJECT EDITIONS

The first edition, Project English 1, student's book, 1985

Project English 1 is divided into 8 projects, each project represents another theme. These themes (*Communication, My world, Our town, Animals etc.*) are generally attractive for young learners. What is more, each project is divided into sub-topics which end with the project work. There is much more project work than in the second and the third edition.

On the other hand, the structure of each unit is not as lucid as in the following editions. What I personally miss is dividing each unit into the parts according to what is learnt and taught (*e.g. skills, grammar, and vocabulary*). However, there is always a pink box which introduces pronunciation.

Question no. 1: *Are visuals used extensively in the material?*

There are many of the visuals involved in the textbook. It provides photos, various pictures, comics supplied with speech bubbles etc. On the other hand, I find the photos (especially the photos of people) old fashioned and not attractive for young learners any more. As Cunningsworth (1994) mentions because of the influence of television and computer games pupils expect high standard of the quality of visuals.

Question no. 2: *Are visuals used as an integral part of teaching material or are they essentially decorative?*

From my point of view, all visuals are essential parts of teaching material. What I especially like are the pictures at the beginning of each project. These pictures introduce the topic and they can be used in many ways (*warming-up, brainstorming, presenting vocabulary, as stimuli before a discussion etc.*).

Question no. 3: Is the course book flexible? Does it allow different teaching and learning styles?

The course book reaches all types of learners. Firstly, various listening activities such as drills and listening comprehension work towards the auditory learners. Secondly, the wide choice of the visuals is very useful for visual learners. Thirdly, the project work caters for kinaesthetic learners. In each unit there is more than one project task. Pupils are supposed to make collages, to draw maps, to find and stick on various pictures which are connected with the theme of the project. I like pupils are led to keep their own project books where all their projects are collected.

Question no. 4: How is new vocabulary presented? Which techniques are used?

New words are usually introduced in texts. It means, new vocabulary occurs and is learnt in context. Pupils are also supposed to study lists of new words which are found in the wordlist at the end of the textbook.

Evaluation:

Although the textbook is very old it can still function as a valuable teaching material. What I especially like about this textbook is a great deal of project work which caters for the kinaesthetic learners, those learners who are as I supposed often ignored. On the other hand, the visual material is quite old-fashioned and it will not catch the pupils' attention and interest. What is more, the units are not clearly divided and they appear disarranged.

The second edition, Project 1, student's book, 1999

The textbook presents language in a very motivating way. It includes many parts such as *project work, cross-curricular themes, role-play, games, grammar framework, and practice of structures, functions and vocabulary.*

It is divided into 6 units. Each unit represents another topic similarly as the first edition does. The unit 1 is a *starter unit*. Units 2 to 6 introduce both grammar and vocabulary. Each unit is divided into sections A to D which have following parts: *comprehension, grammar, skills and pronunciation corner*. At the end of each lesson there is a project section. I find the structure of every unit very lucid.

Question no. 1: Are visuals used extensively in the material?

Yes, there is a wide range of various pictures, photos, drawings, illustrations, comics and cartoon stories. Attractive and colourful speech bubbles, tables and boxes are involved as well. The visuals are modern and therefore they can attract pupils' attention quite easily. The pages are clear and lucid there are also different styles and sizes of the type.

Question no. 2: Are visuals used as an integral part of teaching material or are they essentially decorative?

There are some visuals which are not used only for teaching. Some pictures are used for illustrating and decorating the page (*e.g. a picture next to a song*).

Question no. 3: Is the course book flexible? Does it allow different teaching and learning styles?

The exercises and tasks involved in the textbook work towards all learning styles. The textbook provides wide range of various visuals which are suitable for visual learners. It provides audible stimuli (*e.g. comprehension texts, listening skills*

activities, pronunciation practice, songs) which cater for auditory learners. Moreover, there are also exercises which involve movements. Activities like miming, pointing to words or real objects, playing games, acting, drawing, doing a project poster satisfy kinaesthetic learners.

Question no. 4: *How is new vocabulary presented? Which techniques are used?*

New vocabulary occurs in wordlists. All new words are found in a word list of the workbook each pupil possesses. Most vocabulary is presented in texts. It means that words occur in context which allows pupils to deduce the meaning. What is more, each text is usually supported by a set of pictures or drawings.

Evaluation:

To conclude, the textbook contains realistic and motivating topics. There are a lot of eye-catching visuals which can be used also in other ways than the author suggests. The layout is well-arranged and because of the pictures and colours is the whole textbook very attractive for young learners. What I especially like is that all types of learners are reached. There are various tasks, exercises and games which are suitable both for visual, auditory and kinaesthetic learners. On the other hand, in comparison with the vocabulary practice the presentation technique of new words is quite neglected.

The third edition, Project the Third Edition 1, student's book, 2008

The last edition of the Project textbook inspires the new generation of English learners definitely. The language occurs in a realistic and very motivational context.

The textbook is divided into 6 units each representing another topic which is attractive and close to young learners. Each unit contains following sections: *Vocabulary, Grammar, Comprehension, Pronunciation, Skills, Culture page, English across the curriculum*. What is more, at the end of each unit there is a *revision page, project work and a song*. The structure of each unit is excellently clear.

Question no. 1: *Are visuals used extensively in the material?*

There is a plenty of visuals in the textbook. There are comic stripes and cartoon pictures as in the previous editions. The pictures are funny and the photos very realistic. All visuals are a high quality material which can catch pupils' attention quite easily. To make the page look clearer there is always a green box which presents grammar and the pink pronunciation box. To make the pages more clear and lucid there are different styles and sizes of the type. The layout is very clear and attractive. Print is easy to read for the young learners. The visual aspect of the textbook is perfect.

Question no. 2: *Are visual used as an integral part of teaching material or are they essentially decorative?*

Almost all visuals are used as a valuable teaching material.

Question no. 3: Is the course book flexible? Does it allow different teaching and learning styles?

All learning styles are represented in the textbook. There is a wide range of visual material which is very helpful for visual learners. For auditory learners there are various listening tasks and even a song at the end of each unit. The project work, acting, miming and playing games cater for kinaesthetic learners.

Question no. 4: How is new vocabulary presented? Which techniques are used?

An important part of the textbook is a new vocabulary section. New vocabulary occurs at the beginning of each lesson and it is always presented with the support of pictures. There is always a set of nice pictures which relate to a vocabulary field such as *Free time, Pets, My school, My family, My room, My friends, Clothes etc.* It means, words are presented in a non-linguistic context (Cunningsworth, 1994). Next to each picture there is written the English equivalent. Pupils are supposed to look at the pictures, listen to a recording and repeat each word separately. It means, they can see the new word, hear and say it. What is more, after vocabulary is presented there is always a comprehension text in which all new vocabulary occurs. Pupils learn not only through pictures but they even learn the words in a linguistic context.

Evaluation:

To sum it up, the new edition emphasizes the teaching of vocabulary enormously. There are many high frequently used words presented by support of interesting and eye-catching pictures. As it is the latest edition of Project textbooks it offers a high-quality visual material which seems to be as the most interesting for young learners in comparison with the two previous editions.

Summary:

I have analyzed each textbook separately. Now I would like to provide a brief conclusion of the analyses.

The analysis of three editions of Project textbooks shows that there is a tendency to use pictures as a vocabulary presentation technique. Whereas in the first and the second edition there was new vocabulary presented only in texts or in wordlists, the third edition works also with sets of pictures which serves as a valuable teaching tool when illustrating the meaning of new words. The clear vocabulary section using visuals which occur at the beginning of each unit is a great advantage of the third edition.

Various visual aids are incorporated in all three editions. They are almost always used as an instrumental teaching material, sometimes they serve only as a decoration. All three textbooks are full of pictures, photos, drawings, colourful boxes and tables etc. However, the first edition contains visual material which is rather old fashioned and not attractive for today's generation of young English learners.

What I personally like about all three editions is that they work towards all types of learners. There are various tasks and activities which cater both for visual, auditory and kinaesthetic learners.

To make the results of analysis more clear I have designed a table:

	<i>The first edition</i>	<i>The second edition</i>	<i>The third edition</i>
1. Are visuals used extensively?	Yes	Yes	Yes
2. Are visuals used as a teaching material?	Yes	Yes (only few pictures serve as a decoration)	Yes
3. Does the textbook allow different learning styles?	Yes, it works towards the visual, auditory and kinaesthetic learners.	Yes, it works towards the visual, auditory and kinaesthetic learners.	Yes, it works towards the visual, auditory and kinaesthetic learners.
4. How is new vocabulary presented?	- in texts - in the wordlist	- in the wordlist - in texts (sometimes in association with the visuals)	- in the wordlist - use of pictures in each lesson - in comprehension texts

6 CONCLUSIONS

In the last chapter of my diploma thesis I would like to derive some practical implications which would be useful for English teachers.

Visuals not only create a pleasurable atmosphere and catch pupils' attention, they even clarify what teachers teach, say and introduce. As mentioned before in the theoretical part of my thesis the more senses are involved in the learning process the better pupils remember new things. And it is a visual aid which enables to appeal to more than one sense at the same time because new information goes from hearing to seeing and even to touching.

It might seem that visual aids have only entertaining and motivational value. However, it is a tool which is instructional as well. In my diploma thesis I tried to demonstrate that visuals can be used as a device when presenting new vocabulary not only to young English learners. On the other hand, they can serve well even when teaching, practising or testing language skills and systems and they can be incorporated almost in all classroom activities. In short, pictures are an indispensable tool.

What is more, the wider the choice of activities a teacher prepares the more likely they are to attract the pupils' attention and their desire to learn the language. If English gets into pupils' intrinsic motivation they start to enjoy the lessons. From my point of view, pictures guarantee pupils' motivation and interest.

When teaching new vocabulary some words are worth spending more time on them. If high frequency words occur in English lessons teachers should concentrate on them deeply. Using visuals for illustrating the meaning is effective and beneficial. I do not know which method for presenting new vocabulary is the perfect one but I strongly believe that the visuals help. Pictures allow that words are not learnt mechanically but associatively.

The great advantage of visuals is that they are found almost everywhere. It is only upon each teacher which types of the visuals he or she decides to work with. A teacher can have his or her own collection of visual aids. However, gathering and

collecting suitable pictures could be very time-consuming and for novice teachers almost impossible. Collecting pictures should not discourage them. As my textbook analyses shows commonly used textbooks provide very useful visual material which can help enormously.

When I started to be interested in the topic of using visual aids in the EFL classroom I also started to collect and file various pictures, postcards and photographs. My collection is still very narrow but I believe that it will grow with time and that my future pupils will profit from it.

What is more, I hope that my diploma project will help those teachers who are not sure how to present new vocabulary in an attractive way.

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APPENDICES

Appendix 1: Vocabulary notebook according to Morzano

TERM:	MY UNDERSTANDING: 1 2 3 4
DESCRIBE:	
DRAW:	OTHER LANGUAGES or SYNONYMS/ANTONYMS

Appendix 2: A teacher's guide to blackboard drawing

Appendix 3: Questionnaires for teachers

Vážené kolegyně, vážení kolegové,

jmenuji se Eva Drexlerová a jsem studentkou 4. ročníku Pedagogické fakulty UP v Olomouci. Ve své diplomové práci se zabývám využitím vizuálních prostředků jako podpůrného materiálu pro prezentaci nové slovní zásoby mladším žákům v hodinách anglického jazyka. Obracím se na Vás s prosbou vyplnit krátký dotazník, jehož výsledky budou zpracovány a analyzovány v praktické části mé diplomové práce. Dotazník je samozřejmě anonymní.

Děkuji Vám za Váš čas a ochotu.

Eva Drexlerová (e-mail: evka.drexlerova@centrum.cz)

1. General information:

Your age: to 35 35 – 50 51 and more

The name of school: _____

2. What do you prefer to teach in your English lessons –grammar or vocabulary?

- I prefer teaching grammar
- I prefer teaching vocabulary

3. Which techniques do you mostly use when *presenting* new vocabulary?

- using visual aids (pictures, charts, photos, drawings, flashcards, maps etc.)

- using realia (objects which are situated in the classroom or you brought them with)
- using mime or gesture (any kind of demonstration)
- using synonyms
- using antonyms
- explaining words in English (using definitions)
- translating words
- using other techniques – please specify_____

4. If you use visual aids when *presenting* new vocabulary, do your pupils enjoy it?

- they like it
- they do not like it

5. If you use visual aids when *presenting* vocabulary, which kinds of the visuals do you mostly use?

- | | |
|---|--|
| <input type="checkbox"/> pictures and picture cards | <input type="checkbox"/> charts and wall charts |
| <input type="checkbox"/> photos | <input type="checkbox"/> magazines and brochures |
| <input type="checkbox"/> postcards | <input type="checkbox"/> blackboard drawings |
| <input type="checkbox"/> posters | <input type="checkbox"/> mind maps (word networks) |
| <input type="checkbox"/> flashcards | <input type="checkbox"/> real objects |
| (word flashcards, picture flashcards) | <input type="checkbox"/> other visuals – please specify_____ |

6. Which sources do you mostly take the visuals from?

- from the teacher's book and its supplementary material
- from other books
- from the internet
- from magazines, newspapers or catalogues
- from other sources – please specify _____

7. Do your pupils keep their vocabulary notebooks?

- Yes
- No

**8. Which components do pupils note down into their vocabulary notebooks?
(do jejich vlastních „slovníčků“)**

- the Czech word and the English equivalent
- the Czech word, the English equivalent and phonetic transcription

9. Do your pupils add any extra information next to the new vocabulary item?

(e.g. drawing a picture or writing a definition)

- Yes
- No

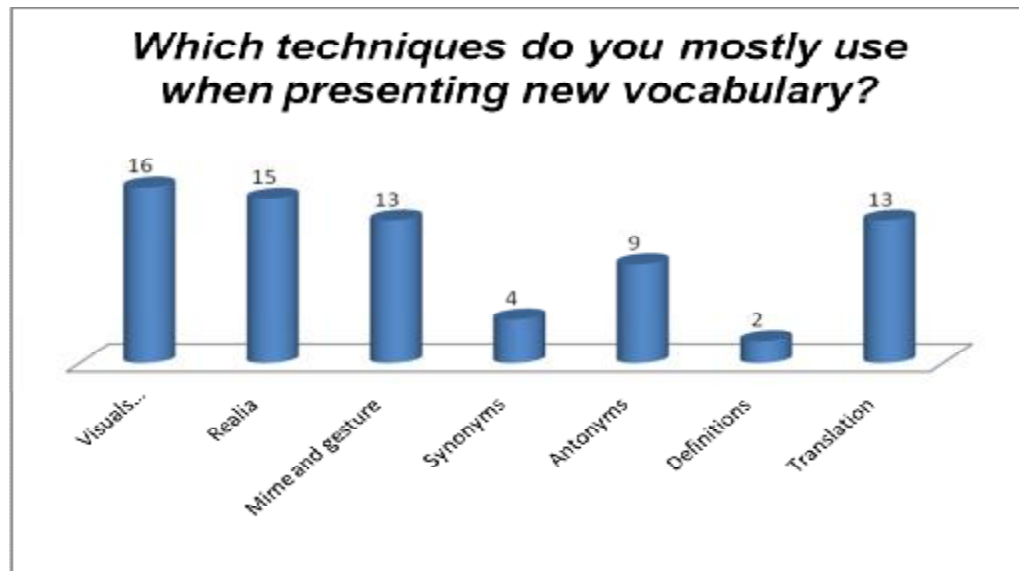
10. If yes which techniques do they usually use?

- they draw a diagram or a picture next to the new word
- they write the new word in a sentence (context)
- they notice the opposite word

- they notice the synonym
- they write an explanation in English (a dictionary definition)

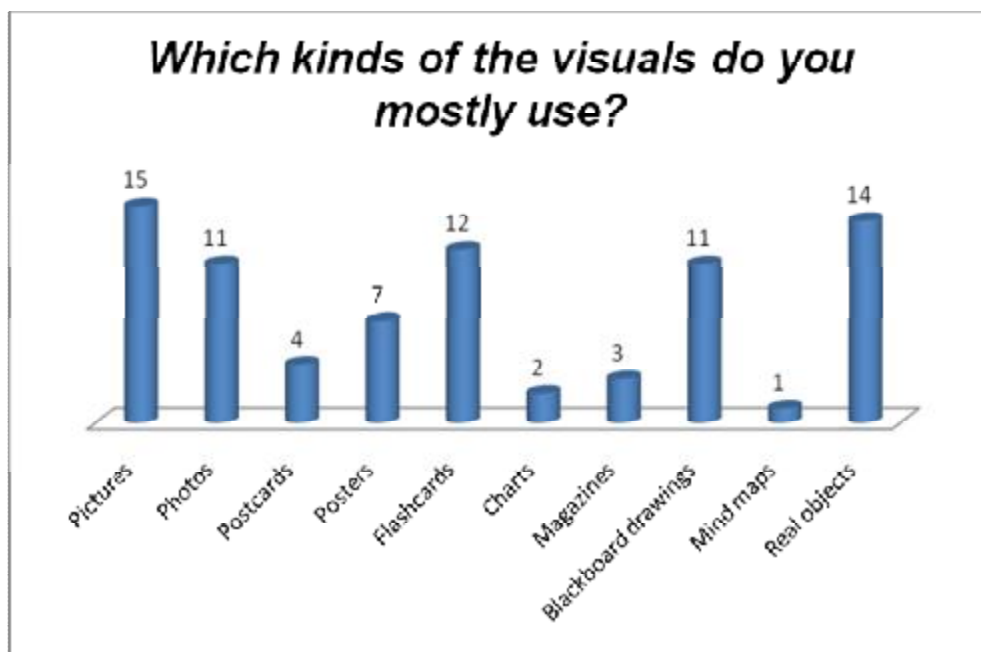
Appendix 4

Figure 1: Types of techniques teachers use



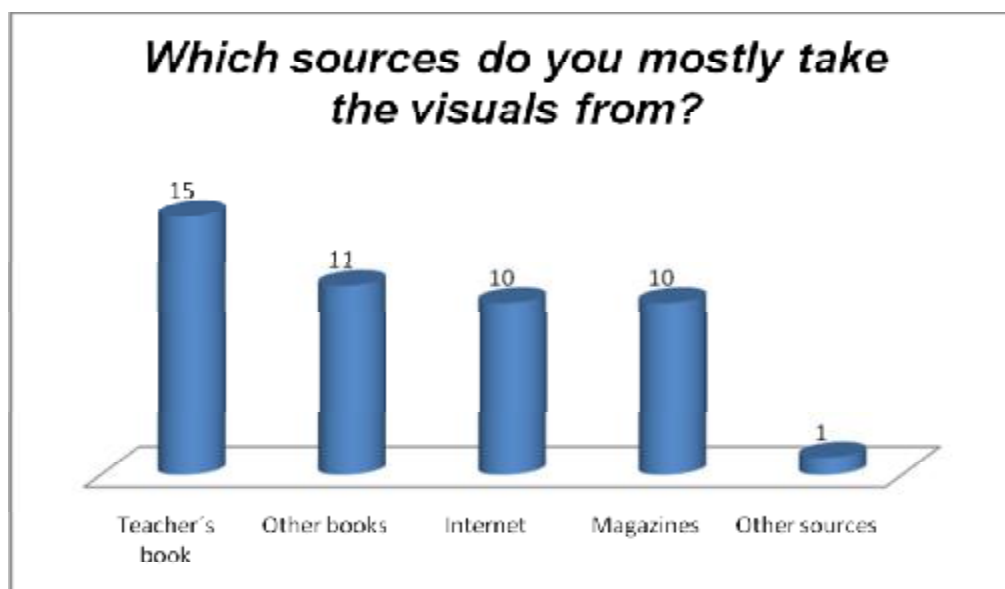
Appendix 5

Figure 2: Kinds of the visuals teachers use



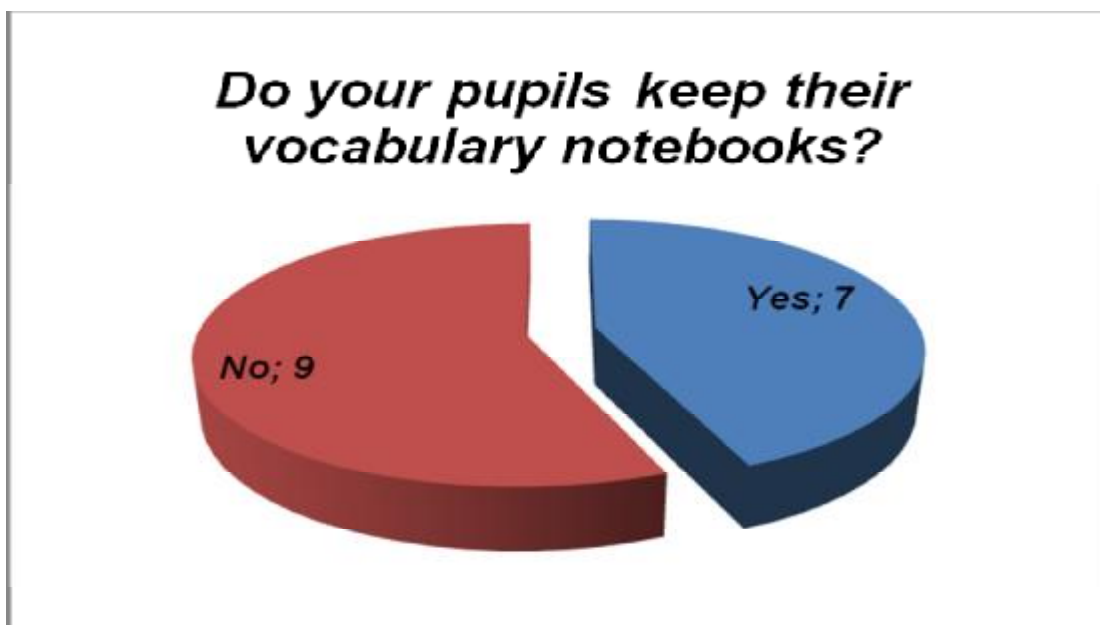
Appendix 6

Figure 3: Sources of visuals teachers use



Appendix 7

Figure 4: Number of teachers whose pupils keep and do not keep vocabulary notebooks



Appendix 8: Questionnaires for pupils

Milí žáci, milé žákyně,

obracím se na vás s prosbou o vyplnění jednoduchého dotazníku.

Děkuji za váš čas a ochotu.

Eva Drexlerová

*Studentka 4.ročníku Pedagogické fakulty
v Olomouci*

1. Kterou třídu navštěvuješ?

3. třídu

4. třídu

5. třídu

2. Jméno školy, kterou navštěvuješ: _____

3. Učíte se nová slovíčka v hodinách angličtiny pomocí obrázků?

ano, učíme se slovíčka pomocí obrázků

ne, neučíme se slovíčka pomocí obrázků

4. Jaké obrázky se ti v hodinách angličtiny nejvíce líbí?

- | | |
|---|--|
| <input type="checkbox"/> různé barevné obrázky | <input type="checkbox"/> obrázky z učebnice |
| <input type="checkbox"/> fotografie | <input type="checkbox"/> obrázky z časopisů |
| <input type="checkbox"/> plakáty, nástěnné obrazy | <input type="checkbox"/> obrázky, které nakreslí na tabuli |
| <input type="checkbox"/> grafy a tabulky | <input type="checkbox"/> paní učitelka/pan učitel |

5. Vedeš si svůj vlastní slovníček, kam si zapisuješ nová slovíčka?

- ano, mám slovníček ne, nemám slovníček

6. Která anglická slovíčka se skrývají pod těmito znaky?

[mVd@] -

[g3:l] -

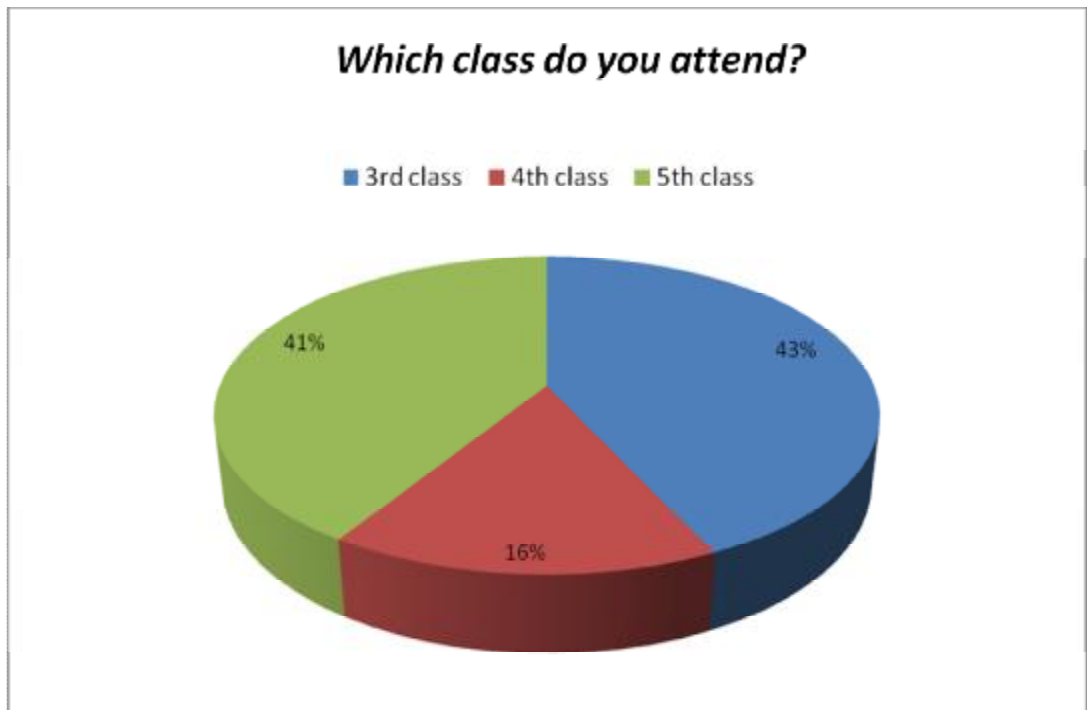
[b0:d] -

[&pl] -

Děkuji za tvé odpovědi! J

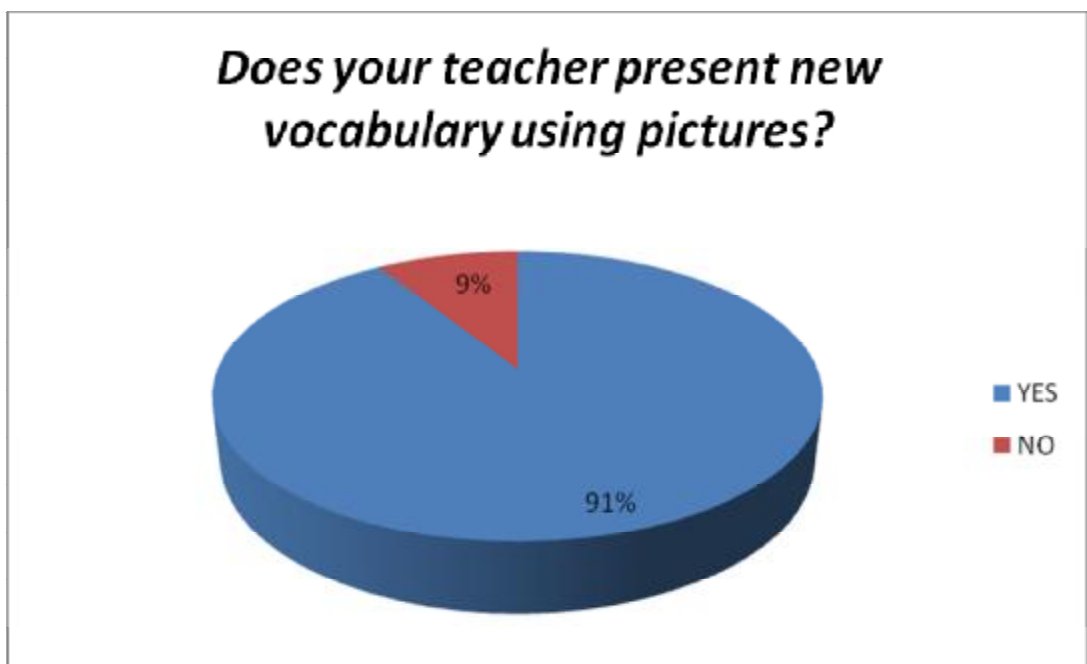
Appendix 9

Figure 5: The classes which pupils attend



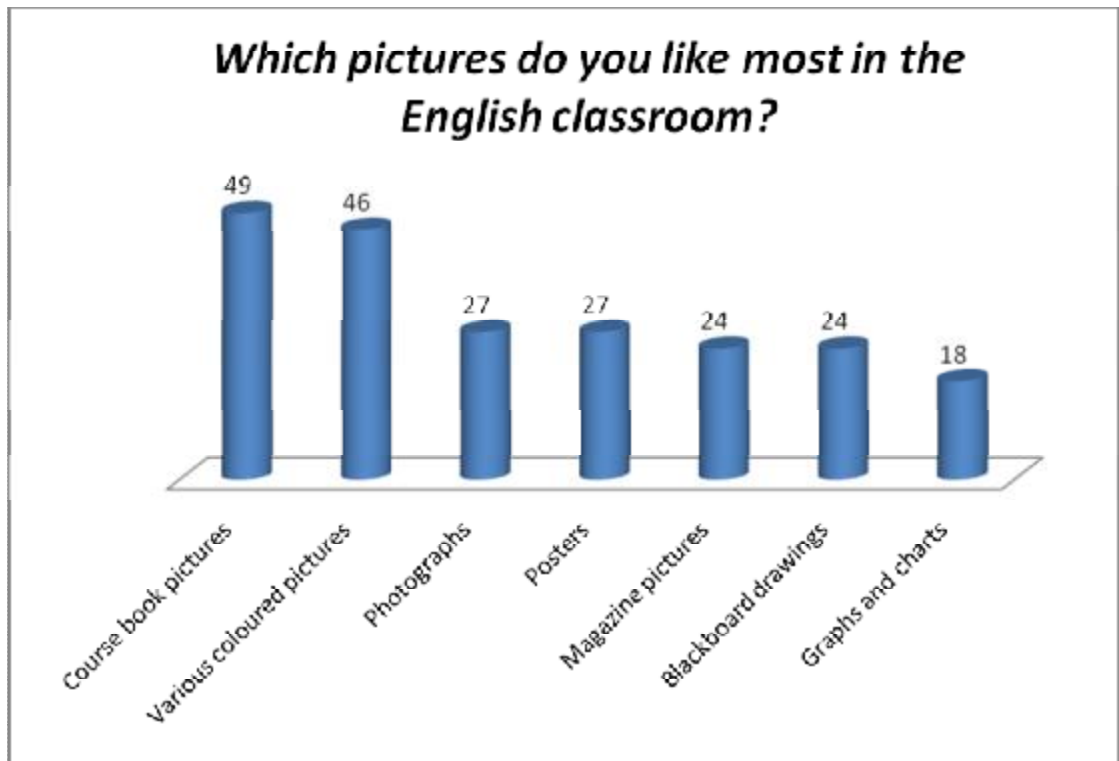
Appendix 10

Figure 6: Pupils' point of view on presenting vocabulary



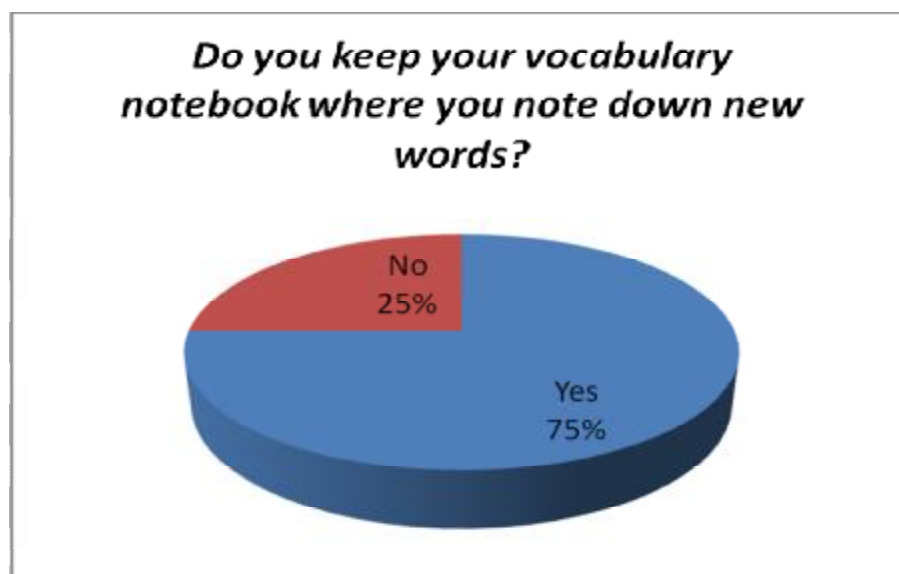
Appendix 11

Figure 7: The most favourite pictures among pupils



Appendix 12

Figure 8: The number of pupils who keep/do not keep vocabulary notebooks



RÉSUMÉ

Diplomová práce je zaměřena na využití vizuálních prostředků při prezentaci nové slovní zásoby mladším žákům, čili žákům prvního stupně základních škol. První část výzkumu se věnuje analýze dotazníků, které byly rozdány učitelům anglického jazyka na prvním stupni. Prostřednictvím těchto dotazníků bylo zjištěno, zda učitelé zapojují do výuky angličtiny vizuální prostředky. Z výzkumu vyplynulo, že všichni učitelé pracují s vizuálními prostředky při prezentaci nových slovíček. Využívají různých zdrojů a typů vizuálních pomůcek, nejčastěji ovšem pracují s učebnicí a jejím doplňkovým materiálem. Z analýzy dotazníků také vyplynulo, že méně než polovina učitelů vede své žáky k poznávacímu záznamu si nové slovní zásoby do slovníčků.

Dotazníky byly rozdány také žákům, jejichž analýza byla druhou částí výzkumu. Zde výsledky ukázaly, že žáci mají vizuální prostředky v oblibě. Ne všichni si vedou slovníčky, ne všichni jsou seznámeni se znaky fonetické transkripce.

V poslední části výzkumu byly analyzovány a porovnávány tři učebnice, se kterými se můžeme běžně setkat na českých základních školách. Bylo zjištěno, že všechny tři učebnice obsahují velké množství obrázků či fotografií. Nejstarší učebnice již není vizuálně atraktivní pro mladou generaci. Učebnice nejnovější je nejvíce zaměřena na prezentaci slovní zásoby pomocí obrázků.

Důležitým bodem výzkumu je, že vizuální prostředky, které hrají ve výuce jazyka významnou roli, jsou nejen obsaženy v každé učebnici, ale také jsou využívány učiteli.

ANNOTATION

Jméno a příjmení:	Eva Drexlerová
Katedra:	Katedra anglického jazyka
Vedoucí práce:	Mgr. Zuzana Bartsch Veselá, Ph.D.
Rok obhajoby:	2010

Název práce:	Využití vizuálních pomůcek při prezentaci slovní zásoby mladším žákům
Název v angličtině:	Using visual aids for the presentation of vocabulary to young learners
Anotace práce:	Diplomová práce pojednává o využití vizuálních prostředků jako podpůrného materiálu při prezentaci nové slovní zásoby žákům 1. stupně základních škol. Hlavním cílem výuky prostřednictvím vizuálního materiálu je nejen zvýšení motivace u žáků a navození příjemné atmosféry ve třídě, ale také umožnění žákům si nová slovíčka lépe zapamatovat. V teoretické části práce jsou zpracovány poznatky z odborné literatury. Praktická část ukazuje výsledky výzkumu mezi učiteli i žáky a dále potom výsledky analýzy učebnic.
Klíčová slova:	Slovní zásoba, prezentace slovní zásoby, vizuální pomůcky, motivace, učební styly, teorie mnohočetné inteligence

Anotace v angličtině:	The diploma project deals with the use of visual aids when presenting new vocabulary to pupils at primary schools. The main aim of teaching vocabulary through the visuals is not only to raise the pupils' motivation and to create a pleasurable atmosphere but also to enable pupils to learn new vocabulary effectively. The theoretical part is based on relevant background literature. The practical part is based on the findings of the survey among both teachers and pupils, and an analysis of textbooks.
Klíčová slova v angličtině:	Vocabulary, presenting vocabulary, visual aids, motivation, learning styles, Multiple Intelligences theory
Přílohy vázané v práci:	12 příloh
Rozsah práce:	73 stran, 38 stran příloh
Jazyk práce:	Anglický jazyk